Standards & Evidence

Faculty Liaison Reference Guide for CAP Reaccreditation Evidence
under the 2017 National Alliance of Concurrent Enrollment Partnerships Standards

This guide summarizes what NACEP requires for accreditation and which items are **your direct responsibility as a faculty liaison**. Each evidence item is tagged to help you quickly identify what you need to provide vs. what the CAP Office handles.

☆ YOUR DUTY	Direct faculty liaison responsibility		✓ CAP STAFF	Handled by CAP staff

PARTNERSHIP STANDARDS

P1	Program aligns with institution mission & is supported by administration

Required Evidence

1	Org chart showing where concurrent enrollment fits in the institution.	✓ CAP STAFF

2	Description of CAP staff structure and services provided by other departments.	✓ CAP STAFF

3	Listing of all faculty liaisons by discipline, including a description of the liaison role, procedures, and practice guide or handbook. **CAP Note:** *CAP provides this information about you and your role.*	✓ CAP STAFF

4	Institution mission/strategic plan and description of how the CAP Program aligns. Program Director and Chief Academic Officer both sign the NACEP Partnership Form.	✓ CAP STAFF

P2	Program has ongoing collaboration with secondary school partners

Required Evidence

1	Description of ongoing collaboration between partners, including roles and responsibilities. This is supported by event materials, survey results, meeting minutes, or advisory board feedback.	✓ CAP STAFF

2	Sample MOU or partnership agreement between the college/university and district or high school (or description of the partnership establishment process if no MOU exists).	✓ CAP STAFF

FACULTY STANDARDS

F1	CAP instructors meet minimum qualifications for teaching the course on campus

Required Evidence

1	Description of the process and timeline for appointing, approving, or denying CAP instructors, and how this is communicated to high school partners.	✓ CAP STAFF

2	Listing of minimum instructor credentials by course or discipline and description of how those qualifications are established by academic leadership. **CAP Note:** *Department chairs will be asked to confirm the verbiage published for instructor qualifications. In most cases, HLC requirements will be sufficient.*	✓ CAP STAFF

3	Three completed sample CAP instructor applications (varied departments) with secure information removed plus corresponding approval/appointment letters listing approved courses.	✓ CAP STAFF

F2	Faculty liaisons provide new instructors with course-specific training before they teach

Required Evidence

1	For each discipline: sample course-specific training materials and agenda for new instructor training. **CAP Note:** *Prepare a training packet even if you do not anticipate having a new instructor.* **Template available soon** *on CAP Liaison page (usi.edu/cap/liaison). Materials should go beyond a syllabus template — include how you convey course content, accreditation standards, pedagogy examples, a lab activity, a common assessment, or a rubric. A discipline specific orientation checklist is available at www. usi.edu/cap/liaison to guide you on a training outline and potential discussion topics for new instructors.*	☆ YOUR DUTY
2	Written description of how new instructors are trained, including how the provided materials are used.	☆ YOUR DUTY
3	Attendance tracking report documenting the date each new CAP instructor received initial course-specific training. **CAP Note:** *Evidence will cover new instructors trained in 2026–27.*	✓ CAP STAFF

F3	CAP instructors participate in annual discipline-specific professional development

Required Evidence

1	All seminar descriptions, materials, event minutes, conference reports, or individualized meeting summaries from each discipline's annual PD activity. **CAP Note:** *For summer PD activities, share materials with the CAP Office. For fall or spring events, submit materials after the event concludes.*	☆ YOUR DUTY
2	Written description of how the annual PD enhances course content, delivery knowledge, and/or addresses research in the field — including format, delivery method, frequency, and how it differs from new instructor training. **CAP Note:** *Explain from your perspective as the facilitator: how did these materials deepen instructors' content or pedagogical knowledge?*	☆ YOUR DUTY
3	Procedures describing how the program ensures and tracks PD participation and follows up with non-attendees. Tracking report showing each instructor's most recent PD date. **CAP Note:** *Consider emailing missed content or scheduling a call. Even if nothing has changed, it is a good opportunity to connect about the upcoming year and syllabus approval deadlines.*	✓ CAP STAFF

