College Courses for High School Students
2004-2005

September 2005
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College Courses for High School Students
2004-2005

A Report to the West Virginia Council for Community and Technical College Education and the West Virginia Higher Education Policy Commission

September 2005

Background

It has been ten years since West Virginia public colleges and universities were charged in West Virginia Code to provide “more opportunities...for advanced high school students to obtain college credit prior to high school graduation.” As a response to the statutory provision, West Virginia public higher education institutions launched a program of college course offerings for qualified high school juniors and seniors in the high schools. In 1997, the state college and university systems established a rule, Series 19, Guidelines for College Courses for High School Students, that set qualitative standards for institutions taking part in the program. It addressed issues such as types of courses to be offered, qualifications for selection of faculty, enrollment and admission requirements, tuition levels, and administrative procedures. It also afforded high schools in which courses were offered the discretionary authority to utilize the courses for high school (dual) credit where appropriate.

The program has grown steadily since its inception. In 2004-2005, nineteen West Virginia colleges and universities enrolled 6,623 students (9,182 course enrollments) in college-level courses. While enrollment growth has been modest for the last few years, the number of enrollments is larger (9,182 cf. 8,721) than in 2001-2002, the last year a comprehensive report was issued.

One of the major changes in recent years is that the majority of course offerings now come from the community and technical colleges. Eleven of the nineteen participating institutions are community and technical colleges. They tallied more than seventy percent of the total course sections offered (72%) and number of students enrolled (73%) for 2004-2005.

Goals

The goals for a statewide program of college courses for high school students are essentially those of ten years ago when the program was initiated. The offering of the courses accomplishes several desirable ends. It gives qualified students a head start on
college by enabling them to complete college-level courses while still in high school. It also provides cost savings for students and their parents by allowing completion of a college degree program in a shorter time frame. Further, it gives high school students the opportunity to enjoy a fuller and more rigorous curriculum in the last two years of high school and to combat “senior slump.” This program of college courses, combined with companion efforts of support for College Board Advanced Placement courses and West Virginia EDGE, has brought about substantial attainment of the legislative goals for higher education course opportunities for qualified high school students established ten years ago.

**Current Policy**

The current rule on college courses for high school students in West Virginia, Series 19, *Guidelines for College Courses for High School Students*, was originally adopted in 1997 following extensive input from a diverse group of higher education representatives, and was revised in 2002. Major provisions of the revised policy are:

- College courses offered for high school students must meet the same qualitative curricular standards as required for on-campus instruction.
- Only lower division undergraduate courses that are jointly agreed upon by the cooperating college or university and high school may be offered.
- At the discretion of the high school, the cooperating school may award high school (dual) credit for successful completion of a college course.
- Award of credit in the College Board Advanced Placement program is based on successful completion of the AP exam and not on AP course completion.
- All faculty employed must meet minimum faculty credential requirements at the institution granting the credit.
- Any high school teachers teaching college credit-bearing courses will receive adjunct part-time faculty status and must meet an institution's standards for employment as faculty.
- High school students enrolled in college courses must meet the institutional admission requirements.
- Students must also meet all course requirements and prerequisites and have the principal’s permission to enroll.
- Each institution may seek Council/Commission approval for a special tuition/fee structure for courses offered for high school students in the high schools.
• Any special tuition/fee assessment shall be, at a minimum, at 3/4 the rate of the lowest regular off-campus rate charged by any WV public institution. For 2005-06, the rate is $51.00 per credit hour.
• An institution may not use its own resources, such as tuition/fee waivers, to pay any student's assessed tuition/fees. Third party tuition/fee waivers are, however, permitted.
• Either regular or adjunct part-time instructors of the institution granting the college credit will teach college courses offered for high school students.
• The college or university offering a course taught by a resident high school teacher during the school day may reimburse the high school for the instructor's service.
• Student credit hours generated by high school students will accrue to the institution granting the credit.
• Each college or university which offers college-level courses in West Virginia high schools must maintain a record of the courses offered and the enrollment in each course.

Growth of Program

Since the inception of the statewide initiative of college courses for high school students in 1997, growth has been steady and substantial. In 1997, total student enrollment in college courses in the high schools was 2,620. By 2001-2002, enrollments were 8,721 and in 2004-2005 had reached 9,182. Community and technical colleges now provide the greater portion of instruction. In 2004-2005, they offered seventy-one percent of the total course sections and amassed seventy-three percent of total student enrollment.

The pattern of institutional course offerings has not changed markedly. What has changed is the greater autonomy of the administratively-linked community and technical colleges resulting from the passage of Senate Bill 448 in 2004. Prior to 2004, community college units were active in the delivery of college courses for high school students, but data were not separated from the four-year institutions. Thus, what at first appears to be a shift away from four-year campus involvement is largely an anomaly in reporting. For most of the community colleges, the offering of college courses for high school students in the high schools is viewed as consistent with institutional mission.

Institutions with the largest number of student enrollments in 2004-2005 were Fairmont State Community and Technical College (1,674), West Virginia University at Parkersburg (1,066), Marshall University (1,045), West Virginia Northern Community College (1,006), and Potomac State College of West Virginia University (893). The focus of this report is
on college courses offered for high school students in high school settings. It should be noted that all West Virginia public colleges and universities do enroll qualified high school students in introductory courses on the campuses. Data on these latter enrollments are not included in this report.

**Dual Credit**

The emergence of college courses offered for dual or concurrent credit has been a prominent development in American higher education during the last decade. Dual credit is an attractive and effective way to enable advanced high school students to make the transition from secondary school to college more readily and to complete basic undergraduate courses prior to graduation.

While the types of programs of college courses for high school students vary considerably among the states, the emphasis in West Virginia has been on attracting qualified or advanced students who have demonstrated the ability to pursue college work. The Council for Community and Technical College Education and the Higher Education Policy Commission and their predecessor agencies, the State College and University Systems, have formulated a joint rule that calls for the institutions to offer bona fide college courses in high schools. The coursework made available in the high schools is to be the same as that offered on the college campus. Qualitative standards are to be identical. The rule recognizes the practice of dual credit, but leaves the application and administration of dual credit to the respective high school.

In West Virginia the practice has been to allow the local high school to determine whether or not a college course is offered for high school credit and to determine the appropriate high school course title if students exercise a dual credit option. The expectation has been that most of the college offerings will be introductory general education courses (e.g. English, history, mathematics, and science) and that they will be listed for dual credit by the cooperating high schools. While most of the course offerings are awarded for concurrent high school credit, not all courses are so designated. Some courses (e.g. technology and performing arts) are offered in high school for college credit only. Yet, most of the courses are listed for dual credit. In 2004-2005, ninety-five percent of all student enrollments were dual credit.

