STUDENT SUCCESS

WORKING GROUP

March 25, 2020

OVERVIEW

In March of 2019, the State of New Jersey Office of the Secretary of Higher Education released its plan for higher education in New Jersey. The plan, **Where Opportunity Meets Innovation: A Student-Centered Vision for New Jersey Higher Education**, outlines steps that institutions of higher education in New Jersey should take to ensure that postsecondary education is accessible to all students, affordable, equitable, high-quality, inclusive, and safe.

In an effort to make sure that New Jersey college students can realize their educational objectives, the state plan identifies five working groups to develop strategies that support students and lead to the overall goal that 65% of working-age New Jersey residents obtain a postsecondary educational credential by 2025. Each working group has a discrete focus and charge that aligns with the vision for the **New Jersey Student Bill or Rights** and with specific goals of the state plan.

THE STUDENT SUCCESS WORKING GROUP HAD THE FOLLOWING CHARGE:

To identify evidence-based strategies to boost college completion at New Jersey colleges, including exploring alternatives to developmental education, strategies to accelerate student progress to a degree, opportunities to standardize college credit for prior learning assessment, and possible multi-intervention models.

The Office of the Secretary selected 40 members from among those who applied to a state-wide call and two co-Chairs for the Student Success Working Group. Ph.D.. Harvey Kesselman, Ph.D., President of Stockton University and Mr. Reginald Lewis, Executive Director of the Newark City of Learning Collaborative, serve as co-Chairs. Working Group membership represents racial, ethnic, gender, age, and status diversity as well as diversity across higher education sectors in the state.

The Student Success Working Group began its work in June and delivered its recommendations to the Office of the Secretary of Higher Education at the final meeting of the Working Group on October 30, 2019.

To facilitate its work, the Student Success Working Group broke into 4 subcommittees, each with a specific charge. Each subcommittee has one lead or two co-leads. This group was charged with:

1. To explore and recommend alternatives to traditional developmental education
2. To identify creative strategies to accelerate student progress to a degree and reduce the impact of financial challenges
3. To explore opportunities to expand and standardize models for accepting college credit for prior learning
4. To investigate multi-intervention models to support students from first year to graduation

The full Student Success Working Group met once a month, and the subcommittees met as needed from June to October. The subcommittee members presented their research and draft recommendations at monthly meetings of the Working Group. The co-Chairs as well as the staff from the Office of the Secretary of Higher Education and the Higher Education Student Assistance Authority reviewed and commented on each draft of the subcommittees' recommendations prior to the monthly meeting. Subcommittees' final recommendations were submitted to the co-Chairs and to the staff of the Office of the Secretary of Higher Education for their review by October 10, 2019.

On October 30, the subcommittees presented their final recommendations. The staff of the Office of the Secretary of Higher Education will forward the final recommendations from each subcommittee to the Secretary of Higher Education, following that meeting.

The Student Success Working Group subcommittees created four documents that provide realistic recommendations for 2-year and 4-year institutions to streamline developmental education, to develop smooth pathways from high school to 2-year and 4-year institutions and from 2-year to 4-year institutions, to explore ways to accelerate time to degree, to expand and standardize prior learning assessment, and to create multi-intervention services that support students academically, financially, personally, and in terms of physical and mental wellness. In addition, the subcommittees recommend that the Office of the Secretary of Higher Education promote professional development to support faculty and administrators' sharing best practices and learning new methods for effecting reforms related to student success, provide a means for regular data collection from and dissemination to institutions of higher education, and explore opportunities for encouraging a third academic semester in the summer. The Student Success Working Group members believe that moving in the recommended directions will help students achieve their educational goals in a timely fashion while incurring the least amount debt and contribute to the state goal for 65% of working-age adults to obtain a postsecondary credential by 2025.

MEMBERS OF THE STUDENT SUCCESS WORKING GROUP

Harvey Kesselman, Ph.D.
President,
Stockton University
Chair

Reginald Lewis
Executive Director
Newark City of Learning Collaborative (NCLC)
Chair

Jeremy Bedient
Student
New Jersey Institute of Technology

Sue Henderson, Ph.D.
President
New Jersey City University

Earl Brown
Campus Operating Officer
Berkeley College

Carra Hood, Ph.D.
Associate Provost
Stockton University

Cinzia D'Iorio
Dean of Continuing Education
Bergen County College

David Hood, Ed.D.
Associate Provost for Undergraduate Education
and Dean, University College
Montclair State University

Marcheta P. Evans, Ph.D.
President
Bloomfield College

Anthony J. Iacono, Ph.D.
President
County College of Morris

Marie Febrillet
Student
Passaic County Community College

Leigh Jonaitis, Ed.D.
Professor of English
Bergen County College

Juliana Florez
Student
Ramapo College of New Jersey

Amarjit Kaur, Ed.D.
Director
Innovation in Teaching and Learning
Bergen County College

Steve Garwood, Ed.D.
Associate Vice President for Academic Affairs
Thomas Edison State University

Phil Linfante, Ph.D.
Chair of the Board of Trustees
Warren County College

Tieka Harris, Ed.D.
Interim Director
Educational Opportunity Fund (EOF) Program
The College of New Jersey

Jose M Lowe
Director of the Educational Opportunity Fund Program
Hudson County College

TABLE OF CONTENTS

STUDENT SUCCESS

1 **Exploring and recommending alternatives to traditional developmental education.**

2 **Identifying creative strategies that can accelerate student progress to a degree and reduce the impact of student financial challenges.**

3 **Exploring opportunities to expand and standardize college credit for prior learning models.**

4 **Investigating multi-intervention models, such as CUNY ASAP, to see what lessons can be applied in New Jersey.from first year to graduation.**

STUDENT SUCCESS
WORKING GROUP DELIVERABLE

The **Student Success Working Group** will focus on identifying evidence-based and otherwise promising strategies to boost college completion at New Jersey's colleges. The group will explore opportunities to strengthen student success by scaling and replicating academic, social, and financial interventions that are innovative and effective. Specifically, the group focused on:

→ **Exploring and recommending alternatives to traditional developmental education.**

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→ **Investigating multi-intervention models, such as CUNY ASAP, to see what lessons can be applied in New Jersey.from first year to graduation.**

CONTRIBUTING MEMBERS:
Steven Rose (Lead)

Carra Hood
Leigh Jonaitis

Pamela Marcenaro
Rory McElwee

Heather McKay
Susanna Tardi

Michael Wallace

March 25, 2020

Recommendations for Creating Alternatives to Traditional Developmental Education

Problem Statement

Developmental or remedial[1] education courses assist students deemed to be academically unprepared prepare for college level coursework. While developmental education was designed to help improve students' skills in reading, writing, and or math, recent research shows that it is actually a barrier to college completion which impacts students, academic institutions and society (Scott-Clayton, 2018; Schak, 2017). More than 20,000 students in New Jersey are placed into developmental education at two- and four-year colleges each year.

Students who place into developmental education courses are less likely to complete a program of study and earn a degree or credential (Ganga, et al., 2018). Their non-completion racks up massive costs – not only in money but in time wasted. (Belfield & Bailey, 2017; Ganga, et al., 2018) The Center for American Progress estimates that placing into development education costs students and their families $1.3 billion per year, and the total cost for institutions is estimated to be about $7 billion (Jimenez, et al., 2016). There is also little return on state and federal investments made in these students.

The costs in time are just as grave as the financial challenges: placing into developmental education can mean taking three developmental education courses in one or more subjects, which could translate into three semesters of coursework without earning college credits. This entire process is discouraging; many students who begin their higher education pathway in developmental education never even complete their developmental education coursework let alone graduate. (Bailey, et al., 2010; "Developmental Education FAQ's"; Scott-Clayton, 2012).

The challenges associated with developmental education affect a large number of students nationwide. In fact, the best available national data from 2009 shows that about half of all college students in the United States and nearly seventy percent of all community college students took at least one developmental education course within 6 years of college entry (Scott-Clayton, 2018).

The two charts below show the numbers of first-time full-time students by racial/ethnic groups that enroll in developmental courses in New Jersey and the percentages of all full-time students that enroll in developmental courses in the 2-year and 4-year public institutions in New Jersey. The first chart indicates that approximately 1/3 of the full-time students of color enroll in these courses from 2016-2018. Although overall numbers of students in developmental courses decrease during this time period, more students of color than white students enroll in developmental courses.

