



NATIONAL ALLIANCE OF  
**CONCURRENT ENROLLMENT**  
PARTNERSHIPS

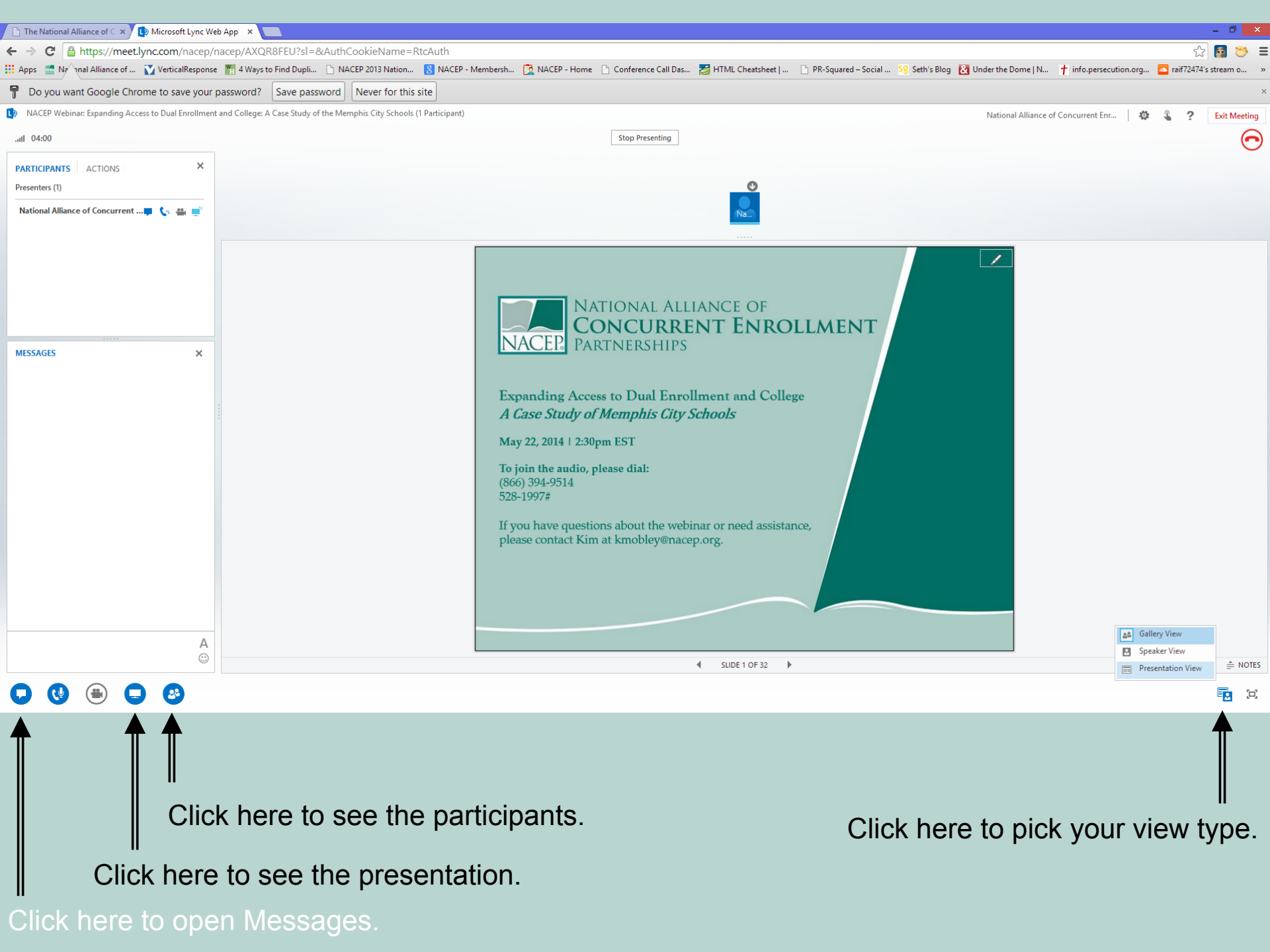
## NACEP ACCREDITATION 2014 PEER REVIEWER TRAINING

To join the audio, please dial:  
(866) 394-9514  
528-1997#

**Adam Lowe, Executive Director**  
**Kim Mobley, Director of Communications & Membership Services**  
**Victoria Zeppelin, Accreditation Commission Vice Chair**

Please introduce yourself when you join the audio!

