

# CONDUCTING A SELF STUDY FOR NACEP ACCREDITATION

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# ACP Program Overview

- NACEP-Accredited 2005
- Volunteered to apply a year early for re-accreditation in order to pilot new NACEP standards & required evidence and to take advantage of institutional memory of current director
- 5 013 students
- 34 courses
- 356 teachers
- 112 high schools (3 states)
- 20 faculty liaisons

# ACP Office Staff

- Director
- Program Specialist, Natural & Mathematical Sciences
- Program Specialist, Arts & Humanities
- 2 Coordinator/Registrar Staff
- 1 Temporary Assignment

Bursars & registrars (not ACP staff)

# Work to be done

Accredited program – needed only to document practice

- Write 17 coversheet narratives
- Collect evidence
- Assemble into application

# Unrealistic Vision of Work to be Done

In reality, recordkeeping was not up to par

- Staff issues: turnover, “Not my job”, “No one told me I was supposed to do that”, “Not my fault”, processes were ‘improved’ & now didn’t follow standard
- Computer turnover
- So much paperwork couldn’t find anything
- Tasks and/or documentation of tasks lost in the shuffle

# Timeline to meet August 1 deadline

- March - discussed evidence to submit for each standard
  - What to use?
  - Where is it?
  - What format is it in?
  - Contain confidential information?
  - How to title it?
  - What to do when same evidence would be submitted for multiple standards?
  - Decided to submit each piece once and reference it as needed in cover sheets

# Timeline to meet August 1 deadline

- March –redesigned ACP website was needed
- April – requested application website from IT
- May – IT could not redesign ACP website in time
- May/June – ACP updated website to meet standards
- May/June – wrote coversheet narrative (Ted)
- May/June/July – located, formatted, titled evidence & assigned to appropriate standard (Becky)
- May/June/July – Newsflash! Faculty signatures unavailable

# Timeline to meet August 1 deadline

- July – examined coversheets and evidence, did they support each other?
- Early July – learned IT had not created application website, they had to scramble
- Mid-July – used Bluefish to edit application website (headers & links to websites and PDFs)
- August 2 –emailed application link to Accreditation Chair



# Easiest Standard to Document

- S1 Standard: The university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculating students...and records courses ...on official university transcripts.
  - Evidence: Official letter from university registrar verifying compliance with the standard

# Most Difficult Standards to Document

<b>A1</b>	CEP students are held to the same standards of achievement as those expected of students in on campus sections.	<ol style="list-style-type: none"><li>1) Paired syllabi from on campus and CEP sections—one paired example from one course per discipline, with standards of achievement highlighted.</li><li>2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP.</li><li>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.</li><li>4) Additional evidence may be submitted.</li></ol>
<b>A2</b>	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.	<ol style="list-style-type: none"><li>1) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP.</li><li>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.</li><li>3) Additional evidence may be submitted.</li></ol>
<b>A3</b>	CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.	<ol style="list-style-type: none"><li>1) Paired student assessments or syllabi from on campus and CEP sections—one paired example from each discipline for side-by-side comparison.</li><li>2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP.</li><li>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.</li><li>4) Additional evidence may be submitted.</li></ol>

- A1 – Coversheet explanation & paired syllabi
- A2 - Coversheet explanation
- A3 - Coversheet explanation

# Words to the Wise

- A person doesn't submit an application, a program does. All office staff should be involved in process.
- Buy a scanner, learn how to insert, delete, & rotate pages in Adobe Acrobat
- Obtain faculty signatures while school is still in session