



# Introduction to NACEP Standards for Program Quality

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# History of NACEP

- 1997-99**      **NACEP Established**
- 2002**        **Standards Adopted**
- 2004**        **First Programs Accredited**
- 2009**        **Standards Revised**
  - Accreditation Guide for Peer Reviewers & Applicants written, beta tested and published (2009-2011)
- 2011**        **First Programs Re-accredited**
  - 83 Accredited Programs
- 2012**        **Membership includes 250+ post-secondary institutions in 38 states**

NACEP definition of  
**concurrent enrollment program (CEP):**

College-credit bearing courses taught to high school students by college-approved high school teachers

Delivery models include face-to-face, online, distance education, or hybrid

# Accreditation Timeline

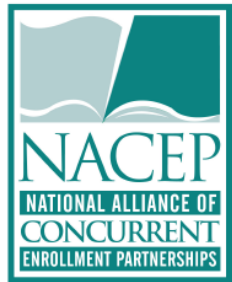
Programs must be in place a minimum of five (5) years

- Self Study:** Begins one to two years prior to application
- By January 31:** Submit Intent to Apply form
- By July 1:** Application Submitted Electronically
- July - April:** Applications are reviewed, recommendations are made to the Chair of the Accreditation Committee and decisions are approved by the NACEP Board of Directors.

# Program Description (2011-12 version)

Will change due to change in CE definition

## Program Description



Institution			
Program Name		Number of Disciplines	
Number of Unduplicated Students		Number of Teachers	
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 School Year 2011-2012 and specifically for those courses that meet NACEP's definition of **concurrent enrollment**: college classes taught by college-approved high school teachers for both high school and transcribed college credit, at their high school. Accreditation applications should **only** include supporting evidence specifically for NACEP-defined concurrent enrollment courses. Please **do not** include supporting evidence for other forms of dual enrollment offered by your college/university that allow students to earn college credit while in high school. When relevant, a description of how your college offers the different types of dual enrollment and how they interact should be included in this cover sheet.

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 an alphabetized list of disciplines and the names of courses you offer within each discipline.

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

## Discipline & Course List (example)

<b>Accounting</b> , Elsmere Park	ACCT A201 Financial Accounting (3 cr)
<b>Biology</b> , Uriah Conway	BIOL L100 Humans and the Biological World (5 cr.) BIOL L112 Introduction to Biology: Biological Mechanisms (3 cr.)
<b>Business</b> , Rose McKane	BUS X100 Business Administration: Introduction (3 cr.)
<b>Chemistry</b> , Ralph Longley	CHEM C101/121 Elementary Chemistry I (3 cr.)/Elementary Chem Lab I (2 cr) CHEM C105/125 Principles of Chemistry I (3 cr.)/Experimental Chem Lab I (2 cr) CHEM C106/126 Principles of Chemistry II (3 cr.)/Experimental Chem Lab II (2 cr)
<b>Comm &amp; Culture</b> , Barnard Brett	CMCL C121 Public Speaking (3 cr.)
<b>Economics</b> , Donald Mulven	ECON E201 Introduction to Microeconomics (3 cr.) ECON E202 Introduction to Macroeconomics (3 cr.)
<b>English</b> , Aline Chichester Landgrave Sweeney	ENG L202 Literary Interpretation (3 cr.) ENG W131 Elementary Composition (3 cr.)
<b>French &amp; Italian</b> , Buck Bernes	FRIT F200 – F250 Second-Year French I - II (3 – 3 cr.)
<b>Geology</b> , Cynthia Barnowl	GEOL G103 Earth Science: Materials and Processes (3 cr.) GEOL G104 Evolution of the Earth (3 cr.)
<b>Germanic Studies</b> , Elvira Mahony	GER G200 – G250 Intermediate German I II (3 – 3 cr.)
<b>History</b> , Cora Killyan	HIST H105 – H106 American History I – II (3 – 3 cr.)
<b>Mathematics</b> , Nicholas Pemberton	MATH M118 Finite Mathematics (3 cr.) MATH M119 Brief Survey of Calculus (3 cr.) MATH M211/215 Calculus I (4 cr./5 cr.) MATH M212/216 Calculus II (4 cr./5 cr.)
<b>Physics</b> , Sybil Scholes	PHYS P221 Physics I (5 cr.)
<b>Political Science</b> , Joseph Shoughness	POLS Y103 Introduction to American Politics (3 cr.)

# Curriculum Standards

## Curriculum 1

Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.

## Required Evidence

- 1) A college/university catalog or a link to an on-line college/university catalog.
- 2) A comprehensive list of all courses offered through the CEP with descriptions that are publicly available from the college/university.