If you have questions about the webinar or need assistance,  
please contact Kim at [kmobley@nacep.org](mailto:kmobley@nacep.org).



04:00


Stop Presenting

National Alliance of Concurrent Enr... | Settings | Help | ? | Exit Meeting

PARTICIPANTS ACTIONS

Presenters (1)  
National Alliance of Concurrent ...

MESSAGES

 NATIONAL ALLIANCE OF  
CONCURRENT ENROLLMENT  
PARTNERSHIPS

Expanding Access to Dual Enrollment and College  
*A Case Study of Memphis City Schools*

May 22, 2014 | 2:30pm EST

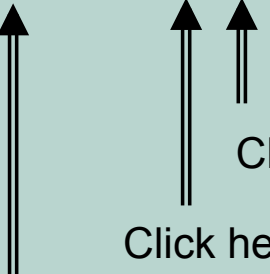
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SLIDE 1 OF 32

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Speaker View  
Presentation View

NOTES



Click here to see the participants.

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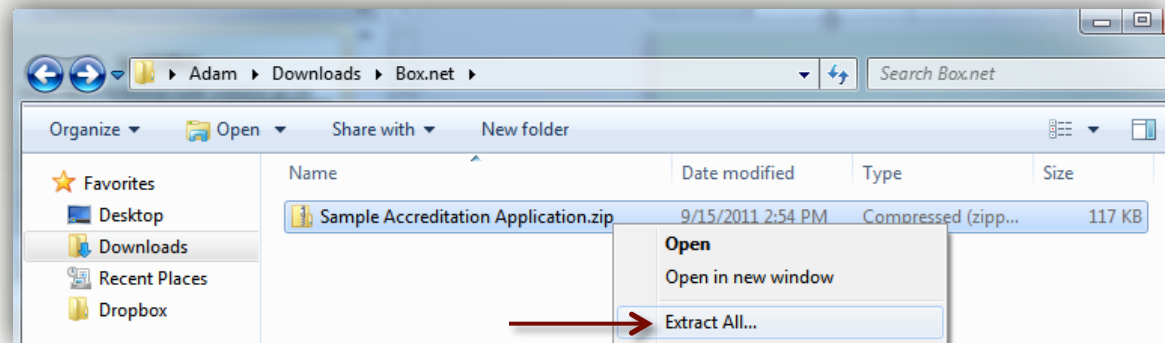
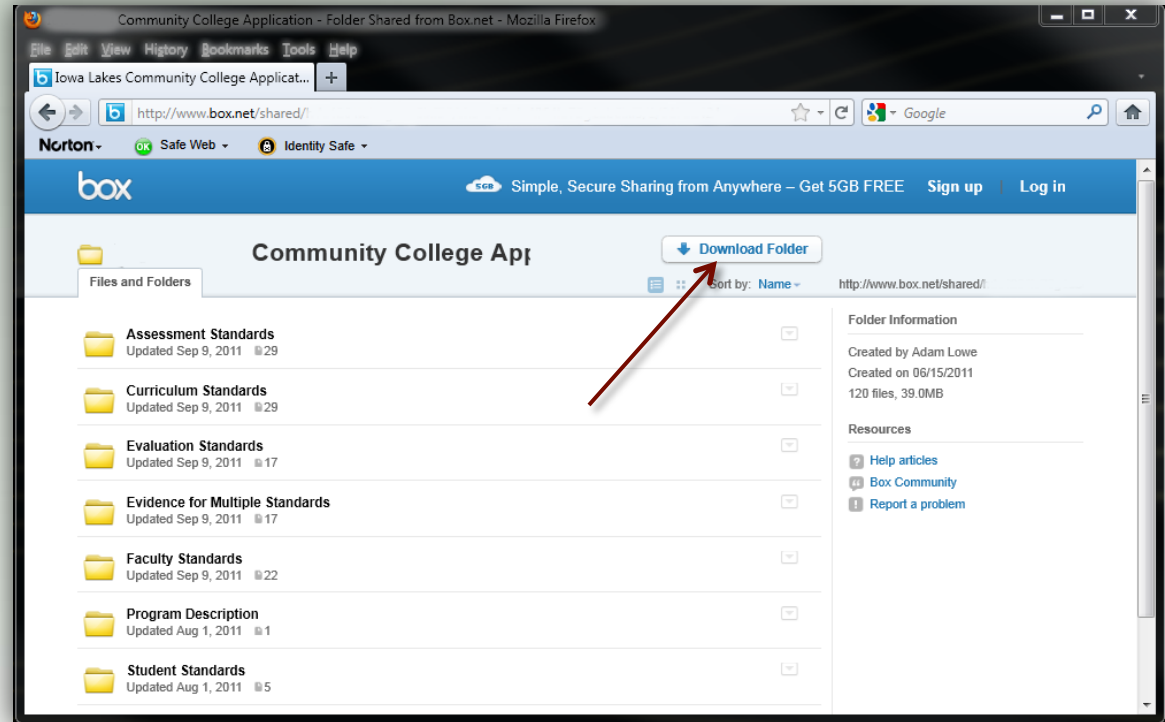
Click here to pick your view type.

