



NATIONAL ALLIANCE OF  
**CONCURRENT ENROLLMENT**  
PARTNERSHIPS

# NACEP Accreditation Institute

Faculty, Curriculum, and  
Assessment Standards

# Faculty Standards

- Faculty 1** – Instructors approved by appropriate academic leadership & meet **minimum qualifications for instructors teaching course on campus.**
- Faculty 2** – **Faculty Liaisons provide course-specific training** to all new instructors prior to teaching.
- Faculty 3** – Instructors participate in **annual discipline-specific professional development** provided by the college.
- Faculty 4** – Program ensures **Instructors are informed of and adhere to program policies and procedures.**

# F1 Required Evidence

- 1) Description of **process and timeline** for appointing, approving, or denying instructors, and how the process is publicized or made available to high school partners.
- 2) Listing of **minimum instructor credentials by course or discipline** & a description of the process by which those qualifications are **established by the institution's academic leadership**.
- 3) **Three completed samples of instructor applications**, representing varied departments, that include documents required by CEP (with secure information removed) & corresponding approval/appointment letters listing course/s for which instructor is approved.

## F2 Required Evidence

- 1) For **each discipline**, a sample of **course-specific training materials & agenda** for new concurrent enrollment instructor training.
- 2) For each of these examples, a **description written by the faculty liaison of how new instructors are trained**. Include a description on how the materials provided for evidence are used.
- 3) Attendance **tracking report** documenting the date each new concurrent enrollment instructor received initial course-specific training.

## F3 Required Evidence

- 1) Example of **PD activities of each discipline**: seminar description and materials, event minutes, conference report, or individualized meeting summary.
- 2) For each discipline, a description of **how PD further enhances course-content and delivery knowledge and/or development** in the field, including format, delivery method, frequency, & an explanation of **how PD is distinct from new instructor training** (F2).
- 3) Procedures &/or policy describing **how CEP ensures and tracks PD participation** & follows up with non-attendees. A **tracking report** documenting when each instructor most recently participated in PD.

# F4 Required Evidence

- 1) Comprehensive CE **instructor procedures & practice guide**.
- 2) Description of CEP's **administrative orientation** for new instructors, including agenda, materials, and format
- 3) Copy of **procedures for instructor non-compliance**. Provide documentation for process followed for non-compliant instructor(s).

Administrative Guide	
Registration Packet Information	
	
Policies and Enrollment Procedures for High School Instructors, Counselors and Administrators Partnering with the College Achievement Program	
Table of Contents	
<a href="#">Program Overview</a>	<a href="#">Instructor Qualifications &amp; Training</a>
<a href="#">Instructor Responsibilities</a>	<a href="#">Instructor Non-Compliance Policy</a>
<a href="#">Benefits of Serving as a CAP Instructor</a>	<a href="#">CAP Travel &amp; Lodging Policies</a>

