

New Jersey

New Jersey Commission on Higher Education

Jane Oates

Executive Director

20 West State Street

P. O. Box 542

Trenton, NJ 08625-0542

Email: jane.oates@che.state.nj.us

- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
There is a NJ High School Redesign Steering Committee, public-private partnership, which has outlined reform efforts to better prepare students to succeed in a global economy. The efforts are designed to teach the necessary skills to both students who go on to college and those entering the workforce. The Steering Committee has endorsed the American Diploma Project (ADP) benchmarks. New Jersey is a member of the ADP network.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
Yes, the Commission’s website has links to each college or university in the state. In addition, the Inventory of Degree and Certificate Program Offerings at New Jersey Institutions of Higher Education, updated regularly, contains information about the 3,700+ approved degree and certificate programs currently offered by the 59 licensed New Jersey institutions of higher education.

http://www.state.nj.us/highereducation/Program_Inventory/index.html
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
No, there is not a mandated or recommended college preparatory curriculum in place in the New Jersey’s public high schools.
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
No, New Jersey has not articulated a set of explicit competencies or skills that define what it means to be “college ready.”
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?
No. While there are no statewide systemic initiatives, there are a number of dual enrollments partnerships among school districts, career and technical high schools and county colleges to

enable students to pursue industry recognized credentials, isolated college credits and associates degrees.

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?
No, there is no common test or cut off score. Institutions choose the tests and set cut-off scores.
- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?
Yes, there is a new statewide transfer and articulation policy. This policy covers all public institutions in the state of New Jersey. In addition, legislation is under consideration that will codify transfer policy. Public institutions must participate and independent institutions can participate on a voluntary basis.
- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?
Yes, there is a transferable general education requirement. Actual courses and or/credits are not named. Specific competences are not identified. Testing is not used to guarantee student competency for progress or transfer.
- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?
Yes, an AA or AS degree from a community college does meet general education requirements at public four-year institutions. There is a web site that walks the student through the transfer process at <https://www.njtransfer.org/artweb/chgri.cgi>
This is a new policy so there is nothing in place to make sure this happens as yet.
- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?
Yes, the credits transfer to count against the total need for graduation.
- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?
No, there are no statewide test-out or competency-based provisions that allow a student to accelerate progress toward a degree.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

Yes, Thomas Edison State College (www.tesc.edu)

Also, through the New Jersey Virtual Community College Consortium there is a way in which to complete (electronically) the AA, AS and certain certificates. These credentials are conferred by the individual institutions themselves not the consortium. In addition, several institutions in other sectors offer undergraduate and graduate degree programs electronically.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

No, NJ does not have this centralized resource for the entire higher education community. For one sector, there is an accessible bank. The New Jersey Virtual Community College Consortium (*NJVCCC*) is a partnership of the state’s 19 community colleges. NJVCCC offers a wide range of college-level classes--all from accredited institutions.

<http://www.njvccc.cc.nj.us/>

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No incentives for degree completion; no incentives for credit “efficiency”; No disincentives from the state for amassing excess credits but individual institutions may have policies in place for “overload” semesters, etc. Also there is a limit to the number of semesters a student can be eligible for student assistance programs.