F4	CAP instructors are informed of and adhere to program policies and procedures

Required Evidence

1	Comprehensive CAP instructor procedures and practice guide. (Includes non-compliance policy expectations regarding adherence to departmental course/syllabus standards and required annual PD attendance.)	✓ CAP STAFF

2	Description of the administrative orientation for new instructors, including agenda, materials, and format.	✓ CAP STAFF

3	Copy of procedures for instructor non-compliance. If non-compliance has occurred, provide documentation of the process followed.	✓ CAP STAFF

ASSESSMENT STANDARD

A1	CAP students' learning outcomes are measured using comparable grading standards and methods as on-campus sections

Required Evidence

1	Statement of Equivalency written by you (the faculty liaison) following NACEP Statement of Equivalency Guidelines. A generic/standard response is not acceptable. **CAP Note: Template available soon on CAP Liaison page (usi.edu/cap/liaison).** *This also meets Curriculum Standard C2. This is your opportunity to explain your department's approach to the course and your oversight of instructors. Address: mandatory vs. discretionary components, grading scale guidance, final exam requirements, and whether a common Core 39 assessment is required. See Appendix B for specific guidance.*	☆ YOUR DUTY

2	Paired student assessment tools from on-campus and CAP sections — one example per discipline for side-by-side comparison (e.g., final exam, lab exercise, essay assignment, or grading rubric). **CAP Note:** *From your 2026–27 observation visits, identify the strongest example and provide the on-campus version to the CAP Office. Topics should match. Common rubrics are acceptable. Assessments do not need to be graded. Core 39 assessments may be used if applicable. If student names are present, they will be redacted.*	☆ YOUR DUTY

CURRICULUM STANDARDS

C1	CAP courses are catalogued with the same designations, descriptions, numbers, titles, and credits as on-campus courses

Required Evidence

1	Publicly available list of all CAP courses with descriptions linked to the college/university course catalog.	✓ CAP STAFF

C2	CAP courses reflect the learning objectives and pedagogical orientation of the university discipline

Required Evidence

1	Paired syllabi from on-campus and CAP sections (one course per discipline) with learning objectives highlighted. **CAP Note:** *One syllabus collected during your 2026–27 observation visits will be submitted to NACEP for comparison against the on-campus version. Use of CAP or departmental templates will help ensure comparability. The CAP Office can highlight learning objectives.*	☆ YOUR DUTY
2	Statement of Equivalency per discipline following NACEP guidelines — same document as A1. **CAP Note: Template available soon on CAP Liaison page (usi.edu/cap/liaison).** *Explain any differences between on-campus and CAP syllabi. Provide the CAP Office with the best possible example from your discipline.*	☆ YOUR DUTY

C3	Faculty liaisons conduct site visits to ensure CAP courses are equivalent to on-campus sections

Required Evidence

1	Description of what happens during a typical site visit and how visits are used to provide feedback to CAP instructors. **CAP Note:** *How you approach observation visits and use them for feedback is helpful to include in your A1/C2 Statement of Equivalency.*	☆ YOUR DUTY
2	Description of how site visits are tracked and the program-defined frequency: (1) first-time instructors and (2) veteran instructors. **CAP Note:** *CAP frequency: each instructor is visited in their first year, then no less than every other year. Annual observation is best practice.*	✓ CAP STAFF

3	Tracking documentation listing the most recent site visit date, instructor name, and site visitor name/title. **CAP Note:** *Peer reviewers will check adherence to frequency schedules. Alert the CAP Office early if you anticipate difficulty completing required visits so another faculty member can assist.*	✓ **CAP STAFF**

4	One site visit report per discipline, completed by a faculty member with content knowledge of the discipline. **CAP Note:** *Ensure your 2026–27 observation visit reports are fully completed and submitted to the CAP Office along with paired syllabi and assessments. Indicate which example is strongest for your discipline.*	☆ **YOUR DUTY**

