

# DUAL CREDIT HIGH SCHOOL PROGRAM FACULTY SENATE TASK FORCE REPORT DEC. 7, 2015

## Faculty Members:

Dr. Oliver Cooke, Associate Professor of Economics

Dr. Arnaldo Cordero Román, Associate Professor of Languages

Dr. Michael Hayse, Associate Professor of History and the M.A. in Holocaust and Genocide Studies

Dr. Janice Joseph, Distinguished Professor of Criminal Justice

Dr. Mark Sullivan, Associate Professor of Marine Sciences

Dr. Aakash Taneja, Professor of Computer Science & Information Systems

Dr. Chia-Lin Wu, Professor of Mathematics

Dr. Karen York, Associate Professor of Biology, Chair

## Administrators:

Dr. Lisa Honaker, Dean of School of Arts and Humanities

Dr. Dennis Weiss, Dean of School of Natural Sciences and Mathematics

Dr. Peter Straub, Interim Dean of Natural Sciences and Mathematics

Dr. Susan Davenport, Vice Provost of E-Learning

## Staff:

Jessica Kay, Assistant to the Vice Provost (non-voting)

## Table of Contents

I.	Executive Summary.....	3
II.	The Dual Credit Faculty Senate Task Force.....	4
III.	New Jersey Legislation P.L.2014 c.74 (Assembly Bill 3338) .....	4
IV.	Goals & Purposes .....	5
	Table 1: Stockton Faculty Liaisons Survey Results .....	6
	<i>Most Valuable Aspects of the DCHSPP to the College and Program.....</i>	<i>6</i>
V.	Overview of the Stockton University Dual Credit High School Partnership Program (DCHSPP) .....	6
	Participating High Schools (AY 2014-2015) .....	7
	Participating High Schools (AY 2015-2016) .....	7
VI.	Description of the Dual Credit Courses (AY 2012-2016) .....	8
	Dual Credit Program Data Collection .....	8
	Course Information .....	8
	<i>Figure 1: Total Number of Dual Credit HS Partnerships &amp; Courses AY 12-13 to AY 15-16* .....</i>	<i>9</i>
	<i>Figure 2: Dual Credit Course Credits &amp; Enrollment .....</i>	<i>10</i>
	<i>Table 2: Dual Credit Enrollments and Credits for AY 2012-2013 to 2014-2015 .</i>	<i>11</i>
	Course Design .....	12
	Relationship between Dual Credit Courses & AP Classes .....	12
	<i>Table 3: AP Credit by Exam for Dual Credit AP/Dual Credit Course.....</i>	<i>13</i>
	Earning Credit .....	14
	Future Partnerships .....	14
VII.	Program Case Studies.....	14
	ARHU (Languages) .....	14
	NAMS (Mathematics) .....	15
	NAMS (Marine Science) .....	15
	Holocaust Studies .....	16
VIII.	Qualifications & Mentoring of High School Instructors .....	17
	Instructor Degrees and Qualifications.....	17
	<i>Figure 3: Dual Credit Course High School Instructors Highest Degree Earned... ..</i>	<i>18</i>
	Training and Mentoring of High School Instructors by Stockton Faculty Liaisons ....	19
	Time Commitment for Stockton Faculty Liaison Work .....	19
IX.	Nature of Students Taking Such Courses .....	20
	Student Characteristics .....	20
	Dual Credit Students Matriculating at Stockton.....	20

	<i>Table 4: Dual Credit High School Students Matriculating at Stockton AY 2012-13 thru AY 2014-2015.....</i>	<i>21</i>
	Student Course Success .....	21
X.	Budget Implications.....	21
XI.	Information on University, School, & Program Policies & Actions .....	22
	Establishment of Dual Credit Partnerships.....	22
	Evaluation of Existing Partnerships .....	23
	Advertisement of the Dual Credit Program .....	24
	Policies .....	24
XII.	Comparison to Dual Credit programs at other Colleges/Universities .....	24
XIII.	Appendices .....	25
	Appendix A: Charge for Task Force on Dual Credit .....	25
	Appendix B: Dual Credit Courses Section Enrollment for AY 2104-15 .....	27
	Appendix C: Dual Credit High School Liaisons & Instructors for AY 2014-15 with Highest Degree Earned .....	30
	Appendix D: FY 2015 DCHS Revenue/Expenses .....	33
	Appendix E: AY 2012-13 Dual Credit High School Courses Grade Distribution.....	34
	Appendix F: Fall 2012 & Spring 2013 Grade Distribution for Select On-Campus Courses .....	35
	Appendix G: AY 2013-14 Dual Credit High School Courses Grade Distribution .....	36
	Appendix H: Fall 2013 & Spring 2014 Grade Distribution for Select On-Campus Courses .....	37
	Appendix I: Dual Credit High School Partnership Persistence Fall 2013-2015 .....	38
	Appendix J: Dual Credit Task Force Liaison Survey Results Spring 2015 .....	45
	Appendix K: Dual Credit Task Force High School Instructor Survey Results Spring 2015 .....	59
	Appendix L: Stockton University Advanced Placement Credits.....	68
	Appendix M: Memorandum of Agreement Dual Credit Courses: Stockton Faculty Liaisons .....	71
	Appendix N: Memorandum of Agreement Dual Credit Courses: Temporary Extension and Revision (8-27-2015) .....	75
	Appendix O: Assembly Bill 2817 Testimony NJ Dual Enrollment Programs (9-16-14) .....	79

## I. Executive Summary

- New Jersey legislation, P.L.2014 c.74, signed December 03, 2014 and in effect for the 2015-2016 school year, mandates that public colleges and universities enter into dual enrollment agreements with one or more high schools. The bill also specifies that a public institution of higher education is required to accept the course credit of a student who successfully completes a course under the dual enrollment program. The intent of the New Jersey legislation is to reduce the costs of earning a college degree and/or time required for degree completion.
- Stockton University's Dual Credit High School Partnership Program (DCHSPP), initiated in 2011, provides opportunities for students to take college-level courses and earn university credit while they are still in high school. High school students earn university credit by taking specific high school courses designated as dual credit. These courses are taught by high school instructors at the high school. They are aligned with the Stockton-equivalent course through interactions between a Stockton faculty liaison (coach) and the high school instructor.
- The compensation of Stockton faculty liaisons (coaches) and the terms and conditions of faculty participation in these partnerships is governed by a locally negotiated Memorandum of Agreement (MOA) between the administration and the Stockton Federation of Teachers.
- The commitments and agreements of Stockton University with the high schools are governed by Memoranda of Agreement (MOA) between Stockton University and each high school district.
- In AY 2014-2015, 536 students from seventeen New Jersey high schools were enrolled as non-matriculated Stockton University students in twenty-four courses through the Dual Credit High School Partnership Program. Students electing to enroll pay reduced tuition of \$100 per credit to Stockton University and earn the same credit as if they took the course on Stockton's campus. They receive a Stockton transcript upon the successful completion of the course (with a minimum grade of C).
- A large percentage of the Dual Credit High School Partnership Program students are enrolled in courses in Mathematics (Precalculus or Calculus, 181/ 536 students, 34% of DCHSPP enrollment) and/or courses in Languages (137/536 students, 25% DCHSPP enrollment). However, nine other courses are offered in eight academic programs across four academic schools (ARHU, GENS, NAMS, SOBL). Five of these eight programs are in NAMS.
- The Dual Credit High School Partnership Program is not appropriate for all academic programs. Yet those who have elected to offer and continue DCHS partnerships often benefit through the professional relationships and networks with teaching colleagues beyond the University. Other academic programs benefit through student recruitment into their programs, while others have used the partnerships to drive scholarly projects of Stockton faculty.

