NACEP Accreditation Institute

Breakout
Faculty Standards 101

Faculty 1 – Academic departments review/approve applicants according to own criteria.

Faculty 2 – Discipline-specific professional development before teaching.

Faculty 3 – Discipline-specific professional development offered annually.

Faculty 4 – Attendance/compliance expectations outlined.
What the Review Team Looks for in the Faculty Standards

**F1 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.

3) One completed sample of a CEP letter/form of CEP instructor denial of appointment (with secure information removed).
F2 Required Evidence

1) Two samples of discipline-specific training and orientation materials for new CEP instructors representing different disciplines.

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.

What the Review Team Looks for in the Faculty Standards
F3 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.).

3) Procedures and/or policy describing how the CEP ensures and tracks professional development participation.
F4 Required Evidence

1) Published procedures and/or policies from the CEP addressing non-compliance.
For both CEP and on-campus sections….

**Assessment 1** – Consistent learning expectations and outcomes.

**Assessment 2** – Consistent grading scales.

**Assessment 3** – Consistent methods used to assess student work.
A1 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.
What the Review Team Looks for in the Assessment Standards

A1 Required Evidence, cont.

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.
WHAT THE REVIEW TEAM LOOKS FOR IN THE ASSESSMENT STANDARDS

A2 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.

GRADING SCALE:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = F
US1 does not use minus grades.

PUNCTUALITY: All assignments will be checked for correctness. If you are ill or absent for any reason, your assignment must be submitted by the due date.
A3 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.
# Program Evaluation Standards 101

<table>
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</thead>
<tbody>
<tr>
<td>E1</td>
<td>CEP students</td>
<td>Every section</td>
<td>No</td>
<td>Yes, disaggregated by instructor</td>
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<tr>
<td>E2</td>
<td>CEP alumni, one year out</td>
<td>Every year</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>E3</td>
<td>CEP alumni, four years out</td>
<td>Every three years</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>E4</td>
<td>Instructors, Principals, Guidance Counselors</td>
<td>Every three years</td>
<td>Yes</td>
<td>Yes, disaggregated by role</td>
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</table>
Response rates are more important when the study’s purpose is to measure effects or make generalizations to a larger population; they are less important if the purpose is to gain insight.
Explain the survey’s methodology:
- Who was surveyed?
- How? (format, timing)
- What was the response rate?
- Include the survey instrument

Provide the results
- How are the results used/shared?
- For alumni & impact surveys - draw conclusions
Common Accreditation Issues

- Not working with qualified researcher
- Incorrect survey frequency
- Lack of follow-up with non-respondents
- Low response rates
- Limited analysis in summary report
- Lack of evidence that survey results prompted any reflection on possible program improvement
Program Description 101

Program Context
• Size and scope
• History & place within college
• Relevant policies
• Only NACEP-defined CE courses
• Discipline list

Program Description

Institution

Program Name ____________________________ Number of Disciplines ____________________________

Number of Unduplicated Students ____________________________ Number of Instructors ____________________________

Credit Hours Awarded ____________________________ Number of Courses ____________________________

Number of Faculty Liaisons ____________________________ Number of Sections ____________________________

Number of High Schools ____________________________ Average Class Size ____________________________

Data provided above should be for the prior academic year only for courses meeting NACEP’s definition of concurrent enrollment: college credit-bearing courses taught to high school students by college-approved high school teachers. Accreditation applications should only include supporting evidence for NACEP-defined concurrent enrollment courses. Evidence of other types of dual enrollment is not to be included in the application.

Describe your program in this cover sheet. Include program history and development, whether mixed classes* are allowed and any restrictions placed on such classes, geographic extent, and who pays for courses (student, school, district, college, and/or state). Describe student admission criteria if program is not open admission. Include as a separate document a list of disciplines and the names of courses you offer within each discipline (a recommended template is available on the NACEP website). You should use the list of disciplines that the Commission approved for your application as the basis for organizing your application - which should consistently provide evidence for each discipline for standards Curriculum 2, Curriculum 3, Faculty 3, and Assessment 1, 2, and 3.

Explain how your program fits into your institution as a whole; provide a framework for understanding the depth and breadth of the program; explain the involvement of faculty liaisons and site visitors. Describe any relevant state policies, regulations, statutes, and laws.
### List of Disciplines

<table>
<thead>
<tr>
<th>College or Division</th>
<th>Discipline #</th>
<th>Discipline</th>
<th>Course #</th>
<th>Course Title</th>
<th>Faculty Liaison</th>
<th># of CE Teachers</th>
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<td>Liberal Arts</td>
<td>English</td>
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<td>World Languages</td>
<td>SPAN 204</td>
<td>Intermediate Spanish II</td>
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<td>The Healthcare Delivery System</td>
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<td>Introduction to the Physical Sciences</td>
<td>K. Purcell &amp; K. Scheller</td>
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</table>
Curriculum 1 – Every CEP course is in the catalog and taught on campus. Course title, description and number of credits are identical.

Curriculum 2 – CEP courses reflect the college department’s philosophical and pedagogical approach.

Curriculum 3 – Faculty site visits in each discipline.
C1 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.
C2 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.

What the Review Team Looks for in the Curriculum Standards

Standard A1
A1: CEP students are held to the same standards of achievement as those expected of students in on-campus sections.

Standard A2
A2: The college/university ensures that CEP students are held to the same grading standards as those expected of students in on-campus sections.

Standard A3
A3: CEP students are assessed using the same methods (e.g., papers, portfolio, quizzes, labs, etc.) as students in on-campus sections.

Standard C2
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
Associate Professor of Spanish

Date: 3/15/12

Signature
What the Review Team Looks for in the Curriculum Standards

C3 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.
Student Standards 101

**Student 1** – Enrollments and grades recorded on official transcript. Registration, withdrawal, grading and transcript policies consistent with on-campus policies.

**Student 2** – Comparable course pre-requisites and placement procedures.

**Student 3** – Student handbook or equivalent.
S1 Required Evidence

1) Official letter from the college/university registrar verifying compliance with the standard.
S2 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.
WHAT THE REVIEW TEAM LOOKS FOR IN THE STUDENT STANDARDS

S3 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.
Thank You for Attending

Questions about accreditation?
Visit nacep.org/accreditation
Email accreditation@nacep.org

General questions about NACEP?
Email info@nacep.org

Enjoy the rest of the conference!