# Faculty Standards Questions



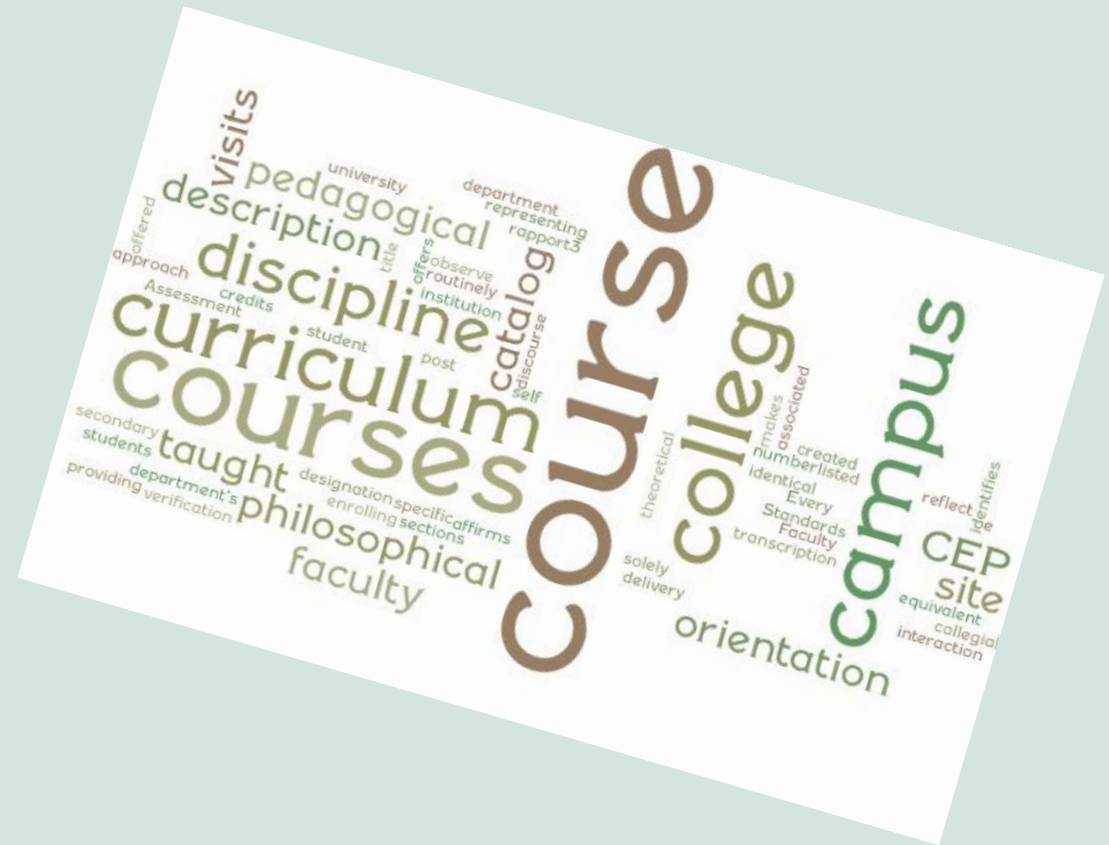
# Curriculum Standards

- Curriculum 1** – CEP course are college catalogued courses (same course description; numbers; titles; & credits).
- Curriculum 2** – CEP courses reflect the learning objectives, & pedagogical, theoretical, & philosophical orientation of college discipline.
- Curriculum 3** – Faculty Liaisons conduct site visits to observe course content & delivery, student discourse and rapport to ensure courses are equivalent to on campus.



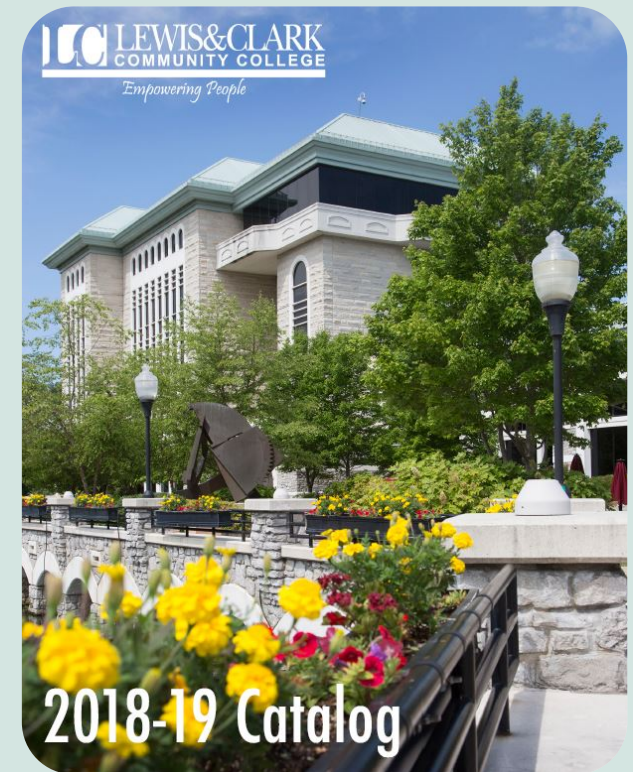
# *NEW* Curriculum Standards

- Greater clarity on content of Site Visits (C3)
- Review of Learning Objectives/Syllabi moved from Assessment to Curriculum (C2)



