

**REPORT OF THE VIRGINIA DEPARTMENT OF
EDUCATION AND STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA**

**HIGH SCHOOL GRADUATION
REQUIREMENTS AND
ADMISSION STANDARDS AT THE
COMMONWEALTH'S COLLEGES
AND UNIVERSITIES**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



HOUSE DOCUMENT NO. 21

**COMMONWEALTH OF VIRGINIA
RICHMOND
1996**



COMMONWEALTH of VIRGINIA

JAMES P. JONES
PRESIDENT

BOARD OF EDUCATION

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December 15, 1995

The Honorable George Allen
Governor of Virginia, and
The General Assembly of Virginia
Richmond, Virginia 23219

Dear Governor Allen and Members of the General Assembly:

House Joint Resolution 470 of the 1995 General Assembly requested the Board of Education and the State Council of Higher Education for Virginia (SCHEV) to study high school graduation requirements and college admission standards at Virginia's colleges and universities. In November, the Board approved the attached report in fulfillment of this request.

Respectfully submitted,

A handwritten signature in black ink, appearing to be "JPJ", written over a horizontal line.

James P. Jones

JPJ/lch
Attachment

c: The Honorable Beverly H. Sgro, Secretary of Education
William C. Boshier Jr., Superintendent of Public Instruction



COMMONWEALTH of VIRGINIA

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December 12, 1995

The Honorable George F. Allen
Governor
Commonwealth of Virginia
Richmond, VA 23219

Dear Governor:

At its meeting on December 11, 1995, the Council of Higher Education approved two studies on teacher education, responding to House Joint Resolutions Numbers 628 and 629 of the 1995 General Assembly. The Council suggests that an evaluation of the results of the mentor teacher program be made by the Board of Education before funding for the program is authorized for the second year. The Council further understands that any funding required for these initiatives would be in the Department of Education's appropriation.

In addition, the Council approved a study on high-school graduation requirements and admission standards at Virginia's colleges and universities, which responds to House Joint Resolution No. 470. The Council specified that the recommendation to develop a common application for admissions to Virginia's public colleges and universities should not interfere with each institution's right to ask for additional information from prospective students.

I am pleased to transmit to you copies of these reports.

Sincerely,

A handwritten signature in black ink, appearing to read "Gordon K. Davies", written over a horizontal line.

Gordon K. Davies

GKD\gmp

Enclosure

c: The Honorable Beverly H. Sgro

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EXECUTIVE SUMMARY

HJR470 requested the study of high school graduation requirements, higher education admissions standards, and the award of credit for curriculum and measurable competencies learned in a variety of ways such as through interdisciplinary programs, equivalency courses, and the academic components of vocational and technical classes. Data were collected from high schools and senior colleges and universities in Virginia and from State Higher Education Executive Officers (SHEEO).

Secondary school reforms have reached all regions of the Commonwealth. Site-based management has made school reform an individualized matter thereby introducing many variations in the restructured programs, courses, and schedules and in the processes to implement them. As students complete programs of study, their transcripts reflect these revisions.

Data were collected about the following high school practices and programs: block scheduling, advanced placement and college-level courses, Tech Prep programs, distance learning, dual enrollment, work-based programs, International Baccalaureate, schools within schools, correspondence courses, independent study courses, and applied instruction. Respondent data cannot be reduced to a single description because of the many variations in practices and programs that have been implemented. Appendices D, E, and F contain matrices with complete survey findings.

Senior colleges and universities were asked about higher education processes for granting academic credit for new instructional initiatives for college admissions purposes. Educational rigor is the most frequently mentioned criterion used by institutions in making admissions decisions. The two most frequently mentioned methods for handling atypical transcripts were (a) contacts with the high school to clarify transcript information and (b) individualized review. Dual enrollment, block scheduling, and information about different tracks and courses were of most concern to higher education institutions. It was suggested that course descriptions or profiles that explain transcripts would be helpful. Respondents thought that high schools and colleges could best work together through open dialogue/communication and workshops.

The SHEEO survey collected data about experiences, opinions, and insights regarding non-traditional instructional initiatives and methods of awarding credit throughout the United States. Regardless of the configuration of higher education authority, every agency in some manner cited public school restructuring and reforms as the driving force behind the need to revising college admissions practices in their states. Changes in instructional strategies, course offerings, and newly emerging technical and vocational education opportunities have tested the applicability of traditional assessment strategies which measure curricula in terms of Carnegie units.

Many education policy analysts express an overriding fear, however, that responding too quickly to changes at the secondary level and below presents the potential for compromising basic proficiency attainment. Tech Prep was mentioned as one of the initiatives that has influenced higher education institutions to accept applied academics course work as a type of college preparatory curriculum.

Although not a part of this study, High Schools That Work, an innovative school reform movement, is pertinent and is described in Footnote 1 on page 11.

Recommendations

The following recommendations are made based upon the findings of the study:

- High school, community college, and senior college and university staff should involve each other in their respective restructuring efforts. For example, high schools offering nontraditional instruction should assess the learning of those students who complete those courses or programs to ensure they produce results equivalent to or better than traditional instruction. If the restructuring initiatives have been validated, then colleges and universities should review their admissions policies regarding the acceptance of nontraditional instruction for credit.
- High school, community college, and senior college and university staff should communicate frequently, more clearly, and regularly. Different types of communication such as workshops, seminars, and meetings should be considered.
- Along with high-school transcripts, high-school counselors should provide clear information about restructuring efforts affecting students' college admission processes.
- High-school guidance counselors and 2- and 4-year admissions officers should explore the development of a uniform high-school transcript and a common application for admissions to Virginia's public colleges and universities.

We continue to believe that the following recommendations in Part I of House Document No. 11 reported to the General Assembly in 1993 are still valid:

- As many as possible of the various forms of college-credit work should be made available to all high-school students in Virginia.

- Colleges and universities that require a grade higher than 3 on any AP examination should re-examine that requirement.
- Institutions that do not grant college credit for the successful completion of IB course work or the IB diploma should reconsider that policy.
- Virginia's community colleges should re-examine the admissions requirements and faculty credential requirements and evaluation processes in their dual enrollment programs to ensure that they correspond to the VCCS guidelines.
- Two- and four-year institutions offering dual-credit courses to high school students should assess the learning of those students to ensure that it is equivalent to that of matriculated students. Those results should be reported separately in each institution's biennial assessment report. The VCCS should assess the effectiveness of the program system wide. Two- and four-year colleges should cooperate in offering college-credit courses to high-school students when both are interested in doing so in the same area, with the community colleges as the primary but not necessarily the sole provider and overall coordinator of the higher-education effort.

Introduction

Secondary education programs that prepare students for careers and/or further education are under review. Standards of achievement that define what a student should know and be able to do are being examined. Key practices to revitalize instructional programs and courses in terms of pedagogy and content have been initiated. Schools are selecting new scheduling options. These secondary school reforms and others have touched all regions of the Commonwealth. Schools are implementing these changes to prepare students better for both higher education and careers. There is a need for a highly skilled workforce in response to global competition and widespread use of sophisticated technology.

Site-based management has made school reform an individualized matter thereby introducing many variations in the restructured programs, courses, and schedules and in the processes to implement them. As students complete programs of study in restructured schools, their transcripts reflect these revisions. There is limited information about the collaboration and communication between secondary schools and higher education and how college admissions are facilitated. Thus, the impact of these unique transcripts upon the college admissions process is unclear.

This study has been conducted in response to the General Assembly's request through House Joint Resolution No. 470 (HJR470) (sponsors: Orrock, Crouch, Dudley, and Nixon) asking the Virginia Department of Education (VDOE) and the State Council of Higher Education for Virginia (SCHEV) to study high school graduation requirements and admissions standards at the Commonwealth's colleges and universities. HJR470 requests that the VDOE and SCHEV consider current high school graduation and collegiate admissions practices in the Commonwealth and other states and changing methods of instruction and the appropriate award of credit for curriculum and measurable competencies learned in a variety of ways, such as through interdisciplinary programs, equivalency courses, and the academic components of vocational and technical classes (see Figure 1 for HJR470 in its entirety).

In a Review of the State Council of Higher Education for Virginia (1995), prepared in response to SJR 135, JLARC recommended that "SCHEV work with the Department of Education to collect and review information on high school students who go on to Virginia public higher education institutions" (p. 3). This study, conducted collaboratively by the VDOE and SCHEV, reflects the potential for even greater cooperation between secondary education and higher education to enhance educational preparation for students throughout the Commonwealth.

One of the most recent studies within Virginia that has relevance for this study was conducted by Bradley, Case, Davis, Hildebrand, Keyser, and McDaniel (1995) who examined high school restructuring efforts on the Virginia college/university admissions

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HOUSE JOINT RESOLUTION NO. 470

Offered January 18, 1995

Requesting the Department of Education and the State Council of Higher Education for Virginia to study high school graduation requirements and admission standards at the Commonwealth's colleges and universities.

Patrons—Orrock, Crouch, Dudley and Nixon

Referred to Committee on Education

WHEREAS, pursuant to the Standards of Quality, receipt of a high school diploma from a public school in the Commonwealth is contingent upon earning the required 21 credits prescribed by the Board of Education in the Standards of Accreditation, passing the literacy tests, and meeting any additional local division requirements approved by the Board; and

WHEREAS, each school division is required to offer an elective advanced studies program, which requires the completion of a minimum of 23 units of credit, including advanced math and science courses leading to the Advanced Studies Diploma; and

WHEREAS, enrollment in one of the Commonwealth's 79 colleges and universities, including public and private two- and four-year institutions, is contingent upon meeting a variety of academic preparation and achievement requirements, which may include not only evidence of scholastic achievement, such as receipt of a high school diploma, but also the satisfactory completion of specific courses; and

WHEREAS, the admissions standards and preparation requirements at these institutions vary, reflecting the unique missions and governance of each institution; and

WHEREAS, changing instructional methods and educational approaches, such as interdisciplinary courses, equivalency classes, and satellite programs, have created new opportunities for learning and mastering various disciplines and skills; and

WHEREAS, examination of Virginia's current high school graduation and college admission requirements, methods of granting academic credit, and new instructional initiatives may enhance coordination between the Commonwealth's secondary and higher education systems and may ensure that high school coursework effectively prepares Virginia's students for successful college careers and lifelong learning; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Department of Education and the State Council of Higher Education of Virginia be requested to study high school graduation requirements and admission standards at the Commonwealth's colleges and universities. The Department and SCHEV shall consider, among other things, current high school graduation and collegiate admissions practices in the Commonwealth and other states and changing methods of instruction and the appropriate award of credit for curriculum and measurable competencies learned in a variety of ways, such as through interdisciplinary programs, equivalency courses, and the academic components of vocational and technical classes.

All agencies of the Commonwealth shall provide assistance to the Department and SCHEV, upon request.

The Department and SCHEV shall complete their work in time to submit their findings and recommendations to the Governor and the 1996 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for processing legislative documents.

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process in the Region V, North Secondary Principals' Consortium. Both high schools and colleges and universities participated in the study. Below is a summary of the findings.

- High schools, colleges, and universities have little knowledge of each other's programs, policies, and practices; and further, much of the information that they do have is inaccurate or incomplete. Personnel from all groups, however, desire increased communication and dialogue.
- Both high school restructuring efforts and college admissions practices have many variations and cannot be reduced to a single description.
- The college admissions process continues to be relatively holistic and individualized.
- Colleges and universities are willing to consider nontraditional admissions materials, but they are concerned about keeping up with the increasing number of atypical applications.
- Students' grades do not appear to be as important in the college admissions process as the rigor of the high school courses taken. (pp. II-III)

A second study, The Continuum of Education (1993), Part I addressed the obstacles that students encounter as they move from high school through college and what colleges and universities might do to facilitate that movement. Programs that were viewed as enhancing the transition from high school to college included Tech Prep and other programs such as advanced placement (AP), dual enrollment, and the International Baccalaureate (IB). Recommendations in The Continuum of Education continue to be relevant and are listed in the recommendations of HJR470.

Both literature and dialogue with educators reveal that reforms in school restructuring are taking place and include both pedagogical changes (more courses taught through applications) and substantive changes (defining more succinctly what students should know and what they should be able to do). (College Admission Requirements: A New Role for States, SHEEO, 1995) These reforms are at many different stages of implementation. In Virginia, these changes are superimposed upon a projected 36 percent growth in school enrollment by the year 2001 (SREB Fact Book on Higher Education, 1994-95, p. 13).

The next section, Data Collection Procedures, describes the survey instruments used in the data collection process. Following that are three sections that summarize the findings: (a) Summary of Findings: Survey of Secondary Schools (conducted in Virginia), (b) Summary of Findings: Survey of Senior Colleges and Universities

(conducted in Virginia), and (c) Summary of Findings: Survey of State Higher Education Executive Officers (SHEEO) (conducted nationally). The last section, Recommendations, contains suggestions emerging from the study.