**Administration**

Administrative responsibility for offering each institutional program rests with the respective institution. At most institutions with administratively linked community colleges, the community and technical college administers the program. Exceptions are Marshall University
and West Virginia State University where the substantial majority of courses are offered by the baccalaureate unit. While most of the state’s college and universities provide some college courses in the high schools, some offer none or only a limited number of courses. Bluefield State College, Fairmont State University, Glenville State College, and West Liberty State College each offer only a few courses. Two universities, Shepherd University and West Virginia University, offer none. West Virginia University, however, is active in the electronic delivery of web-based college mathematic courses (WVEB math project) to high schools and delivered web math courses to 225 students in several high schools in 2004-2005.

While administrative responsibility varies among the institutions, each institution has developed administrative and delivery structures it believes best meet the needs of its service area. Instances of limited offerings in the high schools by a particular institution do not indicate lack of commitment to providing educational opportunities to qualified high school students. Additionally, all the state colleges and universities provide opportunities for qualified high school students to enroll in campus-based or electronic courses.

**Selection of Instructors**

Most of the instructors in the program of college courses for high school students are part-time adjunct faculty and the majority of these part-time faculty are high school teachers. Series 19 requires that all faculty who teach in the program must hold appropriate faculty credentials, consistent with faculty utilization policy on each campus. Typically, adjunct faculty must hold a master’s degree in the teaching field and a minimum of fifteen to eighteen graduate credits in the instructional area.

Five institutions, Potomac State College of West Virginia University, Community and Technical College of Shepherd, West Virginia Northern Community College, West Virginia State University, and West Virginia University Institute of Technology, employ ninety percent or more of adjunct faculty in teaching the courses. The remaining institutions utilize more than fifty percent of adjuncts to teach college courses in the high schools.

**Standards for Faculty Selection**

A long standing expectation of the Higher Learning Commission of the North Central Association, the regional accrediting body serving West Virginia, is that institutions granting primarily baccalaureate degrees or associate degrees with transfer courses should have seventy-five percent of faculty who hold graduate degrees. All of the West Virginia higher education institutions offering college courses for high school students meet this Higher
Learning Commission standard. Policies at most institutions call for employment of adjunct faculty with at least a master’s degree for those courses that are designed to transfer into a baccalaureate program. Due to limited availability of adjunct instructors with master’s degrees in science, mathematics, English and fine arts in some service areas, a professional degree beyond the bachelor’s degree in an appropriate cognate field is sometimes accepted. In some instances, particularly with adjuncts that are high school teachers, the instructor may have a master’s degree in education and some coursework in the subject area. Most colleges prescribe that a designated number of hours, typically fifteen to eighteen of the total coursework for the degree, be in-field. A number of the campuses stipulate that the academic department in which the course is taught must approve adjunct hiring.

Professional development opportunities for adjunct faculty vary among the institutions. There is usually some kind of mentoring program or orientation for adjunct faculty. While the orientation and mentoring activities at most campuses are targeted primarily to adjuncts on their initial employment, some provide more extensive support. Most institutions provide a handbook, syllabi, textbooks and copies of relevant policies and procedures including outcome assessment and grading. Many institutions offer mentoring relationships through the academic units responsible for the course. A few institutions have established a coordinator for off-campus instruction. These individuals facilitate communication among faculty and division chairs and coordinators responsible for the academic disciplines being taught.

**Assessment and Evaluation**

The state colleges and universities with programs of college courses for high school students employ similar approaches to assessment of learning and instruction and to course evaluation. Each institution in accordance with Council/Commission requirements has a comprehensive program for assessment of learning. Assessment of learning procedures for college courses in high schools are normally the same as those used for courses offered in campus settings.

The evaluation of course instruction is a necessary component to assure that students receive quality instruction. Procedures for evaluation of college courses for high school students are essentially the same as those used in on-campus courses. Most West Virginia public colleges report use of student evaluation of instruction. Program level assessment is often employed to measure student learning within specific degree-granting programs. This may take the form of classroom observation, course specific learner outcome evaluations and/or standardized comprehensive final exams.
Student Eligibility

Eligibility requirements for enrollment in college courses are similar at the state colleges and universities, but some variations do exist. Major elements of the admission process are:

- Student enrollment is generally restricted to juniors and seniors, though courses are primarily intended for seniors.
- Students admitted hold provisional admission status. Variant terms for this status are provisional; early admission; special, non-degree seeking; and high school student.
- The majority of the institutions require a 3.0 GPA (“B” average) for students to take college courses, but Marshall Community and Technical College (2.5), West Virginia University at Parkersburg (2.8), and the Community and Technical College of Shepherd (2.0) have lower minimum requirements. Several institutions, Eastern West Virginia Community and Technical College, West Virginia Northern Community College, West Virginia State University, West Virginia University Institute of Technology, and Community and Technical College of West Virginia University Institute of Technology do not specify a GPA requirement.
- Some institutions require written parental permission if the student is under 18.
- Written approval of high school principal and/or counselor.
- Enrollment in English and mathematics courses requires meeting the Council for Community and Technical College Education/Higher Education Policy Commission minimum placement standard.

Course Sections Offered

The college courses offered in high schools are for lower-level undergraduate credit. Most courses are beginning or introductory general study courses, though some are in business and allied health fields. The majority of non general study courses are in computer related areas such as computer applications, introduction to computing and router/routing fundamentals (CISCO). A breakdown of areas of course sections offered in 2004-2005 follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Sections of Course Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bluefield State College</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Concord University</td>
<td>General education: foreign language, English, biology, history, algebra, chemistry</td>
</tr>
<tr>
<td>Fairmont State University</td>
<td>General education: English. Also family life education</td>
</tr>
<tr>
<td>Institution</td>
<td>Sections of Course Areas</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Glenville State College</td>
<td>General education: computer science, English, history, mathematics, political science, psychology</td>
</tr>
<tr>
<td>Marshall University</td>
<td>General education: biology, communications, English, history, foreign language, music, political science, psychology</td>
</tr>
<tr>
<td>West Liberty State College</td>
<td>General education: English, history, political science. Also health science</td>
</tr>
<tr>
<td>West Virginia State University</td>
<td>General education: biology, communications, English, history, foreign language, music, political science, psychology</td>
</tr>
<tr>
<td>West Virginia University Institute of Technology</td>
<td>General education: art, biology, communications, English, history, mathematics, psychology. Also criminal justice</td>
</tr>
<tr>
<td>Community &amp; Technical College of Shepherd</td>
<td>General education: biology, chemistry, English, history, psychology, office technology</td>
</tr>
<tr>
<td>Community &amp; Technical College at West Virginia University Institute of Technology</td>
<td>Electronics technology, printing technology</td>
</tr>
<tr>
<td>Eastern West Virginia Community &amp; Technical College</td>
<td>General education: biology. Also accounting, business, child development, health care, office technology</td>
</tr>
<tr>
<td>Fairmont State Community &amp; Technical College</td>
<td>General education: art, biology, computers, English, foreign language, history, mathematics, psychology, sociology. Also avionics, information technology, office administration</td>
</tr>
<tr>
<td>Marshall Community &amp; Technical College</td>
<td>Accounting, business, information technology, management, marketing, special topics</td>
</tr>
<tr>
<td>New River Community &amp; Technical College</td>
<td>General education: English, foreign language, mathematics, psychology, speech. Also computers, health, office administration, medical assisting, drafting technology, hotel management</td>
</tr>
<tr>
<td>Potomac State College of West Virginia University</td>
<td>General education: communications, English, history, mathematics, psychology</td>
</tr>
<tr>
<td>Southern West Virginia Community &amp; Technical College</td>
<td>General education: computer science, English, foreign language, political science, psychology, sociology, speech. Also information technology</td>
</tr>
<tr>
<td>West Virginia Northern Community College</td>
<td>General education: biology, English, foreign language, history, mathematics, health education, music, psychology, sociology, speech. Also allied health science, electrical engineering technology, information technology, industrial technology</td>
</tr>
<tr>
<td>West Virginia State Community &amp; Technical College</td>
<td>General education: mathematics</td>
</tr>
<tr>
<td>West Virginia University at Parkersburg</td>
<td>General education: computer science, English, history, political science, psychology, sociology. Also computer information technology, industrial technology, technical drafting</td>
</tr>
</tbody>
</table>

