

# Curriculum Standard 3

2020



# Presenters:



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## Curriculum Standard 3

- Faculty Liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

## Required Evidence

### Team is Reviewing

1. A description of what happens during a typical site visit and an explanation of how site visits are used to provide feedback from college/university faculty to concurrent enrollment program instructors.
2. A description of how site visits are tracked by the concurrent enrollment program and an explanation of the concurrent enrollment program-defined site visit frequency of (1) first time instructors and (2) veteran instructors.
3. Provide tracking documentation that lists the most recent site visit date for each instructor and the name of the site visitor and title.
4. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline.

Samples of  $C_3$

# Site Visit Policy



## Site Visit Policy and Expectations Standard C3

### Policy and Site Visit Frequency

Our Faculty Mentor Handbook (found in standard P1, page 10) outlines our policy for the Site Visit. It states:

*Site visits will take place once each academic year. If the instructor is teaching more than one section of a course, only one site visit is needed. If the instructor is teaching multiple courses, site visits will need to occur in each course\*. This visit will take place at the high school. We want to encourage you to have a date set as soon as possible to minimize last minute scheduling conflicts. The site visit can happen any time during the course, though it is best if the visit happens after the class has been in regular session for at least a week. Should there be a time conflict please see the Special Projects Coordinator for alternative methods for observation.*

*We recognize that observing a class session doesn't always provide enough information to accurately indicate that the course is equivalent to a course taught on campus. Therefore, in addition to observing the course, the visit should also look at the following:*

- *Discussion on how the semester is progressing*
- *Review activities, assignments and projects the instructor has been/will be using during the term*
- *View graded material such as exams & papers to ensure grades are being assessed fairly*
- *Discuss their goals while teaching this course for the rest of the semester*

*During the visit should you find that areas need to be addressed (such as changes to course materials, providing updated resources, benefit of additional coaching/mentoring, etc), please note these on the site visit form, along with the plan for improvement. As the mentor, you will be responsible for this initial follow up, documenting the follow up, and providing a follow up report to the Special Projects Coordinator.*

**Please note...a site visit is not an evaluation.** *If at any time you feel that the goals of the course are not being met, or there is a concern with the instructor's teaching method, we expect that you'll to address those with your mentee. If you aren't comfortable addressing these concerns, contact your dean of instruction for assistance. In the D2L course, you'll find a copy of the Site Visit Report. Once you have completed the form, please send a copy to your mentee and upload the signed form into D2L*

*\*For high school instructors who have been teaching more than one class for three consecutive years, have taught these courses consistently each year, and have no recorded instances of non-compliance, the mentor is permitted to conduct one Site Visit for the academic year, rather than one Site Visit per course. Mentors should, however, visit these courses on an every-other-year rotation so each class is visited on a regular basis.*

# Site Visit Policy

## **Sharing Information with High School Teachers from the Completed Site Visit**

We provide mentors with a Site Visit form that helps guide discussion and observation. We encourage mentors to build a relationship with the mentee to facilitate open and honest conversation. Through early conversations, onboarding, training, and the professional development requirement, the relationship built between our mentors and high school instructors makes the Site Visit a comfortable experience. As mentioned above, Site Visits are about discussing how the semester is progressing, reviewing course materials, and discussing goals. Once the visit has been concluded, mentors are asked to share their findings with their mentee the same day. However, if time is needed to write up notes from the visit, mentors are asked to do this in a timely fashion and send it to the high school teacher for review and discussion. Once the documentation is complete, both the mentor and the high school teacher are asked to sign the form. Signed and completed forms are then uploaded into the *Assignments* folder in D2L, and mentors also give a copy to their high school teacher.

Should there be any issues or concerns that come to light during the Site Visit, mentors are asked to address this concern with their high school instructor. However, we recognize that discussing these issues may be best done with the support of their Dean of Instruction. Therefore, mentors are asked to meet with their Dean should they witness or experience any issues, formulating a plan to meet with the high school instructor.

If plans of action are needed to address concerns, the Dean of Instruction is asked to document this information and let the Special Projects Coordinator know of their plan. Should the agreed upon action not be resolved, the issue is moved through the non-compliance process as outlined in standard F4.

