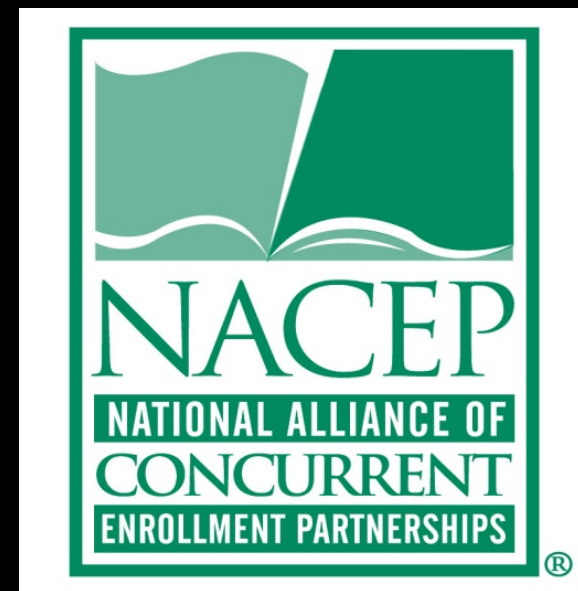


Jamestown Community College

The Path to NACEP Accreditation



2006-2007 Program Overview

Partners

- 38 high schools
- 4 BOCES centers
- 1,164 students

Offerings

- 187 sections
- 42 courses
- 23 disciplines

Faculty and Staff

- 109 teachers
- 32 liaisons
- 1 PT Program Coordinator
- 1 PT Admin. Assistant

Program History and Growth

- ❑ Since its inception in 1998, the program had shifted from broad-based multi-division administration to a consolidated administration within the division of Arts, Humanities and Health Sciences
- ❑ Total FTEs had increased over 76% and registration had increased over 73%
- ❑ The program had become the single largest program of the college


The Goal

Complete
Program
Review

Adjust Internal
and External
Processes

Obtain NACEP
Accreditation

First Steps



Assistant Dean & Program Coordinator
assess program strengths and
weaknesses

Determine how and where current
program meets NACEP Standards

Identify timeline for bringing program
into NACEP compliance

NACEP Standards

1. Curriculum – C1, C2, C3

2. Faculty – F1, F2, F3

3. Students – S1, S2, S3

4. Assessment – A1, A2, A3

5. Evaluation – E1, E2, E3

NACEP Standards

NACEP Standards Met

- C1, C2, C3, S1, S2, F1, A2

NACEP Standards Not Met

- S3 – student guide
- F2 – initial training
- F3 – annual training
- A1 and A3 – course assessment tools and examples
- E1, E2, E3 – surveys and survey reports

Target Standards – Action Steps

S3

- Student Guide – develop guide

F2

- Initial training – develop internal monitoring system and create criteria for one-on-one training (teacher/liaison)

F3

- Annual training – create two formal training opportunities
 - Annual Fall workshop – day-long, program-wide
 - Spring Discipline meetings – half-day, discipline-specific

Target Standards – Action Steps

A1, A3

- Course Assessment – develop standards for distribution, monitoring, and collection of assessment tools and sample student work

E1,2,3

- Develop 1-year, 5-year, and Impact surveys. Administer surveys, engage IR in analysis, and write comprehensive survey reports.