**When Students Go To College: Where Do They Go?**

In the 2003 fall semester, nineteen West Virginia public colleges and universities offered college courses in the high schools. In all cases, the courses scheduled were at nearby
high schools or in each institution’s traditional service area. Of the students who were enrolled in a college class while in high school in fall 2003, 65.8% were enrolled in a West Virginia public college or university the following year. Considering that (1) some of the fall 2003 enrollees were high school juniors and still in high school in 2004 and (2) others enrolled at private West Virginia colleges or out-of-state institutions, the college-going rate of this cohort in actuality is higher than 65.8%. Large numbers of the fall 2003 students did not, however, attend the college or university which provided their initial college course(s) while they were in high school. Most attended either West Virginia University or Marshall University following graduation. Institutions enrolling five percent or more of the fall 2003 cohort in fall 2004 were West Virginia University (40.2%), Marshall University (17.2%) and Fairmont State University (7.5%).

During the 2004 fall semester, the percentage of all 2003-2004 high school graduates attending a West Virginia public college or university was lower than that of the cohort group. The percentages of the entire spring 2004 West Virginia high school graduating class attending the three universities were West Virginia University (27.3%), Marshall University (16.2%) and Fairmont State University (6.6%). The obvious major beneficiary in terms of number of attendees from the cohort group was West Virginia University with a sizeable percentage differential over the attendance from the entire graduating class (40.2% cf. 27.3%)

When Students Go To College: How Do They Perform?

Students in the 2003 fall cohort group attending a West Virginia public college or university in fall 2004 received an average GPA of 2.78. In the spring 2005 semester, the average GPA increased to 2.95. A total of 11.3% of the cohort group was enrolled in a developmental course, a figure substantially lower than the 33.3% of all 2003-2004 high school graduates who were enrolled in a developmental course in fall 2004.

Future Directions

While the program of college courses for high school has grown substantially in the last ten years, the rate of growth has been slight in the last three years. The bulk of course offerings has shifted to the community and technical colleges – a trend which is likely to continue. The program has reached out to high schools across the state. College courses are now available to qualified high school students in virtually all regions of West Virginia. This program, combined with Advanced Placement and the career-oriented Earn A Degree Graduate Early (EDGE) program, has gone a long way toward meeting the state goal of greater college opportunity and accessibility for qualified high school students.
Most colleges and universities currently participating in the program anticipate modest expansion of course offerings. A few of the institutions are considering the use of web-based instruction to provide desired coursework. One delivery model holding considerable promise is the web-based college (WVEB) mathematics (college algebra and trigonometry) project coordinated by West Virginia University. Joining West Virginia University in this project are Concord University and Fairmont State University. Approximately 300 high school students received credit in mathematics courses (college algebra and trigonometry) from one of these institutions in 2004-2005. These courses are also typically listed for concurrent high school credit. The enrollee figures are not, however, included in the totals in this report.

Continued success of the statewide efforts to expand educational outreach to the high schools will depend in part on the creativity of the colleges and universities in the delivery of educational services and on the adherence to the qualitative standards in Council/Commission policy on the offering of college courses for high school students.

**Issues for Continued Study**

- Possible expansion of educational services to high school students and the schools, viz. delivery of developmental education courses.
- Work with the K-12 system in alignment of high school and college courses offered concurrently, with particular attention to the high school content standards in English.
- Consideration of greater uniformity among the institutions in the offering of college courses for high school students.
  - Student eligibility provisions, e.g., GPA requirements and other admission criteria
  - Standards for selection of faculty
  - Greater attention to policy compliance through periodic audits
- Appropriateness of tuition charges as specified in Series 19.
# Dual Credit College Courses for High School Students
## Course Sections and Enrollments
### 2004-2005

<table>
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<tr>
<th>Institution</th>
<th># Course Sections</th>
<th># High Schools</th>
<th>Enrollment</th>
<th># Course Sections</th>
<th># High Schools</th>
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<td><strong>81</strong></td>
<td><strong>3673</strong></td>
<td><strong>201</strong></td>
<td><strong>75</strong></td>
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<td><strong>113</strong></td>
<td><strong>5030</strong></td>
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**2004-2005 Fall/Spring TOTALS for All Institutions**

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<th>Fall Semester</th>
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<td>610</td>
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Appendix II
Course Offering Practices
Institutional Responses to Survey on Series 19 Compliance
2004-2005

Each institution was asked to respond to a survey on implementation of its program of college courses offered in the high schools for high school students as provided in Series 19, *Guidelines for College Courses for High School Students*.

Summaries of the responses follow:

**Concord University**

**Instructor Utilization**
- 4% Full-time faculty
- 83% High school teacher serving as adjunct
- 13% Part-time faculty/non-high school

**High Schools Served**
- Independence
- Pikeview
- Shady Springs
- Westside
- Woodrow Wilson
- Wyoming East

**Instructor Selection Criteria**
- Although a master’s degree in field is “normally” expected as a minimal credential, professional qualifications and/or experiences can be viable substitutes in certain disciplines
- An in-field degree is normally expected but a degree in a cognate field with teaching experience may be acceptable in some subject areas
- Selection of adjunct instructors is market driven with each applicant's credential and experience evaluated in relation to the educational goals
- If no qualified adjunct is available for a particular class, the class is cancelled
- Individual departments provide assistance to adjunct faculty through mentoring, handbooks, etc.