# Reviewer Expectations

- Objective and unbiased reviews
- Preserve **confidentiality** of peer review process, including:
  1. the nonpublic contents of accreditation applications,
  2. the names of any Review Team members,
  3. any Review Team discussions or communications about applications, and
  4. the recommendations of Review Teams.
- No real or perceived conflict of interest
- Do not use your status as an accreditation reviewer for personal gain

# Logistics

- Contact NACEP office to schedule the NACEP conference call line
- Applications are stored on a file sharing service called **Box**. It is easiest to **Download** the entire application to your hard drive.
- It will download as a **ZIP** file, which Windows, Mac and other software can decompress.





# Required Folder Structure

- Program Description
- Curriculum Standards
  - Standard C1
  - Standard C2
  - Standard C3
- Faculty Standards
  - Standard F1
  - Standard F2
  - Standard F3
  - Standard F4
- Student Standards
  - Standard S1
  - Standard S2
  - Standard S3
- Assessment Standards
  - NACEP Assessment Standard Forms
  - Standard A1
    - Paired Syllabi
  - Standard A2
  - Standard A3
    - Paired Assessments
- Evaluation Standards
  - Standard E1
  - Standard E2
  - Standard E3
  - Standard E4

# Peer Reviewing 101

- **Purpose of accreditation:** program improvement and quality assurance
- **Evaluative**, yet collegial, assessment of evidence
- Burden of proof is on the **applicant**
- Policies and practices **must** already be in place
- Each CEP uses **unique language**
- CEPs operate in **unique** institutional and state policy **contexts**
- **Reviewer Resources:** Accreditation Guide and Coordinating Commissioner
- **Many ways** to meet a standard
- Consider each standard **individually** and **holistically**

# Accreditation Review Team Structure



# Accreditation Review Timeline

- Now:** **Coordinating Commissioner Screening Underway**
- August 15:** **All Applications Assigned to Review Teams**
- September 15:** **First Review Team Conference Call**  
Discuss application standard by standard, noting which standards are met and which lack sufficient evidence. Use Review Form to record discussion for each standard.
- October 1:** **First Request for Additional Evidence**  
Send Review Form to applicant, directing attention to those standards for which additional evidence is requested. Be clear about the specific information you need.

# Accreditation Review Timeline, cont.

## **November 15: Applicant Interviews**

Applicants attending annual NACEP Conference are expected to participate in an interview with the Peer Review Team and Coordinating Commissioner. If the applicant does not attend the conference, Peer Review Team and Coordinating Commissioner will conduct a teleconference interview with the applicant at a later date.

## **January 15: First Response from Applicant with Additional Documentation**

Applicant uploads requested information, including materials discussed as part of interview.

