

XIII. Appendices

Appendix A: Charge for Task Force on Dual Credit

The Task Force on Dual Credit was created at the Oct 23, 2014 meeting with the following fact finding mission:

The Task Force shall conduct an investigation into the current status of Stockton College offerings in collaboration with local high schools, whether taught here or at the high schools. This would include (but would not be limited to) ascertaining information on the following four general areas:

I. Basic Data

- a) Total number of courses
- b) What terms courses have been offered
- c) School/programs offering such courses
- d) Types of courses (lecture, online, hybrid, etc.)
- e) Number of students in the courses
- f) Number of credits each course carries
- g) Locations of said courses (e.g., at Stockton MC, in high schools, etc.)
- h) Dual credit status: do all such courses receive dual status in the same way or are there variations? Do some only receive college credit?
- i) What is the transferability of these credits to other institutions?
- j) What data does Stockton have about other institutions doing this?
- k) What future partnerships are projected?
- l) Who at Stockton is responsible for collecting and storing data about these programs?

II. Nature of Instructors

- a) What degrees the instructors have (e.g., Ph.D., M.A., B.A., B.S., M.S.) and their institutional affiliation (e.g., are they Stockton full-time faculty, Stockton adjunct faculty, high school teachers).
- b) Whether there was any particular training for the instructor of the course, and, if so, whether that training was conducted by Stockton faculty? Also, are mentors assigned to high school teachers, and, if so, how? How is the mentorship carried out?
- c) Whether there are any procedures in place to evaluate success/problems of instructors and to respond to such data?
- d) What approval and oversight procedures are in place, or should be implemented, so that the sponsoring academic program at Stockton can maintain the educational integrity of course offerings?
- e) What is the time and resource commitment for Stockton faculty members involved in the above processes?

III. Information on College, School, & Program Policies & Actions

- a) What have been and are the stated goals and purposes of the various agents involved in these programs (e.g., the administration, the Stockton schools, the programs, and high schools)?
- b) What school or program policies have been crafted with regard to the above (e.g., commitments by programs to offer x number of such courses per semester and the role of program coordinators) and whether the courses being offered are part of any Stockton wide initiative/policy regarding such actions.
- c) How these courses are being advertised and what administrative unit (either at Stockton or elsewhere) is responsible for this advertising.

- d) Whether the college/schools/programs have policies in place for handling issues such as grade challenges, academic honesty, etc.
- e) What are the budget implications of these courses? E.g., Is additional tuition paid by students/families? To whom? Does Stockton have revenue sharing agreements that vary from school to school? Does the "offering academic program" at Stockton receive a revenue share?
- f) Who has designed the courses, what has been included in the curriculum, and how have goals and objectives been evaluated and assessed?
- g) What is the process by which specific high schools, and the classes within them, are selected for dual credit?

IV. Nature of Students Taking Such Courses

- a) How are students doing in these courses, especially as compared to Stockton students taking the "same" courses?
- b) What percentage of students subsequently go on to Stockton?
- c) Which students within the high schools have the opportunity to take the classes?
- d) Do the students have to qualify in some way? How?
- e) What is the relationship between the dual credit classes and AP classes, which confer college credit also?
- f) What standard do students have to meet in order to get credit?

Once the committee has gathered this information, they will craft a report and submit it to the Senate no later than the May 2015 retreat.

Task Force on Dual Credit

According to the Stockton Faculty Constitution, one of the duties of the Senate is to select individuals to serve on task forces.

The following individuals were elected to serve on the Task Force on Dual Credit on Thursday, Oct. 23, 2014:

Dr. Janice Joseph, Distinguished Professor of Criminal Justice
 Dr. Karen York, Associate Professor of Biology
 Dr. Arnaldo Cordero Román, Associate Professor of Languages
 Dr. Chia-Lin Wu, Professor of Mathematics
 Dr. Mark Sullivan, Associate Professor of Marine Sciences
 Dr. Michael Hayse, Associate Professor of History, and Director, M.A. in Holocaust and Genocide Studies
 Dr. Aakash Taneja, Professor of Computer Science
 Dr. Oliver Cooke, Associate Professor of Economics

Administrators

Dr. Lisa Honaker, Dean, School of Arts and Humanities
 Dr. Dennis Weiss, Dean, School of Natural Sciences and Mathematics
 Dr. Susan Davenport, Associate Provost of E-Learning

Dr. Peter Straub, Interim Dean, School of Natural Sciences and Mathematics (AY 2015-2016)
 Jessica Kay (non-voting) AY 2015-2016

Appendix B: Dual Credit Courses Section Enrollment for AY 2104-15

Dual Credit High School Courses for AY 2014-15* by Section

Acronym	Stockton Course Title	Course Number	Section Number	Total H.S. Enrollment	Section Enrollment	% Dual Credit Enrolled
BIOL	CELLS AND MOLECULES/LAB	1200	50	10	6	60%
			51	12	3	25%
			52	63	2	3%
			55	51	9	18%
			57	33	2	6%
			58	21	3	14%
			59	9	6	67%
CRIM	INTRO TO CRIM. JUSTICE SYSTEM	1100	50	21	13	62%
ENVL	INTRO TO ENVIRONMENTAL STUDIES	1100	50	17	1	6%
			51	32	32	100%
			52	11	1	9%
			53	10	6	60%
			54	15	11	73%
	ECOLOGICAL PRINCIPLES/LAB	2200/2205	50	14	5	36%
GAH	TECH OF FILM AND VIDEO PROD	1226	051 (Fall)	30	2	7%
			051 (Spring)	17	3	18%
			52	30	3	10%
			54	14	3	21%
			55	4	2	50%
			56	15	3	20%
			59	7	3	43%
GSS	HOLOCAUST/GENOCIDE/HUMAN RIGHT	1232	50	24	22	92%
			51	102	7	7%
LANG	BEGINNING LATIN I	1220	50	40	6	15%
			51	11	3	27%
			52	12	4	33%
			53	13	3	23%
	BEGINNING LATIN II	1221	50	37	10	27%
			51	10	2	20%
			53	9	1	11%
	BEGINNING FRENCH I	1230	50	45	5	11%
			52	19	5	26%
			53	6	1	17%
	BEGINNING FRENCH II	1231	50	18	2	11%
			52	6	1	17%
	BEGINNING SPANISH I	1240	50	68	10	15%
51			47	9	19%	
52			26	1	4%	
53			44	3	7%	

			54	60	21	35%
			55	92	3	3%
			56	49	10	20%
	BEGINNING SPANISH II	1241	50	38	8	21%
			51	6	5	83%
			52	58	6	10%
			54	24	6	25%
			55	18	2	11%
	GERMAN LANGUAGE AND CULTURE I	1250	50	30	9	30%
	GERMAN LANG AND CULTURE II	1251	50	12	4	33%
	INTERMEDIATE SPANISH I	2240	50	20	3	15%
			51	29	2	7%
			52	5	1	20%
MARS	INTRODUCTION TO OCEANOGRAPHY	2202	50	35	26	74%
			51	35	14	40%
			52	17	3	18%
MATH	PRECALCULUS MATHEMATICS	1100	050 (Fall)	13	13	100%
			050 (Spring)	17	4	24%
			51	24	3	13%
			52	21	1	5%
			53	23	4	17%
			54	16	3	19%
			55	24	5	21%
			56	29	3	10%
			57	22	1	5%
			58	22	1	5%
			59	18	2	11%
			60	24	3	13%
			61	20	5	25%
			62	24	7	29%
			64	15	1	7%
			65	14	1	7%
			66	58	4	7%
			67	23	2	9%
			68	18	3	17%
			69	19	2	11%
			70	22	1	5%
			71	18	2	11%
			72	21	1	5%
			73	23	6	26%
			74	48	5	10%
			75	18	2	11%
			76	22	4	18%
			77	21	1	5%

			78	46	2	4%
			79	21	1	5%
			80	67	9	13%
			81	45	5	11%
			82	31	2	6%
			84	16	6	38%
			85	18	9	50%
			86	27	13	48%
			87	29	11	38%
MATH	CALCULUS I	2215	050 (Fall)	18	5	28%
			050 (Spring)	26	4	15%
			51	18	5	28%
			53	71	7	10%
			56	64	1	2%
			58	29	8	28%
			59	17	3	18%
	CALCULUS II	2216	52	8	1	13%
PHYS	PHYSICS FOR LIFE SCIENCES I/LAB	2110/2115	52	17	1	6%
SUST	INTRODUCTION TO SUSTAINABILITY	1100	050 (Fall)	4	1	25%
			050 (Spring)	12	3	25%
			52	9	5	56%
			53	23	7	30%
Total Course Enrollment				2,735	536	20%

*Note: AY 14-15 data from 4/1/15.

Appendix C: Dual Credit High School Liaisons & Instructors for AY 2014-15 with Highest Degree Earned

Dual Credit High School Liaisons & Instructors for AY 2014-15* with Highest Degree Earned						
Acronym	Stockton Course Title	Course Number	Liaison	Number of Sections	Instructor	Highest Degree Earned (Years Teaching)
BIOL	CELLS AND MOLECULES	1200	Aguiar	1	John Sarno	MA (20)
				1	Joseph O'Neil	BS (7)
				1	Ruth Tummey	MA (27)
				1	Tiffany Kaye	MA (7)
			Rosche/ Furgione	1	Candace Ochs	MA (15)
				1	James Boyd	BS/BA
	CELLS AND MOLECULES LAB	1205	Aguiar	1	Joseph O'Neil	BS (7)
				1	Ruth Tummey	MA (27)
			Rosche/ Furgione	1	Candace Ochs	MA (15)
				1	James Boyd	BS/BA
				1	John Sarno	MA (20)
				1	Matthew Oster	MA
1	Tiffany Kaye	MA (7)				
CRIM	INTRO TO CRIM. JUSTICE SYSTEM	1100	Mulvihill**	1	Richard Mulvihill	MS
ENVL	INTRO TO ENVIRONMENTAL STUDIES	1100	Turk	1	Erin Sharpe	MA (10)
				1	Adam Sprague	MS
				2	James House	PSM (12)
				1	Lisa Martinelli	BA (9)
	ECOLOGICAL PRINCIPLES	2200	Tredick	1	Edward Martino	BA (14)
ECOLOGICAL PRINCIPLES LAB	2205	Tredick	1	Edward Martino	BA (14)	
GAH	TECH OF FILM AND VIDEO PROD	1226	Steele	1	Charles Lockwood	BA
				1	Charles Smith	BA
				1	Gregory Wheeldon	MA
				1	Jason Thomas	BA
				1	Michael Piotrowski	BA
				1	David Roehm	BA/ 24 Grad Crds
				1	Samuel Best	BA/27 Grad Crds
GSS	HOLOCAUST/GENOCIDE/ HUMAN RIGHT	1232	Hayse	1	Linda Mulvihill	MA
			Marcus	1	Terry Kuhnreich	MA/MA
LANG	BEGINNING LATIN I	1220	Panagakos	1	Colleen Kennedy	MA
				1	Steven Schaffer	BA
				2	Zachary Mack	BA
	BEGINNING LATIN II	1221	Panagakos	1	Colleen Kennedy	MA

				1	Steven Schaffer	BA
				1	Zachary Mack	BA
	BEGINNING FRENCH I	1230	King	1	Pamela Scheaffer	MA
			Olson	1	Beverly Skodi	MA
				1	Gregory Ferree	MA
	BEGINNING FRENCH II	1231	King	1	Deborah Rosen	MA
			Olson	1	Beverly Skodi	MA
	BEGINNING SPANISH I	1240	Castillo	1	Sissi Nivar	BS/BA
			Cordero-Roman	2	Aurora Boyette	BA/MA in Progress
			King	1	Bettina Kemenosh	MA
			Majstorovic	1	Cynthia Sanchez	BA
			Sanchez	1	Carlos Matos	BA
				1	Stephen Virus	BS
	BEGINNING SPANISH II	1241	Castillo	1	Erin Chiappini	MS Ed
				1	Sissi Nivar	BS/BA
			Majstorovic	1	Lauren Brown	BA
			Sanchez	1	Phyllis Klick	BA/MA in Progress
				1	Stephen Virus	BS
	GERMAN LANGUAGE AND CULTURE I	1250	Cordero-Roman	1	Vasiliki Matthew	MA
	GERMAN LANG AND CULTURE II	1251	Cordero-Roman	1	Vasiliki Matthew	MA
	INTERMEDIATE SPANISH I	2240	Cordero-Roman	1	Sonya Murphy	MA
			Majstorovic	1	Sabina Estevez	MA
			Sanchez	1	Carlos Matos	BA
MARS	INTRODUCTION TO OCEANOGRAPHY	2202	Sullivan	1	David Werner	MA (13)
				1	Jana Hellwege (Reilly)	BS (8)
				1	John Wnek	Ph.D.
MATH	PRECALCULUS MATHEMATICS	1100	Forrest	2	James Noble	BA/BA
				2	Megan Hallman	BA/30 Grad Credits (5)
				2	Sandra Brown	MA
			Kosick	3	Amy Irick	BA/15 Grad Credits (9)
				1	Amy Rosen	MA (9)
				1	Richard Adkisson	BA/30 Grad Credits (30)
			Nezzar	3	Christine Stafford	BA (10)
				1	Elizabeth Clarke	MA (23)
				2	John Menzel	MS

