



# CollegeNOW!

## Concurrent Enrollment Program

### Mentor/Liaison Handbook

2017-18

Greetings CollegeNOW! Educators,

Thank you for agreeing to serve as a faculty mentor/liaison for MCTC's concurrent enrollment program. Please know your participation is an integral part of the program, and you are fulfilling an important role in helping high school students understand the demands of college coursework and to ensure that MCTC credits earned in our concurrent enrollment program are equally valid to those earned on campus.

Faculty mentor/liaisons verify that high school partner instructors have the information and tools to teach a rigorous, college-level course identical to that offered in an oncampus setting.

Please use this manual as a resource for your work as a Faculty Mentor/Liaison.

As a faculty mentor/liaison, you will be compensated for your time. Faculty mentor/liaisons working with a high school partner instructor for the first time will be compensated the equivalent of one (1) credit hour. If the faculty mentor/liaison has worked with the same high school partner instructor previously for the same course, the compensation is the equivalent of one half (0.5) credit.

Minnesota legislation and the National Alliance of Concurrent Enrollment Partnerships dictate that concurrent enrollment programs employ Faculty Mentors/Liaisons to help fortify relationships and oversee concurrent enrollment courses.

I wish you the best of experiences during this academic semester/year. Thank you once again for your work in making our concurrent enrollment partnerships strong. Please feel free to contact me any time to ask questions or share concerns.

Sincerely,

Sandra K. Gonzalez Director  
of CollegeNOW!

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## ***CollegeNOW! Enrollment Student Eligibility***

Concurrent enrollment programs offer high school students the opportunity to enroll in and attend college-level courses and apply earned credits toward high school graduation requirements and a college degree. The courses are taught at their high school by instructors who have been approved to teach the MCTC course. The high schools and the state of Minnesota provide funding to help cover tuition and other course costs.

Minnesota legislation calls for high school students to meet the same eligibility requirements to take a college-level course as students taking the same course on the college campus.

## ***High School Partner Instructor Eligibility***

High school instructors adhere to an application process to gain approval to teach in MCTC's concurrent enrollment program. Academic deans review instructor transcripts and other credentials to determine if they meet the College's standards for teaching the course. MCTC follows Higher Learning Commission, NACEP and the College's policies regarding credential requirements.

As part of the application process, high school instructors in the College Now concurrent enrollment program agree to teach the course according to the expectations, philosophy, outcomes and assessments set by MCTC. The role of the faculty mentor/liaison is to ensure the high school partner instructor understands and adheres to the requirements of the course as taught on the MCTC campus.

## ***The High School Instructor and Mentor/Liaison Relationship***

The relationship between the high school partner instructor and the faculty mentor/liaison starts from a place of mutual respect. Both, as highly skilled professional educators, should enter into the relationship expecting to learn from each other. The focus of the relationship should be on requirements of the course itself, not on particular teaching styles or methodologies.

The basis of this relationship is to ensure that students experience a college-level class on their high school site and have the quality instruction they need to master the learning outcomes set forth by MCTC.

**Concurrent enrollment courses will typically follow the high school semester schedule and not MCTC's semester schedule.**

## ***QUICK SUMMARY of Faculty Mentor/Liaison Expectations***

### **FIRST-TIME MENTOR RELATIONSHIP**

1. Provide an orientation of course expectations, requirements, outcomes, philosophy to the high school instructor.
  - Orientation FORM to be submitted to College NOW
  - The high school instructor will be asked to submit a form.
2. Collect and review syllabus written by HS instructor
  - Copy of syllabus must be submitted to College NOW
3. Check-ins as needed (calls, e-mails, texts, visits)
4. Jointly review a course assessment TWICE during the semester/year.
  - Submit Assessment Review FORM for each review with sample assessment attached
5. Conduct an on-site observation of the class
  - Submit Classroom Observation FORM
6. You will be asked to help plan a professional development activity
7. Submit grades provided by high school instructor
8. Notify College NOW if any causes for concern for future semesters.