**Evaluation, Assessment and Monitoring Practices**
- Student learning is assessed through established processes and is evidenced in subsequent classes in the discipline
- Adjunct faculty do not receive special monitoring
- Qualitative standards measured through standard course and instructor evaluations.
- Freshmen who enrolled in dual credit courses attained a 3.46 Concord GPA compared to 2.6 for all Concord freshmen
- A process is being established to evaluate adjunct instructors in the high schools
- High school instructors are provided with a copy of the course syllabi from the University
- Evaluation of non-high school adjunct faculty generally includes only student evaluation

**Student Eligibility Criteria**
- Recommended 3.0 high school GPA or higher
- Must have completed sophomore year (8 units)
- Permission from high school principal or his/her designee
- Meet pre-requisites for the course
- Appropriate ACT test scores if enrolling in either English or mathematics courses
- May not be enrolled in a parallel high school designated Advanced Placement (AP) course

**Student Course Fee**
- $51 per credit hour

**Reimbursement of High School for Instructor’s Service**
- There is no remuneration made to the school or the instructor

**Percentage of Courses Offered for Dual Credit**
- Assumed all courses listed are dual credit

**Future Directions**
- No changes or expansion in dual credit courses are planned
- While open to any technology that can be of assistance to high schools within the service area, there are no immediate plans to expand in the area of instructional technology
- As financial shortfalls impact the institution, the continuation of the program remains uncertain at this time

**Audit**
- An audit of Concord University program to be conducted by Higher Education Policy staff to assure compliance with Series 19, *Guidelines for College Courses for High School Students*

**Eastern West Virginia Community and Technical College**

**Instructor Utilization**
- 7% Adjunct faculty
- 93% High school teacher serving as adjunct

**High Schools Served**
- East Hardy
- Frankfort
- Hampshire
- Keyser
- Mineral County Vocational -Technical
- Moorefield
- Pendleton
Instructor Selection Criteria
- Minimal required degree is a master’s degree in discipline area or a master’s degree with 18 credit hours in the discipline area for general education or baccalaureate transfer courses
- Master’s or Bachelor’s degree with necessary industry credentials for instructors teaching technical courses

Evaluation, Assessment and Monitoring Practices
- All adjunct faculty are required to attend an orientation at the beginning of the semester including those who teach in the early entrance program
- Each instructor is provided syllabi, textbooks and relevant policies and procedures including outcomes assessment and grading
- Periodic interviews scheduled to review classroom practices and student progress
- At least one classroom visit is scheduled with each faculty member
- Adjunct faculty who teach technology based courses are required to complete professional development activities in the use of equipment and distance learning policies and practices
- Tracking studies are currently underway to monitor success in next level courses, course completion rates and grade distributions
- Faculty evaluation process includes classroom observation, analysis of instructional artifacts, student evaluations, and a faculty survey of instructional practices

Student Eligibility Criteria
- Must submit a completed application for admission accompanied by an Early Entrance Course Authorization and Responsibility Form
- If student is under 18 years of age, must have signed permission of parent or legal guardian
- No specific GPA required
- Permission from authorized school personnel
- Must meet course prerequisites
- Must meet required placement test scores on ACT/SAT or other college placement scores if enrolling in either English or mathematics courses
- Normally juniors and seniors but under special circumstances sophomores may enroll in specifically designated courses

Student Course Fee
- $51 per credit hour

Reimbursement of High School for Instructor’s Service
- If the school system pays the teacher for a dual credit course as part of the regular contract, Eastern generally pays standard adjunct rate for the course ($500 per credit hour for faculty with a master’s, $600 per credit for faculty with a doctorate)
- For dual credit course, the school system is obligated to supply the college required textbook
Percentage of Courses Offered for Dual Credit
- 97% dual credit

Future Directions
- Eastern has recently assumed responsibility for a portion of courses previously delivered by Shepherd College at the South Branch campus
- Will continue to provide courses within its local service area and two Virginia schools (Highland and Bath County) and Pocahontas County, under a WV/VA pilot project orchestrated by Pendleton County
- The college’s telecom system has been used successfully to deliver college curriculum between two or three sites. Superintendents have asked for additional courses to be delivered and shared among county school systems
- The college will continue to offer courses using multiple modalities including traditional classroom instruction, web-based and compressed video instruction

Fairmont State Community and Technical College

Instructor Utilization
- 22% Adjunct faculty (non-high school)
- 78% High school teacher serving as adjunct

High Schools Served
- Barbour County
- Braxton County
- Buckhannon Upshur
- Clay Battelle
- Doddridge County
- East Fairmont
- Elkins
- Fairmont Senior
- Grafton
- Harrison
- Lewis
- North Marion
- Preston County
- Taylor County Tech
- Tygart Valley

Instructor Selection Criteria
- A master's degree or 12 graduate hours in discipline or closely related area

Evaluation, Assessment and Monitoring Practices
- All adjunct faculty are required to attend one convocation offered on campus during either summer or Christmas break
- Mentoring is available
- Qualitative standards measured through standard course and instructor evaluations
- A list of adopted textbooks for each course is provided to the high school
- A sample syllabus for the course is provided by the college
• Traditional quizzes, mid-term and final exams and other assessment tools appropriate for the course are used to assess learning practices

Student Eligibility Criteria
• 3.0 high school GPA
• Junior or senior
• Permission from high school principal or guidance counselor
• Meet pre-requisites for the course
• Appropriate ACT/SAT or other placement test scores if enrolling in either English or mathematics courses

Student Course Fee
• $56 per credit hour

Reimbursement of High School for Instructor’s Service
• An instructional fee of $1200 per class is reimbursed to the county

Percentage of Courses Offered for Dual Credit
• 100% dual credit

Future Directions
• Growth is anticipated for the next few years
• Web based courses will be utilized in the future
• Will continue to provide courses within its local service area. Students in Harrison County come to the Caperton Center
• Commitment and effort in offering college courses for high school students has increased in all counties
• FSC&TC and FSU have worked to develop a foreign language dual credit program and are currently working on developing a chemistry program for dual enrollment

Glenville State College

Instructor Utilization
• 100% High school teacher serving as adjunct

High Schools Served
• Calhoun County
• Clay County
• Gilmer County
• Ritchie County

Instructor Selection Criteria
• A master’s degree in discipline area and recommendation from high school principal
• A cognate field may be accepted but a master’s degree in the subject area is preferred
• Eighteen graduate hours are required in the discipline
Evaluation, Assessment and Monitoring Practices

- An adjunct faculty handbook is provided to all part-time faculty but no systematic professional development or mentoring is provided
- Standard syllabus, course content outline and textbook is shared between on-campus and off-campus courses
- A comprehensive final is used to assess learning practices
- Student evaluation of instruction is limited to those courses taught on campus

Student Eligibility Criteria

- 3.0 high school GPA
- Junior or senior
- Permission from high school principal
- Submit a high school transcript and apply for admission
- Appropriate ACT/SAT or other placement test scores if enrolling in either English or mathematics courses

