



## *HLC Accreditation Evidence*

Title: Course Binder Project – Cougar Tales  
Professional Development

URL: <https://internal.bartonccc.edu/event/course-binder-project-cougar-tales>

Office of Origin: Vice President of Instruction

Contacts:

- Coordinator of Assessment
- Coordinator of Community Education



# **BARTON**

## **COMMUNITY COLLEGE**

## Events

### **Course Binder Project - Cougar TALEs**

Aug 11 2021 - 11:00am - Aug 11 2021 - 12:00pm

[Course Binder Project](#) – Jo Harrington

This session will cover Barton's Course Binder Project and how you can get involved. The idea is to collect a set of course materials developed for instructors by instructors. New instructors will have access to examples of how the instructors that came before taught the course, a baseline of expected quality to start from. This session is a call to action to create a Course Binder (stored digitally as well) for your courses. Course Binders are beginning to be implemented with the

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The logo for Barton Community College is displayed on a dark gray rectangular background. The word "BARTON" is written in a large, bold, white, italicized sans-serif font. Below it, the words "COMMUNITY COLLEGE" are written in a smaller, white, italicized sans-serif font.

**BARTON**  
**COMMUNITY COLLEGE**



# Course Binder Project

Presenter:  
Jo Harrington

# Think back to when you started at Barton

- How much help did you receive?
- Did you have the resources you needed to hit the ground running?
- Did you have pre-made exams, homework, projects, writing prompts, etc.? (From Faculty, not the Publisher)
- Or at least a filled-out syllabus?
- Or did you just have a copy of a text?

# Task

- Collect items by course representing the **minimum level of expected rigor and quality** at Barton
- Hard copies will be placed in a Binder along with digital copies on a jump drive which will be placed in the Binder

# These will be provided to

- New Faculty upon hiring
- Concurrent Enrollment Partnership (CEP) Faculty in the High Schools
- Faculty teaching the course as a new prep
- All Faculty teaching the course

# Examples

- Exams
- Reviews
- Homework
- Projects
- Pacing Schedules
- Sample Papers (“A” paper vs “C” paper)
- Writing prompts
- Presentation topics
- Grading Rubrics
- Syllabus (all parts filled in with acceptable ranges)
- General Expectations and ranges for length/number/time (Papers, Speeches, Words)
- A letter from the faculty welcoming the recipients
- Course Assessment (required)
- Final (required)

# HLC Criteria for Accreditation:

## 3.A.3

The institution's **program quality** and learning goals are **consistent across all modes of delivery** and all locations (on the main campus, at additional locations, by distance delivery, as **dual credit**, through contractual or consortia arrangements, or any other modality).

# HLC Criteria for Accreditation:

## 4.A.4

The institution maintains and exercises authority over the prerequisites for courses, **rigor of courses**, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, **including dual credit** programs.

It assures that its dual credit courses or programs for **high school** students are **equivalent** in learning outcomes and levels of achievement to its higher education curriculum.

# HLC Review/ Response:

**Barton has some work to do** on ensuring the integrity of its academic programmatic offerings.

**Dual credit** courses fall under the Kansas Board of Regents (KBOR) Policy for Concurrent Enrollment Partnership (**CEP**) that **ensures quality and consistency**.

While several programs hold external accreditation which helps to **ensure that they meet high standards** many others do not.

# KBOR CEP Requirements:

iii.

Concurrent Enrollment Partnership (CEP) students are **held to the same grading standards and standards of achievement** as those expected of students in on-campus sections

CEP students are being **assessed using the same method** (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections

High school faculty are utilizing **the same final examination** for each CEP course **as is given in a representative section** of the same course taught at the public postsecondary institution awarding the course credit

High school faculty are applying **the same scoring rubric** for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content **meet or exceed those in regular on-campus sections.**

# CEP Course List

- American History 1877-Present
- Anatomy & Physiology
- Business Mathematics
- College Algebra
- College Chemistry I
- Computer Concepts & Applications
- Elements of Statistics
- English Composition I
- English Composition II
- Foundations of Modern Education
- Graphic Design
- Intermediate Algebra
- Intro to Literature
- Personal & Community Health
- Physics I
- Principles of Biology
- Principles of Management
- Public Speaking
- Trigonometry

# HLC Response on Probation :

## Cloud County Community College

The Institution does not sufficiently demonstrate that learning outcomes and **levels of achievement are equivalent** across all modalities and locations, including where dual credit is offered.

The Institution has only begun to systematically **evaluate teaching uniformity** in multiple delivery modalities and locations, **including dual credit/concurrent enrollment**.

The Institution's oversight of concurrent enrollment to ensure that courses are **equivalent** in learning outcomes and **levels of achievement** to the higher education curriculum is lacking.

The Institution has made efforts...where it offers **dual credit** courses so that administrators and instructors at those high schools are aware of...expectations for learning and assessment that is **consistent with on-campus instruction**.

# Call to Action

If you teach one of the listed CEP courses

- Expect a meeting request this Fall
- Consider what you would have appreciated receiving as a new faculty member
- Proactively begin collecting/creating these materials

If you teach any other course at Barton, consider what you would leave behind as **your legacy** to the next generation of faculty.

Then go above and beyond to welcome new faculty giving them the resources and support **you would want for yourself**.