The second chart indicates that almost every public institution in New Jersey enrolls some of its full-time students in developmental education. More than half of first-time students entering county colleges enroll in at least one developmental education course, as do roughly 15 percent of entering students at four-year institutions, on average. However, variation in developmental
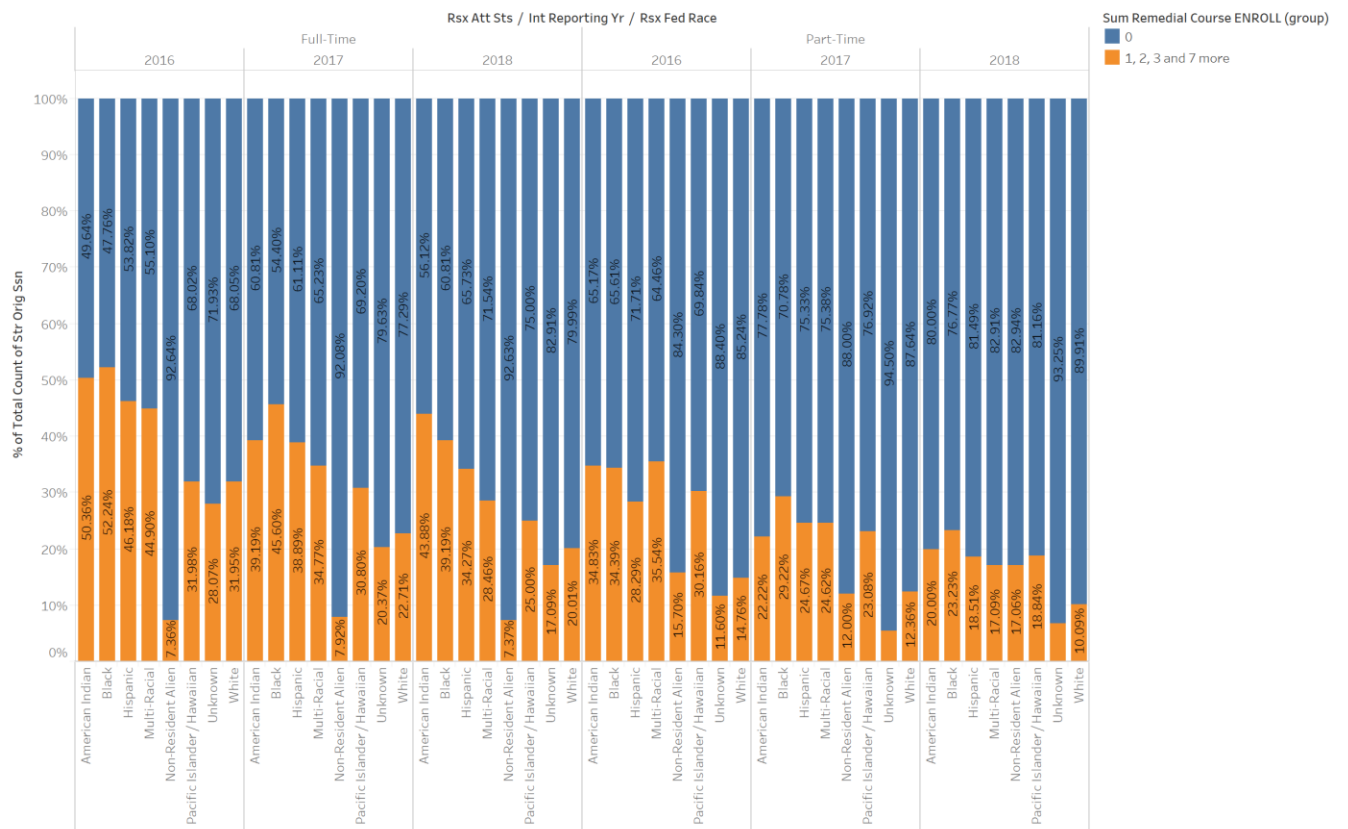
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[1] This document uses the words developmental and remedial interchangeably.

education usage is much higher at four-year institutions, ranging from 3 percent to 69 percent of entering students. On average, 34.4% of the students enrolled in New Jersey public institutions enroll in developmental courses.

This data may underestimate actual numbers of all students, full-time as well as part-time, that enroll in developmental courses. In addition, some students take a single developmental course and other students take more than a single developmental course in a given semester. Unfortunately, the data does not reveal how many developmental courses an individual student takes in a given semester.

First_Time_First-Year_Remedial-Developmental_Course-by_Race/Ethnicity

Rsx Att Sts / Int Reporting Yr / Rsx Fed Race

Sum Remedial Course ENROLL (group)
■ 0
■ 1, 2, 3 and 7 more

Full-Time

2016
- American Indian: 49.64% / 50.36%
- Black: 47.76% / 52.24%
- Hispanic: 53.82% / 46.18%
- Multi-Racial: 55.10% / 44.90%
- Non-Resident Alien: 92.64% / 7.36%
- Pacific Islander / Hawaiian: 68.02% / 31.98%
- Unknown: 71.93% / 28.07%
- White: 68.05% / 31.95%

2017
- American Indian: 60.81% / 39.19%
- Black: 54.40% / 45.60%
- Hispanic: 61.11% / 38.89%
- Multi-Racial: 65.23% / 34.77%
- Non-Resident Alien: 92.08% / 7.92%
- Pacific Islander / Hawaiian: 69.20% / 30.80%
- Unknown: 79.63% / 20.37%
- White: 77.29% / 22.71%

2018
- American Indian: 56.12% / 43.88%
- Black: 60.81% / 39.19%
- Hispanic: 65.73% / 34.27%
- Multi-Racial: 71.54% / 28.46%
- Non-Resident Alien: 92.63% / 7.37%
- Pacific Islander / Hawaiian: 75.00% / 25.00%
- Unknown: 82.91% / 17.09%
- White: 79.99% / 20.01%

Part-Time

2016
- American Indian: 65.17% / 34.83%
- Black: 65.61% / 34.39%
- Hispanic: 71.71% / 28.29%
- Multi-Racial: 64.46% / 35.54%
- Non-Resident Alien: 84.30% / 15.70%
- Pacific Islander / Hawaiian: 69.84% / 30.16%
- Unknown: 88.40% / 11.60%
- White: 85.24% / 14.76%

2017
- American Indian: 77.78% / 22.22%
- Black: 70.78% / 29.22%
- Hispanic: 75.33% / 24.67%
- Multi-Racial: 75.38% / 24.62%
- Non-Resident Alien: 88.00% / 12.00%
- Pacific Islander / Hawaiian: 76.92% / 23.08%
- Unknown: 94.50% / 5.50%
- White: 87.64% / 12.36%

2018
- American Indian: 80.00% / 20.00%
- Black: 76.77% / 23.23%
- Hispanic: 81.49% / 18.51%
- Multi-Racial: 82.91% / 17.09%
- Non-Resident Alien: 82.94% / 17.06%
- Pacific Islander / Hawaiian: 81.16% / 18.84%
- Unknown: 93.25% /
- White: 89.91% / 10.09%

% of Total Count of Str Orig Ssn

% of Total Count of Str Orig Ssn for each Rsx Fed Race broken down by Rsx Att Sts and Int Reporting Yr. Color shows details about Sum Remedial Course ENROLL (group). The data is filtered on Int Reporting Mth and Rsx Reg Sts. The Int Reporting Mth filter keeps 9. The Rsx Reg Sts filter keeps First-Time. The view is filtered on Int Reporting Yr, which keeps 2016, 2017, 2018 and 2019. Percents are based on each column of each pane of the table.

Fall 2017 Enrollment in Remedial Courses at New Jersey Colleges and Universities

NJ Colleges and Universities	Full-Time 1st-Time		
	Full-Time First-Time Undergrad	In 1 or More Remedial Courses	% in Remedial Courses
College of New Jersey	1,541	42	2.7%
Kean University	1,760	701	39.8%
Montclair State University	3,004	0	0.0%[1]
New Jersey City University	950	652	68.6%
N.J. Institute of Technology	1,082	46	4.3%
Ramapo College of N.J.	918	208	22.7%
Rowan University	2,458	110	4.5%
Rutgers, The State University	8,342	1,835	22.0%
Stockton University	1,564	72	4.6%
T Edison State University	0	--	--
W Paterson University of N.J.	1,311	203	15.5%

[1] This institution reported that 11.4% of first-time full-time students enrolled in developmental courses in 2016 and 0.0% the following year. The differential may result from inconsistent interpretation of definitions and reporting requirements.

TOTAL, SENIOR PUBLIC INSTITUTIONS	22,930	3,869	16.9%
Atlantic Cape Community College	876	560	63.9%
Bergen Community College	2,312	1,153	49.9%
Brookdale Community College	1,908	1,144	60.0%
Burlington County, Rowan College at	1,564	664	42.5%
Camden County College	1,488	786	52.8%
Cumberland County College	662	288	43.5%
Essex County College	1,249	951	76.1%
Gloucester County, Rowan College at	1,757	642	36.5%
Hudson County Comm College	1,735	1,141	65.8%
Mercer County Comm College	967	442	45.7%

Middlesex County College	1,967	864	43.9%
Morris, County College of	1,114	664	59.6%
Ocean County College	1,654	893	54.0%
Passaic County Comm College	611	396	64.8%
Raritan Valley Community College	1,287	643	50.0%
Salem Community College	158	14	8.9%
Sussex County Community College	388	163	42.0%
Union County College	1,348	579	43.0%
Warren County Comm College	213	10	4.7%
TOTAL, COMMUNITY COLLEGES	23,258	11,997	51.6%
TOTAL, PUBLIC INSTITUTIONS	46,188	15,866	34.4%

On the other hand, while large numbers of students place into developmental education, it may not be necessary for all of them. Research by Scott-Clayton and others demonstrates that many students in developmental education could have succeeded in college level coursework had they been given a chance. The process of assessment (typically a single test) for placement in developmental education is frequently inaccurate. (Scott-Clayton et al., 2014; Scott-Clayton & Stacey, 2015).

Developmental education placement policies and practices have important equity implications as well. Students of color, adult learners, first-generation students, and those from low-income backgrounds are disproportionately placed into developmental education. Black and Hispanic students in particular complete developmental education courses at a lower rate than their white and Asian counterparts (Chen & Simone, 2016; Ganga, et al., 2018)

Yet there is also good news. Colleges have explored strategies that accelerate developmental education and even avoid it altogether, which researchers find to be broadly effective (Scott-Clayton, 2018). States and institutions are using this emerging body of research and practice to reform developmental education. Some of these innovators are here at colleges and universities in New Jersey. Innovations include testing acceleration strategies for developmental education, using student supports like tutoring and pedagogy with digital tools to assist students who struggle with writing and math, partnering with Complete College America to reform developmental education, and exploring the use of CUNY's ASAP model of accelerated developmental education.

