NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP Accreditation
2016 New Peer Reviewer Training

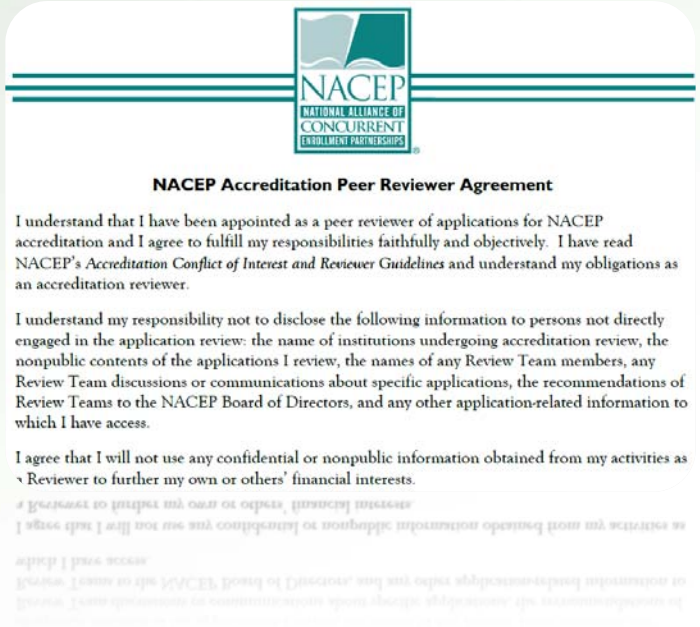
Lynn Burbank, Former Peer Reviewer and Lead
Deanna Jessup, Accreditation Commission Vice Chair

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



NACEP
NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

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.

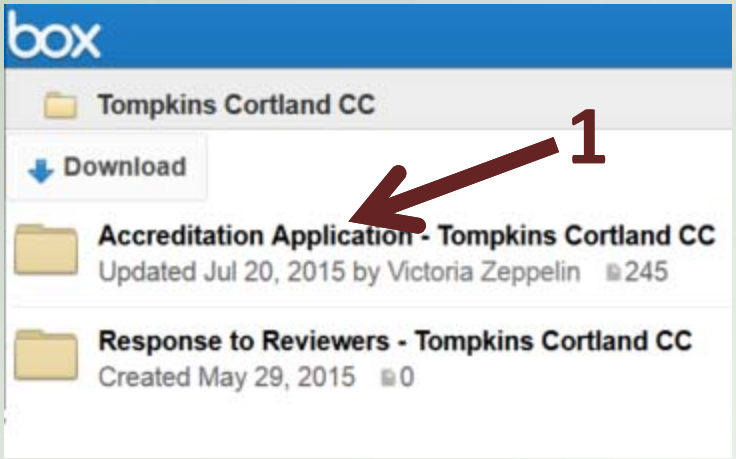
I agree that I will not use any confidential or nonpublic information obtained from my activities as a Reviewer to further my own or others' financial interests.