# Accreditation Review Timeline, cont.

- January 31:**                    **Second Review Team Conference Call**  
Discuss additional evidence. Record highlights on Review Form. Make recommendation to Coordinating Commissioner and Chair to approve or deny application. At this point, team can make a recommendation to Coordinating Commissioner and Chair to approve or deny application. **Do not** notify the applicant of team's recommendation.
- February 15:**                    **Second and Final Request for Additional Evidence (if necessary)**  
Send Review Form to applicant, directing attention to those standards for which additional evidence is requested.
- March 15:**                        **Second and Final Response from Applicant with Additional Documentation (if necessary)**

# Accreditation Review Timeline, cont.

**March 31:**            **Third Review Team Conference Call  
(if necessary)**

Discuss new information and make recommendation to Coordinating Commissioner and Chair. Review Team Submits Final Report to Coordinating Commissioner and Chair.

**By May 1:**            **Accreditation Commission Vote**

Commission will meet in person to deliberate on all accreditation decisions and vote to approve or deny accreditation.

# Review Form

Use the Review Form to

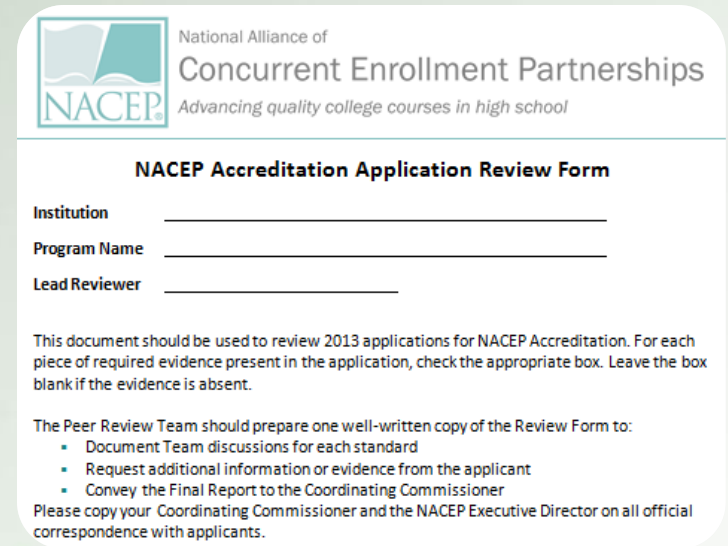
- Document team discussions
- Request additional evidence or clarification from applicant
- Organize your notes for the Final Report

Final Report is sent to Coordinating Commissioner and should contain

- Recommendation for approval or denial
- Summary of the team's findings
- Mention of exemplary practices
- Recommended changes to program policies or procedures
- Any areas of concern

**The Coordinating Commissioner will compose a Final Letter to the applicant. The Review Team Leader should not convey either the recommendation or Final Report directly to the applicant.**

The Accreditation Commission Chair communicates all decisions to applicants after action by the Accreditation Commission.



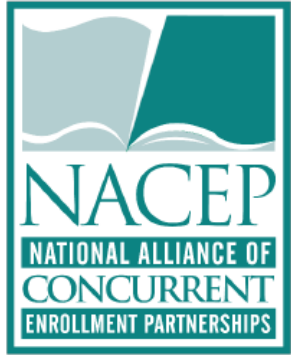
The image shows a sample of the NACEP Accreditation Application Review Form. At the top left is the NACEP logo, which consists of a stylized blue and green graphic above the text 'NACEP'. To the right of the logo is the text 'National Alliance of Concurrent Enrollment Partnerships' and 'Advancing quality college courses in high school'. Below this header is the title 'NACEP Accreditation Application Review Form'. Underneath the title are three fields for 'Institution', 'Program Name', and 'Lead Reviewer', each followed by a horizontal line. Below these fields is a paragraph of instructions: 'This document should be used to review 2013 applications for NACEP Accreditation. For each piece of required evidence present in the application, check the appropriate box. Leave the box blank if the evidence is absent.' This is followed by another paragraph: 'The Peer Review Team should prepare one well-written copy of the Review Form to:' and a bulleted list with three items: 'Document Team discussions for each standard', 'Request additional information or evidence from the applicant', and 'Convey the Final Report to the Coordinating Commissioner'. The final paragraph reads: 'Please copy your Coordinating Commissioner and the NACEP Executive Director on all official correspondence with applicants.'

college/bondance with applicants:  
Please copy your Coordinating Commissioner and the NACEP Executive Director on all official  
• Convey the Final Report to the Coordinating Commissioner  
• Request additional information or evidence from the applicant  
• Document Team discussions for each standard



# Program Description

## 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 2013-14 only for courses meeting NACEP's definition of **concurrent enrollment**: college credit-bearing courses taught to high school students by college-approved high school teachers. Accreditation applications should **only** include supporting evidence for NACEP-defined concurrent enrollment courses. Evidence of other types of dual enrollment is not to be included in the application.