## **II. The Dual Credit Faculty Senate Task Force**

The Dual Credit Faculty Senate Task Force was authorized by the Faculty Senate at its October 23, 2014 meeting. The original charge was one of information gathering to address the current status of Stockton University's (then Richard Stockton College of New Jersey) dual credit course offerings in partnership with local high schools (Dual Credit High School Partnership Program). A detailed list of questions to be addressed was set forth by the Faculty Senate (Appendix A). The Task Force met for the first time November 11, 2014, and Dr. Karen York was elected Chair by members of the Task Force. Members of the Task Force included members with different levels of involvement and experience with the dual credit courses. Dr. Susan Davenport was instrumental in providing data to the Task Force members to address various questions in the original Faculty Senate charge as well as additional questions raised by the members of the Task Force at our meetings. In April 2015, Dr. Oliver Cooke took the lead in constructing and administering two surveys: one was sent to Stockton faculty liaisons; the other was sent to participating high school instructors in order to obtain information about their direct experience with dual credit courses. The surveys addressed issues, such as the interactions between the faculty liaison and high school instructors, the estimated work load for the courses, their opinion of the quality of the students, and the extent to which the course changed their pedagogy (high school instructors) or was aligned with the Stockton-equivalent course (liaisons). The Faculty Senate was apprised of the Task Force's progress on the original charge and a presentation was made to the Faculty Senate at their May 11, 2015 retreat. A vote was taken by the Faculty Senate to reauthorize the Task Force to continue working into Fall 2015. The Faculty Senate also requested that the Task Force provide the Faculty Senate with recommendations based on the information gathered.

The data presented in this document focuses on the dual credit high school partnerships in the AY 2012 through 2015. Since the Memorandum of Agreement (Appendix M) governing the Stockton liaisons participation with the dual credit partnerships expired June 30, 2015, a stop-gap temporary Memorandum of Agreement (Appendix N) was negotiated by the administration and the Stockton Federation of Teachers to allow the continuation of these partnerships. However, this temporary MOA altered some aspects of the dual credit partnerships. At the beginning of the AY 2015-2016, deans in participating schools worked with the academic programs to make adjustments to the Dual Credit High School Partnership Program (DCHSPP) course offerings based on budget projections and the need to align the course offerings with the temporary MOA (e.g., new geographical restrictions).

In addition, for AY 2015-2016, New Jersey legislation, P.L.2014 c.74 (see section II below), is currently in effect and will impact dual credit partnerships in the future. While some comments about these changes are included in this document, most of the information gathered here focuses on the structure of the program through the AY 2014-2015.

## **III. New Jersey Legislation P.L.2014 c.74 (Assembly Bill 3338)**

New Jersey legislation, P.L.2014 c.74, was signed December 03, 2014 and took effect for the 2015-2016 school year ([http://www.njleg.state.nj.us/2014/Bills/AL14/74\\_.PDF](http://www.njleg.state.nj.us/2014/Bills/AL14/74_.PDF)). This legislation mandates that public colleges and universities, except Thomas Edison State College, enter into dual enrollment agreements with one or more high schools.

This law requires the dual enrollment agreement to include:

- a description of the courses available to students eligible to participate;
- a description of the student eligibility requirements for initial and continuing participation in the program, including a provision that ensures that an eligible student is not excluded from participation because of an inability to pay;
- a description of the process by which students and their parents or guardians exercise the option to participate in the program;
- a provision ensuring that any dual enrollment courses taught on the high school campus are equivalent in rigor to courses taught on the campus of the institution of higher education;
- a description of the process by which students and their parents or guardians are informed about opportunities for student participation in the program;
- and any other items deemed appropriate by the Commissioner of Education and the Secretary of Higher Education.

The bill specifies that a public institution of higher education is required to accept the course credit of a student who successfully completes a course under the dual enrollment program.

#### **IV. Goals & Purposes**

The intent of the New Jersey legislation (P.L.2014 c.74) is to reduce the costs of earning a college degree and/or time required for degree completion. Stockton University's Dual Credit High School Partnership Program (DCHSPP) provides opportunities for students to take college-level courses and earn university credit while they are still in high school. Because the DCHSPP offers reduced tuition for these credits, it can potentially reduce student debt and shorten the time for completing a Bachelor's degree.

Through participation in dual credit high school courses, students get a head start on their college education in preferred subject areas. This provides them with the opportunity to ultimately achieve a higher level of proficiency in those content areas (i.e. languages or mathematics). High school students can explore, nurture and grow in diverse subjects, which will help them select a major or minor area of study. Thus, taking college-level courses while still in high school can help students prepare and make a smoother transition to college.

When high school instructors were asked what they thought were the most valuable aspects of the Dual Credit High School Partnership Program for their students on the high school instructor survey, they (50/51 respondents, 98%) overwhelmingly selected "cost reduction of higher education for students." The second benefit selected by 31 out of 51 respondents (60.8%) was "nurturing of high school students' general interest in higher education" (see Appendix K) for high school instructor survey results.

The Stockton faculty liaisons offering dual credit courses have other goals and motivations beyond the legislative goal of reducing the cost of higher education. In the Stockton faculty liaison survey, in answer to a question about the most valuable aspects of the Dual Credit High School Partnership Program for the University, the most frequent response (14/17, 82.4%) was "development of professional relationships and networks with teaching colleagues beyond the College (University)." Only 52.9% (9/17) of the liaison respondents selected "cost reduction of higher education" as a valuable aspect. The second most commonly selected aspect valuable to both the University and the academic program was "establishment of formal or informal local/regional communities, networks, and

collaborations" (11/17 respondents, 64.7%). Additional results can be seen in Table 1 below and in Appendix J.

When high school instructors were asked the question "Based on your experience as a dual credit high school instructor, indicate which of the items below represent the most valuable aspects of the Dual Credit High School Partnership Program to you as an instructor," the most frequently selected response (33/51 or 64.7 %) was "development of professional relationships and networks with teaching colleagues beyond my own high school." The second most valuable aspect identified (26/51 or 51%) was "overall professional development."

Thus, the survey data and anecdotal information suggests that the Dual Credit High School Partnership Program has an added purpose of providing reciprocal educational experience for both Stockton faculty liaisons and high school instructors to engage in a professional collaboration focused on teaching methodologies and pedagogy in the specific content areas of the dual credit courses.

Table 1: Stockton Faculty Liaisons Survey Results

*Most Valuable Aspects of the DCHSPP to the College and Program*

Most Commonly Selected Options: (Respondents could choose more than one)	Valuable Aspects to the University		Valuable Aspects to the Program	
	% selecting	Number (out of 17)	% selecting	Number (out of 17)
Development of professional relationships and networks with teaching colleagues beyond the College	82.4 %	14	76.5%	13
Establishment of formal or informal local/regional communities, networks, collaborations	64.7 %	11	64.7 %	11
Nurturing of high school students' general interest in higher education	58.8 %	10	47.1%	8
Student recruitment for the College	58.8 %	10	47.1%	8
Cost reduction of higher education	52.9 %	9	N/A	N/A

**V. Overview of the Stockton University Dual Credit High School Partnership Program (DCHSPP)**

Stockton University has participated in dual enrollment (dual credit) partnership arrangements with high schools since 2011. High school students are able to earn university credit by taking specific high school courses (sections). These courses are taught by high school instructors at the high school. All dual credit courses are aligned with the Stockton-equivalent course offerings through interactions between a Stockton faculty liaison and the high school instructor. The Stockton faculty mentors were initially called "liaisons" in the MOA, but in the current temporary MOA the language has been changed to "coaches" to distinguish between those two agreements.

Under the dual credit partnership agreements, high school students participating in the Dual Credit High School Partnership Program have two options.

