



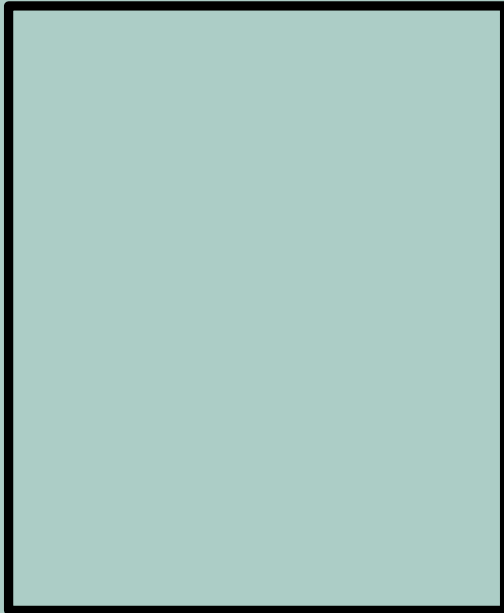
NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

Introduction to *Revised* NACEP Standards

January 17, 2019

advancing quality college courses for high school students

Presenters

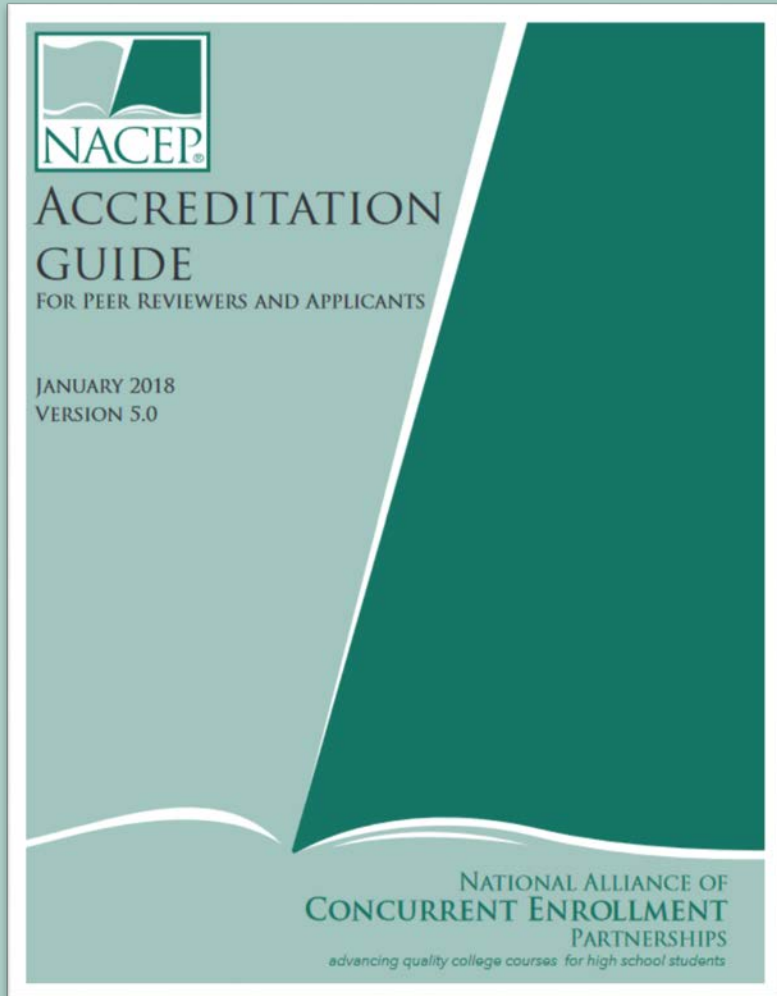


Brettton DeLaria
Saint Louis University



Connie Poteet
National Park College

Concurrent Enrollment



NACEP defines **concurrent enrollment** as college credit-bearing courses taught to high school students by college-approved high school teachers.



