Introduction to the Newly Revised NACEP Standards

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Presenter

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

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) \( \tan A \) in fractional form
   (c) \( \cos \frac{A}{2} \) in fractional form
   (d) \( \sec \frac{A}{2} \) 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: \( \sqrt{x^2 y^2} \)
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