Student Course Fee

- $51 per credit hour

Reimbursement of High School for Instructor’s Service

- $400 per credit hour/per course is reimbursed to the local school board ($1,200 for a 3-hour course)

Percentage of Courses Offered for Dual Credit

- 100% dual credit

Future Directions

- More dual credit courses offered in local area high schools
- Plan to offer more courses at off-campus locations and high schools outside immediate service area
- Most course offered will continue to be face-to-face
- A limited variety of courses can be made available to eligible high school students

Marshall University
(includes Marshall Community and Technical College)

Instructor Utilization

- 5.5% Full-time faculty
- 27.5% Adjunct faculty
- 67% High school teacher serving as adjunct

High Schools Served

- Cabell-Midland
- Elkins
- Hannan
- Huntington
- Point Pleasant
- South Charleston
- Spring Valley
Instructor Selection Criteria

- Marshall University: A master's degree is the general standard although some exceptions are made for individuals who hold a bachelor's degree plus significant subject expertise or coursework.
- Marshall Community and Technical College: 15-18 graduate credits in the content area or a bachelor’s degree and three years of relevant occupational experience and/or relevant industry certifications and/or teaching experience.
- Master's in field is generally required. An exception may be made, however, for a master’s in a cognate field with significant coursework/experience in the subject area.
- The University generally requires 15 graduate hours in the discipline.

Evaluation, Assessment and Monitoring Practices

- School of Extended Education (SEE) encourages and funds mentoring.
- Department/division approved syllabus.
- SEE encourages and funds classroom observation and monitoring.
- Departments/divisions have reviewed student work and graded papers.
- In the community college, a Faculty Development Plan will be developed each semester of hire for any adjunct faculty holding less than a bachelor’s degree to include an assigned full-time mentor, plan for development of classroom pedagogic and management skills as well as plan for progress toward completion of higher degree.
- May take advantage of any professional development offered by the department to adjuncts.
- Departments/divisions determine what assessments of learning are employed.
- Student evaluations are required of every course.

Student Eligibility Criteria

- Junior or senior generally.
- 3.0 GPA for Marshall University courses.
- 2.5 GPA for Marshall Community and Technical College courses.
- Letter of recommendation from high school principal or guidance counselor.
- Submit a high school transcript and apply for admission.
- Appropriate ACT/SAT or other placement test scores if enrolling in either English or mathematics courses.
- If a student is below the junior year; the same GPA standards, plus two letters of recommendation from high school principal and guidance counselor or teacher, and across the board upper two categories on WESTEST.

Student Course Fee

- $51 per credit hour.
Reimbursement of High School for Instructor’s Service
- One third of the tuition is returned to the county/high school for the instructor’s service

Percentage Of Courses Offered For Dual Credit
- 84% dual credit

Future Directions
- Intend to expand offerings as opportunities arise
- Will respond to opportunities outside service area when requested
- Currently using the ATM network to deliver interactive courses for high school students and are planning to offer web-based courses in the future

New River Community and Technical College

Instructor Utilization
- 89% High school teacher serving as adjunct
- 11% Part-time faculty

High Schools Served
- Greenbrier East
- Greenbrier West
- Monroe County Tech Center
- Pocahontas County
- Richwood
- Webster County

Instructor Selection Criteria
- A master’s degree in field or a master’s degree with eighteen graduate hours in a cognate field
- College will accept 12 graduate hours in discipline if adjunct is committed to obtaining an additional 6 hours of graduate classes
- College may employ a professional with a baccalaureate degree who has acquired special training

Evaluation, Assessment and Monitoring Practices
- Adjuncts are provided with course goals and objectives and course content outline
- An orientation session is provided for all new and returning adjuncts
- New adjuncts are assigned a mentor
- Adjunct faculty handbook is updated and provided to all part time faculty
- Adjuncts are required to file course syllabus and final exam which are compared with that of a full-time faculty member
- Course level assessment is used to ascertain student learning in relation to learning goals for individual courses and instructors
- Classroom observation is used for newly-employed adjuncts

Student Eligibility Criteria
- Required 3.0 high school GPA or higher
- May enroll at beginning of junior year
- Permission from high school principal
• Appropriate ACT/SAT or other placement test scores if enrolling in either English or mathematics courses

**Student Course Fee**
- Fee Practices have varied among New River campuses, but all will follow statewide minimum beginning Fall 2005
- $10 per course for dual credit courses has been charged at Lewisburg campus

**Reimbursement of High School for Instructor’s Service**
- No additional stipend to the instructor or the high school. New River has successfully negotiated with Boards of Education to bear the cost of instruction

**Percentage of Courses Offered for Dual Credit**
- 100% dual credit

**Future Directions**
- Growth is anticipated to serve most if not all high schools within the nine county service district
- Use of the Interactive network will be expanded to deliver courses throughout RESA IV District
- Option of web based instruction is not likely due to limited resources

**Potomac State College of West Virginia University**

**Instructor Utilization**
- 26% Full-time faculty
- 63% Adjunct faculty
- 11% High school teacher serving as adjunct

**High Schools Served**
- East Hardy
- Frankfort
- Hampshire
- Keyser
- Martinsburg
- Mineral County Vocational-Technical
- Moorefield
- Petersburg
- Union

**Instructor Selection Criteria**
- Minimal required degree is a masters degree
- An in-field degree is preferred
- Minimum number of graduate hours in field is generally 15

**Evaluation, Assessment and Monitoring Practices**
- Monitored by Coordinator for Off-Campus Instruction
- Faculty teaching in high schools are invited to adjunct faculty meetings in Keyser
- Course outlines and textbooks are provided
• Evaluation follows normal division practices and may include a visit by chair or other senior faculty member
• Assessment is carried out by monitoring grading outcomes for out-of-pattern grades as an indication of reduced learning expectations
• Other assessment measures are being developed

Student Eligibility Criteria
• Juniors and seniors are eligible
• Students in their senior year must have a 3.0 high school GPA unless supporting data indicate student’s potential for success warrants reconsideration
• Recommendation by high school principal or his or her designee
• Signed consent from either parents or legal guardian
• File an application for admission
• Pay regular college fees as well as purchase textbooks and supplies
• Students in their junior year must have 3.5 GPA
• College minimal scores on ACT/SAT exams if enrolling in either English or mathematics courses

Student Course Fee
• $51 per credit hour
• A third-party agreement is in place for Mineral County

Reimbursement of High School for Instructor’s Service
• County is reimbursed the equivalent of an off-campus adjunct’s salary ($533 per credit)