Data Collection Procedures

Data were collected as noted below from May through August 1995 both in-state and nationally about high school graduation requirements and college admissions practices.

In-State

- Survey of all high schools within Virginia (See Appendix A for a copy of the survey questionnaire.)
- Survey of all 4-year colleges and universities within Virginia (See Appendix B for a copy of the survey questionnaire.)
- Telephone conversations with educators at CORD and SREB and from the State of Washington.
- Electronic memo through VocServe, a national electronic bulletin board for vocational education through the National Center for Research in Vocational Education
- Attendance at the National Forum on Student Preparation for College and the Workplace

Nationally

- Survey of State Higher Education Executive Officers (SHEEO) (See Appendix C for a copy of the survey questionnaire.)
- SHEEO documents
- Follow-up materials sent by states' higher education governance structure organizations
- Telephone conversations with state higher education officers.

Summary of Findings: Survey of Secondary Schools

Survey questionnaire format. To complete the survey questionnaire, respondents were asked to check all instructional practices/programs adopted by their school and to answer three related questions: (a) Have processes for granting academic credit for new instructional initiatives for college admissions purposes been developed by your school in partnership with institutions of higher education? If yes, briefly describe these processes; (b) Who initiated the process and who owns it (parents, students, higher education, high school, private sector, other); and (c) How would you rate the success of the process (outstanding, average, below average)? (See Appendix A for a copy of the survey questionnaire.)

Survey response. A total of 220 questionnaires (80 percent) were received from secondary schools. Most respondents did not answer all questions, and many wrote comments that could not be reduced to a single description. Most respondents mentioned several persons/groups who initiated and/or owned an instructional practice or program. A summary of survey findings is presented below. (See Appendix D for a complete report of the survey findings.)

Block scheduling. A total of 103 schools (45 percent) have chosen some form of block scheduling, and 10 schools are investigating block scheduling. Approximately 44 percent of the responding schools have chosen class periods 90 minutes in length. A total of 34 schools have selected longer class periods ranging from 92 to 120 minutes; 23 schools have shorter class periods ranging from 73 to 88 minutes. Respondents' written comments focused on communication between high schools and higher education through articulation agreements, seminars, regional consortia, and faculty who act as consultants. In developing block scheduling, high schools, teachers, students, and principals were listed most frequently. The success of the process was overwhelmingly rated as outstanding.

Advanced Placement Courses and College-level Courses. Some 197 schools have advanced placement courses, and 91 schools have college-level courses. Only 11 respondents said new processes had been developed. Written comments described communication between schools and colleges, consideration of SOLs in developing curricula and adherence to state requirements for awarding credit. The community college and the high school were mentioned as initiating and owning the process. Respondents rated the success of the process that had been developed to offer advanced placement courses and college-level courses as outstanding by a 2 to 1 margin over average success.

Tech Prep programs. About half of the respondents (101) said they have a Tech Prep program, and 7 are studying the addition of one. Articulation agreements were mentioned by 32 schools as facilitating the process; facilitation by a consortium was mentioned by 14. The Virginia Peninsula Consortium has signed articulation agreements from all local colleges and universities accepting Tech Prep courses for admission. One school commented that "Tech Prep is a coordinated academic and technical program beginning in high school and continuing at the postsecondary level." A variety of Tech Prep programs are offered; and one school mentioned that SOLS were considered in developing them. High schools and community colleges were mentioned most frequently as initiating the processes that were rated about evenly between outstanding and average.

Distance learning. Almost half of the respondents (95) reported they utilize distance learning; 4 schools said distance learning is being investigated. Processes for granting academic credit have been developed at 40 schools. High schools were mentioned most frequently as initiating and owning the process. Three schools commented that block scheduling and courses offered through distance learning were incompatible. Processes for adopting distance learning courses were viewed as average by 31 schools and outstanding by 15.

Dual enrollment. Dual enrollment elicited more responses than any other question. A total of 188 schools reported they have dual enrollment programs with community colleges, and 82 schools have dual enrollment programs with senior colleges. The use of articulation agreements was reported by 56 respondents. Productive communication between high schools and community and senior colleges was the norm for dual enrollment programs. Community colleges and high schools were mentioned 73 and 69 times, respectively, as initiating and owning the processes. The dual enrollment practices and processes were rated outstanding by 81 schools, above average by 12 and average by 54.

Work-based programs. Apprenticeship programs are part of 43 schools while 26 schools have a job shadowing program, 6 have a mentoring program, and 3 an internship program. Seven respondents have only recently begun to explore apprenticeships. Two schools reported that they did not award credit for participation in an apprenticeship program. One school reported that mentorships earn credit and may be aligned with professionals; one school reported they offered mentorships as part of a gifted and talented program. High schools were mentioned most frequently as initiating the processes which were rated outstanding by 39 schools, above average by 8, and average by 17.

International Baccalaureate (IB). Fourteen schools have an IB program, and 3 schools are either in the planning stage or just beginning an IB program in 1995-96. A few schools reported that this program is coordinated through the IB office. Respondents said that high schools, principals, superintendents, parents, and the school division initiated and owned the processes, and success was rated outstanding by 6 schools.

Schools within schools. Although there were 35 schools that have schools within schools, only one respondent said processes had been developed with higher education for granting academic credit. One school will have four schools within schools by 1998. High schools were the chief initiator and owner of processes to set the schools within schools programs in place. The success of schools within schools was rated outstanding by 10 schools and average by 11 schools.

Correspondence courses. A total of 45 schools have correspondence courses available. Nine schools reported that no processes have been developed by their school and higher education to grant academic credit. These courses are used to provide opportunities for students when regular scheduling options cannot meet their course requirement needs. Initiation and ownership of correspondence courses were attributed to high schools (13), students (13), and parents (10). Four schools rated correspondence courses as outstanding while 16 schools reported average.

Independent study courses. These courses were reported in use by 89 schools while 13 schools said they did not offer them. Only 7 schools have developed processes with higher education to grant academic credit while 14 schools reported they had not. Written comments indicate that schools customize these courses and award credit to meet the needs of the school and students. High schools were mentioned 23 times, students 20, parents and teachers 12 each, and administrators 11 times as initiating and owning the process. A total of 35 schools rated the process as outstanding while 21 rated it average.

Applied instruction. A total of 92 schools offer applied math, 67 schools offered applied biology/chemistry, and 46 schools offer applied communication. In addition respondents wrote in that they offer applied physics (15 schools), Principles of Technology I (14 schools), Principles of Technology II (3 schools), applied physical science (6 schools), and applied earth science (6 schools). The Virginia Peninsula Academic Tech Program has been approved with the VDOE. The Virginia Peninsula Consortium has signed articulation agreements with all local colleges and universities accepting Tech Prep courses (which includes applied academic courses) for admission. Credit is awarded as a regular academic subject as reported by some schools. High schools were mentioned as initiating the process by 30 respondents. One respondent noted that 4-year colleges and universities do not accept applied courses. Seventeen schools rated the success as outstanding compared to 33 who rated it average. Many of the comments about applied math were also pertinent to applied biology/chemistry, and applied communication. One school has integrated communication into all math and English classes. Three schools use applied communication units within the English curriculum. Applied physics and Principles of Technology are used interchangeably at some schools. One school has dropped all applied classes. Another said they have increased applications within all classes rather than maintaining the status quo.

Summary of Findings: Survey of Senior Colleges and Universities

Survey questionnaire format. There were 10 questions designed to collect data about the development of higher education processes for granting academic credit for new instructional initiatives for college admissions purposes. Each question had space for respondents to write their answers. (See Appendix B for a copy of the questionnaire.)

Survey response. There were 31 respondents (approximately 63 percent) to the survey of senior colleges and universities in Virginia. Respondents did not answer each question, and some gave very brief descriptions of the processes while others provided more detail. A summary of the data is presented below. (See Appendix E for a complete report of the survey findings.)

Question 1. Educational achievement (rigor of courses taken, GPA, class rank, and SAT/ACT scores) by far is the most frequently mentioned criterion used by institutions in making admissions decisions. Recommendations and a personal statement/essay were also used in making admissions decisions followed by miscellaneous criteria.

Question 2. A majority of institutions use admissions committees, staff, counselors, and/or admissions directors to make admissions decisions. Faculty have a minor role in these processes.

Question 3. Reports, meetings, and reviews, some of which were internal and some external, were mentioned most frequently as methods that institutions use to monitor and evaluate their admissions processes. Some institutions reported that data are collected on an ongoing basis about student performance, retention, and graduation rates.

Question 4. The two most frequently mentioned methods for handling atypical transcripts were (a) contacts with the high school to clarify transcript information and (b) individualized review. There were, in addition to these two methods, 17 miscellaneous methods used by colleges and universities when reviewing atypical transcripts.

Question 5. Twelve (12) institutions reported they had processed atypical transcripts, while 18 said they had processed only typical transcripts.

Question 6. Seven of 31 senior colleges and universities responded that their recruitment information supports admission of students with atypical transcripts. About 16 percent said their institution does not mention atypical transcripts. Two respondents were unsure of their institution's policies.

Question 7. Restructuring efforts--dual enrollment, block scheduling, and information about different tracks and courses--were noted as being the most concern to senior colleges and universities. Twelve other concerns, including Tech Prep and academic components of vocational education courses, were mentioned. This question generated many written comments.

Question 8. About 50 percent (16 respondents) said no changes or modifications have been made to their admissions process compared with 29 percent (9) respondents who reported modifications. Some said they no longer use class rank; others said a personal interview is no longer needed.

Question 9. Approximately 55 percent of respondents either were not aware of challenges or did not answer this question. Those who did respond perceived challenges as dual enrollment, AP, IB, Tech Prep, and block scheduling. In terms of helpful information, colleges and universities would like to keep lines of communication open. They also think that course descriptions or profiles that explain transcripts would be helpful.

Question 10. Respondents thought the primary way that schools and colleges could best work together was through open dialogue/communication and workshops.

Summary of Findings: Survey of SHEEO

The following synopsis summarizes the results of a survey and additional data collection done in response to HJR470 which requests "the Department of Education and the State Council of Higher Education for Virginia . . . study high school graduation requirements and admission standards at the Commonwealth's colleges and universities." The analysis employs the following data-generating instruments: a State Higher Education Executive Officers (SHEEO) survey, SHEEO documents, follow-up material sent by states' higher education governance structure organizations, and telephone conversations with state higher education officers.

Survey questionnaire format. Higher education officials were asked to respond to a series of questions seeking to determine (a) the configuration of higher education authority within a state and (b) how college admission policies have changed (if at all) in response to high school restructuring efforts and innovations. (See Appendix C for a copy of the survey questionnaire.)

Survey response. The survey achieved a response rate of 37 percent (n=52; includes Puerto Rico and the District of Columbia). With the additional information gained from the SHEEO documents and follow-up material, the rate of states providing information rises to 52 percent. The survey respondents, higher education policy-

makers from various states, shared their experiences, opinions, and insights regarding non-traditional instructional initiatives and methods of awarding credit. A summary of survey findings is presented below. (See Appendix F for a complete report of survey findings.)

With regard to the configuration of higher education authority, the states conform to three governance structures: consolidated governing boards, coordinating boards, and planning agencies (Alaska, Florida, New Hampshire, and Oregon occupy more than one category). The consolidated governing board exercises the most direct influence on the daily operations of institutions. All 10 of the 23 responding states under this structure have the authority to set admissions standards for the institutions in their states. Coordinating boards, however, do not engage in direct operations management for their institutions. The coordinating board structure provides guidance and direction toward the end of a unified system mission. Out of the 27 states with coordinating boards, information on 19 was available. The planning agency structure proved to be the least common configuration in the survey. Of the 2 of 6 responding states configured according to the planning agency structure, neither has the authority to set admissions standards for their state's institutions.

Regardless of the configuration of higher education authority, every agency in some manner cited public school restructuring and reforms as the driving force behind the need to revisit college admissions practices in their states. The calls for education reforms of the early 80's have led to a vast array of reform initiatives taking place from the local level upward. As a result, states such as Maryland have deemed it necessary to develop alternative assessment strategies for college admissions. Changes in instructional strategies, course offerings, and newly emerging technical and vocational education opportunities have tested the applicability of traditional assessment strategies which measure curricula in terms of Carnegie units. Maryland has proposed the use of American Council on Education recommendations, portfolio assessments, credit through challenge or examinations, and satisfactory completion of the next course in a sequence in an academic area in order to validate non-traditional course work. Many education policy analysts express an overriding fear, however, that responding too quickly to changes at the secondary level and below presents the potential for compromising basic proficiency attainment. The need to increase student achievement must be tempered with the reality experienced by many states of higher-than-acceptable levels of remediation required to bring under-prepared students up to par for college-level course work.

