



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

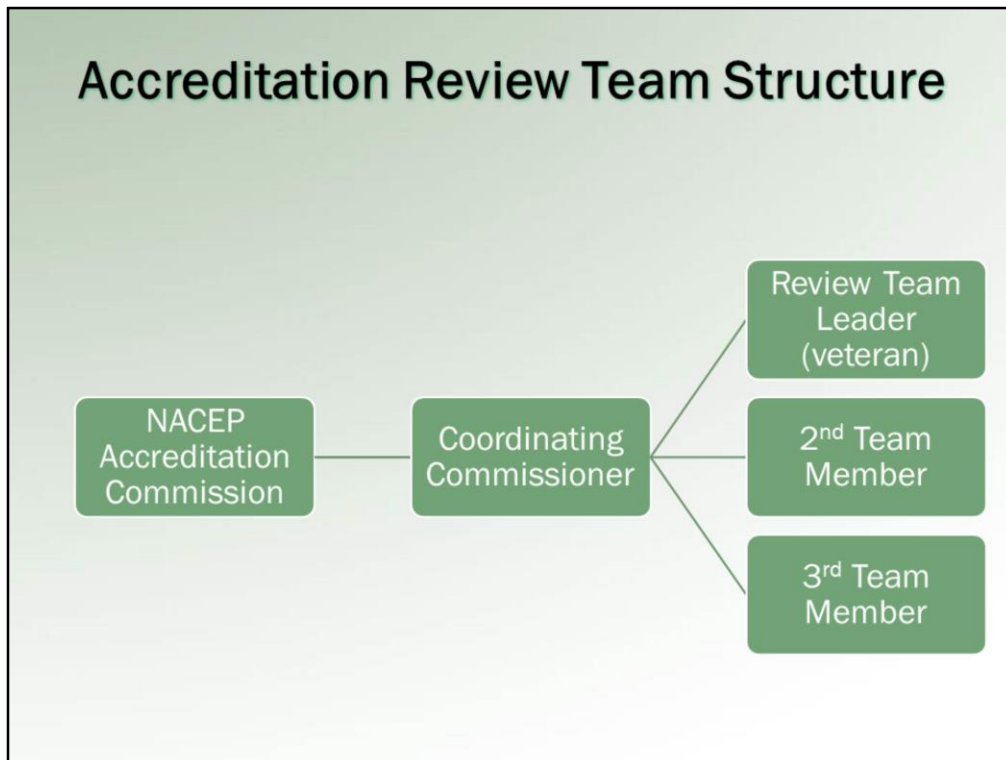
Successfully Building an Exemplary Accreditation Application & Navigating the Peer Review Process

NACEP Accreditation Institute
October 25, 2015

Peer Review Process

- **Purpose of accreditation:** program improvement and 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**

- At the heart of NACEP accreditation is program improvement.
- Our approach to accreditation is evaluative, yet simultaneously a collegial and meaningful professional review. Reviewers are encouraged to think of themselves as a critical friend, not an inspector or auditor trying to catch violators.
- Reviewers assess whether a CEP has submitted documented evidence that demonstrates concurrent enrollment program practice, policy and procedures that meet or exceed NACEP's Standards. NACEP standards are operational, **not aspirational**.
- The burden of proof of meeting Standards is on you, the applicant. Application shortcomings will be identified by the review team and you will be given the opportunity to respond. However, **all policies and practices must have been in place at the time of application** - no "we plan to do such-and-such starting Fall 2016. "
- Because each CEP may be unique in its language and procedures, reviewers consider each application within the context of the institutional and state policy environment in which it operates. However, you must inform us of the context. By design, no reviewer will be from your state so you will have to explain the prevailing conditions.
- You are expected to use the Accreditation Guide to shape your application. It's on the website. Please email the NACEP office if you need additional printed copies.
- There are many ways of meeting a standard; not all NACEP-accredited programs are expected to look the same. That said, all accredited programs must satisfy their review team that they minimally meet all the Standards.
- Reviewers will consider the evidence for each standard individually, but also take a holistic view of the entire body of evidence presented in an application. They want to see demonstration of an integrated, coherent concurrent enrollment program.



Commission has 8 representatives from NACEP accredited programs. Five are elected (2 two year reps; 2 four year reps; 1 private rep) and three appointed (member at large, vice chair, chair). One appointed External Member. The Commission is separate from the Board of Directors. It handles reviews of accreditation applications and develops accreditation policies for NACEP.