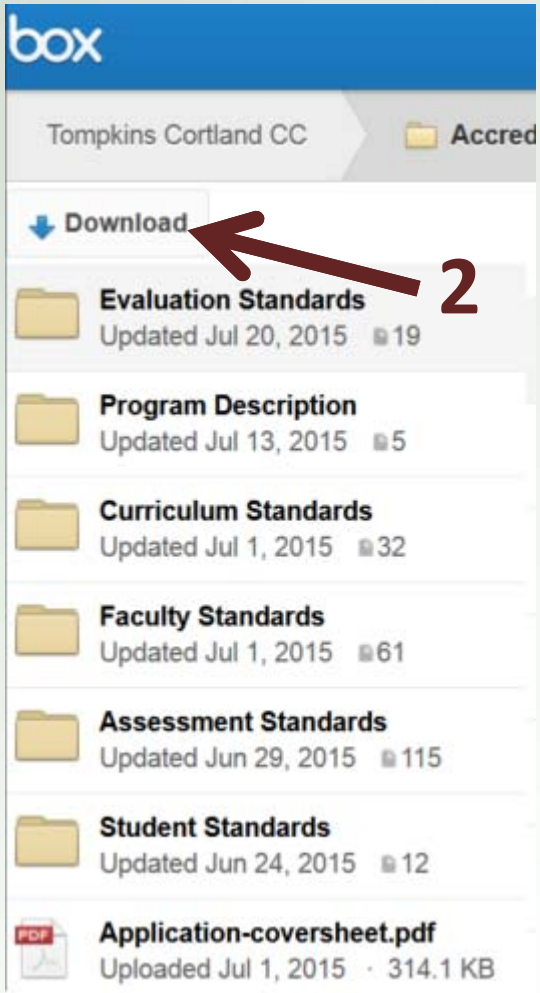
Philosophy of Peer Review

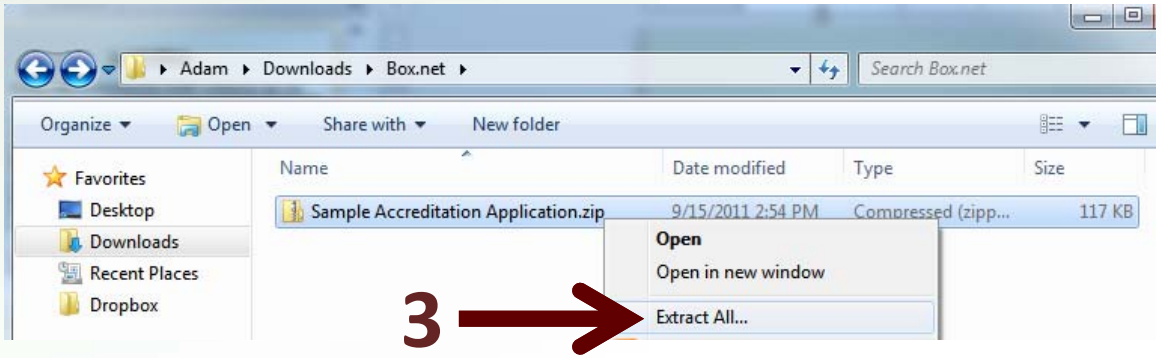
- **Purpose**: program improvement and quality assurance
- **Evaluative**, yet collegial
- Burden of proof is on **applicant**
- Policies and practices **must** already be in place
- Each CEP uses **unique language** and operates in a **unique** institutional and state policy **context**
- **Many ways** to meet a standard
- Consider each standard **individually** <u>and</u> **holistically**

Logistics

- Applications are on **Box.**
- **Download** entire application.
- **Do not** try to review in Box.







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 x Published documents from the CEP describing departmental criteria and processes for appointing, approving or denying CEP instructors. x 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. x 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 x Yes 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.

Requests for Additional Evidence

Student Standards

Student 2

- As mentioned in Curriculum Standard 1, the description for 112 Non-Major's Chemistry in the ABC University catalog lists "*Prerequisite:* CHEM 111; ENG 102." These prerequisites are not included on the course description document provided to the review team. Please provide evidence that this prerequisite is required for CEP students, and where the prerequisite information is published to students and instructors.

- The college or university bears the responsibility of verifying that students have met required prerequisites. From the explanation provided, it appears to the review team that the high school is providing verification, instead. Please provide evidence and a description of the process ABC University uses to verify that CEP students have met required prerequisites.

Assessment Standards

Assessment 1, 2, and 3

- HIST 101: The paired syllabi submitted for this discipline are not for the same course: the ABCU syllabus is for HIST 101 while the XYZ HS syllabus is for HIST 102. Please provide paired syllabi from the same course that include course objectives, grading standards, and number, types and weighting of assessments. For Assessment 3, samples of paired assessments rather than syllabi may be provided as evidence of alignment.

Program Description

Requested

☐ Number of Unduplicated Students	2865	☐ Program History and Development	
☐ Credit Hours Awarded	8941	☐ Whether Mixed Classes are Allowed	
☐ Number of Faculty Liaisons	15	☐ Geographic Extent of Program	
☐ Number of High Schools	26	☐ Who Pays For Courses	
☐ Number of Disciplines	14	☐ Student Admission Criteria	
☐ Number of Teachers	87	☐ Alphabetized List of Disciplines & Course Names	
☐ Number of Courses	22	☐ How Program Fits in Institution as a Whole	
☐ Number of Sections	105	☐ Involvement of Faculty Liaisons and Site Visitors	
☐ Average Class Size	19.6	☐ 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.

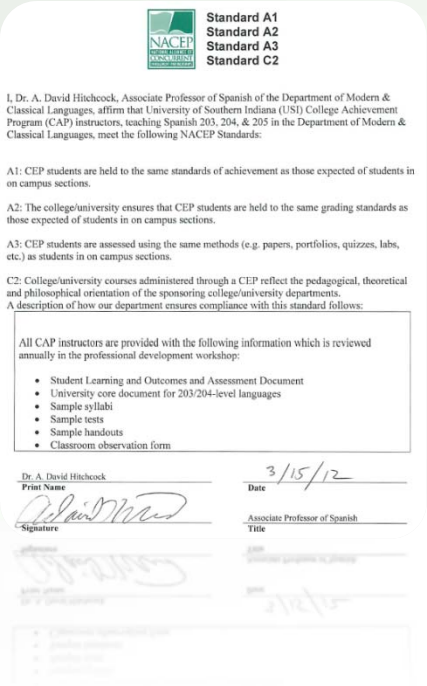
Curriculum Standards

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.



NACEP

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

3/15/12
Date

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.