- 1) Students may formally register for a dual credit course through Stockton at a discounted tuition rate of \$100/ credit. If the student earns a "C" or higher, the student will receive university credit for the course at the undergraduate level.
- 2) Students who take the dual credit course for high school credit only and earn a grade of "B" or higher will be exempt from taking that same course at Stockton if that course is a prerequisite for another course.

The DCHSPP provides an option for high school students to experience university-level course work and earn university credit while still in high school. However, the students have to elect to "enroll" for university credit by paying the reduced tuition. In most cases only a portion of the students in the high school course are receiving university credit (more details in Appendix B). In this document, reference to "enrolled" high school students means that those students have elected to take the dual credit course and pay the reduced tuition to Stockton University in order to earn university credit.

#### Participating High Schools (AY 2014-2015)

All dual credit courses are taught in the respective high schools where students are concurrently enrolled. For a high school student to enroll in a dual credit course, he or she must be enrolled in a specific high school course that is offered as dual credit. Only select courses at each high school are offered as dual credit enrollment courses.

In AY 2014-2015, Stockton had Memoranda of Agreement (MOA) for the Dual Credit High School Partnership Program with the following seventeen high schools:

1. Atlantic County Institute of Technology (Atlantic County)
2. Bergenfield HS/Bergen Technical School (Bergen County)
3. Cape May County Technical School (Cape May County)
4. Charter Tech High School for the Performing Arts (Atlantic County)
5. Egg Harbor Township High School (Atlantic County)
6. Greater Egg Harbor Regional School District (GEHRHSD) - Absegami High School (Atlantic County)
7. GEHRHSD - Cedar Creek High School (Atlantic County)
8. GEHRHSD - Oak Crest High School (Atlantic County)
9. Holy Spirit High School (Atlantic County)
10. Lower Cape May Regional High School (Cape May County)
11. Mainland Regional High School (Atlantic County)
12. Marine Academy of Science and Technology (Monmouth County)
13. Marine Academy of Technology and Environmental Science (MATES) (Ocean County)
14. Middlesex County Vocational and Technical Schools (Middlesex County)
15. Ocean City High School (Cape May County)
16. Southern Regional High School (Ocean County)
17. Vineland High School (Cumberland County)

#### Participating High Schools (AY 2015-2016)

For AY 2015-2016, MOA have been signed with the following fourteen high schools:

1. Atlantic County Institute of Technology (Atlantic County)
2. Charter Tech High School for the Performing Arts (Atlantic County) (for Spring 2016)

3. Egg Harbor Township High School (Atlantic County)
4. Greater Egg Harbor Regional School District (GEHRHSD) - Absegami High School (Atlantic County)
5. GEHRHSD - Cedar Creek High School (Atlantic County)
6. GEHRHSD - Oak Crest High School (Atlantic County)
7. Holy Spirit High School (Atlantic County)
8. Lower Cape May Regional High School (Cape May County)
9. Mainland Regional High School (Atlantic County)
10. Marine Academy of Technology and Environmental Science (MATES) (Ocean County)
11. Ocean City High School (Cape May County)
12. Southern Regional High School (Ocean County)
13. St. Augustine Preparatory School (Atlantic County)
14. Vineland High School (Cumberland County)

A MOA with Atlantic City High School (Atlantic County) has not yet been fully executed in time of the preparation for this report. Once executed, the total number of participating high schools for AY 2015-2016 would be fifteen. Four high schools that had a Dual Credit High School Partnership Program with Stockton University during the AY 2014-2015 are not participating in AY 2015-2016.

## **VI. Description of the Dual Credit Courses (AY 2012-2016)**

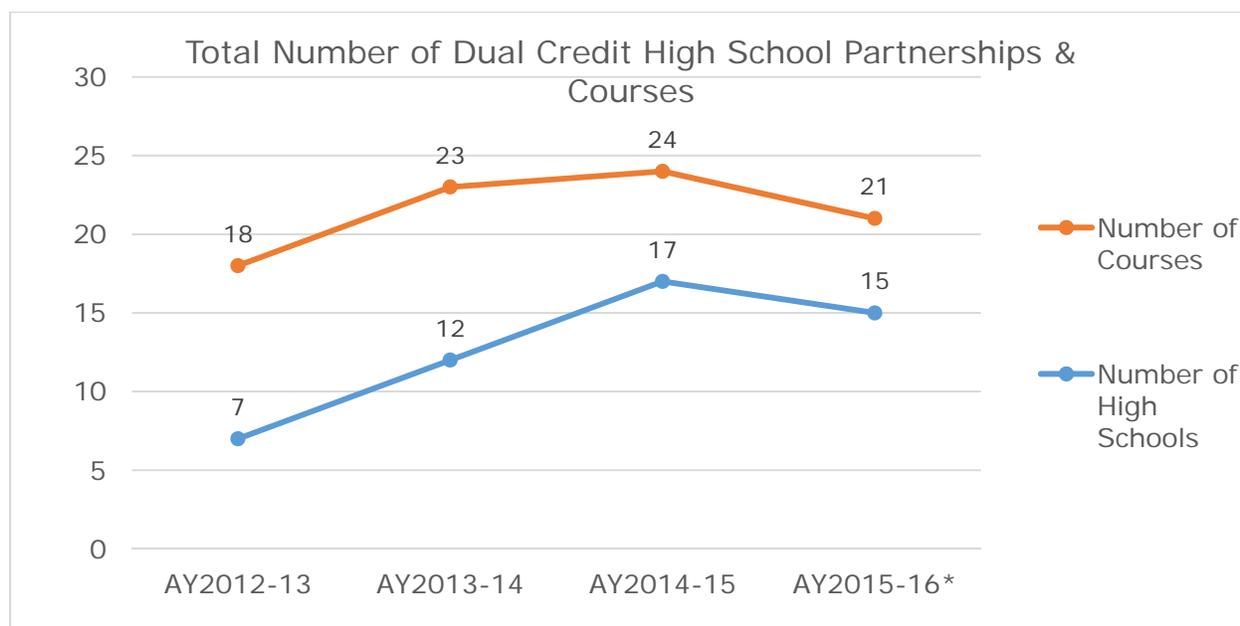
### Dual Credit Program Data Collection

The Office of the Provost collects and maintains aggregate data for the Dual Credit High School Partnership Program. The Office of the Registrar is responsible for all dual credit program related enrollment data. Academic schools at Stockton participating in the program, such as the School of Natural Sciences and Mathematics, maintain program-level data, including the credentials of high school dual credit teachers. Dual credit status is applied consistently throughout all Stockton academic programs.

### Course Information

Figure 1 shows number of high schools participating in the Dual Credit High School Partnership Program from AY 2012 through AY 2015. Note that the data for AY 2015-2016 is still preliminary as some MOA with the high schools are still being negotiated. Not all course sections have been set up, and the registration of interested students is incomplete. Focusing on the completed academic years (the first three years in Figure 1), there was an increase in the number of courses offered from AY 2012-2013 compared to AY 2013-2014, but then the number of courses remained relatively constant. The growth in the DCHSPP was due to the addition of new high schools into the partnership programs. The number of high schools grew from seven schools in AY 2012-2013 to seventeen schools in AY 2014-2015.

Figure 1: Total Number of Dual Credit HS Partnerships & Courses AY 12-13 to AY 15-16\*



\* Based in data as of December 1, 2015.

Dual Credit High School Partnership Program courses are offered four Stockton Schools: ARHU, GENS, NAMS, and SOBL.

- The School of Arts and Humanities (ARHU) offers language courses in French, Latin, Spanish, and German.
- The School of General Studies (GENS) offers courses in Film and Video production as well as Holocaust and Genocide Studies.
- The School of Natural Sciences and Mathematics (NAMS) offers courses in Biology, Environmental Studies, Ecology, Oceanography, Pre-Calculus, Calculus, Physics, and Sustainability.
- The School of Social and Behavioral Sciences (SOBL) offers a course in Criminal Justice.

