Curriculum, Faculty & Assessment Breakout Session
Faculty Standards – 2017 Standards

Faculty 1 – Academic departments review/approve applicants according to minimum qualifications for instructors teaching the 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 – Instructors are informed of and adhere to program policies and procedures.
1) Description of the **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** and 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 the CEP (with secure information removed) and 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 and 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 from the PD activities of each discipline, such as: seminar description and materials, event minutes, conference report, or individualized meeting summary.

2) For each discipline, a description of how the PD further enhances course-content and delivery knowledge and/or development in the field, including format, delivery method, frequency, and an explanation of how the PD is distinct from new instructor training.

3) Procedures and/or policy describing how the CEP ensures and tracks PD participation, and follows up with those who do not attend. A tracking report documenting when each instructor most recently participated in PD.
1) A comprehensive CE instructor procedures and practice guide, highlighting instructor non-compliance policy and process.

2) A description of the CEP’s administrative orientation for new instructors, including agenda, materials, and format.
Faculty Standards Questions
Faculty Standards Assessment Activity
Curriculum 1 – Every CEP course is in the college catalog (same title, description & number of credits).

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

Curriculum 3 – Faculty site visits in each discipline to observe course content and delivery, student discourse and rapport.
NEW Curriculum Standards

- Greater clarity on the content of Site Visits
- Review of Learning Objectives/Syllabi moved from A to C
1) A publicly available list of all courses offered through the concurrent enrollment program with descriptions that are linked to the college/university course catalog.
1) Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted.

2) A Statement of Equivalency for each discipline written by each discipline’s faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.
C3 Required Evidence

1) Description of a typical site visit; explain how visits provide feedback from faculty to CEP instructors.

2) Description of how site visits are tracked by the CEP; explain the site visit frequency of (1) first time instructors and (2) veteran instructors.

3) Provide tracking documentation. For each instructor, list most recent site visit dates and name of the site visitor and title.

4) For each discipline, provide one example of a completed site visit report.
Assessment Standards – 2017 Standards

Assessment 1 –

The college/university ensures concurrent enrollment students’ proficiency of learning outcomes is measured using comparable grading standards and assessment methods 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 the Curriculum standards.
1) A Statement of Equivalency written by each discipline’s faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is 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).