				3	Wendy McNally	
				2	Brian Haggerty	MA (25)
			Vogel	1	Constance Stoklosa	BA (16)
				5	Karen Osborne Rice	MA (22)
				1	Kathleen Wilson	MA (24)
				1	Steven Sear	BA (15)
				2	Adam Baird	MA
			Wu	1	Catharine Shippen	MA (36)
				2	Christine Stromberg	BA/33 Grad Credits
				2	Kathy Reardon	BA (30)
	CALCULUS I	2215	Forrest	1	Megan Hallman	BA/30 Grad Credits (5)
			Kosick	1	Jared Sawyer	BA
				1	Carol Wilkinson	BS
			Wu	1	John Menzel	MS
				1	Christopher South	MED
				2	Kaite Foreman	MA
	CALCULUS II	2216	Kosick	1	Amy Irick	BA/15 Grad Credits (9)
PHYS	PHYSICS FOR LIFE SCIENCES I	2110	Trout	1	Franklin Williams	BS
PHYS	PHYS FOR LIFE SCIENCES LAB I	2115	Trout	1	Franklin Williams	BS
SUST	INTRODUCTION TO SUSTAINABILITY	1100	Hossay	1	Christopher Callahan	MA
				1	Leah Ducey	BS
				1	Michael Czapczynski	BS/BA
				1	Robin Guyer	BS

** Note: Richard Mulvihill is hired and compensated by Holy Spirit High School (HSHS), independent of Stockton University (SU), to teach the CRIM 1100 course there. Because Mr. Mulvihill is an instructor for the Criminal Justice program at SU, he serves as the faculty liaison (with no remuneration) for course alignment with HSHS's course.

Appendix D: FY 2015 DCHS Revenue/Expenses

	Enrolled credits		Revenue	Expenses
ARHU	588	201480 enrolled credits	\$ 58,800	
	0	201520 enrolled credits		
		Liaisons payments in 201480 term		\$ 30,463
		Liaisons payments in 201520 term		\$ 27,575
		non salary expenditures		\$ 544
	subtotal			\$ 58,800
GENS	180	201480 enrolled credits	\$ 18,000	
	12	201520 enrolled credits	\$ 1,200	
		salaried staff 40% dedicated to DCHS for AY2015		\$ 28,125
		TES staff		\$ 19,200
		AY14-15 Liaison Payments		\$ 2,213
subtotal			\$ 19,200	\$ 49,538
NAMS	1216	201480 enrolled credits	\$ 121,600	
	179	201520 enrolled credits	\$ 17,900	
		Liaisons payments in 201480 term		\$ 36,150
		Liaisons payments in 201520 term		\$ 49,650
subtotal			\$ 139,500	\$ 85,800
SOBL	52	201480 enrolled credits	\$ 5,200	
	0	201520 enrolled credits		
		no expenditures**		
subtotal			\$ 5,200	
		Combined Prorated Salaries of all Administrators Assigned to DCHS		\$ 58,225
subtotal			\$ 5,200	\$ 58,225
TOTALS			\$ 222,700	\$ 252,144
			\$ (29,444)	
*GENS paid 1 TCH; remaining compensation through salary				
**Holy Spirit HS hires a RSC adjunct faculty to teach CRIM dual credit course				
Revised 8/18/15 with actual Liaison Payment Amounts				

Appendix E: AY 2012-13 Dual Credit High School Courses Grade Distribution

AY 2012-13 Dual Credit High School Courses Grade Distribution																													
Course Title	Subject Code	Course Number	Final Grade																								Total		
			A		A-		B+		B		B-		C+		C		C-		D+		D		D-		F			W	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		#	%
CELLS AND MOLECULES	BIOL	1200	4	25%	2	13%	2	13%	4	25%			1	6%					1	6%	1	6%					1	6%	16
CELLS AND MOLECULES LAB	BIOL	1205	5	31%	2	13%	3	19%	2	13%					2	13%					1	6%					1	6%	16
INTRO TO CRIM. JUSTICE SYSTEM	CRIM	1100	9	64%			2	14%	3	21%																			14
INTRO TO ENVIRONMENTAL STUDIES	ENVL	1100	2	25%	1	13%	1	13%	1	13%			1	13%	1	13%					1	13%							8
ECOLOGICAL PRINCIPLES	ENVL	2200	2	100%																									2
ECOLOGICAL PRINCIPLES LAB	ENVL	2205			1	50%	1	50%																					2
BEGINNING LATIN I	LANG	1220	11	73%					4	27%																			15
BEGINNING LATIN II	LANG	1221	12	100%																									12
BEGINNING FRENCH I	LANG	1230	6	46%	2	15%	3	23%			2	15%																	13
BEGINNING FRENCH II	LANG	1231	1	33%	1	33%			1	33%																			3
BEGINNING SPANISH I	LANG	1240	20	54%					14	38%					2	5%					1	3%							37
BEGINNING SPANISH II	LANG	1241	10	91%					1	9%																			11
GERMAN LANGUAGE AND CULTURE 1	LANG	1250	4	67%					2	33%																			6
GERMAN LANG & CULTURE II	LANG	1251	5	83%									1	17%															6
INTERMEDIATE SPANISH I	LANG	2240	4	100%																									4
INTRODUCTION TO OCEANOGRAPHY	MARS	2202	13	50%	1	4%	4	15%	5	19%			2	8%					1	4%									26
PRECALCULUS MATHEMATICS	MATH	1100	11	17%	2	3%	9	14%	10	16%	3	5%	7	11%	14	22%					1	2%			6	10%			63
CALCULUS I	MATH	2215			1	6%	1	6%	7	41%			3	18%	2	12%	1	6%	1	6%	1	6%							17
Grand Total			119	44%	13	5%	26	10%	54	20%	5	2%	15	6%	21	8%	1	0%	3	1%	6	2%	0	0%	6	2%	2	1%	271

Appendix F: Fall 2012 & Spring 2013 Grade Distribution for Select On-Campus Courses

Fall 2012 & Spring 2013 Grade Distribution for Select On Campus Courses																															
Course Title	Subject Code	Course Number	Final Grade																								Total				
			A		A-		B+		B		B-		C+		C		C-		D+		D		D-		F			W		WI	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		#	%	#	%
CELLS AND MOLECULES	BIOL	1200	62	17%	29	8%	31	9%	63	17%	21	6%	35	10%	32	9%	10	3%	13	4%	22	6%	3	1%	12	3%	29	8%	1	0%	363
CELLS AND MOLECULES LAB	BIOL	1205	91	26%	68	19%	37	11%	50	14%	22	6%	20	6%	8	2%	6	2%	3	1%	3	1%	1	0%	17	5%	23	7%	1	0%	350
INTRO TO CRIM. JUSTICE SYSTEM	CRIM	1100	196	41%	52	11%	66	14%	51	11%	25	5%	15	3%	28	6%	8	2%	4	1%	4	1%	3	1%	16	3%	11	2%	0	0%	479
INTRO TO ENVIRONMENTAL STUDIES	ENVL	1100	5	4%	8	7%	9	7%	8	7%	12	10%	6	5%	25	20%	11	9%	4	3%	8	7%	5	4%	3	2%	16	13%	2	2%	122
ECOLOGICAL PRINCIPLES	ENVL	2200	8	12%	6	9%	8	12%	9	14%	9	14%	2	3%	14	22%	1	2%			1	2%			2	3%	5	8%			65
ECOLOGICAL PRINCIPLES LAB	ENVL	2205	9	15%	8	13%	4	7%	12	20%	8	13%	2	3%	8	13%									1	2%	9	15%			61
BEGINNING LATIN I	LANG	1220	10	50%	2	10%	1	5%	1	5%			1	5%											1	5%	4	20%			20
BEGINNING LATIN II	LANG	1221	8	73%	1	9%									1	9%											1	9%			11
BEGINNING FRENCH I	LANG	1230	13	35%	6	16%	2	5%	4	11%	3	8%	1	3%	2	5%	1	3%			2	5%			1	3%	2	5%			37
BEGINNING FRENCH II	LANG	1231	2	9%	2	9%	5	23%			2	9%					1	5%					1	5%	1	5%	8	36%			22
BEGINNING SPANISH I	LANG	1240	60	63%	12	13%	10	11%	5	5%	2	2%	1	1%	2	2%											3	3%			95
BEGINNING SPANISH II	LANG	1241	36	53%	6	9%	4	6%	12	18%	4	6%	1	1%	3	4%									1	1%	1	1%			68
GERMAN LANGUAGE AND CULTURE 1	LANG	1250	4	25%			2	13%	2	13%			2	13%							2	13%			3	19%			1	6%	16
GERMAN LANG & CULTURE II	LANG	1251	1	13%			1	13%	1	13%					4	50%											1	13%			8
INTERMEDIATE SPANISH I	LANG	2240																													0
INTRODUCTION TO OCEANOGRAPHY	MARS	2202	21	19%			4	4%	27	25%			6	5%	30	27%			2	2%	7	6%			5	5%	8	7%			110
PRECALCULUS MATHEMATICS	MATH	1100	49	10%	30	6%	36	8%	41	9%	33	7%	37	8%	83	18%	29	6%	9	2%	23	5%	6	1%	21	4%	77	16%			474
CALCULUS I	MATH	2215	41	13%	21	7%	24	8%	34	11%	25	8%	31	10%	38	12%	10	3%	8	3%	19	6%	5	2%	12	4%	51	16%	1	0%	320
Grand Total			616	24%	251	10%	244	9%	320	12%	166	6%	160	6%	278	11%	77	3%	43	2%	91	3%	24	0%	96	4%	249	10%	6	0%	2,621

Appendix G: AY 2013-14 Dual Credit High School Courses Grade Distribution

AY 2013-14 DCHS Grade Distribution																															
Course Title	Subject Code	Course Number	Final Grade																								Total				
			A		A-		B+		B		B-		C+		C		C-		D+		D		D-		F			W			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		#	%		
BEGINNING FRENCH I	LANG	1230	1	33%	1	33%	1	33%																							3
BEGINNING FRENCH II	LANG	1231	3	38%			1	13%			3	38%			1	13%															8
BEGINNING LATIN I	LANG	1220	10	53%	6	32%	1	5%	1	5%	1	5%																			19
BEGINNING LATIN II	LANG	1221	7	70%	1	10%			1	10%							1	10%													10
BEGINNING SPANISH I	LANG	1240	8	47%					9	53%																					17
BEGINNING SPANISH II	LANG	1241	10	63%	3	19%	1	6%	1	6%					1	6%															16
CALCULUS I	MATH	2215					1	13%	2	25%					5	63%															8
CALCULUS II	MATH	2216							3	100%																					3
CELLS AND MOLECULES	BIOL	1200	13	39%			6	18%	9	27%	2	6%			2	6%	1	3%													33
CELLS AND MOLECULES LAB	BIOL	1205	21	64%	5	15%	1	3%	3	9%	1	3%			2	6%															33
ECOLOGICAL PRINCIPLES	ENVL	2200	2	67%			1	33%																							3
ECOLOGICAL PRINCIPLES LAB	ENVL	2205	2	67%			1	33%																							3
GERMAN LANG AND CULTURE II	LANG	1251	2	100%																											2
GERMAN LANGUAGE AND CULTURE I	LANG	1250	8	73%			2	18%	1	9%																					11
HOLOCAUST/GENOCIDE/HUMAN RIGHTS	GSS	1232	8	33%			6	25%	5	21%			2	8%	2	8%			1	4%											24
INTERMEDIATE SPANISH I	LANG	2240	4	67%			1	17%													1	17%									6
INTRO TO CRIM. JUSTICE SYSTEM	CRIM	1100	7	30%			7	30%	5	22%			4	17%																	23
INTRO TO ENVIRONMENTAL STUDIES	ENVL	1100	1	8%			3	25%	3	25%	3	25%	1	8%			1	8%													12
INTRODUCTION TO OCEANOGRAPHY	MARS	2202	15	52%	10	34%	3	10%	1	3%																					29
PRECALCULUS MATHEMATICS	MATH	1100	36	27%	8	6%	19	14%	34	26%	7	5%	7	5%	19	14%	1	1%											1	1%	132
TECH OF FILM AND VIDEO PROD	GAH	1226	9	41%	8	36%	3	14%	1	5%			1	5%																	22
Grand Total			167	40%	42	10%	58	14%	79	19%	17	4%	15	4%	32	8%	4	1%	1	0%	1	0%	0	0%	0	0%	0	0%	1	0%	417