This work is promising and exciting, but more must be done. Developmental education reform is needed at all institutions in the state in order to ensure that New Jersey serves all its students well and prepares its skilled workforce to meet labor market needs both now and in the future.

Below we have detailed some of our recommendations for this work. Note that we have not recommended any particular strategy. A rich body of evidence from researchers throughout the country points the way to a number of effective approaches. Instead, we are proposing efforts to understand the status quo, create awareness of the problem and make policy and practice change.

Recommendations
State-Level Activities
- Collect information on current practices and policies in the state to better understand the status quo of developmental placement and offerings. OSHE should then collect brief reports from institutions annually to track change, including reporting on student progress and outcomes.
- Create awareness and encourage adoption of effective assessment and placement practices and strategies at institutions. California's multiple measures placement system is an example of high-quality work in this area (Bahr, et al, 2019; Ganga, et al., 2018; Scott-Clayton, et al. 2014)
- Create awareness and encourage adoption of strategies by institutions to accelerate students' progress into college level coursework and to reduce attrition. Selected focal areas should be driven by research and could include:
  - Avoiding entry into developmental education coursework by co-requisite education. A recent study at CUNY using rigorous methods showed very positive outcomes for students. (A.W. Logue et.al, 2015; Schak, et al., 2017; Daugherty; Ganga, et al., 2018).
  - Providing clear and structured pathways through developmental coursework (Hartzler & Blair, 2019; Liston, 2019; Khudododov & McKay, 2016;).
  - Providing student supports including tutoring, digital learning tools, and mentoring. (Schak, et al., 2017; Daugherty).
  - Compressing or accelerating developmental education sequences (Khudododov, & McKay., 2016; Michael & McKay, 2015; Schak, et al., 2017).
  - Streamlining course content by removing material that may not be needed in future courses.
- Host periodic or annual professional development events for institutional faculty and staff on implementing developmental education and student success best practices. Organizations such as the NJCCC Center for Student Success (https://www.njstudentsuccess.org/) may be helpful in facilitating such convenings.
- Engage a third party to evaluate the impacts of changes in developmental education over time at the institutional and at the state levels.

Institutional Activities
- Document and analyze developmental education policies, practices and programs regularly. This should include examining placement, completion of developmental

education coursework, and completion of credentials. These analyses should closely scrutinize questions of equity. This information should be reported annually to the state. OSHE should provide parameters for this analysis to ensure uniformity.

- Implement better assessment and placement practices such as multiple measures. Institutions should also work to create awareness among incoming students about the consequentiality of placement test-taking. Additionally, supports should be provided to help prepare students for placement tests, and students should be permitted to retake tests if they desire.
- Incorporate data-driven developmental education reforms into the institution's strategic planning process.
- Provide professional development opportunities for faculty and staff who teach developmental education courses. According to the Kentucky Association for Developmental Education, teachers of developmental education should have broad-based pedagogical training on a regular basis to ensure that they are skilled in the most up-to-date teaching methods relevant to developmental education ("KADE Faculty Training Outline").

Starting Points for Institutions

1. Gather a committee of faculty, staff, and administrators to reform the developmental education policy. The committee should assess internal operations to identify what developmental education is taking place on the campus and conduct secondary research to understand national trends and best practices (Khudododov & McKay, 2016; Michael & McKay, 2015).
2. Use existing tools to help support reform efforts and institutional analysis. One example is the NADE Self-Evaluation Guide: Best Practice in Academic Support Programs.
3. The committee should draft a map for change that includes a mission and vision for developmental education reform, steps in the reform process, one or more pilot of reform actions, and report deadlines. All items in the map should have a timeline and identify a lead office, committee, or individual.

Selected Resources

"50-State Comparison: Developmental Education Policies." *Education Commission of the States*. Accessed on October 10, 2019: https://www.ecs.org/50-state-comparison-developmental-education-policies/

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CONTRIBUTING MEMBERS:
Melissa Sandoval (Co-Lead)

Marcheta Evans
Juliana Florez
Carra Hood

Phil Linfante
Jose Lowe
Yesenia Madas

Steve Nelson (Co-Lead)

Karen Morgan
Warren Rigby
Christopher Romano

Ben Sifuentes-Jauregui
James H. Whitney III

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Proposals for Accelerating Student Progress to a Degree

Problem Statement

Across the nation and in New Jersey, students take more than 2 years to complete an associate degree and more than 4 years to complete a bachelor's degree. According to Complete College America (CCA), the increase in time to degree results from the fact that students do not take a full credit load each semester.[1] CCA data show that students who take 15-credit course loads (5 courses) each semester are more likely to graduate, pay less in tuition and living expenses, gain additional years of earnings, and free up limited classroom space for other students. Consequently, CCA urges institutions of higher education to promote a 15 credit (5 course) standard for all students enrolled in 2-year and 4-year colleges and universities.

New Jersey completion rates mimic those at the national level. The median four-year graduation rates at 4-year public institutions in New Jersey is 49% and 72% at six years. By comparison, the median four-year rate at private institutions is 43%, while the six-year rate is 50%.

Graduation Rates for Full-time, First-Time Degree Seeking Students in Bachelor's Degree Programs (2012-2018)

	2012 Cohort	Graduated after: 4 years		5 years		6 years	
Public Institutions	**N**	**N**	**%**	**N**	**%**	**N**	**%**
College of New Jersey	1,363	1,035	75.9%	1,148	84.2%	1,169	85.8%
Kean University	1,381	313	22.7%	584	42.3%	674	48.8%
Montclair University #	2,201	1,038	47.2%	1,496	68.0%	1,571	71.4%
N J City University	713	76	10.7%	227	31.8%	281	39.4%
NJIT #	931	272	29.2%	530	56.9%	607	65.2%
Ramapo College #	867	514	59.3%	615	70.9%	638	73.6%
Rowan University	1,483	729	**49.2%**	996	**67.2%**	1,064	**71.7%**
Rutgers - Camden	481	150	31.2%	256	53.2%	279	58.0%
Rutgers - Newark #	1,048	356	34.0%	616	58.8%	673	64.2%
Rutgers - New Bruns #	5,910	3,625	61.3%	4,566	77.3%	4,751	80.4%
Stockton University #	997	567	56.9%	717	71.9%	742	74.4%
Wm. Paterson University #	1,230	358	29.1%	596	48.5%	644	52.4%
TOTAL, Public Institutions	**18,605**	**9,033**	**48.6%**	**12,347**	**66.4%**	**13,093**	**70.4%**

	2012 Cohort	Graduated after: 4 years		5 years		6 years	
Private Institutions	**N**	**N**	**%**	**N**	**%**	**N**	**%**
Bloomfield College	367	42	11.4%	104	28.3%	124	33.8%
Pillar College #	20	4	20.0%	6	30.0%	6	30.0%
Felician University	228	56	24.6%	96	42.1%	104	45.6%

Saint Peter's University	390	129	33.1%	181	46.4%	195	50.0%
Georgian Court University	160	56	35.0%	82	51.3%	87	54.4%
Caldwell University	292	104	35.6%	152	52.1%	166	56.8%
FDU-Florham	589	231	39.2%	305	51.8%	321	54.5%
FDU-Metro	532	209	39.3%	286	53.8%	293	55.1%
Saint Elizabeth, College of	145	62	42.8%	72	49.7%	72	49.7%
Stevens Institute	614	274	44.6%	524	85.3%	537	87.5%
Centenary University	234	111	47.4%	136	58.1%	137	58.5%
Monmouth University	1,005	561	55.8%	683	68.0%	694	69.1%
Drew University #	361	204	56.5%	219	60.7%	223	61.8%
Rider University	919	523	56.9%	584	63.5%	595	64.7%
Seton Hall University #	1,453	873	60.1%	993	68.3%	1,020	70.2%
Princeton University #	1,355	1,184	87.4%	1,284	94.8%	1,306	96.4%
TOTAL, Pub-Mission Ind	**8,664**	**4,623**	**53.4%**	**5,707**	**65.9%**	**5,880**	**67.9%**

Source: IPEDS Graduation Rates Survey (Downloaded 6/12/2019).
Six students were excluded from Rutgers-New Brunswick's cohort; four students from Stockton & NJIT; two students from Ramapo,
Rutgers-Newark, Princeton & Seton Hall and Montclair, Wm Paterson, Drew, Pillar, Berkeley & Devry each removed one student from their cohort.

The completion rate at 2-year institutions in New Jersey is lower than that for 4-year institutions.[2] The highest 2-year graduation rate is 32%, and the highest 3-year graduation rate is 43%. Not even half of the students who begin at a public 2-year institution complete their associate degree in 4 years. The median 2-year completion rate at 2-year institutions in New Jersey is 13%, while the median 3-year completion rate is 27%.

