

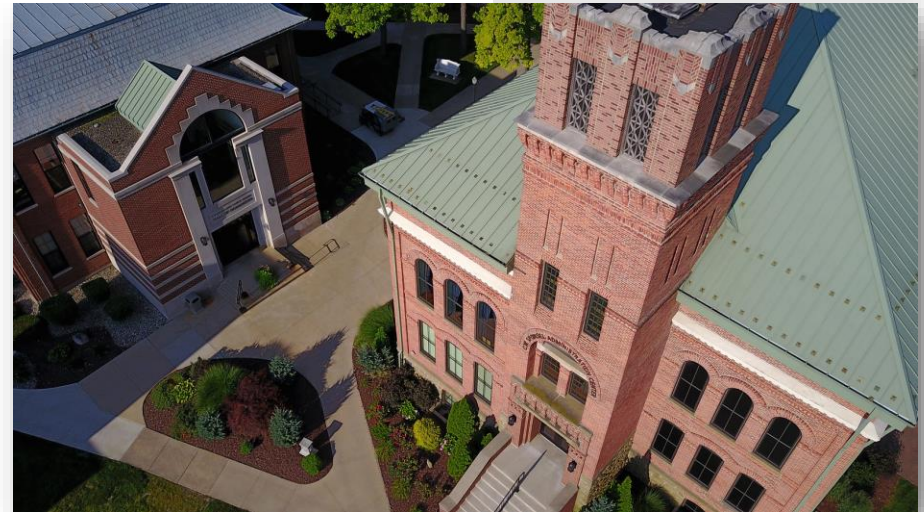
## **Concurrent Enrollment:**

Summer 2022 Professional Development

# Introduction

## About Us

- Jonathan Baker Director of Dual Enrollment
  - [bakerj1@trine.edu](mailto:bakerj1@trine.edu)
- Graham Reeves Assistant Director of Dual Enrollment
  - [reevesg@trine.edu](mailto:reevesg@trine.edu)



# NACEP

## Accreditation

- Been a member since 2017
- Not yet earned accreditation status, that's our goal



## Goal

- To be accredited by making some changes to the program, policies, and procedures
  - Aside from accreditation, these changes are good to **improve and enhance the dual enrollment program for everyone**
- 16 Standards
  - Partnership (2), Faculty (4), Assessment (1), Curriculum (3), Student (4), and Evaluation (2)
  - Faculty Liaisons
    - Serve as experts in their field, crucial to making sure that the course being taught at the high school is equivalent to the one of the school
  - Concurrent Enrollment Instructors
    - Professionals who have years of experience, training, and expertise working with younger students

# NACEP Standards

## PARTNERSHIP STANDARDS

- **Partnership 1 (CEP - P1)** The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
- **Partnership 2 (CEP - P2)** The concurrent enrollment program has ongoing collaboration with secondary school partners.

## FACULTY STANDARDS

- **Faculty 1 (CEP - F1)** All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
- **Faculty 2 (CEP - F2)** Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
- **Faculty 3 (CEP - F3)** Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
- **Faculty 4 (CEP - F4)** The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

# NACEP Standards

## ASSESSMENT STANDARD

- **Assessment 1 (CEP - A1)** The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

## CURRICULUM STANDARDS

- **Curriculum 1 (CEP - C1)** Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
- **Curriculum 2 (CEP - C2)** The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
- **Curriculum 3 (CEP - C3)** 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.

# NACEP Standards

## STUDENT STANDARDS

- **Student 1 (CEP - S1)** Registration and transcribing policies and practices for concurrent enrollment students are consistent with those on campus.
- **Student 2 (CEP - S2)** The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
- **Student 3 (CEP - S3)** Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
- **Student 4 (CEP - S4)** The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

## PROGRAM EVALUATION STANDARDS

- **Evaluation 1 (CEP - E1)** The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
- **Evaluation 2 (CEP - E2)** The college/university conducts and reports regular and ongoing evaluations of the Concurrent Enrollment Program effectiveness and uses the results for continuous improvement.