STUDENT STANDARDS

S1	Registration and transcripting policies for CAP students are consistent with on-campus practices

Required Evidence

1	Official letter from the college/university registrar verifying compliance with the standard.	✓ **CAP STAFF**

2	Sample student transcript with identifying information redacted.	✓ **CAP STAFF**

3	Registration calendar for CAP with explanations of any notable differences in add/drop and withdrawal timeframes compared to on-campus students.	✓ **CAP STAFF**

S2	CAP Program ensures students meet course prerequisites

Required Evidence

1	Published outline of the registration process and sample application provided to students and schools, including prerequisites for each CAP course.	✓ **CAP STAFF**

2	Description of the process used to verify that students meet prerequisites.	✓ **CAP STAFF**

S3	CAP students are advised about the benefits and implications of taking college courses

Required Evidence

1	Example advising materials covering: academic integrity and plagiarism policies; advising on programs of study, prerequisites, course load, grading, and credit transferability; enrollment processes; legal rights under FERPA and ADA; and impact on future financial aid.	✓ CAP STAFF

2	Description of the advising process: format, delivery method, timeline, who conducts advising, and what information is provided.	✓ CAP STAFF

S4	CAP students have suitable access to learning resources and student support services

Required Evidence

1	Description and documented evidence of learning resources available to CAP students and how they are informed.	✓ CAP STAFF

2	Description and documented evidence of student support services available to CAP students and how they are informed.	✓ CAP STAFF

PROGRAM EVALUATION STANDARDS

E1	End-of-term student course evaluations are conducted for each CAP course

Required Evidence

1	Survey instrument. If departments vary, submit one sample of each type used.	✓ CAP STAFF

2	Sample evaluation report that instructors receive. If departments vary, submit one sample per type. **CAP Note:** *Qualtrics has been used for CAP Course Perception Surveys since 2018.*	✓ CAP STAFF

3	Description of the process for sharing evaluation results with CAP instructors and faculty liaisons, and any follow-up actions taken based on results.	✓ CAP STAFF

E2	Regular and ongoing evaluations of CAP program effectiveness are conducted and used for continuous improvement

Required Evidence

1	Detailed report of a research study or set of evaluations conducted within (or in progress during) the last two academic years. Include abstract/executive summary, introduction, methodology, results, and discussion. Provide the research instrument (surveys, interview questions, etc.) where applicable.	✓ CAP STAFF

2	Description of how results and improvement plans are communicated to college/university and school leadership, and how the program tracks whether improvement plans are yielding results.	✓ CAP STAFF

3	Description of the types and frequency of program evaluation methods used to assess student success, school partner impact, and other program goals.	✓ CAP STAFF

YOUR RESPONSIBILITIES AT A GLANCE
Everything tagged ☆ YOUR DUTY across all standards

Std.	Standard	What You Need to Provide
F2	Faculty — New Instructor Training	Training materials & agenda per discipline • Liaison written description of how training is conducted • This is to be provided even if you do not have any new instructors – pretend you do. Template available soon on CAP Liaison page (usi.edu/cap/liaison)
F3	Faculty — Annual Professional Development	All PD materials utilized • Liaison written description of how PD enhances course content & pedagogy
A1	Assessment — Equivalency	Liaison selected paired student assessments from CAP + on-campus sections • Statement of Equivalency (per discipline): Template available soon on CAP Liaison page (usi.edu/cap/liaison)
C2	Curriculum — Learning Objectives	Identify a CAP instructor's syllabus you recommend as evidence for the discipline or advise CAP staff to pick a syllabus if you do not have a preference • Work with CAP staff and department chair to obtain on campus syllabus to submit with CAP syllabus as a campus pair • Statement of Equivalency (same as A1): Template available soon on CAP Liaison page (usi.edu/cap/liaison)
C3	Curriculum — Site Visits	Description of your typical site visit process • One completed site visit report per discipline will be submitted for evidence

All other evidence items are handled by CAP staff.

Questions?
Call Jaclyn (812-465-1274) or Dana (812-464-1972).