

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.

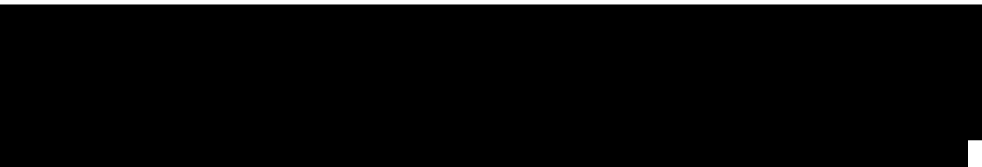
Appendix B: Dual Credit Courses Section Enrollment for AY 2104-15

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%
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%	

			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%
			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%
MATH	PRECALCULUS MATHEMATICS	1100	66	58	4	7%

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%



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
				1	Matthew Oster	MA
	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)
				1	Charles Lockwood	BA
GAH	TECH OF FILM AND VIDEO PROD	1226	Steele			

| 1
1

| Steven Schaffer
Zachary Mack

| BA
BA

				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
				1	Christopher Callahan	MA
SUST	INTRODUCTION TO SUSTAINABILITY	1100	Hossay	1	Leah Ducey	BS
				1	Michael	

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

-1.2096 TD59 Tc..46 447.96 Tm-*728,125

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

			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
CELLS AND MOLECULES	BIOL	1200	4	25%	2	13%	2	13%	4	25%			1	6%			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%			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

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

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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	MATH 2215
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	
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	EHTHS	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					

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 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 CSE. 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 experiences—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 email) 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. Two of 18 liaisons indicated they felt their DC courses were above the equivalent course. Follow-up comments on this question provided by 4.7 liaisons (24.9%) indicated that 4.7 (24.9%) of 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) was equal to or above that of (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 DC course in a single high school academic period (n=6); liaised for a 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 DC 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".

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.

	Response Percent	Response Count
	5.3%	1
	26.3%	5
	36.8%	7
	10.5%	2
	15.8%	3
	0.0%	0
	5.3%	1
		19
		0

2. Indicate your specific role as a liaison in

	Response Percent	Response Count
	33.3%	6
	38.9%	7
	11.1%	2
	16.7%	3
		18
		1

	Response Percent	Response Count
	71.4%	5
	14.3%	1
	0.0%	0
	14.3%	1
		7
		12

	Response Percent	Response Count
	42.9%	3
	14.3%	1
	28.6%	2
	14.3%	1
		7

12

	Response Percent	Response Count
	71.4%	5
	0.0%	0
	0.0%	0
	28.6%	2
		7
		12

	Response Percent	Response Count
Less than 1 hour	42.9%	3
	28.6%	2
	0.0%	0
	28.6%	2
		7
	<i>skipped question</i>	12

	Response Percent	Response Count
	85.7%	6
	14.3%	1
	0.0%	0
	0.0%	0
		7
		12

Answer Options	Response Percent	Response Count
	42.9%	3
	42.9%	3
	14.3%	1
	0.0%	0
	<i>answered question</i>	7
		12

	Response Percent	Response Count
	50.0%	1
	0.0%	0
	0.0%	0
	50.0%	1
		2
		17

	Response Percent	Response Count
	50.0%	1
	0.0%	0
	50.0%	1
	0.0%	0
		2
		17

11. Indicate the approximate number of hours you spent working per week for the

	Response Percent	Response Count
3-4 hours	66.7%	2
	0.0%	0
	0.0%	0
	33.3%	1
		3
		16

	Response Percent	Response Count
	0.0%	0
	66.7%	2
	0.0%	0
	33.3%	1
		3
		16

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	Response Percent	Response Count
	66.7%	2
	33.3%	1
	0.0%	0
	0.0%	0
		3
		16

	Response Percent	Response Count
	33.3%	1
	0.0%	0
	33.3%	1
	33.3%	1
		3
		16

	Response Percent	Response Count
	0.0%	0
	0.0%	0
	77.8%	14
	11.1%	2
	0.0%	0
	11.1%	2
		18
		1

	Response Count
	5
	5
	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		

	3
	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. Stuc	

	Response Percent	Response Count
	0.0%	0
	0.0%	0
	64.7%	11
	11.8%	2
	5.9%	1
	17.6%	3
		17
		2

	Response Count
	2
	2
	17

Number	Response Date	Response Text	Categories
1	Mar 11, 2015		

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	sparking student interest and abilit	

	Response Percent	Response Count

	Response Percent	Response Count
	18.8%	3
	18.8%	3
	62.5%	10
		16
		3

	Response Percent	Response Count
	25.0%	4
	56.3%	9
	18.8%	3
		16
		3

	Response Count
	5
	5
	14

Number	Response Date	Response Text	Categories
1	Apr 1, 2015 8:16 PM	It has been a time consuming but	
2	Mar		

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

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

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

4

	Response Percent	Response Count
	13.5%	7
	28.8%	15
	69.2%	36
	7.7%	4
		52
		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	

- 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.