Percentage of Courses Offered for Dual Credit
• 85% dual credit

Future Directions
• No plans to expand except in response to specific requests from the county school systems
• College plans to offer high school courses within the Potomac Highlands region and in Martinsburg
• Web based courses will not be designed primarily for high school students. Personnel at both the college and local high schools do not judge this to be an appropriate mode of delivery for high school students
• College is committed to continuing program in response to clearly articulated regional needs although funding at $51 per credit hour is not always sufficient to support the College’s expenses

Community and Technical College of Shepherd

Instructor Utilization
• 33% Full-time faculty
• 26% Adjunct faculty
• 41% High school teacher serving as adjunct
High Schools Served
- Berkeley Springs
- East Hardy
- Jefferson
- Morefield
- Musselman
- Pendleton
- Petersburg
- Pocahontas

Instructor Selection Criteria
- Instructors who possess a degree infield, preferably a master’s degree
- Minimal required degree is a bachelor’s degree
- If degree is not in-field degree may be in a cognate field
- Minimum number of graduate hours in field is generally 15-18

Evaluation, Assessment and Monitoring Practices
- Qualitative standards measured through standard course and instructor evaluations
- No established mentoring/monitoring programs for high school adjuncts
- Learning is assessed using WorkKeys Test and CCSSE Survey
- Online course instructor/ course evaluations were recently developed
- Plans to implement classroom visitations
- An on-line adjunct training website has been developed

Student Eligibility Criteria
- 2.0 high school GPA
- Permission from guidance counselor
- High school transcript
- ACT/SAT scores if enrolling in either English or mathematics courses
- Most students are Juniors/Seniors, but occasionally a Sophomore is admitted

Student Course Fee
- $51 per credit hour

Reimbursement of High School for Instructor’s Service
- The South Branch Valley campus reimbursed county boards of education for instruction provided by high school teachers.
- In Berkeley, Morgan and Jefferson counties instructors are hired by CTC and paid as adjuncts.

Percentage of Courses Offered for Dual Credit
- 33% dual credit

Future Directions
- Major changes and expansion in the number of courses offered to local high school students is expected
- Will continue to provide courses within its local service area
- Currently high schools students can take CTC’s online courses
Southern West Virginia Community and Technical College

Instructor Utilization
- 100% High school teacher serving as adjunct

High Schools Served
- Chapmanville
- Duval
- Gilbert
- Guyan Valley
- Hamlin
- Liberty
- Logan
- Matewan
- Scott
- Sherman
- Van
- Wyoming East
- Yeager Tech

Instructor Selection Criteria
- Same standards is applied to high school teachers as other adjunct faculty as defined by institutional policy
- Minimal required degree is a master’s degree
- The degree may be in-field degree or in a cognate field
- Minimum number of graduate hours in discipline is 18

Evaluation, Assessment and Monitoring Practices
- Provided with institutionally approved syllabus and textbook for course taught
- Common tests are utilized as course finals in many of the dual credit courses
- Research papers are required to be submitted and reviewed by full-time faculty
- At least two classroom visitations are made by division chair or campus director
- A common evaluation instrument is used to evaluate both full-time and adjunct faculty

Student Eligibility Criteria
- 3.0 high school GPA
- Signed permission from either school principal or guidance counselor and parent
- Generally juniors or seniors
- Meet college prerequisites
- Proper ACT/SAT or college placement scores

Student Course Fee
- $51 per credit hour

Reimbursement of High School for Instructor’s Service
- High school or county board of education paid $350 per credit hour taught
- If less than ten students the amount is prorated accordingly
Percentage of Courses Offered for Dual Credit
- 100% dual credit

Future Directions
- Has expanded in recent past
- Expansion has been slowed due to limited number of high school teachers with the requisite credentials
- West Virginia EDGE initiative may serve as a deterrent to growth
- Some public schools have requested EDGE credit for what normally might have been a dual credit class
- Offerings are limited to service area
- Growth will be possible through the use of interactive classrooms being established in all seven counties as the result of a grant
- Students who meet prerequisites may enroll in Southern’s web based courses

West Liberty State College

Instructor Utilization
- 100% High school teacher serving as adjunct

High Schools Served
- Wheeling Park

Instructor Selection Criteria
- Experience and education appropriate for subject matter being taught
- For Health Care Careers course, faculty must meet R.N. licensure requirements
- An infiel d graduate degree is preferred; a degree in cognate field with related coursework is acceptable
- 18 graduate credit hours in the field are required

Evaluation, Assessment and Monitoring Practices
- Adjunct faculty may attend campus sponsored professional development
- Appropriate department reviews course syllabi and related student assignments
- College works with cooperating high schools in monitoring and maintaining standards in the course offerings
- Standard course evaluation process is utilized to provide feedback on quality of instruction

Student Eligibility Criteria
- 3.0 high school GPA
- Completed 12 units of the college preparatory curriculum
- Juniors and seniors
- Recommendation of the high school principal and approval of the Director of Admissions
- Applicant and high school transcripts submitted to the college
- Must meet requirements for the Early Entrance Program
- Courses to be taken must be approved by the Registrar or Provost
Student Course Fee
- $51 per credit hour

Reimbursement of High School for Instructor’s Service
- The cooperating high school has not requested any type of reimbursement

Percentage of Courses Offered for Dual Credit
- 100% dual credit

Future Directions
- A modest expansion is possible
- Offerings will be limited to area high schools
- Instructional technology may be utilized

West Virginia Northern Community College

Instructor Utilization
- 16.5% Full-time faculty
- 3% Adjunct faculty
- 80% High school teacher serving as adjunct

High Schools Served
- Brooke
- Hundred
- John D. Rockefeller Center
- John Marshall
- Magnolia
- Oak Glen
- Paden City
- Tyler Consolidated
- Valley
- Weir
- Wheeling Central Catholic
- Wheeling Park

Instructor Selection Criteria
- Review of credentials, experience, references and interview. Principal is involved if a high school teacher is the instructor
- If transfer course, a Master’s degree with minimum with 18 graduate hours or a minor in field
- If technical course, a bachelor’s degree with appropriate credential and experience
- Can be in cognate area if adequate in-field graduate hours or field experience

Evaluation, Assessment and Monitoring Practices
- The Associate Deans of Faculty and Curriculum and Student Development monitor quality of instruction, with assistance of the Associate Deans of Campus Operations and full time faculty
- Adherence to common college requirements such as course syllabus and use of college level textbook
• Qualitative standards measured through standard evaluations that are reviewed by associate Dean of Faculty
• Training workshops focused on orientation, course standards, assessment, use of technologies, and communications were offered to adjunct faculty, including high school teachers
• Adjunct faculty are evaluated by full-time faculty or program directors

Student Eligibility Criteria
• No GPA criterion is established
• Junior or senior as qualified by individual high school's criteria and permission of principal
• Parental approval if student is under 18 years of age
• Meet pre-requisites for the course
• Appropriate ACT/SAT or other placement test scores if enrolling in either English or mathematics courses
• If student is not junior or senior, special request by high school and special permission of the college