# **COMMUNICATION AND COLLABORATION**

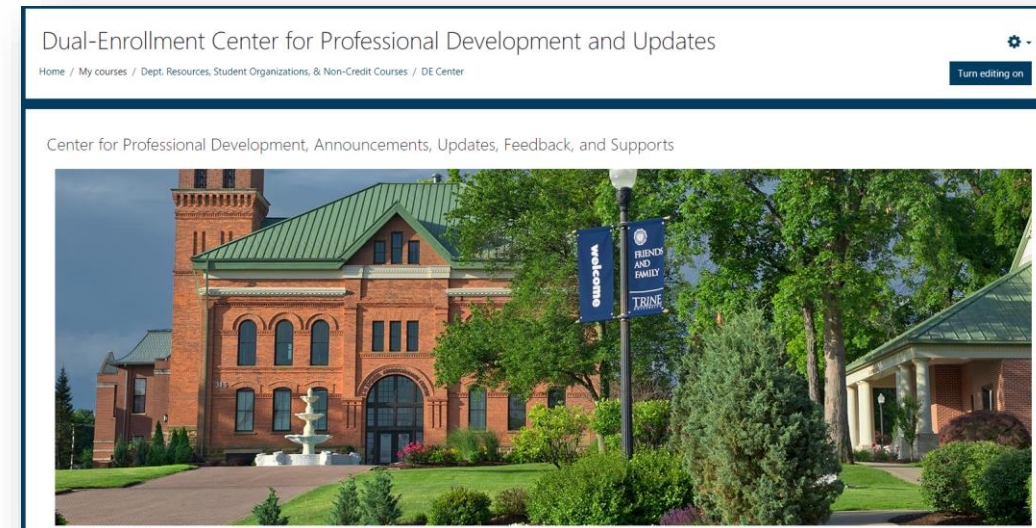
# Communication & Collaboration

## Purpose

- Build and maintain professional connections between Faculty Liaisons, Concurrent Enrollment Instructors and the Office of Dual Enrollment

## Collaboration and Communication

- In Person vs. Email vs. Zoom (Google Meet, etc.)
  - In-person is always preferred, but if not plausible then Zoom or equivalent
  - Email does work too
- **Office of Dual Enrollment Moodle**
  - Where this video resides
  - **1-stop shop hub for everyone connected to DE**
    - Faculty Liaisons, Concurrent Enrollment Instructors, Guided Experience Faculty, Facilitating Teachers
    - Announcements, relevant articles, discussion board/forum, PD (*like this one*), helpful links, PGP Forms, etc.





**ONGOING COLLEGIATE INTERACTION  
AND PROFESSIONAL DEVELOPMENT**

# Professional Development

## NACEP

- **Faculty 2 (CEP - F2)**
  - Faculty liaisons at the college/university provide **all new concurrent enrollment instructors** with **course-specific training** in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

## New Concurrent Enrollment Instructors

- **Faculty Liaisons**
  - Are expected to provide **NEW** CEI with course specific professional development
    - This can be done through email, zoom, in-person, etc.
    - Syllabi, sample assessments that mirror what is used on-campus, expectations for the course, specific lessons or engagement activities, etc.
    - Assessments and assessment strategies
      - This is an important piece for our application to NACEP
      - The assessment needs to be “comparable grading standards and assessment methods to on campus sections” NACEP (CEP - A1)
      - We will need assessments
    - Answer any questions and exchange contact information
  - After training you need to fill out the **PGP Form** (explained in another section)

# Professional Development

## NACEP

- **Faculty 3 (CEP - F3)**
  - Concurrent enrollment instructors participate in college/university provided **annual discipline-specific professional development** and **ongoing collegial interaction** to further **enhance instructors' pedagogy** and **breadth of knowledge** in the discipline.

