

# Faculty, Curriculum, Assessment Standards



**NACEP**

*Advancing Quality College  
Courses For High School Students*

# FACULTY STANDARDS

- Faculty 1 – Academic departments review/approve applicants according to **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 college.
- Faculty 4 – Instructors are informed of & adhere **to program policies and procedures**.

# F1 REQUIRED EVIDENCE

- 1) Description of **process and timeline** for appointing, approving, or denying instructors, & how process is publicized or available to HS partners.
- 2) Listing of **minimum instructor credentials by course or discipline** & a description of process by which qualifications are **established** by institution's academic leadership.
- 3) Three **completed samples of instructor applications**, representing varied departments, including 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 CE instructor training.
- 2) For each of these examples, a **description written by the faculty liaison** of how new instructors are trained, including description of how materials provided for evidence are used.
- 3) Attendance **tracking report** documenting date each new CE instructor received initial course-specific training.

# F3 REQUIRED EVIDENCE

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

# F4 REQUIRED EVIDENCE

- 1) Comprehensive **CE instructor procedures and practice guide**, highlighting instructor non-compliance policy & process.
- 2) Description of **CEP's administrative orientation** for new instructors, including agenda; materials; & format

# FACULTY STANDARDS QUESTIONS



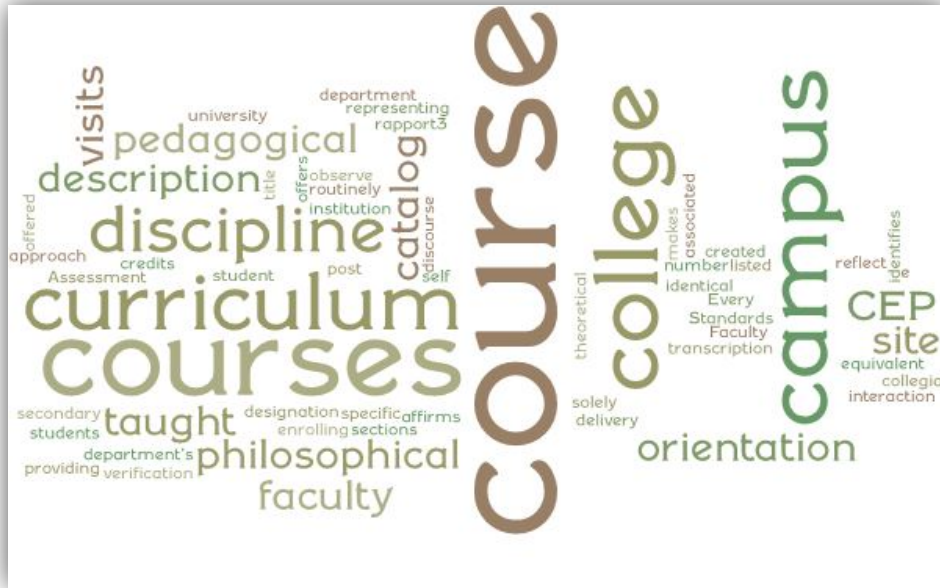
# CURRICULUM STANDARDS

Curriculum 1 – Every CEP course is **in college catalog** (same title, description & number of credits).

Curriculum 2 – CEP courses **reflect learning objectives, philosophical & pedagogical approach** of dept.

Curriculum 3 – Faculty **site visits** in each discipline to observe course content & delivery, student discourse & rapport.

# C1 REQUIRED EVIDENCE



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

# C2 REQUIRED EVIDENCE

- 1) Paired syllabi from on campus & CE sections from one course per discipline, with **learning objectives** highlighted.
- 2) **Statement of Equivalency** for each discipline written by each discipline's faculty liaison following *Curriculum & Assessment Statement of Equivalency Guidelines*. Standard response not appropriate.



# C3 REQUIRED EVIDENCE

- 1) Description of typical SV; explain **follow-up & feedback** process.
- 2) Description of how SVs are **tracked** by CEP; explain SV frequency of (1) first time instructors & (2) veteran instructors.
- 3) Provide **tracking doc**. For each instructor, list most recent SV dates; name & title of faculty site visitor.
- 4) For each discipline, provide one **example** of completed SV report.

## Faculty Liaison Site Visit Report

Concurrent Enrollment Instructor \_\_\_\_\_

High School \_\_\_\_\_

Concurrent Enrollment Course(s) \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Date of Visit \_\_\_\_\_

# CURRICULUM STANDARDS QUESTIONS



# ASSESSMENT STANDARD

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



# A1 REQUIRED EVIDENCE

- 1) **Statement of Equivalency** written by each discipline's faculty liaison following *Curriculum & Assessment Statement of Equivalency Guidelines*. Standard 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 (such as final exam, lab exercise, essay assignment, or grading rubric).

Criteria	Points Awarded
-Answered question completely-Reflects well on own work -Demonstrates a range of meta-cognitive practices and provides many examples -No spelling, grammar, punctuation errors	10 Points
-Answered question adequately-Demonstrates an ability to reflect on own work -Provides examples consistently -Begins to demonstrate good meta-cognition -Infrequent spelling, grammar, punctuation errors	7.5 Points
-Did not answer question -Some reflection on own work -Demonstrates improvement on occasion -Not many examples at all -Not many spelling, grammar, punctuation errors	4 Points

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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  $(-4, 26)$ .
  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:  $\sqrt{x^2 y^3}$

# Assessment Standard Questions