Each commissioner is responsible for 2-3 applications each year. They sit in on team calls, provide feedback, help answer questions and ensure the process is moving along in accordance with the timeline.

- Review teams of three, none from your state or service area
- Comprised of representatives from NACEP-accredited programs
- Each team has at least one member from a two year institution and at least one from a four year institution
- Commission will designate a team leader – a veteran reviewer – responsible for written and electronic communication with applicant
- Expected to be objective and unbiased
- Expected to preserve confidentiality of peer review process
- Make recommendation to the Accreditation Commission in April

- Final decision to accredit or not rests with the Commission

Peer Review Process

2015-16 Accreditation Review Timeline

January 31

File an Intent to Apply Form

July 1

Upload application, screened by an Accreditation Commissioner

August 15

Applications assigned to Peer Review Teams

October 15

Receive first Request for Additional Evidence

November 14

Interview with Peer Review Team at the NACEP Conference or by Teleconference

Transparency: This was new in 2014 for those of you who are familiar with our process in prior years. We will provide public notice on our website of the names of programs undergoing accreditation review, as well as the outcomes of each of those reviews.

Intent to Apply: Lets Commission know you're working on an application. Intent to apply will include questions about implementation of key standards as well as a list of disciplines and courses which Commission will approve. This ensures your application has the proper scope and is neither too narrow nor too broad. The normal range is an average of 3-4 courses per discipline.

Screen: Your commissioner will review to ensure your application is complete and ready for review. S/he will look for:

- Broken links, missing documents, unreadable files/formats
- Poorly organized documents that can be reorganized for ease of review
- Substantive concerns evident from a quick glance at the evidence

Request for Additional Evidence: The Team Leader will request clarification and additional documentation from applicant.

Interview: Another new feature since your initial accreditation review. The Commission's intent is that the interview will encourage applicants and reviewers to see each other as peers sharing an interest in quality concurrent enrollment. It is an opportunity for the Peer Review Team gain a better understanding of your program and the context in which it operates. Moreover, dialogue in real time can often clear up confusion you may have about the Team's feedback more efficiently than multiple emails back and forth. The interviews are intended to ensure that you fully understand what evidence the Review Team is looking for and to help clarify any areas where the Peer Review Team is having difficulty understanding your program.

We do not conduct site visits, though we reserve the right to request one if the applicant and Commission feel that such a visit would improve understanding.

Peer Review Process

2015-16 Accreditation Review Timeline (cont.)

January 15, 2016

First response from Applicant with additional documentation

February 15

Second and final Request for Additional Evidence (if necessary)

March 15

Second response from Applicant with additional documentation

April 1

Peer Review Team submits Final Report to the Accreditation Commission

By May 1

Accreditation Commission Vote

In the majority of cases, the information you provided in response to the reviewers in January is sufficient for them to reach a judgment on whether a program meets the standards. Each year about $\frac{1}{4}$ to $\frac{1}{3}$ of Peer Review Teams have further clarifications and make a second request for additional evidence.

Typically, a second response from the program is requested when a small number of standards remain to be evaluated, or if the first program response raises additional questions for the review team. Opportunities to provide a second round of documentation are at the discretion of the review team, so you should make sure your first response carefully addresses the questions raised by the Peer Review Team during their first request and in the interview.

Application Fees

In order for NACEP to assign a Peer Review Team, colleges and universities must:

- Be a postsecondary member in good standing
- Submit an Intent to Apply form by **January 31, 2016** and pay the \$100 Intent Form filing fee
- Submit an electronic application for NACEP accreditation by **July 1, 2016**
- Pay an application processing fee of \$400 (initial applicants) or \$300 (reaccreditation applicants)

- Intent fee is non-refundable

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 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.