Graduation Rates for Full-time, First-Time Degree Seeking Students
(2015-2018)

	2015 Cohort	Graduated in: 2 years		3 years		Transfers	
Community Colleges	**N**	**N**	**%**	**N**	**%**	**N**	**%**
Essex	1,771	37	2.1%	217	12.3%	234	13.2%
Hudson	1,896	43	2.3%	189	10.0%	229	12.1%
Passaic	820	25	3.0%	95	11.6%	99	12.1%
Atlantic	881	47	5.3%	183	20.8%	136	15.4%
Bergen	2,515	149	5.9%	547	21.7%	354	14.1%
Middlesex	1,861	118	6.3%	401	21.5%	297	16.0%
Camden #	1,595	103	6.5%	299	18.7%	254	15.9%

Mercer	1,128	98	8.7%	216	19.1%	227	20.1%
Union	1,460	145	9.9%	433	29.7%	181	12.4%
Brookdale	2,028	241	11.9%	563	27.8%	332	16.4%
Raritan	1,097	138	12.6%	299	27.3%	201	18.3%
Burlington	1,503	194	12.9%	388	25.8%	380	25.3%
Morris	1,218	158	13.0%	425	34.9%	203	16.7%
Cumberland #	728	103	14.1%	251	34.5%	99	13.6%
Ocean	1,546	243	15.7%	529	34.2%	201	13.0%
Gloucester	1,770	288	16.3%	509	28.8%	398	22.5%
Sussex	472	90	19.1%	119	25.2%	172	36.4%
Warren #	217	48	22.1%	92	42.4%	45	20.7%
Salem #	201	65	32.3%	86	42.8%	29	14.4%
Total, Community Col	24,707	2,333	9.4%	5,841	23.6%	4,071	16.5%

Source: IPEDS Graduation Rates Survey (Downloaded 6/12/2019).

One student was excluded from the cohorts of Camden & Cumberland; 2 students were removed from Salem & Warren.

Although there are many reasons why students do not graduate "on time," financial issues, including the need to work and caretake, play significant roles.[3]

Most students who attend institutions of higher education in New Jersey receive some form of financial aid: subsidized and unsubsidized loans, Tuition Aid Grant funds, Pell grants, etc.[4] Unlike federal student loans, which must be repaid, New Jersey's Tuition Aid Grant (TAG) program provides grants for qualified New Jersey residents that do not require repayment. TAG is one of the most generous need-based financial aid programs in the nation. According to HESAA, one-third of all full-time undergraduates attending post-secondary school in New Jersey receive support through the TAG program.

Research suggests that reconsidering the allocation of financial aid can help improve student completion rates.[5] Currently, most financial assistance covers fall and spring semesters and does not apply to course work taken during the summer. Pell grants recently expanded support to include the summer.[6] TAG has not yet followed suit in its allocation.

The two-semester course schedule also impacts time to degree. Historically, the academic year is comprised of two semesters, the fall and spring. Summer sessions usually offer fewer courses and those offered are driven less by scheduling strategy and more by instructor availability. Importantly, since students receive little financial aid for summer courses, only students with the financial resources to pay out-of-pocket and who do not work full-time can benefit from summer study. To address student debt, time to degree, and equity in the availability of summer study, several institutions across the country have adopted a year-round college option. Year-round college enables students to take courses for three semesters, rather than two, thus creating the opportunity for all students to make adequate progress toward degree completion. The

Community College Resource Center at Columbia (CCRC) studied the impact of year-round Pell on student completion and found that for each $1,000 of year-round Pell (YRP) grant funding per YRP eligible student, the likelihood of summer enrollment among YRP eligible students increases by 27 percentage points and the likelihood of associate degree completion increases by 2.2 percentage points, with these gains primarily benefiting adult students who enrolled at age 20 or above (Liu. 2017).

Recommended Action Items for NJ Postsecondary Institutions
1. Create a plan for a year-round college option and evaluate summer offerings with an eye towards more intentional course sequencing and availability of core and required courses in majors to facilitate completion within four years.

Several institutions have moved in this direction, among them Dartmouth, Vanderbilt, University of California, University of Oklahoma, George Washington University.[7]

2. Consider a high school graduation requirement to complete the Free Application for Federal Student Aid (FAFSA) and/or the New Jersey Alternative Financial Aid Application (HESAA New Jersey State Questions).

In New Jersey, S4095 was introduced and referred to the Senate Education Committee on September 10, 2019. The senate bill "requires students to complete a free application for federal student aid as part of high school graduation requirements."

3. Consider a flat-rate tuition model that allows students to take 12-18 credits per semester for one price.
Several New Jersey institutions have moved in this direction, offering students the option of taking up to 5 courses each semester for a flat rate. In addition, institutions across the United States have flat-rate tuition opportunities: the University of Oklahoma, Michigan State University, and the University of St. Thomas.[8]

4. Consider workable opportunities for students to "bank" unused flat-rate tuition credits from the fall and the spring semester to purchase credits for summer study.

Because banking offers students the opportunity to complete 30-36 credits for one price, it encourages students to graduate in four years instead of six, enter the workforce earlier, avoid an additional year or two of tuition, fees, and room/board that could reduce student loan debt.

Credit-banking is used at the University of Oklahoma. Students apply for "banking" by a specific time in the spring semester so that the bursar and financial affairs offices will be aware of

individual student's intent. Below are other details of the University of Oklahoma "banking" opportunity:

Banked Hours

Full-time undergraduate students who are charged a flat rate and take fewer than 15 hours per semester may be able to bank hours to use in the summer. The hours a student has banked will automatically be used to reduce summer charges for tuition and mandatory hourly fees. Banked hours cannot be converted into cash or held for a future academic year.

- Students must be classified as undergraduates during the summer semester to be eligible to receive reduced charges for banked hours.
- Academic Excellence Fees, College Program and Technology Fees, Mandatory Semester Fees, and Course Specific Fees are not charged at a flat rate and will not be covered by banked hours.
- Banked hours may not be used for developmental math (DMAT) courses.
- Courses outside of the Norman campus summer term will not be covered.
- Courses covered *do* include on-campus, online, and OU summer study abroad courses.
- Enrolled hours exceeding the number of hours banked will not be covered.
- No credit will be received for unused banked hours.
- Courses dropped after the add/drop period (at 0% refund) will count towards your enrollment total when determining banked hour eligibility.

Getting Started

Each institution should create a committee of faculty, staff, students if possible, and administrators to consider summer course offerings, flat-rate tuition, and year-round education. The committee should assess internal operations, state-wide practices, national trends, and best practices.

Selected Resources

New Jersey college affordability study
https://www.njleg.state.nj.us/legislativepub/reports/CASC.pdf

Reasons students do not graduate on time
https://www.npr.org/2019/03/13/681621047/college-completion-rates-are-up-but-the-numbers-will-still-surprise-you

HESAA TAG data collection report, 2018
https://www.hesaa.org/Pages/TAGGraduationRates2018.aspx

CQ Researcher report on year-round school,
https://library.cqpress.com/cqresearcher/document.php?id=cqresrre1963060500

Educational Evaluation and Policy Analysis (2015)
Need-Based Aid and College Persistence: The Effects of the Ohio College Opportunity Grant
https://journals.sagepub.com/stoken/default+domain/mI4gm2cDtHXWUgvtvZ26/full

NJ Spotlight
New Jersey Has Weak System of State Support for Black and Latino College Students
https://www.njspotlight.com/stories/19/01/09/weak-system-of-state-support-for-black-and-latino-college-students-in-nj-report/

Impact of year-round Pell grants
Liu, Vivian, July 2017. Is school out for the summer? The impact of year-round pell grants on academic and employment outcomes of community college students. CCRC Working Paper 95. New York: Community College Research Center.
https://ccrc.tc.columbia.edu/media/k2/attachments/impact-year-round-pell-grants-academic-employment-outcomes.pdf

New Jersey Senate Bill 4095
https://www.njleg.state.nj.us/2018/Bills/S4500/4095_I1.HTM

[1] https://completecollege.org/wp-content/uploads/2017/11/CCA-Intensity-Brief-April3-1.pdf

[2] https://nces.ed.gov/collegenavigator/?s=NJ&l=3&ct=1&ic=2%2B3&pg=1&id=183655#retgrad

[3] https://www.npr.org/2019/03/13/681621047/college-completion-rates-are-up-but-the-numbers-will-still-surprise-you

[4] https://www.state.nj.us/highereducation/documents/pdf/statistics/aid/Aid2018s.pdf

[5] https://ccrc.tc.columbia.edu/media/k2/attachments/impact-year-round-pell-grants-academic-employment-outcomes.pdf

[6] https://studentaid.ed.gov/sa/types/grants-scholarships/pell

[7] http://www.shfwire.com/educators-promote-year-round-college-schedule/

[8] See University of Oklahoma (http://www.ou.edu/bursar/flat-rate-tuition), Michigan State University (https://undergrad.msu.edu/uploads/files/FlatRateTuition-FAQ-2018-12-06b.pdf?fbclid=IwAR36SC59rvvS0-Je29kMMRrGBxlzbj_3ktsZbLlkcc4YBJkIFGsz24pqfnI), and the University of St. Thomas (https://www.stthom.edu/Scholarships-and-Financial-Aid/Flat-Rate-Tuition.aqf)

STUDENT SUCCESS

WORKING GROUP DELIVERABLE

The **Student Success Working Group** will focus on identifying evidence-based and otherwise promising strategies to boost college completion at New Jersey's colleges. The group will explore opportunities to strengthen student success by scaling and replicating academic, social, and financial interventions that are innovative and effective. Specifically, the group focused on:

→ Exploring and recommending alternatives to traditional developmental education.

→ Identifying creative strategies that can accelerate student progress to a degree and reduce the impact of student financial challenges.

→ **Exploring opportunities to expand and standardize college credit for prior learning models.**

→ Investigating multi-intervention models, such as CUNY ASAP, to see what lessons can be applied in New Jersey.from first year to graduation.

CONTRIBUTING MEMBERS:
Cinzia D'Iorio (Lead)

Jeremy Bedient   Marie Febrillet   Steve Garwood   Amarjit Kaur

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Exploring Opportunities to Expand Prior Learning Models

Problem Statement

To increase the educational attainment of the citizens of New Jersey and address challenges in enrollments, one audience that the State and its colleges and universities are focusing on are adult learners who have earned some college credit but who have not achieved a credential (a population estimated at over 1 million in the State of New Jersey). When addressing this audience, prior learning assessment (PLA) is one approach that is of interest to accelerate the attainment of a degree and connect their work experience to college-level learning.

