

NACEP Accreditation Institute

Program Description & Evaluation Breakout

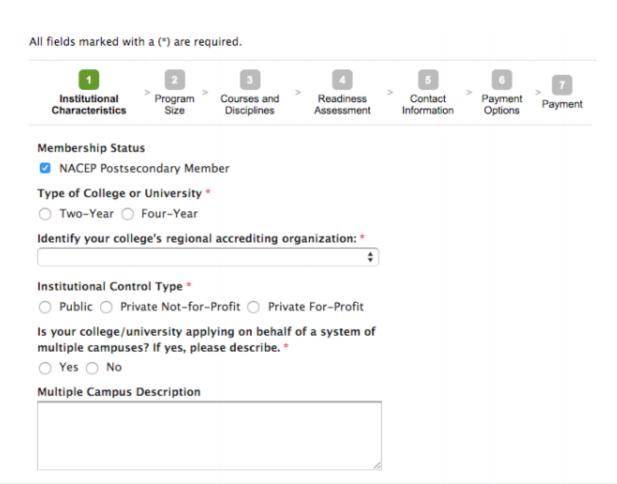
Intent Form

NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

Online Intent Form for 2016-17 Accreditation Cycle

Deadline: January 29, 2017

Intent to Apply Fee: \$100



Program Description

NAT CO

Program Context

- Basic statistics
- Size and scope
- History and place within college
- Relevant policies and laws
- Mixed courses
- Geography
- Student eligibility
- Payment
- Discipline list only NACEPdefined CE courses

	Institution				
	Program Name		Number of Disciplines		
	Number of Unduplicated Students		Number of Instructors		
ACEP	Credit Hours Awarded		Number of Courses		
ONAL ALLIANCE OF	Number of Faculty Liaisons		Number of Sections		
LMENT PARTNERSHIPS	[®] Number of High Schools		Average Class Size		

Data provided above should be for the **current academic year completed by July 1**, only for courses meeting NACEP's definition of **concurrent enrollment**: college credit-bearing courses taught to high school students by college-approved high school teachers. Accreditation applications should **only** include supporting evidence for NACEP-defined concurrent enrollment courses. Evidence of other types of dual enrollment is not to be included in the application.

Describe your program in this cover sheet. Include program history and development, whether mixed classes* are allowed and any restrictions placed on such classes, geographic extent, and who pays for courses (student, school, district, college, and/or state). Describe student admission criteria if program is not open admission. Include as a separate document a list of disciplines and the names of courses you offer within each discipline (a recommended template is available on the NACEP website). You should use the list of disciplines that the Commission approved for your application as the basis for organizing your application - which should consistently provide evidence for each discipline for standards Curriculum 2, Curriculum 3, Faculty 3, and Assessment 1, 2, and 3.

Explain how your program fits into your institution as a whole; provide a framework for understanding the depth and breadth of the program; explain the involvement of faculty liaisons and site visitors. Describe any relevant state policies, regulations, statutes, and laws.

Program Description

List of Disciplines

College/University Name

Concurrent Enrollment Courses Offered by Discipline

School Year 2014-15

18 courses spanning 6 disciplines

	Department	Discipline				Faculty	
College or Division	(if applicable)	#	Discipline	Course #	Course Title	Liaison	#of CE Teache
Liberal Arts	English	1	English	ENG 101	Rhetoric and Composition I	D. Stilwell	15
Liberal Arts	English		English	ENG 103	Fundamentals of Creative Writing	M. Graham	1
Liberal Arts	English		English	ENG 105	Introduction to Literature	J. Galbus	4
Liberal Arts	French	2	World Languages	FREN 203	Intermediate French I	J. Jensen	4
Liberal Arts	French		World Languages	FREN 204	Intermediate French II	J. Jensen	3
Liberal Arts	Spanish		World Languages	SPAN 203	Intermediate Spanish I	D. Hitchcock	7
Liberal Arts	Spanish		World Languages	SPAN 204	Intermediate Spanish II	D. Hitchcock	4
Nursing & Health Professions	Health Professions	3	Health Professions	HP 115	Medical Terminology for Health Professions	E. Elkins	12
Nursing & Health Professions	Health Professions		Health Professions	HP 211	The Healthcare Delivery System	E. Elkins	2
Science, Engineering & Educal	tic Biology	4	Biology	BIOL 105	Biology of Human Concern	B. Kalvelage	9
Science, Engineering & Educat	tic Biology		Biology	BIOL 133	Biological Concepts	H. Maurice	1
Science, Engineering & Educal	tic Biology		Biology	BIOL 210	Environmental Conservation	B. Summers	2
Science, Engineering & Educat	tic Chemistry	5	Chemistry	CHEM 107	Elements in Everyday Chemistry	J. Seyler	10
Science, Engineering & Educal	tic Chemistry		Chemistry	CHEM 141	Principles of Chemistry	J. Seyler	8
Science, Engineering & Educat	tic Chemistry		Chemistry	CHEM 261	General Chemistry I	J. Seyler	1
Science, Engineering & Educal	tic Physics & Earth Science	6	Physics & Earth Sciences	GEOL 112	Earth System Science	J. Durbin	1
Science, Engineering & Educat	tic Physics & Earth Science	s	Physics & Earth Sciences	GEOL 161	Physical Geology	J. Durbin	3
Science, Engineering & Educat	tic Physics & Earth Science	s	Physics & Earth Sciences	PHYS 101	Introduction to the Physical Sciences	K. Purcell & K. Scheller	11