Appendix H: Fall 2013 & Spring 2014 Grade Distribution for Select On-Campus Courses

Fall 2013 & Spring 2014 Grade Distribution for Select On Campus Courses																																
Course Title	Subject Code	Course Number	Final Grade																								Total					
			A		A-		B+		B		B-		C+		C		C-		D+		D		D-		F			W		WI		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		#	%	#	%	
BEGINNING FRENCH I	LANG	1230	5	13%	5	13%	5	13%	9	23%	3	8%	2	5%	1	3%	1	3%	2	5%			1	3%							39	
BEGINNING FRENCH II	LANG	1231	3	14%	3	14%	1	5%	4	18%	3	14%	1	5%	1	5%	2	9%			1	5%			1	5%	3	8%		2	9%	22
BEGINNING LATIN I	LANG	1220	4	31%			2	15%	2	15%					1	8%	1	8%	1	8%	1	8%	1	8%							13	
BEGINNING LATIN II	LANG	1221	1	33%			1	33%			1	33%																			3	
BEGINNING SPANISH I	LANG	1240	50	56%	11	12%	6	7%	9	10%	4	4%	3	3%	3	3%									1	1%	2	2%	1	1%	90	
BEGINNING SPANISH II	LANG	1241	27	63%	2	5%	4	9%	4	9%	1	2%	1	2%	2	5%													2	5%	43	
CALCULUS I	MATH	2215	58	17%	21	6%	7	2%	27	8%	24	7%	28	8%	40	12%	17	5%	15	4%	24	7%	7	2%	17	5%	21	6%	29	9%	335	
CALCULUS II	MATH	2216	20	16%	11	9%	12	9%	6	5%	9	7%	8	6%	18	14%	9	7%	7	5%	11	9%	4	3%	3	2%	4	3%	6	5%	128	
CELLS AND MOLECULES	BIOL	1200	92	22%	36	9%	47	11%	66	16%	29	7%	35	8%	51	12%	6	1%	5	1%	10	2%	5	1%	12	3%	9	2%	14	3%	417	
CELLS AND MOLECULES LAB	BIOL	1205	138	34%	80	20%	45	11%	48	12%	29	7%	7	2%	23	6%	1	0%					1	0%	12	3%	8	2%	14	3%	406	
ECOLOGICAL PRINCIPLES	ENVL	2200	8	11%	5	7%	4	6%	23	32%	3	4%	4	6%	18	25%									4	6%	2	3%	1	1%	72	
ECOLOGICAL PRINCIPLES LAB	ENVL	2205	16	23%	9	13%	5	7%	18	26%	4	6%	3	4%	10	14%					1	1%			2	3%	1	1%	1	1%	70	
GERMAN LANG AND CULTURE II	LANG	1251	1	11%	5	56%			3	33%																					9	
GERMAN LANGUAGE AND CULTURE I	LANG	1250	1	6%	4	24%	1	6%	3	18%			1	6%	1	6%					1	6%			3	18%	1	6%	1	6%	17	
HOLOCAUST/GENOCIDE/HUMAN RIGHTS	GSS	1232																													0	
INTERMEDIATE SPANISH I	LANG	2240																													0	
INTRO TO CRIM. JUSTICE SYSTEM	CRIM	1100	199	47%	36	8%	42	10%	46	11%	34	8%	15	4%	18	4%	6	1%	2	0%	1	0%	3	1%	12	3%	7	2%	4	1%	425	
INTRO TO ENVIRONMENTAL STUDIES	ENVL	1100	18	16%	12	11%	15	13%	21	18%	11	10%	6	5%	9	8%	5	4%	4	4%	4	4%			7	6%	1	1%	1	1%	114	
INTRODUCTION TO OCEANOGRAPHY	MARS	2202	28	25%			8	7%	26	23%			4	4%	29	26%			2	2%	10	9%			5	4%					112	
PRECALCULUS MATHEMATICS	MATH	1100	91	19%	48	10%	27	6%	56	12%	30	6%	43	9%	60	13%	17	4%	13	3%	13	3%	4	1%	26	5%	30	6%	19	4%	477	
TECH OF FILM AND VIDEO PROD	GAH	1226	2	67%																								1	33%			3
Grand Total			762	27%	288	10%	232	8%	371	13%	185	7%	161	6%	285	10%	65	2%	52	2%	76	3%	29	1%	105	4%	90	3%	94	3%	2,795	

Appendix I: Dual Credit High School Partnership Persistence Fall 2013-2015

Dual Credit High School Students (AY2012)

Student Number	High School	Major	Admitted Term	Currently Enrolled for Fall 2015	SAT Scores		DCHS Course 1		Subsequent Course Taken @ Stockton 1	
					Math	Verbal	Course	Grade	Course	Grade
1	ADS	Visual Arts	Fall 2013	Y	520	480	MATH 1100	C		
2	ADS	Biology	Fall 2013	Y	460	510	MATH 1100	C	MATH 2210	B+
3	CCHS	Marine Science	Fall 2013	Y	650	520	ENVL 1100	B+		
4	HSHS	Health Science	Fall 2013	Y	500	390	CRIM 1100	B+		
5	MATES	Biology	Fall 2013	Y	670	660	MARS 2202	B+		
6	MATES	Criminal Justice	Fall 2013	Y	660	560	MARS 2202	B		
7*	ODS	Health Science	Fall 2013	Y	530	470	MATH 1100	B	MATH 2215	D-
8	ODS	Visual Arts	Fall 2013	Y	510	490	MATH 1100	C		
9	SRHS	Literature	Fall 2013	Y	520	520	LANG 1221	A		
10	SRHS	Criminal Justice	Fall 2013	Y	580	520	LANG 1251	A		
11	SRHS	Chemistry	Fall 2013	Y	730	550	LANG 1221	A		
12	SRHS	Chemistry & Education	Fall 2013	Y	550	450	LANG 1221	A		
13	ACIT	Applied Physics	Fall 2014	Y	560	470	MATH 1100	C+	MATH 2215	A-
14	ADS	Biology	Fall 2014	Y	650	560	BIOL 1200/1205	A/A		
15	ADS	Health Science	Fall 2014	Y	600	590	MATH 1100	A		
16	ADS	Psychology	Fall 2014	Y	570	520	MATH 1100	B+		
17	SRHS	Biology	Fall 2014	Y	510	570	LANG 1220	B		
18	SRHS	Applied Physics	Fall 2014	Y	570	590	LANG 1241	A		
19	HSHS	Criminal Justice	Spring 2014	Y	560	550	CRIM 1100	A	CRIM 2114	A
20	ADS	Biology	Spring 2015	Y	630	530	MATH 1100	B	MATH 2215	C+
21	SRHS	Nursing	Spring 2015	Y	630	490	LANG 1241	A		
22	ADS	Business Studies	Fall 2013	Y	480	440	MATH 1100	B		
23^	CCHS	Business Studies	Fall 2013	Y	450	480	MATH 1100	C+		
24	CCHS	Biology	Fall 2014	Y			ENVL 1100	A-		
25	HSHS	Biology	Fall 2014	Y			CRIM 1100	A		
26	CCHS	Health Science	Spring 2015	Y	580	540	MATH 2215	C+		
27	HSHS	Business Studies	Fall 2015	Y	410	470	CRIM 1100	A		
28	SRHS	Biology	Fall 2015	Y			LANG 1251	A		
29	SRHS	Liberal Studies	Fall 2014	N	410	450	LANG 1230	A		
30	SRHS	Health Science	Fall 2013	N	480	580	LANG 1231	A		
31	HSHS	Business Studies	Spring 2014	N	590	570	CRIM 1100	A		
32	HSHS	Criminal Justice	Fall 2013	N	510	520	CRIM 1100	A	CRIM 2114	C+
33	ODS	Literature	Fall 2013	N	430	510	MATH 1100	C		
34#	ADS	Undeclared	Fall 2014	Y	530	500	MATH 1100	A		
35	CCHS	Historical Studies	Fall 2014	Y	520	560	MATH 1100	C		
36^	CCHS	Health Science	Fall 2014	Y	620	570	MATH 2215	B		
37	CCHS	Undeclared	Fall 2014	Y	560	460	MATH 2215	C		
38	CCHS	Applied Physics	Fall 2014	Y	630	420	MATH 2215	C	MATH 2216	B

39	CCHS	Environmental Science	Fall 2014	Y	710	680	MATH 1100	A		
40	EHTHS	Biology	Fall 2014	Y	570	590	BIOL 1200/1205	B/A	BIOL 1400/1405	B/B
41	EHTHS	Environmental Science	Fall 2014	Y	670	600	BIOL 1200/1205	B+/A	BIOL 1400/1405	A/A
42	EHTHS	Literature	Fall 2014	Y	470	540	ENVL 1100	B-		
43	EHTHS	Environmental Science	Fall 2014	Y	560	490	MARS 2202	A		
44	HSHS	Business Studies	Fall 2014	Y	660	510	CRIM 1100	A		
45	HSHS	Undeclared	Fall 2014	Y	520	480	CRIM 1100	B		
46	HSHS	Nursing	Fall 2014	Y	520	500	CRIM 1100	B+		
47	HSHS	Undeclared	Fall 2014	Y	510	640	GSS 1232	A		
48	HSHS	Literature	Fall 2014	Y	540	640	GSS 1232	A		
49	OCHS	Historical Studies	Fall 2014	Y	600	680	GAH 1226	A-		
50	ODS	Liberal Studies	Fall 2014	Y	520	430	MATH 1100	B-		
51	SRHS	Public Health	Fall 2014	Y	590	570	LANG 1240	A		
52	SRHS	Social Work	Fall 2014	Y	530	610	LANG 1241	A		
53	SRHS	Health Science	Fall 2014	Y	630	580	MATH 1100	A		
54	ACIT	Applied Physics	Fall 2015	Y	590	460	MATH 1100	A	MATH 2215	
55	ACIT	Undeclared	Fall 2015	Y	510	570	MATH 1100	B		
56	ACIT	Biology	Fall 2015	Y	690	670	MATH 1100	A		
57	ADS	Studies in the Arts & Education	Fall 2015	Y	610	550	BIOL 1200/1205	B/B		
58 ^{##}	ADS	Undeclared	Fall 2015	Y	560	540	MATH 1100	B-		
59	ADS	Computer Science & Information Systems	Fall 2015	Y	580	440	MATH 1100	A-		
60	ADS	Health Science	Fall 2015	Y	610	450	MATH 1100	A-		
61	ADS	Business Studies	Fall 2015	Y	520	480	MATH 1100	B+		
62	CCHS	Business Studies	Fall 2015	Y	580	550	MATH 1100	C+		
63	CCHS	Health Science	Fall 2015	Y	580	560	ENVL 1100	B		
64	EHTHS	Undeclared	Fall 2015	Y	590	590	BIOL 1200/1205	B/A		
65	EHTHS	Nursing	Fall 2015	Y	590	580	BIOL 1200/1205	B+/A		
66	EHTHS	Nursing	Fall 2015	Y	700	570	MATH 1100	A		
67	EHTHS	Language & Culture Studies	Fall 2015	Y	650	600	MATH 1100	A		
68	MRHS	Visual Arts	Fall 2015	Y	640	610	BIOL 1200/1205	B+/A		
69	SRHS	Business Studies	Fall 2015	Y	560	530	LANG 1230	B+		
70	SRHS	Undeclared	Fall 2015	Y	460	520	LANG 1240	A		
71	SRHS	Health Science	Fall 2015	Y	630	580	LANG 1240	A		
72	HSHS	Public Health	Fall 2015	Y	520	460	GSS 1232			
73	CCHS	Health Science	Fall 2014	Y	440	490	ENVL 1100	B+		
74	HSHS	Psychology	Fall 2014	Y	450	460	GSS 1232	B		
75	HSHS	Business Studies	Fall 2014	Y	470	480	GSS 1232	B		
76	OCHS	Biology	Fall 2014	Y	500	440	BIOL 1200/1205	B/A-	BIOL 1400/1405	B/A
77	CCHS	Liberal Studies	Fall 2015	Y	470	500	MATH 1100	B		
78	HSHS	Liberal Studies	Fall 2015	Y			CRIM 1100	C+		
79	ADS	Business Studies	Fall 2014	N	680	630	MATH 1100	B		
80	ACIT	Mathematics	Fall 2015	Y	600	580	MATH 1100	A		
81	ACIT	Health Science	Fall 2015	Y	560	650	MATH 1100	A		
82	ADS	Liberal Studies	Fall 2015	Y	460	440	GAH 1226	A		
83	ADS	Biochemistry Molecular Biology	Fall 2015	Y	500	390	BIOL 1200/1205	B/B	BIOL 1400/1405	

