



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP Accreditation 2016 Refresher Peer Reviewer Training

Lynn Burbank, Former Peer Reviewer and Lead
Leslie Hardaway, Former Accreditation Commissioner

Reviewer Expectations

- Preserve **confidentiality** of peer review process, including:
 1. the nonpublic contents of accreditation applications,
 2. any Review Team discussions or communications about applications, and
 3. the recommendations of Review Teams.
- You will be asked to complete a **Peer Reviewer Agreement**
- No **real or perceived** financial, institutional, or personal interest in the outcome of the review



The image shows a document titled "NACEP Accreditation Peer Reviewer Agreement". At the top center is the NACEP logo, which consists of a stylized book icon above the text "NACEP NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS". Below the logo, the title "NACEP Accreditation Peer Reviewer Agreement" is centered. The document contains several paragraphs of text, including a statement of understanding of the reviewer's role and responsibilities, a commitment to confidentiality, and a statement of agreement to use confidential information only for the purpose of the review. The text is presented in a clean, professional layout with a light background and dark text.

NACEP Accreditation Peer Reviewer Agreement

I understand that I have been appointed as a peer reviewer of applications for NACEP accreditation and I agree to fulfill my responsibilities faithfully and objectively. I have read NACEP's *Accreditation Conflict of Interest and Reviewer Guidelines* and understand my obligations as an accreditation reviewer.

I understand my responsibility not to disclose the following information to persons not directly engaged in the application review: the name of institutions undergoing accreditation review, the nonpublic contents of the applications I review, the names of any Review Team members, any Review Team discussions or communications about specific applications, the recommendations of Review Teams to the NACEP Board of Directors, and any other application-related information to which I have access.

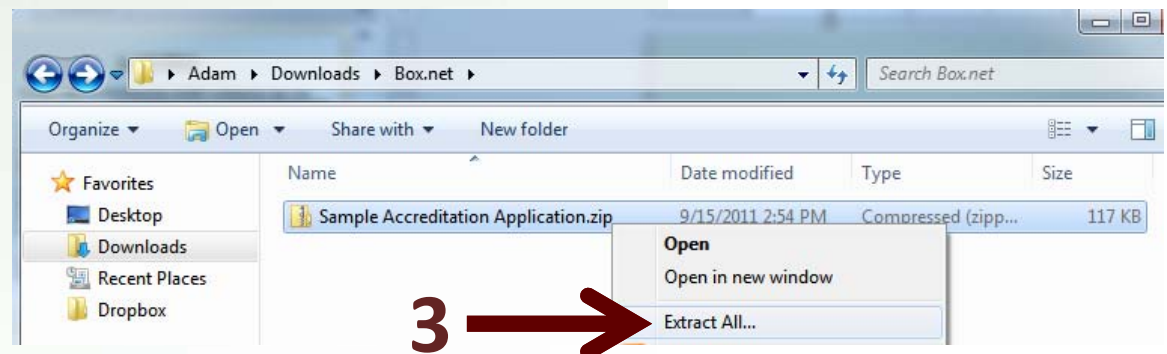
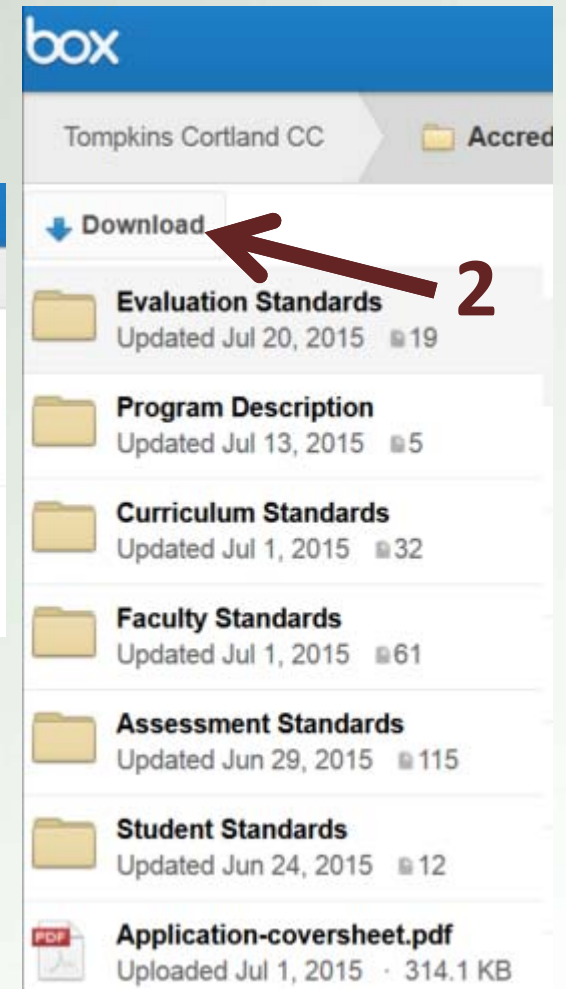
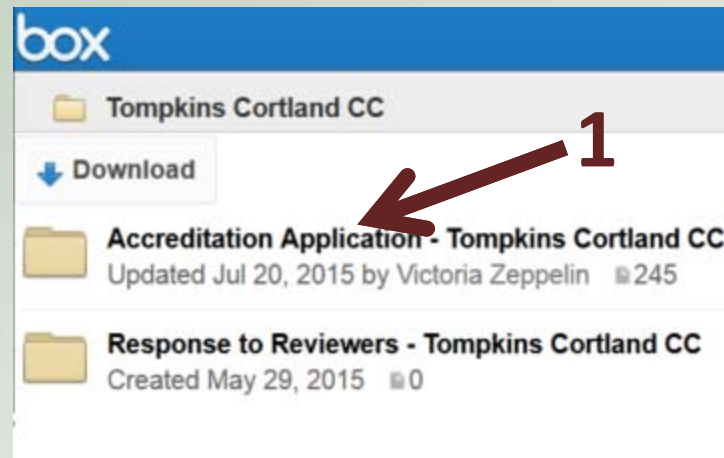
I agree that I will not use any confidential or nonpublic information obtained from my activities as a Reviewer to further my own or others' financial interests.