	Response Percent	Response Count
	0.0%	0
	1.9%	1
	69.2%	36
	19.2%	10
	9.6%	5
		52
		4

9. Based on your experience(s) as a DCHSPP instructor, how would you rate the overall

	Response Percent	Response Count
	0.0%	0
	1.9%	1
	59.6%	31
Above the standard course equivalent students	36.5%	19
	1.9%	1
		52
		4

	Response Percent	Response Count
	0.0%	0
	0.0%	0
	71.2%	37
	25.0%	13
	3.8%	2
		52
		4

	Response Count
	6
	6
	50

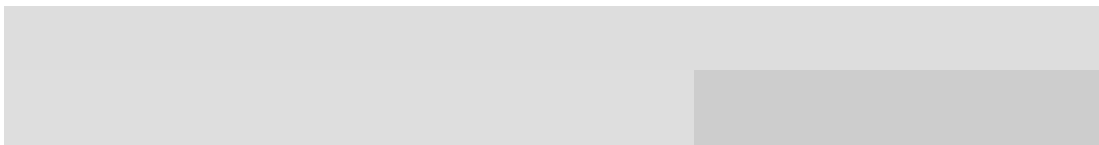
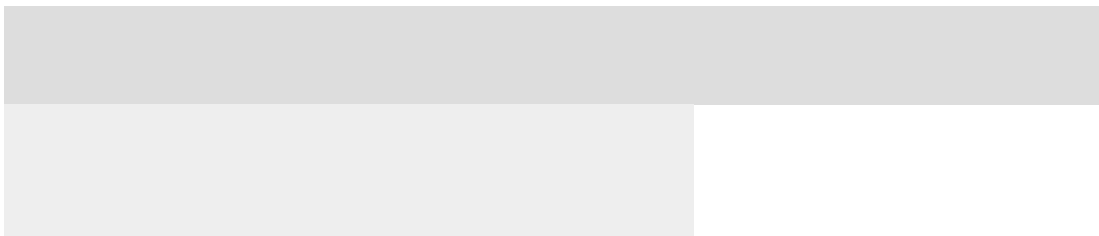
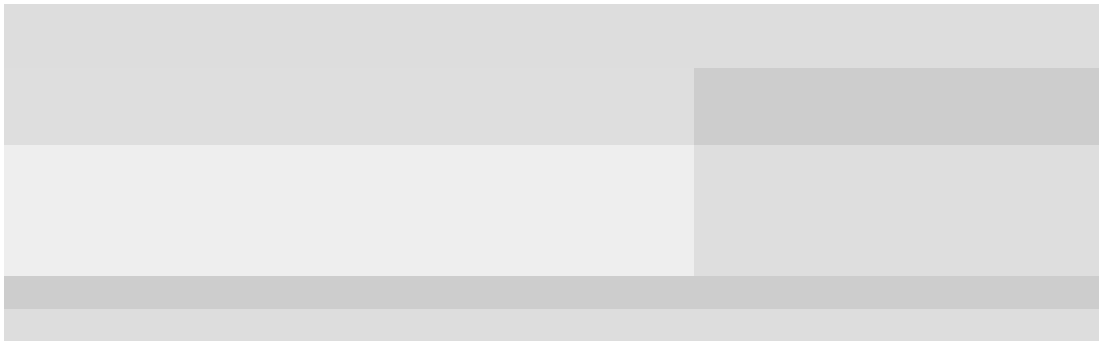
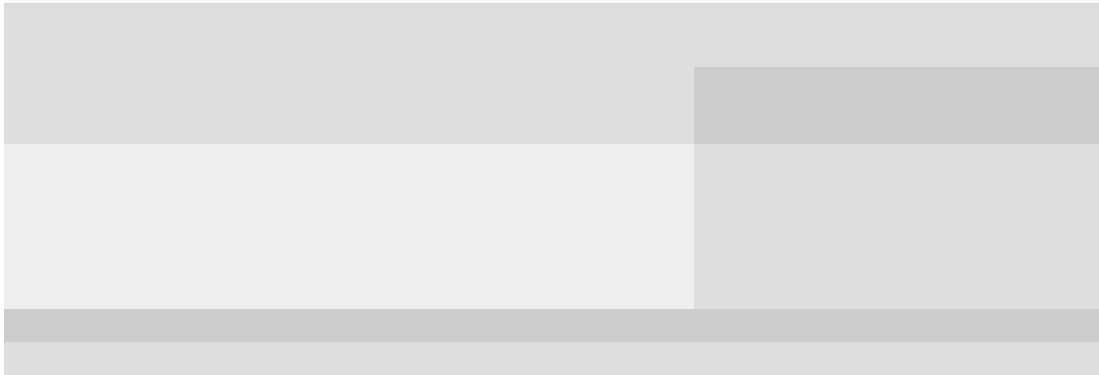
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8	Apr 15, 2015 11:24 AM	We complete a pre and post assessment test
9	Apr 14, 2015 2:19 PM	This year we started using SGO's--to measure
10	Apr 8, 2015 10:34 AM	An observation is scheduled for sometime dur
11	Apr 7, 2015 3:56 PM	mid term and final exam
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