84	ADS	Biochemistry Molecular Biology	Fall 2015	Y	560	520	MATH 1100	A		
85	CCHS	Business Studies	Fall 2015	Y	580	560	ENVL 1100	A		
86	CCHS	Health Science	Fall 2015	Y	500	510	ENVL 1100	B-		
87	CCHS	Computer Science & Information Systems	Fall 2015	Y	440	420	MATH 1100	C	MATH 2215	
88	CCHS	Environmental Science	Fall 2015	Y	700	600	MATH 1100	A		
89 ⁺	CCHS	Computer Science & Information Systems	Fall 2015	Y	530	560	MATH 1100	C+		
90	CCHS	Health Science	Fall 2015	Y	600	480	LANG 1241	A		
91	EHTS	Criminal Justice	Fall 2015	Y			MATH 1100	B		
92	HSHS	Undeclared	Fall 2015	Y	650	600	GSS 1232	A		
93	HSHS	Undeclared	Fall 2015	Y	640	500	GSS 1232	B+		
94	MATES	Biochemistry Molecular Biology	Fall 2015	Y	600	610	MARS 2202	A-		
95	MATES	Biology	Fall 2015	Y	700	700	MARS 2202	A-		
96	MATES	Business Studies	Fall 2015	Y	660	560	MARS 2202	B+		
97	MATES	Computer Science & Information Systems	Fall 2015	Y	700	580	MARS 2202	A-		
98	MATES	Undeclared	Fall 2015	Y	710	690	MARS 2202	B		
99	MATES	Studies in the Arts	Fall 2015	Y	680	660	ENVL 1100	A		
100	MRHS	Communication Studies	Fall 2015	Y			GAH 1226	A		
101	SRHS	Health Science	Fall 2015	Y	600	530	LANG 1240	A		
102	SRHS	Criminal Justice	Fall 2015	Y	530	460	LANG 1240	A		
103	SRHS	Health Science	Fall 2015	Y	550	490	LANG 1230	A		
104	SRHS	Liberal Studies	Fall 2015	Y	500	510	LANG 1220	A-		
105	SRHS	Biology	Fall 2015	Y	660	640	BIOL 1200/1205	A/A		
106 [#]	VHS	Criminal Justice	Fall 2015	Y	440	440	GSS 1232	A-		
107	VHS	Undeclared	Fall 2015	Y	420	490	GSS 1232	B+		

Notes:

- 1) DCHS Students who participated in DCHS over multiple academic years, are only counted in their last year of participation;
- 2) The subsequent course for CRIM 1100 is any other CRIM course;
- 3) * - Student retook course at Stockton. Student took subsequent course BIOL 1400/1405 (A/A), but after retaking BIOL 1200/1205 at Stockton;
- 4) ^ - Cases where student's took MATH 1100 as a DCHS student and took FRST 1103 (Quantitative Reasoning) as a Freshman;
- 5) + - Student is currently enrolled to take MATH 1100 again.
- 6) SAT Scores may not be available for students that transfer into Stockton;
- 7) # - EOF Students who took GEN 1100 & GEN 1101, the remedial courses EOF students are required to take, as these courses not listed as remedial on this sp
- 8) Courses with missing grades indicate the student is currently enrolled in the course.

Remedial Courses:

- FRST 1002 - Readings
- FRST 1100 - Developmental Mathematics
- FRST 1101 - College Writing
- FRST 1103 - Quantitative Reasoning

BIOL 1200/1205	A-/A-												
MATH 1100	B			BIOL 1200/1205	A/A				ENVL 2200/2205	A-/A-			
ENVL 2200/2205	B/B-												
													FRST 1002
SUST 1100	A												
MATH 1100	A												FRST 1002
ENVL 1100	A												
ENVL 1100	B+												
ENVL 1100	B												
ENVL 1100	B+												
ENVL 1100	A												
LANG 2240	B+												
LANG 2240	B+			BIOL 1200/1205	B/B								FRST 1101
LANG 1231	A												
LANG 1221	A												
MATH 2215	A												
													FRST 1002
													FRST 1103

readsheets; and

Appendix J: Dual Credit Task Force Liaison Survey Results Spring 2015

Highlights from Survey of Faculty Liaisons in Stockton’s Dual Credit High School Partnership Program Survey (DCHP)¹

Liaisons by Program

Nineteen faculty members responded to the Task Force’s survey. Seven respondents were members of the Language program; five were members of Mathematics; three were members of Biology; two were members of Environmental Sciences; one was a member of GENS; one was a member of an unspecified program.

Liaisons’ Workload

The survey sought feedback from liaisons regarding their workload experiences—in particular average time spent liaising per week as well as total time spent observing DC classrooms and instructors.

In general, a large majority of respondents—regardless of the nature of their DC experiences²—indicated they spent 0-1 hours per week (on average) working as a liaison. This work could include time spent communicating with the course instructor (in person or via e-mail) or helping the instructor to create or think through course content, e.g., lesson plans, lectures, creating problem sets, exams, etc.

While there was more variation regarding the number of hours liaisons spent observing DC high school instructors, the majority of respondents (again, regardless of the nature of their DC experiences) indicated they observed their classrooms/instructors for fewer than two hours during the academic period.

Liaisons’ Perceptions of DC Course Quality

14 of 18 (77.8%) liaisons felt the overall quality of DC courses was “on par” with the Stockton (on campus) equivalent course.³ Two of 18 liaisons indicated they felt their DC courses were above the Stockton equivalent course. Follow-up comments (on this question) provided by liaisons also suggested that the high school courses’ greater instructional time often allows course instructors to cover more and/or more complex material.

Liaisons’ Perceptions of DC Course Instructional Quality

13 of 18 liaisons felt the overall quality of DC instruction was on par with Stockton instructional quality. 1 of 18 felt the quality of DC instruction was below the Stockton bar, while 1 of 18 felt it was above. 3 of 18 indicated they lacked enough information to render a judgment.

Liaisons’ Perceptions of DC Student Quality

9 of 17 liaisons believed the quality of DC students either matched or exceeded Stockton students (specifically, those that normally would take the equivalent Stockton course).

Value of DC Courses for High School Students

14 of 17 liaisons believed the overall quality of DC courses (for students) either matched (n=11) or exceeded (n=3) Stockton equivalent courses.

¹ The Task Force surveyed DC faculty liaisons during the spring 2015 term via an online, anonymous web-based instrument.

² The survey asked liaisons whether they had: liaised for a *single* DC course in a *single* high school academic period (n=6); liaised for a *single* DC course in *multiple* high school academic periods (n=7); liaised for two or more different DC courses, each in single academic periods (n=2); or liaised for two or more different DC courses in multiple academic periods (n=3).

³ This question asked respondents to rate overall course quality on a Likert-type 5 point scale: far below (the Stockton equivalent course); below; on par; above; far above.

Impact of DC Students' Caliber/Interest on DC Course Quality

12 of 17 liaisons believed DC students' caliber and/or interest enhanced DC courses' overall quality. 4 of 17 believed it neither enhanced nor undermined course quality. One liaison believed it undermined course quality.

Assessment

2 of 17 respondents indicated that their DC courses included some type of formal assessment process (e.g., pre- and post-tests) besides those that were intrinsic to the course, e.g., regular exams, assignments, etc. 7 indicated there was no formal assessment process. 8 were unsure.

Overall Liaison Experience

11 of 17 respondents rated their overall liaison experiences "highly" or "very highly". 5 of 17 rated theirs neutrally (neither high nor low), while 1 rated his/her experience as "very low".

14 of 17 liaisons were either satisfied or highly satisfied with the communication/interaction they had with DC course instructors.

Valuable Aspects of DC Program

Asked to indicate what they felt were the "valuable aspects" of the DC Program *for Stockton*, 14 of 17 respondents cited: "Development of professional relationships and networks with teaching colleagues beyond the College."⁴ 11 of 17 cited: "Establishment of formal or informal local/regional communities, networks, collaborations." A similar question that probed liaisons' perceptions of the valuable aspects of the DC program for their own academic programs (as well as personally) yielded very similar results.⁵ Finally, a similar question indicated that a sizable majority (75%) of liaisons believed that "cost reduction of higher education" was a valuable aspect of the DC program for high school students.

Key Challenges

Liaisons identified a number of challenges they faced in the DC program. Among others, these included:⁶

- Sometimes appointments were cancelled by the high school teachers. This happened more than once and held up the process.
- I did sense some resistance on the part of the instructors. It seemed that some felt maybe fear of being criticized, that they would receive negative feedback.
- The greatest challenge has been to overcome conflicting scheduling of class visitations.
- Some teachers and their students are not as motivated as others.
- The primary challenge is to foster a consistent experience from year to year.
- The Dual Credit Program is not a "one-shot" stamp of approval that requires substantially less involvement each year. We are not turning high school teachers into mini-professors, we're giving credit for a course taught by a high school teacher with direct oversight from Stockton faculty. Each and every time that a student is getting Stockton credit for a course, one of our regular faculty should be directly involved. The work should not change between the first year a faculty serves as a liaison and subsequent years.

⁴ Respondents were allowed to choose multiple aspects. See Question 28 in the Survey (Appendix X)

⁵ See questions 29 and 30.

⁶ See question 32.

Capping DC Program Credit

Asked if they thought DC credits should be capped, 3 of 16 liaisons said yes, 3 said no, while 10 were unsure.

DCHP Impact on Entry-Level Program Courses at Stockton

Asked if they felt the DC program could reduce the need to teach entry-level courses in their home programs, 9 of 16 liaisons said no; 4 said yes; 3 were not sure.

Stockton Dual Credit High School Partnership Program Survey (faculty liaison)

1. Please indicate your Program affiliation at Stockton:

Answer Options	Response Percent	Response Count
GEN	5.3%	1
MATH	26.3%	5
LANG	36.8%	7
ENVL	10.5%	2
BIOL	15.8%	3
CRIM	0.0%	0
OTHER	5.3%	1
<i>answered question</i>		19
<i>skipped question</i>		0

2. Indicate your specific role as a liaison in Stockton's Dual Credit High School Partnership Program:

Answer Options	Response Percent	Response Count
I was a liaison for one course for a single high school	33.3%	6
I have been a liaison for the same course for two or more	38.9%	7
I have been a liaison for two or more courses (e.g.,	11.1%	2
I have been a liaison for two or more courses and liaised	16.7%	3
<i>answered question</i>		18
<i>skipped question</i>		1

3. Indicate the approximate number of hours you spent working per week as a liaison for the course. This might include time spent communicating with the course instructor (in

Answer Options	Response Percent	Response Count
0-1 hours	71.4%	5
2-3 hours	14.3%	1
3-4 hours	0.0%	0
4+ hours	14.3%	1
<i>answered question</i>		7
<i>skipped question</i>		12

4. Indicate the approximate total number of hours you spent directly observing the instructor and classroom for which you served as a liaison (during the period the course

Answer Options	Response Percent	Response Count
Less than 1 hour	42.9%	3
1-2 hours	14.3%	1
2+ hours	28.6%	2
3+ hours	14.3%	1
<i>answered question</i>		7

5. Indicate the approximate number of hours you spent working per week as a liaison for the course the first time you liaised for it. This might include time spent communicating

Answer Options	Response Percent	Response Count
0-1 hours	71.4%	5
2-3 hours	0.0%	0
3-4 hours	0.0%	0
4+ hours	28.6%	2
<i>answered question</i>		7
<i>skipped question</i>		12

6. Indicate the approximate total number of hours you spent directly observing the instructor and classroom for which you served as a liaison the first time you liaised for it.

Answer Options	Response Percent	Response Count
Less than 1 hour	42.9%	3
1-2 hours	28.6%	2
2+ hours	0.0%	0
3+ hours	28.6%	2
<i>answered question</i>		7
<i>skipped question</i>		12

7. Indicate the approximate number of hours you spent working per week as a liaison for the course in all subsequent periods after the first time you liaised for it. This might

Answer Options	Response Percent	Response Count
0-1 hours	85.7%	6
2-3 hours	14.3%	1
3-4 hours	0.0%	0
4+ hours	0.0%	0
<i>answered question</i>		7
<i>skipped question</i>		12

8. Indicate the approximate number of total hours you spent directly observing the instructor and classroom for which you served as a liaison in all subsequent periods after

Answer Options	Response Percent	Response Count
Less than 1 hour	42.9%	3
1-2 hours	42.9%	3
2+ hours	14.3%	1
3+ hours	0.0%	0
<i>answered question</i>		7
<i>skipped question</i>		12

9. Indicate the average number of hours you spent working per week as a liaison for the courses you liaised for. This might include time spent communicating with the course

Answer Options	Response Percent	Response Count
0-1 hours	50.0%	1
2-3 hours	0.0%	0
3-4 hours	0.0%	0
4+ hours	50.0%	1
<i>answered question</i>		2
<i>skipped question</i>		17

10. Indicate the average number of hours you spent directly observing the instructors and classrooms for which you served as a liaison during the periods they ran.