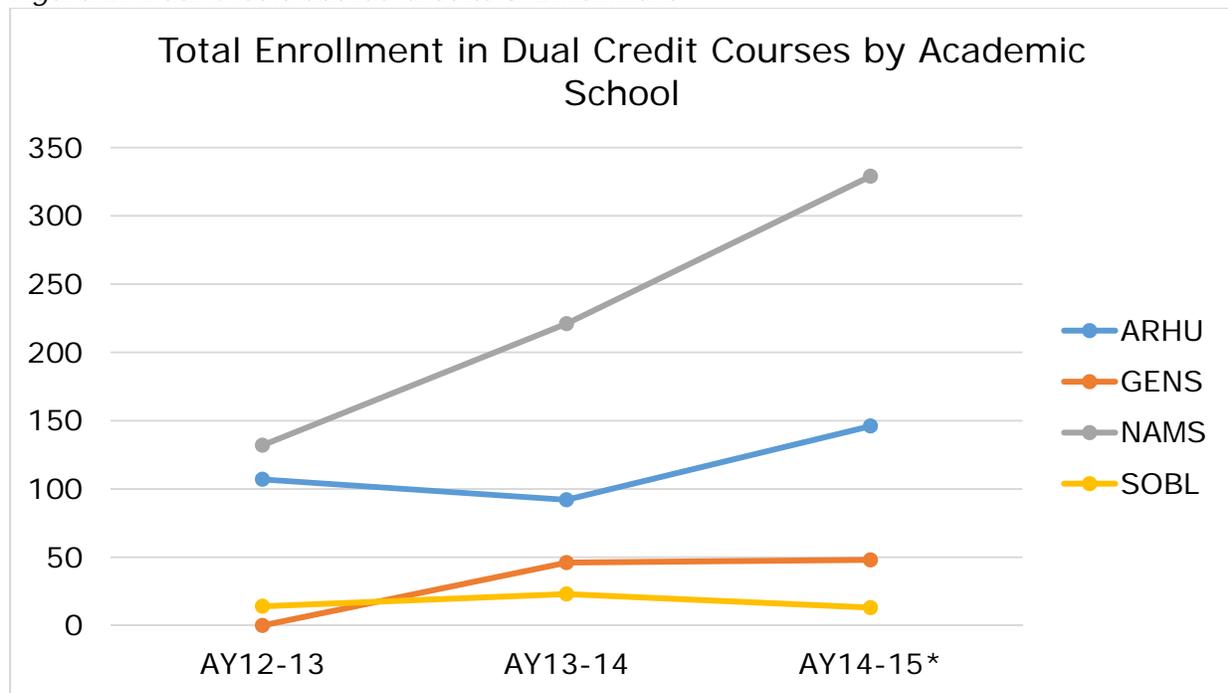
Figure 2 displays the total enrollments in dual credit courses by academic schools from AY 2012-2013 to AY 2014-2015.

It is important to note that the total course enrollments are not a unique headcount, as students who enrolled in multiple dual credit courses will appear in the total count multiple times.

The instructional method of all dual credit courses is lecture. Science courses may require accompanying laboratories. No courses are offered as online courses.

Figure 2 shows that total enrollments more than doubled from AY 2012-2013 to AY 2014-2015. This is due to the increase in participating high schools, as shown in Figure 1.

Figure 2: Dual Credit Course Credits & Enrollment



Dual Credit Course Enrollment for AY2012-13 to AY 2014-15			
School	Academic Year Enrollment		
	AY12-13	AY13-14	AY14-15
ARHU	107	92	146
GENS	0	46	48
NAMS	132	221	329
SOBL	14	23	13
Total	253	382	536

Table 2 shows the complete list of courses offered as dual credit in AY 2012-2015. The credits earned for these courses are the same as if the course was taken on the campus of Stockton University. They are considered equivalent courses.

The total number of students who elected to pay the discounted tuition and enroll for Stockton University credit is indicated for each course.

The courses are sorted by the total enrollment for AY 2014-2015. Thus the highest enrollments are in MATH 1100 Precalculus Mathematics (148/536 enrolled). The top four courses (MATH 1100, LANG 1240, ENVL 1100, MARS 2202) account for 55.8 % of the total enrollment in dual credit courses offered by Stockton University.

Appendix B presents all AY 2014-2015 dual credit program enrollments by section. Each dual credit course has many different sections because a section must be created at each high school for each class and teacher offering the course.

Table 2: Dual Credit Enrollments and Credits for AY 2012-2013 to 2014-2015

Dual Credit Course Credits & Enrollment for AY2012-13 to AY 2014-15						
Subject Code	Course Number	Stockton Course Title	Credits	Academic Year Enrollment		
				AY 12-13	AY 13-14	AY 14-15
MATH	1100	PRECALCULUS MATHEMATICS	4	63	132	148
LANG	1240	BEGINNING SPANISH I	4	37	17	57
ENVL	1100	INTRO TO ENVIRONMENTAL STUDIES	4	8	12	51
MARS	2202	INTRODUCTION TO OCEANOGRAPHY	4	26	29	43
MATH	2215	CALCULUS I	5	17	8	33
BIOL	1200/1205	CELLS AND MOLECULES/LAB	5	16	34	31
GSS	1232	HOLOCAUST/GENOCIDE/HUMAN RIGHT	4		24	29
LANG	1241	BEGINNING SPANISH II	4	11	16	27
GAH	1226	TECH OF FILM AND VIDEO PROD	4		22	19
LANG	1220	BEGINNING LATIN I	4	15	19	16
SUST	1100	INTRODUCTION TO SUSTAINABILITY	4			16
CRIM	1100	INTRO TO CRIM. JUSTICE SYSTEM	4	14	23	13
LANG	1221	BEGINNING LATIN II	4	12	10	13
LANG	1230	BEGINNING FRENCH I	4	13	3	11
LANG	1250	GERMAN LANGUAGE AND CULTURE I	4	6	11	9
LANG	2240	INTERMEDIATE SPANISH I	4	4	6	6
ENVL	2200/2205	ECOLOGICAL PRINCIPLES/LAB	5	2	3	5
LANG	1251	GERMAN LANG AND CULTURE II	4	6	2	4
LANG	1231	BEGINNING FRENCH II	4	3	8	3
MATH	2216	CALCULUS II	5		3	1
PHYS	2110/2115	PHYSICS FOR LIFE SCIENCES I/LAB	5			1
Total Course Enrollment				253	382	536

## Course Design

Stockton academic programs approve the courses that are eligible for dual credit enrollment. The same academic programs nominate faculty liaisons to work with high school teachers on University-to-high-school course alignment. The academic program evaluates the viability and credentials of high school teachers to determine whether a University course can be offered for dual credit within specific high school classrooms.

The Task Force surveyed Stockton faculty liaisons during the spring 2105 term using an online, anonymous, web-based instrument. The survey sought feedback from liaisons regarding the liaisons' perception of the quality of the dual credit course compared to the Stockton equivalent course. Fourteen of 18 (77.8%) liaisons felt the overall quality of dual credit courses was "on par" with the Stockton (on campus) equivalent course. Two of eighteen liaisons indicated they felt their dual credit courses were above the Stockton-equivalent course. Follow-up comments (on this question) provided by liaisons also suggested that the high school courses' increased instructional time often allows course instructors to cover more and/or more complex material.

When asked about the value of the dual credit courses for high school students, 14 of 17 liaisons believed the overall quality of dual credit courses (for students) either matched (n=11) or exceeded (n=3) Stockton-equivalent courses. (See survey data in Appendix J.)