Organizational Chart

			Board of Trustee	s]	
			President]	
	Office of the Provost		Office of t	he Vice Presiden	t of Finance & Administration	Office of the Vice President for
College of Business	Center for Academic Creativity	Student Affairs Services	Business Office		Auxiliary Operations	Government & University Relations
Accounting & Finance	Distance Education	Career Counseling	Accounting		Bookstore	Legislative Affairs
Management & Information Sciences	Outreach & Engagement	Career Services	Inventory Centrol & Ro		Food Service Accounting	Alumni & Volunteer Services
Economics & Marketing	Bachelor of General Studies Program	Counseling Center	Accounts Payable/Recei	vable	Eagle Access Card's envices	Alumni Association
College of Liberal Arts	Center for Applied Research & Economi	 Disabled Student Services 	Bursar		Budgeting & Foundation Accounting	Student Alumni Association
Art	Development (CARED)	Dean of Students	Cashier Controller		Information Technology	Parent & Families Association
Communications	Center for Continuing & Professional	Multicultural Center	Grants & Contracts		AcademicSystems	Volunteer Services
English	Education	Recreation, Fitness & Wellness			Administrative Systems	Marketing & Communications
English as a Second Language	Central a consistion between	Intramural Recreational Sports	invessiveres.		Desktop Support	News & Information Services
History Center for Communal Studies	& Partherships	Fitness Center'	Student Loan Managem	enc	Help Desk	News Bureau
	College Achievement Program	Student Wellness	Travel Services		Instructional Technology Services	Sports Information
Modern & Classical Languages Performing Arts	Pamily, School, & Children's Program		Procurement		IT Project Management	Photography .
	Centerna	Religious Life	Contract Management: Purch using	services	Library Systems	Publishing Services
Philosophy Political Science & Public Administration	Development	Residence Life	Human Resources		Networking	Copy Services
	Organizational & Professional Development	* Student Development Program	s Affirmative Action		Switchboard	Design Services
Psychology	USI-Crane Partnership	StudentLeadership	Equal Employment Opp	A	Telecommunications	Graphic Services
Social Work Center for Social Justice Exhibition	Connect with Southern Indiana	Student Orientation	Americans with Disabil		Internal Audit	Offset Printing
Sociology, Anthropology,	Historic New Harmony	Student Organizations		IDEL ACT	Physical Plant Administration	Special Events & Scheduling Services
& Criminal Justice Studies	Historic Southern Indiana	Student Health Services	Employment Employee Benefits		Engineering, Design & Planning	Conference Services
Center for Interdisciplinary Studies (CINE)	Innovation Pointe	Student Publications	Employee Belations		Construction Management	Scheduling Services
Classical Studies	windery sole ice (work)		Compensation		Building Maintenance	University Center Management
Humanities	Service Learning		Payroll		University Reet Vehicles	Food Services Laison
Gender Studies	Southern Indiana Japanese School	-	Employee Records		Waste & Recycle Management	Web Services
International Studies	International Programs & Service	5	Training & Development		Energy Management & Conservation	Web Services
Liberal Studies	Graduate Studies	-	traning & Development		Grounds, Lawns, & Landscaping Maintenance	
College of Nursing	Library Services				Central Heating and Cooling Plant Operation	
& Health Professions	Registrar	_			Distribution Services	
Dental Assisting	'Veterans' Affairs				USPS & interaffice Mail Routing	
Dental Hygiene	Undergraduate Studies	-			Courier & Bulk Mailing Services	
Diagnostic Medical Sonography	Honors Program				Warehousing Management	
Food & Nutrition	University Core Curriculum				Student Housing	
Health Administration	University Division				Public Safety	
Health Services	Academic Sitellin				Emergency Dispatch	
Nursing-BSN, MSN, & DNP	Studient Advising				Parking & Transportation	
Occupational Therapy	Career Services	_			Student Financial Assistance	
Occupational Therapy Assistant		-				
Radiologic & Imaging Science						
Respiratory Therapy						
Pott College of Science,						
Engineering, & Education						
Biology	Admissions	Athletics	Development	Office of P	Manning, IU School of Medi	cine
Chemistry	in	tercollegiate Sports	Prove data	Research, &	Assessment	
Engineering		US US	Foundation			
Geology & Physics		US	/New Harmony Advisory Board nual Giving	Sponsored Projects	& Nebearch	
Mathematics	L	An		Administration		
Kinesiology and Sport			lette Development			
Teacher Education			ponate Giving			
		Plan	nned Giving			
Children's Learning Center			olarship Management			



Program Evaluation Standards 101

Evaluation Standard	Who	How Often	Essential Questions	Summary Report
E1	CEP students	Every section	No	Yes, disaggregated by instructor
E2	CEP alumni, one year out	Every year	Yes	Yes
E3	CEP alumni, four years out	Every three years	Yes	Yes
E4	Instructors, Principals, Guidance Counselors	Every three years	Yes	Yes, disaggregated by role

E1: Course Evaluations

Intent: To provide instructors with student feedback regarding the course.