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	Response Count
	18
	18
	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	

Appendix L: Stockton University Advanced Placement Credits



ADVANCED PLACEMENT (AP) CREDITS 2015

Stoughton College awards transfer credit (32 credits max.) for Advanced Placement courses

AP test

	4, 5	8	ARTV1161 2-D Design <u>and</u> ARTV1162 Intro to Drawing
Biology	4	5	BIOL Elective
Biology	5	10	BIOL1200/ 1205 Cells & Molecules w/ Lab <u>and</u>
		6	BIOL1200/ 1205 Cells & Molecules w/ Lab <u>and</u>
	4, 5		
English Language	3, 4, 5	4	FRST
	3, 4, 5	4	ENVL1100 Intro to Environmental Studies
Human Geography	3, 4, 5	4	International/Multicultural Elective

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 of applicable credit or course waiver if they enroll at Stockton in furtherance of state policy.

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 schools." (N.J.S.A. 18A:11C-9.) Regulations adopted by the state effective 2011 mandate that "District boards of education and partner colleges ensure that college courses for high school 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 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, facilitate all lab as appropriate, and have appropriate assessment mechanisms in place.

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 only those adjunct faculty who satisfy statutory requirements for teaching a public high school

Selection of Faculty Liaisons

The program faculty 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 20 and 50 hours. Liaisons' travel to the schools is covered by the terms of the master agreement.

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.

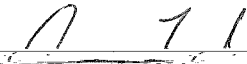
IN WITNESS WHEREOF, the College and the Stockton Federation of Teachers have signed this

Memorandum of Agreement to be executed this 1st day of November, 2013.

For Richard Stockton College,

For the Stockton Federation of Teachers


Herman J. Saatkamp, Jr.
President


Anne F. Pomeroy, President

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

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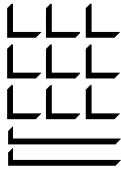
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Appendix O: Assembly Bill 2817 Testimony NJ Dual Enrollment Programs (9-16-14)



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 collegelevel 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 enrollment programs which we offer in the spirit of improving the bill:

- o 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
- o There should be a standard process of billing and payment that all schools and institutions follow.
- o 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

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

Kean University

f † f • • < ~ † " • < - > i • ' Ž Ž † % † ' ^ † — ... f - † • ... — " " † • - Ž > inf high " • ... ' — " • † • ^ schools (eight school districts).

f The Theatre program at Kean University is partnered with Union County Vtech Academy of Performing Arts High School (APA). This is a dual enrollment program that provides high

f 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

f High School Partnership Program Working with regional high schools, Stockton has initiated a series of dual credit courses which allow students 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

x 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. Saturday Science, Technology, Engineering and Mathematics (STEM) academies are a part of the Key Scholars program.

- Key Scholars Program - A dual credit program that allows high school students to earn college credit while still in high school.
- STEM Academies - Saturday Science, Technology, Engineering and Mathematics (STEM) academies are a part of the Key Scholars program.

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

- x 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