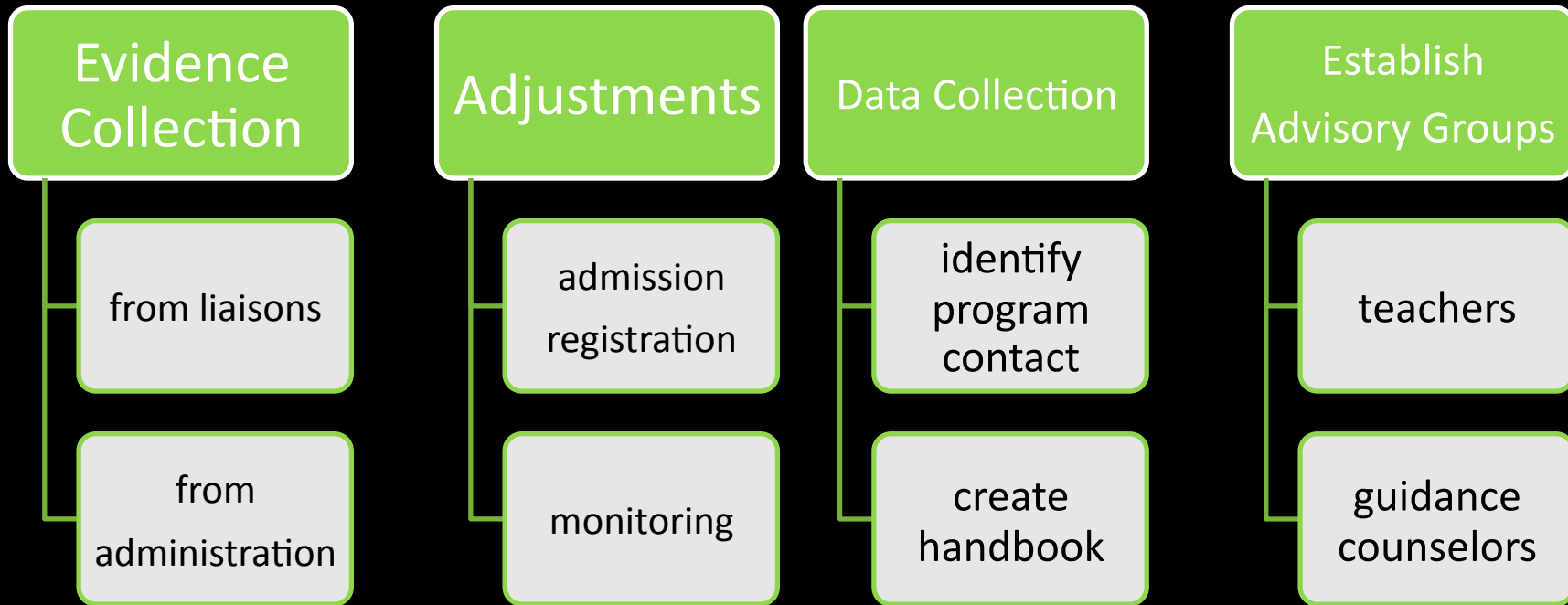
Target:

