



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

Introduction to the Newly Revised NACEP Standards

December 14, 2017

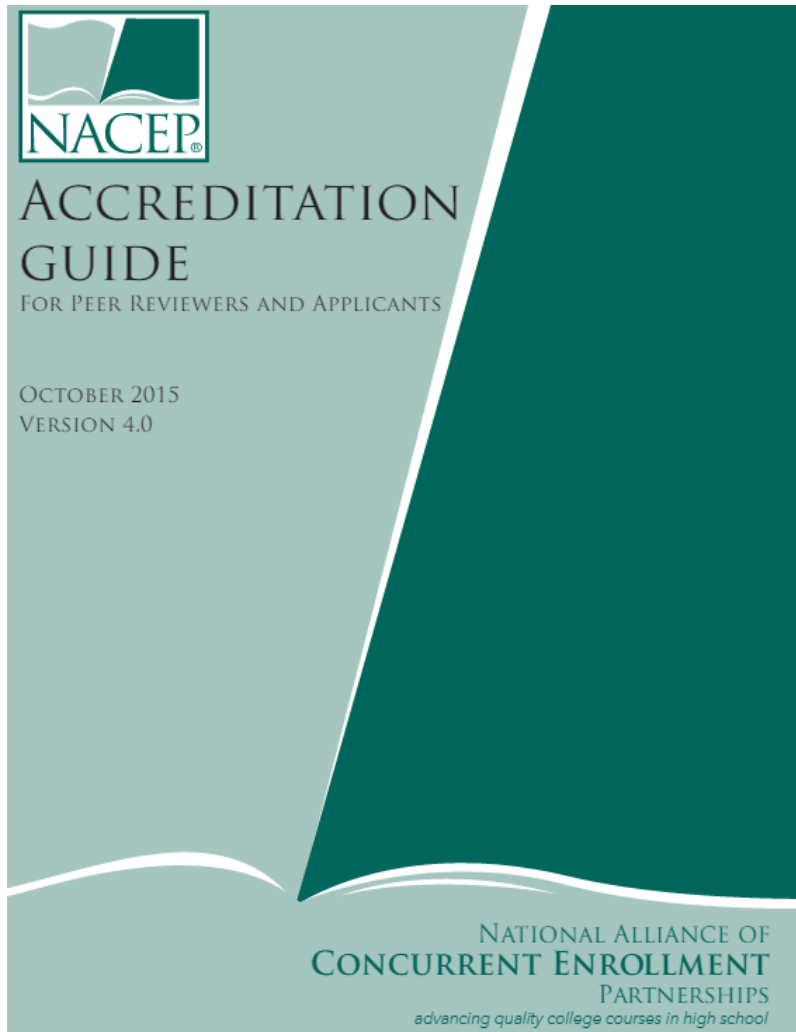
advancing quality college courses for high school students

Presenter



**Accreditation Commissioner-
Katie Bucci
SUNY Broome Community
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 Standards

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



Current	New
No explicit expectations for CEP support by the college or schools	Describe how the College and Schools supports the CEP (and vice versa): structure, resources, goals, means for collaboration
Incomplete F2 snapshot	Comprehensive view of discipline orientation that also pushes program to raise quality across all disciplines
Confusion between admin and course orientation	Separated those into different standards and linked compliance to admin oversight/orientation
Passive approach to student support	More explicit requirement to assure that students understand what CE is and have the resources to support their success
C/A Signature form	Faculty-written statement- NACEP Statement of Equivalency
Redundancy and lack of clarity in evidence for A standards	Streamlined evidence request in A Shifted learning objectives and syllabi review to C2 Requires submission of assessment tools
Alumni surveys with weak expectations	Regular measuring of student success metrics and use of data to inform program improvement

New Partnership Standards

Partnership 1 – Alignment with Mission & Institutional Support

Partnership 2 – Ongoing collaboration with Secondary Partners

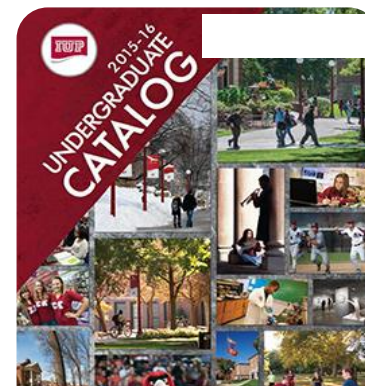
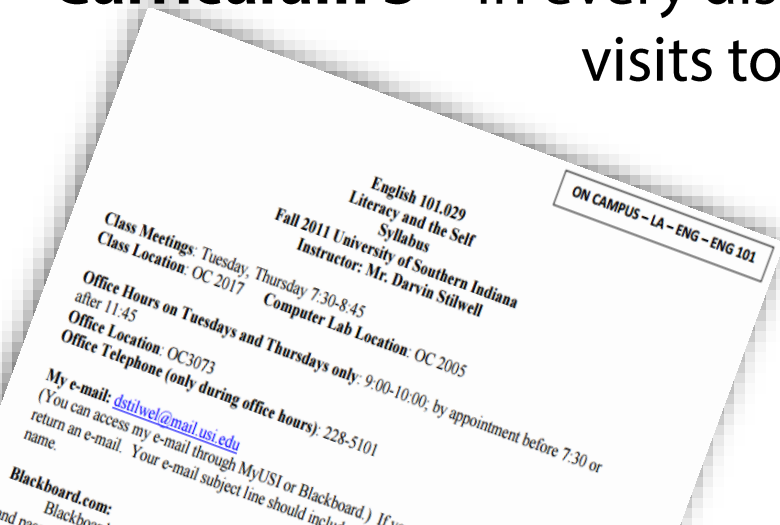


New Curriculum Standards

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

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

Curriculum 3 – In every discipline, Faculty Liaisons conduct site visits to **observe** course content and delivery.



New Assessment Standard

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

Criteria	Points Awarded
<ul style="list-style-type: none"> -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
<ul style="list-style-type: none"> -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
<ul style="list-style-type: none"> -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
<ul style="list-style-type: none"> -Does not answer question -Does not reflect on own work -No examples are provided -Answers are unclear/incomprehensible -Answers contain spelling, grammar, punctuation errors 	0-2 Points

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: $\sqrt{x^7 y^5}$



New Faculty Standards

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



New Student Standards

Student 1 – Registration and transcripting policies and practices are consistent with on campus

Student 2 – Process to ensure course pre-requisites are met

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

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



New Program Evaluation Standards

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

Evaluation 2 – Conducts and reports regular and ongoing evaluations of CEP effectiveness and uses results for continuous improvement



Questions?



Future NACEP Webinars and Events:

January 18: NACEP Webbytes: Crossing the Streams

February 1: NACEP Webbytes: Creating a Digital Community of CE Instructors

February 1-2: Winter Accreditation Institute in Miami, Florida. Hosted by Florida International University

February 12: NACEP Webbytes-Managing the Masses-Reaching more students through group advising

February 23: Discover Series Webinar-Cohort, Coaching, and Curriculum

March 1: NACEP Webbytes-A Journey through Institutional Change