Wisconsin has sought to meet this challenge through attempting to seal the academic breach between school-to-work and high school-to-college preparatory

curricula. Other states have followed Wisconsin's pattern. California, Kentucky, Maryland, and several other states have experimented with Tech Prep programs and other forms of applied academics. Such efforts have also driven a move toward competency-based education and away from rigid hours-of-instruction curriculum arrangements. A number of states, however, have reached a compromise between abandoning traditional structures for new methods of candidate assessment and providing the opportunity for valuable life experiences and non-traditional learning methods to count toward student academic preparation. The institutions in these states, such as Illinois, have chosen to continue to consider the traditional Carnegie-unit structured curriculum while providing for additional testing, portfolio assessment, and opportunities to exhibit proficiency in an introductory-level course for a specified discipline on a case-by-case basis.

The Southern Regional Education Board (SREB), a regional compact which includes Virginia, encompasses 15 states in the southeastern and south-central United States. Information on nontraditional instructional initiatives was not available from 7 SREB states, including Alabama, Arkansas, Georgia, Louisiana, North Carolina, Tennessee, and West Virginia. Of the other 8 states, Kentucky, Maryland, Oklahoma, South Carolina, Texas, and Virginia conduct planning efforts for higher education under the coordinating board structure; and Mississippi and Florida conform to the consolidated governing board structure. Legislative and public reactions to high school restructuring are progressing on several different levels in these states. Mississippi, which contains poor, under-funded school districts, expresses the concern that the state must focus first on strengthening instruction in basic skills before redirecting resources to the consideration of experimental programs. Other SREB states have latched onto Tech Prep as an opportunity to expand the pool of students eligible for academic credit and to reduce the time to completion of undergraduate degree programs. Tech Prep and other "applied academics" course work have inspired attempts to persuade public institutions of higher education to accept applied academics course work as a type of college preparatory curriculum. In Maryland and South Carolina, the higher education community has not readily accepted the academic merit of applied curricula. For states such as Florida and Kentucky, the articulation of nontraditional course work for the purpose of devising fair and consistent college admission procedures system wide provides the main challenge to education policymakers. Viewing SREB and the remaining regions as a whole, methods of assessing the credit-worthiness of non-traditional course

work exist only in the pilot stages in California, Florida, Oregon, and other states. New developments and experiments are ongoing.¹

Summary. Data were collected via three survey instruments: survey of high schools in Virginia, survey of senior colleges and universities in Virginia, and survey of SHEEO. The response rate for these surveys was 80, 63, and 52 percent, respectively.

High School reform and restructuring is taking many different forms and has reached all areas of the Commonwealth. Inherent in the restructuring efforts are utilization of alternative courses and methods. Respondents reported meaningful, but limited, dialogue and communication between high schools and colleges and universities. Dual enrollment, information about different tracks and courses, and block scheduling were mentioned as high school restructuring issues of greatest concern to admissions officers.

States conform to three governance structures in the configuration of higher education. Regardless of the configuration of higher education authority, every agency in some manner cited public school restructuring and reforms as the driving force behind the need to revisit college admissions practices in their states.

There is concern that responding too quickly to secondary level changes presents the potential for compromising basic proficiency attainment. Some states have reached a compromise between abandoning traditional structures for new methods of candidate assessment, including counting life experiences and non-traditional learning methods toward student academic preparation.

Tech Prep programs are commonly identified with courses taught through applied instruction. Although not a part of this survey, the HSTW initiative which is based upon the belief that students in general and vocational programs can master complex academic and technical concepts in a school environment that sets high expectations has more than 400 schools in 19 states including 38 sites in Virginia. HSTW is unique because of its strong evaluation component which includes NAEP data, student transcripts, follow-up data, and surveys of students and teachers.

¹The SREB-State Vocational Education Consortium is a partnership of 19 states, school systems, and school sites. Through this consortium, High Schools That Work (HSTW), an innovative school reform movement, has been initiated. Superintendents, principals, teachers, and counselors in the multi-state network are actively involved in making changes in the way they prepare students for work and further education. There are more than 400 HSTW schools including 38 sites in Virginia. This initiative is based upon the belief that students in general and vocational programs can master complex academic and technical concepts if schools create an environment that sets high expectations. The HSTW initiative is unique because of its strong evaluation component. NAEP data, student transcripts, follow-up data, and surveys of students and teachers are used in the evaluation process.

Recommendations

The following recommendations are made based upon the findings of this study:

- High school, community college, and senior college and university staff should involve each other in their respective restructuring efforts. For example, high schools offering nontraditional instruction should assess the learning of those students who complete those courses or programs to ensure they produce results equivalent to or better than traditional instruction. If the restructuring initiatives have been validated, then colleges and universities should review their admissions policies regarding the acceptance of nontraditional instruction for credit.
- High school, community college, and senior college and university staff should communicate frequently, more clearly, and regularly. Different types of communication such as workshops, seminars, and meetings should be considered.
- Along with high-school transcripts, high-school counselors should provide clear information about restructuring efforts affecting students' college admission processes.
- High-school guidance counselors and 2- and 4-year admissions officers should explore the development of a uniform high-school transcript and a common application for admissions to Virginia's public colleges and universities.

We continue to believe that the following recommendations in Part I of House Document No. 11 reported to the General Assembly in 1993 are still valid:

- As many as possible of the various forms of college-credit work should be made available to all high-school students in Virginia.
- Colleges and universities that require a grade higher than 3 on any AP examination should re-examine that requirement.
- Institutions that do not grant college credit for the successful completion of IB course work or the IB diploma should reconsider that policy.

- Virginia's community colleges should re-examine the admissions requirements and faculty credential requirements and evaluation processes in their dual enrollment programs to ensure that they correspond to the VCCS guidelines.
- Two- and four-year institutions offering dual-credit courses to high school students should assess the learning of those students to ensure that it is equivalent to that of matriculated students. Those results should be reported separately in each institution's biennial assessment report. The VCCS should assess the effectiveness of the program system wide. Two- and four-year colleges should cooperate in offering college-credit courses to high-school students when both are interested in doing so in the same area, with the community colleges as the primary but not necessarily the sole provider and overall coordinator of the higher-education effort.

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Oral Contacts

CORD. Leno Pedrati. 800-972-2766.

Higher Education Coordinating Board (WA). Doug Scrima. 360-753-7824.

Indiana Commission for Higher Education. Karen Rasmussen: 317-464-4400.

Kentucky Council on Higher Education. Mike Gardone: 502-573-1555.

Maryland Higher Education Commission. Carolyn Canady: 410-974-2971.

Minnesota Higher Education Coordinating Board. Leslie Mercer: 612-296-9681.

SREB. Alice Presson. 404-875-9211.

APPENDICES

APPENDIX A

**APPENDIX A
SECONDARY SCHOOL SURVEY
Virginia Department of Education
and
State Council for Higher Education
PO Box 2120
Richmond, VA 23216-2120**

Purpose of Questionnaire

During the 1995 Virginia General Assembly session, HJR 470 requested the Virginia Department of Education and the State Council of High Education to study high school graduation requirements and admissions practices in Virginia. In addition, HJR 470 requests the study of changing methods of instruction and the appropriate award of credit for curricular and measurable competencies learned in a variety of ways such as interdisciplinary programs, equivalency courses, and the academic components of vocational technical classes.

The Department of Education staff would like to know if processes for granting academic credit for new instructional initiatives for college admissions purposes have been or are being developed by your school and institutions of higher education. More specifically, answers to the following questions will help us complete the requirements of the study.

General Information

1. Name of School _____
2. Address _____

3. Telephone _____ 4. FAX _____
5. Person completing survey _____
6. Title _____
7. Virginia PEN/Internet address _____

**THANK YOU FOR RETURNING THIS QUESTIONNAIRE BY JULY 25 TO:
Margaret S. Kirby, EdD
Virginia Department of Education
Vocational, Adult, and Employment Training Services
PO Box 2120
Richmond, VA 23216-2120
Phone: (804-225-2846)**

Instructional Information

<p>Check Instructional Practices/Programs That Your School Has Adopted.</p>	<p>Have processes for granting academic credit for new instructional initiatives for college admissions purposes been developed by your school in partnership with institutions of higher education? If yes, briefly describe these processes.</p>	<p>Who initiated the process and who owns it (parents, students, higher education, high school, private sector, other)?</p>	<p>How would you rate the success of the process? Outstanding Average Below average Other</p>
<p>1. <input type="checkbox"/> Block Scheduling 2. <input type="checkbox"/> Length of class period (in minutes) 3. <input type="checkbox"/> Alternating schedule (M-W-F and T-T) 4. <input type="checkbox"/> 4 X 4 5. <input type="checkbox"/> Combination (4 X 4 and alternating schedule) 6. <input type="checkbox"/> Other (list) _____</p>			
<p>7. <input type="checkbox"/> College-level studies 8. <input type="checkbox"/> Advanced placement courses 9. <input type="checkbox"/> College-level courses</p>			
<p>10. <input type="checkbox"/> Tech Prep Programs</p>			
<p>11. <input type="checkbox"/> Distance learning</p>			
<p>12. <input type="checkbox"/> Dual enrollment 13. <input type="checkbox"/> Community college 14. <input type="checkbox"/> 4-yr. college or university 15. <input type="checkbox"/> Other (specify) _____</p>			

Check instructional practices/programs that your school has adopted.	Have processes for granting academic credit for new instructional initiatives for college admissions purposes been developed by your school in partnership with institutions of higher education. If yes, briefly describe these processes.	Who initiated the process and who owns it (parents, students, higher education, high school, private sector, other)?	How would you rate the success of the process? Outstanding Average Below average Other
16. <input type="checkbox"/> Work-based programs 17. <input type="checkbox"/> Apprenticeship 18. <input type="checkbox"/> Other work-based programs (excluding cooperative education programs)			
19. <input type="checkbox"/> International Baccalaureate program			
20. <input type="checkbox"/> Schools within schools			
21. <input type="checkbox"/> Correspondence courses			
22. <input type="checkbox"/> Independent study courses			
23. <input type="checkbox"/> Applied instruction 24. <input type="checkbox"/> Applied mathematics 25. <input type="checkbox"/> Applied biology/chemistry 26. <input type="checkbox"/> Applied communication 27. <input type="checkbox"/> Other (list) _____ _____ _____			
Other comments			

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APPENDIX B

**APPENDIX B
HIGHER EDUCATION SURVEY
Virginia Department of Education
and
State Council for Higher Education in Virginia (SCHEV)
PO Box 2120
Richmond, VA 23216-2120**

Purpose of Questionnaire

The 1995 Virginia General Assembly session, through HJR 470, requested that the Virginia Department of Education and the State Council of Higher Education study high school graduation requirements and college admissions practices in Virginia. More specifically, HJR 470 requests the study of changing methods of instruction and the appropriate award of credit for curricular and measurable competencies learned in a variety of ways such as interdisciplinary programs, equivalency courses, and the academic components of vocational technical classes (defined as atypical transcripts in this questionnaire).

The Department of Education and SCHEV staff would like to know if processes for granting academic credit for new instructional initiatives for college admissions purposes have been or are being developed by your school and institutions of higher education. More specifically, answers to the following questions will help us complete the requirements of the study.

A. General Information

Institution

Contact Person

Title

City

State

ZIP

Telephone

FAX

E-Mail

B. Admissions Procedures

- 1. What criteria does your institution use in making its admissions decisions?**

- 2. What process does your institution normally follow in making admissions decisions?**

- 3. How does your institution monitor and evaluate its admissions process?**

- 4. What process does your institution follow in dealing with atypical transcripts or supporting application materials (i.e., nontraditional transcript formats or course titles, audio- or video-taped samples of student work)?**

- 5. Has your institution processed increased numbers of atypical transcripts?**

- 6. Does your institution's admissions information (i.e., advisement, recruitment, program design) support the admission of students with atypical transcripts?**

B. Admissions Procedures (continued)

- 7. What issues related to high school restructuring efforts are of greatest concern for the admissions process at your university? What kinds of information about high school restructuring would be most helpful to you (e.g., interdisciplinary, Tech Prep, dual enrollment, and AP programs; equivalency courses; academic components of vocational technical courses; applied instruction; block scheduling; and distance learning, etc.)?**

- 8. Please list modifications to the admissions process, if any, that your institution has already made as a result of current high school restructuring efforts.**

- 9. Are there challenges resulting from current high school restructuring efforts that your institution has not addressed? What kinds of information would help you address those challenges most effectively?**

- 10. How can high schools, colleges, and universities best work together to facilitate and support high school restructuring efforts and yet maintain an effective college admissions process?**

THANK YOU FOR RETURNING THIS QUESTIONNAIRE BY JULY 17 TO:

**Margaret S. Kirby, EdD
Virginia Department of Education
Vocational, Adult, and Employment Training Services
PO Box 2120
Richmond, VA 23216-2120**

APPENDIX C

**APPENDIX C
STATE HIGHER EDUCATION EXECUTIVE OFFICERS (SHEEO) SURVEY**

Purpose of Questionnaire

The 1995 Virginia General Assembly requested Virginia's Department of Education and the State Council of Higher Education to study high-school graduation requirements and admissions practices in Virginia and other states, as well as changing methods of instruction and the appropriate award of credit for new high-school instructional initiatives (such as interdisciplinary courses, equivalency classes, satellite programs, applied academics, and the academic components of vocational and technical classes). Answers to the following questions would help us to complete the study.