> Many ... adults without a college credential have gained significant knowledge and skills through their experiences in the workforce, military service, self-study or other contexts. Much of this learning may be at the college level. Recognizing this college-level learning - and having it count toward a degree or other credential - is an important way to accelerate postsecondary educational attainment (Council for Adult and Experiential Learning, 2018)

Further, research conducted by the Council for Adult and Experiential Learning (CAEL) (2018) determined that students with PLA credit were more likely to complete a degree or credential compared to students without such credit.

From our research, we see that many institutions in New Jersey have some level of PLA ranging from examination programs such as the College Level Examination Program (CLEP) to Portfolio review to the assessment of learning from military training and workplace training programs. However, we also learned that it was often difficult to find these offerings on college and university websites and, when found, information was often difficult to decipher, especially when trying to compare from institution to institution.

The following are recommendations to expand and standardize college credit for prior learning in New Jersey. These recommendations focus on collaboration and capacity building to create an infrastructure to support the future growth of prior learning assessment activities in the state of New Jersey. These recommendations are strongly influenced by the research efforts of the sub-group members as well as the 2015 CAEL publication - *State System PLA Adoption: Lessons from a Three-System Initiative*.

Methodology

To determine the recommendations and initiatives in the following section, our group focused on two main activities:

1. Current State Research
   To gauge PLA activities at institutions of higher education in New Jersey, we developed a data collection tool and method. We reviewed a sample of institutional websites and/or

requested direct feedback to collect information utilizing the instrument. Information gathered was reviewed and discussed by the sub-group to identify the current state of PLA in NJ and to refine our thinking in terms of needs to further develop PLA opportunities for students.

2. Resource Guide

To assist in our research and to provide a concise collection of materials that could be utilized to further develop PLA activities in the state, we collected, reviewed, and added sources to a Resource Guide. These sources helped to frame our discussions and provide references for our recommendations.

Group meetings and further discussion with other members of the Student Success Working Group and the Office of the Secretary for Higher Education staff further clarified our thoughts and recommendations.

Findings

From our research we discovered multiple items which influenced our recommendations.

Key findings:

- Lack of consistent process, practice and policies among NJ institutions of higher education.
- Varying quality standards and fees in the administration of PLA methods among NJ private and public institutions.
- Unclear if PLA credits from one institution will transfer to another institution.

Recommendations

1. Reconstitute the New Jersey Prior Learning Assessment Network (NJ PLAN)

Description: Research from the Council for Adult and Experiential Learning (CAEL)(2015), indicates that in the development of statewide PLA efforts, task force groups are often established to enable these processes. The groups often continue to meet and become a key part of the framework for continued adoption of PLA efforts.

As New Jersey has had NJ PLAN to facilitate these efforts in the past, this recommendation is to reconstitute the Network to enable further collaboration, planning and development. As we researched the current state of PLA in NJ (Appendix A) we determined that there are many schools that are offering PLA, but there is little consistency from institution to institution in the method, credit awarded, or marketing. By reconstituting NJ Plan or by creating a new entity for NJ PLA, the goal would be to create consistency in the PLA process of higher education in NJ. This effort would enable students to successfully utilize their PLA towards their degree completion

Starting Points

A reconstituted NJ PLAN would consist of those institutions that have been NJ PLAN members, currently offer PLA opportunities, those who are interested in developing PLA initiatives, representation from the Office of the Secretary of Higher Education (OSHE), and other potentially interested groups. Leadership of this group could rotate among member organizations to ease any administrative burden and provide a greater sense of buy-in from members.

An initial call could be sent to NJ institutions of higher education that this group is forming and is seeking membership and leadership. To then launch a reconstituted NJ PLAN, an organization such as CAEL should be retained to facilitate initial meetings and the development of goals. Additionally, and, as per recommendation #3, funding to support the efforts of NJ PLAN should be identified. In order to fund administrative costs, educational offerings, and other potential initiatives, membership in NJ PLAN could be offset by a modest annual membership fee.

Potential Benefits
- Enable knowledge and resource sharing
- Raise awareness of PLA across state institutions
- Increase collaboration and planning efforts
- Build institutional and professional capacity
- Enable partnership opportunities to leverage resources across institutions

Initiatives
- Develop an inventory/current state of PLA Policies and Practices
- Develop awareness and promote PLA via webinars, summits/conferences, publications
    - Presentations by NJ institutions and/or CAEL, Lumina, etc.
- Develop recommendations for policies and practices

Resources and Examples
- New Jersey Prior Learning Assessment Network (NJ PLAN) website. http://njplan.org/
- Council for Adult and Experiential Learning (2015). *State System PLA Adoption: Lessons from a Three-System Initiative*. https://www.cael.org/pla/publication/state-system-pla-adoption-lessons-from-a-three-system-initiative
- Sample institutions in NJ
    - Thomas Edison State University. https://www.tesu.edu/degree-completion/earning-credit
    - Fairleigh Dickinson University. https://view2.fdu.edu/academics/petrocelli-college/academic-units/online-programs/accelerating-your-degree/
    - Camden County College. https://www.camdencc.edu/admissions-financial-aid/priorlearning/?highlight=Prior%20Learning%20Assessment

2. Develop a Prior Learning Assessment (PLA) policy for New Jersey
Description: Research from the Council for Adult and Experiential Learning (CAEL) (2015) indicates ~25 states have a PLA policy that assists in the creation of clarity and development of PLA. Working with a reconstituted NJ PLAN and utilizing other key stakeholders, New Jersey should develop a policy on PLA that promotes transparency in institutional PLA processes and policies and furthers the growth of institutional PLA initiatives across the state.

Potential Benefits
- Expand PLA opportunities by furthering the conversation around PLA
- Increase level of consistency across institutions
- Address challenges of transfer of PLA credits
- Develop common approaches to tracking and reporting how students use PLA to accelerate their degree completion

Examples of Policy Areas
- Definition of PLA
- Indication of the value of PLA
- List of recognized methods of PLA
- Establishment of PLA Council or other working groups (such as NJ PLAN)
- Transparency of institutional PLA policies, practices, fees, etc.
- Transcription of PLA Credit
- Transfer of credit within system
- Determination of common cut scores on standardized testing (AP,CLEP, DSST)
- Data tracking in NJ's SURE system (e.g. credits earned via PLA)
- Raising awareness and encouraging student PLA participation
- Capacity Building

Starting Points
- Affirm policy goals
  - Example to establish legitimacy of PLA:
    - Define Prior Learning Assessment (PLA)
    - Indicate value of PLA (especially for adult learners)
    - List of recognized methods
    - Data tracking based on recognized methods
- Utilize reconstituted NJ PLAN or working group from NJ PLAN to assist with research and development of drafts
  - Review policies and associated research from Colorado and Montana to determine best practices/approaches.
    - Note: policy documents from these two states are concise and provide system level approaches

- Seek further input from stakeholder groups such as Department of Labor, NJ Business and Manufacturing groups, etc. to best ensure alignment with values and needs.

Resources and Examples

Education Commission of the States. (2017) *50-State Comparison: Prior Learning Assessment Policies*. https://www.ecs.org/50-state-comparison-prior-learning-assessment-policies/

- Council for Adult and Experiential Learning. (2015) *State Policy Approaches to Support Prior Learning Assessment*. https://www.cael.org/pla/publication/pla-state-policy-approaches-to-support-prior-learning-assessment
- Colorado Commission on Higher Education (CCHE). (2015) *Recommend Approval of Inclusive Process for the Development of a Statewide Prior Learning Assessment Policy* https://highered.colorado.gov/Academics/admissions/PLA%20docs/Research%20and%20Other%20States%20Policies/Approved%20Process%20for%20Statewide%20Prior%20Learning%20Assessment%20Policy%202015-0508.docx
- Sample state policies:
  - Colorado https://www.cccs.edu/policies-and-procedures/board-policies/bp-9-42-prior-learning-assessment-credit/
  - Montana https://mus.edu/borpol/bor300/301-19.pdf

3. Explore funding opportunities to drive the growth of PLA

Description: In order to accelerate the development of PLA across the state, funding must be identified to assist in the development of projects such as NJ PLAN, develop awareness and acceptance of PLA, and to operationalize and incentivize PLA initiatives Grant funding from the State and organizations interested in PLA initiatives for adult learners, workplace learning, etc. can provide for development opportunities

In addition to a grant program directly from the State, a potential partnership between an organization such as the Rutgers' Education and Employment Research Center (EERC) could work with a reconstituted NJ PLAN to identify grant opportunities, develop programs, and provide evidence backed by research that indicates the value of prior learning assessment.

Potential Benefits
- Enable awareness events and build operational capacity via workshops, conferences, etc.
- Connect PLA initiatives with research opportunities
- Reduce some of the cost burden of developing PLA opportunities for students

Initiatives
- Engage an outside facilitator (e.g. CAEL) to assist with work to further develop state-wide processes
- Identification of grant and other funding opportunities for PLA development

- ○ *note*: research/resources on PLA in this document often funded by grants from organizations such as the Lumina Foundation or State/U.S. Department of Labor and workforce development
- Fund research on effects of PLA in NJ (Data tracking in SURE)
- Develop partnerships among NJ institutions, examples:
  - ○ Determination of transfer pathways/articulations between two and four year institutions to ensure transferability of PLA credits
  - ○ Engagement with NJ business and/or non-profit organizations to assess training programs for college level learning and establish course equivalencies in multiple organizations
  - ○ Coordinate efforts for Portfolio assessment to ensure efficient administration, academic rigor, faculty participation, etc.
  - ○ Development of common assessments (i.e. Challenge exams) to be used across institutions. Institutions cooperate on creation of assessment and administration
- Incubator Grants to NJ Higher Education Institutions to develop PLA opportunities, provide staff development, etc.
- Award program from the state via NJ PLAN for PLA new and/or improved initiatives (New program, strategic use, etc.)

