

## **Pre-College Program Overview**

Pre-College Programs has been operating continually since its establishment in 1988, and is divided into five distinct programs, depending on the age range of participants. The Discovery Program is a day camp specifically tailored to K-6 students, the Odyssey Program is a day camp for those in Grades 7-9, Exploring STEMM is a two day and one night residential program for students entering 7-9 grade, Residential Camps are week long programs for students entering grades 6-9, and Residential Institutes are for students entering grades 10-12. While Pre-College Summer Programs are most familiar to faculty, staff and students at Wright State University, there is also a “Kids on Campus” program, and other specially scheduled programs, that take place during the regular academic year.

The Pre-College Programs represent summer “camps” that cater to the needs of working parents looking for activities while their children are out of school, but especially to those who would prefer to use Wright State University’s educational resources to turn their children’s summer into an opportunity to further their education, exposing them to incrementally more challenging subjects as they progress from the Discovery through the Odyssey into the Residential Programs. The Pre-College Programs also familiarize parents and prospective students with Wright State University, and is especially interested in identifying parents and children not otherwise aware of the benefits of college educational opportunities available through Wright State University and other colleges in the region.

The Pre-College Program’s website states: “Students who desire challenge; are interested in learning and personal growth; and have the motivation to succeed are encouraged to take advantage of these hands-on, exploratory courses.”

## **Personnel**

The Pre-College Program is currently housed on the Office of the Vice President of Student Affairs. The program is staffed by a Program supervisor (assistant director), and between 50-70 part time positions in the summer. Summer positions may be held by adjunct WSU faculty, local Miami Valley K-12 educators (whom have teaching certificates and experience with the appropriate age groups), WSU students including Graduate Assistants, and other local college students.

Positions include:

- Residential Instructors who teach the courses (typically WSU adjunct faculty or local high school teachers).
- Exploring STEMM instructors who teach the courses (typically Graduate Assistants working in the different WSU colleges).
- Residential and Exploring STEMM Assistants who live in the residence hall with students and escort, chaperone, and provide evening activities for students (typically WSU or other college students).
- Discovery/Odyssey Instructors who teach the courses (typically local K-12 educators or WSU education majors who are close to graduation)
- Discovery/Odyssey Program Assistants who assist in extended care, assist at recess breaks, and assist in the office and classroom (typically WSU or other college students).

### **Positioning in Relation to other Summer Camp Programs**

One of the advantages of Wright State University's Pre-College Programs, especially its Discovery and Odyssey Programs, is its explicit emphasis on age-appropriate educational activities as the central thematic content of each program being offered. While there are a wide array of residential and non-residential summer camps available throughout the Greater Miami Valley and beyond, there is far less competition locally for a specific pre-college summer enrichment program. Some area colleges and universities, such as Sinclair and the University of Dayton, do offer summer STEM camps for students. Additionally, UD also offers a summer day camp—but one which is organized through Campus Recreation, and whose thematic activities are more geared toward games and crafts rather than explicitly educational activities. The relative lack of direct competition for a variety of its learning-centered programs may account for the Pre-College Program's continued growth, especially in its K-9 components. This may also explain why the Program draws a significant number of international and out of state students.

### **Research Questions**

The summer working group spoke with Betsie Turner, assistant director of the Pre-College Programs. In alignment with the charge of the working group, the following questions were asked:

1. What is the relative number of participants in the program?
2. What are the typical costs of the program for participants?
3. To what extent does the program self-fund, and to what extent does it depend on support from Wright State University?
4. Does this program in any way affect the “branding” of Wright State University to prospective students? How many students enrolled at Wright State University have participated in at least one of the pre-college programs?
5. Has there been any discernable impact by College Credit Plus on the Pre-College Program?

One of the limitations on data gathering is that the program is independent of Wright State University, and thus there is not a clear articulation between data gathered on participants, and currently enrolled students. Pre-College Programs utilizes student and parent surveys. The Program has made requests of admissions to track who is coming to WSU for admissions; asking the question “did you attend any pre-college camps?” They have yet to be able to identify and track those using datapoints that match those used for new and prospective WSU students— but hope to do so in the future.

However, based upon the information that is available, and evidence drawn from demographic changes in enrollment, it is possible to provide responses to most of the questions. If in the future Wright State could better match survey questions and demographic data, it might be possible to obtain more precise data, and match it with other data drawn through Institutional Research:

1. The Discovery and Odyssey Programs have generally experienced about a 10-12 percent growth each year over the recent years. In 2018, enrollment was 1532. The Residential Institute's enrollment has varied considerably, depending on the subject matter of the Institute. Last year, there were 68 residential courses. Among the most successful have been the Performance Theater Institute and Engineering. The Exploring STEMM program accepts 180 students each year and in 2016-2018 has averaged between 165-175 students in attendance.