### **MENTOR RELATIONSHIPS IN SUBSEQUENT TERMS**

The same as above, except:

- Eliminate Orientation and orientation form
- Conduct only one assessment review

*All forms are located at the end of this handbook. Printing handbook will result in forms that can be torn off and submitted.*

## **ORIENTATION**

### **BACKGROUND**

One of your responsibilities as a mentor/liaison includes an orientation session for those high school partner instructors who are new to MCTC's concurrent enrollment program or a particular course. You do not need to provide an orientation each year with the same instructor for the same course.

You should contact your corresponding high school instructor to schedule a face-to-face meeting for this orientation. We suggest setting aside at least 90 minutes for this meeting.

Minnesota legislation requires all concurrent enrollment programs, including MCTC's, to seek NACEP accreditation. This orientation session fulfills the F2 standard:

**NACEP F2 Standard:**

*The college/university provides new CEP instructors with discipline specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.*

This is the evidence MCTC is required to provide for this standard:

**NACEP F2 Evidence:**

- 1) Two samples of discipline-specific training and orientation materials for new CEP instructors representing different disciplines*
- 2) Attendance reports, agendas, and participant evaluations documenting CEP practice and implementation of new CEP instructor training and orientations*
- 3) A comprehensive CEP administrative policy and practice guide*
- 4) Additional evidence may be submitted*

### **ORIENTATION AGENDA**

Please discuss and provide the instructor with the appropriate paperwork for:

- Course curriculum
- Syllabus template/requirements
- Assessment criteria and choose reflection samples (see pg. 5)

- Pedagogy (e.g., active learning, backwards design, instructional scaffolding, significant learning)
- Course philosophy
- Academic policies (FERPA rights and responsibilities, LDA policy, withdrawals, reporting grades)
- Times and dates of division meetings and college professional learning events, with an open invitation to attend
- Future interactions, including submission of syllabus and site visits

**ORIENTATION COMPLETION FORM** – To be submitted by mentor/liaison

MCTC will be tracking completion of orientation meetings as part of NACEP standards. These forms will be submitted as our primary evidence of orientation. When you have completed the orientation with the new concurrent enrollment instructor, please submit the Orientation Completion form to Sandy Gonzalez.

**ORIENTATION EVALUATION FORM** – To be submitted by concurrent enrollment instructor.

Please provide a copy of this form, found at the end of this handbook, to the concurrent enrollment instructor with instructions to complete, sign, scan and send the completed form to Sandy Gonzalez. You will get a copy of the feedback.

## ***SYLLABUS***

You will need to ask the instructor to submit to you a copy of the syllabus he/she has prepared for the students. You can work on this together during the orientation session or have the instructor create it later and send it to you.

Either way, once you have the syllabus, you will need to check it over and contact the high school partner instructor if you have any concerns. Otherwise, please send it to Sandy Gonzalez.

Typically the syllabus should include:

- Grading policy ○
- Course objectives ○
- Assessment methods
- Homework and other coursework expectations ○
- Expectations for conduct
- College deadlines for students and last day to drop/withdraw from course. These are slightly different for CE students.

*MCTC will be required to submit syllabi from the concurrent enrollment courses as part of the accreditation application process.*

## **CHECK-INS**

These can be through email, phone, or face to face. It is expected that you have reciprocal contact throughout the semester. This fulfills this aspect of NACEP standard F3. You may be asked for evidence for NACEP application submission.

***NACEP F3 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. The CEP ensures CEP instructor participation.*

## **ASSESSMENT REFLECTION**

At the start of the semester, the high school partner instructor and faculty mentor/liaison should identify two assessments to be reviewed. Select five student samples of the same assignment. For each, the instructor and the mentor will grade the work separately, then compare their findings. Submit the **Assessment Review Form** to Sandy Gonzalez. The assessment review and corresponding form needs to be completed twice for new mentorship relationships and only once if it is a repeat mentorship or a course of 2 credits or less. Recommended items for discussion include:

- Strengths of the student work
- Areas for student growth
- How the grade and feedback could be offered
- Similarities and differences between the grading approach

This helps to address NACEP standards A1 and A2:

***NACEP A1 standard:*** *CEP students are held to the same standards of achievement as those expected of students in on-campus sections.*

***NACEP A2 standard:*** *The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.*



## **PROFESSIONAL DEVELOPMENT**

Faculty mentor/liaisons will work with the College NOW staff to plan and implement a professional development event or experience annually for high school instructors in the concurrent enrollment program.