To date, we have had only one instance where there were concerns in the classroom (this was addressed in our original NACEP application in 2012) and as a result that class is no longer offered with our program.

## **Tracking**

Tracking is done through our D2L course. There is a specific folder under *Assignments* that allows mentors to upload their completed forms. By doing this, it allows for a date/time stamp when the form is submitted. The Special Projects Coordinator reviews submissions to this folder regularly and pushes reminders to mentors who have yet to submit. Should a mentor have issues uploading their site visit form into D2L, it is acceptable to email the form to the Special Projects Coordinator.

Site Visits are to be conducted and forms fully completed/signed no later than May 31<sup>st</sup> or the last day of the high school year (whichever comes first).

# Site Visit Evaluation Instrument

## Faculty Site Visit Report for Concurrent Enrollment Classes



Date: 11/20/2018 Semester: Fall 2018

Faculty Reviewer: [REDACTED]

Class being visited: HIST 220

High school where class is taught: [REDACTED] High School

High school instructor: [REDACTED]

### Site Visit Checklist:

#### Review Course Materials

- Syllabus criteria continuing to be met?  yes  no
- Course materials continue to meet the discipline standards?  yes  no
- Assessment techniques align with yours?  yes  no
- Clear expectations set for students?  yes  no
- Grading scale aligns with yours?  yes  no
- Course assignments & assessment align with student learning outcomes?  yes  no
- Course textbook approved by mentor?  yes  no

#### Course Observation

- Instructor demonstrates knowledge of the course material?  yes  no
- Instructor is confident in their presentation?  yes  no
- Instructor is presenting material that is current and up-to-date?  yes  no
- Student work monitored and instructed in appropriate manner?  yes  no
- Instructor maintained high level of professionalism?  yes  no
- Instructor engaged students by asking probing questions, providing examples and suggestions for problem solving?  yes  no
- Instructor treats students with respect?  yes  no
- Instructor responds appropriately to students questions/concerns?  yes  no
- Students were engaged during the class?  yes  no

Upon review the course meets Ridgewater College Standards:  yes  no

For areas marked *no*, please provide a description of a plan for improvement: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Additional information on the back)



# Site Visit Evaluation Instrument

**Additional comments that demonstrate the strengths or challenges of the class:**

The small class size and additional time available allows for a high level of interaction between the students and the instructor.

One of the strengths of this class is the high level of engagement between the instructor and the students. Students seemed to have strong understanding of what the instructor was asking.

**Additional comments from the faculty mentor:**

**Additional comments from the high school instructor:**

*By signing below, I understand that this site visit is not a formal evaluation and is required for maintaining NACEP and HLC accreditation standards. Should there be areas that need to be addressed/corrected, it is expected that we, the mentor and high school teacher, will work together to improve the areas of concern. If these areas continue to be of concern, we understand that Ridgewater College has the authority to discontinue the course offering at the high school until these areas are in compliance.*

Faculty Mentor Signature

High School Instructor Signature



RIDGEWATER  
COLLEGE

1000 University Avenue, Duluth, MN 55812

# Site Visit Tracking Standard C3

Below is the complete list of high school instructors for the 2018-2019 academic year and the date of their site visit. All site visits were conducted by the assigned mentor unless otherwise noted.

Teacher	Discipline	Date Complete	Site Visitor	Notes
[REDACTED]	Nursing Assistant	May 10, 2019	[REDACTED]	[REDACTED] mentor retired in July 2018 and due to staffing changes a new mentor wasn't assigned until late December. Sadly, personal scheduling conflicts and recovery from a major car accident, prevented her mentor from doing a site visit. Therefore fellow NA instructor Judy Field completed the visit on her behalf.
[REDACTED]	Biology	March 6, 2019	[REDACTED]	
[REDACTED]	Marketing & Sales Mgmt	March 14, 2019	[REDACTED]	
[REDACTED]	Biology	March 7, 2019	[REDACTED]	
[REDACTED]	English	October 30, 2018	[REDACTED]	[REDACTED] only observed [REDACTED] ENGL 1210 course, using the policy option to evaluate one course based on consistent performance. ENGL 1220 will be observed in 2019-2020.