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Logistics

- Applications are on **Box**.
- **Download** entire application.
- **Do not** try to review in Box.
- Eric Hoover
ehoover@nacep.org



Accreditation Review Team Structure



Accreditation Review Timeline

- August 15:** All Applications Assigned to Review Teams
- October 7:** First Request for Additional Evidence
- October 28:** Applicant Interviews at Conference or by Phone
- February 1:** Final Report Deadline if no additional Evidence is required
- By March 31:** Peer Review Team Submits Final Report to the Accreditation Commission if second evidence request was made
- By May 1:** Accreditation Commission Vote

Review Form

Faculty Standard F1	
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	
<input checked="" type="checkbox"/> Published documents from the CEP describing departmental criteria and processes for appointing, approving or denying CEP instructors.	
<input checked="" type="checkbox"/> 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.	
<input checked="" type="checkbox"/> One completed sample of a CEP letter/form of CEP instructor denial of appointment (with secure information removed).	
Summary of First Discussion	
Excellent administrator/instructor handbook.	
Additional Information or Evidence Requested?	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>
If Yes, describe information requested:	
The sample application files were complete and thorough, but secure information was not redacted. As this may conflict with FERPA, please resubmit the instructor applications and the denial letter with secure information such as names, addresses, and any student ID's or SSN's blacked out.	
Summary of Second Discussion	
The redacted applications and denial letter supplied by ABC University fully satisfied the reviewers' request.	

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__

- Program History and Development
- Whether Mixed Classes are Allowed
- Geographic Extent of Program
- Who Pays For Courses
- Student Admission Criteria
- Alphabetized List of Disciplines & Course Names
- How Program Fits in Institution as a Whole
- Involvement of Faculty Liaisons and Site Visitors
- Relevant State Policies, Regulations, Statutes, Laws

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

Summary of First Discussion

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 Hitchcock, 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 Hitchcock
Print Name
Date 3/15/12
Signature
Associate Professor of Spanish
Title

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.

2012 CAP Summer Workshop Sign In Sheet
July 26, 2012
8:15 a.m. - 3:00 p.m.
USU 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		
Laura	Bernhard	ENG 101	8:40	Laura Bernhard	3:00	
Fred	Bracher	ENG 101	8:20	Fred Bracher	1:00	yes
Donna	Bryan	ENG 101	8:35	Donna Bryan	3:00	YES
Missy	Feller	ENG 101	8:15	Missy Feller	3:00	yes
Paula	Harmon	ENG 101	8:50	Paula Harmon	3:01	yes
Meg	Johnson	ENG 101	8:50	Meg Johnson	3:00	yes
Erica	Meier	ENG 101	7:45	Erica Meier	3:05	yes
Rose	Rogge	ENG 101	8:30	Rose Rogge	3:00	
Vicki	Rouger	ENG 101	8:40	Vicki Rouger	11:00	
Patrick	Show	ENG 101	8:40	Patrick Show	12:00	
Don	Stansberry	ENG 101	8:00	Don Stansberry	3:05	yes
Darvin	Stillwell	ENG 101	7:45	Darvin Stillwell	3:00 stayed for lunch	
Tammy	Vick	ENG 101	8:10	Tammy Vick	3:00	yes?
Kathy	Weber	ENG 101	8:00	Kathy Weber	1:00	
Lee Ann	West	ENG 101	8:15	Lee Ann West	3:00	
			8:40		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.



