



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP ACCREDITATION INSTITUTE

AUSTIN, TX

CURRICULUM & ASSESSMENT BREAKOUT

FACILITATORS: KATIE BUCCI

& BRETTON DELARIVA

CURRICULUM STANDARDS 101

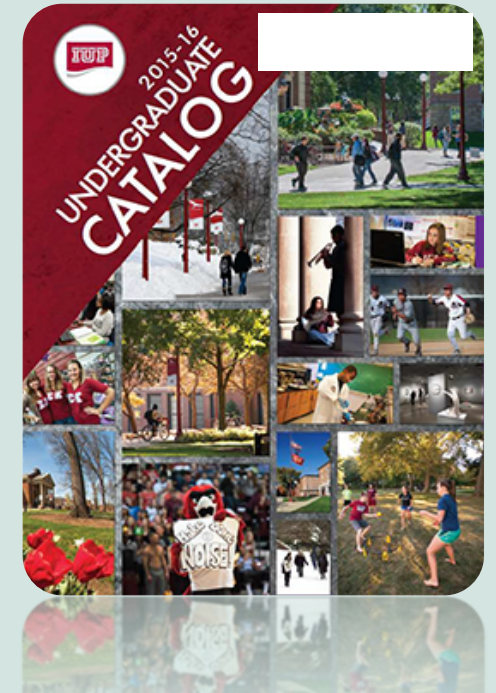
Curriculum 1 – Every CEP course is in the catalog & taught on campus. Course title, description & number of credits are identical.

Curriculum 2 – CEP courses reflect the college department's philosophical & pedagogical approach.

Curriculum 3 – Faculty site visits in each discipline.

C1 REQUIRED EVIDENCE

- 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 REQUIRED EVIDENCE

- 1) Official letter from college/university's departmental chairperson, coordinator, or liaison, representing each discipline, describing and verifying compliance with the standard.



Standard A1
Standard A2
Standard A3
Standard C2

I, Dr. A. David Hitchcock, Associate Professor of Spanish of the Department of Modern & Classical Languages, affirm that University of Southern Indiana (USI) College Achievement Program (CAP) instructors, teaching Spanish 203, 204, & 205 in the Department of Modern & Classical Languages, meet the following NACEP Standards:

A1: CEP students are held to the same standards of achievement as those expected of students in on campus sections.

A2: The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.

A3: CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

C2: College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.

A description of how our department ensures compliance with this standard follows:

All CAP instructors are provided with the following information which is reviewed annually in the professional development workshop:

- Student Learning and Outcomes and Assessment Document
- University core document for 203/204-level languages
- Sample syllabi
- Sample tests
- Sample handouts
- Classroom observation form

Dr. A. David Hitchcock
Print Name

Signature

3/15/12
Date

Associate Professor of Spanish
Title

C3 REQUIRED EVIDENCE

- 1) Description of site visits, including what would happen during a typical site visit, frequency requirements, how site visits are tracked by CEP, and how site visits are used to provide feedback from college/university faculty to CEP instructors.
- 2) One example of a completed and signed faculty site visit report representing each discipline.

CURRICULUM STANDARDS QUESTIONS



NEW CURRICULUM STANDARDS



- Greater clarity on the content of Site Visit forms
- Learning Objectives/Syllabi Review move from A to C

ASSESSMENT STANDARDS 101

For both CEP and on-campus sections....

Assessment 1 – Consistent learning expectations and outcomes.

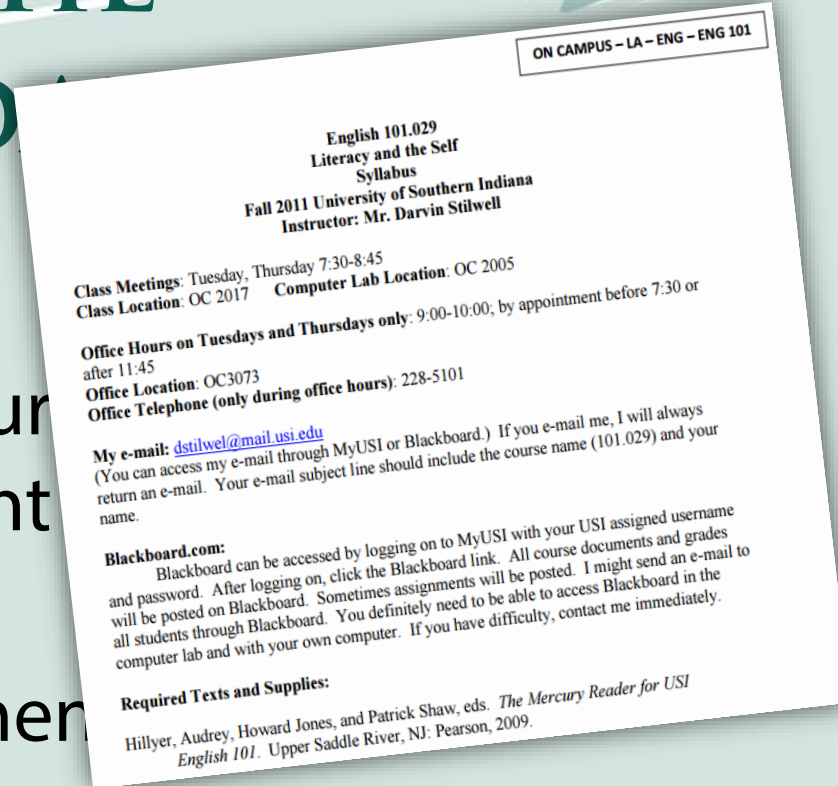
Assessment 2 – Consistent grading scales.

Assessment 3 – Consistent methods used to assess student work.

WHAT THE REVIEW TEAM LOOKS FOR IN THE ASSESSMENT STANDARDS

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.



WHAT THE REVIEW TEAM LOOKS FOR IN THE ASSESSMENT STANDARDS

A1 Required Evidence, cont.

- 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.

WHAT THE REVIEW TEAM LOOKS FOR IN THE ASSESSMENT STANDARDS

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.

of OC (in the east hall) prior to class on the day of the assignment.

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

PUNCTUALITY: All assignments will be due on time.

WHAT THE REVIEW TEAM LOOKS FOR IN THE ASSESSMENT STANDARDS

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.



NEW ASSESSMENT STANDARDS

- Single Standard
- Effective, ongoing assessment alignment processes
- Ensure student proficiency is measured on defined learning outcomes
- Shifts syllabi review and alignment to the Curriculum standards.

