NACEP Accreditation
2017 Refresher Peer Reviewer Training

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Lynn Burbank, Accreditation Coach/Former Lead Reviewer

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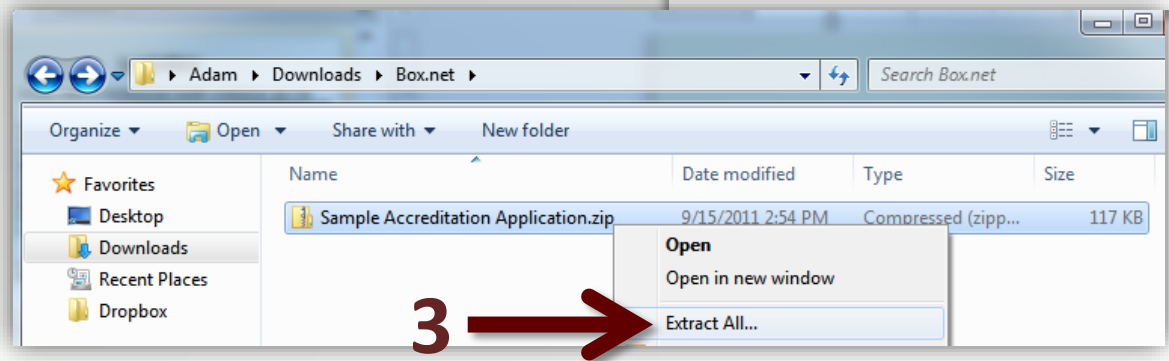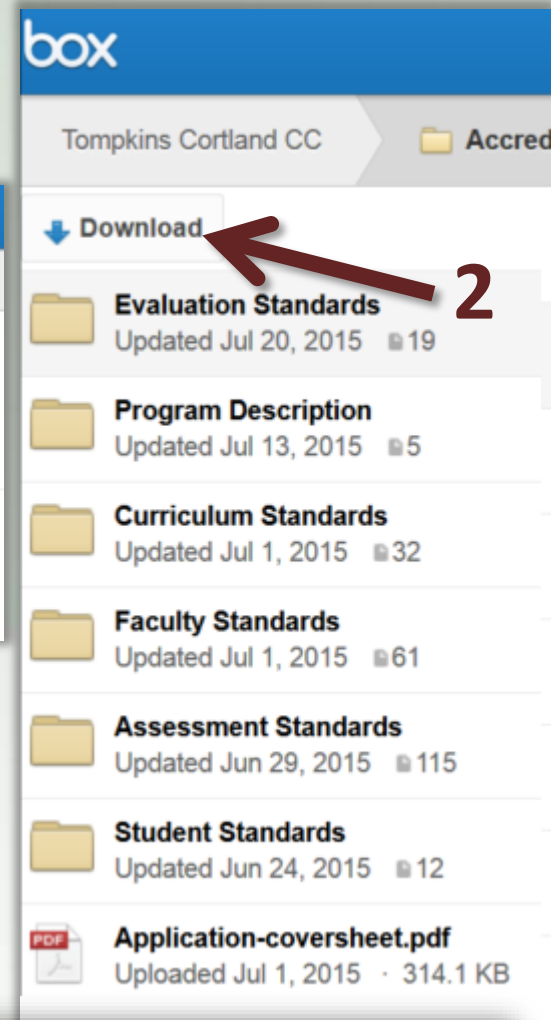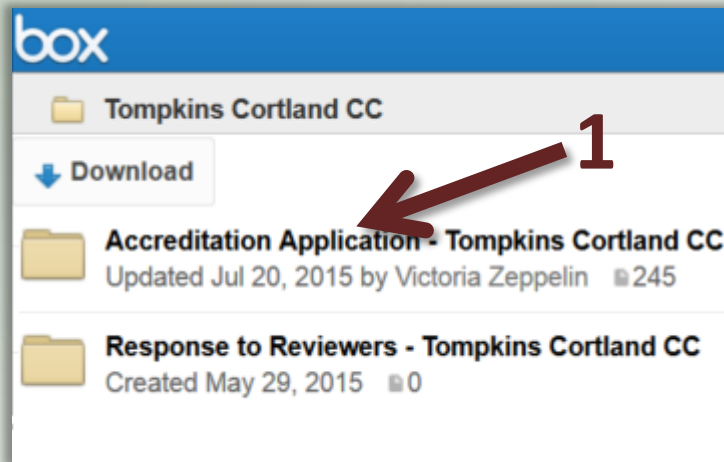
I agree that I will not use any confidential or nonpublic information obtained from my activities as a Reviewer to further my own or others' financial interests.