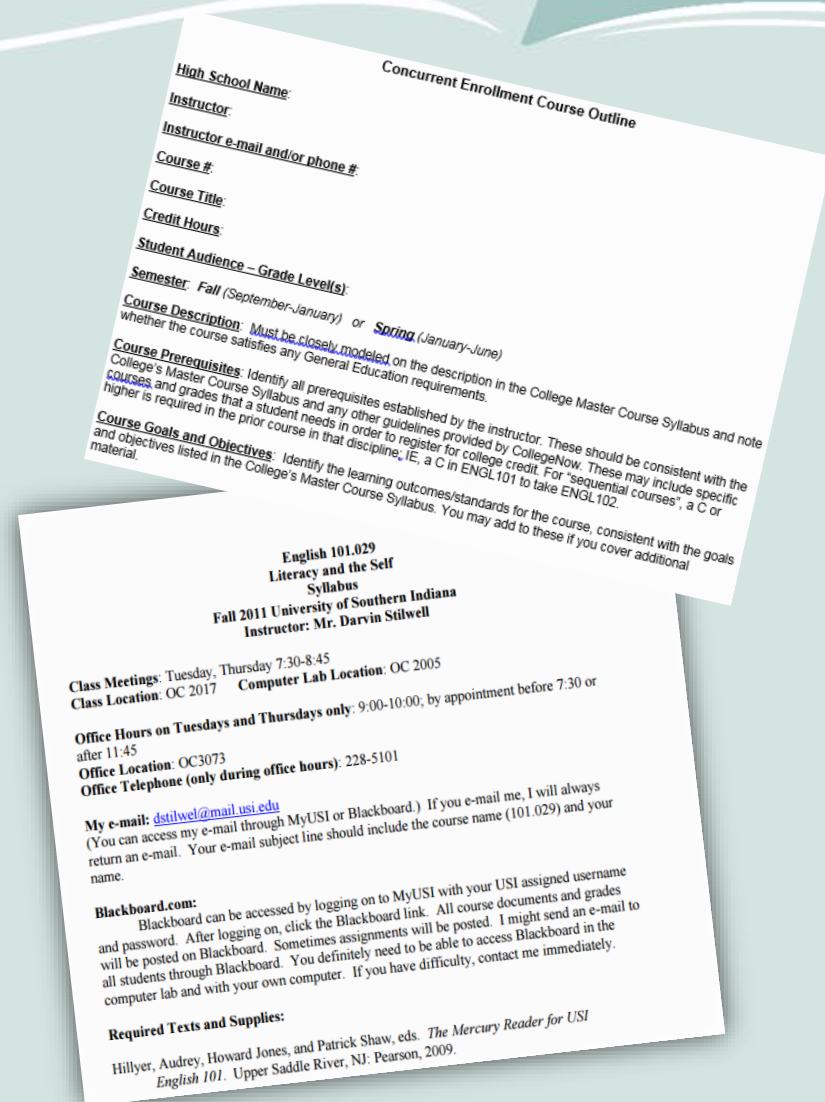
# C1 Required Evidence

- 1) **Publicly available list of all courses** offered through the concurrent enrollment program with descriptions linked to college/university course catalog.



# C2 Required Evidence

- 1) **Paired syllabi** from on campus & concurrent enrollment sections from one course per discipline, with **learning objectives highlighted**.
- 1) **Statement of Equivalency** for each discipline written by each discipline's Faculty Liaison that follows the **Curriculum & Assessment Statement of Equivalency Guidelines**. Standardized response not appropriate.



# C3 Required Evidence

- 1) Description of **typical site visit** detailing how SVs are used to provide **feedback** from faculty to CEP instructors.
- 2) Description of **how SVs are tracked** by CEP; SV frequency of (1) first time instructors & (2) veteran instructors.
- 3) **Tracking documentation** listing most recent SV date for each instructor & the name & title of site visitor.
- 4) For each discipline, one **completed SV report**.

