



AHECB Concurrent Reauthorization Report Template

[Insert Institution Name]

[Date]

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The AHECB Concurrent Reauthorization Report will be utilized by the Arkansas Division of Higher Education (ADHE) to verify the effectiveness, quality, and continuous improvement of the Concurrent Education Program (CEP). This report should be prepared by Chief Academic Officers and Concurrent Education Program (CEP) Staff.

This written report must provide a detailed summary of each area examined and should provide examples that document the conclusions based on institutional data from AY 2017 to AY 2019. The questions below should be used by the institution as a guide in preparing the summary for each area.

- I. Review of Concurrent Memorandums of Understanding (MOUs)
 - A. Provide listing of the current MOUs and the affiliated high schools.
 - B. Where are these schools located in relation to your institution?
 - C. Over the past three academic years, what factors have contributed to the increase, decrease, or constant in the number of affiliated schools to your CEP?
- II. Review of Concurrent Course Offerings
 - A. Provide listing of concurrent course offerings to each affiliated high school.
 - B. Provide syllabi listing of all current courses taught by concurrent instructors.
 - C. Over the past three academic years, what factors have contributed to the increase, decrease, or constant in the number of affiliated schools to your CEP?
- III. Review of Concurrent Course Quality
 - A. Student Learning Outcomes
 - a. How are the learning outcomes for your courses developed within your department? If learning outcomes are not the same across sections of a course, describe the department's approach and extent of variation in campus and CEP learning outcomes.
 - b. How do you assure that CEP instructors are teaching to the student learning outcomes (i.e. orientation, professional development, site visits, etc.)? If relevant, describe an experience when a CEP instructor was not adhering to the expectations for the course.
 - c. How are department revisions to student learning outcomes communicated to CEP instructors?
 - B. Syllabi
 - a. When are new syllabi initially reviewed and approved? Who conducts this review?
 - b. Detail the approach to evaluating a new syllabus, including the minimum components or areas of most importance. If not described above, address how consistent learning outcomes are assured. How are any required changes to a new syllabus communicated?
 - c. Beyond the initial review, explain how the department ensures CEP syllabi are up to date.

AHECB Concurrent Reauthorization Report Template

- d. Discuss any important differences between the execution of the course on campus and in the CEP addressing how the syllabus upholds the integrity of the college course.
- C. Assessment Review:
 - a. Describe how your department assures that CEP assessments are comparable in rigor to those on campus (i.e., share samples from campus, review CEP assessments, professional development, etc.).
 - b. Describe how your department assures that grading standards are comparable between the CEP and campus course (i.e., review of syllabi and graded work, rubrics, grade norming, assessment data collection, etc.). This goes beyond grading scales, including how assignments are graded and how final grades are calculated.
- D. Grading Standards
 - a. Describe your department's philosophy on grading standards and how this is communicated to the concurrent enrollment instructors.
- IV. Review of Concurrent Instructors
 - A. Provide listing of concurrent instructors with a statement that each instructor meets minimum requirements for concurrent instruction.
 - B. Over the past three academic years, what factors have contributed to the increase, decrease, or constant in the number of concurrent instructors to your CEP?
 - C. Describe how concurrent instructors have been receiving professional development over the past three academic years.
- V. Review of Grade Awarding & Recording
 - A. Describe the process in which grades in concurrent courses are awarded and recorded by the college/university Registrar.
 - a. Include registration dates for concurrent enrollment with explanation for differences in registration, add/drop, and withdrawal timeframe compared with on-campus students.
- VI. Review of Student Success, Persistence, & Retention Data
 - A. Student Success
 - a. Concurrent Course Enrollment
 - i. Provide the number of students enrolled in each general education & CTE courses.
 - ii. Provide the number of students that completed in each general education & CTE courses.
 - iii. Provide the number of students who took concurrent courses that graduated from high school.
 - b. Over the past three academic years, what factors have contributed to the increase, decrease, or constant in the number of students enrolled to your CEP?
 - B. Persistence

AHECB Concurrent Reauthorization Report Template

- a. Provide the number of students who took concurrent courses that enrolled in a postsecondary institution.
 - b. Over the past three academic years, what factors have contributed to the increase, decrease, or constant in the number of students who persist in your CEP?
 - c. Provide an actionable plan that your CEP can utilize to better monitor student persistence.
 - d. Provide an actionable plan that your CEP can utilize to better help students persist.
- C. Retention
- a. Provide the number of students who failed, dropped out, or withdrew from concurrent course offered.
 - b. Over the past three academic years, what factors have contributed to the increase, decrease, or constant in the student retention to your CEP?
 - c. Provide an actionable plan that your CEP can utilize to better monitor student retention.
 - d. Provide an actionable plan that your CEP can utilize to improve student retention.