Logistics

- Applications are on **Box.**

- **Download** entire application.

- **Do not** try to review in Box.

Accreditation Review Team Structure

Accreditation Review Timeline and Responsibilities

By July 31:   **All Applications Assigned to Review Teams**

By September 29:   **First Request for Additional Evidence**

By October 20:   **Applicant Interviews at Conference or by Phone**

February 1:   **Final Report Deadline if no additional Evidence is required**

By March 7:   **Peer Review Team Submits Final Report to the Accreditation Commission if second evidence request was made**

By May 1:   **Accreditation Commission Vote**

Peer Reviewer Resources

- Accreditation Coordinating Commissioner
    Chair: Victoria Zeppelin accreditation@nacep.org

- NACEP: Staff Members: Jennie Patteson, Adam Lowe

- In-person Trainings and Webinars

- Online: http://www.nacep.org/accreditation/peer-reviewers/

Review and Final Report Forms

2016-17 Accreditation Cycle – Final Report

This document is due to the Coordinating Commissioner and accreditation@nacep.org by February 1, 2017, along with the team's final version of the Standards Review Form.

Institution: «College_or_University»
Lead Reviewer: «Lead_Reviewer»
Coordinating Commissioner: «Coordinating_Commissioner»

Final Recommendation of Review Team (Accredit or Deny):

Directions
Once the review team has reached a final recommendation on the application, the lead reviewer is to complete the following rubric with the input of the team. For each standard, indicate whether the entire body of provided evidence:

- Did not meet the standard = 0
- Minimally met the standard = 1
- Met the standard = 2
- Exceptionally met the standard = 3

A minimum score of 1 is required in each category in order to attain accreditation or reaccreditation.

Prior to the final vote, the NACEP Accreditation Commission will consider the team's recommendation and supporting documentation.

Standard	Score (0/1/2/3)	Reason for Score (1-2 sentences)
C1		
C2		
C3		
F1		
F2		
F3		
F4		

National Alliance of Concurrent Enrollment Partnerships
Advancing quality college courses in high school

NACEP Accreditation Application Review Form – 2017 Cycle

Institution _____

Program Name _____

Lead Reviewer _____

Please use this document to review NACEP Accreditation applications. For each piece of required evidence provided, check the appropriate box. Leave the box blank if the evidence is absent.

For each standard the Team should, at the appropriate stage of the review, include:
- A summary of the first discussion
- Description of any additional information or evidence requested, either after the first discussion or during the interview with the applicant
- A summary of the second discussion of the evidence (if necessary)
- Final comments for the applicant, including:
  - Mention of exemplary practices
  - Recommended changes to program policies or procedures
  - Any areas of concern

The Peer Review Team should prepare one well-written copy of the Review Form to:
- Document Team discussions for each standard
- Convey findings to the Coordinating Commissioner

Most peer review teams find it easier to request additional information or evidence from the applicant by drafting an email or letter with the specific requests, rather than providing the notes in this form to applicants. This letter should not contain your judgements as to whether or not the applicant has demonstrated whether any standard is met or not. Copy your Coordinating Commissioner and the NACEP Executive Director on all official correspondence with applicants.

The wording of the Final Report should be reviewed and approved by all team members before forwarding to the Coordinating Commissioner and Commission Chair. If the review team is unable to come to consensus on any particular standard, consult your Coordinating Commissioner. It is acceptable, but rare, for consensus not to be reached on the evaluation of an individual standard. In such cases a statement on the diversity of opinions should be included in the comments.

The Commissioner will compose a final letter to the program, based on information contained in the Final Report. Team Leaders should not convey the recommendation or Final Report directly to the applicant; the Commission Chair communicates all decisions to applicants after action by the Accreditation Commission.

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.

