NACEP Accreditation: Take Your Program to Infinity and Beyond!

Minnesota State Community and Technical College

About M State

1 - Four campuses

2 - Two-year comprehensive public college

3 - Serving 8,000+ students

4 - A member of the Minnesota State system

M State Concurrent Enrollment Program

1985
Concurrent Program Founded

2012
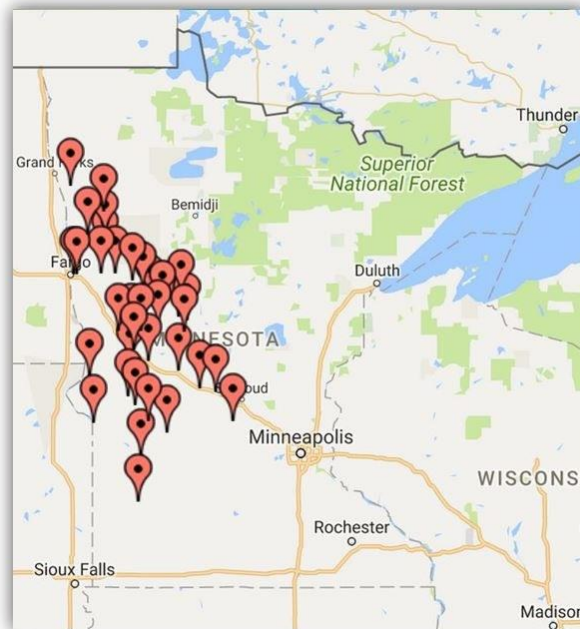K12 Collaboration Position Created

2016
Awarded NACEP Accreditation

M State Concurrent Enrollment Program

- One of the largest concurrent programs among two-year colleges in Minnesota

- K12 partnerships has been one of the focuses of the College's strategic priorities for the past five years
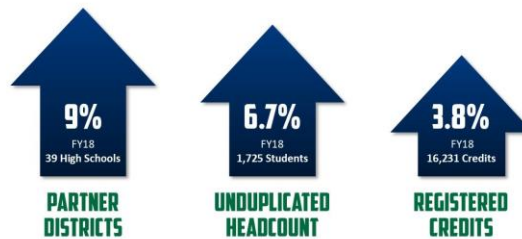
- Small and mighty team

5 - Small and might team

Pillars of Success

LOREM IPSUM

vector illustration

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam in facilisis ante. Etiam quis lacinia massa. Sed feugiat, sapien vel placerat condimentum, velit turpis dapibus nibh, at accumsan ipsum dolor eu sem.

- QUALITY
- INNOVATION
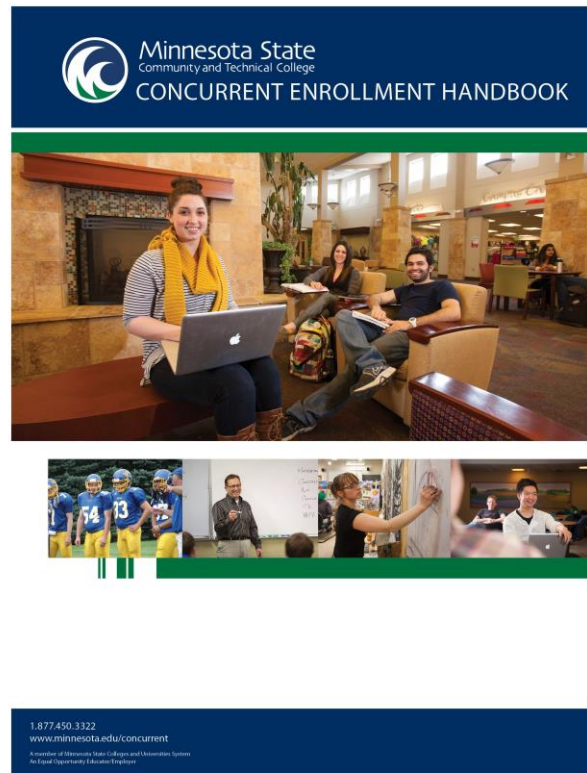- ACCOUNTABILITY
- EFFICIENCIES

Quality - *The Orbit of Evolution*

Quality - The Orbit of Evolution

Program Resources

Be consistent in your program branding, thoughtful, intentional, organized and user-friendly for all stakeholders.

Examples:

- Handbook[1]

- Syllabus Template and Checklist[2]

- New Teacher Orientation Checklist[3]

- Student Guide to Success Brochure[4]

[1] http://www.minnesota.edu/concurrent/
[2] http://www.minnesota.edu/instructor/
[3] http://www.minnesota.edu/mentor/
[4] http://www.minnesota.edu/instructor/

COURSE SYLLABUS TEMPLATE

Required sections are GREEN
Recommended sections are BLUE

HIGH SCHOOL INFORMATION
School name, address, phone number, logo

M STATE INFORMATION
School name, website, phone number, logo

INSTRUCTOR NAME
CONTACT INFORMATION
OFFICE HOURS

COURSE SEMESTER AND YEAR

COURSE TITLE
This is a college level course offered by *(insert high school name)* through the Concurrent Enrollment Program at Minnesota State Community and Technical College – M State.

