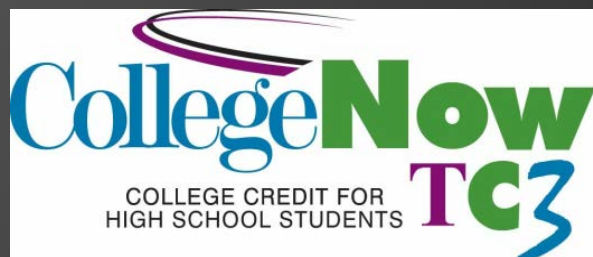


# DEVELOPING A WEB-BASED NACEP ACCREDITATION APPLICATION



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# About the CollegeNow CE Program

- NACEP Accredited in July 2009
- Currently 36 partner school districts in Central New York
- 200 CE instructors teaching 534 CE sections in 2009-10
- 3,271 individual CE students
- 6,881 course enrollments

# Our Timeline

- **Fall of 2006:** Conducted our program assessment through the lens of the NACEP standards.
- **Jan. – Dec. 2007:** Implemented needed program components that were not in place (Program Evaluation Surveys, expansion of professional development for CE instructors, formalizing Faculty Liaison Program, including reaching agreement with Faculty Association on compensation)
- **Jan. 2008:** Submitted NACEP Intent to Seek Accreditation form.
- **Jan. – June 2008:** Worked on compiling evidence, required forms, and completing our web-based NACEP application.
- **June 2, 2008:** Submitted NACEP Application to our Review Team
- **Oct. 2008 – May 2009:** Responded to questions, clarifications and requests for additional documentation in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> reviews by our Review Team
- **July 2009:** NACEP Board voted to accredit the CollegeNow@TC3 Concurrent Enrollment Program.

# Our Web-based NACEP Application: Where we started

First we considered these choices:

- Create a completely new website
- Use our existing CollegeNow website template and navigational structure

[CollegeNow Website](#)

## Next decision....

- ⦿ How to set up our NACEP application website so that it would communicate clearly with the NACEP Review Team.
- ⦿ We knew that ease of use would be essential.

# Step 1:

- Match the format and look of the NACEP application form that is found on the NACEP website and provided to programs seeking accreditation.



## Coversheet for Standard F1

### Faculty 1 (F1)

Instructors teaching college or university courses through the CEP meet the academic requirements for faculty and instructors teaching in post-secondary institutions as stipulated by the respective academic departments.

**Program Statement:** How do you think your program meets the standard? Please confine your statement to the space provided.

Please check the evidence you have submitted for this standard:

#### Required Evidence

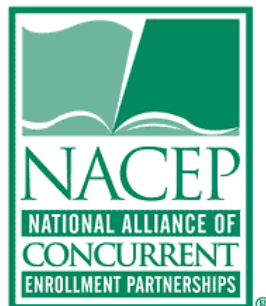
- ☒ Sample Instructor Applications
- ☒ Program Policies

#### One or more of the following

- ☐ Departmental criteria for adjunct instructors
- ☐ Letters of appointment
- ☐ Letters of acceptance
- ☐ Other

If you have checked the box "Other" please indicate why you think this evidence shows your program meets the standard (use a second page if needed and attach to this coversheet).



[► Program Overview](#)[► Curriculum](#)[► Faculty](#)[F1](#)[F2](#)[F3](#)[Response to Initial  
NACEP Review](#)[Response to Second  
NACEP Review](#)[Response to Third  
NACEP Review](#)[► Students](#)[► Assessment](#)[► Evaluation](#)[► TC3 Home](#)

## Coversheet for Standard F1

### Faculty 1 (F1)

Instructors teaching college or university courses through the CEP meet the academic requirements for faculty and instructors teaching in post-secondary institutions as stipulated by the respective academic departments.

### Program Statement

**How do you think your program meets the standard? Please confine your statement to the space provided.**

The CollegeNow office sends out a packet of materials to high school teachers who are interested in applying for certification as concurrent enrollment instructors. These materials explain the process to the potential applicants, and provide the TC3 application and instructions for submitting the required documentation, including college transcripts for each applicant.