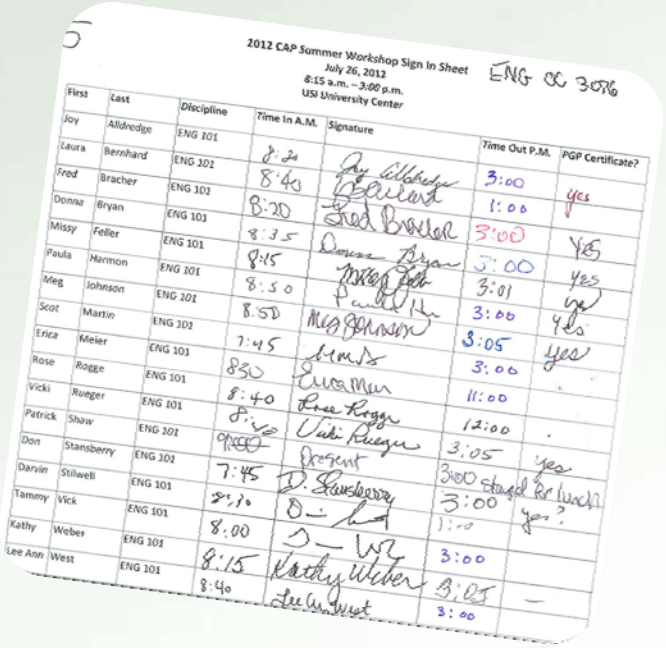
Required Evidence

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…



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

ENG OC 3076

First	Last	Discipline	Time In A.M.	Signature	Time Out P.M.	PGP Certificate?
Joy	Alldredge	ENG 101	8:20	Joy Alldredge	3:00	yes
Laura	Bernhard	ENG 101	8:40	[illegible]	1:00	
Fred	Bracher	ENG 101	8:20	Fred Bracher	3:00	YES
Donna	Bryan	ENG 101	8:35	Donna Bryan	3:00	yes
Missy	Feller	ENG 101	8:15	[illegible]	3:01	yes
Paula	Harmon	ENG 101	8:50	[illegible]	3:00	yes
Meg	Johnson	ENG 101	8:50	Meg Johnson	3:05	yes
Scot	Martin	ENG 101	7:45	[illegible]	3:00	
Erica	Meier	ENG 101	830	[illegible]	11:00	
Rose	Rogge	ENG 101	8:40	Rose Rogge	12:00	
Vicki	Rueger	ENG 101	8:40	Vicki Rueger	3:05	yes
Patrick	Shaw	ENG 101	9:00	Present	3:00 stayed for lunch	
Don	Stansberry	ENG 101	7:45	D. Stansberry	3:00	yes?
Darvin	Stilwell	ENG 101	8:10	[illegible]	1:00	
Tammy	Vick	ENG 101	8:00	[illegible]	3:00	
Kathy	Weber	ENG 101	8:15	Kathy Weber	3:05	
Lee Ann	West	ENG 101	8:40	Lee Ann West	3:00	

Required Evidence (continued)

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

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.

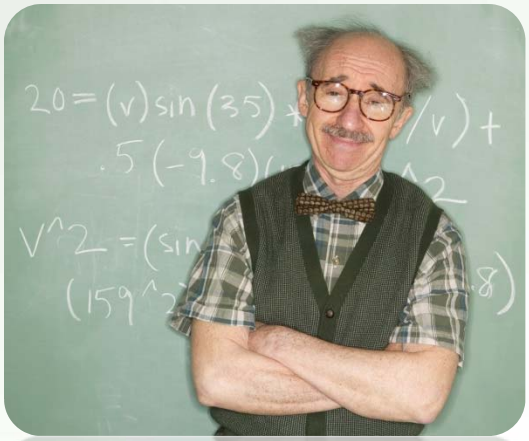
Faculty Standards

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.



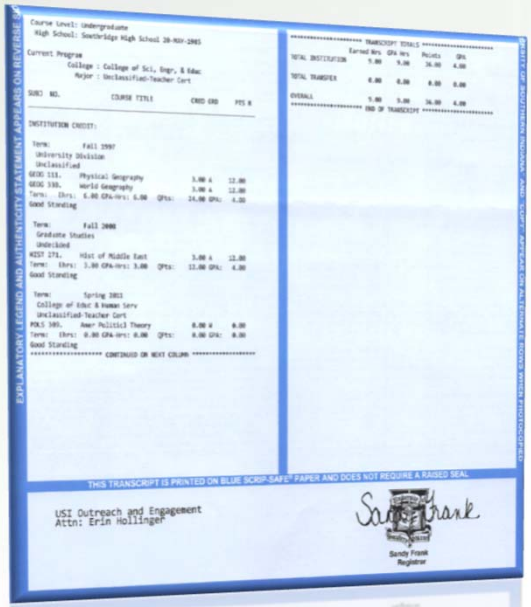
Student Standards

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.



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.

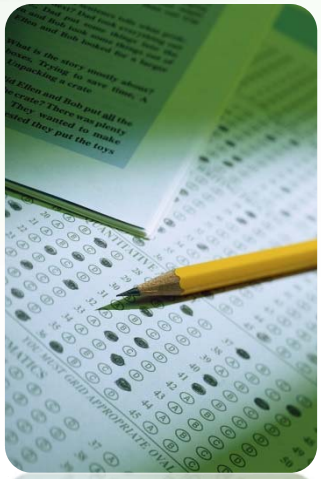
Assessment Standards

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/