Student Course Fee
• $51 per credit hour

Reimbursement of High School for Instructor’s Service
• High school teachers that teach courses as part of their regular assignment are paid a stipend if permitted by their school system

Percentage of Courses Offered for Dual Credit
• 98% dual credit

Future Directions
• Growth is anticipated in technical education through the EDGE program and traditional early entrance classes
• Web based courses will be utilized in the future but not anticipated to be major thrust

West Virginia State University

Instructor Utilization
• 20% Full-time faculty
• 27.5% Adjunct faculty
• 52.5% High school teacher serving as adjunct

High Schools Served
• Capital
• George Washington
• Nitro
• Riverside
• Sissonville
• South Charleston
• St. Albans
Instructor Selection Criteria
- Minimal required degree is a master’s degree; professional degree (beyond the bachelor’s degree) when appropriate
- Department chair reviews transcripts and vitae from potential instructors
- Same credentials as other adjunct faculty
- If degree is not in-field, degree may be in a cognate field

Evaluation, Assessment and Monitoring Practices
- Student evaluations are administered each semester
- Standard syllabi and texts used for both off-campus and on-campus courses
- Department chairs may observe
- Workshop at the beginning of semester is open to all adjunct faculty including those teaching college courses in high school

Student Eligibility Criteria
- Juniors and seniors
- Permission from high school principal or guidance counselor
- ACT/SAT scores if enrolling in either English or mathematics courses

Student Course Fee
- $51 per credit hour

Reimbursement of High School for Instructor’s Service
- Standard rate of $425 per credit hour

Percentage of Courses Offered for Dual Credit
- 100% dual credit

Future Directions
- Does not anticipate a great deal of growth in number of courses offered due to decline in high school enrollments in the Kanawha Valley
- Seek to offer a greater variety of courses
- Will explore offering courses through compressed video to high schools after regular school hours

West Virginia University at Parkersburg

Instructor Utilization
- 31% Full time faculty
- 18% Adjunct faculty
- 51% High school teacher serving as adjunct

High Schools Served
- Caperton Center
- Jackson County Center
- Parkersburg Catholic
- Parkersburg
- Parkersburg- South
- Ritchie County
• Roane County
• St. Mary’s
• Williamstown
• Wirt

Instructor Selection Criteria
• A master’s degree in the discipline taught
• 15 graduate hours in the subject area

Evaluation, Assessment and Monitoring Practices
• No mentoring is provided unless the faculty is in their first semester as an adjunct
• Same text, syllabi, course materials and exams used in early admission courses
• Students evaluate courses
• Division chair evaluates the faculty member
• Same outcomes assessment measures used in both on-campus and early admissions courses
• Adjuncts are required to stay current in their field

Student Eligibility Criteria
• 2.8 high school GPA
• Juniors or seniors
• Recommended by high school principal

Student Course Fee
• $51 per credit hour

Reimbursement of High School for Instructor’s Service
• School reimbursed at the standard adjunct rate or faculty member paid at the standard adjunct rate

Percentage of Courses Offered for Dual Credit
• 100% dual credit

Future Directions
• Currently delivering courses to nine public schools and one parochial school
• Will continue to provide courses within its local service area and serve others as regulated
• No plans to offer courses through instructional technology in the future

West Virginia University Institute of Technology

Instructor Utilization
• 24% Full time faculty
• 33% Adjunct faculty
• 43% High school teacher serving as adjunct

High Schools Served
• Capital
• Fayetteville
• George Washington
• Midland Trail
• Nitro
• Oak Hill
• Valley (Fayette)

Instructor Selection Criteria
• A master’s degree is required
• Degree must be in-field

Evaluation, Assessment and Monitoring Practices
• All adjunct faculty are invited to participate in professional development activities on campus
• Mentoring is provided by academic departments as needed
• Qualitative standards measured through standard course and instructor evaluations
• Common final exams, student evaluations and classroom visitation

Student Eligibility Criteria
• Some are sophomores but the majority are juniors or seniors
• Permission from high school principal
• Meet pre-requisites for the course
• Appropriate ACT/SAT or other placement test scores if enrolling in either English or mathematics courses
• No minimum GPA is required

Student Course Fee
• $51 per credit hour

Reimbursement of High School for Instructor’s Service
• High school is paid the equivalent amount of an adjunct based upon the college’s pay schedule

Percentage of Courses Offered for Dual Credit
• 100% dual credit

Future Directions
• Number of course may increase slightly in response to requests of high schools and county boards
• Efforts are limited by instructor resources/availability at the time of day required by high schools

Community and Technical College at West Virginia University Institute of Technology

Instructor Utilization
• 100% High school teacher serving as adjunct

High Schools Served
• Ben Franklin
• George Washington
• Harrison
• Tolsia

Instructor Selection Criteria
• A master’s degree is required
• Degree must be in field

Evaluation, Assessment and Monitoring Practices
• All adjunct faculty are invited to participate in professional development activities on campus
• Mentoring is provided by academic department as needed
• Qualitative standards measured through standard course and instructor evaluations
• Common final exams, student evaluations and classroom visitation

Student Eligibility Criteria
• Some are sophomores but the majority are juniors or seniors
• Permission from high school principal
• Meet pre-requisites for the course
• Appropriate ACT/SAT or other placement test scores if enrolling in either English or mathematics courses
• No minimum GPA is required

Student Course Fee
• $51 per credit hour

Reimbursement of High School for Instructor’s Service
• High school is paid the equivalent amount of an adjunct based upon the college’s pay schedule

Percentage of Courses Offered for Dual Credit
• 100% dual credit

Future Directions
• Number of course will decrease due to EDGE program implementation
• High schools outside the service area will be served when expertise is not available from the local college
• Efforts are limited by instructor resources/availability at the time of day required by high schools
1. GENERAL
   1.1 Scope: This policy establishes guidelines for West Virginia public colleges and universities for the offering of college courses for high school students.
   1.2 Authority: W. Va. Code § 18B-1-1A; 18B-1B-4
   1.3 Filing Date - July 2, 2002
   1.4 Effective Date - August 1, 2002

2. PURPOSE
   2.1 Legislative goals established for West Virginia state colleges and universities provide that higher education in West Virginia should contribute fully to the growth, development and quality of life of the state and its citizens. Among these goals is a statutory provision (W. Va. Code §18B-1-1A) which states that more opportunities should be available for advanced high school students to obtain college credit prior to high school graduation.

   Currently, most of the state colleges and universities offering undergraduate programs offer some college courses in high schools for high school students. The purpose of this policy is to provide guidance to the institutions in matters of curriculum, selection of faculty, quality control, admission, and setting tuition/fees as they continue to offer and expand the number of college courses for high school students.

