

Understanding NACEP's National Standards for Program Quality

March 21 2013

NACEP Accreditation Institute
Jefferson City, Missouri

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National Alliance of

Concurrent Enrollment Partnerships

Advancing quality college courses in high school

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.

NACEP Assessment Standard Form



Standard A1
Standard A2
Standard A3
Standard C2

I, «Liaison_Name», «Liaison_Title» in the «Department», affirm that «CEP_Name» instructors, teaching courses in the «Department», meet the following NACEP Standards:

A1, “CEP students are held to the same standards of achievement as those expected of students in on campus sections;”

A2, “The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections;”

A3, “CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections;” and

C2, “College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.” A description of how our department ensures compliance with this standard follows:

--

«Liaison_Name»		
Print Name		Date
Signature		

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.

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.

S1 Example



INDIANA UNIVERSITY
OFFICE OF THE REGISTRAR
Bloomington

Memorandum

To: National Alliance of Concurrent Enrollment

From: Lisa Mosele Scully 
Senior Assistant Registrar, Manager of Student Academic Records

RE: NACEP accreditation for the Advanced College Project,
Indiana University

Date: July 15, 2010

This memorandum is to verify that Indiana University's Advance College Project (ACP) students have an official academic record at Indiana University (IU) upon completion of their ACP course(s).

ACP students are enrolled in courses administered by Indiana University and are officially registered as non-degree seeking students. Students who matriculate to Indiana University have courses listed on their official transcript. Students who will matriculate to other institutions have an official transcript that they may send to the respective institution.

Please feel free to contact me if you should have any additional questions. I may be reached at 812.855.6758, or lscully@indiana.edu.

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.

Example: S2 Program Eligibility vs. Course Prerequisites

University of Northern McKenzie – College Acceleration Program | Student Enrollment Criteria

Students who have completed the regular high school curriculum through the tenth grade and are entering their junior or senior year of high school are eligible for CAP enrollment. They must have a 2.5 or higher cumulative GPA on a 4.0 scale and must be enrolled in a CAP course offered at one of the participating high schools.

However, students seeking enrollment in Math 111 or 112, foreign language (French, German, Latin, Spanish) or English 101 must meet other requirements, in addition to the 2.5 GPA.

Math students must exhibit competency via an Internet placement exam prior to the enrollment deadline. This test is given at the high school so students can determine eligibility.

World language students must have at least a B average in prior years of the language or exhibit competency via UNM's online placement exam.

English 101 students must meet **two of the following three criteria:**

- Rank at or above the 51st percentile in the high school class
- SAT Critical Reading score of 450 or greater; PSAT Critical Reading (juniors) of 45 or greater (or ACT Reading score of 19 or greater).
- SAT Writing score of 450 or greater; PSAT Writing (juniors) of 45 or greater (or ACT Combined English/Writing score of 19 or greater)

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.

Example: S3 RE1

Table of Contents

What is the [REDACTED]?	3
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Registration Procedures	3
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Tuition	5
Fees	5
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Acceptable Methods of Payment	5
Billing Schedule	6
Grades	6
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Transferability	7
Dropping or Withdrawing From [REDACTED] Courses	8
2011-2012 Withdrawal and Refund Calendar	9
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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.

Assessment Standards

-  1.ECON175_Campus_Syll
-  1.ECON175_HS_Syll
-  2.CIS151_campus_syll
-  2.CIS151_HS_Syll
-  3.CMST101_Campus_Syll_
-  3.CMST101_HS_Syll
-  4.ENG101_Campus_Syll
-  4.ENG101_HS_Syll
-  5.HIST140_Campus_Syll
-  5.HIST140_HS_Syll

CEP Courses Offered in Partner High Schools in 2012-2013

College	Discipline	Courses	Liaison	
Business	1. Economics & Marketing	ECON 175	Mr. Mehoney	
	2. Management & Information Systems	CIS 151	Mr. Powers	
Liberal Arts		3. Communications	MNGT 141	Dr. Schobok
	CMST 101		Mr. Jeffers	
	JRN 180		Ms. Gobson	
	4. English	RTV 150 & 151	Mr. Morros	
		ENG101	Mr. Stolwell	
		ENG103	Mr. Grehem	
	5. History	ENG105	Dr. Gelbas	
		6. Modern & Classical Languages	HIST 101, 102, 130, & 140	Dr. Shefvelend & Dr. Hant
			FREN 203 & 204	Dr. Roberts
			GERM 203 & 204	Dr. Berg & Dr. Rode
LATN 203 & 204	Dr. Doxon			
7. Political Science &	SPAN 203, 204 & 205	Dr. Hotchcock		

Assessment 1

Required Evidence

- 1) Paired syllabi from on campus and CEP sections—one paired example from one course per discipline...

