



2017 College in the High School Standards Report

All public institutions of higher education offering a College in the High School (CiHS) program in Washington State must submit an annual report for review and approval.

College in the High School Standards Review Report

The program staff who completes/coordinates completion of the application at each institution offering CiHS must provide the following documentation concerning the implementation of each course within the CiHS program for the previous academic year (fall 2016-spring 2017) no later than July 1, 2017.

My Program Has...	Report Requirements
Accreditation through NACEP	Submit proof of accreditation
Submitted materials in spring of 2017 for NACEP accreditation	Submit NACEP accreditation application
Multiple years of programming	Submit application and evidence for previous academic year 2016-2017
Only been operating fall-winter 2016-2017	Submit application and evidence for terms the program has operated
Considered a CiHS program but is not offering a program	Do not submit an application

* Note: There are no reporting requirements for out-of-state or private institutions.

The institution may provide additional information in support of the quality and comparability of the CiHS program to the same course offerings on the college/university campus.

Applicants are encouraged to have someone not familiar with the program review the application to confirm organization and clarity. Are acronyms explained? Are state laws or institutional policies clearly outlined for an external audience? Are documents where they should be? Have all pieces of required evidence been provided?

Requirements for Preparing the Standards Review Report

The CiHS Standards Report Review Committee accepts only electronic applications submitted via the secure, password-protected document upload site Box. Instructions for using the upload site are provided in a separate document.

For each applicant the Review Committee will create a folder in an online file sharing service with the directory structure identified below. Programs are encouraged to organize applications first on their own computers, following the same format, for ease of uploading to the file sharing site.

<ul style="list-style-type: none">➤ Program Description (Overall)➤ Curriculum Standards<ul style="list-style-type: none">• Standard C1• Standard C2• Standard C3➤ Faculty Standards<ul style="list-style-type: none">• Standard F1• Standard F2• Standard F4➤ Student Standards<ul style="list-style-type: none">• Standard S1• Standard S2• Standard S3	<ul style="list-style-type: none">➤ Assessment Standards<ul style="list-style-type: none">• Assessment Standard Forms• Paired Syllabi• Paired Assessments• Standard A1• Standard A2➤ Evaluation Standards<ul style="list-style-type: none">• Standard E1• Standard E4
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Technical Requirements

- The only acceptable file format is PDF. All files should be converted to this format.
- File names must be less than 40 characters in length and contain the relevant standard (e.g. S1) and a succinct description of the document (e.g. S1_Registrar_letter.pdf).
- For compatibility for differing systems, file names should only include letters, numbers, regular dashes "-", or underlines "_". File names should not include spaces, colons, slashes, parentheses, punctuation marks, or symbols. Periods "." should only be used once, prior to a file type designation (e.g. ".PDF").
- All required evidence must be uploaded to the file storage site. Links to websites should be for illustrative purposes only. For information on a website to be considered evidence a PDF copy should be included with the files uploaded to the application site.
- Maximum file size is 15 MB. Scanned documents should be in PDF format and should balance resolution (e.g. legibility) with file size, generally less than 1 MB per page.
- Pages in a document should not need to be rotated by a reader who views it on screen.
- Any links or links in documents should work without an internet connection. Links to other documents must open in a new browser or application window (e.g. Acrobat) and should be tested to make sure they work on other computers after being uploaded/downloaded from the upload site. Do not include documents stored within documents.
- Longer documents should have a table of contents, bookmarks or an index and a note explaining how to navigate the file.

Organizational Requirements

- Applicants should utilize coversheets for each standard and the program.
- Coversheets for each standard should reference all documents submitted as evidence for that standard. When required evidence calls for a description, the description can be a part of a coversheet or in a separate document.
- Be judicious in including additional evidence. Respect reviewers' time by not including extremely long documents, lengthy email chains, or appendices.
- Use the institutional discipline/course list consistently for the:
 - Program Description – provide a copy of the list and include the number of disciplines and courses in the cover sheet
 - Standards that require evidence from each discipline, and
 - Assessment Standard form signed by faculty.

Each file name must consistently identify the discipline (e.g., C2_Biology_Letter.pdf).

Discipline examples:

Discipline	Within a Discipline
World Languages/Foreign Languages	French, German, Spanish, etc
English	Literature, Composition

- For paired documents such as syllabi and assessments, each file name must include the discipline and identify the document as either CiHS or campus. For example, a program that offers CiHS courses in five different disciplines would have a Paired Syllabi sub-folder containing 10 files:

Art_A109_CiHS.pdf	Art_A109_Campus.pdf
Business_B104_CiHS.pdf	Business_B104_Campus.pdf
English_W131_CiHS.pdf	English_W131_Campus.pdf
History_H105_CiHS.pdf	History_H105_Campus.pdf
Journalism_J120_CiHS.pdf	Journalism_J120_Campus.pdf

- Do not include duplicate copies of Assessment Standard Forms. Include a single copy for each discipline in the " Assessment Standard Forms" sub-folder, within the main Assessment folder.
- If you have a document that contains evidence for multiple standards (e.g. a faculty handbook), you should include a single copy in the folder for the first standard in which it is referenced. For other standards that reference the same document, the coversheet should clearly direct the review team to the location of the document and the page referenced. Alternatively, include an excerpt of the document in the second folder, with only the relevant page(s) included.