1. Does your state's higher education agency have the authority to set admissions standards in your state?

2. Has there been legislative or public interest in your state concerning the granting of academic credit for new high-school instructional initiatives? If yes, please answer the following questions:
 - a. What high-school instructional initiatives, restructuring efforts, or courses have precipitated this interest?
 - b. What actions have occurred in response to this public or legislative interest?
 - c. What processes are in place, both at the state, institutional, and local levels, for awarding academic credit for courses and programs completed through non-traditional instructional initiatives?
 - d. What have been the major challenges in developing the processes that secondary and postsecondary institutions use to award academic credit for non-traditional instructional initiatives?
 - e. What are the next steps in developing the process?
 - f. How will you know if the process developed has been effective?

3. Please provide the name and address of the person to contact if there are follow-up questions.

Please send your responses by June 9, 1995, to Dr. Genene M. Pavlidis. She can be reached electronically at Pavlidis@pcmail.schev.edu, by phone at (803)225-2635, or by FAX at (804)225-2604.

Thank you.

APPENDIX D

APPENDIX D
SUMMARY OF FINDINGS: SURVEY OF SECONDARY SCHOOLS

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Block Scheduling</p> <ul style="list-style-type: none"> • 103 schools use block scheduling. • 10 schools are currently investigating block scheduling. 	<p>12 schools said new processes have been developed; 22 said no.</p> <p>Written comments</p> <ul style="list-style-type: none"> • High schools are working with higher ed to articulate block scheduling processes. Schools meet with admissions directors. Faculty members serve as consultants. 	<p>144 schools responded to this question, 20 of whom distinguished between who initiated and who owned the process. Processes were initiated or owned by a group of individuals. The numbers listed below give the frequency with which these individuals were mentioned.</p>	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> • 39 Outstanding • 7 Above average • 15 Average • 0 Below average • 2 Good • 1 Very beneficial
<p>Length of class period</p> <ul style="list-style-type: none"> • 46 schools have class periods of 90 minutes. • 34 schools have class periods ranging in length from 92 to 120 minutes. • 23 schools have class periods ranging in length from 73 to 88 minutes. 	<ul style="list-style-type: none"> • Collaborative efforts are ongoing. • Regional consortia facilitate the development of articulation agreements. • Higher ed sponsors seminars relating to articulating the processes. • Articulation agreements have been worked out between high schools and higher ed. 	<p>Who initiated the process?</p> <ul style="list-style-type: none"> • 42 high school • 21 teachers • 18 students • 17 principal • 8 private sector • 6 school board • 5 higher education • 4 school division • 3 central office • 1 each site team and superintendent 	<p>Written comments</p> <ul style="list-style-type: none"> • Faculty continue to evaluate and refine the block schedule. • Students have done extremely well academically during first year of 4X4 block.
<p>Type of schedule</p> <ul style="list-style-type: none"> • 36 schools use an alternating schedule. • 37 schools use a 4X4 schedule • 18 schools use a combination schedule. 	<ul style="list-style-type: none"> • A description of the block scheduling option is attached to students' transcripts. • Schools continue to monitor the process after it is implemented. 	<p>Who owns the process?</p> <ul style="list-style-type: none"> • 6 parents • 4 each students/teachers • 3 high school • 1 each private sector, school board, site team, superintendent 	<ul style="list-style-type: none"> • We have ongoing evaluation in place. We have not tabulated all data for 1994-95. Our "gut" reaction at this point is above-average process. • Reception by staff and students is outstanding. • Higher ed input was outstanding as a catalyst in the change process.

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Advanced Placement Courses College-Level Courses</p> <ul style="list-style-type: none"> • 197 schools have advanced placement courses • 91 schools have college-level courses 	<p>11 respondents reported they have developed processes for granting academic credit for advanced placement and college-level courses. One respondent said no processes have been developed.</p> <p>Written comments</p> <ul style="list-style-type: none"> • There is coordination between college admissions and guidance offices. • SOLs were considered in developing curriculum. • High school and community colleges work together to develop college classes. • AP courses may be weighted on transcripts. • Processes have been developed for both community colleges and senior colleges. • Existing state requirements are followed for awarding credit. • Classes may be offered on both the high school and the college campus. • AP seminars and College Board workshops are used for staff development. • High schools collect and share data about higher ed policies. • College Board guidelines are followed. 	<p>Respondents most often said that multiple individuals and groups initiated and owned the process. The numbers listed below give the frequency with which these individuals/groups were mentioned.</p> <ul style="list-style-type: none"> • Community • School department • College admissions offices • Guidance offices • Steering committee • Superintendent's office • Local community college • Central staff • Parents • Teachers • Students 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> • 82 Outstanding • 12 Above average • 47 Average • 3 Below average • 3 In progress <p>Written comments</p> <ul style="list-style-type: none"> • We don't have AP scores for 1994-95. AP classes were year-long in our block program. • Courses are outstanding for those who take them. More students should participate. • For 1994-95, in 11 of 16 areas tested, 100% of those tested received a 3 or higher on the AP exam. <p>(continued on next page)</p>

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
Advanced Placement Courses College-level Studies (continued)	Written comments (continued) <ul style="list-style-type: none"> • High school awards credit; students do not pay tuition. • Students receive additional .5 toward GPA. They must take AP exam to receive college credit. 		
Tech Prep Programs <ul style="list-style-type: none"> • 101 respondents said they have a Tech Prep Program. • 8 respondents said they did not have a Tech Prep Program. • 7 respondents said they were studying the addition of a Tech Prep Program. 	Written comments <ul style="list-style-type: none"> • 32 respondents said that articulation agreements facilitated the process. • 14 respondents said that a consortium had facilitated the process. • SOLs were considered in developing Tech Prep programs. • Tech Prep courses are part of the student's transcript. • Tech Prep diplomas will be offered by one urban school district in 1995-96. • The Peninsula Consortium has signed articulation agreements from all local colleges and universities accepting Tech Prep classes for admission. • Meetings between schools and colleges are ongoing. 	<p>Respondents most often said that multiple individuals and groups initiated and owned the process. The numbers listed below give the frequency with which these individuals/groups were mentioned.</p> <p>Who initiated the process?</p> <ul style="list-style-type: none"> • 58 High school • 57 Community college • 23 School division • 12 Private enterprise • 12 Consortium • 11 Students • 10 Parents • 7 Voc Ed Center • 6 School board • 5 Central office • 2 Counselors • 1 Site-based management committee 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> • 48 Outstanding • 8 Above average • 52 Average • 8 Below average • 5 Good beginning • 7 In process • 1 Works well for motivated students <p style="text-align: right;">(continued on next page)</p>

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
Tech Prep (continued)	<p>Written comments (continued)</p> <ul style="list-style-type: none"> • A variety of Tech Prep programs are offered. • An articulation agreement is particularly important for Governor's School students attending VA Tech. • A new Principles of Technology program has been initiated at one school as part of its Tech Prep offerings. • Courses with applications are offered: Applied Algebra I and Algebra II. • Articulation agreements have a provision whereby college credit may be earned at the community college by completion of a vocational preparation program at the high school. <p>Other comments</p> <ul style="list-style-type: none"> • Tech Prep provides a seamless transition from high school to an associate degree in technical careers. • Tech Prep prepares students to enter the community college and further their knowledge of technology. • Tech Prep is a coordinated academic and technical program beginning in high school and continuing at postsecondary level. 	<p>Who owns the process?</p> <ul style="list-style-type: none"> • 5 Students • 4 Both parents and high school • 3 Colleges • 2 Both staff and school division • 1 Private 	

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Distance Learning</p> <ul style="list-style-type: none"> 95 respondents have distance learning. 	<p>40 respondents said processes for granting academic credit have been developed. 19 respondents said no processes have been developed. 4 respondents reported that distance learning is under investigation.</p> <p>Written comments</p> <ul style="list-style-type: none"> 3 respondents commented that block scheduling is not amenable to utilizing distance learning technology. Distance learning accommodates student requests for classes for which we don't have faculty. 4 respondents who said they had distance learning reported they used it only rarely. 	<p>Processes were initiated or owned by a group of individuals. The numbers listed below give the frequency with which these individuals were mentioned.</p> <p>Who initiated the process?</p> <ul style="list-style-type: none"> 28 High school 14 School division 11 Students 6 Parents 6 School board 5 Faculty 2 Private sector 1 each guidance and principal <p>Who owns the process?</p> <ul style="list-style-type: none"> 3 High school 2 each parents and students 1 Higher education 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> 15 Outstanding 7 Above average 31 Average 4 Below average 1 Unable to judge <p>7 respondents noted because they had implemented distance learning in 1995-96, it was too early to evaluate the success of the program.</p>

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Dual Enrollment</p> <ul style="list-style-type: none"> • 188 schools reported they have dual enrollment programs with community colleges. • 82 schools reported they have dual enrollment programs with senior colleges. 	<p>This question elicited more comments than any other question on the survey questionnaire.</p> <p>Written comments</p> <ul style="list-style-type: none"> • 56 respondents mentioned that processes had been developed through articulation agreements. • New instructional initiatives are fully described in the students high school profile sent to higher ed institutions. • One school has an in-school coordinator who handles dual enrollments and facilitates communication with partner higher ed institutions. • One school reported the development of an engineering technology program designed by the local manufacturer's association, the community college, and the school. Students spend their senior high school year at the community and in industry working as interns. • Governor's School courses are included in dual enrollment initiatives. 	<p>Processes were initiated or owned by a group of individuals. The numbers listed below give the frequency with which these individuals were mentioned.</p> <p>Who initiated the process?</p> <ul style="list-style-type: none"> • 73 Community college • 69 High school • 38 Parents • 29 School division • 9 Principal • 6 Counselors • 6 School board • 6 Teachers • 4 Team • 4 Division superintendent • 4 Public sector • 1 PTSA <p>A few respondents distinguished between who initiated the process and who owns the process.</p> <ul style="list-style-type: none"> • 5 Community college • 5 Students • 3 High school • 3 Parents • 1 Manufacturer's assoc. • 1 School division 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> • 81 Outstanding • 12 Above average • 54 Average • 2 Below average • 9 Just getting started <p>(continued on next page)</p>

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
Dual Enrollment (continued)	<p>Written comments (continued)</p> <ul style="list-style-type: none"> • The community college evaluates high school course content and teachers' credentials to ensure they are equal to community college standards. • Advanced students may take their senior year on a college campus. • About half of Galax High School seniors participate in the dual enrollment program. • Dual enrollment courses continue to be added each year. <p>Productive communication between high schools and colleges (both community colleges and senior colleges) was the overwhelming message conveyed in the respondents' comments. Both senior and community colleges are working with high schools, including Governor's Schools, to meet the needs of students who pursue a dual enrollment program. Positive comments were the norm for responses to this question.</p>		

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Work-based Programs</p> <ul style="list-style-type: none"> • 43 respondents have an apprenticeship program at their school. • 26 respondents have a job shadowing program at their school • 6 respondents have a mentoring program at their school. • 3 respondents have an internship program at their school. 	<p>7 respondents said they have only recently begun to explore apprenticeships.</p> <p>Written comments</p> <ul style="list-style-type: none"> • Credit is not awarded for work-based programs or apprenticeships as reported by 2 respondents. However, 2 other respondents noted that credit was awarded. • Apprenticeship information is included on the student's transcript. • Apprenticeships can be entered in high school and continued while attending the community college. • A county-wide apprenticeship program was reported. • Apprenticeships have been in place for several years at one school. • One respondent was not aware of any apprenticeship students applying for admission to college. • Apprenticeships are being developed as part of Tech Prep programs, with collaboration between schools, business and industry, and local government. <p>(Continued on next page)</p>	<p>Processes were initiated or owned by a group of individuals. The numbers listed below give the frequency with which these individuals were mentioned.</p> <p>Who initiated the process?</p> <ul style="list-style-type: none"> • 42 High school • 21 Teachers • 18 Parents • 18 Students • 17 Principal • 7 Private sector • 6 School board • 4 Higher education • 3 School division • 2 Region V Consortium • 1 Superintendent <p>Who owns the process?</p> <ul style="list-style-type: none"> • 6 Parents • 4 Students • 4 Teachers • 3 High school • 3 Central office • 2 Private sector • 1 each school board, college, superintendent, school division, team 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> • 39 Outstanding • 8 Above average • 17 Average <p>13 respondents reported a work-based program had been started in 1995-96. 2 respondents were in the planning stages.</p>

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
Work-based Programs (continued)	<p>Written comments (continued)</p> <ul style="list-style-type: none"> • Mentorship opportunities are coordinated through the school. Students who work 150 hours (minimum) per semester can earn a maximum of 2 high school credits. • Students are aligned with professionals in the community in one mentorship program. • One school has had a mentorship program for gifted and talented students; this year eligibility is open to all students. • Transcripts contain specific notes to clarify special mentorship opportunities. • One school has a mentorship program (technology based) for all seniors. • County offers a mentorship program. • New program with HSTW, Finance Academy, will begin in 1995-96 and will include an intern component. • Internships are part of a course (dental hygiene) at one vocational center. Credit is offered. 		