3. CURRICULUM
   3.1 Any off-campus credit instruction must meet the same rigorous standards as required for on-campus instruction. Such standards are essential for maintaining institutional accreditation by the North Central Association. Thus, any college course offered for high school students must meet the standard of a campus-based college course. Each course needs to include the equivalent syllabus,
text, assignments, assessments, evaluation of students, and evaluation of faculty as the campus course.

The curriculum will be limited to lower division undergraduate courses which are jointly agreed upon by the cooperating college or university and high school.

4. CREDIT

4.1 In cooperation with a local school system, an institution may offer an undergraduate college course in a high school for advanced high school students who qualify for college admission. At the discretion of the high school, the course may be offered for high school credit, i.e. the student will be awarded high school credit as well as college credit for successful completion of a course.

5. CORRELATION WITH ADVANCED PLACEMENT

5.1 The College Board Advanced Placement program shall continue to be encouraged, and the credential for granting college credit shall remain student performance on the Advanced Placement exam. No credit will be awarded for College Board Advanced Placement courses based solely on successful course completion.

6. FACULTY

6.1 All faculty serving as instructors for college credit-bearing courses offered to advanced level high school students, whether on the college or the high school campus, must meet the minimum faculty credential requirements for instructional rank at the college which will grant the credit.

6.1.1 Credentials of faculty who serve as instructors for college credit-bearing courses must be approved by the chief academic officer of the college and/or university and the department which will grant the credit.

6.2 The institution granting credit shall assign adjunct part-time faculty status to high school teachers who teach such courses. Employment of any adjunct part-time faculty must be consistent with any commission and/or institutional standards on employment of adjunct, part-time faculty.

7. ADMISSIONS

7.1 High school students desiring to enroll in a college credit-bearing course must apply for an admission status and meet all admission requirements for the institution which is offering the college credit course. Additionally, students must meet all course requirements and prerequisites. In addition to meeting these requirements, all students who enroll must have the approval of the high school principal.

8. TUITION/FEES

8.1 High school students enrolled in college courses in the high schools will be assessed tuition/fees consistent with the institution's approved fee structure.
Alternatively, to make college courses more accessible to high school students, an institution may, establish a special tuition fee structure for high school students as provided in Section 8.2 of this rule.

8.2 Special tuition/fees for high school students established by any West Virginia public higher education institution must be set, at a minimum, at three-fourths of the rate of the lowest regular off-campus rate established by any West Virginia public higher education institution. All high school students must be charged the special tuition/fee rate or the regular tuition/fees approved for the institution granting the credit. The credit-granting institution may not use its own resources to pay any student's assessed tuition/fees. Except for tuition/fee waivers in third party sponsored agreements, no tuition/fee waivers are to be granted.

9. SCHOOL REIMBURSEMENT AND CREDIT HOUR ACCRUAL

9.1 College courses offered to high school students in the high schools will be taught by either regular or adjunct part-time faculty members of the institution granting the college credit. In the special circumstances of a high school teacher who teaches the course during the regular school day, the college granting the credit may reimburse the high school for the instructor's service.

9.2 Consistent with Higher Education Policy Commission policies, student credit hours generated by high school students registered in college classes will accrue to the institution granting the credit.

10. ACCOUNTABILITY

10.1 Each college or university offering college courses for high school students may in accordance with provisions of this policy make arrangements for award of dual credit with the participating high school.

10.2 Each college or university which offers college-level courses for or in West Virginia high schools must maintain a record of the courses and enrollments for such courses and submit any reports of college courses for high school students as deemed necessary.
The purpose of this survey is to assess the program of college courses for high school students offered by West Virginia’s public colleges and universities and community and technical colleges. This statewide program has been designed to include courses which are offered primarily for high school students. Typically, these courses are offered in the high schools, but occasionally are taught in some other locations. Courses offered by the higher education institution are also frequently listed for concurrent (dual) credit by the cooperating high school.

The first part of the survey is a narrative section in which the institution is to respond to a number of questions on qualitative standards, selection of instructors, student eligibility, and other current institutional practice. The second portion of the study includes qualitative data from the fall 2004 and spring 2005 semesters.

I. NARRATIVE SECTION

Institution

1. Name of the institution which administers the program.

Selection of Instructors

2. Are instructors full-time or adjunct? What percentages (estimate) for full-time faculty, part-time adjuncts (non-high school teachers) part-time adjuncts (high school teachers)?

3. What standards do you use for selection of adjunct faculty, including high school teachers?

4. Minimal degree required?

5. Must the degree be in-field or may it be in a cognate field, e.g. M.Ed. with significant coursework in the subject area?

6. What are the minimum number of graduate hours required in the subject area?

7. What kinds of professional development are offered or required for adjunct faculty? Any mentoring?
Qualitative Standards

8. How do you monitor and assess qualitative standards in the course offerings?

9. When adjunct faculty are instructors, do you utilize any special practices, e.g. review of student work or grading of papers by full-time faculty?

10. What assessment of learning practices do you employ?

11. What are your practices in evaluating instruction?

12. What are institutional practices for eligibility for student enrollment? GPA? Principal's permission? ACT or SAT1? Any other criteria?

13. What are high school grade levels for enrolling students?

14. What is the admission status of the high school student?

Student Fees

15. Did you assess the statewide minimum fee of $51 per credit hour for 2004-2005? Different rate?

Reimbursement of School for Instructor's Service

16. When the instructor is a high school teacher and the course is offered for dual credit, what is your institutional practice in reimbursing the school for the instructor's service? Amount of payment to the school for a course?

Dual Credit

17. Approximately what percent of courses offered are listed by the high schools for dual credit?

18. Does the institution have an articulation agreement with the high school for determining the dual credit arrangement? If yes, explain.

19. Has your institution experienced any difficulty with the high school(s) in arranging dual credit, e.g. the college course meeting the high school content standards? Explain.

Future Directions

20. Do you anticipate any change or expansion in the number of college courses offered for high school students in the next few years?
21. Will course offerings be limited to local high schools in your area? Or to other locations?

22. Are you offering or likely to offer college coursework primarily for high school students through instructional technology, e.g. Web-based courses?

23. What is your overall assessment of your institution’s effort and commitment in offering college courses for high school students?

II. QUANTITATIVE INDICATORS

The HEPC Office of Research and Technology has prepared for each institution a listing of course sections that had at least one high school student enrolled in Fall 2004 and Spring 2005. This course listing includes enrollment, course, and instructor information obtained from the HEPC data files, and three blank columns for additional information that we are requesting for these course sections. We are asking that the following things be done with the course listings:

1. Please check all data for accuracy.

2. Dual credit column
   - No need to provide additional information on courses labeled “Regular Courses (Not for HS).” Make a notation only if this label is not accurate. Such courses are not germane to the survey.
   - The other two listings in this column are “dual credit” and “college credit only.”

3. Columns labeled “HS Enrollment,” “IR Enrollment,” and “HS Percent” may be ignored.

4. Please fill in any other blank entries.