## All Concurrent Enrollment Instructors

- **Faculty Liaisons**
  - Are expected to provide **ALL** CEI with discipline specific professional development
    - Can be a wide range of professional development and interactions
      - Scholarly articles and discussions, in depth review of a specific topic, review of assessment strategies (comparing what does an A or B look like etc.), collaborative course content development, on-campus observation, etc.
      - Whatever you and your CEI decide is best to help make the CE course as equivalent as possible
    - Ongoing
      - Should have ongoing interactions at least 2-3 times a semester/term
        - But honestly the more the better
  - After training you need to fill out the **PGP Form** (explained in another section)

# Professional Development

## All Concurrent Enrollment Instructors

- CEI's are expected to participate in discipline specific professional development
  - Can be a wide range of professional development and interactions
    - **Scholarly articles** and follow-up discussions
    - In depth **review of a specific topic**
    - Review of **assessment strategies** (comparing what does an A or B look like etc.)
    - **Collaborative course content development**
    - **On-campus observation** & post site-visit observation
    - Whatever you and your Faculty Liaisons decide is **best to help make the CE course as equivalent** as possible
  - Ongoing is key
    - Should have **ongoing interactions** at least **2-3 times a semester/term**
      - But honestly the more the better
- After the various interactions the Faculty Liaisons will fill out the **PGP Form** (explained in another section)

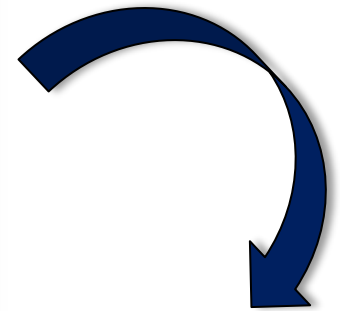
# Professional Development

## Professional Growth Point (PGP) Form

(Google Form → Doc)

- PGPs
  - Are used by:
    - Faculty Liaisons** to recognize professional development completed with their CEI
    - CEI** to turn into the state for license renewal
    - Office of Dual Enrollment** to record, organize, and track all FL – CEI professional development for the program
      - Which will be turned into NACEP as evidence of Faculty and Curriculum standards

The screenshot shows a Google Form titled "Dual Enrollment PGP Form". The form includes an attention notice for Faculty Liaisons and Guided Experience Faculty, a "Next" button, and a "Clear form" link. The email address "trine.dual.enrollment@gmail.com" is visible at the top.



*Trine University*

### *Dual Enrollment Certificate of Completion*

*This Certificate is Awarded to:*

**Luke Skywalker**



For successfully completing the Office of Dual Enrollment and the Office of Dual Enrollment's professional development training covering the topic(s) of Curricula, completed on 5/4/2022. This certificate awards **1 Hour(s)** of Professional Growth Points to Luke Skywalker.

**Concurrent Enrollment Instructor**

**Faculty Liaison**

**Office of Dual Enrollment**



# SITE OBSERVATIONS & VISITS

## Site Visits

### Site Visits

- Purpose
  - To ensure that the course being taught in the local school is equivalent, as much as possible, to the companion on-campus course
    - *Can be one via in-person, Zoom, or an asynchronous recording*
- NACEP Expectations / Standards
  - **Faculty 3:** Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and **ongoing collegial interaction** to further enhance **instructors' pedagogy and breadth of knowledge** in the discipline.
  - **Assessment:** The college/university ensures concurrent enrollment students' **proficiency of learning outcomes** is **measured** using **comparable grading standards** and **assessment methods** to on campus sections
  - **Curriculum 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.**



## Site Visits

### Site Visits

- Course Rotations
  - Courses will now be on a 3 year rotation
  - Ease the workload of FL and CEI
  - Allows more time to focus on providing meaningful feedback to those instructors
    - Also why the observation tool was redesigned (focus on equivalency)
    - An email will be sent over the summer to you that will discuss your course rotation
- Updates and Review
  - Rotation will be reviewed and updated as new courses are added, courses are lost, and every 3 years
  - New Courses
    - All new courses will be observed the 1<sup>st</sup> year and then thrown into the rotation the following year
      - Will be added to balance out the courses offered

Chemistry ~ Steve Delaney			
A	CEI	CH 104	2022 - 2023
		CH 114	2024 - 2025
B	CEI	CH 104	2022 - 2023
		CH 114	2024 - 2025
C	CEI	CH 104	2022 - 2023
		CH 114	2024 - 2025
D	CEI	CH 104	2023 - 2024
		CH 114	2024 - 2025
E	CEI	CH 104	2023 - 2024
		CH 114	2023 - 2024

Psychology ~ Donny Wyse / Josh Pranger			
A	CEI	PSY 113	2022 - 2023
B	CEI	PSY 113	2024 - 2025
C	CEI	PSY 113	2022 - 2023
D	CEI	PSY 113	2023 - 2024
E	CEI	PSY 113	2024 - 2025