**Faculty Liaison Site Visit Report**

Concurrent Enrollment Instructor \_\_\_\_\_  
High School \_\_\_\_\_  
Concurrent Enrollment Course(s) \_\_\_\_\_  
Faculty Liaison \_\_\_\_\_  
Date of Visit \_\_\_\_\_

Check all that apply to the Liaison's role during this visit:

<input type="checkbox"/> Observed instructor and students in class	<input type="checkbox"/> Discussed progress of the class with the instructor
<input type="checkbox"/> Participated in class (e.g. guest lecture, team teaching, etc.)	<input type="checkbox"/> Reviewed examples of assessment instruments
<input type="checkbox"/> Discussed progress of the class with students	<input type="checkbox"/> Reviewed samples of student work
<input type="checkbox"/> Professional development discussion, beyond a reflection of the observation, such as sharing of new developments in the discipline, content from past workshops, texts/activities for course, college etc. (Attach description, in addition to observation notes, including any pertinent materials)	<input type="checkbox"/> Discussed grading of student work with the instructor
<input type="checkbox"/> Other _____	

Is the concurrent enrollment instructor using an approved textbook? ☐ Yes ☐ No  
Is the instructor following an approved course syllabus? ☐ Yes ☐ No  
Is the course consistent with the on-campus course? ☐ Yes ☐ No  
(Explain any "No" responses in the comment section, below.)

Use the space below for comments, observations, recommendations (attach separate sheet, as needed)



# Curriculum Standards Questions



# Assessment Standard

**Assessment 1** – College/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable **grading standards & assessment methods** as to on campus sections.

# *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 Curriculum standards (C2).

# A1 Required Evidence

- 1) **Statement of Equivalency** written by discipline's faculty liaison following **Curriculum & Assessment Statement of Equivalency Guidelines**. Standardized response not appropriate.
- 2) **Paired student assessment tools** from on-campus and CE sections – one paired example from each discipline for side-by-side comparisons (final exams, lab exercises, essay assignments, or grading rubrics).

Criteria	Points Awarded
<ul style="list-style-type: none"> <li>-Answered question completely-Reflects well on own work</li> <li>-Demonstrates a range of meta-cognitive practices and provides many examples</li> <li>-No spelling, grammar, punctuation errors</li> </ul>	10 Points
<ul style="list-style-type: none"> <li>-Answered question adequately- Demonstrates an ability to reflect on own work</li> <li>-Provides examples consistently</li> <li>-Begins to demonstrate good meta-cognition</li> <li>-Infrequent spelling, grammar, punctuation errors</li> </ul>	7.5 Points
<ul style="list-style-type: none"> <li>-Did not answer question</li> <li>-Some reflection on own work</li> <li>-Demonstrates improvement on occasion</li> <li>-Not many examples at all</li> <li>-Frequent spelling, grammar, punctuation errors</li> </ul>	4 Points
<ul style="list-style-type: none"> <li>-Does not answer question</li> <li>-Does not reflect on own work</li> <li>-No examples are provided</li> <li>-Answer was unclear/incomplete and punctuation errors</li> </ul>	

1. A tree is 60 feet tall. Standing some distance from the tree, your line of sight to the top of the tree is  $38^\circ$  above the ground. How far are you standing from the tree to the nearest foot?
2. Use a right triangle with  $C = 90^\circ$ , hypotenuse  $AB = 15$ , and short side  $AC = 14$ . (Hint: sketch the triangle.) Find the *exact answers* (in decimal approximations) for the following:
  - (a) The length of the third side
  - (b) Find  $\tan A$  in fractional form
  - (c) Find  $\cos A$  in fractional form
  - (d) Find  $\sec A$  in fractional form
3. Give the complement and the supplement of the angle  $\frac{\pi}{6}$  in degrees.
4. Write the equation in  $y = mx + b$  form of the line that passes through points  $(3, -2)$  and  $(-4, 1)$ .
5. Subtract and write in simplest form:  $\frac{3x}{7} - \frac{5-4x}{2}$
6. Use the conjugate to rationalize the denominator:  $\frac{4}{\sqrt{5}+7}$
7. Rewrite in simplest radical form:  $\sqrt{x^7 y^3}$



# Assessment Standards Questions