REQUIRED TEXT AND/OR MATERIALS

COURSE PREFIX, NUMBER, DESCRIPTION AND CREDITS
The course description and credits should be taken from the approved College course outline at www.minnesota.edu/?id=658.

COURSE COMPETENCIES
The course competencies should be taken from the approved course outline that is available at www.minnesota.edu/?id=658.

COURSE SCHEDULE AND ASSIGNMENTS

COURSE ASSIGNMENTS AND RELATED COURSE COMPETENCIES

COURSE REQUIREMENTS AND GRADING POLICIES

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Feel free to use the content from the sample course syllabus. Please use a high school and M State contact.

ACADEMIC HONESTY EXPECTATIONS
Feel free to alter and/or use the content from the sample course syllabus.

SYLLABUS DISCLAIMER
The dates, times, topics and other components of the course are subject to change. Add where/how students will receive changes.

DISRUPTION FREE CLASSROOM ENVIRONMENT POLICY
This policy can be found at www.minnesota.edu/policies.

Updated August 2017

SYLLABUS CHECKLIST

REQUIRED INFORMATION

____ High School Information	____ Course Competencies
____ M State Information	____ Course Requirements and Grading Policy
____ Instructor Name	____ Accommodations for Students with Disabilities
____ Course Prefix & Number	____ Academic Honesty Expectations
____ Semester & Year	
____ Course Description	
____ Credits	

RECOMMENDED INFORMATION

____ Teacher Contact Information

____ Office Hours

____ Course Schedule and Assignments

____ Required Textbooks and/or Materials

____ Important Dates

____ Technology

____ Syllabus Disclaimer

____ Disruption Free Classroom Environment Policy

____ Other:_____

CONCURRENT TEACHER ORIENTATION

*Documentation of teacher orientation is **required for new teachers**, which should be done at the pre-class mentor meeting. This form is optional for teachers that are not new to the CE Program. Please submit this checklist and meeting notes with your mentor report.*

Instructor: _____   High School: _____

Mentor: _____   Date: _____

PROGRAM OVERVIEW

☐ Concurrent Enrollment Program overview
  Review the Concurrent Enrollment Handbook (www.minnesota.edu/concurrent). Include the review of topics such as FERPA, course caps and the student agreement of understanding.

☐ Mentor/mentee relationship
  - Number of visits and how they will occur, mentor reports, etc.

☐ Instructor roles and responsibilities

☐ Syllabus requirements
  A sample syllabus, and syllabus checklist and template can be found at www.minnesota.edu/?id=11491

☐ Book requirements (suggestions)

☐ Concurrent Enrollment Day

DISCIPLINE SPECIFIC AGENDA

☐ Course outcomes

☐ Course curriculum

☐ Pedagogy

☐ Course philosophy

☐ Assignments and assessments

☐ Grading

☐ Other:

About M State.

Minnesota State Community and Technical College serves more than 8,000 students at it's four campuses in Detroit Lakes, Fergus Falls, Moorhead, Wadena and through eCampus.

M State has been partnering with high schools across the state of Minnesota since 1985 to offer college credit in the high school. Students benefit by earning college credit, saving money and experiencing college rigor and expectations without having to leave the high school classroom.

The first step to success is understanding college expectations.

Classroom Tips

Participate
- Attend class
- Take notes
- Ask questions
- Listen actively

Be Prepared
- Read the class syllabus
- Use effective study skills
- Read assigned text before class
- Review notes
- Do your homework
- Turn assignments in on time

Use your Resources
- Get a study buddy
- Ask the instructor for help
- Use tutoring and learning center resources

CONCURRENT ENROLLMENT PROGRAM

Guide to College Success

Minnesota State
Community and Technical College
A member of the Minnesota State system.

Innovation - *The Sky is the Limit*

Innovation - The Sky is the Limit

- Online Newsletters[5] (derived from E standard surveys)

- Developing self-service webpages with info, resources, FAQs and forms

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[5] https://sway.com/4yrnNt1ABtXdyZQh?ref=Link

- ◦ About CEP[6] - Team, Common Courses, Professional Development Day, Process Timeline, Success Reports
- ◦ Counselors[7]
- ◦ Faculty Mentor[8]
- ◦ High School Instructor[9]
- ◦ Students[10]

[6] http://www.minnesota.edu/aboutcep/
[7] http://www.minnesota.edu/counselor/
[8] http://www.minnesota.edu/mentor/
[9] http://www.minnesota.edu/instructor/
[10] http://www.minnesota.edu/cepstudents/

Accountability - *Fueled by Integrity*

Accountability - Fueled by Integrity

- Success Reports[11]

- Advisory Committee

- Access - program information and resources online

- Online NACEP Portfolio[12]

Minnesota State
Community and Technical College

CONCURRENT ENROLLMENT PROGRAM SUCCESS REPORT

MISSION: Provide dynamic learning for living, working and serving. VISION: A success story for every student and stakeholder.

