
Concurrent Enrollment Faculty Liaison Training

— Dec 2016/Jan 2017 —

Introductions!

CE updates

- National Alliance of Concurrent Enrollment Partnerships (NACEP) peer review site visit on January 25, 2017 for program re-accreditation
- Impact on CEP from the \$4,125 Fast Forwarding legislative funding
- Dean meetings to share CEP updates and ensure faculty liaisons have support from all facets of administration
- Importance of Standard and Quality for CEP
 - Uphold the reputation of Concurrent Enrollment
 - Benchmarks for continuous program improvement
 - Retain institutional accountability and autonomy and prevent over-reaching regulatory oversight.

Goals for today

At the end of today's workshop, participants will:

- have tools for conducting and reporting on meaningful classroom visits.
- understand how to demonstrate alignment between CE and University course syllabi.
- be able to plan annual professional development opportunities for CE instructors.

NACEP Standards

- Curriculum 3 (C3): Faculty site visits ensure that college/university courses offered through the Concurrent Enrollment Program (CEP) are the same as the courses offered on campus.
- Assessment 1 (A1): CEP students are held to the same standards of achievement as those expected of students in on campus sections.
- Faculty 3 (F3): The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.

C3: Site Visits Provide Collegial Interaction

- On your own, look at sample site visit reports.
 - Put a checkmark next to the sections where you feel confident the students are learning as they would in the University setting.
 - Put a question mark next to the sections where you feel you need more information in order to know the students are learning as they would in the University setting.
- With a partner, compare your thoughts.
 - What do you notice about the sections that have checkmarks? What kind of information helps to assure you that the level of the class is equivalent to the University course.
 - What do you notice about the sections with question marks? What additional information would you want to see here?
- Report out: Based on your experience, what advice would you give to the person doing the observation?

C3: How do we achieve it?

- Standard: Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.
- Required Evidence:
 - A description of site visits, including what would happen during a typical site visit, frequency requirements, and how site visits are used to provide feedback from University to CE instructors.
 - One example of a completed and signed faculty site visit report from each discipline.
 - Site visits may be done every other year for veteran instructors. For newly approved CE instructors it is recommended that a visit get done their first year teaching.

A1: Syllabi Alignment Confirm Learning Expectations and Outcomes

- In pairs, look at example syllabi.
 - Place a checkmark next to sections that include the required elements.
 - Which elements are missing?
- Report out: What did you notice?
 - Was anything important left off of the CE syllabus?
 - Would you say these two classes meet the same Learning Outcomes (LOs)?

A1: Syllabi Alignment

- The reviewing Faculty Liaison *does* think that the CE instructor is meeting the same LOs as the University course. Using your own experience, answer these questions:
 - How could the FL explain the differences in the syllabi?
 - How could the FL make clear that the same LOs are being met in both classes?
 - What changes to the CE syllabus should the FL recommend?

A1: How do we achieve it?

- Standard: CEP students are held to the same standards of achievement as those expected of students in on campus sections.
- Required Evidence:
 - Paired syllabi, with standards of achievement highlighted.
 - NACEP Assessment Standard form or statement addressing the standard, signed by Faculty Liaison.
 - Detailed description of processes and implementation used to assure standards of achievement are the same in both courses, including a description of how syllabi are reviewed, changed and approved.
- **Note:** Information from A3 (Assessment Alignment) might also be relevant here to show that both courses are meeting the same LOs.

F3: Annual Professional Development

Intent:

- To provide collegial interaction between CEP instructors and campus faculty
- To engage CEP instructors in the collegiate academic community

Option 1: Specific Training Sessions

- Meeting(s) for instructors to compare syllabi and assignments
- Sharing discipline specific readings/opportunities to attend conferences
- CE organized events (Feb. 24 and Aug. 10)

F3: Annual Professional Development

Option 2: Providing Online Resources

- Google Site
- DropBox
- Bbd Site
- Website
- Email discipline specific articles

F3: Annual Professional Development

Option 3: CTL Resources

- Online Workshops (five in the spring semester)
- Face to face workshops
- Online resources
- Sparkshop content

F3: How do we achieve it?

- Standard: The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- Required Evidence:
 - A description of the CEP's annual professional development, including the format, delivery methods and frequency.
 - An example from the professional development activities of each discipline (such as a seminar agenda, event minutes, conference report, site visit report, etc.).
 - Procedures and/or policy describing how the CEP ensures and tracks professional development participation.

Reflection

- What is an idea you learned today that you will apply to your work as Faculty Liaison?
- *Note:* Asking our CE instructors to reflect on what they/their students learned is a useful technique for retaining knowledge. If they share that reflection with you, we can use this information for reporting the effectiveness of our PD.

Action plan

- What will you do to gather the data needed for your report?
- **Note:** At the end of a meeting with your CE instructors, ask for an action plan - how will they apply the information conveyed to their work? We can use this information for reporting the effectiveness of our PD.

What resources do you need to implement your action plan?

Teresa will follow up with you to see what additional support we can provide you.

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Thank you!

Thank you for your time and commitment to this program.

Please complete the evaluation form for this session so we can continue to find valuable ways to support your work.