

SENIOR YEAR PLUS

POSTSECONDARY COURSE AUDIT COMMITTEE

2009-2010



COMMUNITY COLLEGES &
WORKFORCE PREPARATION

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COMMUNITY COLLEGES &
WORKFORCE PREPARATION

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Committee Overview

The Senior Year Plus Postsecondary Course Audit Committee was established by the Iowa Department of Education in May 2009.

Mandated by Iowa Code 256.17, the committee is charged with reviewing samples of postsecondary courses delivered through Senior Year Plus programs. Standards for review are established by the committee and approved by the department.

If the committee determines that standards are not met for a concurrent enrollment course, the course is not eligible for school

district supplementary weighted funding until the issue is remedied and the committee reinstates eligibility.

Findings are posted annually on the department's website in the form of this annual report. The site also includes a list of all approved courses.

Committee membership includes representatives of K-12 school districts, community colleges, and public universities.

Committee Membership

Gerry Beeler
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Dual Enrollment Coordinator
Iowa Western Community College

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Northwest Iowa Community College

Joel Haack
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Lon Moeller
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Curt Oldfield
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Department of Curriculum and Instruction
Iowa State University

Julie Rosin
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Des Moines Central Campus

Sue Wood
Assistant Superintendent
Fort Dodge Community School District

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Summary of Activities

The Senior Year Plus Postsecondary Course Audit Committee is charged with annually auditing postsecondary courses offered to high school students in accordance with Iowa Code Chapter 261E. The committee adopted an efficient process to meet this charge that leverages the mandated audit to ensure community college participation in a larger, sustained quality improvement process. The plan for the 2009-2010 academic year entailed the beginning of a thorough review of the quality of concurrent enrollment offerings while limiting duplication with existing accountability mechanisms. The plan was approved by the Iowa Department of Education in May 2009.

During the first year of the committee's work, the scope of the audit was limited to concurrent enrollment courses (delivered by community colleges). In future years, if provided necessary resources, the scope may be broadened to include other Senior Year Plus offerings including Postsecondary Enrollment Options (PSEO) courses and Advanced Placement (AP) courses.

The committee's review was limited to specific Senior Year Plus standards impacting community colleges and school districts. Review criteria include those stated in Iowa Code 256.17 as well as other criteria in the National Alliance of Concurrent Enrollment Partnership (NACEP) standards. The charge of the committee is to review course syllabi, instructor qualifications, examples of student products, and the results of student assessments. In total, NACEP utilizes 15 national standards (17 under new standards adopted beginning January 2011) for curriculum, faculty, students, assessment, and program evaluation that encompass the mandated review criteria as well as other

Senior Year Plus requirements and best practices. NACEP standards are in close alignment with Senior Year Plus requirements, as well as the Standards for Concurrent Enrollment Courses adopted by the community college chief academic officers in 2008. The department has prepared a crosswalk which details the alignment between Senior Year Plus requirements and NACEP standards.

To ensure that NACEP standards are met, the organization has established an accreditation process. The audit committee has accepted institutions' submission of evidence of obtaining accredited status or adequate progress toward obtaining accredited status to demonstrate audit criteria are met.

The intent of coupling this initiative with the NACEP accreditation process is to leverage the audit committee to incentivize participation in a larger, sustained quality improvement effort. This effort aligns with other accountability mechanisms, including the state accreditation processes for community colleges and school districts. Over the past year, those processes have been modified to increase accountability for Senior Year Plus programming.

The NACEP accreditation process involves a rigorous review of concurrent enrollment practices to ensure that institutions demonstrate they meet or exceed measurable criteria for each standard. The process includes a thorough review by a peer group from accredited institutions which include public two- and four-year universities. Once accredited, institutions go through a full reaccreditation process every seven years. Accredited status certifies that courses delivered through concurrent enrollment are

the same as other community college courses in terms of faculty credentials, curricula and syllabi, assessment, and learning outcomes.

