Building an Exemplary Accreditation Application and Navigating the Peer Review Process

NACEP
NATIONAL ALLIANCE OF
CONCURRENT
ENROLLMENT PARTNERSHIPS

advancing quality college courses for high school students

Peer Review Process

- **Purpose of accreditation**: program improvement & quality assurance

- **Evaluative**, yet collegial, assessment of evidence

- Burden of proof is on **you**

- Each CEP uses **unique language** & operates in **unique** institutional and state policy **contexts**

- Accreditation Guide is a **resource** used by you and by reviewers

- There are **many ways** to meet a standard

- Standards are reviewed both **individually** and **holistically**

Accreditation Peer Review Structure
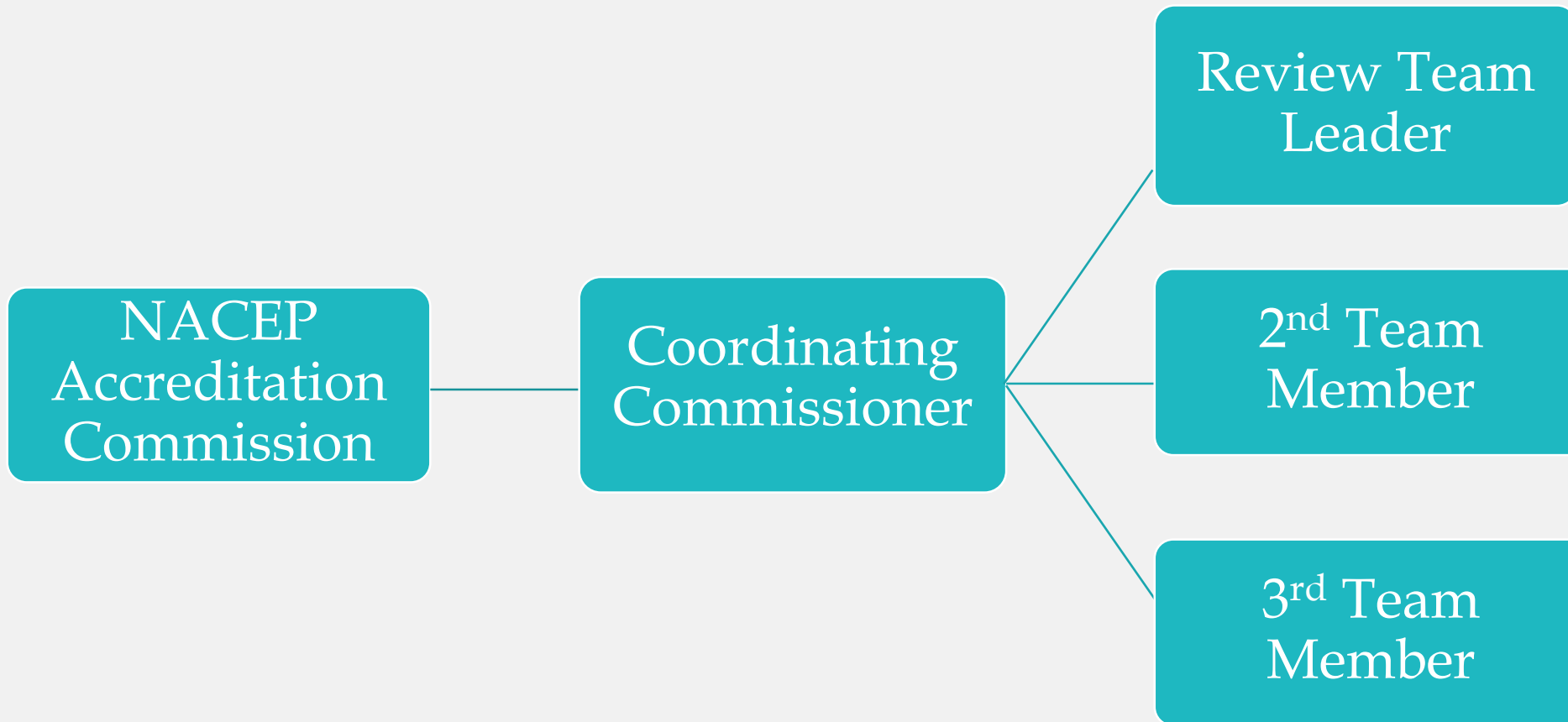
Peer Review Timeline

Self Study	1-2 years prior to submitting an application
Intent Form	Filed November – January
Prepare & Submit Application	January – July Deadline on or around August 1
Initial Review by Peer Review Team	September-October
Interview	At NACEP National Conference (Oct)
Applicant Response & Additional Review	November – February
Report of Findings to Applicant	March
By May 1	Accreditation Commission Vote

Standards Effective Dates

Standards	Application	Based on School Year	Review Cycle
Current	Summer 2018	2017-18	June 15 – April 19
New	Summer 2019	2018-19	August – March

Compiling an Application
Critical Factors for Success

Make sure that your application:

- Includes only and all *concurrent enrollment* as defined by NACEP: college credit-bearing courses taught by high school teachers to high school students (see **Definition**, p.6; **Scope**, p.7)

- Demonstrates that you have implemented all policies and practices described in the Standards *during the school year immediately preceding the application*

- Provides clear, well-organized documentation so that reviewers can verify that the practices are in place

If your CEP is operated across a multi-campus college system, please review that section of the Accreditation Guide and consult with us.

