



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP Accreditation Mini-Series

Assessment Standards

advancing quality college courses in high school

Presenters



Victoria Zeppelin, Tompkins Cortland Community College

She has been the Director of CollegeNow since 2014, after 10 years as the Associate Director and Tech Prep Coordinator. She has served as a Pre-Accreditation Coach, Accreditation Peer Reviewer, and is now on the Accreditation Commission. Prior to coming to TC3, she worked for four years as a middle and high school science teacher.

Emily Stark, Minnesota State University, Mankato

She is an Associate Professor of Psychology, and has been active as a faculty partner with Concurrent Enrollment for 8 years, working with schools offering Introduction to Psychology. She has published numerous articles reflecting her research interests in teaching and learning, both online and face-to-face.



Sandy Gonzalez, Schenectady County Community College

She is the Director of College and High School Partnerships. The College in the High School program at her institution became accredited with NACEP in 2006, and since then, she has had the opportunity to review many accreditation applications for programs big and small. She is currently serving as Immediate Past President on the NACEP Board of Directors.

Assessment Standards 101

Assessment 1 (A1)– Consistent learning expectations and outcomes.

Assessment 2 (A2)– Consistent grading standards.

Assessment 3 (A3)– Consistent methods used to assess student work.

Assessment Standard 1

What the Review Team Looks For

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.
- 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.



Assessment Standard 1

Example from MSU- Mankato

- Faculty approve syllabi and textbooks
- Concurrent Enrollment Professional Development Day: teachers meet with faculty partners, review department objectives, goals, and guidelines, best practices
- Faculty partners use our University LMS, D2L Brightspace, to share resources with teachers throughout the year

Assessment Standard 1

College Example from Schenectady

Course Objectives

Following this course, students should be able to:

1. Read a short text in the form of literature and authentic documents and summarize it in French
2. Write a short paragraph in past and present tenses expressing opinions or analysis
3. Listen / comprehend simple sentences about familiar topics and respond to questions pertaining to spoken text
4. Speak using short responses to familiar questions using a basic vocabulary. Students will begin to use between present and past tenses, recognize object pronouns and accurately describe these grammatical features. Students will also become familiar with some aspects of francophone culture

Assessment Standard 1

Sub Par Example from Schenectady

COURSE OBJECTIVES

The goals of this course are: 1) to nurture and enhance students' abilities to speak, read, write and understand French at the intermediate level - building upon the basic proficiency acquired in French 1, 2 and 3 - through written and spoken exercises and listening activities using a variety of texts, art, poems, songs, games and other activities; 2) to deepen student's understanding and appreciation of francophone cultures; and 3) to provide students with the skills, knowledge, and encouragement needed to continue their study of French.

Assessment Standard 1

College Example from Schenectady

Students who have successfully completed this course will be able to:

- *identify scientific methods sociologists use to explore social phenomena.
- *critique methods of sociological research and data collection
- *recognize the concepts, models, and issues of sociological paradigms.
- *recognize major social institutions such as the family, work, government, and systems of stratification.
- identify basic patterns of social behavior and interaction.
- examine various cultures and processes of cultural change.

Assessment Standard 1

Better Example from Schenectady

Students who have completed this course will be able to:

Understand the methods social scientist use to explore social phenomena including observation, hypothesis development, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.

This will be evident when Ss can:

- identify and use the steps to the scientific method
- recognize correlations, mean, median, and mode, and standard deviations from numerical information given them and from their own research data
- hypothesize and test their own theories related to sociological inquiry

Identify methods of sociological research and data collection.

This will be evident when students can:

- Conduct sociological research and test hypothesis about human social behavior
- Utilize an experimental design, decide on sample groups, and analyze their data
- Prepare a report that compares their research findings with that of other in the field of social science related to a selected topic

Recognize the concepts, models, and issues of sociological paradigms

This will be evident when Ss can:

- Credit specific individuals with the emergence of sociology as a field of social science
- Identify and define various sociological concepts through sociological perspectives

Assessment Standard 1

Current practice from Schenectady

We now give instructors a template for their syllabus.