Importance of NACEP Standards

- Uphold reputation of concurrent enrollment
- Aids students in credit recognition & transfer
- Benchmarks for continuous program improvement
- Leverage to gain commitments from college faculty &/or administration
- Retain institutional accountability & autonomy & prevent over-reaching regulatory oversight



Current Standards	Revised Standards
No explicit Partnership expectations for CEP support by the college or schools	Describe how College & Schools supports CEP (& vice versa): structure, resources, goals, means for collaboration
Incomplete F2 snapshot	Comprehensive view of course-specific training drives program to raise quality across disciplines
Confusion between F2 discipline-specific training & admin orientation	Separates into different standards and links compliance to admin oversight/orientation
Passive approach to student support in Student Standards	More explicit requirement to assure students understand what CE is and have resources to support success
Redundancy in C/A Standard Signature form	Faculty-written statement- NACEP Statement of Equivalency
Lack of clarity in evidence for A Standards	Streamlines evidence request in A Standard; Shifts learning objectives and syllabi review to C2; Requires submission of assessment tools
E Standard Alumni surveys with weak expectations	Regular measuring of student success metrics and use of data to inform program improvement

Revised Curriculum Standards

Curriculum 1 – Every CEP course in college catalog & taught on campus. Course title, description & number of credits are identical.

Curriculum 2 – CEP courses reflect college department's **learning objectives**, philosophical & pedagogical approach.

Curriculum 3 – Faculty Liaisons in all disciplines conduct site visits to **observe** course content and delivery.



Revised Assessment Standard

Assessment 1 – Proficiency of learning outcomes is measured using **comparable grading standards & assessment methods** to on campus

Criteria	Points Awarded
-Answered question completely-Reflects well on own work -Demonstrates a range of meta-cognitive practices and provides many examples -No spelling, grammar, punctuation errors	10 Points
-Answered question adequately- Demonstrates an ability to reflect on own work -Provides examples consistently -Begins to demonstrate good meta-cognition -Infrequent spelling, grammar, punctuation errors	7.5 Points
-Did not answer question -Some reflection on own work -Demonstrates improvement on occasion -Not many examples at all -Frequent spelling, grammar, punctuation errors	4 Points
-Does not answer question -Does not reflect on own work -No examples are provided -Answer was unclear/incomprehensible -All answers contain spelling, grammar, and punctuation errors	0-2 Points

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1. A tree is 60 feet tall. Standing some distance from the tree, your line of sight to the top of the tree is 38° above the ground. How far are you standing from the tree to the nearest foot?
2. Use a right triangle with $C = 90^\circ$, hypotenuse $AB = 15$, and short side $AC = 14$. (Hint: sketch the triangle.) Find the *exact answers* (in decimal approximations) for the following:
 - (a) The length of the third side
 - (b) Find $\tan A$ in fractional form
 - (c) Find $\cos A$ in fractional form
 - (d) Find $\sec A$ in fractional form
3. Give the complement and the supplement of the angle $\frac{\pi}{6}$ in degrees.
4. Write the equation in $y = mx + b$ form of the line that passes through points $(3, -2)$ and $(-4, 26)$.
5. Subtract and write in simplest form: $\frac{3x}{7} - \frac{5-4x}{2}$
6. Use the conjugate to rationalize the denominator: $\frac{4}{\sqrt{5}+7}$
7. Rewrite in simplest radical form: $\sqrt{x^3 y^5}$



Revised Faculty Standards

- Faculty 1** – Instructors approved by appropriate academic leadership & meet minimum qualifications for instructors teaching course on campus.
- Faculty 2** – Faculty Liaisons provide course-specific training before teaching.
- Faculty 3** – Instructors participate in annual discipline-specific PD & ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in discipline.
- Faculty 4** – Instructors informed of & adhere to program policies & procedures.



Revised Student Standards

Student 1 – Registration & transcribing policies & practices are consistent with on campus

Student 2 – Process to ensure course pre-requisites met

Student 3 – Students advised about CE benefits & implications, college policies & expectations

Student 4 – Students have access to Learning Resources & Student Support Services



Revised Program Evaluation Standards

Evaluation 1 – End-of-term student course evaluations for each **course** to provide instructors with student feedback.



Evaluation 2 – College/University **Conducts & reports regular & ongoing evaluations of CEP effectiveness, using results for continuous improvement**



Q&A



Upcoming NACEP Events:

January 21: 2019-20 Accreditation Pre-application Deadline

February 1: Accreditation Mini-Series on Partnership Standard 1 and Program Description

February 12: Coffee with a Commissioner

March 10-12: NACEP Southeast Regional Conference and Accreditation Institute, Savannah, GA

