Ms. Rebecca Carter

Chair, NACEP Accreditation Committee

Indiana University Advance College Project

750 E. Kirkwood Ave.

Maxwell Hall 122

Bloomington, IN 47405

 April xx, 2012

Dear Ms. Carter:

After reviewing the materials submitted by **{{institution name}}** for accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP), the peer review team recommends that **{{concurrent enrollment program name}}** be accredited. Based upon the materials submitted to the review team, **{{institution name}}'s {{concurrent enrollment program name}}** provided sufficient evidence to demonstrate a quality concurrent enrollment program that meets the each of NACEP's 17 standards.

**The team made the following recommended policy and procedure changes:**

* Develop a list of items that must be included on each syllabus and disseminate this information to instructors. Other best practices for crafting of high school syllabi shared, such as a statement making the student aware of the concurrent enrollment opportunity.
* Create agendas for all discipline-specific professional development opportunities, to document what took place both for the benefit of the instructors, liaison, and program and also for NACEP. Request handouts distributed by liaisons for same purpose.
* Create a tracking system for any one-on-one professional development offerings that happen outside the normal spring p.d. event on campus. Program response indicated that the burden would be placed on the liaison, at minimum, in the form of an existing annual report that must be submitted before payment is made; new documentation was crafted and shared with the team.
* Conduct site visits more frequently than once every five years (this was the departmental policy for all adjunct faculty, including concurrent enrollment instructors). The program responded that liaisons will make every effort to conduct annual visits, but will do so no fewer than once every three years.
* Make the concurrent student guide available online, rather than solely in a printed version. This has been done.
* Revise the faculty site visit report to focus on content delivery rather than teaching ability. The reviewers shared forms from their own programs as examples. With the assistance of their advisory board, a new form will be crafted and implemented for fall 2011.
* Send the post-graduate survey in December or during the spring semester, once students have transferred credits. Their most recent survey was sent in August, before most students would have started their freshman year of college. This change will be implemented December 2011.

**The team found the following practices exemplary:**

* The concurrent enrollment program already had an Advisory Board, but as a consequence of the accreditation process, it will now be convened regularly (twice each year) and additionally if needed. One of the main roles the Board will serve is to review survey results (student, instructor, principal, and counselor) and if needed, develop programmatic changes.
* A literature faculty liaison recorded the entire high school class during her visit and then provided a typed transcript in her report to the concurrent enrollment office. Not only does this speak to the level of trust between the instructor and the liaison, it also indicates a high level of engagement on the part of the liaison. Reading her observations in context of the transcript was almost as good as having attended the class in person.
* Each year, the concurrent enrollment instructors receive a folder with a list of items to collect throughout the year. Sample student assignments, papers, assessment pieces, and the syllabus are all kept in a central location and then submitted to the liaison for review at the spring meeting.
* Once a concurrent enrollment instructor has submitted grades, he/she receives a voucher for a 3 hour graduate course. If the instructor won’t use the voucher, it can be given away, or with the principal’s permission, sold to another colleague for no more than $400. The classes are funded by the College of Education.
* The concurrent enrollment program has forged a partnership with their College of Education (NCATE-accredited) for the coming year. Among other things, the College will assist the concurrent enrollment office in the creation of a new program handbook, aligning 2011 NACEP standards with concurrent enrollment documents and making changes as needed for continuous program improvement.

**The team identified and addressed the following areas of concern:**

* Site visits were being conducted once every five years (see fourth bullet under recommended changes). Team’s recommendation to increase frequency was accepted and implemented.
* The concurrent enrollment withdrawal policy seemed to imply students would be automatically removed from the course, with no refund, if earning a poor grade, and this was not consistent with the on-campus policy. Concurrent enrollment staff is revising the policy for consistency with on-campus procedures.

Though not a factor shaping the outcome of the team’s recommendation, it should be noted that the concurrent enrollment office was consistently cordial, open to implementing suggestions, and was early or on time with all deadlines. They were a pleasure to work with throughout the process.

Respectfully Submitted,

Lead Reviewer

Reviewer 1

Reviewer 2