Answer Options	Response Percent	Response Count
Less than 1 hour	50.0%	1
1-2 hours	0.0%	0
2+ hours	50.0%	1
3+ hours	0.0%	0
<i>answered question</i>		2
<i>skipped question</i>		17

11. Indicate the approximate number of hours you spent working per week for the courses you liaised for the first time you liaised for them. This might include time spent

Answer Options	Response Percent	Response Count
0-1 hours	66.7%	2
2-3 hours	0.0%	0
3-4 hours	0.0%	0
4+ hours	33.3%	1
<i>answered question</i>		3
<i>skipped question</i>		16

12. Indicate the approximate total number of hours you spent directly observing the instructors and classrooms for which you served as a liaison the first time you liaised for

Answer Options	Response Percent	Response Count
Less than 1 hour	0.0%	0
1-2 hours	66.7%	2
2+ hours	0.0%	0
3+ hours	33.3%	1
<i>answered question</i>		3
<i>skipped question</i>		16

13. Indicate the approximate number of hours you spent working per week for the courses you liaised for in all subsequent periods after the first time you liaised for them.

Answer Options	Response Percent	Response Count
0-1 hours	66.7%	2
2-3 hours	33.3%	1
3-4 hours	0.0%	0
4+ hours	0.0%	0
<i>answered question</i>		3
<i>skipped question</i>		16

14. Indicate the approximate number of total hours you spent directly observing the instructors and classrooms for which you served as a liaison in all subsequent periods

Answer Options	Response Percent	Response Count
Less than 1 hour	33.3%	1
1-2 hours	0.0%	0
2+ hours	33.3%	1
3+ hours	33.3%	1
<i>answered question</i>		3
<i>skipped question</i>		16

15. Based on your experience(s) as a liaison, how would you generally rate the overall quality of the course(s) you liaised for compared to the Stockton-equivalent course(s)?

Answer Options	Response Percent	Response Count
far below the Stockton equivalent	0.0%	0
below the Stockton equivalent	0.0%	0
on par with the Stockton equivalent	77.8%	14
above the Stockton equivalent	11.1%	2
far above the Stockton equivalent	0.0%	0
not enough information to render an assessment	11.1%	2
<i>answered question</i>		18
<i>skipped question</i>		1

16. If you'd like, please elaborate on your response.

Answer Options	Response Count
	5
<i>answered question</i>	5
<i>skipped question</i>	14

Number	Response Date	Response Text	Categories
1	Apr 2, 2015 4:38 PM	In meetings with high school instru	
2	Apr 1, 2015 8:09 PM	Students at the high school actual	
3	Apr 1, 2015 12:58 AM	The courses are able to contain m	
4	Mar 27, 2015 6:02 PM	My high school teachers do not co	
5	Mar 11, 2015 2:17 AM	I have been the liason for Calculus	

17. Based on your experience(s) as a liaison, how would you generally rate the overall quality of the instructor(s) for the course(s) for which you liaised for compared to the

Answer Options	Response Percent	Response Count
Far below the Stockton equivalent	0.0%	0
Below the Stockton equivalent	5.6%	1
On par with the Stockton equivalent	72.2%	13
Above the Stockton equivalent	5.6%	1
Far above the Stockton equivalent	0.0%	0
Not enough information to render an assessment	16.7%	3
<i>answered question</i>		18
<i>skipped question</i>		1

18. If you'd like, please elaborate on your response.

Answer Options	Response Count
	4
<i>answered question</i>	4
<i>skipped question</i>	15

Number	Response Date	Response Text	Categories
1	Apr 2, 2015 4:39 PM	I am very familiar with one of the ir	
2	Apr 1, 2015 8:10 PM	Way much more work, dedication	
3	Apr 1, 2015 1:00 AM	I would say that there are things th	
4	Mar 11, 2015 2:28 AM	I have observed some, but not all,	

19. Based on your experience(s) as a liaison, how would you rate the overall quality of the students for the course(s) for which you liaised for compared to Stockton students

Answer Options	Response Percent	Response Count
Far below the Stockton equivalent student	0.0%	0
Below the Stockton equivalent student	5.9%	1
On par with the Stockton equivalent student	41.2%	7
Above the Stockton equivalent student	11.8%	2
Far above the Stockton equivalent student	0.0%	0
Not enough information to render an assessment	41.2%	7
<i>answered question</i>		17
<i>skipped question</i>		2

20. If you'd like, please elaborate on your response.

Answer Options	Response Count
	3

<i>answered question</i>	3
<i>skipped question</i>	16

Number	Response Date	Response Text	Categories
1	Apr 1, 2015 1:01 AM	My guess is they are stronger, bec	
2	Mar 27, 2015 6:03 PM	I have never been asked to observ	
3	Mar 11, 2015 2:30 AM	This comparison is not close. Stu	

21. Based on your experience(s) as a liaison, how would you rate the overall value to students of the course(s) for which you liaised for compared to the Stockton equivalent

Answer Options	Response Percent	Response Count
Far below the Stockton equivalent course(s)	0.0%	0
Below the Stockton equivalent course(s)	0.0%	0
On par with the Stockton equivalent course(s)	64.7%	11
Above the Stockton equivalent course(s)	11.8%	2
Far above the Stockton equivalent course(s)	5.9%	1
Not enough information to render an assessment	17.6%	3
<i>answered question</i>		17
<i>skipped question</i>		2

22. If you'd like, please elaborate on your response.

Answer Options	Response Count
	2
<i>answered question</i>	
2	
<i>skipped question</i>	
17	

Number	Response Date	Response Text	Categories
1	Mar 11, 2015 2:33 AM	Moving through slightly more mate	
2	Mar 4, 2015 9:35 PM	The high schools of which I collab	

23. Based on your knowledge of the course(s) for which you liaised, how do you believe the caliber and/or interest of the course's students affected the course's overall quality?

Answer Options	Response Percent	Response Count
Student caliber/interest significantly undermined the	0.0%	0
Student caliber/interest undermined the course's overall	5.9%	1
Student caliber/interest neither undermined nor	23.5%	4
Student caliber/interest enhanced the course's overall	70.6%	12
Student caliber/interest significantly enhanced the	0.0%	0
<i>answered question</i>		17
<i>skipped question</i>		2

24. Did the course(s) you liaised for include any formal assessment process (e.g., pre- and post-tests) besides those intrinsic to the course (course exams, etc.)?

Answer Options	Response Percent	Response Count
Yes	11.8%	2
No	41.2%	7
Not sure	47.1%	8
<i>answered question</i>		17
<i>skipped question</i>		2

25. Please briefly describe the assessment instrument(s)/process(es) used in the course(s) for which you served as a liaison.

Answer Options	Response Count
	2
<i>answered question</i>	
	2
<i>skipped question</i>	
	17

Number	Response Date	Response Text	Categories
1	Apr 1, 2015 8:11 PM	Student oral interviews in the target	
2	Mar 4, 2015 2:23 AM	SGO and pre-post test	

26. Based on your experience(s) as a liaison, how would you rate your overall liaison experience?

Answer Options	Response Percent	Response Count
Very low	5.9%	1
Low	0.0%	0
Neither low nor high	29.4%	5
Highly	47.1%	8
Very highly	17.6%	3
<i>answered question</i>		17
<i>skipped question</i>		2

27. How satisfied were you with the communication/interaction between you and the high school teachers?

Answer Options	Response Percent	Response Count
Deeply unsatisfied	5.9%	1
Unsatisfied	11.8%	2
Satisfied	64.7%	11
Highly satisfied	17.6%	3
<i>answered question</i>		17
<i>skipped question</i>		2

28. Based on your experience as a liaison, indicate which of the items below represent the most valuable aspects of the Dual Credit High School Partnership Program to

Answer Options	Response Percent	Response Count
Student recruitment for the College	58.8%	10
Nurturing of high school students' general interest in	58.8%	10
Cost reduction of higher education	52.9%	9
Establishment of formal or informal local/regional	64.7%	11
Development of professional relationships and networks	82.4%	14
Revenue creation for the College	23.5%	4
Instructor/faculty recruitment for the College	29.4%	5
Other (please elaborate)	11.8%	2
<i>answered question</i>		17
<i>skipped question</i>		2

Number	Response Date	Other (please elaborate)	Categories
1	Mar 27, 2015 6:05 PM	I would like to teach the HS student	
2	Mar 11, 2015 2:52 AM	I wanted to elaborate on question	

29. Based on your experience as a liaison, indicate which of the items below represent the most valuable aspects of the Dual Credit High School Partnership Program to your

Answer Options	Response Percent	Response Count
Student recruitment into program	47.1%	8
Nurturing of high school students' interest in program	47.1%	8
Establishment of formal or informal communities,	64.7%	11
Development of professional relationships and networks	76.5%	13
Instructor/faculty recruitment for program	23.5%	4
Other (please elaborate)	5.9%	1
<i>answered question</i>		17
<i>skipped question</i>		2

Number	Response Date	Other (please elaborate)	Categories
1	Mar 27, 2015 6:07 PM	I don't think the program benefits a	

30. Based on your experience as a liaison, indicate which of the items below represent the most valuable aspects of the Dual Credit High School Partnership Program to you.

Answer Options	Response Percent	Response Count
Professional (teaching) development	47.1%	8
Development of professional relationships and networks	88.2%	15
Other (please elaborate)	23.5%	4
<i>answered question</i>		17
<i>skipped question</i>		2

Number	Response Date	Other (please elaborate)	Categories
1	Apr 1, 2015 1:06 AM	It has opened a recurring dialogue	
2	Mar 26, 2015 7:47 PM	no comment	
3	Mar 11, 2015 2:55 AM	Use of those professional relations	
4	Mar 4, 2015 2:24 AM	sparkling student interest and ability	

31. Based on your experience as a liaison, indicate which of the items below represent the most valuable aspects of the Dual Credit High School Partnership Program for high

Answer Options	Response Percent	Response Count
High school students' general interest in higher	56.3%	9
High school students' general interest in a specific	56.3%	9
Cost reduction of higher education for students	75.0%	12
Other (please elaborate)	18.8%	3
<i>answered question</i>		16
<i>skipped question</i>		3

Number	Response Date	Other (please elaborate)	Categories
1	Apr 1, 2015 1:07 AM	Math is being taught better.	
2	Mar 27, 2015 6:08 PM	Some students will benefit from the	
3	Mar 11, 2015 3:01 AM	This really depends on the audience	

32. What are the primary challenges (if any) of participating in the dual credit program as a liaison?

Answer Options	Response Count
	11
<i>answered question</i>	11
<i>skipped question</i>	8

Number	Response Date	Response Text	Categories
1	Apr 2, 2015 4:43 PM	Sometimes appointments were cancelled	
2	Apr 1, 2015 8:15 PM	The greatest challenge has been the	
3	Apr 1, 2015 7:17 PM	scheduling times to observe teachers	
4	Mar 30, 2015 7:31 PM	some teachers and their students	
5	Mar 30, 2015 6:45 PM	I would like more easily accessible	
6	Mar 28, 2015 3:52 PM	Timing for in-person visits. Every	
7	Mar 27, 2015 6:10 PM	The teachers were assigned to me	
8	Mar 11, 2015 3:11 AM	The primary challenge is to foster	
9	Mar 4, 2015 9:49 PM	I have interacted with only higher	
10	Mar 4, 2015 1:24 PM	meeting with teachers, getting fees	
11	Mar 4, 2015 2:26 AM	There are a lot of people at all levels	

33. Based on your experience as a liaison, do you believe there should be a maximum number of dual credits students can earn through Stockton's Dual Credit High School

Answer Options	Response Percent	Response Count
Yes	18.8%	3
No	18.8%	3
Not sure	62.5%	10
<i>answered question</i>		16
<i>skipped question</i>		3

34. Based on your experience as a liaison, do you believe Stockton's dual credit programs could reduce the need to teach entry-level courses in your program?

Answer Options	Response Percent	Response Count
Yes	25.0%	4
No	56.3%	9
Not sure	18.8%	3
<i>answered question</i>		16
<i>skipped question</i>		3

35. Please offer any additional comments that you feel would prove useful to the Task Force.

Answer Options	Response Count
	5
<i>answered question</i>	5
<i>skipped question</i>	14

Number	Response Date	Response Text	Categories
1	Apr 1, 2015 8:16 PM	It has been a time consuming but c	
2	Mar 30, 2015 6:49 PM	I feel the overall experience of a gi	
3	Mar 27, 2015 6:13 PM	We need data on how many of the	
4	Mar 4, 2015 9:51 PM	Again, I have interacted with only l	
5	Mar 4, 2015 1:28 PM	there should be minimum standar	

Liaison Survey: Final Comments

It has been a time consuming but extremely rewarding experience. Well worth the effort!