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
Work-based Programs (continued)	<p>Written comments (continued)</p> <ul style="list-style-type: none"> • Internship program was developed, coordinated, and monitored by the high school. • One school has a TAG internship program that meets after school. Students are employed in various businesses in the community. 		
<p>International Baccalaureate (IB) Program</p> <ul style="list-style-type: none"> • 14 respondents have an IB program. 	<p>4 respondents said no. 3 programs are either in the planning stage or just beginning in 1995-96. Several respondents noted that this program is coordinated through the International Baccalaureate office. One school has participated in the IB program for 6 years.</p>	<p>Processes were initiated or owned by a group of individuals. The numbers listed below give the frequency with which these individuals were mentioned.</p> <p>Who initiated process?</p> <ul style="list-style-type: none"> • 5 High school • 4 Principal • 3 Superintendent • 2 Parents • 2 School division • 1 each higher education, central office, school board, teachers, and private sector. <p>Who owns process:</p> <ul style="list-style-type: none"> • 1 Parents • 1 Students 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> • 6 Outstanding <p>One respondent noted that 1995-96 is the first year.</p>

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Schools Within Schools</p> <p>35 schools have some schools within schools.</p>	<p>7 respondents said no processes have been developed. 1 respondent said that processes had been developed; other respondents gave examples of processes or made comments.</p> <p>Written comments</p> <ul style="list-style-type: none"> • Letters of reference for individual students include a description of the alternative program (school within a school). • Granby School will be restructured to have a four-schools concept. Restructuring will be complete by 9/98. Each academy will operate as a separate school. • A partnership with VCU/MCV articulates transfer of credit. • 3 respondents mentioned teaming in the 9th grade. • The Reading To Learn program developed by a teacher was the basis for one school within a school. • 2 respondents commented that a partnership with higher education is not needed for the school in a school concept. • Vocational and academic have the same grading policy. <p>(continued on next page)</p>	<p>Processes were initiated or owned by a group of individuals. The numbers listed below give the frequency with which these individuals were mentioned.</p> <p>Who initiated and owns the process?</p> <ul style="list-style-type: none"> • 12 High school • 6 Faculty • 2 each school division, principal, superintendent, parents, guidance counselor, and students • 1 site-based committee 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> • 10 Outstanding • 1 Above average • 11 Average • 1 Below average

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Schools Within Schools (continued)</p>	<p>Written comments (continued)</p> <ul style="list-style-type: none"> • A school after school was reported (3:30 to 8:30 p.m.). • One program was not continued this year because of lack of funding. 		
<p>Correspondence Courses</p> <p>45 respondents reported they have correspondence courses available at their school.</p>	<p>9 schools have no processes in place.</p> <p>Written comments</p> <ul style="list-style-type: none"> • Higher ed institutes offer specific courses which meet high school requirements. • Students may take correspondence courses while participating in a student exchange program. • Correspondence courses are used to grant credit for students needing credit. Prior approval is required. • Correspondence courses are used for high school audit classes only. • School division has approved correspondence courses from designated programs. • The principal and the school board approve correspondence courses. • Correspondence courses may be taken when the course is not offered at the school (2 respondents). 	<p>Processes were initiated or owned by a group of individuals. The numbers listed below give the frequency with which these individuals were mentioned.</p> <p>Who initiated the process?</p> <ul style="list-style-type: none"> • 13 High school • 13 Students • 10 Parents • 3 Principal • 3 Guidance • 2 Central administration • 1 School board <p>Who owns the process?</p> <ul style="list-style-type: none"> • 2 Parents • 2 Students 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> • 4 Outstanding • 1 Above average • 16 Average • 1 Below average

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
	<ul style="list-style-type: none"> • Correspondence courses are included on a student's transcript and accepted as high school credit. • Credits are accepted from acceptable accredited correspondence schools (2 respondents). • The school gives the test for correspondence courses. • Regs are developed by school board. This school works with The American School in Chicago. • One school has a few approved courses that students may take. • Correspondence school sets it own criteria/credit. • Johns Hopkins creative writing was mentioned. • The Adult Ed program subscribes to recognized independent study curriculum. • Credit is given if the correspondence school has been approved by VDOE. 		
<p>Independent Study Courses</p> <p>89 schools offer independent study courses. 13 schools reported they do not offer independent study courses.</p>	<p>7 schools have developed processes; 14 schools reported they have not developed processes.</p>	<p>(See next page for data.)</p>	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> • 35 Outstanding • 1 Above average • 21 Average • 2 Below average

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Independent Study Courses (continued)</p>	<p>Written comments (continued)</p> <ul style="list-style-type: none"> • High school awards credit; colleges treat credit as they would any elective. • Credit hours are awarded based upon hours of independent study and completion of a final project. • Part of curriculum; earns 1 credit. • Developed independently by sponsoring institutions. • Offered as needed due to schedule conflicts. • Permission for independent study is granted by principal and Dept. Chair. • Gifted education developed courses with School Board approval. • Teacher is assigned to monitor independent study. • Independent study is offered through Mary Washington College (must be in form of proposal). • Course from VDOE approved Schools For Home Instruction. • Adult ed subscribes to recognized independent study. • Independent studies are developed by faculty, administration, and school committee. 	<p>Processes were initiated and owned by different individuals and usually reported in groups. The numbers listed below give the frequency with which these individuals were mentioned.</p> <ul style="list-style-type: none"> • 23 High school • 20 Students • 12 Parents • 12 Teachers • 11 Administrators • 9 School division • 4 School board • 4 Private sector • 4 Counselors • 2 Principal • 2 Committee • 1 Superintendent • 1 Higher education 	

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Independent Study Courses (continued)</p>	<p>Written comments (continued)</p> <ul style="list-style-type: none"> • Independent studies are done for credit for students with unusual circumstances. • Principal must approve courses. • Left to teacher's discretion if classes conflict. • Counts as a regular Carnegie unit. • Agreement is written between school and student. • A written course of studies is submitted for approval for credit. • Independent courses are developed, coordinated, and monitored by the high school. • There is a district policy. • Independent courses are primarily for art and music with plans for one in vocational education. 		

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Applied Instruction Applied Mathematics</p> <p>92 schools offer applied mathematics.</p>	<p>Written comments</p> <ul style="list-style-type: none"> • Applied math is offered through integrated courses. Traditional curricula has incorporated ways to apply learning in an authentic way (5 respondents). • Applied math courses have been developed with input and collaboration with community colleges. • Teachers, with input from students, parents, higher education and private sector, have facilitated applied math instruction. • Academic Tech has been approved with VDOE. The Peninsula Consortium has signed articulation agreements with all local colleges and universities accepting Tech Prep classes (includes applied courses) for admission. • There are both formal and informal agreements with Thomas Nelson CC, Christopher Newport, and W&M on a case-by-case basis. The New Horizons Governor's School has a formal dual enrollment agreement with TNCC. 	<p>Processes were initiated and owned by different individuals and usually reported in groups. The numbers listed below give the frequency with which these individuals were mentioned.</p> <p>Who initiated process?</p> <ul style="list-style-type: none"> • 30 High school • 11 Higher education • 10 Tech Prep Consortia • 9 School division • 9 Parents • 7 Students • 6 Private sector • 4 Teachers • 4 School board • 1 Central office • 2 High school math dept. <p>Who owns process?</p> <ul style="list-style-type: none"> • 5 High school • 1 Students • 1 School division • 1 VDOE 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> • 17 Outstanding • 4 Above average • 33 Average • 3 Below average <p>3 respondents noted applied math was new to the school, and they had no basis for rating its success.</p> <p>1 respondent saw it as strengthening present courses by adding relevance.</p>

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
Applied Mathematics (continued)	<p>Written comments (continued)</p> <ul style="list-style-type: none"> • Applied math is treated as a regular academic subject. • Credit for applied math is awarded through existing courses and/or new courses which meet state requirements for awarding credit. • Applied math is part of county core curriculum (2 respondents). • Applied math is fully integrated into curriculum (worked through Applied Education Initiative and Crossroads Consortium). • Applied math is part of Tech Prep and HSTW initiatives. • Applied instruction is part of Tech Prep integration of academics and technical courses. • CORD syllabus was mentioned by 2 respondents. • One respondent noted: "In process. No problems with applied teaching. Not many, if any, students taking applied courses have yet to apply to college. Working with higher education on this-- good potential." 		

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
Applied Mathematics (continued)	<p>Written comments (continued)</p> <ul style="list-style-type: none"> • Applied math is listed on student's transcript and is not identified as meeting objectives for algebra or geometry. • Process is identical to that of Tech Prep. • A meeting is planned with high school and college representatives. • Applied math has been developed by teachers, administrators, and secondary supervisor with leadership from VDOE. • Course completion will satisfy entrance requirements for most programs in the community college system. • Applied math is developed to assist students who are having difficulty in the science and math areas. • Students like applied math in conjunction with the Tech Prep program. • 4-year colleges and universities do not accept applied courses. • Block schedule enables opportunity to conduct labs which reinforce didactic instruction. 		

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
Applied Mathematics (continued)	<p>Written comments (continued)</p> <ul style="list-style-type: none"> • Local Tech Prep consortium provided assistance and materials to incorporate this program. • Applied Algebra I and Applied Algebra II are offered through an articulation program with our local community college. • Academic Tech Articulation Committee has established guidelines for moving from high school to 2-year and 4-year college programs. • <p>5 respondents noted they are studying applied courses or they are in progress.</p>		
<p>Applied Biology/Chemistry</p> <p>67 respondents said their school offered applied biology/chemistry.</p>	<p>2 respondents said processes had been developed but did not elaborate. 1 respondent said no.</p> <p>Written comments</p> <ul style="list-style-type: none"> • Credit for these classes may be awarded in the conventional fashion. • Applied biology and chemistry classes meet the needs of students who are not enrolled in the college prep biology and chemistry. 	<p>Processes were initiated and owned by different individuals and usually reported in groups. The numbers listed below give the frequency with which these individuals were mentioned.</p> <ul style="list-style-type: none"> • 5 High schools • 2 Staff • 1 Administrators • 1 VCCS • 1 VDOE 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> • 0 Outstanding • 2 Above average • 4 Average

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
Applied Biology/Chemistry (continued)	<p>Written comments (continued)</p> <ul style="list-style-type: none"> Some concepts of the applied curriculum are integrated into the regular classroom. <p>1 respondent noted that applied biology and chemistry has been successfully offered for several years.</p>		
Applied Communication 46 respondents noted they have applied communication.	<p>Written comments</p> <ul style="list-style-type: none"> Communication is integrated into all math and English classes. Program was piloted in 1994-95, but enrollment does not justify making of the class in 1995-96-- numbers are too small. Certain applied communication units are used within the English curriculum (3 respondents). 	<p>Processes were initiated and owned by different individuals and usually reported in groups. The numbers listed below give the frequency with which these individuals were mentioned.</p> <ul style="list-style-type: none"> 3 High school 3 Higher education 1 Parents 1 Students 1 Private sector 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> 3 Average
Applied Physics 15 respondents have applied physics which some consider Principles of Technology	<p>Written comments</p> <p>None</p>	<p>Processes were initiated and owned by different individuals and usually reported in groups. The numbers listed below give the frequency with which these individuals were mentioned.</p> <ul style="list-style-type: none"> 3 High school 1 Tech Prep consortium 1 community college 	<p>Respondents rated the success of the process as follows:</p> <ul style="list-style-type: none"> 2 Above average

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Principles of Technology I</p> <p>14 respondents said their school offers Principles of Technology</p>	<p>Written Comments</p> <p>2 respondents said no processes have been developed. 2 respondents said processes had been developed</p> <ul style="list-style-type: none"> • Principles of Technology will be included on a student's transcript. • One respondent noted this is strictly a secondary course at this time. • An articulation agreement is in the process of being developed for Principles of Technology (New River CC and Virginia Tech). • This course is part of curriculum and earns 1 credit. 	<p>Processes were initiated and owned by different individuals and usually reported in groups. The numbers listed below give the frequency with which these individuals were mentioned.</p> <p>Who initiated and who owns process?</p> <ul style="list-style-type: none"> • 4 High school • 2 Higher education • 1 Students • 1 Parents • 1 Private sector 	<p>Respondents rated the success of the process as follows:</p> <p>After 1 year, we feel the course is outstanding. However, it is still too early to get a strong feeling for how the colleges will accept this program.</p>
<p>Principles of Technology II</p> <p>3 schools offer this course.</p>	<p>Written comments</p> <p>No process for granting academic credit for this course has been developed.</p>		
<p>Applied Physical Science</p> <p>5 schools offer this course.</p>	<p>Written comments</p> <p>Applied physical science is designed to meet the needs of 11th and 12th graders who do not take upper-level sciences.</p>	<p>Who owns the process?</p> <p>High school</p>	<p>Respondents rated the success of the process as follows:</p> <p>Above average</p>
<p>Applied Earth Science</p> <p>5 schools offer this course.</p>			

Types of Instructional Practices/ Programs Adopted by Schools	Processes Developed by Secondary Schools In Partnership With Higher Education To Grant Academic Credit for New Instructional Initiatives	Individuals/Groups Who Initiated the Process and Who Own it	Success of the Process
<p>Miscellaneous applied courses</p> <p>Pacesetter English (12th grade) Pacesetter Math (12th grade) Applied U.S. History Applied Economics Technical English 11 Technical English 12</p>	<p>Written comments</p> <ul style="list-style-type: none"> • Pacesetter English and Pacesetter Math are taught in the Tech Prep program. • Applied Economics is a division-wide requirement for 10th graders. 	<ul style="list-style-type: none"> • Owned by College Board, school division, teachers, private sector • Owned by high school 	<p>Outstanding for both</p> <p>Above average</p>
<p>General comments about all applied courses</p> <ul style="list-style-type: none"> • We have increased applications within all classes rather than maintaining the status quo in all but three or four. • Articulation program with community college facilitates offerings. • N/A--dropped all applied classes. • In-service has been provided for teachers to include applications in each subject area. • Applied instruction is just part of regular instruction. • 4 respondents said no applied courses are taught. 			