## Relationship between Dual Credit Courses & AP Classes

There is a complex relationship between the dual credit courses and Advanced Placement (AP) courses, which can also confer university credit on the basis of a particular score earned on the AP exam. The credit earned on the AP exam for a particular score differs from program to program (see list of AP scores and credits earned at Stockton University in Appendix L).

There are some dual credit courses for which there is no corresponding AP exam: for example, CRIM 1100, MATH 1100 Precalculus, MARS 2202, ENVL 2200/2205, SUST 1100, LANG Beginning I (Spanish, French, Latin), LANG Beginning II (Spanish, French, Latin), GAH 1226, GSS 1232. Thus, there is no overlap in these content areas.

There are AP exams that Stockton accepts for credit for which there is no corresponding dual credit course: for example, AP History, AP Psychology, AP English Language and Composition.

For some courses, primarily in the sciences, the high schools have requested that AP classes be included in dual credit high school course offerings. This has a benefit of targeting high achieving students for the dual credit courses and gives those students another option for receiving university credit. Students enrolled in an AP class, which also has a dual credit component, can elect to concurrently enroll for university credit. The dual credit student in an AP class earns university credit upon successful completion of the course, according to Stockton's grading standards. Students who enroll in the Stockton dual credit course by paying the reduced tuition may choose not to take the AP exam since they will have earned university credit through dual enrollment.

However, the advantage of taking the AP exam depends both on the particular course and the score earned on the AP exam. In Biology, for example, a student who earns a 5 on the AP exam can actually earn more credit via the AP exam (at a lower cost) than via the dual

credit enrollment (see Table 3 below). However, a score of 3 for the Biology AP exam would earn no university credit. Thus students who don't perform well on standardized exams might elect to earn the credit through a dual credit enrollment. High school students will be awarded university credit as long as they earn a "C" or higher in the dual credit high school course and pay the reduced tuition.

Other cases are more straightforward. For example, in ENVL 1100 the credit earned via the dual credit arrangement is equivalent to that earned via the AP exam, and a score of 3, 4, or 5 will earn university credit. Table 3 illustrates some of the complexity in the choices available to students deciding whether to earn credit through AP exams or dual credit enrollment options.

The dual credit arrangement provides an alternate path for students to earn university credit that may be related to or independent of the AP exam.

Some of the changes that were made in the dual credit offerings for AY 2015-2016 included removing some joint AP/dual credit offerings (including AP courses for Spanish, Physics and some sections of Biology) from the agreements with high schools, since those courses offer a credit-bearing option for students, whether they are designated as dual credit or not.

*Table 3: AP Credit by Exam for Dual Credit AP/Dual Credit Course*

High School Course	Dual Credit College Course	AP Exam Score	Stockton Credit	Course
AP Environmental Science	ENVL 1100	3, 4, 5	4	ENVL 1100
AP Biology	BIOL 1200/1205 Cells & Molecules	4	5	BIOL Elective
AP Biology		5	10	BIOL 1200/1205, BIOL1400/1405
AP Calculus AB	MATH 2215	4, 5	5	MATH 2215
AP Calculus BC*	MATH 2216	4, 5	10	MATH 2215, 2216
Physics	PHYS 2110/15 Physics for Life Science and laboratory			
AP Physics B		3, 4, 5	10	PHYS 2110/15 PHYS 2120/25
AP Physics C*		3, 4, 5	12	PHYS 2220/25 PHYS 2230/35
AP Spanish	LANG 2240 Intermediate Spanish II	3	4	LANG 1240

\*high school courses where AP credit is not offered in local high school districts. However, students from other districts that offer these courses can earn credit via AP exam.

### Earning Credit

The high school teacher grading policies, as articulated in course syllabi and under the supervision of faculty liaisons, determine the awarding of university credit within a dual credit course. As per the Memorandum of Agreement, a student is required to earn a minimum grade of C in order to earn university credit.

There are currently no limit to the number of credits that can be earned via a combination of dual credit enrollment and Advanced Placement. While it is unusual for a student to earn more than 32 credits via these different programs, it is possible. Moreover, the recent changes in the NJ legislation mandates that public schools accept all dual enrollment credits earned at other public institutions.

### Future Partnerships

More area high schools have approached the University to inquire about participation in Stockton University's Dual Credit High School Partnership Program, but Stockton is somewhat limited in the courses that can be offered because of the restrictions on the number of high school instructors a liaison (coach) can work with as outlined in the MOA between the University and the SFT (Appendix M, N) and the number of dual enrollment courses that each liaison (coach) may work on and still employ best practices. Moreover, the offering of dual credit courses must be approved by the Stockton academic programs offering the courses (by a two-thirds vote recorded in the program minutes). Only a few of Stockton's academic programs have chosen to offer dual credit courses. Below we highlight a few of the programs currently participating in the Dual Credit High School Partnership Program.

## **VII. Program Case Studies**

### ARHU (Languages)

In ARHU all of the dual credit courses are offered by the Languages and Cultural Studies (LCST) program. For AY 2014-2015, 16.7% of the total dual credit enrollments was due to enrollment in Beginning or Intermediate Spanish courses. In the past, the traditional practice for incoming students, either as freshman or as transfer students, has been to repeat course work in basic language instruction. For example, if a student has already completed three or more years of high school language acquisition courses in a specific target language, there ideally should be no need for that student to register in basic language instruction at the university level. With the dual credit program in place, high school students who have accrued not only considerable classroom instruction time, but novice or intermediate competency in a specific language can aspire to begin college work at a much higher level. The pedagogical approach is to promote higher student placement in challenging, integrated language instruction. The misguided perception that college-level courses in basic Spanish or French, to name just two of the most popular languages studied, are inferior to basic language instruction in the area high schools is a fallacy.

Some of the neighboring high schools have very vibrant language programs. The World Languages Department of Southern Regional High School, for example, consistently take students to Canada, France, Spain, Italy, Germany and Japan. There are over 100 students who, year after year, consistently study Latin I, II, III and IV. They run exchange programs

with sister schools in Germany and Japan, promoting home stays for a solid immersion, cross-cultural experience.

When highly motivated students arrive at Stockton to register for language classes, they should bypass novice-level language instruction. One way to accomplish this is by awarding dual credit to those students who have not only practiced but travelled or participated in exchange programs abroad even before college.

For the past three years, reciprocal class visitations from liaisons and their students have been met with great enthusiasm. Prof. Javier Sánchez regularly hosts liaisons from participating aspiring participating dual credit area high schools from Ocean even Lower Cape May counties. They coordinate class trips to Stockton for select high school students at the 3000-coursework level. Last year, Prof. Cordero-Román hosted the Honors and AP liaisons from Absegami High School in a 4000-level Hispanic Essay Seminar. The exchange and continuous collaborative efforts have led us to hire the most highly qualified and experienced World Language adjuncts. LCST now hosts an annual Latin Day for all the local high schools, their teachers and students.

Many colleges and universities during these challenging, recessionary times are hard pressed to enhance language study. In contrast, Stockton University is enriching its language and cultural studies by establishing partnerships with highly successful high school language programs in our region and providing additional opportunities for high school and university students to develop global awareness. The partnerships benefit high school students, Stockton faculty, the LCST Program, and enhance the reputation of the University.

#### NAMS (Mathematics)

Most dual credit courses provided by NAMS programs are introductory courses in the discipline, with the highest enrollments being in Precalculus Mathematics (27.6 % of AY 2014-2015 dual credit enrollment). The Mathematics program also offers courses in Calculus I and Calculus II. The MATH program faculty work closely in mentoring high school instructors. The interactions include direct observation of high school instruction at the high schools, discussion of pedagogical approaches, and professional development sessions for high school instructors that are held at Stockton. The interactions are mutually beneficial for Stockton faculty, high school instructors, and students. The partnership between the Stockton MATH program and local high schools has driven significant scholarship for the Stockton faculty and has resulted in at least two journal publications and five conference presentations.

