



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

INTRODUCTION TO NACEP'S STANDARDS FOR PROGRAM QUALITY

NOVEMBER 29, 2016

PRESENTERS



Karen Landry, Everett Community College

She has worked in dual and concurrent enrollment for 18 years. She has grown her program from 2 high schools and 6 high school teachers to 29 high schools and 275 high school teachers. She has served as a NACEP peer reviewer, lead and is an Accreditation Commissioner. She also serves on the NACEP Government Relations Committee.

Bretton DeLaria, Saint Louis University

He is the sixth director of the oldest dual credit program west of the Mississippi, He oversees over 6,000 students, 100+ schools in six states, that award annually roughly 45,000 credit hours. He is the current Treasurer of the Missouri Alliance of Concurrent Enrollment Partnerships and also serves as an Accreditation Commissioner.



IMPORTANCE OF STANDARDS AND QUALITY

- Uphold the reputation of concurrent enrollment
- Benchmarks for continuous program improvement
- Leverage to gain commitments from college faculty and/or administration
- Aids students in credit recognition and transfer
- Retain institutional accountability and autonomy and prevent over-reaching regulatory oversight

CURRICULUM STANDARDS 101

- Curriculum 1** – Every CEP course is in the catalog and taught on campus. Course title, description and number of credits are identical.
- Curriculum 2** – CEP courses reflect the college department's philosophical and pedagogical approach.
- Curriculum 3** – Faculty site visits in each discipline.

FACULTY STANDARDS 101

- Faculty 1** – Academic departments review and approve applicants according to own criteria.
- Faculty 2** – Discipline-specific orientation before teaching.
- Faculty 3** – Discipline-specific professional development offered annually.
- Faculty 4** – Attendance/compliance expectations outlined.

STUDENT STANDARDS 101

- Student 1** – Enrollments and grades recorded on official transcript. Registration, withdrawal, grading and transcript policies consistent with on-campus policies.
- Student 2** – Comparable course pre-requisites and placement procedures.
- Student 3** – Student handbook or equivalent.

ASSESSMENT STANDARDS 101

For both CEP and on-campus sections....

Assessment 1 – Consistent learning expectations and outcomes.

Assessment 2 – Consistent grading standards.

Assessment 3 – Consistent methods used to assess student work.

PROGRAM EVALUATION STANDARDS 101

- Evaluation 1** – End-of-course evaluations, each section, every time.
- Evaluation 2** – Annual survey of CEP alumni one-year out of high school.
- Evaluation 3** – Every three years, survey CEP alumni four years out of high school.
- Evaluation 4** – Every three years, survey CEP instructors, principals and counselors.

Upcoming Events:

December 8- Beyond Black and White:
Infusing Cultural Capacity into Concurrent
Enrollment Webinar

January 18- Creating an Authentic College
Classroom Webinar

February 22- Winter Accreditation Institute
hosted by Everett Community College,
Washington

April 3-4- Regional Conference hosted by
Missoula College, Montana



NACEP RESOURCES

ACCREDITATION QUESTIONS

accreditation@nacep.org

GENERAL QUESTIONS

information@nacep.org

ACCREDITATION and SURVEY GUIDES, WEBINARS, SURVEY TEMPLATES

www.nacep.org/accreditation/forms-resources/