- Please remember that NACEP defines **concurrent enrollment** as college-credit bearing courses taught to high school students by college-approved high school teachers. Your college may offer other forms of dual credit but this is the only form that NACEP accredits. Your application should not include any courses where your college faculty offers the course, regardless of location. It should not include courses that high school students take on your campus.
- Reaccreditation is a point in time review (e.g. 2015-16 for those applying this summer), and not a compilation of evidence stretching back to the initial accreditation. **Give examples of reaccreditation extensions of initial accreditation period.**
- All policies and practices must have been in place at the time of application - no "we plan to do such-and-such starting Fall 2016." If you find you are using future tense in your narratives, your program is not ready to apply!
- If there is a conflict between your college's policies and NACEP's policies, in most cases, to be considered for NACEP accreditation the NACEP policy must prevail. Example – E1, your college might not require all students in all sections to evaluate every course at the end of the term. Maybe so, but NACEP requires it of every section. We aren't saying you have to follow this policy on campus, but if you want to be NACEP-accredited it has to be done in every CEP section.
- In the past we have had applicants that did not have teacher applications, did not have syllabi, did not do site visits, and did not do professional development. If this sounds like you then you might want to reconsider submitting an application come July. Take another year to get your house in order and come back when you're ready.
- A program may have NACEP practices in place but **unless supporting evidence is provided**, accreditation will not be granted.

Compiling an Application

- Use coversheets to explain how your evidence documents your practice
- Organize electronic files for online submission, following NACEP's electronic application requirements
- Be consistent in program name in all coversheets, supporting documents, brochures, and webpages
- Have faculty sign the Standard Assessment Form

Make sure you use the most recent Program Description, Coversheets, and Standard Assessment forms as provided on the Accreditation portion of the NACEP web site.

Be sure your evidence is for the academic year in which you're writing the application. In other words, if you're applying in July 2016, your evidence should all be from the 2015-16 academic year. Please ask if you're not clear on this as it can be very discouraging to compile evidence from the wrong year!

Use the coversheets as an overview and to introduce evidence included for that particular standard. After writing each Coversheet, re-read the NACEP Accreditation Guide for that standard to be CERTAIN you've referenced and included ALL required evidence.


Do NOT pad or be obscure. Makes life difficult for you and the reviewers, who will have to come back with lots of clarifying questions. Including lengthy email exchanges as evidence is generally not helpful; reviewers don't know who the individuals on the emails are or the significance of their statements. Better to have your faculty liaisons include their personalized approaches on the C2 box of the Standard Assessment Form.

Try to think like a reviewer who is seeing these materials for the first time. We strongly encourage applicants to have someone who is not familiar with the program or the institution review the application to comment on organization and clarity. (Faculty liaisons with accreditation review experience can actually be helpful.) Are acronyms explained? Are state laws or institutional policies clearly

outlined for an external audience? Are documents where you say they will be? Have all pieces of required evidence been provided?

Electronic Application Requirements

Required Folder Structure



- Program Description
- Curriculum Standards
 - Standard C1
 - Standard C2
 - Standard C3
- Faculty Standards
 - Standard F1
 - Standard F2
 - Standard F3
 - Standard F4
- Student Standards
 - Standard S1
 - Standard S2
 - Standard S3
- Assessment Standards
 - NACEP Assessment Standard Forms
 - Standard A1
 - Paired Syllabi
 - Standard A2
 - Standard A3
 - Paired Assessments
- Evaluation Standards
 - Standard E1
 - Standard E2
 - Standard E3
 - Standard E4

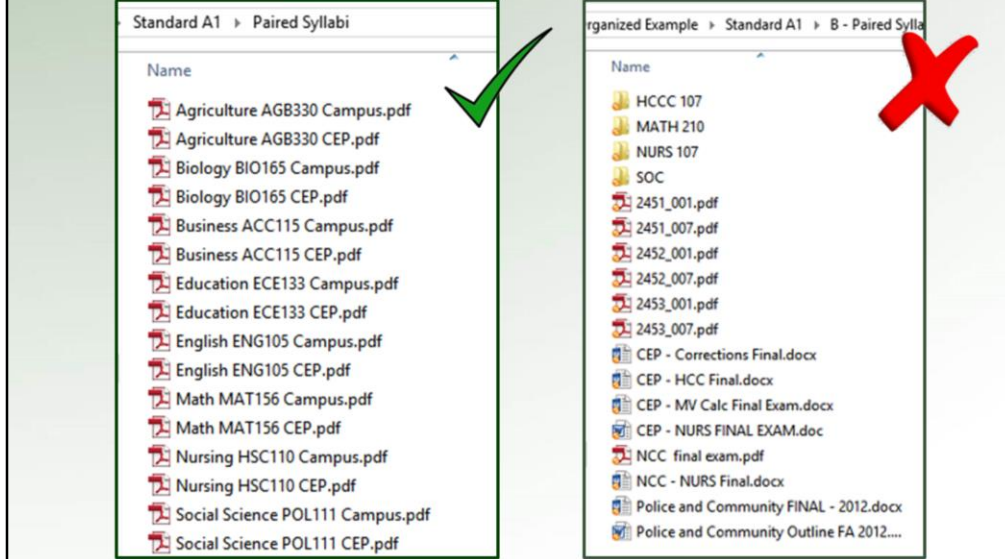
The NACEP Accreditation Commission accepts only electronic applications submitted via its secure, password-protected document upload site, we use a service called Box.com. You will shortly get an invitation to use the system. You can add colleagues who can have access to your account – either as editors or just as viewers. Files can be uploaded individually to the system or in batch(es).

