Accreditation 101: Introduction to NACEP’s National Standards for Program Quality

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Importance of Standards & Quality

Not all colleges accept dual-credit hours amassed by Texas high school students.

NYU Downgrades Dual Enrollment

THE CHRONICLE OF HIGHER EDUCATION
THE CONVERSATION
The Dark Side of Dual Enrollment

Council of Writing Program Administrators
WPA-L Listserv topic: “Credit Laundering”
Credit is Widely Accepted

Public Institutions
- Advanced Placement: 91%
- Dual/Concurrent Enrollment: 92%
- International Baccalaureate: 40%

Private Institutions
- Advanced Placement: 92%
- Dual/Concurrent Enrollment: 78%
- International Baccalaureate: 63%

Higher Education Accreditation

Four types of higher education accrediting organizations:

- Regional accreditors
- National faith-related accreditors
- National career-related accreditors
- Programmatic accreditors

Programmatic accreditors
Quality Standards: NACEP in State Policy

- States modeled on NACEP standards
- States requiring or encouraging NACEP accreditation
NACEP Standards: Guiding Principles
Faculty Collaboration is Critical

- Instructors must be approved by the academic department.
- Instructors must receive course-specific orientation prior to teaching the course.
- Ongoing annual, discipline-specific professional development.
- Mechanisms for alignment of curriculum, assessments, and grading scales.
- Faculty site visits to ensure that the college course taught in the high school is the same as the course offered on campus.
Consistent Expectations

- Students meet the same **academic criteria to enroll** in course (placement testing, course prerequisites)
- Courses must include same course **content, learning outcomes, and grading scales**
- Students must be **assessed** using consistent methods
- Course **registration and transcripting** is consistent with on-campus procedures
Because of the added scrutiny that concurrent enrollment faces, programs can display greater accountability by:

- Conducting **end of course student evaluations** for every CEP course section each term, regardless of the frequency of on-campus evaluations.
- Preparing **program evaluations** through surveys of participating instructors, guidance counselors, and principals.
- **Research longitudinal student success**, including student alumni surveys.