Starting Points
- Develop State grant program for PLA development initiatives, especially those that provide for a higher level of standardization or expansion across institutions
- Develop entities to identify outside funding/grant opportunities

Resources and Examples
- Kuang, L. and McKay, H. (2015). *Prior Learning Assessment and Student Outcomes at the Colorado Community College System*. Rutgers Education and Employment Research Center. https://smlr.rutgers.edu/sites/default/files/documents/PLA%20Baseline%20Report%20FINAL%202-4-16.pdf
  U.S. Department of Labor grant funded research study on the benefits of PLA
- Pennsylvania's College Credit Fast Track. *College Credit Fast Track* http://www.ccfasttrack.org/
  U.S. Department of Labor's Employment and Training Administration grant funded program.
- Rusk, D. T., & Smith, L. (2014). The Prior Learning Assessment Expansion Initiative of the University of Wisconsin System: A System Approach to Delivering a Culture in Which PLA Can Thrive. PLA Inside Out: An International Journal on Theory, Research and Practice in Prior Learning Assessment, 2(2).

Report from the UW Prior Learning Assessment Expansion Initiative (PLAE Initiative), a project funded, in part, by Lumina Foundation for Education

Selected Resources
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https://www.cael.org/pla/publication/state-system-pla-adoption-lessons-from-a-three-system-initiative

Klein-Collins, R. and Hudson, S. (2018). Do Methods Matter? PLA, Portfolio Assessment, and the Road to Completion and Persistence. Council for Adult and Experiential Learning (CAEL). Chicago, IL.
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Education Commission of the States (2017) 50-state Comparison: Prior Learning Assessment Policies.
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The Council for Adult and Experiential Learning (CAEL) (2015) State Policy Approaches to Support Prior Learning Assessment.
https://www.cael.org/hubfs/premium_content_resources/Home_page_books/CAEL_HCM-PLA-State-Policy-Report-2016.pdf

Learning Counts (2019). Learning Counts ©2019, CAEL provides PLA services for educational institutions and corporations via the LearningCounts program.
https://learningcounts.org

Higher Learning Commission (2018). Defining student success data recommendations for changing the conversation.
http://download.hlcommission.org/initiatives/StudentSuccessConversation.pdf

Danielson, Marsha (2019). Six Steps to Making Credit for Prior Learning a Reality
https://evolllution.com/attracting-students/accessibility/six-steps-to-making-credit-for-prior-learning-a-reality/

UTAH System of Higher Education (USHE). (2014) R470, General Education, Common Course Numbering, Lower-Division PreMajor Requirements, Transfer of

Credits, and Credit by Examination
https://higheredutah.org/wp-content/uploads/2014/05/R470-04_16.pdf

Colorado Community College System (2017) BP 9-42 Prior Learning Assessment Credit (Policy)
https://www.cccs.edu/policies-and-procedures/board-policies/bp-9-42-prior-learning-assessment-credit/

Council for Adult and Experiential Learning (CAEL) (2010) A 48- institution study of Prior Learning Assessment and Adult Student Outcomes.
http://cdn2.hubspot.net/hubfs/617695/premium_content_resources/pla/PDF/PLA_Fueling-the-Race.pdf

Appendices
Appendix A – Current State Research
Appendix B – Resource Guide

APPENDIX A

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)					
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program					
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program					
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program					
	Other Sources of Credit by Exam	Other external standardized exam programs					
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)					
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))					
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution					
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution					
NOTES:							

Cell: A2
Comment: Instructions:

Review the Website and/or online Catalog of the Institution to determine as best you can the answer for each criteria.

As needed please add notes.
-Steve Garwood

Cell: B3
Comment: If applicable
-Steve Garwood

Cell: D4
Comment: Applicable =
Method is available; Institution accepts credits earned via method

A = Applicable
NA = Not Applicable
I = Indeterminate
-Steve Garwood

Cell: E4
Comment: Any fee charged by the institution

$XXX = Cost of Fee
I = Indeterminate
-Steve Garwood

Cell: F4
Comment: Letter Grade or Credit/Non-Credit

G = Letter Grade earned
C = Credit/No-Credit (Pass/Fail)
I = Indeterminate
-Steve Garwood

Cell: G4
Comment: Major, Gen Ed, Electives, Other
-Steve Garwood

Cell: H4
Comment: Is there a limit on the amount of credits applicable to the method?

Y () = Yes (Amount of credit cap)
N = No
I = Indeterminate
-Steve Garwood

INSTITUTION: Passaic County Community College   **URL:**

PLA CONTACT:

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	n/a			
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x				
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?				
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	x				
	Other Sources of Credit by Exam	Other external standardized exam programs					
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x				
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))					
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution					

NOTES: PCCC is a participating college in the New Jersey Prior Learning Assessment Network (NJ PLAN). Students have an opportunity to earn credit toward their degrees for college-level learning acquired through work, civic activities, professional and military training, and professional licenses and certifications. Through NJ Plan, the portfolio assessment process will be completed through Thomas Edison State College, which will generate a transcript for credits earned. The credits earned through this process will be treated according to the PCCC transfer credit policy. Students interested in the portfolio assessment process should contact the PLA Coordinator in the Center for Student Success.

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)					
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	Yes	CLEP Fees	?	Primarily introductory courses	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	Yes	DANTES Fees	?	Primarily introductory courses	?
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	Yes	?	?	Various courses depending on department preference	?
	Other Sources of Credit by Exam	Other external standardized exam programs					
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	Yes	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))					
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution					
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution					

NOTES: Military credits assessed through Community College of the Air Force Transcripts, or JST (Joint Service Transcripts) for other branches. NJIT website is in the process of being updated, so a lot of information available is either very difficult to find or out of date

INSTITUTION: **William Paterson University**   **URL:**

PLA CONTACT:

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)					
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	X	$89			
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program					
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program					
	Other Sources of Credit by Exam	Other external standardized exam programs					
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)					
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))					
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution					
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution					

NOTES:

	INSTRUCTIONS	INSTITUTION:	Fairleigh Dickinson	URL:	https://view2.fdu.edu/academics/petrocelli-college/academic-units/online-programs/accelerating-your-degree/		
		PLA CONTACT:	n/a	NJPlan Member:	N		

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	?	?	? Review with Advisor	Up to 30 credits
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	Up to 33 credits
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	?	
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	n	n	n	n	n
	Other Sources of Credit by Exam	Other external standardized exam programs	x (TECEP)	TECEP fees	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	x	x	x	x	x
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	n	n	n	n	n
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

Has an "Accelerating Your Degree" site - https://view2.fdu.edu/academics/petrocelli-college/academic-units/online-programs/accelerating-your

INSTITUTION:	**Georgian Court**	**URL:** n/a
PLA CONTACT:	n/a	**NJPlan Member:** N

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	?	?	?	Up to 30 credits (Portfolio and Challenge Exams)
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	Up to 30 credits (all testing)
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	?	Up to 30 credits (all testing)
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	x	?	?	?	Up to 30 credits (Portfolio and Challenge Exams)
	Other Sources of Credit by Exam	Other external standardized exam programs	?	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES: GCU accepts a total of 30 credits from all testing sources combined. Please read the full Credit by Testing policy in the Academic Policies andProcedures section of the catalog. Refer to Table IID for CLEP exams accepted in transfer, and Table II-E for DSST (formerly DANTES) exams accepted in transfer. GCU awards up to 16 credits for NYU Language Proficiency Exams (credit is awarded for the 12-point exam and for the 16-point exam)   If a Georgian Court course (e.g., BU454) has been created by a department specifically to award credit for portfolios, it is not subject to the procedures described below because the department reserves the right to create separate criteria for its own courses/degree programs. A matriculating student may earn up to 30 credits from a combination of Georgian Court challenge examinations and portfolio assessment. Credits earned by taking Georgian Court-graded challenge examinations and portfolios are Georgian Court credits, but none of these credits can be counted toward the 30 Georgian Court credits required for graduation. A matriculating student cannot take a challenge examination or submit a portfolio until at least 12 credits of "regular" Georgian Court coursework has been earned. Students cannot attempt to earn challenge examination/portfolio prior learning credits during their semester of graduation. The department chairperson and school dean will determine if a challenge exam/portfolio assessment option can be taken for a particular course. Challenge examinations/portfolio assessments, in other words, may be offered upon request by a student, if the department chairperson and the dean approve. These credits are in addition to the number that students may earn by taking the CLEP, DSST, etc. exams, which are not Georgian Court credit.