I feel the overall experience of a given liaison is strongly influenced by the Program and courses offered. No two liaisons are going to have the same exact experience. While this survey is extremely useful, it might be difficult to determine the nuances that each liaison / course faces.

We need data on how many of these students are coming to Stockton, and how many are going to other colleges. I would love to know if other colleges around NJ and the country are accepting or rejecting the Stockton credits. If the other colleges normally take AP credit, and are we given the better credit for the course than an AP course

Again, I have interacted with only higher level schools. In such cases, the any student cost reduction may be justified as these are mostly great students. However, in other schools, it may promote the ease of less qualified students to gain unjustified college credits. So there should A) be better assessment on the students, but also on the effect of the program as a whole, and B) a definite cap on number of credits possibly gained.

There should be minimum standards for meeting with the college, continued in-service training, assessment on the labs that are being run(are they on the same level as a Stockton student. We do accept AP credit for 2 biology courses which I think dual credit is better because we see the students at least for the second bio course unlike the AP where if they pass a test they skip 2 classes (and never participated in a lab that we do at Stockton)

Appendix K: Dual Credit Task Force High School Instructor Survey Results Spring 2015

Stockton Dual Credit High School Partnership Program Survey (Instructor)

1. Please indicate which Stockton Program your DCHSPP course was affiliated with:

Answer Options	Response Percent	Response Count
GEN	0.0%	0
MATH	28.6%	16
LANG	25.0%	14
ENVL	12.5%	7
BIOL	10.7%	6
CRIM	1.8%	1
OTHER	21.4%	12
<i>answered question</i>		56
<i>skipped question</i>		0

2. Indicate your specific role as an instructor in Stockton's Dual Credit (DC) High School Partnership Program.

Answer Options	Response Percent	Response Count
I was an instructor for one DC course for a single high	44.2%	23
I have been an instructor for the same DC course for two	36.5%	19
I have been an instructor for two or more DC courses	3.8%	2
I have been an instructor for two or more DC courses and	15.4%	8
<i>answered question</i>		52
<i>skipped question</i>		4

3. Indicate the approximate number of total hours you spent working with the Stockton faculty liaison for your course during its academic period. This might include time you spent

Answer Options	Response Percent	Response Count
1-10 hours	71.2%	37
11-20 hours	17.3%	9
21-40 hours	3.8%	2
40+ hours	7.7%	4
<i>answered question</i>		52
<i>skipped question</i>		4

4. Indicate the approximate number of total hours the Stockton faculty liaison spent directly observing your DCHSPP course. If you have instructed more than one DC course, indicate

Answer Options	Response Percent	Response Count
Less than 1 hour	63.5%	33
1-2 hours	15.4%	8
2+ hours	13.5%	7
3+ hours	7.7%	4
<i>answered question</i>		52

skipped question

4

5. Indicate from the list below how your DCHSPP course(s) was different than your standard equivalent course. You may select multiple answers.

Answer Options	Response Percent	Response Count
It included more content.	13.5%	7
It included more difficult content.	28.8%	15
My DCHSPP course was not very different from my	69.2%	36
Other (please elaborate)	7.7%	4
<i>answered question</i>		52
<i>skipped question</i>		4

Number	Response Date	Other (please elaborate)	Categories
1	Apr 18, 2015 1:24 PM	The DCHSPP courses that we observed were	
2	Apr 15, 2015 2:26 PM	Additinal Labs	
3	Apr 6, 2015 11:45 AM	The other course I teach this year is Spanish	
4	Apr 2, 2015 6:05 PM	I am full time faculty at Stockton. The DCHSPI	

6. Indicate to what extent your DCHSPP course(s) altered your pedagogical techniques?

Answer Options	Response Percent	Response Count
Not at all.	63.5%	33
Somewhat.	32.7%	17
Significantly.	3.8%	2
<i>answered question</i>		52
<i>skipped question</i>		4

7. If you'd like, please elaborate on your response...

Answer Options	Response Count
	10
<i>answered question</i>	10
<i>skipped question</i>	46

Number	Response Date	Response Text	Categories
1	Apr 21, 2015 5:26 PM	grade breakdown; but i have been teaching Al	
2	Apr 20, 2015 4:41 PM	Higher rigor instruction...More student respons	
3	Apr 20, 2015 4:40 PM	It's always good to observe other classes. Wh	
4	Apr 16, 2015 7:59 PM	I teach and have taught the Course at the 5th	
5	Apr 14, 2015 2:17 PM	We are focusing more in using the target lang	
6	Apr 6, 2015 11:46 AM	I made more of an effort to have the students	
7	Apr 3, 2015 9:48 PM	I have always taught to a higher level.	

8	Apr 3, 2015 6:33 PM	Subconsciously I felt more of an influence on t
9	Apr 2, 2015 6:16 PM	Students must work more independent on a lo
10	Apr 2, 2015 6:06 PM	40 minute lectures instead of 75 minute.

8. Indicate from the list below how your DCHSPP course affected your out-of-classroom preparation time.

Answer Options	Response Percent	Response Count
My DCHSPP course demanded far less time than my	0.0%	0
My DCHSPP course demanded less time than my	1.9%	1
My DCHSPP course demanded about the same time as	69.2%	36
My DCHSPP course demanded more time than my	19.2%	10
My DCHSPP course demanded far more time than my	9.6%	5
<i>answered question</i>		52
<i>skipped question</i>		4

9. Based on your experience(s) as a DCHSPP instructor, how would you rate the overall quality of the students in your DCHSPP course(s) compared to students in your standard

Answer Options	Response Percent	Response Count
Far below the standard course equivalent students	0.0%	0
Below the standard course equivalent students	1.9%	1
On par with the standard course equivalent students	59.6%	31
Above the standard course equivalent students	36.5%	19
Far above the standard course equivalent students	1.9%	1
<i>answered question</i>		52
<i>skipped question</i>		4

10. Based on your experience(s) as a DCHSPP course instructor, how would you generally rate the overall quality of your DCHSPP course(s) compared to your standard (non-

Answer Options	Response Percent	Response Count
far below my standard course(s)	0.0%	0
below my standard course(s)	0.0%	0
on par with my standard course(s)	71.2%	37
above my standard course(s)	25.0%	13
far above my standard course(s)	3.8%	2
<i>answered question</i>		52
<i>skipped question</i>		4

11. If you'd like, please elaborate on your response...

Answer Options	Response Count
	6
<i>answered question</i>	6
<i>skipped question</i>	50

Number	Response Date	Response Text	Categories
1	Apr 18, 2015 1:27 PM	Difficult to make judgement on the level from c	
2	Apr 16, 2015 7:39 PM	There is not an equivalent course for the class	
3	Apr 6, 2015 11:47 AM	I don't have an equivalent non-DCHSPP cours	
4	Apr 3, 2015 6:35 PM	I feel tg e high school course is already on par	
5	Apr 2, 2015 6:09 PM	I incorporate more STEM activities into my DC	
6	Apr 2, 2015 6:08 PM	Since I do not teach high school courses, my a	

12. Based on your DCHSPP instructional experience, how do you believe the caliber and/or interest of DCHSPP course students affected the course's overall quality?

Answer Options	Response Percent	Response Count
Student caliber/interest significantly undermined the	0.0%	0
Student caliber/interest undermined the course's overall	3.9%	2
Student caliber/interest neither undermined nor enhanced	51.0%	26
Student caliber/interest enhanced the course's overall	39.2%	20
Student caliber/interest significantly enhanced the	5.9%	3
<i>answered question</i>		51
<i>skipped question</i>		5

13. Did your DCHSPP course(s) include any formal teaching assessment process (e.g., pre- and post-tests) besides those intrinsic to the course (course exams, quizzes, etc.)?

Answer Options	Response Percent	Response Count
Yes	41.2%	21
No	58.8%	30
<i>answered question</i>		51
<i>skipped question</i>		5

14. If your response was "yes", please briefly describe the assessment instrument(s)/process(es) used in the course(s).

Answer Options	Response Count
	19
<i>answered question</i>	19
<i>skipped question</i>	37

Number	Response Date	Response Text	Categories
1	Apr 22, 2015 3:09 AM	SGO testing	
2	Apr 20, 2015 6:54 PM	In my DCHS course, I give a pre and post test	
3	Apr 20, 2015 4:47 PM	Had some other assessment ideas...Ran out c	
4	Apr 20, 2015 2:34 AM	midterm and final portfolio to indicate student i	
5	Apr 16, 2015 8:26 PM	Student Growth Objective	
6	Apr 15, 2015 5:12 PM	AP Spanish Language and Culture as per Col	
7	Apr 15, 2015 2:27 PM	Pre tests and post tests	

8	Apr 15, 2015 11:24 AM	We complete a pre and post assessment test
9	Apr 14, 2015 2:19 PM	This year we started using SGO's--to measure
10	Apr 8, 2015 10:34 AM	An observation is scheduled for sometime dur
11	Apr 7, 2015 3:56 PM	mid term and final exam
12	Apr 6, 2015 2:05 PM	Quizzes, laboratory reports and tests, as well
13	Apr 6, 2015 1:35 PM	I gave student growth objectives during this cc
14	Apr 6, 2015 1:10 PM	In my evaluation process, I use graded classw
15	Apr 3, 2015 9:09 PM	An initial content pre-test was used to assess
16	Apr 3, 2015 6:52 PM	Authentic assessment through video productic
17	Apr 2, 2015 6:20 PM	Essay writing, laboratory skills
18	Apr 2, 2015 6:10 PM	state SGO tests were incorporated into the co
19	Apr 2, 2015 6:09 PM	Exact same assessments as my university coi

15. How would you rate your overall experience as a DCHSPP instructor?		
Answer Options	Response Percent	Response Count
Very low	0.0%	0
Low	0.0%	0
Neither low nor high	31.4%	16
Highly	60.8%	31
Very highly	7.8%	4
<i>answered question</i>		51
<i>skipped question</i>		5

16. Based on your experience as a DCHSPP instructor, indicate which of the items below represent the most valuable aspects of the Dual Credit High School Partnership Program		
Answer Options	Response Percent	Response Count
Nurturing of high school students' general interest in	60.8%	31
Cost reduction of higher education for students	98.0%	50
Enhancement of course quality for students	29.4%	15
Other (please elaborate)	7.8%	4
<i>answered question</i>		51
<i>skipped question</i>		5

Number	Response Date	Other (please elaborate)	Categories
1	Apr 20, 2015 4:49 PM	Additional educational and career opportunitie	
2	Apr 15, 2015 5:13 PM	It is an incentive for students to perform at a h	
3	Apr 7, 2015 1:36 PM	Prepares students for what to expect and wha	
4	Apr 2, 2015 6:10 PM	Use of college LMS: Blackboard	

17. Based on your experience as a DCHSPP instructor, indicate which of the items below represent the most valuable aspects of the Dual Credit High School Partnership Program		
Answer Options	Response Percent	Response Count

Development of professional relationships and networks	64.7%	33
Enhancement of my course(s)' quality	39.2%	20
Overall professional development	51.0%	26
Other (please elaborate)	19.6%	10
<i>answered question</i>		51
<i>skipped question</i>		5

Number	Response Date	Other (please elaborate)	Categories
1	Apr 20, 2015 6:53 PM	It helps to keep students motivated.	
2	Apr 20, 2015 4:50 PM	Improved overall understanding of content and	
3	Apr 15, 2015 5:14 PM	Students' perception of the program is change	
4	Apr 10, 2015 3:19 PM	I think the DCHSPP really didn't work the way	
5	Apr 8, 2015 10:35 AM	There is no experience to rate.	
6	Apr 7, 2015 11:04 PM	There was no contact during the school year.	
7	Apr 3, 2015 6:54 PM	Having support from the collegiate level	
8	Apr 3, 2015 12:41 AM	If the DCSHPP is offered again next year, I wo	
9	Apr 2, 2015 6:42 PM	I haven't experienced anything more as a prof	
10	Apr 2, 2015 6:11 PM	Spreading the word about Stockton to local hig	

18. How did you come to be interested in being an instructor in Stockton's DCHSPP?

Answer Options	Response Percent	Response Count
I volunteered to teach a DCHSPP course	37.3%	19
I was assigned a DCHSPP course.	56.9%	29
Other (please elaborate)	5.9%	3
<i>answered question</i>		51
<i>skipped question</i>		5

Number	Response Date	Other (please elaborate)	Categories
1	Apr 3, 2015 9:52 PM	While attending a workshop at Stockton I was	
2	Apr 3, 2015 6:55 PM	I was already teaching the course and the Cur	
3	Apr 2, 2015 6:14 PM	I was an Adjunct when the high school approa	

19. How satisfied were you with the communication/interaction between you and the Stockton faculty liaison?

Answer Options	Response Percent	Response Count
Deeply unsatisfied	2.0%	1
Unsatisfied	9.8%	5
Satisfied	56.9%	29
Highly satisfied	31.4%	16
<i>answered question</i>		51
<i>skipped question</i>		5