Math Mayhem, a mathematics competition for the regional high schools, is another direct achievement of the dual credit program. It started with all dual credit partner schools and extended to schools throughout the Atlantic, Ocean, Cape May, and Cumberland County. This competition event places Stockton among the leading institutions in providing educational community engagement.

#### NAMS (Marine Science)

Compared to broader dual credit offerings through MATH and LCST, Oceanography might initially seem like a niche offering. However, the Stockton Marine Science program (MARS) has benefitted from multiple connections with dual credit high school partners that specialize in Marine Science. In particular, MATES (Marine Academy of Technology & Environmental Sciences, Manahawkin, NJ) specializes in Marine and Environmental Science-

related themes. Two MARS adjunct faculty members (John Wnek, David Werner) both teach dual credit sections of Oceanography (MARS 2202) at MATES as well as their own G-courses at the Stockton Manahawkin site. This synergy provides a wonderful additional bridge between the high school and university experience for MATES students. MAST (Marine Academy of Science & Technology, Sandy Hook, NJ), a newer addition to the dual credit program, focuses on Marine Science and Marine Technology/Engineering and similarly offers a dual credit section of MARS 2202. Based on recent data from dual credit high school students that eventually enrolled at Stockton, 7% of dual credit students who persisted at Stockton (based on AY 2012-AY 2015 data) took Oceanography through either MATES or Egg Harbor Township High School (EHTHS). The latter school does not specialize in Marine Science per se, but features a faculty member (Jana Hellwege) who graduated with a MARS degree from Stockton. Although not as broadly applicable as MATH or LCST to most high school students, the dual credit experience of MARS has been a largely positive one, given New Jersey's lengthy coastline and relatively high percentage of high schools that specialize or offer some type of Marine Science course experience.

### Holocaust Studies

Stockton University offers a dual credit course in Holocaust and Genocide Studies for high schools (GSS 1232 The Holocaust, Genocide and Human Rights). The high school course is based on two Stockton University courses: GSS 2240 The Holocaust and GAH 2114 Perspectives on Genocide. GSS 1232 is one of two G courses that are offered through the dual credit partnerships.

GSS 1232 was first offered in AY 2013-2014 at Vineland High School and Holy Spirit High School and dual credit partnerships for this course have continued to grow. GSS 1232 is being expanded to three additional schools (Atlantic County Institute of Technology, Egg Harbor Township High School, and St. Augustine's Prep) for AY 2015-2016. While the high school instructors elect to teach in their own styles, they are under the supervision of the university staff. The Director of the Holocaust and Genocide Dual Credit Consortium is responsible for overseeing the Dual Credit High School Partnership, providing mentoring for faculty and students. The director ensures a consistency in the course content of the sections, is responsible for providing common assessments, and offers a variety of opportunities to high school instructors and students drawing on Stockton's strength in Holocaust and Genocide Studies.

This is an example of a dual credit course in which a high percentage of the students in the course typically elect to enroll for Stockton credit (i.e. they pay the discounted tuition to Stockton).

The dual credit program is a benefit to all parties involved. Students may earn University credit and have access to University staff, resources, and opportunities not available on their own high school campuses. High school instructors are offered professional development opportunities, field trips, guest speakers, and the resources and expertise of the University. High schools are able to satisfy the Holocaust and Genocide curriculum mandate of the 1990s with the partnership and collaboration with Stockton University. For Stockton University, Dual Credit High School Partnership provides an opportunity for positive public relations and community outreach, as well as for potential recruitment of future students.

### **VIII. Qualifications & Mentoring of High School Instructors**

Courses are taught by qualified high school teachers working with a Stockton faculty liaison for each course.

The credentials and experience of high school instructors are reviewed by the Stockton academic school and the academic program, in a manner analogous to the process for hiring an adjunct faculty. For example, in ARHU, Languages and Culture Studies (LCST) faculty review credentials and conduct oral interviews with prospective dual credit high school teachers to determine whether or not their language proficiency levels meet LCST program standards for instruction in Beginning and Intermediate Language courses for which high school students will receive credit.

To support their instruction, high school instructors (and the enrolled students) have access to resources available via the Stockton portal, including the Blackboard course management system and access to articles via the Stockton University library holdings. High school instructors and students are not issued Stockton identification cards, but they can arrange to check out library materials by requesting community borrowing privileges.

#### Instructor Degrees and Qualifications

Figure 3 below provides a breakdown of AY 2014-2015 dual credit high school instructors' highest degrees earned. In Appendix C is a table listing all of the dual credit high school instructors, their Stockton University liaisons, their highest degree conferred, and their years teaching experience, when available. Some high school instructors teach more than one course in the dual credit program. For AY 2014-2015 there were seventy-two individual high school instructors. The majority--62.5 % of the 72 high school instructors--have advanced degrees or graduate credits.

The minimum qualification to be an adjunct at Stockton is a Master's degree in most cases. Stockton program faculty evaluate not just the credentials of the high school instructor but also the instructor's effectiveness in the classroom by peer observation.

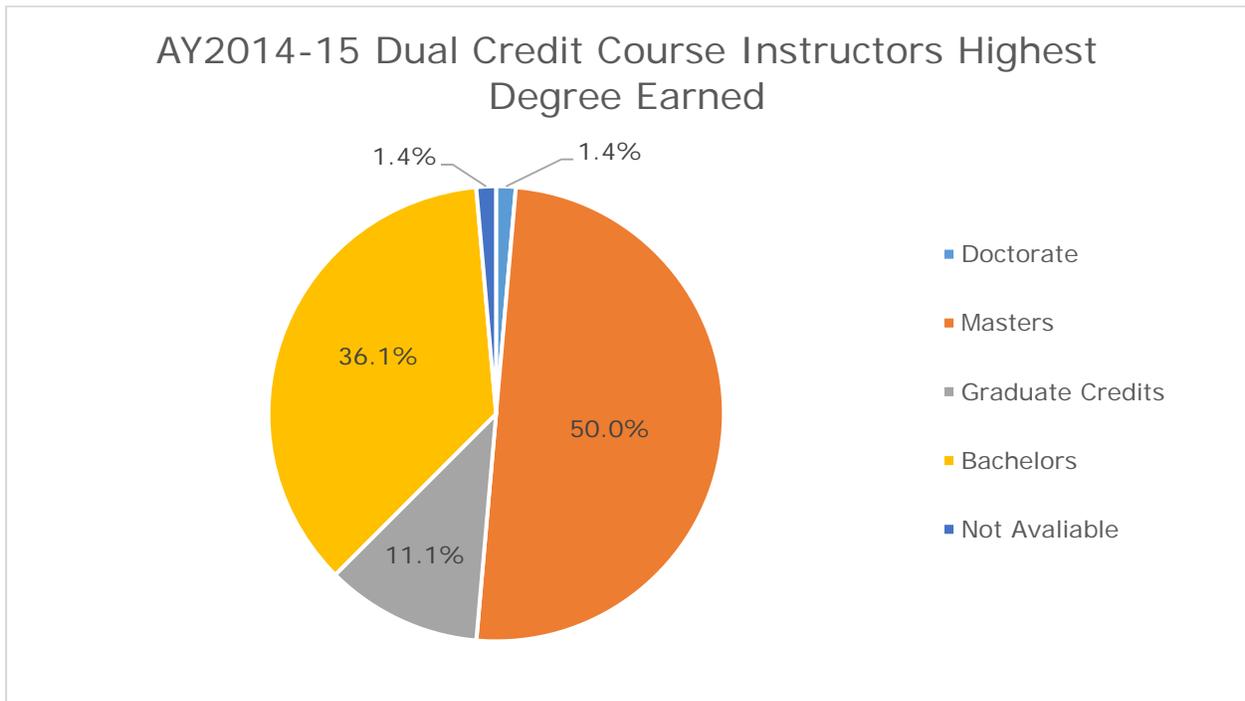
For LCST language competency, ARHU faculty members evaluate not just the credentials of the high school instructors but also language proficiency prior to offering dual credit course for each high school instructor. There have been cases where a high school instructor with an advanced (Master's) degree did not meet the American Council of the Teaching of Foreign Languages (ACTFL) Mid-Advanced Level Oral Proficiency minimum standard. The LCST program demands this standard of all instructors for Beginning and Intermediate level courses in the target language. Thus a high school instructor may be determined to be unqualified to teach in the dual credit course despite the advanced degree. Conversely, there may be a high school instructor who demonstrates Middle Advanced level oral proficiencies in the target language but lacks an advanced degree.