INSTRUCTIONS	INSTITUTION:	Montclair University	URL:	https://www.montclair.edu/catalog/2013/academic-policies/
	PLA CONTACT:	n/a	NJPlan Member:	N

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	?	?	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	?	?
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	x	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	x (TECEP)	TECEP fees	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

INSTRUCTIONS	**INSTITUTION:**	**Rowan University**	**URL:**	https://rowanu.com/center-adult-experiential-learning			
	PLA CONTACT:	Sean Hendricks: hendrickss@rowan.edu or Rory McElwee: mcelweer@rowan.edu	**NJPlan Member:**	Y			

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	CAEL	$300 reviewer fee	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	?	?
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	x	$200 +$35 per credit	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	?	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	x (ACE/NCCRS)	depends on type	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

INSTITUTION:	**Rutgers University (New Brunswick)**	**URL:** n/a
PLA CONTACT:	n/a	**NJPlan Member:** N

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	?	?	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	n	?	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?	?	?	?	?
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	x	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	?	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

	INSTRUCTIONS		INSTITUTION:		Rutgers University (Camden)		URL:		https://newstudents.camden.rutgers.edu/creditsources

		PLA CONTACT:		n/a		NJPlan Member:		N

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	?	?	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	n	?	?	?	?
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	x	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	?	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

INSTITUTION:	Rutgers University (Newark)	URL:	https://sasn.rutgers.edu/student-support/current-students/transfer-student-services/acceptable-transfer-credits
PLA CONTACT:	John Gunkel: jgunkel@rutgers.edu	NJPlan Member:	Y

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x (via TESU)	TESU Portfolio fees	?	?	45 (TESU Portfolio and TECEP)
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	24
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?	?	?	?	?
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	?	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	x (TECEP, IB)	TECEP fees	?	?	45 (TESU Portfolio and TECEP)
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

INSTITUTION:	Seton Hall	**URL:** n/a
PLA CONTACT:	n/a	**NJPlan Member:** N

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	n	?	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?	?	?	?	?
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	? (some Accounting)	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	x	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES: Prior credit earned may appear in the form of AP, CLEP and credit by examination, and transfer coursework

	INSTITUTION:	Stockton University	URL:			?		
INSTRUCTIONS	PLA CONTACT:	Peter Hagen: Peter.Hagen@stockton.edu	**NJPlan Member:**		Y			

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x (via TESU)	TESU Portfolio fees	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	?	?
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	n	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	x (TECEP)	TECEP fees	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	x	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	PLA 200 (2 credit); $399 up to 12 credits reviewed	CR/NC	potentially any	n/a
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	CR/NC	contingent upon test	contingent
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	CR/NC	contingent upon test	contingent
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	x (TECEP)	$50 per credit (100-200); $75 per credit (300-400)	CR/NC	contingent upon test	contingent
	Other Sources of Credit by Exam	Other external standardized exam programs	x (Multiple)	TECEP fees	CR/NC	contingent upon test	contingent
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	n	CR/NC	contingent	contingent
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	x	n	CR/NC	contingent	contingent
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	x	n	CR/NC	contingent	contingent
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES: All but 6 credits towards a degree may be earned outside of TESU; SOS-110: Critical Information Literacy and the area Capstone course are required

INSTRUCTIONS	INSTITUTION:	**Bergen Community College**	URL:	https://bergen.edu/academics/pla/pla-guidelines/
	PLA CONTACT:	n/a	NJPlan Member:	

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	?	?	?	***
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	CLEP Pass Grade	Degree or certificate	***
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	Degree or certificate	***
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	x	?	?	Degree or certificate	***
	Other Sources of Credit by Exam	Other external standardized exam programs	x	*	?	Degree or certificate	***
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	Degree or certificate	***
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	x	**	?	Degree or certificate	***
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	x	?	Pass credential	Degree or certificate	***
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	x	?	Pass credential	Degree or certificate	***

NOTES: *ACE, AP, NYU Foreign Language Proficiency Testing

INSTRUCTIONS		INSTITUTION:	Camden Community College	URL:	https://www.camdencc.edu/admissions-financial-aid/priorlearning/?highlight=Prior%20Learning%2
		PLA CONTACT:	n/a	NJPlan Member:	

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	aluation + $10 per cred	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	$100	CLEP Pass Grade	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	$95	DSST Pass Grade	?	?
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	x	$40/exam	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	x *	AP Exam Fees	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	granted . No fee for 6	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	x	0	Pass credential	?	?
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	x	?	Pass credential	?	?

NOTES: * AP Courses awarded credit, minimum AP Score varies from a 3 to a 5 depending on the course. https://www.camdencc.edu/admissions-financial-aid/priorlearning/advanced-placement/

INSTITUTION: Hudson County Community College

URL: https://www.hccc.edu/uploadedFiles/Pages/Admissions_and_Financial_Aid/Financial_Aid/Im_Adm

PLA CONTACT: n/a

NJPlan Member:

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	?	?	?	*
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	?	?	?	*
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?	?	?	?	
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	x	?	?	?	*
	Other Sources of Credit by Exam	Other external standardized exam programs	x	?	?	?	*
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	?	*
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	x	?	?	?	*
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

* Up to 30 credits towards a degree and 15 credits toward a certificate.

| INSTRUCTIONS | INSTITUTION: | Union County College | URL: | https://www.ucc.edu/academics/academic-affairs/academic-master-plan/ |
| | PLA CONTACT: | n/a | NJPlan Member: | |

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	?	?	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	?	?	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?	?	?	?	?
	Institutional Credit-by-Exam opportunities	Instituion's standardized exam or challenge exam program	?	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	?	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Instution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES: 2019-2024 Academic Master Plan notes, "•Creating a Prior Learning Assessment (PLA) framework to improve our enrollment and revenue, particularly with the adult population."

Appendix B - Resource Guide						
Category	Title	Author	Year	Site address	Type	Description
Buidling a Case for PLA	Career Readiness Resources	National Association of Colleges and Employers (NACE	2017	https://www.naceweb.org/career-readiness/competencies/career-readiness-resources	website	Sample material, assessments, practices and research for integrating career readiness in programs and services
Building a Case for PLA	WICHE Interstate Passport	Western Interstate Commission for Higher Education		https://interstatepassport.wiche.edu/about/overview	website	National network of 2-year and 4-year institutions for block transfer of lower division of general education based on learning outcomes and proficiency criteria
Buidling a Case for PLA	A 48- insitution study of Prior Learning Assesment and Adult Student Outcomes	Council for Adult and Experiential Learning (CAEL)	2010	http://cdn2.hubspot.net/hubfs/617695/premium_content_resources/pla/PDF/PLA_Fueling-the-Race.pdf	PDF document	
Building a Case for PLA	How Businesses Can Help Prepare Our Students For The Challenges Of Tomorrow	Tyszko, Jason	2016	https://www.forbes.com/sites/gradsoflife/2016/07/21/how-businesses-can-help-prepare-our-students-for-the-challenges-of-tomorrow/#3f99f328c68c	website	A conversation on preparing students for building tomorrow's talent
NJ PLA Examples	Earning Credit for What You Already Know	Thomas Edison State University	n/a	https://www.tesu.edu/degree-completion/earning-credit	website	Overview of PLA opportunities at Thomas Edison State University
NJ PLA Examples	Accelerating Your Degree	Fairleigh Dickinson University	n/a	https://view2.fdu.edu/academics/petrocelli-college/academic-units/online-programs/accelerating-your-degree/	website	Overview of PLA opportunities and Fairleigh Dickinson University
NJ PLA Examples	Credit for Prior Learning	Camden County College	n/a	https://www.camdencc.edu/admissions-financial-aid/priorlearning/	website	Overview od credit for PL, 4 pathways to obtain credits, Credits awarded, Standardized tests, Agencies to evaluate
NJ PLA Examples	What is Prior Learning Assessment?	Bergen Community College	n/a	https://bergen.edu/academics/pla/	website	Overview of PLA, CBE options, Articluations, Guidelines and Portfolio Review
NJ PLA Examples	Adult & Experiential Learning Center	Rowan University	n/a	https://rowanu.com/center-adult-experiential-lea	website	...
PLA Framework	Six Steps to Making Credit for Prior Learning a Reality	Danielson, Marsha	2019	https://evolllution.com/attracting-students/accessibility/six-steps-to-making-credit-for-prior-learning-a-reality/	website	Shared benefits for giving credit for prior learning (CPL), roadblocks to CPL and 6 steps to creating a CPL environment
PLA Framework	Defining student success data recommendations for changing the conversation	Higher Learning Commission	2018	http://download.hlcommission.org/initiatives/StudentSuccessConversation.pdf	PDF document	Recommendations for a flexible framework of student success
PLA Framework	R470, General Education, Common Course Numbering, Lower-Division PreMajor Requirements, Transfer of Credits, and Credit by Examinatio	UTAH System of Higher Education (USHE).	2014	https://higheredutah.org/wp-content/uploads/2014/05/R470-04_16.pdf	PDF document	Common course numbering, transfer of credits and credit by examination for General Education programs in the Utah system of higher education
PLA Framework	State System PLA Adoption: Lessons from a Three-System Initiative	Council for Adult and Experiential Learning (CAEL)	2015	https://www.cael.org/pla/publication/state-syster	PDF document	Report from CAEL on three state/state system initiatives with lessons learned
PLA Framework	Learning Counts	Learning Counts	2019	https://learningcounts.org	website	CAEL provides PLA services for educational institutions and corporations via the LearningCounts program/ Earn college credits
PLA Policy	50-state Comparison: Prior Learning Assessment Policies	Education Commission of the States	2017	https://www.ecs.org/50-state-comparison-prior-learning-assessment-policies	website	Compares PLA policies for state or statewide postsecondary institutions on transferability, limits for PLA credits and guidance to students
PLA Policy	State Policy Approaches to Support Prior Learning Assessment	The Council for Adult and Experiential Learning	2015	https://www.cael.org/hubfs/premium_content_resources/Home_page_books/CAEL_HCM-PLA-State-Policy-Report-2016.pdf	PDF document	Background information on PLA for justifying statewide approach, kinds of policies from other states and specific case studies