APPENDIX E

APPENDIX E
SUMMARY OF FINDINGS: SURVEY OF SENIOR COLLEGES
AND UNIVERSITIES

What criteria does your institution use in making its admission decisions?	
Criteria used by institution for making admissions decisions	Number of times mentioned by respondents
Educational achievement: Program of study	22
Educational achievement: GPA	22
Educational achievement: Class rank	12
Educational achievement: SAT	18
Educational achievement: ACT	13
Extracurricular activities	11
Recommendations	9
Recommendations by guidance counselors	5
Recommendations by English teachers	1
Recommendation by teachers	1
Personal statement/essay	8
Standardized tests	4
Interest and knowledge	3
Portfolio	2
Audition	2
Personal qualities	2
Specific science courses (in chemistry)	1
Personal interview	1
Aptitude tests	1
Autobiographical sketch	1
Application information	1
Student Assessment Test I	1

What process does your institution normally follow in making admissions decisions?

Process used by institution in making admissions decisions	Number of times mentioned by respondents
Admissions committee review	14
Admissions staff/counselor review	13
Admissions director	9
Faculty review	4
Assistant admissions director	1
Associate admissions director	1
Dean and associate dean	1
Review prior to counseling review	1
Subjective evaluation by readers	1

How does your institution monitor and evaluate its admissions process?	
Methods used by institution to monitor and evaluate its admissions process	Number of times mentioned by respondents
Review of students' performance (with special attention for students admitted through committee decision	4
Informal review	3
Review by academic admissions committee	2
Monitoring and evaluation by faculty admissions committee	2
Weekly reports	2
Reports on applicant quality (review and assessment)	2
Student success (retention and graduation rates)	2
Review by enrollment management team	1
Weekly reports: Ongoing assessment with comparisons of previous years	1
Review by trustees	1
Committee	1
Annual review by Board of Visitors	1
Weekly meetings	1
Yearly assessment by office and Division of Student Affairs	1
Monthly comparisons and end-of-year report to evaluate performance levels	1
Guidelines set by admissions committee and monthly reports	1
Review by the Admissions and Financial Aid Committee of the Faculty Senate	1
Retention rate between first and second years	1
Annual report	1
Review of retention and graduation data	1
Validity studies of predictive value of criteria	1
Annual review of student database continuing after graduation	1
Surveys: Applicants and high school counselors	1
Consultation with high school counselors and undergraduate dean and advising staff	1
Faculty review	1
Monthly reports	1
Periodic random sampling of decisions to assure consistency	1
Procedural manuals	1

What process does your institution follow in dealing with atypical transcripts or supporting application materials (i.e., nontraditional transcript formats or course titles, audio- or video-taped samples of student work)?

Processes used by institutions in handling atypical transcripts or supporting application materials	Numbers of times mentioned by respondents
--	--

Contacts with high school to clarify transcripts	10
Individualized review	9
Review by appropriate college personnel/faculty	2
Evaluation of international students' transcripts by foreign specialist	2
Evaluated by departments	2
Review of audio/video tapes	2
World Educational Series (resource used to evaluate international students' transcripts)	1
Use of profile sheets that accompany portfolios	1
Greater emphasis placed on other factors in atypical transcript	1
Review and evaluation of all materials by academic committee	1
student interviews by academic committee	1
Review by adult-transfer counselor	1
Consultation with provost	1
Review by admissions director	1
Review by associate admissions director	1
Review of standardized tests for home-schooled students	1
Samples passed on to departments after admission has been granted	1
Additional information requested for clarification as needed	1
Prospective student follow-up	1
One college does not accept video tapes/audio samples or does not encourage students to send them	1
N/A--have not worked with atypical transcripts	1

Has your institution processed increased numbers of atypical transcripts?	
Status of institutions' processing atypical transcripts	Number of respondents
Have not received/processed increased numbers of atypical transcripts	18
Have received increased numbers of atypical transcripts	4
Have received increased numbers of increase in home schooling	3
Have received only a small number of atypical transcripts	3
Probably have received increased numbers of atypical transcripts but have no supporting data	1
Increase in students' transcripts reflecting drop of grades and use of portfolio evaluations	1
N/A	1

Does your institution's admissions information (i.e., advisement, recruitment, program design) support the admission of students with atypical transcripts?

Below is a summary of responses that fell into five categories: Yes, no, N/A, neutral, not aware.

- **Yes 7**
Comments
 - We state that we will be glad to examine atypical transcripts.
 - Our materials encourage students to submit any and all documentation, tapes, etc., that they feel would be appropriate to support their admission. Our application for admission is now a portfolio application and allows for many non-standard or atypical documents, etc. The admissions interview which is required allows us to clarify any questions we have regarding the student's supporting documentation. In some cases if the student cannot meet for a personal interview, a telephone interview will be conducted and any information that needs clarification can be obtained in this manner.

- **No 5**
Comments
 - When reviewing an applicant's file, we do not discriminate or penalize a student for having an atypical transcript. However, our admissions materials do not mention the format an applicant's transcript should be.
 - The institution's recruitment materials consist of general information. It does not include any information regarding the admissions of students with atypical transcripts.
 - Admissions information makes no statement regarding atypical transcripts.

- **N/A 1**

- **Neutral 2**
Comments
 - All of our information is neutral about atypical transcripts. We state that a student may submit whatever material he/she feels is relevant to support his/her application for admission.
 - We neither support nor discourage the admission of students with atypical transcripts.

- **Policy not clear 2**
Comments
 - I don't know if we support it, but we allow for it through personal reviews and interviews as well as the review of the Admissions and Financial Aid Committee.
 - Perhaps

What issues related to high school restructuring efforts are of greatest concern for the admissions process at your university? What kinds of information about high school restructuring would be most helpful to you (e.g., interdisciplinary, components of vocational technical courses, applied instruction, block scheduling, and distance learning, etc.)?

Respondents listed the following information about high school restructuring that would be helpful to them. The number of respondents who mentioned each item is also given.

- Dual enrollment 10
- Information about different tracks and courses 7
- Block scheduling 8
- GPA systems (weighted/unweighted) 4
- Academic components of vocational education 3
- Tech Prep 3
- Equivalency courses 2
- Applied instruction 2
- International Baccalaureate 1
- Distance learning 1
- Renamed math/science courses 1
- Home schooled 1
- GED 1
- Lack of standardization 1
- AP 1
- Alternate tracks of Academic Tech 1

Comments

- We would like more information on all of the items listed.
- Marginal students in Tech Prep programs who do not take college prep English and math will have difficulty in our program.
- How and what are defined as equivalency courses?
- An issue of concern that our institution may have would be--do the students with these educational backgrounds have the necessary requirements to advance to an institution of higher learning? It would be helpful to have specific unit requirements of the different tracks and how they would vary among one another.
- A clear transcript supplement involving explanations of all of the above that are operational would be most helpful. We have signed an agreement with our local Tech Prep that courses will not be penalized.
- Information that would be most helpful? Course content. Quite frankly, restructuring efforts so far have not been as difficult to deal with as the increasing numbers of students who are home taught and/or who complete diploma requirements by taking the GED. These students are more difficult to evaluate.
- It may become more difficult to compare quality of programs. High schools will need to provide updated information on their restructuring efforts on an ongoing basis so that the admissions office can adjust the admissions process to accommodate the applicants. More dialogue is needed between the high schools and colleges regarding restructuring, particularly in the areas of dual enrollment and block scheduling. Some issues for discussion center around the amount of college credit dual enrollment students may receive, how dual enrollment courses are taught, and students with block scheduling completing graduation requirements at midyear.
- The titles of some of the Tech Prep courses do not accurately describe the content of the courses. Our faculty must be educated about these courses.
- In essence, knowing more about all of the above-mentioned items would be useful to us, even though our recent history has related primarily to dual enrollment and block scheduling concerns.
- We need information on all of these items.
- Narrative evaluations to determine competencies are needed. Dual enrollment/credit acceptance policies need to be standardized.
- Some concern over block scheduling--especially 4X4 plan; dual enrollment vs. AP. Are they competing with each other? Is one preferable or more sound pedagogically?

Please list modifications to the admissions process, if any, that your institution has already made as a result of current high school restructuring efforts.

1. **Almost half of the respondents said no changes or modifications have been made or that this question was not applicable.**
 - 13 respondents said no changes or modifications have been made to the admissions process.
 - 3 respondents said this question was not applicable.
2. **Three respondents emphasized the individualized nature of the admissions process.**
3. **Nine respondents reported modifications to their institutions' admissions processes. One respondent reported two modifications; other respondents reported only one.**
 - Dual-enrolled classes are treated like advanced placements in evaluations.
 - Block scheduling (number of courses a high school student can take) has forced us to rethink how we rate programs.
 - The use of class rank in the selection process is declining now that more schools are not providing it. (3 respondents)
 - Efforts have been doubled in an effort to understand what courses, in what order, and for how long, are being taken in the senior year (mostly for block scheduling).
 - A personal interview is now required. (2 respondents)
 - Recommendations are required from English teachers. Because of block scheduling, recommendations from the student's junior English teacher instead of the senior English teacher is now being accepted.
 - Students applying to the School of Arts are currently being reviewed for admission based primarily on talent.

Are there challenges resulting from current high school restructuring efforts that your institution has not addressed? What kinds of information would help you address those challenges most effectively?

1. 9 institutions reported they were not aware of any challenges.
2. 8 institutions gave no answer for this question.
3. The following challenges were reported by respondents:
 - International Baccalaureate presents a challenge.
 - Over use of dual enrollment credit presents a challenge/pitfalls. (2 respondents)
 - Tech Prep hasn't been addressed.
 - Informing faculty about changes in high school has not been addressed. (2 respondents)
 - Should students be advised to enroll in dual enrollment courses versus AP? Most colleges would prefer to see AP; however, AP courses require a standardized test and dual enrollment only a grade for advanced standing credit.
 - Colleges will need to be prepared for younger students.
 - How will scholarships and other forms of financial aid be considered for students who graduate at mid year?
 - Are dual enrollment courses taught to be consistent with college freshmen level courses?
 - Block scheduling has complicated admissions process for students applying for early decision. The college does not have the body of courses which it once had to make this evaluation.

4. Information that would be helpful to colleges to meet challenges.

- Either course descriptions or profiles that explain atypical course/programs should accompany every student's transcript
- For students who apply for early decision, submit full listing of courses the student will take during the year.
- Keep communication lines open and provide opportunities for sessions with guidance and curriculum folks to meet with college admissions officers throughout the state for good exchange of ideas and concerns. (2 respondents)
- Faculty need a workshop on course options available at the secondary level and how they relate to college preparation.

5. One respondent commented that high schools should be aware that a move to providing portfolios rather than a traditional high school transcript will increase the emphasis placed on standardized test scores in the selection process.

How can high schools, colleges, and universities best work together to facilitate and support high school restructuring efforts and yet maintain an effective college admissions process?

Respondents' comments fell into three categories: Communication, workshops, and other. Their comments are reported below.

Communication

- Continued dialogue is critical to partnering efforts. Some case studies of student successes would be very helpful to educate those in doubt or those who are resisting any changes in the way students learn.
- We need better communication both ways, i.e., through information from high schools about course content, ranking systems, etc., and through information from colleges about their admissions requirements and placement policies.
- Make sure high schools and systems get input from colleges. Make sure colleges understand what has already taken place and what efforts have been documented at high schools.
- Continue dialogue with the students' best interests always at the forefront.