Submit NACEP
application
within 2 years

Application Preparation

Internal Processes

External Processes



Completing the Application

Completion of all action
steps

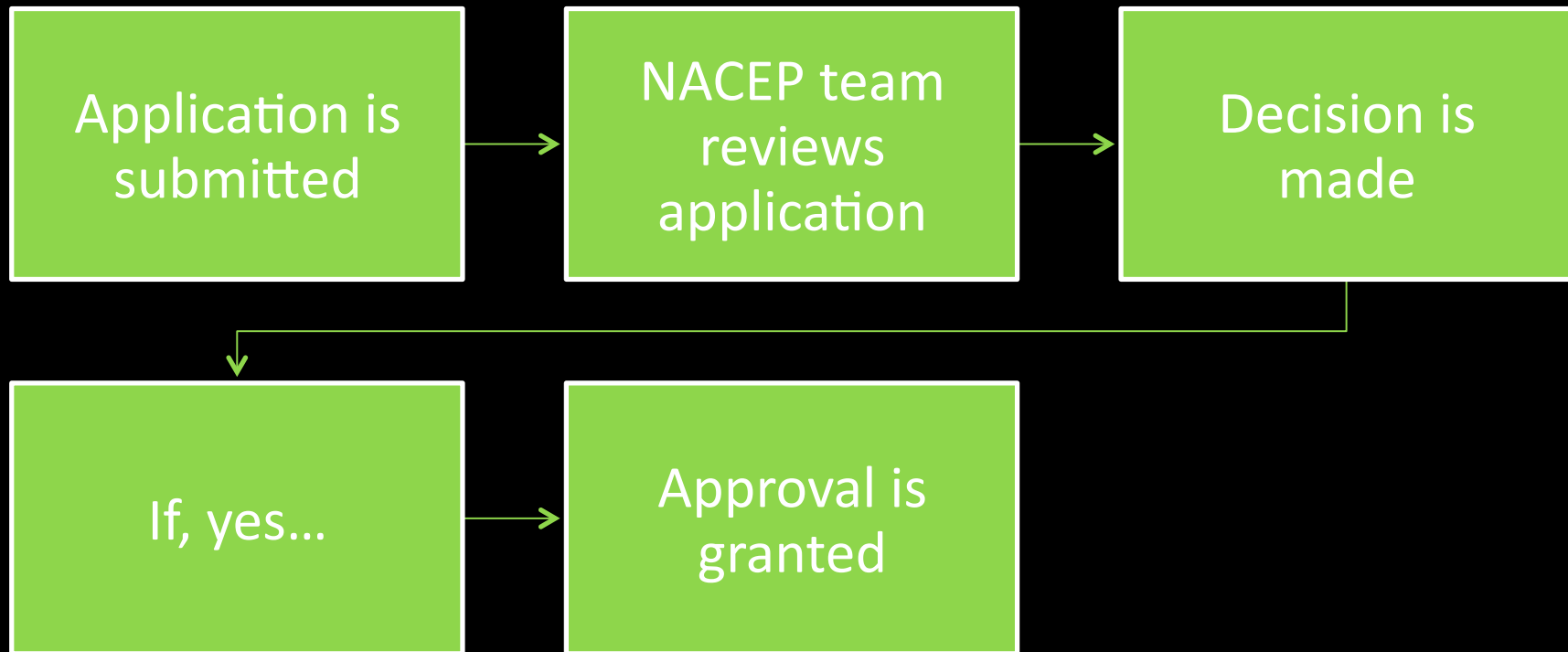


Organization of all evidence



Creation of application on
CD

Application Process



The NACEP Dialogue Begins

- diverse interpretations
- diverse expectations
- shared goals

NACEP Standards

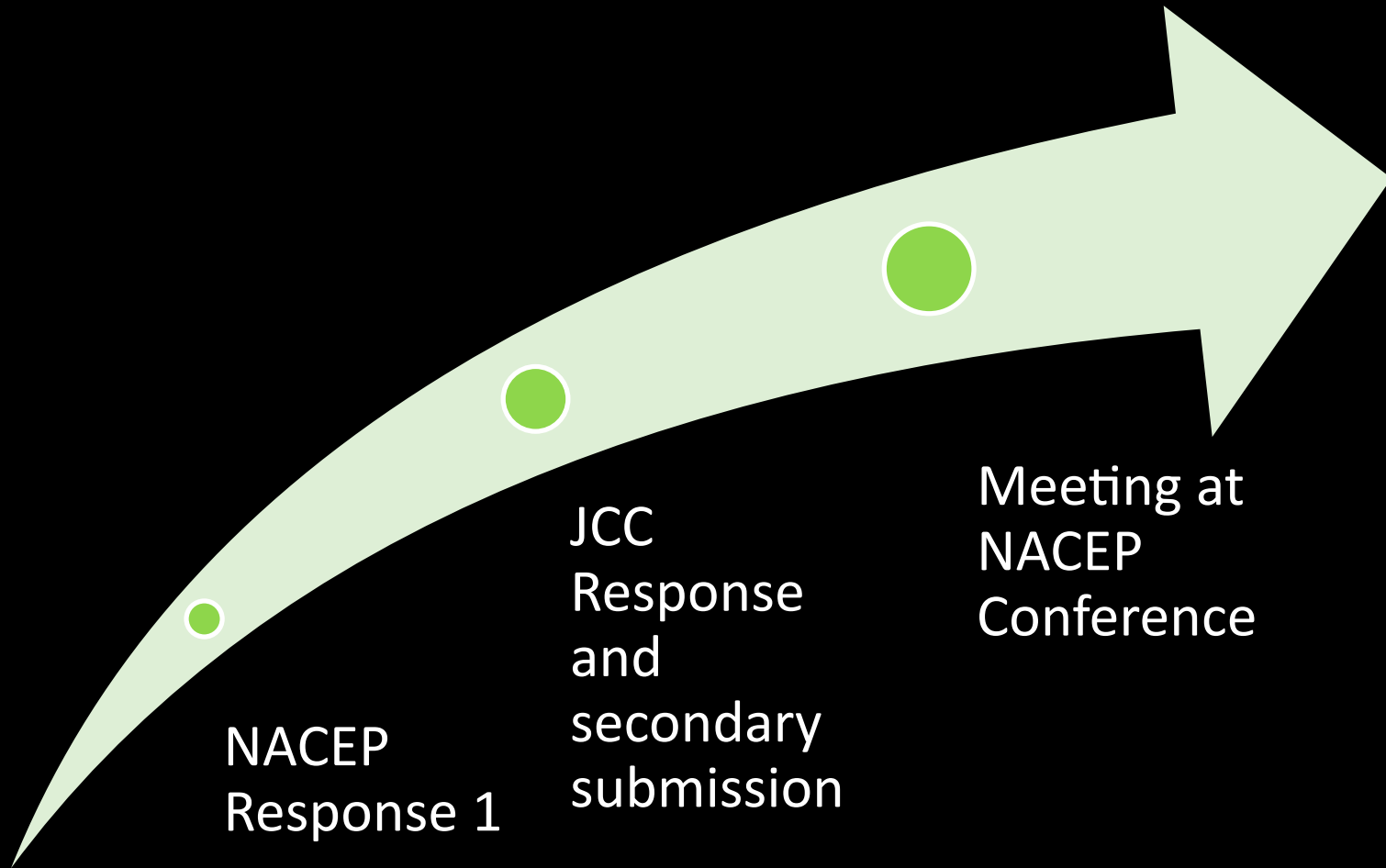
NACEP Standards Met

- C1, C2, C3, S1, S2, F1, A2

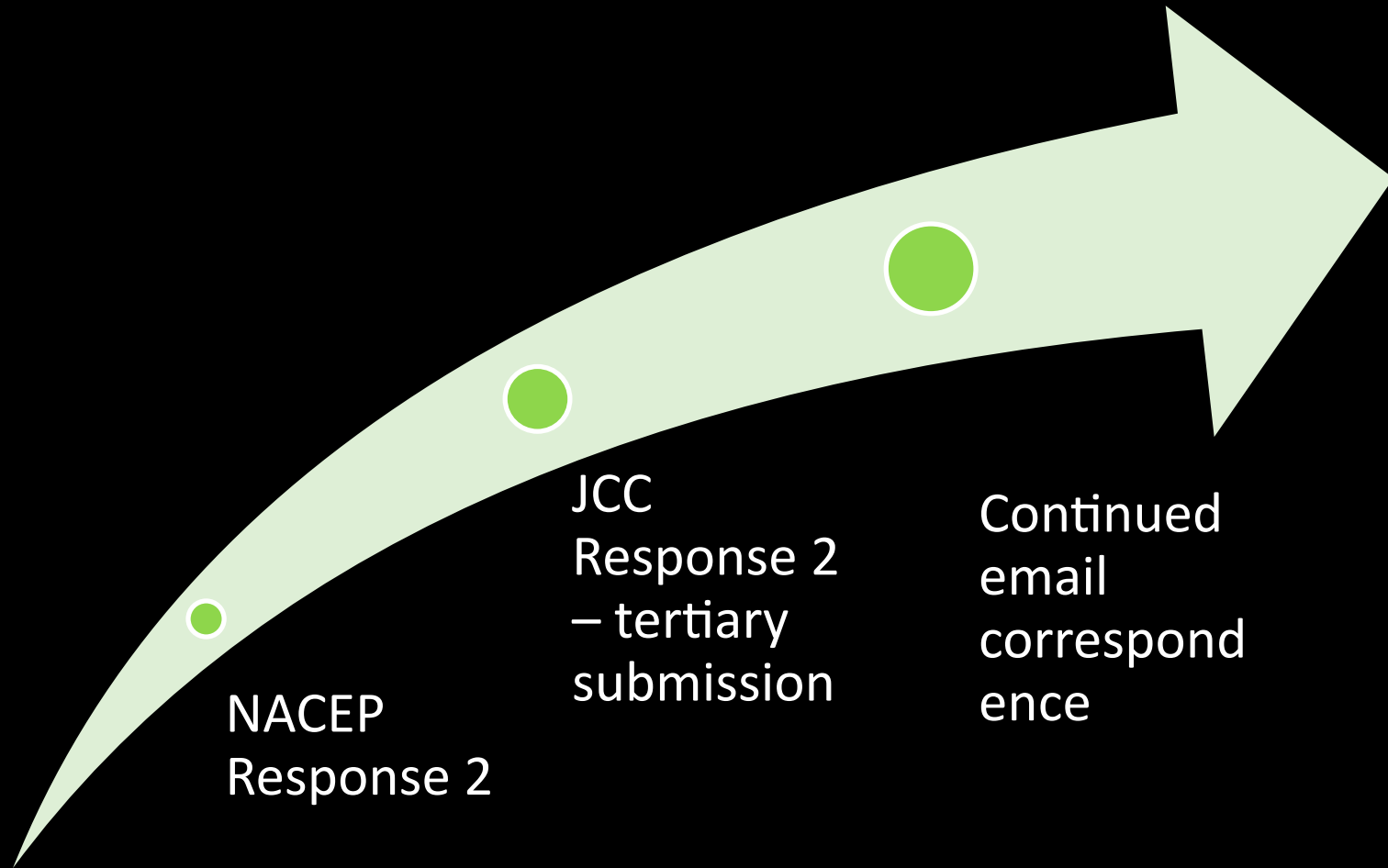
NACEP Standards Not Met

- S3 – student guide
- F2 – initial training
- F3 – annual training
- A1 and A3 – course assessment tools and examples
- E1, E2, E3 – surveys and survey reports

The Dialogue



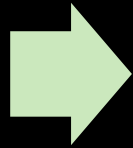
The Dialogue Continues



NACEP



JCC



Accreditation

Benefits

NACEP Accreditation -

- ✓ Serves as a guarantee to students, policy-makers, and other postsecondary institutions that the accredited CEP meets rigorous national standards.
- ✓ Distinguishes a CEP, thereby enhancing its ability to recruit new partners and students

NACEP Accreditation -

- ✓ Aids CEP alumni and families when they seek credit recognition for their CEP-earned college credits.

Next Steps

- ✓ Continue to streamline processes – both internal and external
- ✓ Continually gather data for recertification

Thank you