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Page 1: Introduction

Q1

Person Completing the Survey

Name	Nicole Butler
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Q2

Institutional Information

Institution Name:	Weber State University
Program Name:	WSU Concurrent Enrollment
Program Website:	http://continue.weber.edu/concurrentenrollment/

Q3

Yes

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

Page 2: Partnership Standards

Q4

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

Yes,

If yes, please provide a brief description to explain alignment to the college/university mission.:
Weber State has a mission of access and diversity, and our CEP establishes a significant amount of access in our local community to higher education. With several CTE pathways, students can begin and make significant progress toward a certificate or degree that leads directly to employment. Weber State is also a dual-mission university, serving both the needs of degree-seeking students as well as the community at large, and our CEP supports both of those missions by offering credit as well as an entry point to students who may not otherwise have chosen to go to college.

Q5

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

We have annual meetings with our representatives in each high school to streamline processes and make goals for new courses or new procedures to help them with their CEP students.

Page 3: Faculty Standards 1 & 2

Q6

Yes

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

Q7

How many new concurrent enrollment instructors did the college / university approve for the 2019-20 academic year?

91

Q8

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?

60

Page 4: Faculty Standard 3 & 4

Q9

During the 2019-20 academic year how many concurrent enrollment instructors taught concurrent enrollment through the college/university at a secondary partner high school?

520

Q10

During the 2019-20 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?

Our annual PD is in March and was canceled this year due to Covid; approximately 100 teachers in a few specific disciplines had separate PD events earlier in the year.

Q11

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

**Face to Face,
Online Resources**

Q12

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

Yes

Q13

Does the concurrent enrollment program policies and procedures have a noncompliance policy for concurrent enrollment instructors?

Yes

Page 5: Assessment Standard

Q14

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

Faculty Liaison

Page 6: Curriculum Standards

Q15

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

Q16

Yes

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?

Q17

What percentage of faculty teaching during the 2019-20 academic year were observed by a faculty liaison?

50% were visited prior to March 2020, but the remainder weren't.

Q18

If not 100% please explain

Many of our instructors had a site visit conducted prior to March 2020, but our department liaisons were unable to complete 100% of the observations they intended to perform during the 19-20 year due to the restrictions of the pandemic and our statewide system of schools shutting down.

Q19

During the Faculty Liaison conducted Site Visits during the 2019-20 academic year, what was observed and/or reported? (select all that apply)

Curriculum Alignment,

Lab Equipment,

Student Interactions,

Textbook Alignment,

Syllabi,

Other (please specify):

Teacher proficiency & quality of interactions with students

Page 7: Student Standards

Q20

Yes

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

Q21

Yes

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

Q22 **Yes**

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?

Q23 **No**

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

Q24 **Library,
Advising,
Student Activities**

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

Page 8: Program Evaluation Standards

Q25 **Yes**

Was an end -of- term evaluation for all concurrent enrollment courses conducted for the 2019-20 academic year?

Q26 **Yes**

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

Q27 **Yes**

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

Q28 **Yes**

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

Q29 **Program Modifications**

If yes, check all that apply:
