

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

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I. Executive Summary

- x 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.

- x 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) an

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)

- x a description of the courses available to students eligible to participate;
- x 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;
- x a description of the process by which students and their parents or guardians exercise the option to participate in the program;
- x 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;
- x a description of the process by which students and their parents or guardians are informed about opportunities for student participation in the program;
- x 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 we

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.

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.

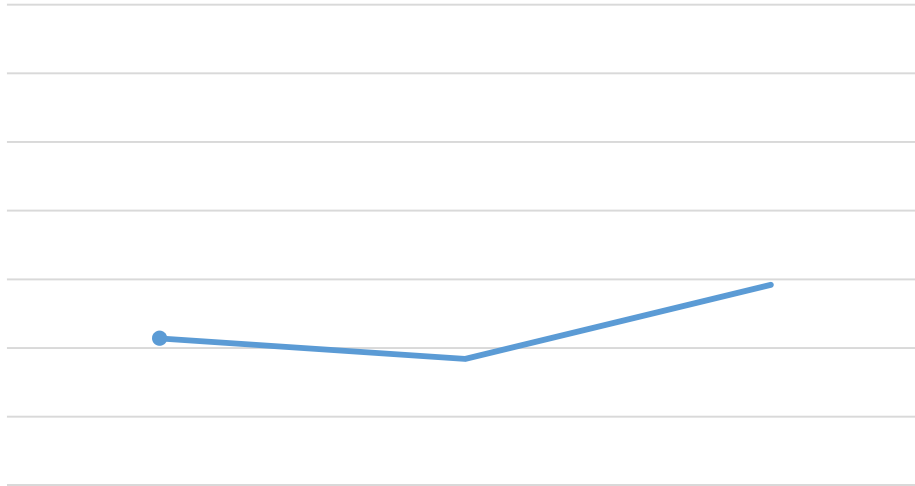
Figure 1: Total Number of Dual Credit HS Partnerships & Courses AY 12-13 to AY 15-16*

* 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.

x

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
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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 exampl

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

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. g e

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

When highly motivated students arrive at Stoc

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

VIII.

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

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

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

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,

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 Progra

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 un

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) 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.