## Site Visit Tracking Instrument

# Site Visit Policy

## Site Visits

*Definition:* A site visit takes place in the CE Instructor's school building on a regular secondary school day. The visit is defined as the time spent observing a class and conferring with the CE teacher. The Faculty Liaison is responsible for scheduling the site visit.

- During an observation site visit, the Liaison observes the entire class period.
- During the conference, the Liaison and CE Instructor discuss topics related to what was observed in the visit.

## Site Visits Guidelines

- Observations should be made of the entire class period to gain insight on how the Instructor starts, teaches and concludes a lesson.
- Liaisons will be asked to use the "CEP Site Visit Report" form (See Appendix II) to document their visit and conference. Both the CE Instructor and Liaison will be required to sign and date the form at the conclusion of the conference after the site visit occurs.
- Faculty Liaisons will provide a copy of the CEP Site Visit Report form to the CEP Instructor.
- To receive compensation, Faculty Liaisons must submit the original site visit form along with all supporting documentation to the Concurrent Credit Coordinator by December 1 for the fall semester and by May 1 for the spring semester.

## Frequency of Site Visits

Frequency requirements for site visits vary depending upon a variety of factors.

- For a First-Time CE Instructor, site visits are required twice a year, once in the fall semester and once in the spring semester.
- For returning CE Instructors site visits for the same class should be conducted once every other academic year OR:
  - If there has been a change in the curriculum such as quality standards/objectives/policies.
  - A CE Instructor has been assigned a new course.
  - You have not visited that instructor in the previous academic year.
  - You have concerns about a CE Instructor or course based upon observations during a previous site visit, correspondence, evaluation results and/or other communication with the CE Instructor, a review of textbooks and other class materials (including syllabi) or any other issues.
  - The CE Instructor or high school requests a visit.

## Additional Communication

In addition to the meeting prior to class starting, the site visit and any other professional development events, Faculty Liaisons are asked to document at least one other time when they contacted the CE Instructor to offer assistance. This contact can be made via e-mail, phone or facsimile.

# Site Visit Scheduling

## National Park College Concurrent Enrollment Checklist and Confirmation Form

Below you will find a checklist of materials required for accreditation with the National Alliance of Concurrent Enrollment Partnerships Programs. A copy of each of these materials should be provided to your National Park College Faculty Liaison at the time of your site visit.

Materials
Syllabus (with grading policy and objectives)
Samples of tests/quizzes
Sample of 2-3 student work
Sample of teacher evaluation of student work

The materials and information collected by your NPC Faculty Liaison at the time of your site visit will be reviewed by the NPC Division Chair in your subject area.

In addition, the faculty liaison will provide you with instructions and/or instruments for you to use in assessing your course(s) at the end of the semester, he or she will discuss with you how and when to submit assessment data.

We look forward to your upcoming site visit, which is scheduled for

\_\_\_\_\_ at \_\_\_\_\_.

Please contact your faculty liaison if necessary to reschedule.

Thank you,

NPC Faculty Liaison

# Site Visit Evaluation Instrument

## National Park College Concurrent Enrollment Partner (CEP) Site Visit Report (completed by faculty liaison in discipline)

The classroom site visit report form should be completed during or immediately after the site visit. Liaison should be observing instruction during this visit, but may also co-teach, discuss college and NPC, etc. Liaisons are encouraged to meet with the instructor or follow up after the visit to discuss the observation and build rapport. A copy of the final visit form should be shared with the instructor via email and evidence submitted with your Liaison Report to the Concurrent Credit Program Office.