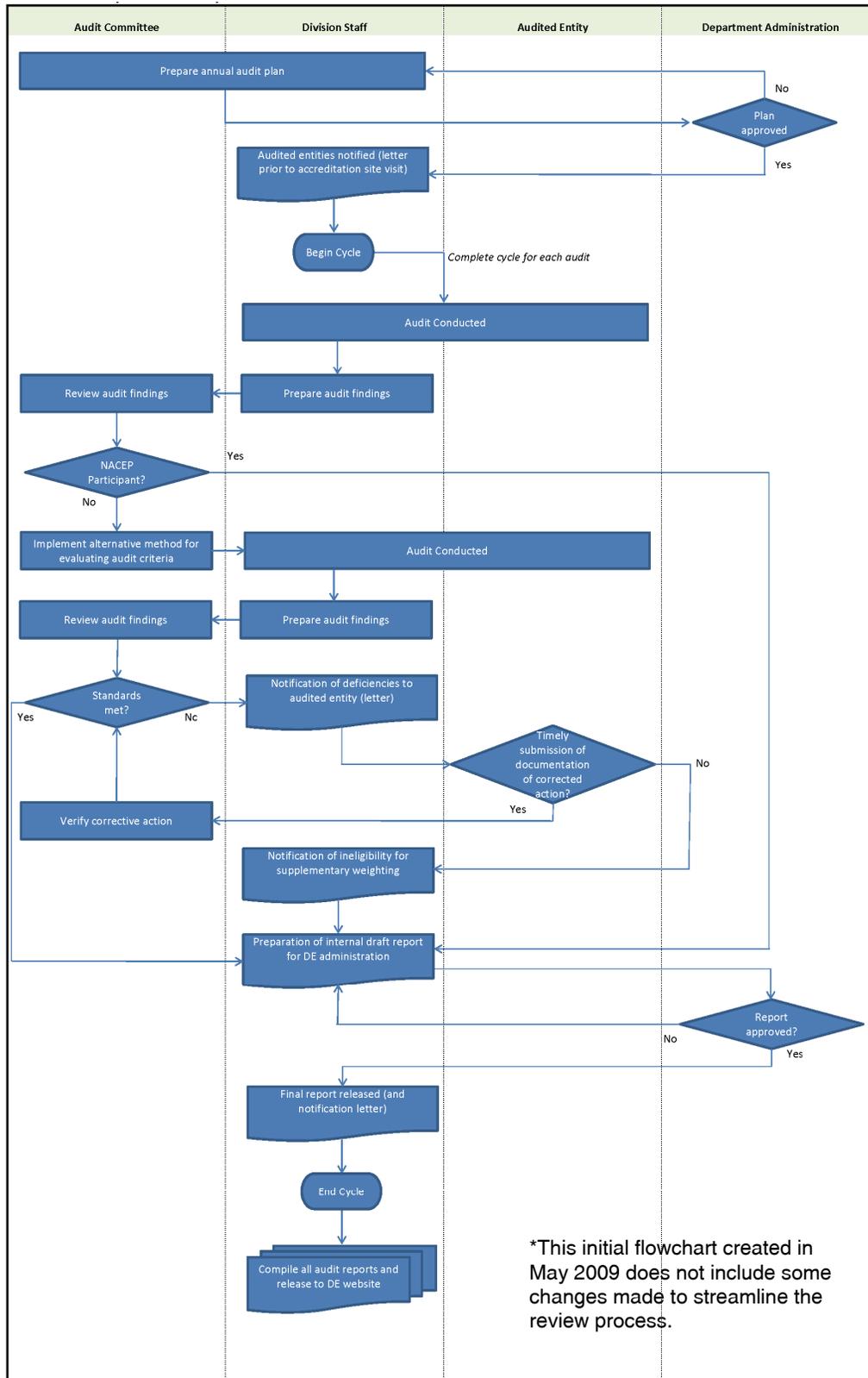
In May 2010, the audit committee determined that each of Iowa's 15 community colleges are making adequate progress toward attaining NACEP accredited status. All 15 colleges have become full members of NACEP. Following a recommendation of the community college chief academic officers, the Iowa Association of Community College Presidents stated its commitment to the process and having each college obtain accredited status expeditiously. One college sought accreditation during the organization's 2009-2010 accreditation cycle, and the others have signed letters of intent to go through the process during the 2010-2011 and 2011-2012 cycles. The peer reviews are staggered because of the limited capacity of NACEP in terms of available reviewers from accredited peer institutions.

