



ON-RAMPS TO COLLEGE

WORKING GROUP DELIVERABLE

The **On-ramps to College Working Group** focused on strategies to increase postsecondary access for all students in the state by developing innovative solutions for addressing equity gaps in college attendance by race and socioeconomic status. Specially, the group was charged with:

- ➔ **Creating a coordinated approach to offering fee-free dual enrollment and piloting other models for demonstrating college-level mastery, such as the Modern States Educational Alliance, which prepares students for College Level Examination Program exams.**
- ➔ **Exploring, and then working to address, the factors affecting New Jersey student decisions to attend higher education institutions outside of the state.**

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OVERVIEW

In March of 2019, New Jersey unveiled a [state plan for higher education](#) with a bold vision that “every New Jerseyan, regardless of life circumstances, should have the opportunity to obtain a high-quality credential that prepares them for life after college.” The implementation of this plan and common goal required the input and expertise of various stakeholders, including the On-ramps to College Working Group (hereafter referred to as “Working Group”).

Over the past six months, this Working Group focused on one component of the state plan in order to make the vision a reality, which was to create on-ramps to college so that all New Jersey students regardless of age are exposed to postsecondary opportunities. Specifically, the group was charged with increasing postsecondary access for all students in the state by developing innovative solutions to addressing equity gaps in college attendance by race and socioeconomic status. The specific charges included:

1. Creating a coordinated approach to offering fee-free dual enrollment and...
2. Piloting other models for demonstrating college-level mastery, such as the Modern States Educational Alliance, which prepares students for College Level Examination Program exams.
3. Exploring, and then working to address, the factors affecting New Jersey student decisions to attend higher education institutions outside of the state.

While the time frame was daunting for addressing large-scale and longstanding issues, the Working Group is proud to share initial action steps and engage in continued conversations that will continue to move New Jersey towards the goal.

OFFERING FEE-FREE DUAL ENROLLMENT

Dual enrollment provides a way for students to earn college credits while still in high school. While dual enrollment programs exist across the state, not all students have access. Despite discounted costs, some students are still not able to afford to participate, so the Working Group focused on funding particularly for low-income students. The deliverable gives policy guidance for creating a coordinated approach to dual enrollment focused on equity in access and participation. This deliverable should help inform the newly created Dual Enrollment Study Commission.

PILOTING COMPETENCY MODELS

Another innovative way for students to demonstrate college-level mastery earning them college credit in advance is through competency-based models. These models may be less familiar than dual enrollment, so the deliverable focuses on creating an inventory of competency-based programs that administrators could consider in order to help provide accessibility and affordability to higher education. The inventory also includes information about where these programs exist and where credit is accepted across the state.

EXPLORING OUTMIGRATION

New Jersey has a long-standing history of being a top exporter of students, but data surrounding this topic can be flawed or non-existent. The deliverable included here takes a snapshot of outmigration by looking at specific

New Jersey districts to begin to understand college choice, and provides a proposal for further research on the topic. In addition, proposals for current and suggested programs to help address outmigration and promote higher education in New Jersey are presented.

CONSIDERATIONS

The Working Group brought together stakeholders of all backgrounds to utilize their expertise to investigate the challenges surrounding college access from a variety of perspectives. As a result of these conversations, the Working Group acknowledges limitations in the work:

- The Working Group was looking at only one piece of the puzzle and many discussions led to related issues. For example, a student's reasons for leaving the state (outmigration) could tie to tuition costs in-state. Nevertheless, the deliverables are focused directly on the charges given to the working group.
- Some of the discussions regarding possible solutions could lead to unintended consequences that should be discussed before implementation. For example, if we are able to provide NJ students with more college credits prior to enrollment, will this lead to unintended outmigration of students? These considerations are addressed in our end products.
- There are already good programs and work happening both in the state and the nation that can be shared, especially given the limited resources of time and money. The deliverables include some exemplars of programs, but this is not a comprehensive and exhaustive list, but provides an avenue to continue to share best practices.
- The deliverables should be viewed as living documents that serve as a foundation to continued conversations around addressing the equity gaps in access to college.

With these acknowledgments, the Working Group is proud to present three deliverables for further discussion, development, and implementation across the state in order to further the work of the State Plan and to help New Jersey reach the goal of 65% of working age residents with a high quality credential by 2025 (65 by 2025). New Jersey stakeholders are committed to the success of students across the Garden State.