Communication (continued)

- Communicate proposed changes, ask for appropriate feedback, suggestions, and comments on those proposals.
- Keep the lines of communication open. This is difficult when high schools do not agree to meet with college reps during high school visits.
- Keep each other informed.
- Communication! Tell us what's going on.
- Please keep us posted on trends and/or changes.
- The lines of communication between high schools and college admissions offices need to be strengthened. High schools should keep admissions professionals informed as changes are formulated and implemented. High school counselors should be aware of basic minimum criteria for college admissions and make sure changes in curriculum meet those minimum requirements.
- Communicate regularly.
- Open communication. Include college faculty and deans, when appropriate, in establishing secondary curriculum. Admissions officers simply implement policies set by their faculty.
- Better communication to colleges and universities about the restructuring process is a good place to start.
- Keep us informed about efforts and their rationale. Use us as sounding boards as changes are considered.
- We would encourage the high school to contact a wide range of colleges and universities in the area to inquire how restructuring would affect their students not only in the admissions process but the effect it would have on their success in college.
- We urge that open communication be paramount as students and schools take the initiative in apprising one another of stances on these subjects.

Workshops

- Workshops for high school personnel and college admissions personnel.
- Joint panels at state meetings such as VCA, VSCA, and VACROA.
- **Sponsor regional forums to discuss in person the issues being addressed by the survey.**
- Consider holding statewide meetings with key university faculty, admission staff, and high school administrators to review and discuss restructuring issues.

Workshops (continued)

- High school and university officials should consider making site visits to the high schools and colleges to see first hand how the restructuring programs are working and how the high school data are being used.
- A statewide workshop or conference attended by high school counselors and admissions directors should be organized and conveyed in the very near future to discuss the implications for both high schools and colleges.

Other

- Develop a strategic plan for partnerships with business and job places following graduates; change the curriculum to stimulate thinking; stop dumbing down the curriculum.
- Clear and simple transcripts are helpful. Every high school transcript is different—this inconsistency can hurt applicants.
- Poll the colleges on the processes.
- We need more accurate and detailed information on the high school profile regarding course offerings and grading procedures as well as a statewide and/or national transcript format for all high schools instead of the confusion caused by individual state, county, private, public high school forms.

APPENDIX F

APPENDIX F
SUMMARY OF FINDINGS: SURVEY OF STATE HIGHER EDUCATION EXECUTIVE OFFICERS

State	Governance Structure	Agency Sets Admissions Standards?	Impetus for Interest		Processes for Awarding Credit	Challenges/Next Steps
			Legislative/ Public Actions	Academic Community Action		
Alabama	Commission on Higher Education - Coordinating Board (a)		(NO	RESPONSE)		
Alaska	Commission on Postsecondary Education - Coordinating Board (e, g); separate statutory coordinating agency		(NO	RESPONSE)		
Arizona	Arizona Board of Regents - Consolidated Governing Board (i)	Yes	State law allows concurrent enrollment for high school students; State Dept. of Education regulates recording of college-level work on high school transcripts and restricts the selection of college-level course work available to high school students	Almost all colleges participate in concurrent enrollment	State Regents' policy on Extra institutional Learning covers credit for nontraditional learning experiences, colleges award credit on a course-by-course basis. If colleges are unable to grant credit for legitimate experiences, the State Regents respond to the issue.	Challenges: Nontraditional learning experiences are often not listed by a national accreditation and standards organization making accurate evaluation difficult for colleges
Arkansas	Department of Higher Education - Coordinating Board (a)		(NO	RESPONSE)		

State	Governance Structure	Agency Sets Admissions Standards?	Impetus for Interest		Processes for Awarding Credit	Challenges/Next Steps
			Legislative/ Public Actions	Academic Community Action		
California	Postsecondary Education Commission - Coordinating Board (e)	No	No formal legislative or public interest	Education community has initiated restructuring efforts such as integrated college preparatory math and science sequences (in some cases, this new format has replaced traditional Carnegie units); career academies; block scheduling; portfolios; charter schools; tech prep education; business-education partnerships	Higher education is in cooperation with 6 innovating high schools to design a pilot admissions process; system wide offices of the University of California and of California State University develop processes for awarding academic credit; judgments are made on a case-by-case basis	Challenges: Innovation without excluding interested students from higher education; nontraditional experiences may cause processing dilemmas on the university level for admissions officers who must make determinations on course merit Next Steps: Intersegmental, policy-based efforts that are trying to make nontraditional experiences consonant with the higher education experience
Colorado	Commission on Higher Education - Coordinating Board (b); Board develops formula for making allocations to institutions	No	Focus of the legislature and public is on reducing the length of time to completion of undergraduate degrees; this has sparked interest in granting academic credit for high school instruction; particular emphasis has been placed on advanced placement credits; state allocated additional funds to higher ed to reimburse high school students for the ad-advanced placement testing fee	High schools in the metro area have an international baccalaureate program that includes challenging course work of academic caliber that may justify college credit; however, no action has been taken as of yet to award credits for such course work	Student eligibility for baccalaureate degree programs is based on differential criteria; the 4-year institutions are distributed among 4 tiers of selectivity; the Commission uses a single scale incorporating standardized test scores and high school performance but institutions may also base decisions on talents and experiences; policy provides for the admission of a number not to exceed 20% per institution of students who do not meet prescribed standards but who meet other criteria	Next Steps: Commission is concerned that focus on advanced placement testing has caused a neglect of alternative approaches to advanced placement; they plan to consider advanced course work such as the international baccalaureate program in the future

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			Legislative/ Public Actions	Academic Community Action		
Connecticut	Department of Higher Education - Coordinating Board (a)		(NO)	RESPONSE)		
Delaware	Higher Education Commission - Planning Agency		(NO)	RESPONSE)		
Florida	Postsecondary Education Planning Commission - Coordinating Board, Consolidated Governing Board (d, i)	Yes	Legislation has called for overhauling of the college admissions process to accommodate statewide school restructuring	Pilot schools cooperate with colleges and universities to develop alternative admission processes to accommodate restructuring changes	Aside from the minimum standards of a diploma from an accredited high school and standardized test scores (using a sliding index), a student whose record contains deficiencies related to GPA or test scores may bring important attributes or special talents to the attention of the university admissions committee	Challenges: Keeping up with rapid restructuring taking place on a local level Next Steps: Pilot and evaluate new admissions processes for broader implementation in later years
Georgia	Board of Regents of the University System of Georgia - Consolidated Governing Board (g)		(NO)	RESPONSE)		
Hawaii	State Postsecondary Education Commission - Consolidated Governing Board (g)	Yes	No legislative or public interest	No significant changes proposed in recent years		
Idaho	State Board of Education - Consolidated Governing Board (g); agency is responsible for all levels of education		(NO)	RESPONSE)		

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Illinois	Board of Higher Education - Coordinating Board (a)	Yes	In fall 1993, the State Board of Education and the Board of Higher Education established a Joint Task Force on High School Outcomes and College Admission to explore how the two systems connect; the Task Force has planned to test alternative measures of high school student achievement in the 1995-96 academic year	Interest comes from a policy that an Illinois university instituted prohibiting the awarding of academic credit for college-level courses taught to high school students at a high school facility; policy arose from concerns over the low quality of some course offerings; major point of concern is for courses counting both toward high school graduation requirements and college degree requirements; there is further concern in the state over the amount of remediation necessary in higher education	There are no plans to change current Illinois policy which provides that no student will be admitted to a public school's baccalaureate program without having completed 15 Carnegie units of course work in pre-defined areas; institutions may make exceptions for individual applicants who demonstrate area proficiencies (including proficiencies derived from vocational education courses) through assessment or evaluation conducted by the institution	Next Steps: Community colleges are developing statewide guidelines for college courses to be offered to high school students in their schools; plans are being made to consider the use of telecommunications for instruction and other technology, media and resources to expand opportunities for high school students; dual credit and the establishment of uniform admissions standards will be considered in the future

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Indiana	Commission for Higher Education - Coordinating Board (b)	No	The general assembly, focusing on workforce preparation, created Workforce Partnership Plans in 1992. These plans dictate that local school districts and public institutions must create approved partnerships for educational programs in order to receive funding, receive technical education program approval or to be eligible to complete the program review process.	Schools must develop cooperative processes between the secondary and post-secondary technical education program success; identify and certify areas of skill mastery and further determine processes through which a state higher educational institution may grant academic credit; an Academic Honors Diploma demanding more rigorous course work as well as state funding of AP student fees with a postsecondary credit option also exist for college-bound students	The academic community is responsible for articulating the means of awarding credit for technical education attained through Workforce Partnership Plans; public institutions will use the standard, once developed, in order to determine the credit-worthiness of Workforce Partnership educational experiences	Next Steps: The higher education community will establish outcome standards for tech prep; the Commission on Higher Education is developing a database to determine the relationship between students' high school experiences and preparation for college success; the database will give valuable feedback to allow schools to analyze the effectiveness of new programs

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Iowa	State Board of Regents - Consolidated Governing Board (i)	Yes	Some Iowa high schools have moved toward portfolio assessment for award of credit; an ad hoc committee of the Board of Regents has discussed issues related to non-traditional credit; in 1992 the Iowa Coordinating Council for Post-High School Education surveyed public and private colleges and high schools to ascertain non-traditional credit assessment practices	Innovations have occurred at the elementary, secondary, and institutional levels	Most public and private colleges award some academic credit for AP and CLEP exams; some private colleges award credit for life and/or work experiences and other non-traditional means (at some institutions, it is possible to receive as much as two years of nontraditional credit toward a baccalaureate degree)	Challenges: Private institutions develop policies not subject to state control, it may be difficult to keep pace with some institutional changes as a result ; desire to reduce the time to completion of undergraduate degree programs must be balanced against the need to offer a balanced and thorough curriculum including a substantive core Next Steps: statewide committees continue to monitor developments and address non-traditional credit issues as they arise
Kansas	Board of Regents - Consolidated Governing Board (i)		(NO	RESPONSE)		

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Kentucky	Council on Higher Education - Coordinating Board (b)	Yes	Kentucky Education Reform Act in 1990 reformed K-12; primary source of interest has been Tech Prep and possibilities for time-shortened degrees; the state has three committees working on the secondary to post-secondary transition; position paper has been drafted concerning the merits of transferring credits	High schools have begun restructuring their programs to accommodate changes in curriculum and instructional strategies; most common initiatives have been block scheduling, integrated science (biology and chemistry over two years), applied courses in response to Tech Prep and multiple intelligence approaches, interdisciplinary courses, increase in colleges assuming responsibility for the college-bound student's senior year; high school restructuring has not yet generated requests for credit	As high schools are guided by a program of studies and the pre-college curriculum is Council policy, only state level processes are in place for judging the academic merit of non-traditional course work; integrated science courses are now accepted in the pre-college curriculum	Challenges: Rapid changes occurring on the high school level result in a very decentralized change process, the changes are difficult to anticipate; difficulty agreeing on the level of course content between the secondary and institutional levels Next Steps: Identify and resolve problems; adapt procedures
Louisiana	Board of Regents - Coordinating Board (b)			(NO RESPONSE)		
Maine	University of Maine System - Consolidated Governing Board (h)			(NO RESPONSE)		

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			Legislative/ Public Actions	Academic Community Action		
Maryland	Higher Education Commission - Coordinating Board (a)	No	Proposed regulations of the Maryland Higher Education Commission include a section governing the awarding of credits-it for non-traditional course work; new legislative consideration of nontraditional instructional initiatives has been motivated by Tech Prep programs	Institutions may award credit subject to State minimum requirements for AP, CLEP, or other nationally recognized, standardized examination scores; technical courses from career programs; clinical practice or cooperative education experiences; life and work experiences; articulation agreements with other segments or agencies	The public institution of higher education to which a student applies may use American Council on Education recommendations, portfolio assessments, credit through challenge or examinations and satisfactory completion of the next course in a sequence in the academic area in order to validate non-traditional course work. The institution must indicate the basis for awarding the credit on the student's transcript; transfer of credits from nontraditional areas must be consistent with Maryland Code and are evaluated on a course-by-course basis; same procedures are used for transfer students as for students who are native to a Maryland institution	Challenges: Reluctance on the part of higher education institutions to award academic credit for nontraditional educational experiences Next Steps: Inspired by Tech Prep, the Higher Education Commission is currently developing a policy for nontraditional instructional initiatives (transfer of credits for police and fire academies, etc.); also, regarding transfer students, the Commission has drafted a new general education policy which would obligate receiving public institutions to accept course work classified by sending public institutions as general education course work
Massachusetts	Higher Education Coordinating Council - Consolidated Governing Board (g)		(NO	RESPONSE)		