The audit committee stated in its FY 2010 audit plan if any college fails to make sufficient progress in obtaining NACEP

accreditation, a rigorous alternative method for evaluating audit criteria will be implemented. The alternative method will ensure that the standards established by the committee and approved by the department are satisfactorily met. If any courses are found to have failed to meet the committee's standards through the alternative process, the course will be ineligible for future school district supplementary weighted funding. The committee may reinstate course eligibility if corrective action is taken to remedy concerns and bring the course into compliance with the audit criteria within the specified timeframe.

The committee has determined the NACEP accreditation process is effective in ensuring the quality of concurrent enrollment offerings. The committee will continue to review the effectiveness of this process in ensuring the quality of concurrent enrollment in future years. The committee will also continue to review the scope of reviews and consider whether to broaden audits to courses delivered through other Senior Year Plus programs.

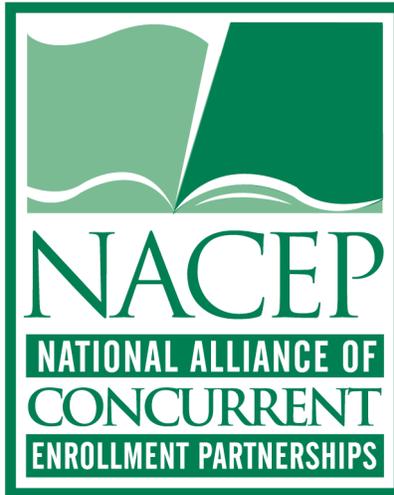
Audit Process Flowchart*, May 2009



*This initial flowchart created in May 2009 does not include some changes made to streamline the review process.



COMMUNITY COLLEGES &
WORKFORCE PREPARATION



**Statement of
National Concurrent Enrollment Partnership
Standards**

**Adopted
April 2002**

NACEP Statement of Standards	
Overview	
Prologue	The National Alliance of Concurrent Enrollment Partnerships (NACEP) was established during the annual meeting in Utah in November 1999 as an organization of education professionals who administer or participate in Concurrent Enrollment Partnerships (CEP).
Mission	The National Alliance of Concurrent Enrollment Partnerships (NACEP) links college-school programs offering college courses in high schools. NACEP supports and promotes its constituent programs through quality initiatives, program development, national standards, research, and communication.
Definition	<p>Through Concurrent Enrollment Partnerships, qualified students can earn college credit prior to high school graduation. CEPs differ from other pre-college credit programs because high school instructors teach the college courses during the normal school day. Such programs provide a direct connection between secondary and post-secondary institutions and an opportunity for collegial collaboration.</p> <p>Although courses in some CEPs may have some elements or characteristics of the programs stated below, CEPs are distinct programs from the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer. <input type="checkbox"/> Programs where college faculty travel to the high school to teach courses to the high school students. <input type="checkbox"/> The College Board Advanced Placement Program and the International Baccalaureate Program where standardized tests are used to assess students' knowledge of a curriculum developed by a committee consisting of both college and high school faculty.
Standards Purpose	NACEP <i>Standards</i> are measurable criteria of CEP elements that are the basis of quality programs. College or University NACEP members have met and submitted evidence of implementation of the NACEP standards. College or University Provisional Program Members are in the process of meeting the standards. Each standard includes: (1) Standard Statement, (2) Categories of Evidence and (3) Illustrative Case Example.
Standard Categories	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum (C) <input type="checkbox"/> Faculty (F) <input type="checkbox"/> Students (S) <input type="checkbox"/> Assessment (A) <input type="checkbox"/> Program Evaluation (E)

NACEP Statement of Standards
Curriculum

Curriculum 1 (C1)	College or university courses administered through a CEP are catalogued courses and approved through the regular course approval process of the college or university. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description.
Curriculum 2 (C2)	College or university courses administered through a CEP are recorded on students' official academic record of the college or university.
Curriculum 3 (C3)	College or university courses administered through CEPs reflect the pedagogical, theoretical and philosophical orientation of the colleges and universities sponsoring faculty and/or academic department.

NACEP Statement of Standards
Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through the CEP meet the academic requirements for faculty and instructors teaching in post-secondary institutions as stipulated by the respective academic departments.
Faculty 2 (F2)	The post secondary institution provide high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty (F3)	Instructors teaching the CEP sections are part of a continuing collegial interaction, through annual professional development, required seminars, site visits, and ongoing communication with the post-secondary institutions' faculty and CEP administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.