20. Please offer any additional comments that you feel would prove useful to the Task Force.

Answer Options	Response Count
	18
<i>answered question</i>	18
<i>skipped question</i>	38

Number	Response Date	Response Text	Categories
1	Apr 22, 2015 3:14 AM	I think there are students who would be more	
2	Apr 21, 2015 5:28 PM	I love working with stockton and hope the part	
3	Apr 20, 2015 6:57 PM	My overall experience with Stockton has been	
4	Apr 20, 2015 6:54 PM	I believe all DC high school teachers should vi	
5	Apr 20, 2015 5:24 PM	Visiting Stockton classes has been very positi	
6	Apr 20, 2015 4:53 PM	Working cooperatively with liaison very benefi	
7	Apr 17, 2015 1:01 PM	Ocean City High would love to enhance our of	
8	Apr 16, 2015 8:07 PM	Stockton University's advanced World Langua	
9	Apr 15, 2015 5:16 PM	I would love to see a class taught by a Stocktc	
10	Apr 15, 2015 2:29 PM	These are great opportunities for our students	
11	Apr 15, 2015 11:27 AM	The Environmental Course I teach is an Advan	
12	Apr 8, 2015 10:45 AM	It may have been more useful to cultivate a rel	
13	Apr 6, 2015 12:06 PM	The Dual Credit program complements the AF	
14	Apr 6, 2015 11:50 AM	I was not contacted by the liaison until the mid	
15	Apr 3, 2015 9:56 PM	As wonderful of an opportunity the DC is for m	
16	Apr 3, 2015 9:11 PM	I feel that the embedded courses provide stud	
17	Apr 3, 2015 6:57 PM	Assistance and support from the university help	
18	Apr 2, 2015 6:14 PM	Please note as I am full time Stockton faculty,	

Appendix L: Stockton University Advanced Placement Credits



**ADVANCED PLACEMENT (AP) CREDITS
2015**

Stockton College awards transfer credit (32 credits max.) for Advanced Placement courses/tests taken in high school when the student earns a score of 3, 4 or 5. Students must have official score reports sent to Stockton College in order to receive credit. Number of credits awarded and course equivalencies are shown below.

<i>AP test</i>	<i>score</i>	<i>Stockton credit</i>	<i>Stockton equivalent</i>
Art History	3	4	ARTV Elective
Art History	4, 5	4	ARTV 2175 Art History I
Studio Art 2-D	3	4	ARTV Elective
Studio Art 2-D	4, 5	8	ARTV 1161 2-D Design <u>and</u> ARTV 1162 Intro to Drawing
Biology	4	5	BIOL Elective
Biology	5	10	BIOL 1200/1205 Cells & Molecules w/ Lab <u>and</u> BIOL 1400/1405 Biodiversity & Evolution w/ Lab
Calculus AB—Math AB	4, 5	5	MATH 2215 Calculus I
Calculus AB—Math BC	4, 5	10	MATH 2215, 2216, Calculus I + II
Chemistry	4	5	CHEM 2110/2115 General Chemistry I
Chemistry	5	10	CHEM 2110/2115 <u>and</u> CHEM 2140 General Chemistry I & II
Computer Science A	3	4	CSIS Elective
Computer Science A	4, 5	4	CSIS 2101 Programming and Problem Solving I
Economics Macro	3, 4, 5	4	ECON 1200 Intro to Macroeconomics
Economics Micro	3, 4, 5	4	ECON 1400 Intro to Microeconomics
English Language and Composition	3, 4, 5	4	FRST 2120 Rhetoric and Composition + W1
English Literature and Composition	3, 4, 5	4	Literature Elective + W1
Environmental Science	3, 4, 5	4	ENVL 1100 Intro to Environmental Studies
Human Geography	3, 4, 5	4	International/Multicultural Elective

AP test	score	Stockton credit	Stockton equivalent
French Language and Culture	3	8	Lang 1230 & 1231 Beginning French I + II
French Language and Culture	4	12	Lang 1230, 1231 & 2230 Beginning French I + II <u>and</u> Intermediate French I
French Language and Culture	5	16	Lang 1230, 1231, 2230 & 2231 Beg. French I + II <u>and</u> Intern. French I + II
German Language and Culture	3	8	LANG 1250 & 1251 German Lang & Culture I + II
German Language and Culture	4	12	LANG 1250, 1251 & 2251 German Language & Culture I + II <u>and</u> Intermediate German I
German Language and Culture	5	16	LANG 1250, 1251, 2251 & 2252 German Lang & Culture I + II <u>and</u> Intern. German I + II
Italian Language and Culture	3	8	LANG 1180 & 1181 Italian Lang & Culture I + II
Italian Language and Culture	4	12	LANG 1180, 1181 & 2280 Italian Language & Culture I + II <u>and</u> Intermediate Italian I
Italian Language and Culture	5	16	LANG 1180, 1181, 2280 & 2281 Italian Lang & Culture I + II <u>and</u> Intermediate Italian I + II
Latin	3	4	LANG 1220 Beginning Latin I
Latin	4, 5	8	LANG 1220 & 1221 Beginning Latin I + II
Spanish Language and Culture	3	12	LANG 1240, 1241 & 2140 Beginning Spanish I + II <u>and</u> Spanish for Reading Knowledge I
Spanish Language and Culture	4, 5	16	LANG 1240, 1241, 2140 & 2141 Beg Spanish I + II <u>and</u> Spanish for Reading Knowledge I + II
Spanish Language and Literature	3	12	LANG 1240, 1241 & 2140 Beginning Spanish I + II <u>and</u> Spanish for Reading Knowledge I
Spanish Language and Literature	4, 5	16	LANG 1240, 1241, 2140 & 2141 Beg Spanish I + II <u>and</u> Spanish for Reading Knowledge I + II
Government and Politics	3, 4, 5	4	POLS Elective
History—U.S.	3	4	HIST Elective
History—U.S.	4, 5	8	HIST 1152 & 1153 U.S. History I + II
History—European	3	4	HIST Elective
History—European	4, 5	8	HIST 2120, 2121 European History
History—World	3	4	HIST Elective
History—World	4, 5	8	HIST Electives
Music Theory	3, 4	4	MUSC 2115 Music Theory I
Music Theory	5	8	MUSC 2115 & 2116 Music Theory I + II
Physics—B	3, 4, 5	10	PHYS 2110, 2115, 2120 & 2125 Physics for Life Science I + II
Physics—C	3, 4, 5	12	PHYS 2220, 2225, 2230 & 2235 Physics I + II
Psychology	3, 4, 5	4	PSYC 1100 Intro to Psychology
Statistics	3, 4, 5	4	CSIS 1206 Statistics Q1

Appendix M: Memorandum of Agreement Dual Credit Courses: Stockton Faculty Liaisons

MEMORANDUM OF AGREEMENT

DUAL-CREDIT COURSES AT HIGH SCHOOLS: STOCKTON FACULTY LIAISONS

Preamble

In 2011-2012 the College initiated a project in which first year Stockton courses were taught at area high schools by qualified and recommended high school teachers. The purpose of the program is to provide local high school students with opportunities to take college level courses for appropriate credit or course waiver if they enroll at Stockton, in furtherance of state policy. In order to "increase the access of our State's able high school students to the educational resources available in our institutions of higher education" the State of New Jersey has established a program to "increase the availability of college-level instruction for high school students through courses offered by institutions of higher education at their campuses and in high schools." (N.J.S.A. 18A:61C-8.) Regulations adopted by the state effective 2011 mandate that "District boards of education and partner colleges ensure that college courses for high school students are taught by college faculty with academic rank. Adjunct faculty and members of the district staff who have a minimum of a master's degree may also be included." (N.J.A.C. 6A:8-3.3.)

This Agreement extends the original agreement, with some modifications, through the 2014-15 academic year. The parties are in agreement that the College should explore variations of dual-credit programs that provide the best possible experience for high school students. Ideally, high school students would take classes on the college campus, either through a dual-credit high school course or by receiving high school credit for courses taken and passed at Stockton. The parties agree to work with each other and with local high schools to explore the feasibility of such programs.

In the interim, this agreement extends the original agreement concerning liaisons, with some modifications, through the 2014-15 academic year. Before renewing this agreement, the parties will evaluate progress of all high school programs, taking into account any recommendations from the Faculty Senate and/or College planning task forces.

Participation and Staffing

1. The parties agree that no academic program will enter into an agreement to offer Stockton equivalent courses to high school students without the approval of a majority of the program faculty, including full and part-time faculty, but excluding adjunct faculty. Such approval shall be recorded in writing (minutes or a vote) after full discussion by the program.
2. In order to allow mirror courses to be established and operational at participating high schools, the degree programs that agree to participate will solicit volunteers to serve as liaisons with the school district, its schools, and its teachers. These courses will use the Stockton curriculum, offer similar tests and assignments, replicate all labs as appropriate, and have appropriate assessment mechanisms in place.

3. In order to be eligible to participate in this program, the high school teachers must meet the same qualifications as adjunct faculty who teach in the respective program at Stockton; in some cases they may already be Stockton adjuncts.
4. Before renewing existing Articulation Agreements with High Schools, or signing new ones, the College agrees to the following method of staffing such programs:
 - a. Provided there is no time conflict, full-time faculty shall have a priority consideration to teach at the high school if qualified. It is understood that when a course is offered at a public high school, only those full- or part-time faculty who satisfy statutory requirements for public school teachers are eligible to exercise this option.
 - b. Assignments to full-time faculty to teach at the high school shall be voluntary.
 - c. Second preference shall be given to adjunct faculty, if qualified, to offer the course at the high school. It is understood that when a course is offered at a public high school, only those adjunct faculty who satisfy statutory requirements for teaching a public high school course are eligible to exercise this option.

Selection of Faculty Liaisons

Those programs for which Stockton and participating high schools agree to create courses will solicit volunteers from among their regular faculty to serve as liaisons, subject to the approval of the program faculty and the respective Dean. The solicitation will include information on the courses and schools that are available.

Responsibilities of Faculty Liaisons

- Confer on a regular basis as needed with designated high school teachers (at most three teachers per liaison).
- Review Stockton courses, syllabi, texts, subject matter, tests, assignments, learning outcomes and assessment mechanisms.
- Review laboratory exercises/experiments in terms of syllabi, materials and equipment required, anticipated results, and safety procedures.
- Confer with high school teachers to insure that courses are taught and graded to Stockton standards.
- Classroom observations of high school teachers.

The particular mix of these activities will vary according to the course, the needs of the high school teacher, and other factors. The College estimates that the total time commitment for a Liaison will be between 30 and 50 hours. Liaisons' travel to the schools is governed by the terms of the master agreement.

Every effort will be made to make efficient use of Liaisons' time; for example they will not be assigned to two schools that are a considerable distance apart.

Compensation of Faculty Liaisons

Stockton faculty serving as Liaisons will be compensated with a stipend equivalent to 1 (one) TCH per course per school at the appropriate rate, half to be paid during preparation, prior to the course being taught and half during course delivery. It is understood that where multiple classes ("sections") of the same course are offered at a single high school, each class taught by a different teacher shall be considered one course.

The first time a Stockton Liaison participates in preparation of a particular course, the Liaison will receive an additional 0.5 TCH stipend.

Sunset

This agreement will expire at the end of the 2014-15 academic year. No articulation agreements shall be signed that commit the College to offering courses beyond July 1, 2015.

IN WITNESS THEREOF, the College and the Stockton Federation of Teachers have caused this Memorandum of Agreement to be executed this 1st day of March, 2013.

For Richard Stockton College



Herman J. Saatkamp, Jr.
President

For the Stockton Federation of Teachers



Anne F. Pomeroy, President

Appendix N: Memorandum of Agreement Dual Credit Courses: Temporary Extension and Revision (8-27-2015)

Memorandum of Agreement
Temporary Extension and Revision of Courses at High Schools Expired MOA

Preamble

After passage of a law by the State of New Jersey that encouraged state colleges and universities to offer college courses for high school students at college instructional sites and/or at high schools, the Stockton administration and the Stockton Federation of Teachers (SFT) signed an MOA dated June 1, 2011, to establish a pilot project for “faculty liaisons” to work with qualified high school teachers in order to offer Stockton-equivalent college courses in area high schools, taught by high school teachers. That MOA expired at the end of the 2011-2012 academic year.

The number of regular Stockton classes taught by high school teachers and the number of high school students served in this “pilot program” have grown appreciably. On March 2013, an MOA was signed to extend the pilot through the 2014-2015 academic year, pending further study (including evaluation of the data, and success of the program, demonstrated, for example, by the high school students’ academic readiness for advanced-level college classes). Before a new MOA is negotiated, the administration and the SFT were to await the final report of the Faculty Senate Task Force, which was not completed.