Academic Year 2016-17

FY 17 Summary

M State's Concurrent Enrollment Program partnered with one less school district in FY 17, however the unduplicated headcount was minimally impacted and the number of credits earned increased by 6.8%. There were also 25 more sections of concurrent classes offered in FY 17 compared to the previous fiscal year.

Credits Awarded

The program awarded 6.8% more credits in FY 17 than FY 16. The last four fiscal years show an upward trend in the number of credits awarded.

M STATE CONCURRENT PROGRAM
Number of Credits Awarded

FY 13	FY 14	FY 15	FY 16	FY 17
11,163	11,010	13,818	14,615	15,611

[11] http://www.minnesota.edu/?id=21661
[12] http://www.minnesota.edu/?id=19861
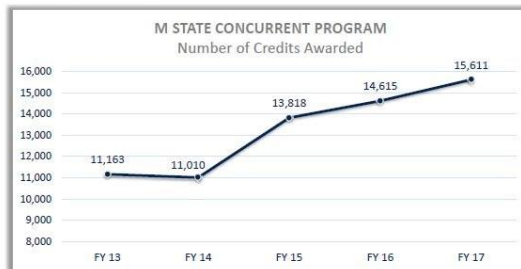
Efficiencies - *Journey to a New Dimension*

Efficiencies - Journey to a New Dimension

- Online Mentor Reports[13]

- Online Surveys

- Online New Teacher Application[14]

- Process Timeline[15]

- Improved Relationships – bi-product of efficiency

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[13]https://minnesota.az1.qualtrics.com/jfe/form/SV_6yWOTx3FTUmGrMF
[14]https://minnesota.az1.qualtrics.com/jfe/form/SV_d6UKWi8Tghvd6ex
[15]https://www.minnesota.edu/ceptimeline/

Concurrent Enrollment Timeline

	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Accuplacer Testing	Accuplacer Testing for Spring Classes Oct. 1 - Nov. 30		Accuplacer Testing for Fall Classes Dec. 1 - April 30						
Confirm Courses	Confirm Spring Courses Oct. 1 - 31					Confirm Fall Courses Mar. 1 - 31			
Registration			Spring Registration Dec. 1- 15	Please review the M State class lists mailed to your high school at the start of every semester for accuracy. Concurrent instructors can log in to D2L Brightspace to view class lists.				Fall Registration May 1 - 31	
Grades				Grades Jan 1 - Feb. 10				Grades May 1 - June 10	

Lessons Learned - *Houston, we have a problem*

Lessons Learned - Houston, we have a problem

- Internal NACEP volunteer advisory committee - *don't make accreditation a solo mission.*

- Document, document, document! Ex. meeting notes, special events, activities, if it isn't documented it didn't happen. Document positives and challenges.

- Advisory committee - giving K12 a voice

Lessons Learned - Beware of C.A.V.E People

Mission Control

## Closing the Loop - Alignment with HLC Criteria for Accreditation

Questions to be asking at a programmatic level:

- What is the **process**?

- What are the **results** of the process and what data is being collected and analyzed to show this process is effective?

- Is the data being collected relevant and meaningful? How often do you review the data? Do you have benchmarks? Do you compare results to regional or national averages?

- How do you continually **improve** your processes and use data to drive decisions? How does the program's continuous improvement efforts better student learning?

Examples

- Faculty mentoring process helps ensure course rigor

- Mentor reports and student course survey results are used to ensure course outcomes are being met and to create continuous improvement action plans for instructors when needed

- Stakeholder surveys are routinely conducted, results analyzed and continuous improvement strategies implemented

Faculty Mentor Process to Help Ensure Dual Credit Program Rigor
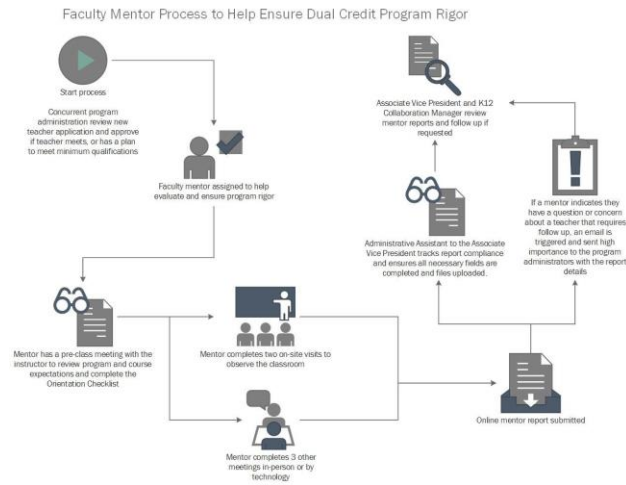
Collegial Partnerships with M State

The Concurrent Enrollment Program has strong collegial partnerships with principals, as there were no responses of 'disagree' or 'strongly disagree' on either the 2014, or 2017 Principal Survey.