When you login you will see the following directory structure already created on your behalf. We strongly recommend that you organize your application originally on your own computers, following the same format for ease of uploading.

Make it easy for your reviewers to navigate the files. Don't create additional folders within each of the folders already created. Reviewers will download your entire application to review it. Excessive folders make it more difficult to navigate in your application.

See the Application Requirement PDF you were sent for advice on file naming, file sizes and acceptable formats, linking to external documents (don't do it), etc. Keeping file names short and consistent is essential. One applicant was delayed several months because long file names were preventing his application from being accessed by the reviewers.

Electronic Application Requirements Paired Syllabi

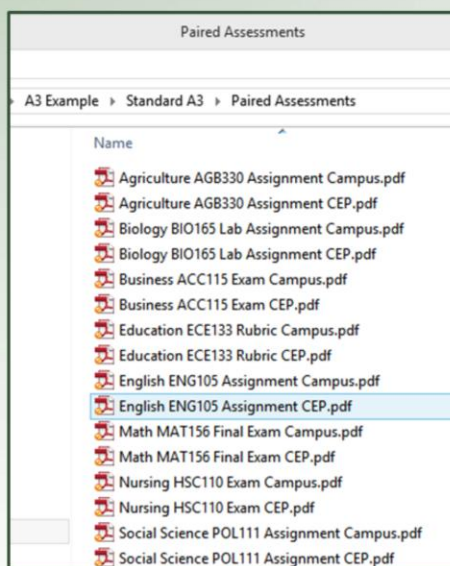


These screen shots show the contents of the Paired Syllabi subfolder within Standard A1. On the left is a **Well Organized Example**; the right is an example of what not to do.

Well Organized Example: On the left, the Syllabi folder includes one example from each of the 8 disciplines this college offers concurrent enrollment courses in. File names are consistently labelled for ease of comparison. Disciplines are consistent with the list provided in the Program Description and used elsewhere in the application. **Within each syllabus, the standards of achievement (known variably as learning outcomes or objectives, course goals) are highlighted.** You may need to invest in a scanner to highlight the old-fashioned way or a full version of Adobe to do so electronically.

Poorly Organized Example: Note the unnecessary subfolders, the exams (should be in the A3 Paired Assessment subfolder), inconsistent course/discipline names with unintelligible abbreviations, PDFs with numbers for their titles. This applicant offers courses in 5 disciplines, which are not consistently represented here.

Electronic Application Requirements Paired Assessments



The Assessment folder includes one example from each of the 8 disciplines this college offers concurrent enrollment courses in. Note that the types of assessments included differed for different courses – exams, lab assignments, writing assignment rubrics, etc. Disciplines are consistent with the list provided in the Program Description (see example in A1) and used elsewhere in the application.

Note the first bullet point in the commentary in the Accreditation Guide about using syllabi as evidence for A3. If reviewers don't think the syllabi contain enough information to make a determination, and they often don't, they have the right to ask you for assessment piece for the disciplines that don't exhibit comparable assessments from the syllabi. Before submitting syllabi, carefully review the syllabi to make sure they provide specific examples of comparable assessments assigned to students. Assessments (e.g. paper topics, writing methods, and page expectations) are sometimes sufficiently described in courses such as English or speech, but typically not for all courses.

Q&A & Wrap-up

	Group 1 Centennial H	Group 2 Quartz	Group 3 Agate	Group 4 Granite
1:30- 2:30pm	Assessment	Evaluation & Program Description	Student & Curriculum	Faculty
Presenters	Jaclyn, Becky, Loralee	Victoria, Leslie, Diana	Selena, Randy, Sandy	Marian, Robie, Chris

Show Groupings and Room locations for 1:30 session.

Mention when and how the Institute evaluation will be administered
– on [Eventmobi.com/nacep](https://eventmobi.com/nacep)