Instructor Name: \_\_\_\_\_ Date of Observation: \_\_\_\_\_  
 Partner High School Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_  
 Semester Visited: \_\_\_\_\_ Course Subject: \_\_\_\_\_  
 NPC Course Title: \_\_\_\_\_ NPC Course Number: \_\_\_\_\_  
 # of students in the course \_\_\_\_\_ Mixed enrollment (for college credit and not for college credit)? \_\_\_\_\_

Standard	Needs improvement	Adequate	Excellent
1. Implementation of College curriculum, adherence to NPC course outline (C3)			
2. Coherence and completeness of CEP syllabus (C3)			
3. Course reflects pedagogical, theoretical and philosophical orientation of the sponsoring academic division (C2)			
4. Course assignments and requirements meet College expectations (A1)			
5. Students assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts (A3)			
6. Final grades based on sound evaluation of course objectives (A2)			

7. Use of NPC resources and high school or community resources (F3)			
8. Gave an overview to the material			
9. Demonstrated teaching methods that appeal to students with diverse learning styles			
10. Provided students an opportunity to respond and participate in the class			
11. Encouraged students to engage in critical thinking			
12. Demonstrated competence in the teaching area			
13. Used class time effectively			
14. Instructor was in control of the learning environment			
15. Communication with NPC faculty liaison (F3)			
16. Communication with Concurrent Credit Coordinator (F3)			
17. Communication with other CEP instructors in the discipline (F3)			

Describe the learning activities and/or teaching strategies observed during the course:

# Site Visit Evaluation Instrument

To what extent were the students active and engaged during the class? Provide examples if possible.

Do you have any recommendations for the instructor concerning learning and instruction?

What are the significant strengths of the instructor?

If any, what questions or comments did students direct to you?

I am satisfied that the NPC curriculum is being delivered successfully and the rigor is at a college level in this class: YES NO

If you respond NO above, please provide specific reasons why you are not satisfied:

Additional Comments:

The liaison and the concurrent teacher are required to sign and date this form at the conclusion of the site visit.

I have visited the Concurrent Enrollment teacher at the high school on the date above. The information on this form is correct.

Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Liaison Printed Name: \_\_\_\_\_

I have reviewed the comments written by the NPC liaison and acknowledge the liaison's visit on the specified date.

High School Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

High School Teacher Printed Name: \_\_\_\_\_

High School Teacher phone and email: \_\_\_\_\_

\_\_\_\_\_

# Site Visit Checklist

## National Park College Concurrent Enrollment Documentation and Checklist Form After the Site Visit Has Been Completed

Below you will find a checklist of materials required to be turned in to the Concurrent Credit Coordinator upon completion of the site visit. Once all of the documentation has been returned to the Concurrent Credit Coordinator, you will be paid a stipend for your service.

Information the Concurrent Credit Coordinator is looking for:

- Whether student assignments demonstrate rigor and depth equivalent to the on-campus course
- How instructor's evaluation of student work compares to on-campus evaluation
- Paired syllabus with course learning objectives **highlighted** and the Syllabus Review Form
- Paired student assessments which indicates the students are being tested on the same material at the high school as they are on-campus and the completed Assessment Review Form
- Evidence should make clear that the high school students are being assessed at the same level of rigor as on-campus students
- High school students must be held to the same grading standards as those expected of students in on-campus sections

Documents	From
Syllabus (with grading policy and objectives) The high school instructor should utilize a syllabus that identifies the course as the college's, by including the college's name, course name, number, student learning objectives, grading scale and any required syllabus policy elements.	High School and NPC
Samples of tests/quizzes Paired assessments should assess the same topics or concepts. For example, if submitting paired assessments for General Chemistry, if the campus assessment piece is a multiple choice test on thermodynamics then the high school assessment piece should be a multiple choice test on thermodynamics. It should not be a multiple choice test on electron configurations or a lab report on titrations.	High School and NPC
Sample of 2-3 student work	High School and NPC
Sample of teacher evaluation of student work	High School and NPC

Thank you,  
Concurrent Credit Coordinator

# Additional Resources





## ACCREDITATION GUIDE

FOR PEER REVIEWERS AND APPLICANTS

SEPTEMBER 2019  
VERSION 5.5

NACEP



## PROGRAM EVALUATION GUIDE



## SURVEY GUIDE

RESOURCES FOR CONDUCTING CONCURRENT  
ENROLLMENT EVALUATION SURVEYS

NATIONAL ALLIANCE OF  
CONCURRENT ENROLLMENT  
PARTNERSHIPS

*advancing quality college courses for high school students*

# Questions