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 a list of disciplines and the names of courses you offer within each discipline (an optional template is available on the NACEP website). You should use the list of disciplines that the Commission approved for your application as the basis for organizing your application - which should consistently provide evidence for each discipline for standards Curriculum 2, Curriculum 3, Faculty 3, and Assessment 1, 2, and 3.

List of Disciplines

# Program Description

Requested	
<input type="checkbox"/> Number of Unduplicated Students	2865__
<input type="checkbox"/> Credit Hours Awarded	8941__
<input type="checkbox"/> Number of Faculty Liaisons	15__
<input type="checkbox"/> Number of High Schools	26__
<input type="checkbox"/> Number of Disciplines	14__
<input type="checkbox"/> Number of Teachers	87__
<input type="checkbox"/> Number of Courses	22__
<input type="checkbox"/> Number of Sections	105__
<input type="checkbox"/> Average Class Size	19.6__
<input type="checkbox"/> Program History and Development	
<input type="checkbox"/> Whether Mixed Classes are Allowed	
<input type="checkbox"/> Geographic Extent of Program	
<input type="checkbox"/> Who Pays For Courses	
<input type="checkbox"/> Student Admission Criteria	
<input type="checkbox"/> Alphabetized List of Disciplines & Course Names	
<input type="checkbox"/> How Program Fits in Institution as a Whole	
<input type="checkbox"/> Involvement of Faculty Liaisons and Site Visitors	
<input type="checkbox"/> Relevant State Policies, Regulations, Statutes, Laws	

**Summary of First Discussion**

**Comment [jdd1]:**

1. Acct
2. Bio
3. Bus
4. Chem
5. Comm Studies
6. Econ
7. Eng
8. Fren
9. Geol
10. Germ
11. Hist
12. Math
13. Phys
14. PoliSci

I put this information on my Review Form, so I don't have to keep referring back to the coversheet

# 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.



Standard A1  
Standard A2  
Standard A3  
Standard C2

I, Dr. A. David Hirschcock, Associate Professor of Spanish of the Department of Modern & Classical Languages, affirm that University of Southern Indiana (USI) College Achievement Program (CAP) instructors, teaching Spanish 203, 204, & 205 in the Department of Modern & Classical Languages, 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.

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:

All CAP instructors are provided with the following information which is reviewed annually in the professional development workshop:

- Student Learning and Outcomes and Assessment Document
- University core document for 203/204-level languages
- Sample syllabi
- Sample tests
- Sample handouts
- Classroom observation form

Dr. A. David Hirschcock  
Print Name \_\_\_\_\_ Date 3/15/12

  
Signature \_\_\_\_\_ Associate Professor of Spanish  
Title \_\_\_\_\_

Witness Name \_\_\_\_\_ Date \_\_\_\_\_

Witness Title \_\_\_\_\_

- Curriculum Approval/Review Form
- Academic Assessment
- Academic Audit
- Academic Review

# 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)

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

5

2012 CAP Summer Workshop Sign In Sheet  
July 26, 2012  
8:15 a.m. - 3:00 p.m.  
USI University Center

ENG 00 3076

First	Last	Discipline	Time In A.M.	Signature	Time Out P.M.	PGP Certificate?
Joy	Allredge	ENG 101	8:20	Joy Allredge	3:00	
Laura	Bernhard	ENG 101	8:40	Laura Bernhard	1:00	yes
Fred	Bracher	ENG 101	8:20	Fred Bracher	3:00	
Donna	Bryan	ENG 101	8:35	Donna Bryan	5:00	yes
Missy	Feller	ENG 101	8:15	Missy Feller	3:01	yes
Paula	Harmon	ENG 101	8:50	Paula Harmon	3:00	yes
Meg	Johnson	ENG 101	8:50	Meg Johnson	3:05	yes
Erica	Meier	ENG 101	7:45	Erica Meier	3:00	
Rose	Rogge	ENG 101	8:30	Rose Rogge	11:00	
Vicki	Rueger	ENG 101	8:40	Vicki Rueger	12:00	
Patrick	Shaw	ENG 101	8:40	Patrick Shaw	3:05	yes
Don	Stansberry	ENG 101	7:45	Don Stansberry	3:00	stayed for lunch
Darvin	Stillwell	ENG 101	8:30	Darvin Stillwell	3:00	yes?
Tammy	Vick	ENG 101	8:00	Tammy Vick	3:00	
Kathy	Weber	ENG 101	8:15	Kathy Weber	3:00	
Lee Ann	West	ENG 101	8:40	Lee Ann West	3:00	