# Curriculum Standards

## Curriculum 2

College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.

## Required Evidence

- 1) Official letter from the college/university's departmental chairperson, coordinator, or liaison, representing each discipline, describing and verifying compliance with the standard.



# Curriculum Standards

## Curriculum 3

Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

## Required Evidence

- 1) A description of site visits, including what would happen during a typical site visit, frequency requirements, how site visits are tracked by the CEP, and how site visits are used to provide feedback from college/university faculty to CEP instructors.
- 2) One example of a completed and signed faculty site visit report representing each discipline.

# Faculty Standards

## Faculty 1

CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.

## Required Evidence

- 1) Published documents from the CEP describing departmental criteria and processes for appointing, approving or denying CEP instructors.
- 2) Three completed samples of CEP instructor applications, representing varied departments, that include documents required by the CEP (with secure information removed) and corresponding approval/appointment letters.

# Faculty Standards

## Faculty 1 (continued)

CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.

## Required Evidence (continued)

- 3) One completed sample of a CEP letter/form of CEP instructor denial of appointment (with secure information removed).

# Faculty Standards

## Faculty 2

The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.

## Required Evidence

- 1) Two samples of discipline-specific training and orientation materials for new CEP instructors representing different disciplines.

# Faculty Standards

## Faculty 2 (continued)

The college/university provides new CEP instructors with discipline-specific training and orientation...

## Required Evidence (continued)

- 2) Attendance reports, agendas, and participant evaluations documenting CEP practice and implementation of new CEP instructor training and orientations.
- 3) A comprehensive CEP administrative policy and practice guide.

# Faculty Standards

## Faculty 3

The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.

## Required Evidence

- 1) A description of the CEP's annual professional development; include the format, delivery methods and frequency.
- 2) An example from the professional development activities of each discipline (such as a seminar agenda, event minutes, conference report, site visit report, etc.).

# Faculty Standards

## Faculty 3 (continued)

The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction...

## Required Evidence (continued)

- 3) Procedures and/or policy describing how the CEP ensures and tracks professional development participation.

# Faculty Standards

## Faculty 4

CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).

## Required Evidence

- 1) Published procedures and/or policies from the CEP addressing non-compliance.



# Student Standards

## Student 1

The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.

## Required Evidence

- 1) Official letter from the college/university registrar verifying compliance with the standard.

# Student Standards

## Student 2

The CEP ensures its students meet the course prerequisites of the college/university.

## Required Evidence

- 1) Published outline of registration process provided to students and schools including any prerequisites for each college/university course administered through the CEP.
- 2) Description of process used to implement any prerequisite requirements.

# Student Standards

## Student 3

The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.

## Required Evidence

- 1) CEP publication addressing topics including, but not limited to, college/university student conduct policies such as academic integrity, consequences of plagiarism and academic dishonesty; advising issues such as prerequisites, pre-testing, course load and grading standards; and processes such as course cancellation, registration and credit transfer.

# Assessment Standards

## Assessment 1

CEP students are held to the same standards of achievement as those expected of students in on campus sections.

## Required Evidence

- 1) Paired syllabi from on campus and CEP sections—one paired example from one course per discipline, with standards of achievement highlighted.
- 2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP.

# Assessment Standards

## Assessment 1 (continued)

CEP students are held to the same standards of achievement as those expected of students in on campus sections.

## Required Evidence (continued)

- 3) A detailed description of processes and implementation used to assure standards of achievement are the same in CEP and on campus sections of corresponding courses. Include a description of how syllabi are reviewed, changed and approved.

# Assessment Standards

## Assessment 2

The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.

## Required Evidence

- 1) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP.
- 2) A detailed description of processes and implementation used to assure grading standards are the same in CEP and on campus sections of corresponding courses.

# Assessment Standards

## Assessment 3

CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

## Required Evidence

- 1) Paired student assessments or syllabi from on campus and CEP sections—one paired example from each discipline for side-by-side comparison.
- 2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP.
- 3) A detailed description of the processes and implementation used to assure assessment methods are the same in CEP and on campus sections of corresponding courses.

# Program Evaluation Standards

## Evaluation 1

The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.

## 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 between departments, submit one sample of each type of evaluation report used.
- 3) Description of methodology and process used to report back to CEP instructors.



# Program Evaluation Standards

## Evaluation 2

The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

## 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.

# Program Evaluation Standards

## Evaluation 3

The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used).

Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

## 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.

# Program Evaluation Standards

## Evaluation 4

The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

## 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.

**Q & A**

**Thank you for attending!**

**[www.nacep.org](http://www.nacep.org)**

**NACEP** National Conference

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