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Michigan	State Department of Education - Planning Agency; responsible for all levels of education	No	State legislative proposal would allow dual enrollment for both high school and community college credit, the school district would pay the college tuition		No processes are in place to award academic credit for non-traditional course work; institutions do, however, have CLEP and high schools have AP courses	Challenges: Determining who would pay the costs of developing non-traditional instructional initiatives and how the costs would be determined
Minnesota	Higher Education Coordinating Board - Coordinating Board (e)	No	State Board of Education and the Department of Education created the Executive Committee of the High School "Results-Oriented" Graduation Rule Committee in 1993; Committee must develop outcomes-based graduation rule to be effective in 1996 for class of 2000; Coordinating Board must involve higher education community in developing the new standards	Coordinating board invited educators of all levels to form The Panel for School Innovation and Teacher Education Renewal in 1992; recommendations issued in 1993 included statement that postsecondary institutions report plans to base admissions decisions on graduation outcomes rather than on class rank, grades, and credit hours	Pilot secondary education sites have received funding to develop model assessments and performance standards that will be ready for the high school graduating class of 1996; teachers are developing levels of performance from beginning to expert that will become the state standard	Next Steps: Assessments and standards will be field-tested in actual classrooms; higher education faculty and administrators are charged with modelling multi-assessment strategies (alternatives to traditional areas of performance judgment) and promoting interdisciplinary collaboration
Mississippi	Board of Trustees of State Institutions of Higher Learning - Consolidated Governing Board (i)	Yes	No legislative or public interest	Education sentiment centers around a core curriculum for secondary student success in reading, writing, and computing	No processes are in place to award academic credit for non-traditional course work	Challenges: The belief remains that the core curriculum must remain the major focus; there exists a perception of "turf guarding" between the public school, community college, and four-year institution levels; innovations such as nontraditional instructional initiatives

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Missouri	Coordinating Board for Higher Education - Coordinating Board (b)	No, only guidelines.	Several business and state education interests have conducted studies to develop recommendations for strengthening higher education; the studies, on the whole, have found that the education system must raise the level of student expectations and learning; the Coordinating Board adopted a model high school college preparatory curriculum in 1991; students may also take dual credit courses for high school and college credit; the State Board of Education has included applied academics developed by the Agency for Instructional Technology in its college preparatory curriculum	At this point, colleges and universities have adopted new core admissions requirements although some have been slightly different from those recommended by the Coordinating Board	The Coordinating Board's core curriculum remains in Carnegie units of study; the Board anticipates reevaluation of the Carnegie method of assessment in the future as high school curricula become competency-based and are evaluated by various means including portfolios rather than seat-time and courses taken; the Board seeks an implementation date of fall 1996 for the new core	Challenges: Issue of exceptions or exclusions from the requirement such as out-of-state students, foreign students, home-schooled students, students from financially disadvantaged school systems; issue of how to anticipate the transition from Carnegie units of assessment to alternative methods which may be used to evaluate non-traditional curricula Next Steps: The Coordinating Board and the State Board of Education will continue to cooperate to facilitate the implementation of the core curriculum requirement
Montana	Montana University System - Consolidated Governing Board (g); agency is responsible for all levels of education	Yes	No legislative or public interest			
Nebraska	Coordinating Commission for Postsecondary Education - Planning Agency	No, only guidelines.	No legislative or public interest			

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			Legislative/ Public Actions	Academic Community Action		
Nevada	Department of Education - Consolidated Governing Board (g)		(NO	RESPONSE)		
New Hampshire	Postsecondary Education Commission - Coordinating Board; Consolidated Governing Board (f, i)	Yes	No legislative or public interest		Assessment of prior experience, CLEP tests are considered for receipt of academic credit	Challenges: Moving from doing course assessment on an individual basis to developing a method of assessment on the group level Next Steps: Attempt to standardize a process for awarding academic credit for nontraditional initiatives
New Jersey	Department of Higher Education - Coordinating Board (a)		(NO	RESPONSE)		
New Mexico	Commission on Higher Education - Coordinating Board (e); statutory authority related to programs provides only for approval of new graduate programs	No	No legislative or public interest	Interest within the academic community has centered around improved methods of teaching and alternative forms of assessment, systemic change initiatives are in progress; tech-prep, two-plus-two, concurrent enrollment (high school students attending college course for dual credit with state funding flowing to both levels), and other nontraditional instructional opportunities	High school students may receive college credit for attending college courses while still in high school	

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New York	State Education Department - Coordinating Board (c)	No	No legislative or public interest	Institutions authorized to grant degrees are authorized to grant credit for "credit-worthy" educational activities; this ability is strictly controlled and unavailable to secondary schools	State Education Department has in place a long-standing oversight of credit-bearing activities in both nontraditional and traditional formats	
North Carolina	University of North Carolina General Administration - Consolidated Governing Board (i)		(NO	RESPONSE)		
North Dakota	North Dakota University System - Consolidated Governing Board (g)		(NO	RESPONSE)		
Ohio	Board of Regents - Coordinating Board (a)		(NO	RESPONSE)		
Oklahoma	State Regents for Higher Education - Coordinating Board (a)	Yes	House Bill 1017 established the Oklahoma Curriculum Committee which developed student learner outcomes for each discipline; the state, and specifically, the State Regents are attempting to strengthen high school core curricular requirements for college entry to increase student preparation for higher education	The State Regents have completed a study of the desirability of increasing the number of high school core curricular units required for college entry; a study determined that one third of fall 1991 college freshmen required at least one remedial course; Tech Prep courses are being considered as meeting the respective high school course requirements for college entry	State policy provides for differentiated admission and program standards that are consistent with institutional role and missions including graduation from high school, completion of high school curriculum, standardized test scores, and/or class rank and minimum GPA	

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Oregon	State System of Higher Education - Coordinating Board; Consolidated Governing board (e, i); separate statutory coordinating agency	Yes	Very little legislative and public interest	Interest has stemmed from K-12 school reform and the desire to ensure that recent reforms at the secondary level do not interfere with admission to college; distance-delivered courses (on both the secondary and higher education levels), Applied Academics courses, computer components of courses are being reviewed for acceptable course credit by a faculty committee process; high school students enroll in "college high" courses offered by campuses for college credit	Joint Boards of Education developed college admissions system called PASS (Proficiency-based Admission Standards System) to be implemented for college freshmen in 1999; focus will be on student proficiency	Challenges: Educating a cross-sector group, across many disciplines, about K-12 reforms and their effects on higher education; developing the necessary partnerships; keeping in line with other states undergoing similar processes of reform; large number of school districts (300); conservative opposition to outcomes based education; concern over quality-control, especially with the "college high" program Next Steps: Higher education is working with pilot high schools to develop assessments for the new admissions standards
Pennsylvania	State Department of Higher Education - Coordinating Board (b); agency is responsible for all levels of education		(NO	RESPONSE)		
Rhode Island	Office of Higher Education - Coordinating Board (g)	No	No legislative or public interest			

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			Legislative/ Public Actions	Academic Community Action		
South Carolina	Commission on Higher Education - Coordinating Board (a)	No	State legislature has promoted initiatives under the state School-to-Work Act, enacted last year; the legislature has directed the State Department of Education to substitute a tech prep curriculum track for the "general" track (non-college-bound students)	CLEP, AP credit, distance education opportunities (AP and college courses offered in televised and satellite format), and tech prep may be eligible for academic credit	The state has established procedures which allow for the provision of nontraditional initiatives; the state Education Improvement Act of 1984 requires that the Commission monitor the appropriate awarding of credit for AP coursework, a recent proviso requires that institutions accept AP scores of 3 or higher for all courses; for tech prep, consortia of individual school districts and technical colleges coordinate the development and articulation of tech prep coursework on a regional basis; in all cases except the AP proviso, the final decision rests with the academic institutions to award academic credit	Challenges: The Commission and the state's senior colleges and universities disagree with the State Department of Education's proposal to equate tech prep, or "applied academic coursework" with existing college preparatory coursework; the main issue for senior institutions is quality assurance; poorer school systems lack the resources to teach both college prep and tech prep coursework despite a legislative mandate for 1996 implementation; advising of tech prep students presents a challenge; awarding of FTE and FTE-generated funding to students in dual enrollment programs with high schools and technical schools Next Steps: The establishment of more thorough and rigorous monitoring of coursework offered off-campus and via distance education technology

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South Dakota	Board of Regents - Consolidated Governing Board (g)	Yes	Applied academics such as tech prep have precipitated interest in nontraditional instructional initiatives		Board has supported academic validation of student performance on ACT, CLEP, and AP tests; other initiatives are currently being reviewed for credit-worthiness	Challenges: Board has resisted the approval of tech prep courses as college preparatory courses
Tennessee	Higher Education Commission - Coordinating Board (b)		(NO	RESPONSE)		
Texas	Higher Education Coordinating Board - Coordinating Board (b); Board develops formula for making allocations to institutions	No			Each institution sets its own admissions requirements all of which include high school diplomas or high school equivalency certificates; most universities recommend a specified high school preparatory curriculum; some universities also request standardized test scores	
Utah	System of Higher Education - Consolidated Governing Board (g)		(NO	RESPONSE)		
Vermont	Chancellor Vermont State Colleges/President, University of Vermont - Planning Agency		(NO	RESPONSE)		

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			Legislative/ Public Actions	Academic Community Action		
Virginia	State Council of Higher Education - Coordinating Board (b)	No	The 1995 General Assembly	AP credit, international baccalaureate, dual credit, semester and block scheduling, applied academics	Four-year colleges and universities develop processes for awarding academic credit; judgments are made on a case-by-case basis	
Washington	Higher Education Coordinating Board - Coordinating Board (b)	Yes	The legislature has established the Commission on Student Learning to devise assessment and accountability mechanisms toward the development of a performance-based education system; the Commission is developing standards for a Certificate of Mastery and for the assessment of student proficiency	Efforts to create a central data base that complements the new national course numbering system are being examined to speed the processing of new courses submitted for academic credit; high school students (juniors and seniors) may earn college credit through the Running Start Program which allows for dual enrollment at community colleges and selected universities (credit counts toward high school graduation and as college transfer credit)	The public baccalaureate institutions accept decisions approved by the high school's District School Board concerning new courses for the purpose of meeting core course entrance requirements; the issue of earning college credit in high school is currently being examined	Challenges: Evaluating and reporting student proficiency when traditional Carnegie units are not used by the high school; determining a method for reviewing and processing applications of students evaluated at the secondary level in a nontraditional manner; developing articulation agreements outside of the state Next Steps: The state is in the process of stating proficiencies and incorporated such statements into the Commission on Student Learning's standards for student outcomes
West Virginia	State College System of West Virginia Planning Agency (k)		(NO	RESPONSE)		

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Wisconsin	Board of Regents/ University of Wisconsin System - Consolidated Governing Board (j)	Yes	In 1992, the UW System Administration recommended that the Board of Regents amend the freshman admission policy; the Administration appointed a Competency-Based Admission Task Force; the System developed a competency-based admission policy in response to curricular restructuring in K-12 schools, to decrease the need for remedial instruction and to standardize proficiencies and ultimately the bases on which admissions decisions are made	The Competency-Based Admission Model provides that institutions admit students based on competency attainment rather than on completion of Carnegie unit-driven coursework; students will be eligible for admission by taking either college preparatory or Tech Prep courses	The secondary schools will be responsible for presenting the students' case for college readiness; the secondary and institutional levels will cooperate in developing a standardized profile of student achievement; each institution will specify the performance standard which represents an alternative to Carnegie units that will be in effect in 1995	Challenges: Competency-based admissions policy may introduce subjectivity that risks biased decisions; policy could be complex and costly for institutions; policy may not be consistently applied; policy could result in more testing required for students
Wyoming	Community College Commission/President, University of Wyoming - Consolidated Governing Board (i)		(NO	RESPONSE)		
District of Columbia	Office of Postsecondary Education Research and Assistance - Planning Agency		(NO	RESPONSE)		
Puerto Rico	Council on Higher Education - Consolidated Governing Board (g)		(NO	RESPONSE)		

- (a) *Program approval authority and consolidated budget or aggregated budget - either of which may include separate institutional budgets.*
- (b) *Program approval authority; budget review and recommendation.*
- (c) *Program approval authority; no statutory budget role; agency is responsible for all levels of education.*
- (d) *Program review and recommendation authority only; consolidated or aggregated budget either of which may include separate institutional budgets; agency is responsible for all levels of education; separate statutory coordinating agency.*
- (e) *Program review and recommendation authority only; budget review and recommendation.*
- (f) *Program review and recommendation authority only; no statutory budget role or program approval; separate statutory coordinating agency.*
- (g) *Consolidated governing board for all public institutions.*
- (h) *Consolidated governing board for all public institutions; Maine Maritime Academy and Vocational-Technical institutes are under other boards.*
- (i) *Consolidated governing board for all senior institutions; separate agency for community colleges.*
- (j) *Consolidated governing board for all senior institutions; separate agency for community colleges; State Board of Vocational, Technical and Adult Education is separate from Board of Regents.*
- (k) *West Virginia Secretary of Education and the Arts has authority to coordinate rule-making by the state's two multi-campus boards.*

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