Discovery/Odyssey Enrollments		Residential Camps and Institutes	
2016	1,196	2016	84
2017	1,346	2017	90
2018	1,532	2018	68

2. The cost of the Residential Camps and Institute for grades 10 through 12 is currently \$675 per week. The cost of Exploring STEMM is \$25 per night. The cost of Discovery and Odyssey is \$130 for the week. There are additional costs for Discovery and Odyssey if extended care hours are needed for working parents.
3. Currently, the program is self-funded. It does receive indirect support from Wright State University, mainly because it uses the facilities, an online database system for bookkeeping (supported through CaTS), and supervisory staff employed by Wright State University. The Assistant Director is paid through the Program's revenue. Exploring STEMM is supported by the Discovery and Odyssey Programs which is the largest revenue generator. Residential Institutes and Camps typically come close to breaking even although there has been a decrease in attendance recently. The Discovery and Odyssey Programs typically brings in an additional \$50,000 or more beyond expenses.
4. While it will be helpful to coordinate WSU admissions data with the biographical data on participants in the Pre-College Programs, evidence indicates that the Pre-College Programs have had an impact on students' decisions to enroll, or choose Wright State University over other area institutions. Some surveys suggest that 13% of surveyed parents had not even heard of WSU before enrolling their children. Of course, about 60% of students, most notably those currently in Discovery, may be too young to be thinking about which college to attend. However, this may represent a critical age in which parents and children are consider whether college is a worthwhile decision, and therefore may be an effective time to 'brand' Wright State University.

An additional note: there are no questions on the current WSU college admission application that asks about participation in Pre-College Programs, making it difficult to track the amount of students enrolling at WSU who attended or were introduced to WSU through Pre-College Programs. However, if Pre-College Programs was able to shift to using Salesforce as its database for students the ability to track this information would be much easier.

5. Fluctuating enrollments in the Summer Institutes seem to indicate that College Credit Plus is having an impact on Enrollment. There were several courses, most notably courses in creative writing, that have noticed a discernable drop in enrollment. Exploring STEMM has had a change in funding and is now funded partially by tuition and partially through Pre-College revenue. While some of these drops may be attributed to costs,

evidence indicates that the Programs are losing high school age students to CCP. Current high school students are moving to CCP because it is paid for by the state, and they can earn college credit. This also may explain why programs such as Theater are growing, while Creative Writing are losing enrollment. The former is something for which there are likely fewer CCP equivalents with which to compete.

## **Conclusions and Recommendations**

The evidence gathered so far suggests that the Pre-College Programs have been highly successful, and contribute to the educational mission in a number of ways. The three notable aspects of its success are as follows:

- 1) It contributes to the educational mission of Wright State University *without directly competing* with its credit-bearing course offerings. Its explicit learning-centered camp experiences also, for the most part, have little or no competition from neighboring colleges or universities.
- 2) Because it provides services to children as young as Kindergarten and their parents, and has programs continuing through high school, it appears to provide what the field of marketing terms the *branded service encounter*, that aids in positive name recognition for Wright State University for prospective students.
- 3) It is largely self-sustaining, thereby contributing the fiscal solvency of Wright State University.

## **Recommendations**

- 1) It is recommended that the program be slated for full staffing. As part of the budget remediation process, the Pre-College Program lost a number of the Wright State University staff dedicated to administrative and supervisory functions within the programs. It is recommended that these positions be restored. One of the most important reasons why full supervisory staffing should be maintained is that there are special safety and security considerations when dealing with children under 18, requiring careful monitoring and supervision.
- 2) It is recommended that the Pre-College Programs be taken from the Office of Student Affairs, and an office for non-credit bearing courses, answerable to the Provost, be created. In 2017, the Undergraduate Academic Policies Committee was charged with investigating “courses” that use Wright State University’s name, but were not conventional credit bearing undergraduate or graduate courses. In this investigation, the UAPC came across examples of colleges and universities which had dedicated centers for non credit bearing courses. One example of such a center is The College of Charleston Center for Continuing Education and Professional Development (see attached policy document). This Center serves as a clearing house and administrative unit for the College of Charleston’s non-credit (and non-degree) courses and students, and includes instructional programs, certificate programs, workshops, and other miscellaneous learning activities.