- Many fields are open (assignments, grading policies, course policies, etc.)
- Objectives are copied exactly from the College course outlines
- Other pre-filled fields include the academic integrity code and academic policies relating to withdrawals and transcripts.

Assessment Standard 2

What the Review Team Looks For

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.

All writing assignments are subject to peer review.

GRADING SCALE:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

USI does not use minus grades.

PUNCTUALITY: All assignments will be due on time.

If you are ill or absent for any reason, your assignment will be due on the next class day.

If you are absent for more than one class day, you must contact the instructor prior to class or contact the instructor via email.

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Implementing Assessment Standard 2

Example from the MSU- Mankato

- Teachers use the same grading system as faculty
- Syllabus review helps ensure that standards are consistent across courses
- Faculty review graded papers or projects to ensure consistency of grading

Implementing Assessment Standard 2

Example from the Schenectady

Before approval:

Applicants must submit course approval form that includes plan for weighting of work in course.

Final grade will be based on:

(Please provide percentage breakdown. Not all categories need be included, but total should reach 100.)

Final exam	_____percent
Projects	_____percent
Unit tests	_____percent
Quizzes	_____percent
Research paper(s)	_____percent
Essays	_____percent
Homework	_____percent
Other (explain)	_____percent

Lowest passing grade: _____

Implementing Assessment Standard 2

Example from the Schenectady

After the course:

All CEP instructors (and on-campus instructors) must submit their grading records.

Quarter 4											Total	Grade
Name/Points	Homework	Tests/Quizzes										
	HW 1-2	PT2#1	2003P1	Q1	PT2#2	Q2	2008P1	PT2#3	Q3	Final Project		
	4	54	45	10	54	10	45	54	18	100	394	
Michael Brennan	4	40	40	5	46	5	43	50	6	85	82.2	86.7
Bill Fentler	0	42	44	6	33	8	37	47	11	95	82.0	86.5
Gavin Corda	4	41	45	5	52	6	44	50	11	90	88.3	91.2
Ryan Kraft	4	43	44	8	51	5	40	44	12	94	87.6	90.7
Elizabeth Madson	4	44	33	6	47	6	39	52	5	90	82.7	87.1
Kathleen McArdle	2	44	42	4	50	5	38	43	9	94	84.0	88.0
Nicole Sanchez	6	34	45	7	47	8	42	53	12	87	86.5	89.9

Implementing Assessment Standard 2

Example from the Schenectady

Grading scales

CEP adjuncts are allowed to use their high school conversion charts to change number grades to letter grades

- We send one for those who don't have one
- If instructors use their own they need to submit to us

Assessment Standard 3

What the Review Team Looks For

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.

Assessment Standard 3

MSU- Mankato Example

- Faculty review exams and other assessments
- Concurrent Enrollment Professional Development Day gives faculty an opportunity to talk with teachers about departmental expectations and assessment practices
- Faculty partners share sample assessments with teachers

Assessment Standard 3

Schenectady Example

Assessment methods – process

Before approval, instructors must submit instructional/assessment methods they intend to use in the course.

Instructional/Assessment Methods:

- | | |
|--|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Class Discussion |
| <input type="checkbox"/> Readings | <input type="checkbox"/> Essays |
| <input type="checkbox"/> Individual Projects | <input type="checkbox"/> Group Projects |
| <input type="checkbox"/> Research | <input type="checkbox"/> Case Studies |
| <input type="checkbox"/> Audio/Visual | <input type="checkbox"/> Other |
- (Indicate "other")*

Assessment Standard 3

Schenectady Example

Review of final exams

- CEP instructors must submit their final exams for review
- SCCC faculty members review the exams and fill out a simple form indicating:
 - Approved or not approved
 - Suggestions or comments
- Results go back to CEP instructors



Future NACEP Accreditation Mini-Series topics:
May 19 - Program Evaluation Standards

Summer Accreditation Institute

June 16 - hosted by Johnson County Community College
in Overland Park, Kansas