

Early enrollment compilation/summary – *Much of this should be addressed by Provost's committee*

Benefits overall

- If the courses are well-taught and actually college-level, they will enhance the reputation of our institution among the community members. The opportunity for an early start on college may be a recruiting asset
- Cost savings for students in courses
- Benefits to students/programs on and off campus need to be made clearer (especially to those who are doing work in this area)

Instructors & assessment

- Some regular on-campus adjuncts also teach high school, so there's usually no issue with those instructors.
- Credentials should be the same, since the program offers university credits, but at least one chair observed that credentials are generally weaker, since if they have a Master's, it's not in math or CS but more likely in Educational Leadership or some such field. In most cases, have to rely more on actual teaching experience.
- Often there is lack of feedback from the high schools, we have had no way of assessing the courses or evaluating the success of individual sections or instructors
- Assessment will need to be addressed, since 'program' assessment often does not include a department's GE offerings
- One department is planning on requiring a common final exam for the courses taught on campus and in the high schools as a way of ensuring that our standards are met.

Benefits to on-campus students/programs

- Some graduate students get teaching experience/employment by staffing some sections.

Issues/Concerns

- Difficulty finding truly qualified instructors; cases in which an instructor has been approved through proper channels (chair, etc.), but the following year, the instructor resigns, and the school feels as if they can hire the regular teacher for the program, and have done so.
- Students have been put in the courses without evidence that the students meet the prerequisites.
- Courses and instructors have been set up without departmental approval.
- Some courses that were approved do [not?] show us who the instructor is.
- The increase of high school students who earned university credits often hasn't resulted in increased enrollment in upper level courses, but there has been a reduction in numbers in the lower level courses and a reduction in WVSU's on-campus pool for upper level courses. (The cause-effect relationship for reduction of enrollment in lower level courses could be traced to the Early Enrollment Program or to the recent Gen Ed revision, or both.)
- There are some disparities between costs for test-out credits received by WVSU students, where we can evaluate student accomplishment (e.g., MFL) and early enrollment students, for whom we have much less quality control.
- Often there are insufficient resources/chair work hours for supervision, especially in light of the many (17?!) evaluation criteria expected. At least one department has more than 20 sections in far-flung schools, with times that conflict with WVSU on-campus sections. Some schools offering EE/YJC courses are over an hour drive from WVSU – "ONE WAY!" (Money for mileage and a fee for the observation and/or Skype observations might help.)

Other comments

- Chairs seem to agree that the high school teachers (staffing early enrollment courses) should be treated in every aspect like university faculty members, in terms of the same qualifications, standards, evaluation following WVSU's established criteria, and chair control over whether they should be re-hired.
- One chair suggested assigning a teaching practice supervisor, possibly by subject being taught or by college.
- One chair mentioned a past effort to 'broadcast' courses into more than one school. Should that be explored?