- For Standard A1, both the CiHS and Campus syllabi should have the standards of achievement highlighted.
- For Standard C1, if a PDF of the entire campus course catalog is included for Required Evidence 1, provide bookmarks, highlights, and/or page numbers for each CiHS course offered. If the college course catalog is provided online, for the specific courses offered for concurrent enrollment provide:
 - A document with screen shots of the description of each course, or
 - A document or webpage with hyperlinks directly to the description of each course.

Annual Review Report Required Content and Documentation

Cover sheets for all standards are provided by NACEP and available as PDF forms that can be downloaded, completed, saved and shared with colleagues and reviewers **at the link below**. A completed cover sheet or a comparable document created is required for each standard explaining how the institution fulfills the standard and describing the evidence submitted.

If your narrative requires additional space for a particular standard, use the second page form at the link below. Please use second pages judiciously as reviewers appreciate concise writing. Consider including some of the narrative with a specific piece of evidence rather than the cover sheet.

All forms and templates are provided by NACEP. Forms and templates required to complete the report can be found under Application Forms & Cover Sheets, <http://www.nacep.org/accreditation/forms-resources/>

Required Documentation and Evidence

- College in the High School Standards Report Application Cover Sheet
- Program Description that includes how the program is meeting the evidence and what evidence is included in the annual report.
- Copy of Interlocal Agreement(s)
- Evidence of Washington State Curriculum Standards

Standard		Required Evidence
C1	Courses administered through a CiHS 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 catalogue or a link to an on-line college/university catalog. 2. A comprehensive list of all courses offered through the CiHS with descriptions that are publically available from the college/university
C2	College/university courses administered through a CiHS 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 CiHS 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 CiHS, and how site visits are used to provide feedback from college/university faculty to CiHS instructors. 2. One example of a completed and signed faculty site visit report representing which discipline. 3. Additional evidence may be submitted.

- Evidence of Washington State Faculty Standards

Standard		Required Evidence
F1	CiHS instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.	<ol style="list-style-type: none"> 1. Published documents from the CiHS describing departmental criteria and processes for appointing, approving or denying CiHS instructors. 2. Three completed samples of CiHS instructor applications, representing varied departments, that include documents required by the CiHS (with secure information removed) and corresponding approval/appointment letters. 3. One completed sample of a CiHS letter/form of CiHS instructor denial of appointment (with secure information removed). 4. Additional evidence may be submitted.
F2	The college/university provides new CiHS 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 CiHS instructors representing different disciplines. 2. Attendance reports, agendas, and participant evaluations documenting CiHS practice and implementation of new CiHS instructor training and orientations. 3. A comprehensive CiHS administrative policy and practice guide. 4. Additional evidence may be submitted.
F4	CiHS procedures address instructor non-compliance with the college./university's expectations for courses offered through the CiHS (for example, non-participation in CiHS training and /or activities).	<ol style="list-style-type: none"> 1. Published procedures and/or policies from the CiHS addressing non-compliance.

- Evidence of Washington State Student Standards

Standard		Required Evidence
S1	The college/university officially registers or admits CiHS students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CiHS on official college/university transcripts.	1. Official letter from the college/university registrar verifying compliance with the standard.
S2	The CiHS ensures its students meet the course prerequisites of the college/university	<ol style="list-style-type: none"> 1. Published outline of registration process provided to students and schools including any prerequisites for each college/university course administered through the CiHS. 2. Description of process used to implement any prerequisite requirements. 3. Additional evidence may be submitted.
S3	The CiHS provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.	<ol style="list-style-type: none"> 1. CiHS 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.

- Evidence of Washington State Assessment Standards

Standard		Required Evidence
A1	CiHS students are held to the same standards or achievement as those expected of students in on campus sections.	<ol style="list-style-type: none"> 1. Paired syllabi from on campus and CiHS 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 CiHS. 3. A detailed description of processes and implementation used to assure standards of achievement are the same in CiHS 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 CiHS 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 disciplines offered by the CiHS. 2. A detailed description of processes and implementation used to assure grading standards are the same in CiHS and on campus sections or corresponding courses. 3. Additional evidence may be submitted.

- Evidence of Washington State Evaluation Standards

Standard		Required Evidence
E1	The CiHS conducts end-of-term student university/college course evaluations for each course section offered through the CiHS.	<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 CiHS instructors.
E4	The CiHS 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 CiHS 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 data, and analysis of responses.

Recommended Documentation and Evidence

Standard		Required Evidence
F3	The CiHS provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CiHS ensures CiHS instructor participation.	<ol style="list-style-type: none"> 1. A description of the CiHS's annual professional development; include the format, delivery methods and frequency. 2. An example from the professional development activities of each disciplines (such as a seminar agenda, event minutes, conference report, site visit report, etc.). 3. Procedures and/or policy describing how the CiHS ensures and tracks professional development participation. 4. Additional evidence may be submitted.
A3	CiHS 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"> 1. Paired student assessments or syllabi from on campus and CiHS 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 CiHS. 3. A detailed description of the processes and implementation used to assure assessment methods are the same in CiHS and on campus sections of corresponding courses. 4. Additional evidence may be submitted.
E2	The CiHS conducts an annual survey of CiHS 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 CiHS 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 CiHS conducts a survey of CiHS 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 nonrespondents. Qualified institutional evaluator/researcher collaborates with the CiHS 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.

Contact Information

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