Evaluation Standard	Who	How Often	Essential Questions	Summary Report
E1	CEP students	Every section	No	Yes, disaggregated by instructor

<u>Completed for every course section, every time.</u>

E1: Course Evaluations Required Evidence

1. Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used.

- 2.Sample of an evaluation report instructors receive regarding the college/university course. If there is variation among departments, submit one sample of each type of evaluation report used.
- **3. Description of methodology and process** used to report back to CEP instructors.

E1: Course Evaluations Tips & Ideas

- Follow your university's process ask OIR!
- Survey Instrument: Ranges from Paper to Online (SurveyMonkey & Qualitrics)
- No required NACEP questions surveys can vary by discipline
- Prep instructors
- Avoid message overload
- Accurate email addresses

Open-ended questions:

Q12: What was the most difficult topic?

Q13: What topic received too much class time?

Q14: What topic received too little class time?

Q15: What did or did not convince you this was a college course?

E2: 1-Year Out Survey

Intent: 1) To determine transfer credit recognition and track student college matriculation. 2) To inform and guide program improvement. 3) To gauge student satisfaction

Evaluation Standard	Who	How Often	Essential Questions	Summary Report
E2	CEP alumni, one year out	Every year	Yes	Yes

E2: 1-Year Out Survey Required Evidence

1.Survey instrument.

2.Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, & analysis of responses.

E3: 4-Year Out Survey

Intent: To determine long range benefits to students of CEP participation.

Evaluation Standard	Who	How Often	Essential Questions	Summary Report
E3	CEP alumni, four years out	Every three years	Yes	Yes

E3: 4-Year Out Survey Required Evidence

1. Survey instrument.

2. Summary report including (at a minimum) description of the methodology (addressing criteria in the Standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.

E2 & E3: 1-Year & 4-Year Out Survey Tips & Ideas

- Timing when you expect students to be home
- NACEP questions but you can add your own!
- Prep student before they leave high school
- Accurate email addresses
- Be aware of response bias
- Incentivize results
- Follow method required



One true measure of our quality is found in the success of our graduates. We would like to know how you are doing after your participation in UConn Early College Experience. Your input provides information that is vital to understanding how we can improve the program. Please help us by taking a few moments to complete the 2012 alumni survey located at www.surveymonkey.com/s/uconnecelyr or check out www.ec.uconn.edu. Alumni who complete the survey by August 22, 2012 may choose to be entered to win one of ten \$25 iTunes® gift cards. All responses are confidential.

Thank you for your support —

UConn ECE team

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E4: Partner Survey/Deep Impact Study

Intent: 1) To determine instructor, counselor, and principal perspectives. 2) To inform and guide program improvement.

Evaluation Standard	Who	How Often	Essential Questions	Summary Report
E3	Instructors, Counselors, Adminstrators	Every three years	Yes	Yes

E4: Partner Survey Required Evidence

1. Survey instrument.

2. Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.

E4: Partner Survey Tips & Ideas

- Similar prep work as for other surveys
- Separate surveys for each group
- NACEP essential questions but you can add your own!

UConn Early College Experience Survey of Site Representatives 2013

Section E. Concluding Questions

21. One way I would like to see our relationship with UConn Early College Experience grow and develop is by:

22. What is the single greatest impact UConn Early College Experience has had on your students?

23. What is the single greatest impact UConn Early College Experience has had on your school?

Response Rates

- Response rates are more important when the study's purpose is to measure effects or make generalizations to a larger population
- They are less important if the purpose is to gain insight.



Tips for increased response rate

- Will rise if the culture of taking evaluations is strengthened
- Over time users become familiar with system and process
- Motivate students to provide feedback instructor request
- Provide class time to do evaluations
- Provide all information needed to take evaluations clearly
- Provide frequent remainders to students and partners

Reports

Explain the survey's methodology

- Who was surveyed?
- How? (format, timing)
- What was the response rate?
- Include the survey instrument

Provide the results

- How are the results used/shared?
- For alumni & impact surveys draw conclusions
- For alumni & impact surveys draw conclusions

Common Accreditation Issues

- Not working with qualified researcher
- Incorrect survey frequency
- Lack of follow-up with non-respondents
- Low response rates
- Limited analysis in summary report
- Lack of evidence that survey results prompted any reflection on possible program improvement