# 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.



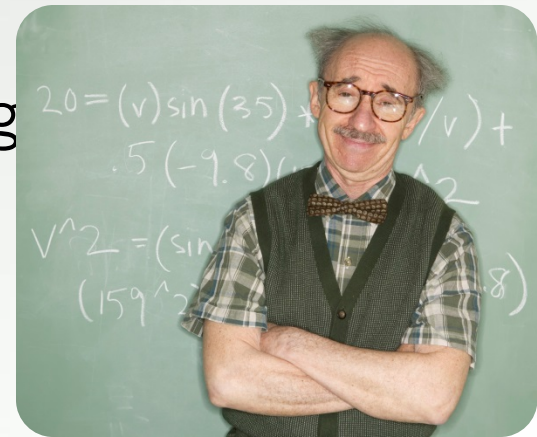
# Faculty Standards

## 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.

Course Level: Undergraduate  
High School: Southbridge High School 10-NOV-2005

Current Program  
College : College of Sci, Engr, & Educ  
Major : Unclassified-Teacher Cert

COURSE NO.	COURSE TITLE	CRED	GRD	PTS	R
INSTITUTION CHOICE:					
Term: Fall 1997					
University Division					
Unclassified					
GEOS 111	Physical Geography	3.00	A	12.00	
GEOS 100	World Geography	3.00	A	12.00	
Term: (Hrs): 6.00 GPA:Hrs: 6.00 QPTS: 24.00 QPA: 4.00					
Good Standing					
Term: Fall 2000					
Graduate Studies					
Undivided					
HIST 271	Hist of Middle East	3.00	A	12.00	
Term: (Hrs): 3.00 GPA:Hrs: 3.00 QPTS: 12.00 QPA: 4.00					
Good Standing					
Term: Spring 2003					
College of Educ. & Human Serv					
Unclassified-Teacher Cert					
POLS 380	Amer Political Theory	6.00	A	6.00	
Term: (Hrs): 6.00 GPA:Hrs: 6.00 QPTS: 6.00 QPA: 6.00					
Good Standing					
***** CONTINUED ON NEXT COLUMN *****					

TRANSCRIPT TOTALS

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL UNCLASSIFIED	5.00	5.00	36.00	4.00
TOTAL TRANSFER	6.00	6.00	6.00	6.00
OVERALL	5.00	5.00	36.00	4.00

END OF TRANSCRIPT

THIS TRANSCRIPT IS PRINTED ON BLUE SCRIP-SAFE® PAPER AND DOES NOT REQUIRE A RAISED SEAL

USI Outreach and Engagement  
Attn: Erin Hollinger

Sandy Frank  
Registrar

# 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.



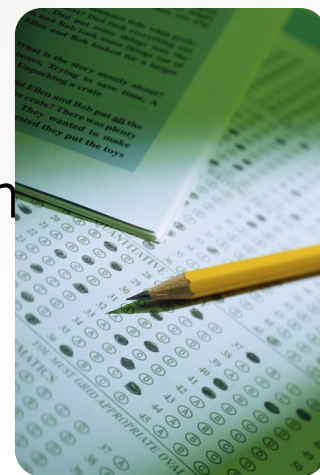
# Assessment Standards

## 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.



# *Elevating College Transition*

October 26-28, 2014 | Chicago, IL



**Register Soon!**

Accreditation Reviewers' Breakfast – Monday 7:30 a.m.

Today's slides will be available at:

<http://www.nacep.org/accreditation/peer-reviewers/>

Audio will be posted shortly