It is extremely important that these professional qualifications be evaluated by LCST program faculty. If instruction is to occur in languages other than English, it is most desirable that LCST faculty determine who is qualified to teach, independent of the stereotypical institutional guidelines that require that only those with an advanced degree are the most qualified to teach. All academic program faculty, along with deans and assistant deans, should collaborate to ensure that only the most highly experienced, qualified adjuncts be active co-participants in the dual credit initiative.

The MATH faculty in NAMS also evaluate each high school instructor in a peer observation to assess classroom pedagogy and classroom effectiveness prior to entering into the dual credit partnership.

On the Dual Credit Task Force survey of Stockton faculty liaisons regarding the liaisons' perception of the quality of instruction by high school instructors, 13 of 18 liaisons felt the overall quality of dual credit instruction was on par with Stockton instructional quality. One out of 18 felt the quality of dual credit instruction was below the Stockton bar, while 1 of 18 felt it was above. Three of 18 indicated they lacked enough information to render a judgment (Appendix J).

Figure 3: Dual Credit Course High School Instructors Highest Degree Earned



<b>AY 2014-15 Dual Credit Course Instructors Highest Degree Earned</b>		
<b>Degree</b>	<b>Number</b>	<b>Percent</b>
Bachelors	26	36.1%
Graduate Credits	8	11.1%
Masters	36	50.0%
Doctorate	1	1.4%
Not Available	1	1.4%
Total	72	

Many of the dual credit high school instructors have ties to Stockton University. About one-third of the high school instructors in AY 2014-2015 (25/72) have an undergraduate degree from Stockton. Eleven percent (8/72) of the high school instructors have a graduate degree from Stockton. Two of the 72 (3%) high school instructors in AY 2014-2015 were enrolled in graduate programs at Stockton in Spring 2015.

### Training and Mentoring of High School Instructors by Stockton Faculty Liaisons

In ARHU, Languages and Culture Studies faculty conduct workshops in advance of the academic year for participating high school faculty and establish the terms of a dialogue going forward. Liaisons continue to work with high school faculty, reviewing syllabi, conducting observations, corresponding with faculty and inviting them to observe Stockton language courses.

As of late, participating high school faculty have taken full advantage of all that the LCST Program offers via institutional, interdisciplinary and collaborative efforts. When Prof. Gorica Majstorovic puts on a play in Dante Hall in Atlantic City, many dual credit educators attend with family and friends. When Prof. Katherine Panagakos advertises Latin Day in the community, it is well attended not just by Stockton students but by world language educators and their students. Cultural events, day trips to New York and even museum visits are becoming common expectations of LCST faculty.

In NAMS, faculty work on a one-on-one basis with first-time high school teachers assigned to dual credit classes. In addition, Biology, Environmental Science, Mathematics, and Marine Science faculty serving as liaisons have developed and offered workshops for the participating high school teachers.

In GENS Media and Production, the teachers come together for colloquia twice a year, and the liaison stays in constant contact with them, visiting each classroom and creating collaborative projects among them.

### Time Commitment for Stockton Faculty Liaison Work

The amount of time required for the liaison work can be affected by the number of courses that a faculty member is liaison for, the number of high school instructors, and whether or not the liaison is working for the first time or has an ongoing mentoring relationship with the instructor.

The Task Force surveyed Stockton faculty liaisons during the spring 2105 term, using an online, anonymous, web-based instrument. 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 dual credit classrooms and instructors. (Complete survey results appear in Appendices J and K.)

The nature of the dual credit liaison experience of those who responded to the survey (19) was varied. The survey asked liaisons whether they had: liaised for a *single* dual credit course in a *single* high school academic period (n=6); liaised for a *single* dual credit course in *multiple* high school academic periods (n=7); liaised for two or more different dual credit courses, each in single academic periods (n=2); or liaised for two or more different dual credit courses in multiple academic periods (n=3).

One question asked the liaison to approximate the number of hours spent on average working as a liaison. The question specified that 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.

In general, a large majority of respondents—regardless of the nature of their dual credit experiences—indicated they spent 0-1 hours per week (on average) working as a liaison.

While there was more variation regarding the number of hours liaisons spent observing dual credit 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.

## **IX. Nature of Students Taking Such Courses**

### Student Characteristics

Students who choose to enroll in high school classes, which are offered as dual credit enrollment, are eligible to concurrently enroll at Stockton University to earn university credit. For some courses (Calculus, Biology, and Physics) the high school class associated with dual credit is a high school Advance Placement course or an Honors course. High achieving college bound high school students are directed into these more rigorous courses at the suggestion of their guidance counselors.

Student enrollment in the high school course associated with the dual credit partnership is the minimum qualification for participation in the dual credit program. High school administrators work with students on high school course registration and confirm eligibility to enroll in courses that have a dual credit component. Stockton's Registrar staff sends a dual credit enrollment roster to high school administrators each term to confirm students' eligibility to participate in the dual credit program.

When Stockton Faculty liaisons were questioned, on the Dual Credit Task Force survey, regarding the liaisons' perceptions of the student quality 9 of 17 liaisons believed the quality of dual credit students either matched or exceeded Stockton students (specifically, those that normally would take the equivalent Stockton course) (Appendix J).

### Dual Credit Students Matriculating at Stockton

Students who choose to apply for admission to Stockton must meet the University's regular admission standards. For those students interested in science or mathematics, a minimum math SAT score of 550 or ACT score of 24 or the completion of Precalculus is required.

In AY 2012-2013, 241 high school students were enrolled in at least one dual credit course with Stockton. In Fall 2013, 17 of the 241 high school students were matriculated students at Stockton, and, by Fall 2014, 29 were matriculated students.

In AY 2013-2014, 346 high school students were enrolled in at least one dual credit course with Stockton. In Fall 2014, 26 of the 346 high school students were matriculated students at Stockton.

From AY 2012-2013 through AY 2014-2015, a total of 872 high school students have participated in the Dual Credit High School Partnership Program; 107 of those have subsequently matriculated at Stockton (12.3 %). The complete compiled data on these 107 students is provided in Appendix I.

A comparison of the persistent data (AY 2012-2013 through AY 2014-2015) for each of the regional participating high schools is shown in Table 4 below. Southern Regional High School has the largest number of participants (212) with 9.9% persistence. Comparable numbers of Dual Credit High School Partnership Program participants matriculate at Stockton from

Cedar Creek, Absegami, and Holy Spirit High School, and all three of these high schools have above average rates of persistence (14.8, 21.3 and 19.5 %, respectively).

The average combined SAT scores for the students who have participated in the Dual Credit High School Partnership Program and later matriculate at Stockton (1102) is comparable to the average combined SAT scores for first-time admitted freshmen (1111 for Fall 2014).

