NACEP Simplified Program Practice Checklist

Introduction

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is at the intersection of college and high school, advancing quality college courses for high school students. As the sole accrediting body for dual and concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development.

This checklist is designed to provide a quick snapshot of best practices associated with the NACEP National Standards for Program Quality. It can be used to confirm foundational practices, prompt internal discussion, or guide future planning efforts to strengthen dual or concurrent enrollment programs.

Review the program area elements that follow. Identify whether each element reflects practices currently in use by your institution as part of the overall collaboration to ensure program and course quality.

Partsnerships

- ☐ **Shared Commitment:** Ensure the program aligns with the broader goals of both the high school and the college, as well as with departmental goals when applicable. This alignment reflects a mutual investment in student success and program sustainability.

- ☐ **Formal Agreement:** Confirm there is a formal, written agreement between the institution and partner high schools outlining roles, responsibilities, and expectations. This agreement provides a foundation for collaboration and reflects a shared understanding of each partner's contributions.

- ☐ **Regular Communication:** Maintain consistent and open communication between partners to address ongoing needs and share feedback. This ongoing exchange builds consistency, promotes connection, and facilitates proactive planning.

- ☐ **Coordinated Collaboration:** Regularly share program effectiveness data and student performance results with high school partners to support continuous improvement. This sharing confirms planning and improvement and reflects a shared responsibility for student and program outcomes.

- ☐ **Information Accessibility:** Ensure that essential program information (such as policies, procedures, eligibility criteria, and timelines) is accurate, current, and readily accessible to both partners. This accessibility reflects a commitment to transparency and operational clarity, essential for effective program implementation.

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Instructor Qualifications, Orientation & Support

☐ **Instructor Approval:** Verify that high school instructors meet the qualifications set by the institution for teaching the college courses used for dual enrollment. This ensures academic rigor and reflects a shared commitment to maintaining the integrity of college instruction.

☐ **Instructor Orientation:** Provide an orientation for high school instructors covering course philosophy, curriculum expectations, institutional policies, and available resources. This preparation supports instructional consistency and reflects a commitment to equipping instructors for success.

☐ **Professional Development:** Provide high school instructors with ongoing, discipline-specific professional development opportunities. This engagement promotes continuous improvement, reflects a shared investment in teaching, and reinforces the teacher's role as a colleague and an extension of the college faculty within the high school setting.

☐ **Faculty Support:** Ensure assigned faculty liaisons provide each high school instructor with ongoing guidance in course delivery, assessment, and curriculum alignment. Active engagement from faculty liaisons fosters collaboration, reinforces academic integrity, and reiterates the collegial relationship.

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Curriculum and Instructional Alignment

☐ **Course Designation:** Confirm that college courses used in dual enrollment are official college catalog courses with the same departmental designation, course number, title, description, and credit hours as those offered on campus.

☐ **Course Consistency:** Ensure that college courses used in dual enrollment use the same syllabus, textbooks, instructional materials, and equipment —or institutionally approved, modified versions–as those used on campus. This alignment supports consistency in course expectations and helps identify and address resource gaps to ensure students have access to the tools and content required for a high-quality, college-level learning experience.

☐ **Course Observation:** Conduct periodic site visits to observe the delivery of college courses used in dual enrollment courses, ensuring consistency in teaching methods and student engagement. These observations support instructional consistency and reflect a shared responsibility for course fidelity and instructional quality.

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Student Support & Processes

- ☐ **Prerequisite Verification:** Verify that students meet all course placement requirements and course prerequisites before enrolling in courses. This practice upholds academic standards and reflects a commitment to student preparedness and course success.

- ☐ **Registration Process:** Implement a registration process for students that mirrors the on-campus process, with adjustments for academic calendar differences. This alignment promotes consistency in institutional procedures and helps students experience typical college practices, essential for building college-going skills and experiences.

- ☐ **Orientation & Advising:** Provide students with orientation materials and access to academic advising, highlighting the benefits and responsibilities of taking college courses. This support helps students make informed decisions and reflects a commitment to setting them up for a successful college experience.

- ☐ **Access to Resources:** Ensure students have access to necessary learning resources, such as libraries, tutoring services, and academic support. Equitable access to these resources reflects the institution's commitment to providing a high-quality learning experience and supporting students holistically.

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Assessment & Evaluation

☐ **Grading Standards:** Apply consistent grading standards across college courses used in dual enrollment and on-campus sections of the same course. Consistent grading reflects institutional policy and reinforces that dual enrollment courses are college courses, held to the same academic expectations. This approach ensures fairness, supports academic integrity, and maintains the rigor of credit-bearing coursework across all instructional settings.

☐ **Assessment Methods:** Use comparable assessment methods to evaluate student learning in college courses used in dual enrollment as are used on campus. Alignment in assessment affirms the course's status as a true college offering and reflects confidence in the equivalency of outcomes. It also ensures that grades are based on comparable measures of student learning, consistent with institutional standards.

☐ **Student Feedback:** Collect end-of-term evaluations from students to gather feedback on course quality for college courses used in dual enrollment. Soliciting student feedback mirrors standard college practices and reinforces that dual enrollment courses are college courses—not separate or simplified versions. This input supports instructional improvement and reflects a commitment to continuous quality enhancement.

☐ **Program Evaluation:** Regularly review and evaluate the program's effectiveness, using data to identify areas for improvement and inform decision-making. Internal evaluation is essential for understanding whether the program is meeting the goals of both partners and how it is doing so. This reflective process supports strategic planning and demonstrates a data-informed commitment to sustaining and improving program quality and impact.

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