***NACEP F3 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. The CEP ensures CEP instructor participation.*

## **OBSERVATIONS**

The faculty mentor/liaison must observe a class session taught by the high school partner instructor for the course being mentored. The high school partner instructor and the mentor/liaison also may choose for the high school instructor to observe a class taught by the faculty mentor/liaison.

If the high school instructor teaches several sections of the same course at the high school, only one class session needs to be observed.

Each faculty mentor/liaison must complete and submit a **Classroom Observation (Site Visit) report** to Sandy Gonzalez. The mentor can show the report to the instructor in advance and request a signature or submit it to Sandy Gonzalez first, who will send a copy to the high school faculty member for a signature.

The high school partner instructor may choose to also complete a Classroom Observation form for the faculty mentor/liaison if a class is observed.

***NACEP standard C3:*** *Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.*

## **FINAL GRADES**

The faculty mentor/liaison enters grades into e-Services for Minneapolis Community & Technical College. The grades are provided by the high school partner instructor. Again, please remember the concurrent enrollment course will run on the high school

schedule, so you will likely be entering grades in June for spring and full-year courses and in January for fall courses.

### ***FINAL REMINDER FOR FORMS***

The faculty mentor/liason must demonstrate participation in the outlined activities. The required documents are to be sent to Sandy Gonzalez at the contact information below upon completion of the events:

- Orientation Completion Form
- Syllabus for the concurrent enrollment course at the high school
- Assessment Review Forms (2 for first time mentorships, 1 for subsequent mentorships)
- Class Observation (Site Visit) Form

**Number of forms and visits required for the mentorship are the same** whether the concurrent enrollment course is taking place over a one-year or a one-semester timeline.

### ***MCTC CONTACT FOR CONCURRENT ENROLLMENT***

Sandra K. Gonzalez  
Director of CollegeNOW  
K.3209  
[Sandra.Gonzalez@minneapolis.edu](mailto:Sandra.Gonzalez@minneapolis.edu)  
612-659-6771

***Thank You!***



## ***Class Observation (Site Visit) Form for College NOW Concurrent Enrollment***

**Concurrent Enrollment High School Instructor** \_\_\_\_\_

**High School** \_\_\_\_\_

**Concurrent Enrollment Course** \_\_\_\_\_

**MCTC Faculty Mentor/Liaison** \_\_\_\_\_

**Date of Visit** \_\_\_\_\_ **Date of Report** \_\_\_\_\_

CHECK ANY ACTIVITIES THAT OCCURRED IN ADDITION TO THE COURSE OBSERVATION.  
(These are optional, only the observation is required.)

- Participated in class (e.g. guest lecture, demonstration, team teaching)
  - Discussed progress of the class with students
  - Discussed progress of the class with the instructor
  - Reviewed samples of student work  Other:
- 

### **OBSERVATION**

1. Are the students in the course using an appropriate textbook or other materials for the course?  Yes  No
2. Does the course appear to be following the submitted and approved syllabus?  Yes  No
3. Does the content of the course seem consistent with the on-campus MCTC course?  Yes  No
4. Do the student activities seem consistent with the on-campus MCTC course?  Yes  No

(Any "no" responses should be explained in comment section on next page.)

Faculty Mentor/Liaison’s observations, comments, recommendations:

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MCTC Faculty Mentor/Liaison Signature Date

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Concurrent Enrollment Partner Instructor Signature Date

This observation report is for the sole purpose of maintaining alignment of College NOW concurrent enrollment courses with those taught at the MCTC campus. It is not intended as a teacher evaluation, and is not shared with school districts or district administrators.