In the meantime, the State of New Jersey has amended the initial dual credit legislation, effective July 1, 2015, partly in an effort to provide students from lower-income households opportunities to enroll in dual credit classes. The new law progresses from encouraging to requiring that public colleges and universities make dual credit opportunities available to “one or more school districts with a high school” on its campus or on the campus of the public high school within one year of the effective date of the Act in December 2014.

In collaboration with faculty Program Coordinators and the Faculty Senate Task Force, the University agrees to explore multiple models of dual credit programs during academic year 2015-2016, with the intent to agree on compensating members of the regular faculty accordingly and to monitor the number of regular dual credit courses taught by non-Stockton Federation of Teachers members in area high schools, while complying with the State of New Jersey’s amended dual credit law. In the meantime, this temporary MOA will allow the University to offer dual credit courses for area high school students. This temporary MOA serves as a stop-gap to offer dual credit courses to high schools through June of 2016 or when a new MOA is signed, whichever is sooner.

Definitions

Dual Credit Coaches are University employees who work with Qualified High School Teachers in area high schools. They must meet the following eligibility criteria:

- Regular Stockton tenured or tenure track full-time and part-time faculty, who have the right of first refusal over adjunct faculty; or
- Adjunct faculty; or
- Full-time or part-time Stockton professional staff who are members of the SFT and whose contractual duties include dual credit responsibilities; and

- Academic program approval to participate (by a two-thirds vote recorded in program minutes for academic programs and G committees) for each content and/or general studies course before serving as a coach.

Qualified High School Teachers are those employed full-time by area high schools who would meet the qualifications to serve as an adjunct faculty member at Stockton University (that is, normally possess at least a Master's degree) and who are approved by relevantly matched program and/or General Studies faculty to teach a Stockton University course. Further, Qualified High School Teachers under this stop-gap MOA are those who have offered dual credit classes through Stockton University before.

Dual Credit Courses are regular Stockton University courses that are taught in area high schools by *Qualified High School Teachers*. Further, these Dual Credit Courses would meet, at a minimum, for the Carnegie Contact Hours equivalent to a one-semester course at Stockton.

Area public high schools are those public schools in the southern New Jersey counties from which Stockton draws most of its first-time freshman population: Atlantic, Burlington, Ocean, Camden, Cape May, Cumberland, and Gloucester.

Area private high schools are Holy Spirit High School (Absecon, NJ) and St. Augustine Preparatory School (Richland, NJ).

Dual Credit Coaching Meetings are those held in-person, via teleconference, or via e-communication with *Qualified High School Teachers* during the duration of the course for the purpose of discussing all aspects of the course.

Responsibilities of Dual Credit Coaches

1. Ensure that the syllabus, all assignments, and university policies are aligned to the current Stockton counterpart course.
2. Answer any academic content questions pertaining to the dual credit course for the duration of the course. Any non-academic questions will be referred to a University Designee for Dual Credit, as assigned by the Provost.
3. Be available for one-on-one meetings with high school teachers, and maintain regular contact with each assigned teacher of a dual credit course or course section.
4. Facilitate Dual Credit Coaching Meetings at least twice per semester for assigned Qualified High School Teachers who are teaching the same dual credit course.
5. Record time spent engaged in professional development activities with high school teachers each semester, including aligned documents: syllabus, assignments, grading scale, coaching visit summary, questions and answers, and curricular materials.

Compensation and Limits

Stockton adjunct faculty who are full-time Qualified High School Teachers and who are offering a course for dual credit in their own, regular high school classroom will not be assigned a Dual Credit Coach.

The Provost's designee will notify deans of dual credit enrollments no later than December 1, 2015 and verify the *Qualified High School Teachers* and their assigned *Dual Credit Coaches*.

Dual Credit Coaches who are SFT professional staff who have assigned dual credit responsibilities shall receive compensation in accordance with the terms and conditions of their employment contracts. The University will supply to the Union (SFT) a list of the names of these staff, their Dual Credit Coach assignments, and a copy of the relevant clauses in their contract within two weeks of signing this agreement.

Dual Credit Coaches who are regular Stockton or adjunct faculty shall receive \$90 per hour for all work as documented above in accordance with the existing MOA Faculty Compensation through Continuing Studies and Stockton Institutes (signed May 2, 2013) with the following conditions:

- Repeat or second-time Coaches working on the same course with a different teacher than the first time will be paid for 21 hours of work.
- Coaches working on the same course with any repeat teacher will be paid for 18 hours of work.
- Coaches will be paid (separately) for each section of a course/each teacher.

Dual Credit Coaches' travel to school and instructional sites shall be governed by the MOA Same Day Site to Site Travel signed April 10, 2015. Virtual meetings may be conducted via teleconference or video conferencing, as elected by mutual agreement of the Dual Credit Coach and Qualified High School Teacher.

Dual Credit Coaches who are regular or adjunct faculty may cover up to a maximum of two (2) different university courses per year in area public high schools and coach no more than five (5) course sections with five (5) Qualified High School Teachers. Any combination that equals fewer than 2 courses and 5 teachers is acceptable. Exceptions to this limit will be allowed only in cases where there is no other faculty or professional staff member qualified or available to coach the given course. Such exceptions must be approved by the appropriate program faculty.

Term

This Agreement shall remain in full force and effect from this date until June 30, 2016 unless modified by changes in the Master Agreement or unless a new MOA replaces this one.

IN WITNESS THEREOF, the College and the Stockton Federation of Teachers have caused this Memorandum of Agreement to be executed this 27th day of August 2015.

For: Stockton University

For: The Stockton Federation of Teachers

Harvey Kesselman, Acting President

Anne F. Pomeroy, President

Appendix O: Assembly Bill 2817 Testimony NJ Dual Enrollment Programs (9-16-14)



NEW JERSEY

Association of State Colleges and Universities

150 West State Street, Trenton NJ 08608 Phone (609) 989-1100 Fax: (609) 989-7017

Assembly Higher Education Committee September 18, 2014 Assembly Bill No. 2817

The state colleges and universities support the goal of this bill to expand opportunities for students to take college-level course, and earn college credits, while they are still in high school.

As the list at the end of this document indicates, many of the state colleges and universities already have dual-enrollment programs with local school districts.

Given the experiences at our institutions with such programs, we have learned valuable lessons for implementing and sustaining them. Listed below are some of the issues that have arisen regarding the state colleges' and universities' dual-enrollment programs, which we offer in the spirit of improving the bill:

- If courses are offered in a high school, the high school teachers involved in dual-enrollment programs must meet the requirements of instructors who teach college courses on campus, which is usually a minimum of a master's degree.
- There should be a standard process of billing and payment that all schools and institutions follow.
- Other important considerations include how to handle course withdrawals, failing grades, transcripts, and other related issues.

In addition to the concerns listed above, we are concerned about the mandate created by the bill. The requirement to establish dual-enrollment programs could create logistical difficulties, including transportation for students and faculty.

It is important to note some limitations, even with the success of dual-enrollment programs. First, only certain high-performing students are generally suited for this type of program. Second, most students will need the full four-year course of study at both the high school and college level.

Finally, the bill should exempt public institutions that generally limit enrollment in their undergraduate programs to students who are at least 21 years of age. This is the case at Thomas Edison State College, which has a mission to serve adult students.

Dual Enrollment Programs with High Schools

The College of New Jersey

- TCNJ allows Ewing High School seniors an opportunity to take classes at TCNJ. It is not formally

www.njascu.org

*The College of New Jersey
Kean University
Montclair State University*

*New Jersey City University
Ramapo College of New Jersey
Richard Stockton College of New Jersey*

*Rowan University
Thomas Edison State College
William Paterson University*

a dual-enrollment program, and there are limited spaces.

Kean University

- Kean University's College of Education currently offers courses for dual enrollment in high schools (eight school districts).
- The Theatre program at Kean University is partnered with Union County Vo-Tech Academy of Performing Arts High School (APA). This is a dual enrollment program that provides high school students with up to 30 credit hours of University experience while they complete their senior year of high school at Kean University.
- The department of Criminal Justice offers its CJ 2600 "Introduction to Criminal Justice" class at Raritan High School in New Jersey. Upon successful completion of the course, students receive 3 semester hours of college credit. This course is scheduled to be offered at Perth Amboy High School and Paterson High in New Jersey for the fall of 2014.

Montclair State University

- Montclair State has a dual-enrollment agreement with Clifton High School. Clifton High students take the courses at Montclair State, from university professors.

New Jersey City University

- NJCU and County Prep high school in Jersey City have developed a leadership-themed program to provide summer courses to prepare future students to become leaders in their chosen fields. A four-week summer session is held at NJCU for those participating in the fall courses of the leadership academy. Students enroll in a three-credit course and meet with the program organizers to be familiarized with the long- and short-term goals of the program, familiarize themselves with technology used at NJCU, and with personal options available within the academy. Once the students have completed core classes, they may enroll in other courses at NJCU for which they meet the requirements. The program offers classes during the fall, spring and summer semesters.
- Twenty-two students at Union City High School will earn four credits at NJCU for "Organic Chemistry I," an honors course offered through the University at their high school. While high school students have previously taken courses for college credits at NJCU, this unique arrangement is a first for the University. All of the students are ranked in the top ten percent of their class of more than 700 students. In addition to standard classroom instruction, the students attend laboratory sessions at their school and at a professional laboratory off campus. Eight of their laboratory experiments are being conducted at Pliva, a pharmaceutical firm in East Hanover, with the cooperation of Students2Science, a non-profit organization that promotes education in science, technology, engineering, and mathematics (STEM).

Ramapo College of New Jersey

- Ramapo College has partnered with The Academies at Morris County Vocational School District to establish a partnership that will allow qualified MCVSD students at academies to enroll in courses during their senior year at Ramapo College of New Jersey that will satisfy MCVSD curricular graduation requirements, but also allow students to earn college credit.

- Ramapo College partners with Mahwah High School to allow for qualified students who have completed the highest level of math available at the high school to enroll in Calculus 3 at Ramapo College at a discounted rate.

Richard Stockton College of New Jersey

- High School Partnership Program. Working with regional high schools, Stockton has initiated a series of dual-credit courses which allow students to “jump start” their college careers while still attending high school. Upon successful completion of the courses, students will receive college credit which will count toward a Stockton degree, and may also be eligible for transfer to a different college or university. In the 2013-14 school year, Stockton offered 23 courses at 13 different high schools, with 496 high school students registered.

Rowan University

- Camden Campus Key Scholars Program (Dual Credit for High School Students)

The Key Scholars Program for High School Students provides the opportunity for academically talented area high school students to take courses at Rowan and obtain college credit. A Saturday Science, Technology, Engineering and Mathematics (STEM) academy is also a part of the Key Scholars program.

In 2012, the Camden Campus received the “New Jersey College Access Challenge Grant for Dual Enrollment” to begin a college-credit initiative for first-generation prospective college students from area high schools. The grant covered the costs of tuition, books and tutorial services for eligible high achieving economically disadvantaged high school students. At the conclusion of the grant period, the campus continued the program under the new name of Key Scholars. The use of the key is a symbol of the campus. The key reflects the purpose and mission of the Camden Campus; to open doors of access through education, learning and service for students.

During the 2013-14 academic year, over 20 students were invited to participate in the highly selective program from throughout the Southern New Jersey region. The following area high schools were represented in the program.

- Camden Academy, Camden, New Jersey
 - Camden High School, Camden, New Jersey
 - Camden County Technical School, Sicklerville, New Jersey
 - Creative Arts High School, Camden, New Jersey
 - LEAP Academy, Camden, New Jersey
 - Maple Shade High School, Maple Shade, New Jersey
 - Medical Arts High School, Camden, New Jersey
 - Moorestown Friends High School, Moorestown, New Jersey
 - Pennsauken High School, Pennsauken, New Jersey
 - Woodrow Wilson, Camden, New Jersey
- Online Dual Credit Initiative

The Rowan University College of Graduate and Continuing Education (CGCE) established the Online Dual Credit Initiative in Academic Year 2009-2010, which allows 11th and 12th grade

students in high school to enroll in a selected number of Rowan's online undergraduate courses at a highly discounted tuition rate (almost 40%). With the approval of the student's parents and high school official, a high school student can earn academic credit that counts toward both the high school and Rowan degrees (and in fact for any 2 and 4-year college/university). To date, a very limited number of students have taken advantage of this opportunity, but there are plans to increase outreach and communications with area high schools, as well as, increase the portfolio of course offerings.

William Paterson University

- William Paterson University has had a long standing high school dual enrollment program with Passaic County Technical Institute (PCTI) in Wayne. Each year, William Paterson University sends professors on-site to the high school to teach up to eight (8) college level courses per year. Additionally, the university has hosted Passaic High School students on its Wayne campus for the past few summers and enrolled them in college level courses. This highly successful program was recently expanded to include science and management courses. All dual enrolled high school students are charged a discounted tuition rate.

ASCU
9-16-14