



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

Surviving the Accreditation Process

August 31, 2016

advancing quality college courses in high school

Presenters



Dr. Diana Johnson, NorthWest Arkansas Community College

She serves currently as the Executive Director of High School Relations at NorthWest Arkansas Community College. She has worked in higher education for over 20 years. She is currently serving as the NACEP Board Secretary.

Megan Adamczyk,, Minnesota State Community and Technical College

She serves as the K12 Collaboration Manager for Minnesota State Community and Technical College. She oversees their Concurrent Enrollment Program and all K12 initiatives and functions within the College. Additionally, she serves as the Director of Technologies for Minnesota Concurrent Enrollment Partnerships (MnCEP), a NACEP affiliated state chapter.



Lynn Burbank, University of Minnesota-Duluth

She recently retired from her position as director of the Continuing Education Department at the University of Minnesota Duluth. She led its College in the Schools program through initial NACEP accreditation in 2005 and re-accreditation in 2012. She is a past president of the NACEP Board of Directors and has served as a peer reviewer since 2006.

About CEP



- College
 - Four campuses
- Program
 - Established 1985
 - 35 High schools
 - 22 disciplines
 - 55 unique courses
 - 13,995 credits
 - 42 faculty mentors (“liaisons”)
 - 106 high school instructors



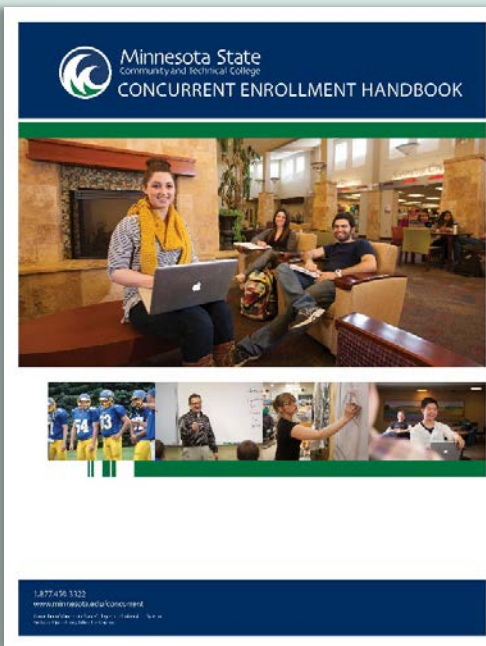
Initial Steps



M State's decision to pursue accreditation.

Initial Steps

- Self study
- Review/study the Accreditation Guide
- Create CEP handbook →
- Create discipline/course grid →
- Conduct surveys



2014-15 Concurrent Enrollment Program Courses by Discipline

DISCIPLINE	COURSE	COURSE TITLE
Accounting	ACCT 1012	Principles of Bookkeeping
	ACCT 1108	Business Math
	ACCT 2211	Financial Accounting I
Administrative Support	ADMS 1142	Career Internship I
Art	ART 1107	2-D Art
Biology	BIOL 1122	General Biology I
	BIOL 1123	General Biology II
	BIOL 2260/2261	Anatomy & Phys I Lecture & Lab
	BIOL 2262/2263	Anatomy & Phys II Lecture & Lab
Chemistry	CHEM 1100	Fund. Concepts Chemistry
	CHEM 1101	Principles of Chemistry
	CHEM 1111	General Inorganic Chem I
	CHEM 1112	General Inorganic Chem II
Communications	COMM 1120	Intro to Public Speaking
	COMM 2230	Intercultural Communications
Computer	CPTR 1104	Intro to Computer Tech.
Economics	ECON 1150	Essentials of Economics
	ECON 2210	Macroeconomics
Education	EDUC 1112	Job Search Skills
English	ENGL 1101	College Writing I
	ENGL 1205	Writing About Literature
	ENGL 2234	Intro to Literature: Short Stories
	ENGL 2235	Intro to Literature: Drama
	ENGL 2236	Intro to Literature: Novel
	ENGL 2302	American Ethic Lit
ENGL 2374	Poetics of Rock Lyrics	
Graphic Design	GDTC 1126	Digital Photography
History	HIST 1110	Western Civilization: Ancient - 1400's
	HIST 1112	Western Civilization: 1600's - 1800's
	HIST 1113	Western Civilization: 20th Century
	HIST 2212	American History: 19th Century
	HIST 2213	American History: 20th Century
Health	HLTH 1116	Medical Terminology