State Policy Examples	BP 9-42 Prior Learning Assessment Credit (Policy)	Colorado Community College System	2017	https://www.cccs.edu/policies-and-procedures/board-policies/bp-9-42-prior-learning-assessment-credit/	PDF document	Text of CCCS policy on Prior Learning Assessment Credit
State Policy Examples	SP 9-42 Prior Learning Assessment Credit (Procedures)	Colorado Community College System	2017	https://www.cccs.edu/policies-and-procedures/system-presidents-procedures/sp-9-42-prior-learning-assessment-credit/	PDF document	Text of CCCS procedures on Prior Learning Assessment Credit
State Policy Examples	301:19 Prior Learning Assessment (PLA)	Montana Board of Regents	2017	https://mus.edu/borpol/bor300/301-19.pdf	PDF document	Text of Montana Board of Regents policy and procedures for prior learning assessment

STUDENT SUCCESS
WORKING GROUP DELIVERABLE

The **Student Success Working Group** will focus on identifying evidence-based and otherwise promising strategies to boost college completion at New Jersey's colleges. The group will explore opportunities to strengthen student success by scaling and replicating academic, social, and financial interventions that are innovative and effective. Specifically, the group focused on:

→ **Exploring and recommending alternatives to traditional developmental education.**

→ **Identifying creative strategies that can accelerate student progress to a degree and reduce the impact of student financial challenges.**

→ **Exploring opportunities to expand and standardize college credit for prior learning models.**

→ **Investigating multi-intervention models, such as CUNY ASAP, to see what lessons can be applied in New Jersey.from first year to graduation.**

CONTRIBUTING MEMBERS:

Anthony Iacono (Co-Lead)   **Vince Marigna (Co-Lead)**

Earl Brown   Tieka Harris   David Hood   Chris Reber

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Framework for Establishing Multi-Intervention Models in New Jersey

Problem Statement

Across our state, students encounter many obstacles to college completion. Low-income and first-generation students, in particular, often face multiple barriers that impede their ability to remain enrolled through degree attainment. Common difficulties include the struggle to balance financial commitments and the need to meet academic requirements. Family obligations can also interfere with students' ability to maintain momentum in their studies. In addition to these barriers, students oftentimes struggle to become immersed in college life and, therefore, do not experience a sense of belonging.

Unfortunately, colleges often address the many barriers students face in piecemeal fashion. Rather than implementing disconnected interventions, a number of studies have cited the benefits of multiple, connected interventions that can reinforce one another and, as a result, contribute to increased retention, academic success, and persistence to graduation (Strumbos, Linderman, & Hicks, 2018).

Recommended Action Items for New Jersey Institutions
1. New Jersey higher education institutions implement or improve the design of student success interventions on state campuses.

The more interventions are structured, coordinated, and viewed as a total-campus effort, the greater student retention, persistence, and graduation rates (Schneider & Clark, 2018). As Schneider and Clark's research indicates, multi-intervention services must approach the student holistically and address issues related to each student's current academic, personal, social, financial lives, and future goals.

2. Explore the possibility of creating Educational Opportunity Fund (EOF) programming, or EOF-like programming, available to all students.

In New Jersey, the EOF program, in existence for 50 years, specifically targets students with academic and financial need; thus, not every student can benefit from the multi-intervention services offered to EOF students. Campus EOF programs offer comprehensive services, including high-quality curricular and co-curricular programs and educational support services intended to assist students with academic, as well as social, financial, and personal success.

Other states have multi-intervention models through which they offer comprehensive supports to students. Similar to the State of New Jersey's EOF program, Amarillo College and the City University of New York (CUNY) system have developed anti-poverty programs to support their neediest students. These institutions recognized that poverty is a major barrier for students and have sought to alleviate some of the burden poverty imposes on students. Amarillo College's No Excuses Poverty Initiative and CUNY's Accelerated Study in Associate Programs (ASAP) support students through degree completion with several strategies to connect students to the institution and the surrounding community.

Amarillo College's No Excuses Poverty Initiative offers rent payments, transportation vouchers, childcare subsidies, free food from an on-campus food pantry, and free clothing. Additionally, Amarillo runs "…data analytics to create at-risk profiles for all incoming first-year students and invites those with incomes below $19,000 to come in before an emergency strikes" (Mangan & Schmalz, 2019). In this way, Amarillo takes a proactive approach in its student outreach efforts. Because data is at the core of Amarillo's work, the College collaborated with the Wisconsin HOPE Lab to do a basic needs survey of all students (Goldrick-Rab & Cady, 2018). The results of the survey showed that 54% of respondents experienced food insecurity and 59% of respondents experienced housing insecurity in the previous 30 days (Goldrick-Rab & and Cady, 2018). Following the implementation of No Excuses in 2011, three-year completion and transfer rates at Amarillo rose from 19% to 48%, and equity gaps in graduation nearly closed for Black and Hispanic students (Mangan & Schmalz, 2019).

The CUNY ASAP multi-intervention model is similar to Amarillo's. It offers CUNY students enhanced advising, academic and career services, financial support, highly structured degree pathways, and tuition waivers. Students are required to take a full-time course load of 12 credit hours per semester, and encouraged to take developmental courses early to create a pathway to graduation within three years or less (Strumbos, Linderman, & Hicks, 2018). Since the implementation of the CUNY ASAP program, graduation rates for African American students have risen (Strumbos, Linderman, & Hicks, 2018).

Recommended Action Item for the State of New Jersey

1. Ensure availability of annual EOF data.
   Adequate supports should be provided to the Office of the Secretary of Higher Education to update EOF data on a regular basis. This will ensure that data is provided annually and will offer insights into the efficacy of the program. These insights will also inform which interventions are working and how they may be applied to students who do not qualify for EOF.

Starting Points

1. **Conduct a Needs Assessment**
   In order to address student needs, every institution should conduct a needs assessment, as Amarillo College did, to understand what assets students lack, what barriers they face, and what interventions might yield the best results.

2. **Consider intrusive advising**
   Most colleges have an advising center that offers academic, personal, and social support to students as they transition into college and continue to navigate the institution. In an intrusive advising model, advisors reach out to students prior to their first day on campus rather than waiting for the semester to begin or for students to find their way to the advising center. Intrusive advisors approach the whole student and build a supportive relationship with students. A large amount of research shows that the advisor-student relationship can be at the heart of a student's college experience. The advisor is a teacher, advocate, and guide who may be aware of the student's personal struggles, advise the student on academic plans, know when the student needs assistance, and can show the student where to get help when needed (Varney, 2007).

3. **Encourage early developmental education**
   By encouraging students to take developmental education courses early, perhaps even during the summer prior to beginning their first year of college, students and advisors can create an academic plan that keeps students on track to graduate on time. Most EOF programs in New Jersey engage students in a precollege summer bridge program (OSHE, 2019).

4. **Explore strategies for providing needy students with financial assistance**
   Students often need funding to help stay on track, whether it be funding to supplement financial aid, for childcare or car repairs, or gift certificates to the local supermarket. An institution does not have to provide students with funding for all of these needs; however, providing access to funding for urgent needs can prevent a student from falling behind academically. Partnerships with local community agencies, businesses, alumni, and donors can help an institution raise the capital to provide this kind of emergency or completion grants.

The multiple interventions listed in the figure below reflect those highlighted in the research we reviewed. Each institution should be intentional about which interventions are necessary and will work to support students on its campus. The best way to do this is through a needs assessment which produces data that allows for each institution to reflect on its unique circumstances and make decisions effectively.

ADVISING

- intrusive, with high levels of contact
- academic advisors, mentors, success coaches, faculty advisors, and peer leaders
- metacognitive engagement
- success planning
  - guided pathways
  - academic planning

+

DATA-DRIVEN DECISION MAKING

- assessment and evaluation
- invites immediate change/correction

+

ACADEMIC SUPPORT SERVICES

- tutoring
  - including eTutoring
- supplemental instruction

+

REAL-TIME CAREER CONNECTIONS

- focus on competencies
- meta-majors
- internships
- relevant on-campus employment
- online mechanism for career exploration
- faculty engagement

+

PARTNERSHIPS

- on-campus offices and departments
- faculty
- CBOs/government agencies/social services
  - childcare
  - housing
  - food insecurity
  - transportation
  - mental health services
  - physical health services

+

CURRICULAR RE-DESIGN

- multiple measures for placement decisions
- co-requisite remediation
- competency-based education
- prior learning assessment (PLA)
- swift transfer credit evaluation
- revamping of developmental education

+

GAP FUNDING

- meets costs after aid has been applied
- priority on seniors close to graduation
- reduced loan encumbrance

+

ENGAGEMENT

- exposure to success
  - alumni/faculty mentorship
- high-impact practices
  - internships
  - first-year seminars
  - learning communities
  - service learning
  - faculty-led research experiences

+

SUMMER BRIDGE PROGRAMS

- precollege articulation
  - courses
  - workshops
- courses taught by (tenured) faculty

+

STUDENT COMMITMENT REQUIRED

- contracts
- intrusive advising
- partnership with advisor(s)
- personal development
- academic commitment
- working with faculty

+

INSTITUTIONAL COMMITMENT

- financing
- representation
- self-assessment
- comprehensive student success plan
- faculty development

+

TECHNOLOGY

- student tracking/CRM
- data management system
- social media
- text messaging capabilities
- internal and external in-time communication
- loaner system for students

+

STATE COMMITMENT

- policy/legislation
- significant financial resources
  - innovation grant funding
  - accountability measures

Selected Resources

Goldrick-Rab, S., and Cady, C. (2018). Supporting community college completion with a culture of caring: A case study of Amarillo College. Madison, WI: The Wisconsin HOPE Lab. Retrieved from https://hope4college.com/wp-content/uploads/2018/09/wisconsin-hope-lab-case-study-amarillo-college.pdf

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