CollegeNow concurrent enrollment instructors go through a full application process where their application materials and credentials are reviewed by the Faculty Liaison for the appropriate TC3 academic department. The liaison uses the same standards that are used for hiring an adjunct for that department. Even though a high school teacher may be certified by New York State to teach a particular high school course, that same instructor may not meet the TC3 criteria for adjuncts teaching in that academic discipline. High school teachers who apply for approval as concurrent enrollment instructors are often denied approval because their credentials do not meet the academic requirements for TC3 adjuncts in that department.

Some of our concurrent enrollment instructors also serve as TC3 adjuncts teaching sections at TC3 or at one of our extension centers.

### Evidence

#### Required Evidence

- [Sample Instructor Applications](#)
- [Program Policies](#)

#### One or more of the following

- Departmental criteria for adjunct instructors
- Letters of appointment
- [Letters of acceptance](#)
- Other:
  - [Letters of denial](#) - These letters show that CE instructor applications are denied if they do not meet TC3 academic



# Step 2...

- Make it easy to navigate.

And....

- One stop shopping...for the entire application process.

[CollegeNow NACEP Application Site](#)

# NACEP Review Team:

## What they liked...

- ⦿ **Direct accessibility to each standard** without scrolling through large documents.
- ⦿ **Easily tracked review team requests** and the program responses, along with the ability to locate new evidence easily within the applicable standard.
- ⦿ Labeling links by review round gave reviewers a **single entry point** to find the question and answer.
- ⦿ The **information was cumulative** — the program has a final document for NACEP and for the program to keep, update and use.

# What they said...

- ⦿ “...the web-based format you created for the NACEP accreditation application was very user-friendly...”
- ⦿ “Never did I have to wonder whether TC3 had responded to all of our questions.”
- ⦿ “I can only imagine that it was easier for you to make the changes our team suggested. “

# Posting content to your NACEP application website

- ◎ Need some basic knowledge of html.
  - This could be obtained from web developer, or other individual tutoring. Wouldn't necessarily need formal training from a class, etc.
  - Sometimes can use the html coding of other pages as examples.

## ◎ Evidence documents:

- All reside on your web server
- Provide as links to pdf documents.
- May be scanned docs (e.g. Faculty Liaison Site Visit Forms)
- Docs must be made “web accessible” (pdfs via Adobe Pro)

## Additional advantages over submitting the application on a cd:

- Application is accessible by the review team from any computer with internet access.
- The entire application process (including multiple rounds of review team questions and program responses) is documented in one place.

# Key steps in developing a web-based NACEP application:

- ④ Work with your campus web developer or web content manager.
- ④ Use your existing web page style sheet with some modifications.
- ④ Once the site template is set up, then you just need someone to manage the content.
- ④ Provide evidence documents in web accessible pdf format.

# Questions?

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**Tompkins Cortland Community College**

Dryden, New York





# Are you ready to apply for NACEP accreditation?

- First...review your CE program in light of each of NACEP's 15 standards.
- You may have many of these program elements in place....but there will likely be some that you have not yet implemented.
- For example...

# Are you ready to apply for NACEP accreditation?

- Next...plan and implement any needed program components.
- Remember...the NACEP application is not just filling out a form. It requires **evidence** that each standard is being met. If the necessary program components are not in place, you won't have the required evidence.

- As you implement any new program components, be sure to **build in the tools** and instruments that will enable you to easily acquire the kind of evidence you will want to include in your NACEP application.

- E1: “The CEP conducts **annual program assessment** and evaluation of its practices including at least course evaluations by CEP students and follow-up of the CEP graduates who are college or university freshmen. Qualified evaluators/ researchers and/or **the college’s or university’s institutional research office** conduct and analyze evaluations and assessments.”

- E2: “The CEP conducts, every 5 years, an impact study of the CEP on participating high school instructors, principals and guidance counselors.”
- E3: “The CEP conducts, every 5 years, a follow-up of CEP graduates who are seniors in a college or university.”

- F3: “Instructors teaching the CEP sections are part of a continuing collegial interaction, through **annual professional development**, **required seminars**, **site visits**, and **ongoing communication** with the post-secondary institutions’ faculty and CEP administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.”

# Special thank you to...

- **Bob Edgecomb**, the TC3 Web Communications Manager, who designed and set up our web-based NACEP application
- **Rhonda Kowalski-Oltz**, CollegeNow Secretary, who did all the content management for our NACEP application