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Bridging the Gaps & Celebrating Achievements



CONCURRENT TEACHER ORIENTATION

Documentation of teacher orientation is **required for new teachers, which should be done at the pre-class mentor meeting. This form is optional for teachers that are not new to the CE Program. Please submit this checklist and meeting notes with your mentor report.*

Instructor: _____ High School: _____

Mentor: _____ Date: _____

PROGRAM OVERVIEW

- Concurrent Enrollment Program overview
Review the Concurrent Enrollment Handbook (www.mnstate.edu/concurrent). Include the review of topics such as FERPA, course caps and the student agreement of understanding.
- Mentor/mentee relationship
 - Number of visits and how they will occur, mentor reports, etc.
- Instructor roles and responsibilities
- Syllabus requirements
A sample syllabus, and syllabus checklist and template can be found at www.mnstate.edu/?id=1149
- Book requirements (suggestions)
- Concurrent Enrollment Day

DISCIPLINE SPECIFIC AGENDA

- Course outcomes
- Course curriculum
- Pedagogy
- Course philosophy
- Assignments and assessments
- Grading
- Other:

• Gaps

- New teacher orientation →
- Creating and documenting ALL procedures

• Achievements

- Success Report
- Organized * Thorough * Transparent

Timeline



Tips

- ✓ Attend the Accreditation Institute at NACEP
- ✓ Begin surveys *immediately!*
- ✓ Review Accreditation Guide
- ✓ Begin communicating your plan/expectations to faculty, IR, administration
- ✓ Compile data/evidence/signed forms

- ✓ You can never start too early
- ✓ Be organized, concise and thorough
- ✓ Be careful and thoughtful when writing each standard's coversheet
- ✓ Assume your reviewers know nothing – explain everything in FINE detail
- ✓ Be able to defend your program at the MACRO and MIRCO levels

NWACC Re-accreditation Process

- Staff served as peer reviewers – Great training!
- 2 years prior to submitting the reaccreditation process began taking inventory
- Began prepping faculty liaisons, academic chairs and academic deans
- Attended NACEP Accreditation Institutes at the conference and in state; brought key faculty
- 1 year out – set up a shared electronic file to save documents. Backed up on a thumb drive
- 6 months out started putting packet together to exactly match the NACEP drop box folders
- Reviewed packet
 - Staff
 - Institutional Research
 - Others from across campus

Things we did right...

- Started early
- Valued by college leadership
- Attended Accreditation Institutes



OMG moments



- One year out we discovered that we need to separate our new faculty training from our on-going faculty development
- Our review team was primarily made up of 4 year institution representatives. Different expectations.

What Now?

After getting feed back from the accreditation process we are having some lengthy conversations on the professional development and the engagement of our academic divisions.

Need to improve our own record keeping

- Checklists for new instructors
- Site visit forms
- Signatures



From the other side....Tips from a Peer Reviewer

- Peer Reviewers Want You to Succeed
- Ask Questions
- Evidence & Description Are Key
- Explain & Document Differences
- Be Candid about Program Challenges



Peer Reviewers continued...

- Provide Complete Evidence in Each Folder
- Additional Reviewer Requests Are a "Given"
- More Evidence Is Better
- Collect & Organize Documentation Routinely
- Questions/Comments?



Upcoming Events:

September 15th: Entering the Starting Gate for Credential Attainment

September 20th: Tackling Concurrent Enrollment as a Small Program (MNCEP)

October 4th: Perkins in Practice (ACT)

October 16-18th: National Conference and Preconference Workshops, Louisville