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.

Example:

A1

Standards of Achievement CEP Syllabus

██████████ School
Room 13
M-F 8:05-8:55
Website: <http://www.██████████>

Office Hours: By appointment
E-mail: ██████████

Composition - English 101 Rhetoric and Composition I: Literacy and the Self

Required books: *Elements of Literature, Sixth Course*
The Prentice Hall Guide for College Writers, Eighth Edition
Mercury Reader, Pearson Custom Publishing
Various other readings as provided through the year

Course description: English 101 is a course in the critical arts of reading, writing, reflection, and discussion with an introduction to rhetoric and informal logic. This course meets the University Core Curriculum Goal A1: Composition/Speech. Prerequisites: ENG 100 or appropriate placement. Basic keyboarding skills required; see ASBE 121.

University Core Curriculum Goals for English 101

A. The Mind: Enhancement of Cognitive Abilities: A1. The ability to communicate effectively – Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.

Course Objectives:

1. Academic Literacy

Prepares students to:

- Read and comprehend academic discourse
- Discover, develop, and articulate ideas through discussion and writing
- Communicate effectively within various rhetorical contexts
- Reflect on their reading and writing practices

2. Academic Discourse Conventions

Are the basic rules for writing academic prose. These rules include:

- Reasoned arguments
- Organized ideas
- Developed supporting evidence
- Correct grammar, spelling, and punctuation
- Appropriate documentation and format
- Language appropriate to the rhetorical context

3. Enhancement of Individual Development

Means that, through critical thinking, reading, and writing, students will:

- Discover, develop, revise, and express their ideas
- Become members of academic discourse communities
- Develop, refine and defend a personal ethos
- Evaluate positions on issues from critical perspectives

English 101.029
Literacy and the Self
Syllabus

Fall 2011 [REDACTED]
Instructor: [REDACTED]

Class Meetings: Tuesday, Thursday 7:30-8:45
Class Location: [REDACTED] **Computer Lab Location:** OC 2005

Office Hours on Tuesdays and Thursdays: 9:00-10:00; by appointment before 7:30 or after 11:45
Office Location: OC3073 **Office Telephone (only during office hours):** 228-5101

My e-mail: [REDACTED]
(You can access my e-mail through [REDACTED] Blackboard.) If you e-mail me, I will always return an e-mail. Your e-mail subject line should include the course name (101.029) and your name.

Course Description:

English 101 is a course in the critical arts of reading, writing, reflection, and discussion with an introduction to rhetoric and informal logic. Meets University Core Curriculum Goal A1: Composition/Speech. Prerequisites: ENG 100 or appropriate placement. Basic keyboarding skills required; see ASBE 121.

Course Goals and Outcomes:

1. Academic Literacy

Prepares students to:

- Read and comprehend academic discourse.
- Discover, develop, and articulate ideas through discussion and writing.
- Communicate effectively within various rhetorical contexts.
- Reflect on their reading and writing practices.

2. Academic Discourse Conventions

Are the basic rules for writing academic prose. These rules include:

- Reasoned arguments.
- Organized ideas.
- Developed supporting evidence.
- Correct grammar, spelling, and punctuation.
- Appropriate documentation and format.
- Language appropriate to the rhetorical context.

3. Enhancement of Individual Development

Means that, through critical thinking, reading, and writing, students will:

- Discover, develop, revise, and express their ideas.
- Become members of academic discourse communities.
- Develop, refine and defend a personal ethos.
- Evaluate positions on issues from critical perspectives.

Example: A1 Standards of Achievement Campus Syllabus

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.