# Observation: Rubric

## Indicator 1: Learning Objectives and Outcomes

- In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must align learning objectives and outcomes to the course provided syllabus and communicate those objectives to students.
- **Not Evident/Observed**
  - ~ Are **not communicated**, are **not aligned** with or supported by the provided **course syllabus**, are **not connected** to any **prior or future learning, expectations** for students **are not communicated** in any way
- **Needs Improvement**
  - ~ Are **somewhat communicated** to students but with **limited understanding** from students, are **not aligned** with or supported by the provided **course syllabus**, are **not connected** to **prior and future learning, expectations** are **communicated but not understood** by students
- **Equivalent**
  - ~ **Are communicated** and **understood** by most students, **are aligned** with and **supported** by the provided **course syllabus**, are **connected to prior and/or future learning, expectations** for students **are communicated**
- **Exemplary**
  - ~ Are **explicitly communicated** and **understood by all** students, are **aligned** with and **supported** by the provided **course syllabus**, are **repeatedly connected to prior and future learning, expectations** for students are **explicitly communicated**

# Observation: Rubric

## Indicator 2: Lesson Organization and Planning

- In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must plan their lessons so that they are coherent and logical in design, align with learning objectives, and are the appropriate level of collegiate rigor.
- **Not Evident/Observed**
  - ~ Not coherent or logical in structure, planned rigor is not appropriate for a dual enrollment course, not connected to any learning objectives
- **Needs Improvement**
  - ~ Lacks some coherency in structure, inconsistent level of rigor planned, not consistently connected to the current primary and sub learning objective(s)
- **Equivalent**
  - ~ Is logical and coherent in structure, planned level of rigor is appropriate for course, connected to the current primary and sub learning objective(s)
- **Exemplary**
  - ~ Is logical and coherent in structure, planned level of rigor is appropriate for course, connected to explicit and measurable primary and sub learning objective(s) that are equitable to its on-campus comparison, demonstrates connections to prior/future learning

# Observation: Rubric

## Indicator 3: Curriculum Meets Collegiate Rigor and Depth

- In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must ensure the overall course curriculum is taught at the same depth and provide similar challenging experiences for learning.
- **Not Evident/Observed**
  - ~ Is **not supportive** of the lesson or its **learning objective(s)**, is **not challenging**, is clearly **not** of the **same rigor or depth** as the same course taught on campus
- **Needs Improvement**
  - ~ Is **sometimes supportive** of the lesson and its **learning objective(s)**, is **not challenging** to the students, is **inconsistent** in its **level of rigor and depth** as compared to the same course taught on campus
- **Equivalent**
  - ~ Is **supportive** of the lesson and its **learning objective(s)**, is **challenging** and is of the **same rigor and depth** as the same course taught on campus
- **Exemplary**
  - ~ Is **clearly and explicitly supportive** of the **lesson all of the learning objective(s)**, is **challenging** and is of the **same rigor and depth** as the same course taught on campus

# Observations: Rubric

## Indicator 4: Student Engagement, Interest, Involvement

- In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must ensure that students are thoroughly engaged, demonstrate ownership of their own learning, and are presented various opportunities for different types of learning experiences.
- **Not Evident/Observed**
  - ~ Are **not engaged** throughout the entire lesson, are **not provided** any **opportunities** to demonstrate ownership of their own learning, are **not presented** with any learning **experiences** that value inquiry, exploration, and/or research of the topic
- **Needs Improvement**
  - ~ Are **inconsistently engaged** throughout the lesson, are provided **few if any opportunities** to **demonstrate ownership** of their own learning, are **not presented** with any learning **experiences** that value inquiry, exploration, and/or research of the topic
- **Equivalent**
  - ~ Are **consistently engaged** throughout the lesson, are provided **some opportunities** to demonstrate ownership of their own learning, **are presented** with **some learning experiences** that value inquiry, exploration, and research of the topic
- **Exemplary**
  - ~ ~ Are **consistently and actively engaged** throughout the lesson, are provided **ample opportunities** to demonstrate ownership of their own learning, are presented with **various learning experiences** that value inquiry, exploration, and research of the topic