NACEP Statement of Standards
Students

Students 1 (S1)	High school students enrolled in courses administered through a CEP are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	Post-secondary institutions outline specific course requirements and prerequisites.
Students 3 (S3)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.

NACEP Statement of Standards	
Assessment	
Assessment 1 (A1)	CEP students are held to the same standards of achievement as those expected of students in on-campus sections.
Assessment 2 (A2)	Every section of a course offered through a CEP is annually reviewed by faculty from that discipline and CEP staff to assure that grading standards meet or exceed those in on-campus sections.
Assessment 3 (A3)	CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

NACEP Statement of Standards	
Program Evaluation	
Evaluation 1 (E1)	The CEP conducts annual program assessment and evaluation of its practices including at least course evaluations by CEP students and follow-up of the CEP graduates who are college or university freshmen. Qualified evaluators/ researchers and/or the college's or university's institutional research office conduct and analyze evaluations and assessments.
Evaluation 2 (E2)	The CEP conducts, every 5 years, an impact study of the CEP on participating high school instructors, principals and guidance counselors. Qualified evaluators/ researchers and/or college's institutional research office conducts evaluations and assessments.
Evaluation 3 (E3)	The CEP conducts, every 5 years, a follow-up of CEP graduates who are seniors in a college or university. Qualified evaluators/ researchers and/or college's institutional research office conducts evaluations and assessments.



**National Alliance of Concurrent Enrollment Partnerships
Program Standards and Required Evidence for Accreditation**

Effective January 1, 2011

Student Standards and Required Evidence

	Standard	Required Evidence
S1	The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.	1) Official letter from the college/university registrar verifying compliance with the standard.
S2	The CEP ensures its students meet the course prerequisites of the college/university.	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 prerequisite requirements. 3) Additional evidence may be submitted.
S3	The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.	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. 2) Additional evidence may be submitted.

Curriculum Standards and Required Evidence

	Standard	Required Evidence
C1	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.	<ol style="list-style-type: none"> 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	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.	<ol style="list-style-type: none"> 1) Official letter from the college/university's departmental chairperson, coordinator, or liaison, representing each discipline, describing and verifying compliance with the standard. 2) Additional evidence may be submitted.
C3	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.	<ol style="list-style-type: none"> 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 CE instructors. 2) One example of a completed and signed faculty site visit report representing each discipline. 3) Additional evidence may be submitted.

Faculty Standards and Required Evidence

	Standard	Required Evidence
F1	CEP instructors are approved by the respective college/university departments and meet academic department requirements for teaching the college/university course.	<ol style="list-style-type: none"> 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). 4) Additional evidence may be submitted.
F2	The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.	<ol style="list-style-type: none"> 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. 4) Additional evidence may be submitted.
F3	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field. The CEP ensures CEP instructor participation.	<ol style="list-style-type: none"> 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. 4) Additional evidence may be submitted.
F4	CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).	<ol style="list-style-type: none"> 1) Published procedures and/or policies from the CEP addressing non-compliance.

Assessment Standards and Required Evidence

	Standard	Required Evidence
A1	CEP students are held to the same standards of achievement as those expected of students in on campus sections.	<ol style="list-style-type: none"> 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. 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. 4) Additional evidence may be submitted.
A2	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.	<ol style="list-style-type: none"> 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. 3) Additional evidence may be submitted.
A3	CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.	<ol style="list-style-type: none"> 5) Paired student assessments or syllabi from on campus and CEP sections—one paired example from each discipline for side-by-side comparison. 6) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 7) 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. 8) Additional evidence may be submitted.

Evaluation Standards and Required Evidence

	Standard	Required Evidence
E1	The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.	<ol style="list-style-type: none"> 1) Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used. 2) Sample of an evaluation report instructors receive regarding the college/university course. If there is variation between departments, submit one sample of each type of evaluation report used. 3) Description of methodology and process used to report back to CEP instructors.
E2	The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.	<ol style="list-style-type: none"> 1) Survey instrument. 2) Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.
E3	The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.	<ol style="list-style-type: none"> 1) Survey instrument. 2) Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.
E4	The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.	<ol style="list-style-type: none"> 1) Survey instrument. 2) Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.