Example:

A2

Supporting Assessment

Your name	ID number	Seat number
Instructor's name		Signature

M118 Final Exam, December 13, 2010

Indicate your answers in capital letters (A,B,C, ...) in the space provided below. No books, notes, or calculators are allowed. There are 33 multiple choice problems (each worth 3 points) and 1 free point. There is adequate work space for each problem, but a blank sheet of paper has also been attached at the end of the exam; feel free to tear it off.

- | | |
|------------------|------------------|
| 1. <u> A </u> | 18. <u> C </u> |
| 2. <u> D </u> | 19. <u> A </u> |
| 3. <u> B </u> | 20. <u> D </u> |
| 4. <u> D </u> | 21. <u> A </u> |
| 5. <u> A </u> | 22. <u> D </u> |
| 6. <u> C </u> | 23. <u> D </u> |
| 7. <u> C </u> | 24. <u> A </u> |
| 8. <u> D </u> | 25. <u> B </u> |
| 9. <u> D </u> | 26. <u> A </u> |
| 10. <u> B </u> | 27. <u> A </u> |
| 11. <u> D </u> | 28. <u> B </u> |
| 12. <u> C </u> | 29. <u> E </u> |
| 13. <u> C </u> | 30. <u> A </u> |
| 14. <u> D </u> | 31. <u> B </u> |
| 15. <u> C </u> | 32. <u> B </u> |
| 16. <u> D </u> | 33. <u> D </u> |
| 17. <u> D </u> | |

Total score

On Dec 16, 2010, at 9:31 AM, Allan Edmonds wrote:

M118 departmental curve

Here is the curve. The course mean was 71.5%. 2341 students took the exam.

The cutoffs are:

A >= 90
B >= 79
C >= 58
D >= 49
F < 49

making

A 15%
B 25%
C 41%
D 10%
F 9%

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.

Example: A3 Required Evidence 1

Your name	ID number	Seat number
Instructor's name	Signature	

M118 Final Exam, December 13, 2010

Indicate your answers in capital letters (A,B,C,...) in the space provided below. No books, notes, or calculators are allowed. There are 33 multiple-choice problems (each worth 3 points) and 1 free point. There is adequate work space for each problem, but a blank sheet of paper has also been attached at the end of the exam; feel free to tear it off.

- | | |
|-----------|-----------|
| 1. _____ | 18. _____ |
| 2. _____ | 19. _____ |
| 3. _____ | 20. _____ |
| 4. _____ | 21. _____ |
| 5. _____ | 22. _____ |
| 6. _____ | 23. _____ |
| 7. _____ | 24. _____ |
| 8. _____ | 25. _____ |
| 9. _____ | 26. _____ |
| 10. _____ | 27. _____ |
| 11. _____ | 28. _____ |
| 12. _____ | 29. _____ |
| 13. _____ | 30. _____ |
| 14. _____ | 31. _____ |
| 15. _____ | 32. _____ |
| 16. _____ | 33. _____ |
| 17. _____ | |

Total score

1. There are bonds paying 6% a year and savings accounts paying 4% a year. Adria wishes to invest \$10,000 so that the yearly income from the two investments are the same. How much should she invest in bonds?

(A) \$2000
(B) \$5000
(C) \$10000
(D) \$20000
(E) \$25000
(F) None of the above

2. Find the $(1, 1)$ -entry of $(I + A)^{-1}$ when

$$A = \begin{bmatrix} 0 & 3 \\ 2 & 3 \end{bmatrix}$$

(A) 3
(B) $-1/2$
(C) 1
(D) -3
(E) -1
(F) None of the above

3. Ashton and Demi went to see 100 movies. Ashton liked 30 of the movies, Demi liked 25 of the movies and they both liked 8 of the movies. How many movies did they both dislike?

(A) 60
(B) 50
(C) 38
(D) 75
(E) 40
(F) None of the above

4. In a given population, 30% are afraid of their own shadow, 50% are afraid of an alien invasion, and 60% are afraid of their own shadow or of an alien invasion or of both. What percent are afraid of an alien invasion, but not afraid of their own shadow?

(A) 30%
(B) 20%
(C) 35%
(D) 40%
(E) 55%
(F) None of the above

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.