# Observation: Rubric

## Indicator 5: Student Critical Thinking and Work

- In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must ensure that students are presented opportunities to practice and demonstrate critical thinking skills. The concurrent enrollment instructor must also ensure that the expectations of student work is equivalent to its on-campus counter-part.
- **Not Evident/Observed**
  - ~ Critical thinking is **not evident**, provided **no opportunities** to engage in any types of critical thinking, work is **not at the rigor and depth** as the same course taught on campus
- **Needs Improvement**
  - ~ Critical thinking is **somewhat focused on supporting the learning objectives**, provided **little to no opportunities** to engage in at least one type of critical thinking, work is **not at the rigor and depth** as the same course taught on campus
- **Equivalent**
  - ~ Critical thinking is **focused on supporting the learning objectives**, provided some opportunities to **engage in at least one type** of critical thinking, work is at the rigor and depth as the same **course taught on campus**
- **Exemplary**
  - ~ Critical thinking is **always focused on supporting the learning objectives**, provided ample opportunities to **engage in multiple types** of critical thinking, work is at the rigor and depth as the **same course taught on campus**

# Observation: Rubric

## Indicator 6: Assessment Strategies and Feedback

- In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must ensure that assessments are aligned, use the same strategies, and use comparable grading standards. Instructors must also provide continual effective collegiate level feedback to students.
- **Not Evident/Observed**
  - ~ No evidence of **strategies, rigor, and depth** of the same course taught on campus, provides no evidence of **student mastery of learning objectives**, no evidence of use to **guide and improve instruction**, no evidence of **providing effective collegiate level feedback**
- **Needs Improvement**
  - ~ Are **sometimes aligned** with the **same strategies, rigor, and/or depth** of the same course taught on campus, provides **inconsistent evidence of student mastery of learning objectives**, are **sometimes** used to **guide and/or improve instruction**, provides **inconsistent effective collegiate level feedback** to students
- **Equivalent**
  - ~ **Are aligned** with the same **strategies, rigor, and depth** of the same course taught on campus, provides **evidence of student mastery of learning objectives**, are used to **guide and improve instruction**, provides **effective collegiate level feedback** to students
- **Exemplary**
  - ~ ~ **Are always aligned** with the same **strategies, rigor, and depth** of the same course taught on campus, provides **ample evidence of student mastery of learning objectives**, are used to **guide and improve instruction**, provides **effective in-depth collegiate level feedback** to students

# **ASSESSMENTS, GRADING, SYLLABI**

# Professional Development

## NACEP

- **Assessment 1 (CEP - A1)**
  - The college/university ensures concurrent enrollment **students' proficiency of learning outcomes** is **measured** using **comparable grading standards** and **assessment methods** to on campus sections.

## Assessments & Grades

- Courses should use the same assessment strategies as on-campus
  - Your Faculty Liaison will help with this process
  - Example, if the final grade in the on-campus course is based on a collection of essays and a take home final exam then the CE course should as well
  - **WHY?**
    - Evidence, student samples, should make it **clear** that the CE students are being assessed at the **same level of rigor, depth,** and over the **same learning objectives**, this may mean the need for common assessments
- Paired Student Assessment
  - On-Campus assessment will be paired with your CE assessment
    - Therefore they will need to be in a **comparable format**, must assess the **same topics or concepts**, and **use the same assessment strategy**
    - This **may mean** using **common assessments** or **projects** as those on-campus



# Grades and Syllabi

## Assessments & Grades

- CEI's are required to submit mid-term and final grades at the appropriate time
- Grades given on the Trine University transcript must match the grade given on the high school transcript

## NACEP

- **Curriculum 2 (CEP - C2)**
  - The college/university ensures the concurrent enrollment courses **reflect the learning objectives**, and the **pedagogical, theoretical** and **philosophical orientation** of the respective college/university discipline.

## Syllabi

- Shells
  - Are used by faculty both on and off campus
  - Provide the starting point for your courses
- Learning Objectives
  - Are meant to reflect **the learning objectives** of what is **taught on campus**
    - **Additions may be made** by CEI instructors but **learning objectives can never be removed**
- Collected
  - Will be **collected by your Faculty Liaison** and turned into the Office of Dual Enrollment