While it may not be necessary to develop a complete center of the scope of Charleston, it might be productive to place all non-credit bearing coursework under a single office. The courses for which this office would be responsible might include the Pre-College program, Senior learning courses, now housed under the registrar, trainings provided by the CTL, skills trainings such as grant writing and use of computer and online technology, professional first-responders training such as is performed through

Calamityville and other “coursework” that does not fall under the conventional category of HLC accredited courses. Having such a centralized office would have the following advantages:

- a) Having a centralized office answering directly to the provost would allow instructional supervision by both the Provost and faculty. It might be especially productive to have faculty participate in the design approval and administration of trainings and programs, as this will assure both quality control and provide input that will assist those responsible for implementing the courses and programs.
- b) Having a centralized office will allow better data collection and articulation enrolled undergraduate students and alumni. Right now, it is difficult to establish the degree to which there is continuity between students who participated in the pre-college programs and those who enrolled as undergraduates upon completing high school. A centralized office could work with Institution Research could create datasets that closely match information already collected from undergraduates to longitudinally track students who participated in the program and subsequently attended Wright State University.
- c) A centralized office could issue “transcripts” or “certificates” documenting completion of the program. While they would be separate from conventional crediting bearing credentials, they would represent tangible documentation of participants’ activities in these non-credit bearing courses.
- d) A centralized office could more actively coordinating with Marketing to better ‘Brand’ Wright State University to the community.

# College of Charleston Center for Continuing Education and Professional Development

Policies *for* Non-Credit Programs

## Mission Statement

The Center for Continuing Education and Professional Development at the College of Charleston will enrich the region, the greater community, and beyond by providing learning opportunities in support of the mission and strategic plan of the College of Charleston.

## Definitions

**Continuing Education** programs are life-long learning activities. They include instructional programs that bring participants up to date in a particular area of knowledge or skill set, programs offering academic credit, continuing education units (CEUs), and certificates. These experiences may be offered in the form of courses, workshops, institutes or programs. They are often taken for development of personal knowledge and skills.

**Professional Development Programs** are credit or non-credit coursework to augment and enhance professional knowledge or skill set. This document pertains to non-credit courses and programs only.

The **Continuing Education Unit or CEU** is the basic unit of measurement for organized continuing education activities. The CEU is used in continuing education programs, particularly those required in a licensed profession in order for the professional to maintain the license. Examples of people who may need CEUs include educators, health care professionals, and social workers. One continuing education unit is normally defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

**Certificate programs** (credit and non-credit) are professional and applied programs designed for entry-level employment or for upgrading skills and knowledge within an occupation.

A **certificate** acknowledges that the student has successfully completed the course or program. A certificate may be awarded on the basis of completion of one course or a series of courses, depending on the program. The College of Charleston as an accredited institution may award Continuing Education Units and certificates.

## Administration

The Center for Continuing Education and Professional Development will administer all non-credit courses and programs in accordance with the College of Charleston non-credit program policies. 3

The Center for Continuing Education and Professional Development will provide the following:

Review and approve proposals for all non-credit courses and programs

Establish accounts for non-credit programs

Maintain course and student records in the College of Charleston Center for Continuing Education and Professional Development electronic record system

Maintain faculty resumes and generate faculty contracts

Establish and manage budgets, including collecting payments, refunding payments when appropriate, transferring funds, and covering expenses

Provide certificates, as appropriate.

### **Procedure to establish a non-credit course / program**

**Before the program:** For non-credit courses, the proposal form found in the appendix must be completed and submitted to the Director of Continuing Education and Professional Development. Those courses or programs that elect to award CEUs must adhere to the Guidelines for Approval of CEUs established by SACS and the Worksheet for Computing / Calculating CEUs. Both documents can be found in the appendix. The proposal form and all required documents must be submitted to the Director of Continuing Education and Professional Development. As new non-credit programs are developed, the Director will confer with the appropriate faculty /staff who have expertise in the subject area of the course and with the Dean of the College of Charleston North Campus to obtain approval for the course. The Director will serve as an ex-officio member of the Committee on Graduate Education, Continuing Education, and Special Programs. The chair of the Committee on Graduate Education, Continuing Education and Special Programs will report regularly to the Graduate Council and the Senate.

**After the program:** No later than 10 business days after the program's conclusion, the following should be submitted to the Director of Continuing Education and Professional Development:

- (1) a list of participants who have successfully completed the course or program and
- (2) program evaluations.

### **Marketing**

Marketing will be coordinated by the Center for Continuing Education and Professional Development.