Return this form to:

Sandy Gonzalez  
Director of College NOW  
[Sandra.Gonzalez@minneapolis.edu](mailto:Sandra.Gonzalez@minneapolis.edu)  
K.3209



# ORIENTATION COMPLETION FORM

For College NOW Concurrent Enrollment

Return this form to: Sandy Gonzalez, K.3209

[Sandra.Gonzalez@minneapolis.edu](mailto:Sandra.Gonzalez@minneapolis.edu)

MCTC Faculty Mentor/Liaison

Name \_\_\_\_\_

High School Partner Instructor

Name \_\_\_\_\_

Date of one-on-one orientation meeting \_\_\_\_\_

Please check off items that were covered through discussion and list any materials provided:

\_\_\_\_\_ Course curriculum

\_\_\_\_\_ Philosophy

\_\_\_\_\_ Assessment criteria

\_\_\_\_\_ Academic policies

\_\_\_\_\_ Pedagogy/instructional approaches

\_\_\_\_\_ Required projects/labs

Materials provided: \_\_\_\_\_

Do you feel confident the instructor has gained a wide-ranging understanding of this course and how it is taught on campus?

\_\_\_ Yes. Comments:

\_\_\_ Yes, with reservations. Explain:

\_\_\_ No. Explain:

\_\_\_\_\_  
Faculty Mentor/Liaison signature/date

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## Concurrent Enrollment Orientation Feedback from High School Instructor 2017 – 2018

Course: \_\_\_\_\_

Date: \_\_\_\_\_

Please circle your reaction to each of the statements below. Thank you for helping us to improve the orientation aspect of our concurrent enrollment program by providing feedback. Please scan or email a copy of this form to the College NOW Director at [Sandra.Gonzalez@minneapolis.edu](mailto:Sandra.Gonzalez@minneapolis.edu).

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
The orientation provided valuable, current information about the content I will teach in the course.	5	4	3	2	1
The materials provided in the orientation are relevant and I will be referring to/using them.	5	4	3	2	1
The orientation provided time to share ideas and discuss concerns I have regarding the course.	5	4	3	2	1
I am comfortable contacting the faculty mentor with questions or concerns.	5	4	3	2	1
I have a clear understanding of the assessment standards for students who take the concurrent enrollment course.	5	4	3	2	1
The orientation was a productive use of my time.	5	4	3	2	1
Please comment on any aspects of the orientation you feel were most beneficial:					
Please share any comments and/or suggestions for future orientations regarding this course:					

Signature \_\_\_\_\_







# Assessment Review Form for College Now Concurrent Enrollment

Return this form to: Sandra Gonzalez, K.3209

[Sandra.Gonzalez@minneapolis.edu](mailto:Sandra.Gonzalez@minneapolis.edu)

Date of Review \_\_\_\_\_

MCTC Faculty Mentor/Liaison Name \_\_\_\_\_

High School Partner Instructor Name \_\_\_\_\_

Name of MCTC course \_\_\_\_\_

Description of the assessment \_\_\_\_\_  
\_\_\_\_\_

Please check-off activities that were included as part of the review:

- \_\_\_\_\_ Five samples were chosen from the same assessment
- \_\_\_\_\_ Both the Faculty Mentor/Liaison and partner instructor graded the samples
- \_\_\_\_\_ Similarities and differences in the grading were discussed
- \_\_\_\_\_ Effectiveness of the assessment was discussed

Describe any positives or concerns that arose as a result of the review (use back if necessary):

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

Please redact student name and attach one paired set of the assessment (same assessment by same student, one copy graded by mentor/one copy graded by high school instructor).

\_\_\_\_\_  
MCTC Faculty Mentor/Liaison signature/date





# Assessment Review Form for College Now Concurrent Enrollment

Return this form to: Sandra Gonzalez, K.3209

[Sandra.Gonzalez@minneapolis.edu](mailto:Sandra.Gonzalez@minneapolis.edu)

Date of Review \_\_\_\_\_

MCTC Faculty Mentor/Liaison Name \_\_\_\_\_

High School Partner Instructor Name \_\_\_\_\_

Name of MCTC course \_\_\_\_\_

Description of the assessment \_\_\_\_\_

Please check-off activities that were included as part of the review:

- Five samples were chosen from the same assessment
- Both the Faculty Mentor/Liaison and partner instructor graded the samples
- Similarities and differences in the grading were discussed
- Effectiveness of the assessment was discussed

Describe any positives or concerns that arose as a result of the review (use back if necessary):

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Please redact student name and attach one paired set of the assessment (same assessment by same student, one copy graded by mentor/one copy graded by high school instructor).

\_\_\_\_\_  
MCTC Faculty Mentor/Liaison signature/date