Compiling an Application, continued…

- Organize electronic files for online submission, following NACEP's electronic application requirements

- Use coversheets to explain how your evidence demonstrates your practice

- Be consistent in naming and courses across coversheets, supporting documents, brochures, and webpages

- Have faculty describe their practices and sign the Standard Assessment Form

Electronic Application Requirements
Paired Syllabi

Name ✓

- Agriculture AGB330 Campus.pdf
- Agriculture AGB330 CEP.pdf
- Biology BIO165 Campus.pdf
- Biology BIO165 CEP.pdf
- Business ACC115 Campus.pdf
- Business ACC115 CEP.pdf
- Education ECE133 Campus.pdf
- Education ECE133 CEP.pdf
- English ENG105 Campus.pdf
- English ENG105 CEP.pdf
- Math MAT156 Campus.pdf
- Math MAT156 CEP.pdf
- Nursing HSC110 Campus.pdf
- Nursing HSC110 CEP.pdf
- Social Science POL111 Campus.pdf
- Social Science POL111 CEP.pdf
- World Languages FRN203 Campus.pdf
- World Languages FRN203 CEP.pdf

Paired Syllabi

Name ✗

- HCCC 107
- MATH 210
- NURS 107
- SOC
- 2451_001.pdf
- 2451_007.pdf
- 2452_001.pdf
- 2452_007.pdf
- 2453_001.pdf
- 2453_007.pdf
- CEP - Corrections Final.docx
- CEP - HCC Final.docx
- CEP - MV Calc Final Exam.docx
- CEP - NURS FINAL EXAM.doc
- NCC final exam.pdf
- NCC - NURS Final.docx
- Police and Community FINAL - 2012.docx
- Police and Community Outline FA 2012....
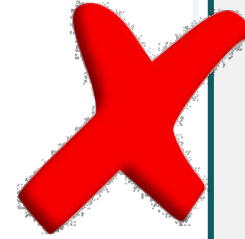
Program Description

Program Context

- Basic statistics
- Size and scope
- History and place within college
- Relevant policies and laws
- Mixed courses
- Geography
- Student eligibility
- Payment
- Discipline list – only NACEP-defined CE courses

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 **current academic year completed by July 1,** 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

College/University Name

Concurrent Enrollment Courses Offered by Discipline

School Year 2014-15

18 courses spanning 6 disciplines

College or Division	Department (if applicable)	Discipline #	Discipline	Course #	Course Title	Faculty Liaison	# of CE Teachers
Liberal Arts	English	1	English	ENG 101	Rhetoric and Composition I	D. Stilwell	15
Liberal Arts	English		English	ENG 103	Fundamentals of Creative Writing	M. Graham	1
Liberal Arts	English		English	ENG 105	Introduction to Literature	J. Galbus	4
Liberal Arts	French	2	World Languages	FREN 203	Intermediate French I	J. Jensen	4
Liberal Arts	French		World Languages	FREN 204	Intermediate French II	J. Jensen	3
Liberal Arts	Spanish		World Languages	SPAN 203	Intermediate Spanish I	D. Hitchcock	7
Liberal Arts	Spanish		World Languages	SPAN 204	Intermediate Spanish II	D. Hitchcock	4
Nursing & Health Professions	Health Professions	3	Health Professions	HP 115	Medical Terminology for Health Professions	E. Elkins	12
Nursing & Health Professions	Health Professions		Health Professions	HP 211	The Healthcare Delivery System	E. Elkins	2
Science, Engineering & Education	Biology	4	Biology	BIOL 105	Biology of Human Concern	B. Kalvelage	9
Science, Engineering & Education	Biology		Biology	BIOL 133	Biological Concepts	H. Maurice	1
Science, Engineering & Education	Biology		Biology	BIOL 210	Environmental Conservation	B. Summers	2
Science, Engineering & Education	Chemistry	5	Chemistry	CHEM 107	Elements in Everyday Chemistry	J. Seyler	10
Science, Engineering & Education	Chemistry		Chemistry	CHEM 141	Principles of Chemistry	J. Seyler	8
Science, Engineering & Education	Chemistry		Chemistry	CHEM 261	General Chemistry I	J. Seyler	1
Science, Engineering & Education	Physics & Earth Sciences	6	Physics & Earth Sciences	GEOL 112	Earth System Science	J. Durbin	1
Science, Engineering & Education	Physics & Earth Sciences		Physics & Earth Sciences	GEOL 161	Physical Geology	J. Durbin	3
Science, Engineering & Education	Physics & Earth Sciences		Physics & Earth Sciences	PHYS 101	Introduction to the Physical Sciences	K. Purcell & K. Scheller	11

Questions