### **Fees**

Continuing Education and Professional Development programs will be self-supporting with a goal of generating revenue for the College of Charleston while serving the needs of the community. Course fees will include both direct and indirect costs, including the costs of marketing, instruction, books, materials, copying, a transcript/certificate fee and an administrative fee. 4

## **Refund Policy**

Full Refund: A full refund will be issued for all courses, seminars and workshops cancelled by the College of Charleston.

Partial Refund: A full refund minus an administrative fee will be charged for registrations cancelled before the start date of the program.

No Refund: Normally, no refunds will be issued for cancellations after the start date of the program.

Appeals: Appeals for refunds after the start date should be submitted to the Director of the Center for Continuing Education and Professional Development.

## **Record keeping**

Non-credit course registrations will be recorded in the official College of Charleston Continuing Education and Professional Development electronic student record-keeping system. Additional copies of transcripts and certificates may be obtained from the Center for Continuing Education and Professional Development. The evaluations will be retained at the Center for Continuing Education and Professional Development until no longer needed in accordance with the rules administered by the Records Analyst in the Registrar's Office.

# Appendix

Non-Credit Course Proposal Form  
Guidelines for Approval of CEU Non-Credit Courses and  
Programs  
Worksheet for Calculating / Computing CEUs  
Non-Credit Program Application Form 5

## Proposal for Non-Credit Courses / Programs

Course/Program Title \_\_\_\_\_

Location \_\_\_\_\_

Beginning and end dates \_\_\_\_\_

Days and times (e.g. M-F 6pm-9pm) \_\_\_\_\_

Purpose and objectives:

Format and Brief Description:

Target Audience \_\_\_\_\_

Estimated attendance \_\_\_\_\_

Contact hours of Instruction \_\_\_\_\_

Will a certificate be awarded? \_\_\_\_ Y \_\_\_\_ N If so, title of the certificate \_\_\_\_\_

Will Continuing Education Units (CEUs) be awarded? \_\_\_\_ Y \_\_\_\_ N

If so, the number of CEUs recommended \_\_\_\_\_

Sponsor(s): department, administrative office, organization (if applicable): \_\_\_\_\_

Instructors (enclose resumes) \_\_\_\_\_

Program Coordinator (if applicable) \_\_\_\_\_

Evaluation procedure and assessment methods \_\_\_\_\_

Contact Person \_\_\_\_\_

Phone number \_\_\_\_\_

E-mail \_\_\_\_\_

Address \_\_\_\_\_

**Please include the proposed budget and any available marketing materials with this application and submit to the Director of Continuing Education and Professional Programs.**

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### Approval

How will this course/program address the mission and strategic plan of the College of Charleston?

\_\_\_\_ Approved as a non-credit course/program..

\_\_\_\_ Approved for \_\_\_\_\_ CEU(s) per participant satisfactorily completing the program (if applicable).

Director, Continuing Education & Professional Development \_\_\_\_\_ Date \_\_\_\_\_

Dean, College of Charleston, North Campus

\_\_\_\_\_ Date \_\_\_\_\_ 6

## **Guidelines for Approval of CEU Non-Credit Courses / Programs**

In accordance with national guidelines of the Commission on Colleges of the Southern Association of Colleges and Schools (1994) each continuing education offering is reviewed for conformance to the following guidelines.\*

1. The program is planned in response to the identified need of a target audience.
2. The application provides clear and concise written statements describing the course or program.
3. The program location includes facilities which adequately support the learning objectives.
4. The program is conducted by qualified instructional personnel
5. Course content and instructional methods are consistent with stated learning outcomes.
6. Participants demonstrate the achievement of the learning outcomes/objectives. Demonstrations may be done in a variety of ways such as questions and answers, discussions, written or oral exercises, summaries, case studies, demonstrations, or reports. They are observable and measurable. Some demonstrations of learning may be used throughout and not just at the end of a program while other may be more appropriately done after a program has been completed. Whether participants receive grades or scores for such demonstrations is determined during program planning and is based on the purpose of the program and the intended learning outcomes.
7. An evaluation of the effectiveness of the overall program in meeting stated goals is provided for completion by program participants.
8. Registration information requested from individual participants provides adequate data for institutional reporting and record keeping. Permanent records are maintained for all participants who qualify for the award of CEU, not just for those who request them.
9. Instructions for computing the number of CEUs have been followed correctly, and the correct number of units has been requested.

