



## *HLC Accreditation Evidence*

Title: Course Binder Project - Communication and Training

URL:

Office of Origin: Vice President of Instruction Contacts:

- Coordinator of Assessment

## Example of email to math faculty participating in the Course Binder Project.

**From:** Harrington, Joseph

**Sent:** Wednesday, March 17, 2021 8:42 PM

**To:** Schlessiger, Laura <[SchlessigerL@bartonccc.edu](mailto:SchlessigerL@bartonccc.edu)>; Kolembe, Kenneth <[KolembeK@bartonccc.edu](mailto:KolembeK@bartonccc.edu)>; Hathcock, Kristen <[HathcockK@bartonccc.edu](mailto:HathcockK@bartonccc.edu)>; Davied, Ange <[davieda@bartonccc.edu](mailto:davieda@bartonccc.edu)>

**Subject:** Course Binder Project - MATH 1824 Intermediate Algebra

Mathematics Faculty,

- This is in regards to MATH 1824 Intermediate Algebra and the Course Binder Project
  - Overview Video: <https://www.screencast.com/t/nHKpOeVxn9t> (10:38)
- CEP (Concurrent Enrollment Program) courses are offered in the High School and being taught by High School Instructors.
- We provide oversight/training/evaluation from the Great Bend Campus
- Based on the KBOR (Kansas Board of Regents) regulations, we need to provide these instructors with acceptable materials (by our standards) with regards to exams, content coverage, grading, etc.
- I have attached the respective KBOR guidelines being referenced.
- The Exams would represent minimum levels of rigor (so they could manipulate them), with the exception of the Final Exam, which must match one approved by a Barton Instructor.
- Our materials are already deemed to meet this standard because we teach at Barton as Full-Time Instructors.
- To meet this request, we need a set of exams/reviews/and syllabus to be provided to CEP instructors for 1824 Intermediate Algebra.

If you have any materials to share please email them to me by: **03/26/2021**

Thank you for your time and assistance!

Jo Harrington  
Coordinator of Assessment  
Mathematics Instructor  
Barton Community College  
[harringtonj@bartonccc.edu](mailto:harringtonj@bartonccc.edu)

## Concurrent Enrollment Partnership (CEP) KBOR Requirement:

### iii. Curriculum Standards, Course Content/Materials, and Assessment of Students

- (5) College faculty at the postsecondary partner institution shall annually review Concurrent Enrollment Partnership courses in their discipline to ensure that:
- a.) Concurrent Enrollment Partnership students are held to the same grading standards and standards of achievement as those expected of students in on-campus sections;
  - b.) Concurrent Enrollment Partnership students are being assessed using the same method (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;
  - c.) high school faculty are utilizing the same final examination for each Concurrent Enrollment Partnership course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; and
  - d.) 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.

### In reviewing these guidelines, keep these things in mind:

- Secondary education is regulated by different bodies than post-secondary education. In some cases, these regulations include additional competencies.
- District budgeting sometimes allows for the purchase of a set of textbooks to be used for a set number of years and replaced on a set schedule within the school. Updating the text as we do on campus may not be possible for schools that provide textbooks for their students. The regulation (specifies) that books must be comparable, not identical.

## Course Binder Project



**BARTON**  
*COURSE BINDER PROJECT*



Comments Disabled

### Overview Video: <https://app.vidgrid.com/view/gYz1pFkRHw4C>

#### Sample Transcript:

Speaker 0 00:00:00 Hi, I'm Joe Harrington coordinator assessments, math faculty here at Barton. What I want to talk to you today about is the course binder project, the course binder project originates out of the CEP world, which is the concurrent enrollment program. As it turns out, there are certain requirements like the Kansas Board of Regents, KBOR puts forth since we can offer classes in the high school for college credits. So the students are taking them concurrently as they're in high school, since we're getting a high school and college credit simultaneously, but they have certain stipulations. You can see some of the things I've highlighted here. They're held to the same standard of achievement. They're assessed using the same methods. They use the same final, as given an a representative section of the course, the delivery methods meet or exceed those on campus sections, things of that nature.

But back when I was hired, it was basically here stack of textbooks, know these are your preps, get to it. When I was developing exams, lectures, homework, I basically had to use what I was used to and I was hired right out of grad school. So some of the first exams I wrote, students couldn't even complete within the class time. Um, they were just simply too difficult.

The rigor was simply too high and that took a long time for me to adjust to it. It took several years before I finally fine tuned where I need to be at and compared, actually found opportunities to compare myself with my peer faculty. So one of the things we're looking at with the Course Binder Project is actually trying to say, okay, can we have a minimum standard of what we're looking for? Can I see, okay, this is what I called. Algebra tests looks like a kind of across the board. I'm not saying we're trying to impede on academic freedom here, just to give us, you know, just to share some ideas of these are materials we use here, feel free and adapt to it, but at least give me an opportunity to look at them and say, okay, that's, that's the length of the test should be about that's how difficult these problems should be.

Or if you think in terms of like a composition course, okay. That's about how long a paper needs to be. If you want to think length or words or, okay, this is what a C paper looks like, maybe on the other end. And this is what an A paper looks like. And I understand that stuff like that, it's going to look different per course, a difficult test in college algebra. It looks a lot different than a difficult test in Calc I. The same is going to be true for composition an A paper and comp one is going to look a lot different than an A paper in comp two and kind of across the board. So those kinds of standards can help new faculty understand where our kind of line in the sand for rigor is -- what is our kind of minimum expectation. I mean, take that and run with it, but at least can people kind of, what is that expectation?

Where are we going for? Um, cause you know, heaven forbid someone was well below that line, honestly, based on conversations I've had with faculty as we work through program assessment, I think a lot of people's standards are well above the line, but even with that, people would appreciate knowing where the line is. I mean, surely that would be beneficial. Now, as I've mentioned, we're kind of looking at this through the course, uh, sorry, concurrent enrollment program, the CEP. And if you look at what I basically did is I went through and obviously being a math faculty, I emailed the faculty in our areas and I said, Hey, do you have some material that we can share with the CEP faculty? These are the adjuncts in the high school. And the outpouring was wonderful. We were able to put together file upon file of materials. So for instance, just to share for college algebra, I mean these were the files. I was able to collect exams reviews, pacing schedules, multiple options on things and quizzes, example, homework assignments. Just kind of across the board. And instead of essentially now when a new instructor comes in to teach college algebra, instead of handing them, College Algebra textbook or just the syllabus, we're going to hand them a binder. And this is what I mean by the course binder project. This binder has all of these files hard copy. And there is something about having a hard copy of a course. I mean, this is a lot different than handing you the textbook, right? I'm going to say you're, if I hand you this, you ready to teach it?