Program Description

Requested

- [ ] Number of Unduplicated Students   2865____
- [ ] Credit Hours Awarded   8941____
- [ ] Number of Faculty Liaisons   15____
- [ ] Number of High Schools   26____
- [ ] Number of Disciplines   14____
- [ ] Number of Teachers   87____
- [ ] Number of Courses   22____
- [ ] Number of Sections   105____
- [ ] Average Class Size   19.6____

- [ ] Program History and Development
- [ ] Whether Mixed Classes are Allowed
- [ ] Geographic Extent of Program
- [ ] Who Pays For Courses
- [ ] Student Admission Criteria
- [ ] Alphabetized List of Disciplines & Course Names
- [ ] How Program Fits in Institution as a Whole
- [ ] Involvement of Faculty Liaisons and Site Visitors
- [ ] 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

Intent

To confirm that the CEP courses are owned and monitored by the post-secondary institution, and that the content, skills and assessment methods in CEP courses are consistent with on-campus courses sections offered by the respective academic departments

Areas of Evidence

C1: College course catalog/records

C2: Signed description of compliance/alignment

C3: Faculty site visits

C Standards—Things to Check

- C1: Relevant information easy to find in college catalog
- C1: Website/links published to CE students/instructors
- C2: Description included of how faculty ensures compliance with sharing curricular resources
- C2: If used, NACEP Standard Form signed by faculty member/chair/dean with oversight of CE courses
- C3: Completed reports for each discipline
- C3: Description of frequency, tracking, follow-up processes

Faculty Standards

Intent

To ensure that CEP instructors have the same approvals and standing as other faculty, receive training in the course, and take advantage of opportunities to progress in knowledge of their disciplines

Areas of Evidence
F1: Hiring Processes
F2: Training/Orientation
F3: Professional Development
F4: Published Compliance Policies

F Standards--Things to Check

- F1: Clear and complete hiring documentation
- F2: Orientations held prior to teaching
- F2: Both CEP and academic department involved
- F3: Comprehensive tracking of annual PD by new/veteran instructors
- F4: Policies regarding compliance are published to all stakeholders

Student Standards

Intent

To ensure that the way in which CEP students are treated is consistent with policies and practices for on-campus students with similar classification

Areas of Evidence

S1: Signed verification of compliance

S2: Published registration & prerequisite processes

S3: Published CEP student guide

S Standards--Things to Check

- S1: CEP students are registered in the college's academic record system
- S2: Course prerequisites & eligibility requirements align between CE and college students.
- S2: Course processes published and available to CE
- students prior to registration
- S3: Handbook (or equivalent) targeted to CE students
- S3: CE students are apprised of these policies

Assessment Standards

Intent

To ensure that CEP students are held responsible for the same learning outcomes, and are held to the same grading standards and assessment methods as post-secondary students taking the same course

Areas of Evidence

A1: Paired syllabi listing standards of achievement

A2: NACEP Assessment Standard Form for grading
      standards

A3: Paired syllabi or assessment tools
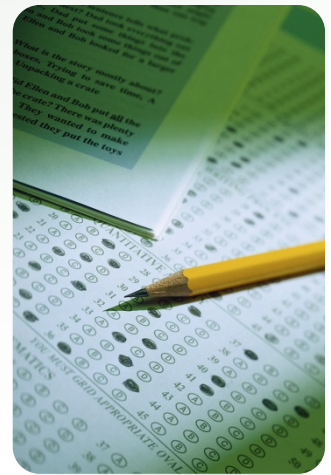
A Standards--Things to Check

- A1: Learning objectives/standards of achievement consistent between CEP and post-secondary syllabi

- A1: Expectations are communicated to instructors and students

- A2: Faculty engaged in grade norming training or other activities related to ensuring a given grade means the same across class sections

- A3: Paired assessment tools have equivalent methods and depth of content

Program Evaluation Standards

Intent

To provide the CEP and school partners with feedback regarding the courses, alerting the CEP program to strengths and possible problems

Areas of Evidence

E1: Student Satisfaction

E2: Transferability of CE Credits

E3: Impact on Students' Post-Secondary Education

E4: Impact on School Partners

E Standards—Things to Check

- Clear & complete explanation of methodology
- Analysis done by qualified researcher
- Evaluations done on schedule
- Follow-up contact with non-respondents
- Steps to address low response rates
- Evidence of reflection/analysis/next steps

Q&A