



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP Accreditation Institute

Program Description &
Evaluation Breakout
Cap Fed C/D

Intent Form

Online Intent Form for 2016-17 Accreditation Cycle

This Intent Form is for concurrent enrollment partnership (CEP) programs seeking accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP). Applicants must be [Post-Secondary Members of NACEP](#) and pay a \$100 non-refundable Intent Form Filing Fee. If your institution is not yet a NACEP member, unselect the checkbox below and additionally complete a [membership application](#). Applicants may pay by credit card online immediately or by check or credit card at a later date.

You can review [the full list of questions](#) in advance.

All fields marked with a (*) are required.



Membership Status

☒ NACEP Postsecondary Member

Type of NACEP Accreditation Sought: *

☐ Initial Accreditation ☐ Re-accreditation

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? Please describe. *

☐ Yes ☐ No

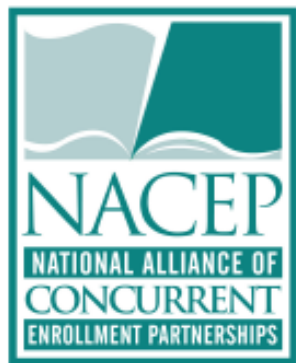
Multiple Campus Description

Program Description

Program Context

- Size and scope
- History & place within college
- Relevant policies
- Only NACEP-defined CE courses
- Discipline list

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	Number of Sections

Data provided above should be for the **prior academic year** 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.

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List of Disciplines

College/University Name

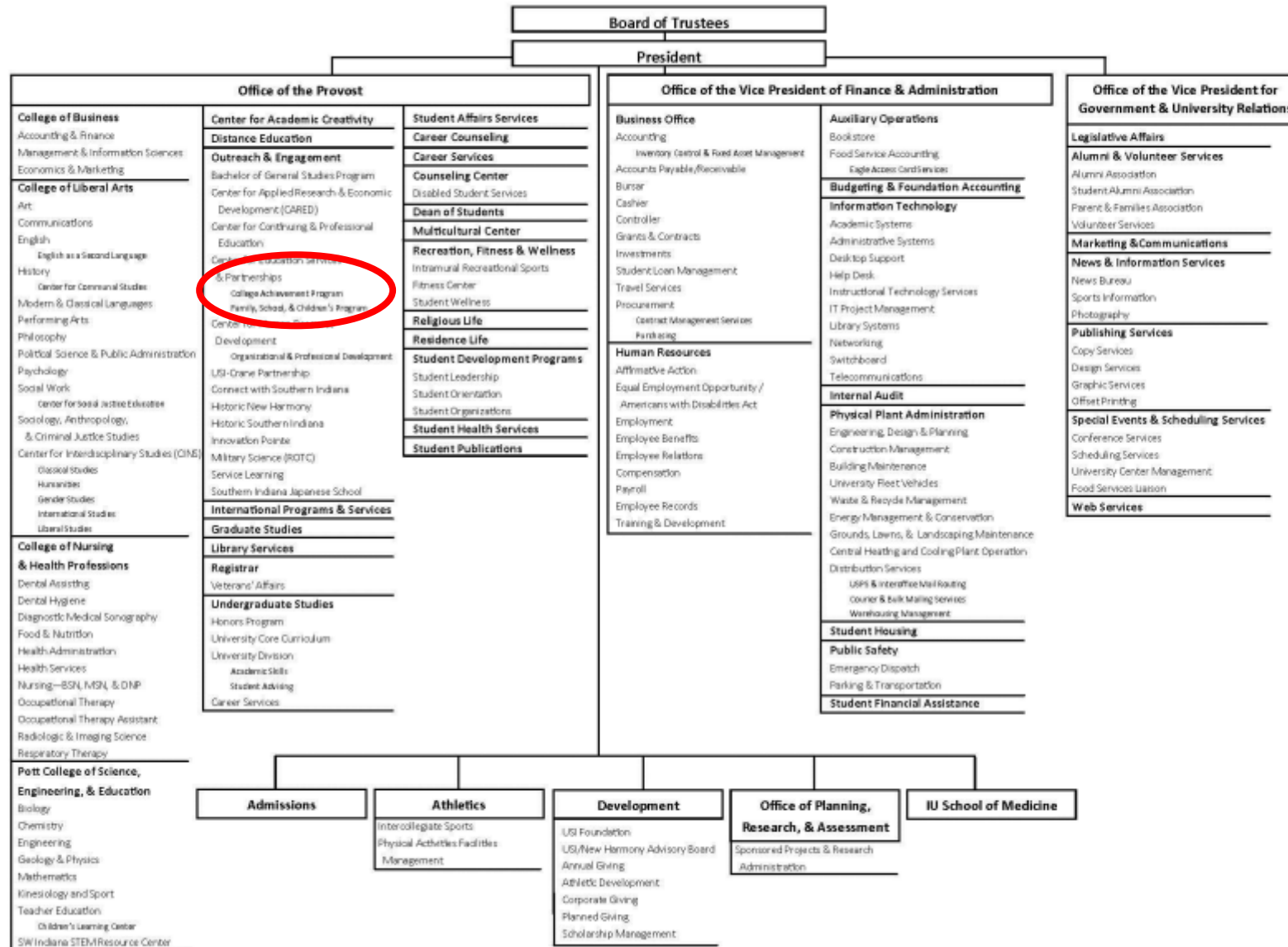
Concurrent Enrollment Courses Offered by Discipline

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

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.



UNIVERSITY OF SOUTHERN INDIANA
CAP
COLLEGE ACHIEVEMENT PROGRAM

We Need Your Help!

Students in your school take dual credit courses through the University of Southern Indiana's College Achievement Program (CAP). Recently you received an email survey asking how these courses have benefitted your students, as well as your school.


The results of this survey will be used to improve the services we provide to you and your students. We appreciate your input and participation in this survey.

Questions? Call 812/228-5022 or email cap@usi.edu

participation in this survey.
We appreciate your input and
provide to you and your students.

Reporting

- ❖ 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

1 Year Out 2011 Graduates 
College Achievement Program (CAP)

As a past participant in the University of Southern Indiana's College Achievement Program (CAP), please take a few minutes to tell us about your experience using CAP credits in college. Your comments will be used exclusively for program improvement. The survey will be available until 5 p.m. CST on Friday, December 30, 2011.

SECTION 1 OF 1

1. I am 18 years old-- or older-- and agree to allow the information provided in this survey to be used for research purposes that may be published. (All names or other identifying information will be removed)

☐ Yes ☐ No

2. High School in which you took concurrent enrollment classes from USI:

3. My High School was:

☐ Public ☐ Private/Parochial

4. I am currently enrolled in

☐ 2-year college. Name City State

☐ 4-year college. Name City State

☐ Other

Common Accreditation Issues

- ❖ Not working with qualified researcher
- ❖ Incorrect survey frequency or questions
- ❖ 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