\* The above guidelines are taken from *The Continuing Education Unit: Guidelines* by the commission on Colleges, the Southern Association of Colleges and Schools. 7

## Worksheet for Computing / Calculating CEUs

(from The Continuing Education Unit: Guidelines, The Commission of Colleges, SACS)

1. One (1) CEU is awarded for each ten (10) contact hours of instruction.
2. Non-instructional time such as refreshment breaks, introductions meals, and social events are not included.
3. To calculate the number of CEUs for a course, the number of contact minutes should be totaled and divided by 60 to arrive at the number of contact hours. Total contact hours are then divided by 10 to determine the number of CEUs. CEUs can be expressed in tenths: 17 contact hours equates to 1.7 CEUs; a 3 contact hour course converts to 0.3. Note: Some programs require attendance at every session in order to earn CE
4. Hundredths may be used to express one-half increments. For example, a program of two and one-half hours may be expressed as 0.25 CEU. Hundredths may be used to express only one-half hour segments and not any other fraction of an hour. For example, 0.28 CEU is not acceptable.
5. When the fractional part of a contact hour is at least 50 minutes ( $\frac{5}{6}$  of any hour), the fractional portion may be counted as a whole hour. Any segment of an hour less than 30 minutes is not counted. Any segment between 30 and 49 minutes is counted as 30 minutes.
6. CEUs are awarded for any program at least one hour in length (one hour = 0.1 CEU).
7. Calculations of contact hours may include the following non-traditional activities in which no instructor is present after field testing has shown the amount of time required to complete the activity: supervised independent study, computer-assisted instruction, project-based assignments, field experiences, laboratory assignments, and projects.
8. Activities not included when calculating the number of contact hours are as follows: study, assigned reading, and other related activities outside the classroom or meeting schedule; business or committee activities; announcements, welcoming speeches, or organizational reports. Note: Time devoted to a luncheon or dinner presentation integral to the continuing education experience may be included in calculating contact hours.

EXAMPLE: Accountants are attending a seminar on financial planning from 10:00am – 4:00pm. Two breaks total 40 minutes and lunch is 45 minutes. The remaining time is spent in instruction.

Total time 360 minutes  
Non-instructional minutes 85 minutes  
Total instructional minutes 275  
Minutes divided by 60 4 hours and 35 minutes remaining  
CEUs to be awarded 0.458

## Non-Credit Program Application Form

The Center for Continuing Education and Professional Development  
College of Charleston, North Campus  
5300 International Boulevard  
Building B, Suite 100  
North Charleston, SC 29418

Please submit the completed form to the address above. If you have a question, email north@cofc.edu or write to the above address or call 843.760.6684.

.....DETACH.....

Non-Credit Program Application Form

*Please Print, Complete All Information, and submit the form to the address above*

Legal Name \_\_\_\_\_

Have you ever enrolled in the College of Charleston for credit or non-credit in the past? \_\_\_\_\_

For identification purposes only:

Date of Birth: \_\_\_\_\_ (Month/Day/Year, e.g. 11/31/1978)

Sex: \_\_\_\_\_ M \_\_\_\_\_ F

Are you Hispanic/Latino? Please mark one. \_\_\_\_\_ Yes \_\_\_\_\_ No

Regardless of your answer to the above question, please mark one or more races to indicate what you consider yourself to be: \_\_\_\_\_ White \_\_\_\_\_ Black or African American

\_\_\_\_\_ Alaska Native \_\_\_\_\_ Asian \_\_\_\_\_ Pacific Islander

\_\_\_\_\_ American Indian \_\_\_\_\_ Native Hawaiian

Program/Course Title \_\_\_\_\_

Program dates \_\_\_\_\_

Course/program cost \_\_\_\_\_

Business Address \_\_\_\_\_

Home Address \_\_\_\_\_

Telephone (office) \_\_\_\_\_ (fax) \_\_\_\_\_

Telephone (home) \_\_\_\_\_ Email address \_\_\_\_\_

Payment Information (check one):

\_\_\_\_\_ Check (Payable to College of Charleston) \_\_\_\_\_ Credit card (Online payment)

For non-US citizens:

Passport type, if not a US citizen \_\_\_\_\_

Nationality/Citizenship \_\_\_\_\_ Country of birth \_\_\_\_\_ City of birth \_\_\_\_\_

**Declaration of Citizenship or Legal Presence in the United States:** Section 17 of the South Carolina Illegal Immigration Reform Act (H. 4400, Act 280 of 2008), enacted June 4, 2008, requires South Carolina public colleges and universities to verify the lawful presence in the United States of their students. To attend a public college or university in the state, a student must be a citizen or national of the United States or an alien lawfully present in the United States. Students are required to provide proof of lawful presence in the United States before being allowed to enroll or continue enrollment at the College. The Board of Trustees of the College of Charleston has approved a verification process to comply with the law.