*Table 4: Dual Credit High School Students Matriculating at Stockton AY 2012-13 thru AY 2014-2015*

High School	Number Participated	Number Persisted	Percent Persisted
ACIT	60	6	10.0%
Absegami	80	17	21.3%
Cedar Creek	128	19	14.8%
Egg Harbor Township	69	9	13.0%
Holy Spirit	87	17	19.5%
MATES	92	8	8.7%
Mainland	28	2	7.1%
Ocean City	47	2	4.3%
Oakcrest	62	4	6.5%
Southern Regional	212	21	9.9%
Vineland	7	2	28.6%
Total	872	107	12.3%

### Student Course Success

Grade distributions for the dual credit courses were compared to the same courses offered at Stockton University for both the AY 2012-2013 and AY 2014-2015. This data was discussed by the Task Force, but no conclusions were drawn.

Appendix E contains the grade distribution for dual credit courses in AY 2012-2013, and Appendix F presents the grade distribution at the University for the same courses taught in Fall 2012 and Spring 2013.

Appendix G contains the grade distribution for dual credit courses in AY 2014-2015, and Appendix H presents the grade distribution at the University for the same courses taught in Fall 2013 and Spring 2014.

## **X. Budget Implications**

Appendix D shows an analysis of the revenue and expenses of the Dual Credit High School Partnership Program for fiscal year 2015. Revenue is received from students in the courses who elect to pay the discounted tuition. The students who elect to pay the discounted tuition are indicated in the section enrollment column in Appendix B. Note that not all students in a dual credit designated high school class are enrolled for Stockton University

credit. Of the 2,735 high school students enrolled in dual credit eligible courses in AY 2014-2015, 20% (536) were officially enrolled in a Stockton section (Appendix B).

The expenses for the partnerships include payments to liaisons as well as payments to administrators assigned to Dual Credit High School Partnership Program. In most cases liaisons receive payment over the full academic year because most dual credit courses are offered at the high school as full year courses (both fall and spring). In other cases the high school teaches the course on a block term basis and so the liaison payments occur in a single term.

Academic schools have been reimbursed annually for the faculty liaison-related expenditures, including summer enrichment programs with high school instructors (ARHU non-salary expenditures). There are no "revenue sharing" provisions with the academic programs that offer dual credit courses.

Administrators assigned to the Dual Credit High School Partnership Program include the Assistant to the Provost, Assistant Registrar, and a professional staff member from Academic Affairs. All perform different functions to administer the program. The primary functions include executing dual credit partnership agreements with high schools, facilitating students' dual credit application and registration process as well as data entry/activation within Internet Native Banner for online web services.

High school students who elect to pay the \$100 discounted tuition per credit for the dual credit course, which is paid directly to Stockton University, are "enrolled" at Stockton as non-matriculated students. Students at all high schools pay the same amount.

The New Jersey legislation P.L.2014 c.74 (Assembly Bill 3338) includes a provision that "an eligible student is not excluded from participation because of an inability to pay." Thus, high school students who are academically prepared for the dual credit courses and wish to participate, but who are not able to pay based on their eligibility for free and reduced lunch programs, will have their tuition waived. This requirement, new for AY 2015-2016, is not reflected in the budget presented in Appendix D but will impact future budgetary considerations.

The balance sheet for the Dual Credit High School Partnership Program for AY 2014-2015 shows an overall net loss of \$29,444. An increase in the percentage of students enrolled in dual credit courses can shift this balance. For AY 2014-2015 there were some payments made to Stockton faculty liaisons for dual credit courses that ultimately had no high school students enrolled as Stockton non-matriculated students. The AY 2014-2015 budget demonstrates that the Dual Credit High School Partnership Program is not a money-making venture for the University and highlights the need for budget projections in the planning process for the program in the future.

For AY 2015-2016, a budget projection was generated. At the beginning of the academic year, school deans met with participating programs to determine ways of meeting the predicted budgetary limitations.

## **XI. Information on University, School, & Program Policies & Actions**

### Establishment of Dual Credit Partnerships

The initial Dual Credit High School Partnership Program has grown and developed since its initial pilot in Fall 2011. It has taken a substantial investment of faculty's and administrators' time to establish this meaningful, successful, collaborative high school outreach program with area schools in different districts and across several academic schools and programs at Stockton.

There are no school or program mandates or commitments to provide dual credit high school courses. The decisions to enter into the Dual Credit High School Partnership Program have been at the discretion of the Stockton academic program faculty offering the dual credit courses. Some programs and/or courses may not translate into dual credit partnership for reasons ranging from fundamental differences in goals and content between high school and university curricula to the effect that populations of various ages and experience have on the structure and content of particular courses at the University.

For example, among ARHU programs, languages, performing arts, and visual arts—which rely on very specific sorts of proficiencies—make better candidates for dual credit arrangements than literature and history, where a wider variation in content, skills, and approaches operate at the high school and University levels.

In contrast, in NAMS all programs, except for Chemistry, have offered at least one introductory course as part of the Dual Credit High School Partnership Program. Chemistry has opted out, due the American Chemical Society accreditation standards for instructors and concerns about whether the laboratory facilities at the high schools would have the appropriate equipment and meet the necessary safety standards for the handling of materials used in Stockton's laboratories.

New Jersey legislation, P.L.2014 c.74 mandates that the University offer at least one dual enrollment course to high school students.

The policies and practices for programs entering into dual credit partnerships are determined by the program faculty, so that the arrangements are effective for their disciplines. However, in comparing the successful Dual Credit High School Partnerships in LCST and MATH, two very different disciplines, it is clear that some common best practices have emerged. There is some value in sharing these best practices with new programs initiating Dual Credit High School Partnership Programs and in facilitating information sharing about the DCHSPP between liaisons in different programs.

#### Evaluation of Existing Partnerships

On the Dual Credit Task Force survey of Stockton faculty liaisons (Appendix J), there were a few responses from Stockton faculty liaisons who were unsatisfied or deeply unsatisfied with the overall liaison experience (1) and/or unsatisfied or deeply unsatisfied with the communication/interactions with the high school instructors (3). Similarly there were a few high school instructors who were unsatisfied or deeply unsatisfied with the communication/interactions with the Stockton faculty liaison. There were also interesting comments offered on the final question of the survey inquiring if there were "any additional comments that you feel would provide useful information to the Task Force." While this survey was designed to be anonymous, these responses about dissatisfaction and the willingness to provide helpful feedback highlight the need for a periodic evaluation of the programs for continued improvement or termination when appropriate.

### Advertisement of the Dual Credit Program

The Memorandum of Agreement with each of the high schools includes the provision that the high schools are responsible for advertising the Dual Credit High School Partnership Program to their students and families. Stockton University also provides an informational brochure and course descriptions for high schools to use. Also, in 2014, high schools invited Stockton representatives (faculty, deans and staff) to participate in dual credit open houses and student plenary sessions to talk about the dual credit program and the enrollment process.

### Policies

The current Dual Credit High School Partnership Program's Memorandum of Agreement states that all University policies apply to high school students enrolled in the program. High school students register for dual credit as "non-matriculated" students and agree to the same in the electronic registration process.

## **XII. Comparison to Dual Credit programs at other Colleges/Universities**

While the Task Force did not seek information directly from other colleges and universities about their dual credit programs, we obtained a comparison document prepared by the Association of State College and Universities ([www.njascu.org](http://www.njascu.org)) in September 18, 2014 for the testimony related to the NJ Assembly bill no. 2817 regarding dual credit programs (Appendix O).

Among the New Jersey State colleges and universities, a variety of structures are in place to offer dual enrollment programs with high schools. The Stockton model of offering college-level courses at high schools is shared by other colleges and universities, including Kean University, New Jersey City University, and Rowan University (offering online courses). In addition we are aware that [Fairleigh Dickinson University](#) has a large dual enrollment program (Middle College Program) with over 100 secondary schools, enrolling thousands of high school honors students. Syracuse University Project Advance ([SUPA](#)) also offers courses to New Jersey high school students in northern New Jersey.