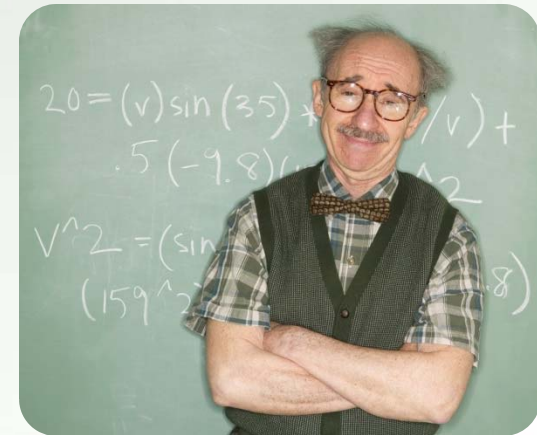
Faculty Standards

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: Southern High School 28-400-2845

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

SEM	CRS	COURSE TITLE	CRED	CRS	PTS	G
INSTITUTION CHECK:						
Term: Fall 2007						
UNCLASSIFIED STUDENT						
UNCLASSIFIED						
000	113	Physical Geography	3.00	4	12.00	
000	100	World Geography	3.00	4	12.00	
Term: Spri: 0.00 CRS-PTS: 0.00 QPTS: 12.00 QPA: 3.00						
Good Standing						
Term: Fall 2008						
Graduate Studies						
UNCLASSIFIED						
000	273	Hist of Middle East	3.00	4	12.00	
Term: Spri: 3.00 CRS-PTS: 3.00 QPTS: 12.00 QPA: 3.00						
Good Standing						
Term: Spring 2003						
College of Educ & Human Serv						
UNCLASSIFIED-Teacher Cert						
000	380	Acad-Philosid Theory	6.00	4	6.00	
Term: Spri: 0.00 CRS-PTS: 0.00 QPTS: 6.00 QPA: 3.00						
Good Standing						
***** CONTINUED ON NEXT COLUMN *****						

TRANSCRIPT TOTALS

Category	Earned	Crs	PTS	QPA
TOTAL CREDITS EARNED	36.00	36.00	36.00	3.00
TOTAL NUMBER	6.00	6.00	6.00	6.00
AVERAGE	3.00	3.00	36.00	3.00

THIS TRANSCRIPT IS PRINTED ON BLUE 'SICK-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.

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

Survey CEP alumni who are one year out of HS (conduct every year)

Evaluation 3

Survey CEP alumni who are four years out of HS (conduct every 3 yrs)

Evaluation 4

Survey CEP instructors, principals, & counselors (conduct every 3 yrs)

- Includes NACEP essential questions and at least one follow-up
- Qualified researcher works with CEP to develop & analyze survey

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.

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.

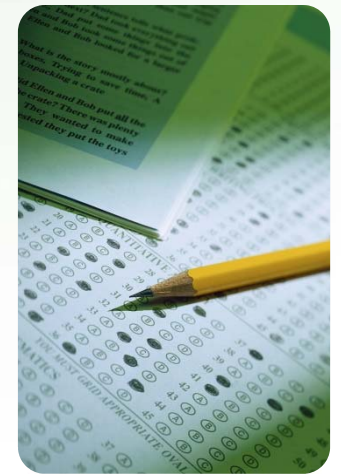
Assessment Standards

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.

Assessment Standards-Feedback

	A1- Standards of Achievement	A2-Grading Standards	A3-Methods of Assessment
Anthropology & Sociology	somewhat aligned	final % is aligned; individual % for test and assignments not aligned.	both assessing the same information with somewhat different rubrics; approved
Biology	Mostly aligned	final % is aligned; individual % for test and assignments not aligned.	Excellent exams; testing different concepts? Can we see exams testing same concepts?
Chemistry	College: Chapter Outline does not indicate Standards of Achievement Somewhat aligned	none indicated for college; not aligned	excellent description of updating policy on final exams at CEP sites; Are these exams given to college students?
English	Quite different standards of achievement	not aligned; % varies	Completely aligned
Fine & Performing Arts	Mostly aligned?	College: number of points = grade CEP: % equals which grade	Completely aligned

Assessment Norming Session



Peer Reviewer Resources Available Online:
<http://www.nacep.org/accreditation/peer-reviewers/>