



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP Accreditation Institute

Program Description & Evaluation Breakout

Intent Form

Deadline:
January 29, 2017

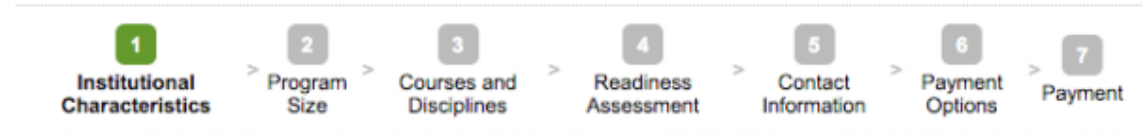
Intent to Apply Fee:
\$100



NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

Online Intent Form for 2016–17 Accreditation Cycle

All fields marked with a (*) are required.



Membership Status

☒ NACEP Postsecondary Member

Type of College or University *

☐ Two-Year ☐ Four-Year

Identify your college's regional accrediting organization: *

Institutional Control Type *

☐ Public ☐ Private Not-for-Profit ☐ Private For-Profit

Is your college/university applying on behalf of a system of multiple campuses? If yes, please describe. *

☐ Yes ☐ No

Multiple Campus Description

Program Description

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 NACEP-defined CE courses

Program Description



Institution			
Program Name		Number of Disciplines	
Number of Unduplicated Students		Number of Instructors	
Credit Hours Awarded		Number of Courses	
Number of Faculty Liaisons		Number of Sections	
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.

List of Disciplines

College/University Name

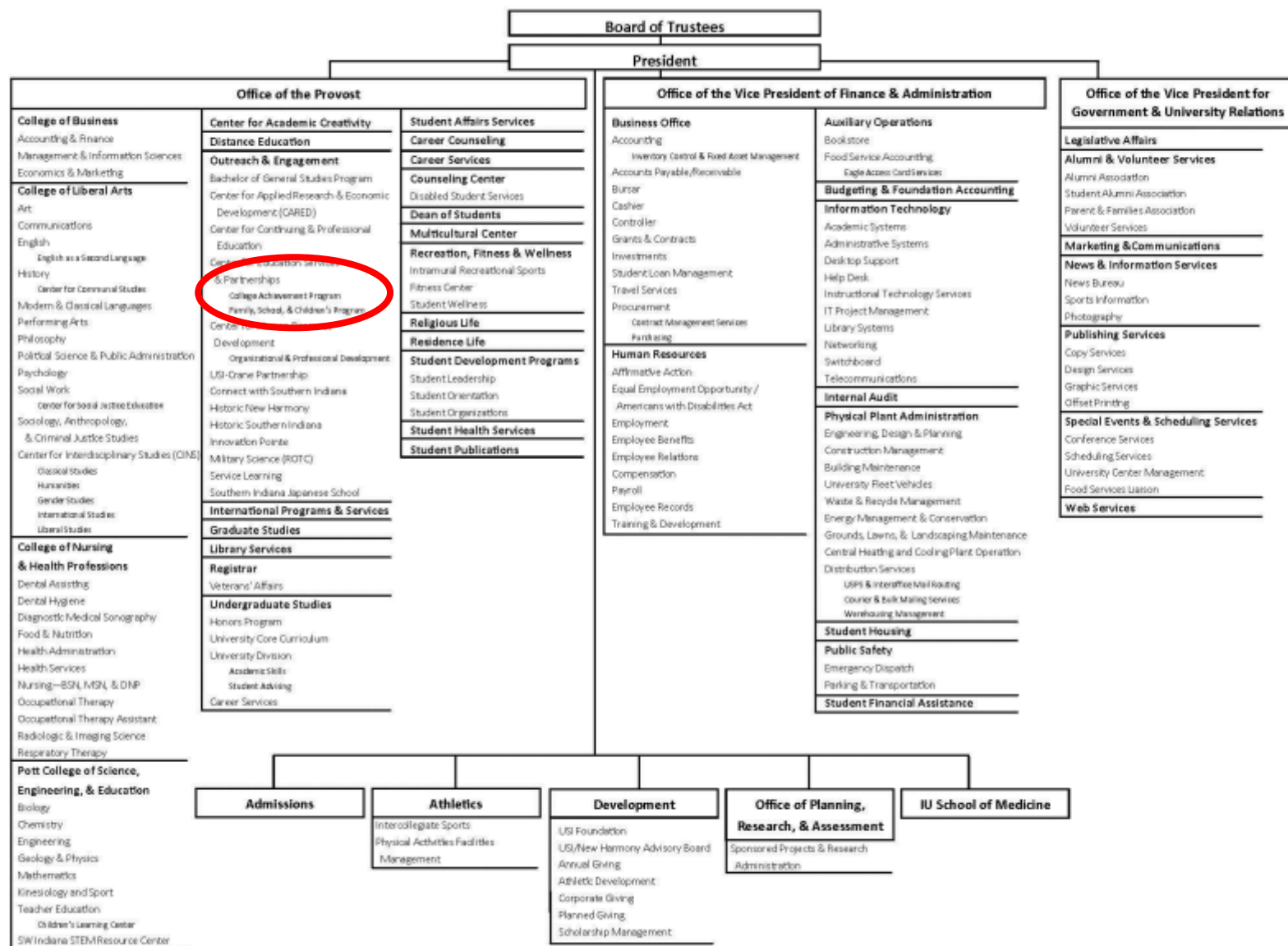
Concurrent Enrollment Courses Offered by Discipline

School Year 2014-15

18 courses spanning 6 disciplines

College or Division	Department (if applicable)	Discipline #	Discipline	Course #	Course Title	Faculty Liaison	# of CETeachers
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 & Education	Biology	4	Biology	BIOL 105	Biology of Human Concern	B. Kalvelage	9
Science, Engineering & Education	Biology		Biology	BIOL 133	Biological Concepts	H. Maurice	1
Science, Engineering & Education	Biology		Biology	BIOL 210	Environmental Conservation	B. Summers	2
Science, Engineering & Education	Chemistry	5	Chemistry	CHEM 107	Elements in Everyday Chemistry	J. Seyler	10
Science, Engineering & Education	Chemistry		Chemistry	CHEM 141	Principles of Chemistry	J. Seyler	8
Science, Engineering & Education	Chemistry		Chemistry	CHEM 261	General Chemistry I	J. Seyler	1
Science, Engineering & Education	Physics & Earth Sciences	6	Physics & Earth Sciences	GEOL 112	Earth System Science	J. Durbin	1
Science, Engineering & Education	Physics & Earth Sciences		Physics & Earth Sciences	GEOL 161	Physical Geology	J. Durbin	3
Science, Engineering & Education	Physics & Earth Sciences		Physics & Earth Sciences	PHYS 101	Introduction to the Physical Sciences	K. Purcell & K. Scheller	11

Organizational Chart





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

Completed for every course section, every time.

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 & Qualtrics)
- 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

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University of Connecticut
Early College Experience

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.ece.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 reminders 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