In 2017, 23 percent more principals responded as 'strongly agree' compared to 2014; there were no neutral responses. This significant increase in 'strongly agree' demonstrates strengthened partnerships as a result of strategic continuous improvement initiatives including a bi-annual newsletter, success reports, an outreach schedule and increased presence of M State staff in partner high schools.
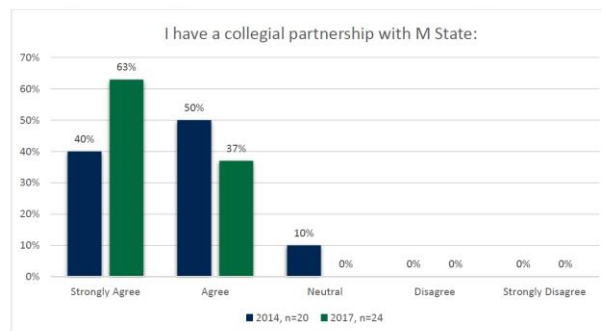
M State CEP continuous improvement initiatives:

- Compile *all* course survey results every term to do a meaningful analysis and identify the program's top 5 strengths and top 5 opportunities for improvement

- Compare survey results from alumni, principals, instructors and counselors surveys to previous years' results to identify strengths and opportunities for improvement
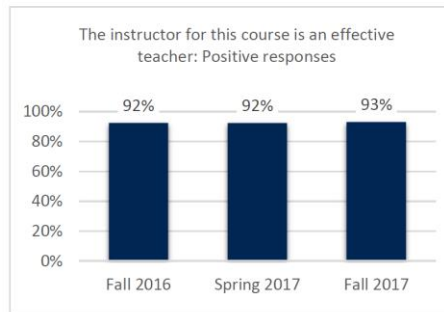
- Set benchmarks

- Research available data for regional and national comparison
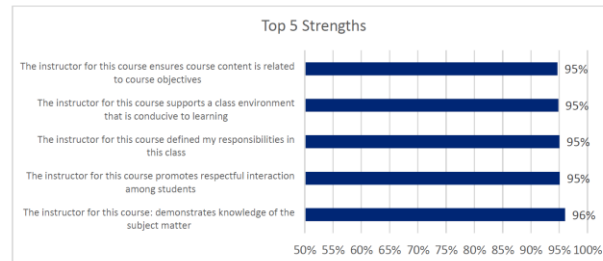
End of Course Survey Results Summary

Effectiveness of Instructors
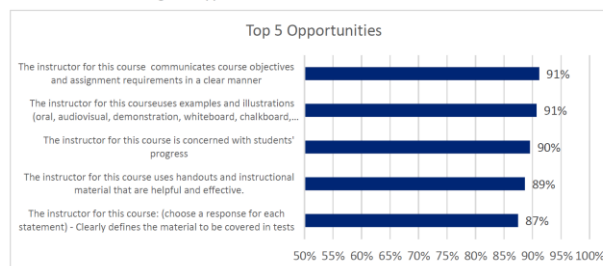Student ratings of course surveys indicate that concurrent instructors are effective.

The instructor for this course is an effective teacher: Positive responses

	Fall 2016	Spring 2017	Fall 2017
	92%	92%	93%

Concurrent Enrollment Program - Strengths
Overall, students perceive the following items as the greatest strengths and opportunities:

Top 5 Strengths

The instructor for this course ensures course content is related to course objectives	95%
The instructor for this course supports a class environment that is conducive to learning	95%
The instructor for this course defined my responsibilities in this class	95%
The instructor for this course promotes respectful interaction among students	95%
The instructor for this course: demonstrates knowledge of the subject matter	96%

Concurrent Enrollment Program - Opportunities

Top 5 Opportunities

The instructor for this course communicates course objectives and assignment requirements in a clear manner	91%
The instructor for this course uses examples and illustrations (oral, audiovisual, demonstration, whiteboard, chalkboard,...	91%
The instructor for this course is concerned with students' progress	90%
The instructor for this course uses handouts and instructional material that are helpful and effective.	89%
The instructor for this course: (choose a response for each statement) - Clearly defines the material to be covered in tests	87%

Questions?

Signing Off - *Presented by*

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*6 - **Megan Adamczyk***

7 - Katie Tysdal