



September 13, 2014

Ms. Beth Rhoades
Weber State University
Continuing Education- Concurrent Enrollment
4014 University Circle
Ogden, UT 84408-4051

Dear Ms. Rhoades:

Congratulations to **Weber State University's Concurrent Enrollment Program** on earning re-accreditation by the National Alliance of Concurrent Enrollment Partnerships. The team of experienced representatives of NACEP-accredited concurrent enrollment partnerships who reviewed your application had the following to say about your program:

The team found the following Concurrent Enrollment Program practices exemplary:

- The review team commended a well thought out and highly interactive website for student admissions and acceptance. The team commends the new website format and changes that focus on concurrent enrollment students and program. Student information pieces were all readily available and easy to navigate. The website was nicely laid out and thorough regarding the student acceptance and registration process. (S2/S3)
- The Instructor Handbook was well-organized and thorough in outlining the role and responsibilities of concurrent enrollment instructors. (F2)
- The professional development agendas and materials demonstrated a strong focus on curriculum, including discussion of learning outcomes, assessments, and other expectations. The practice of holding annual meetings with liaisons helps ensure that liaisons understand their responsibilities and program expectations. (F3)

The team recommends the following policy and procedure changes:

- The team recommends continuing the practice of reinforcing the value of site visits and the standardization of requirements regarding faculty site visits. The CEP is highly encouraged to redefine the frequency of visits required by the program and set a minimum expectation for all. (C3)
- While processes regarding orientation and professional development were adequately described, the team was left with the sense that the CEP may have a hard time systematically documenting their full knowledge of what occurs. Formal structures (comprehensive database, standardized forms and processes, etc.), defined positions, and/or more dedicated staff-time may be needed. The faculty play a large role in documenting the program markers of excellence (professional development agendas, minutes, attendance, etc.). If full transparency or cooperation is not afforded to the CEP administrator, who is working to support a relatively large program with a large number of variations between disciplines, the opportunity to demonstrate the teacher communication and professional development that does occur is more difficult if the information is buried. Overall, the F2-F3 PD is in place, minimally for some disciplines and to the fullest extent for others. Regular meetings with

- liaisons (individually and in groups) can be used to help ensure liaison understanding of what constitutes quality professional development. The program has several examples of strong orientation and PD that can be shared as examples for other liaisons. (F2-F3)
- Variability exists in the course outlines submitted as evidence; in several cases, the learning outcomes (course objectives) were missing from the CEP outlines or varied from those listed on the campus outlines. The team strongly encourages faculty liaisons to work more closely with CEP faculty to develop WSU syllabi as a representative artifact and recursive document for the course. Standardizing the syllabus format, perhaps by creating a template, can ensure that all CEP course outlines are complete. (A1)
 - Follow-up contacts had not been done initially for E3 and E4; the team commends the program for re-facilitating these surveys and including follow-up based on feedback. The team was concerned that the E2-E4 reports were lacking in substantial analysis that summarized strengths, challenges, and plans for improvement. The team recommends that the program collaborate with its Institutional Research department to more thoroughly analyze survey results. (E2-E4)

Your program is to be congratulated on its quality and these recommendations are made with the best of intentions. Your commitment to the implementation of concurrent enrollment best practices is to be commended, and I wish you the best as your program moves forward. We look forward to publicly celebrating your accomplishment at the 2014 NACEP conference in Chicago, Illinois.

Sincerely,



Ms. Victoria Zeppelin
Vice Chair and Commissioner, NACEP Accreditation Commission