Disclaimer:

The views expressed in this document belong to the Working Group and do not necessarily reflect the official policy of the State of New Jersey. The content provided is intended to serve as a resource to help develop strategies to increase support for students at New Jersey's colleges and is provided in good faith. Due to time constraints, the Working Group notes the information may not be comprehensive and readers should take into account context for how the deliverable is used as well as further research that may be available after publication.

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Introduction

A critical component of the New Jersey [State Higher Education Plan](#)¹ is providing early exposure to college and career pathways to students, which includes the opportunity to take college-level coursework. As part of this state plan, this working group was charged with developing innovative solutions to addressing equity gaps in college attendance. Within the framework of investigating opportunities to earn college credit outside of the classroom and finding innovative solutions for addressing equity gaps, the group examined alternative models for demonstrating college-level mastery.

Using a student-centered and equity-focused approach, the working group compiled an inventory of models, including exam-based pathways to college credit (such as College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) exams). The group further explored what score equivalences are accepted at New Jersey institutions (see Appendix A). The group also explored programs that promote the participation and use of competency-based models, such as the Modern States Educational Alliance and the potential use of the New Jersey Department of Education “Option 2.”

The Working Group further explored innovative models at institutions of higher education to glean lessons learned. These institutions include Southern New Hampshire University: College for America, University of Massachusetts Amherst: University Without Walls, and Western Governor’s University. This inventory provides further details on each of these programs, including types of courses, students served, costs, and program information, allowing administrators, practitioners and community leaders to better understand these unique approaches to delivering academic programs and measuring students’ mastery of material. The emphasis on affordability and accessibility supports the goals of the higher education plan to improve college attainment by introducing college to students earlier and to provide opportunities to earn credit for students returning to school. The reader is encouraged to learn more about additional options, such as dual enrollment further explored by the On-ramps to College Working Group

(https://www.state.nj.us/highereducation/workinggroups/onramps_to_college/deliverable1) and prior learning models further explored by the Student Success Working Group (https://www.state.nj.us/highereducation/workinggroups/student_success/deliverable3).

In investigating programs, the group used the definition of a competency-based program from the 2018 National Survey of Postsecondary Competency-Based Education, which defines a competency-based program as meeting one of the following criteria:

1. Learning is measured in competencies, and this can be evaluated based on seat time OR without seat time.

2. Students complete the course and move through the program based on acquiring required competencies.
3. Students pace themselves through courses and programs.²

Exam Pathways to College-Level Credits

The following programs were identified as leading to college credits by demonstrating competency in an area through an assessment measure:

1. Advanced Placement (AP), administered by the College Board
2. College-Level Examination Program (CLEP), administered by the College Board
3. International Baccalaureate (IB), administered by the International Baccalaureate Organization

A description of each of these programs is provided below. In addition, Appendix A includes a preliminary inventory of IB, AP, and CLEP score equivalency policies at New Jersey's senior publics, community colleges, and independent four year colleges. Scores transfer differently across institutions and information on course equivalencies is not always easy to locate on websites.

Advanced Placement (AP)

Program: The AP program offers 38 courses which provides college content typically serving traditional aged high school students who are often high achievers. A student will take an AP exam, typically after completing an AP course and pending score, could receive college credit.

For additional information and resources about AP, visit:
<https://ap.collegeboard.org/>.

Funding: To establish the program, schools must complete an AP Course Audit, which includes providing a course syllabus and audit form. In addition, an exam fee is charged.³ Costs for schools to administer the program can vary and could include: professional development for teacher/faculty; location; and textbooks.⁴

Additional Considerations: While the program provides college credit, students are not eligible for federal or state financial aid and the course could come with costs (test fee, etc) that could be a barrier for students to participate. In addition, access to AP courses may vary depending on school. Postsecondary institutions may or may not accept AP scores and often require a certain score to obtain credit (see Appendix A). While the AP exam is typically tied to a course, students could only complete the AP exam- see 'Modern States Educational Alliance' described later in this document.

College-Level Examination Program (CLEP)

Program: CLEP exams "help students earn college credit for what they already know, for a fraction of the cost of a college course" (CollegeBoard, 2019). Thirty

four CLEP exams are available on a range of subjects corresponding to a college-level course. While anyone could take a CLEP test, the ability to test for what you know could be a benefit to adult students and those with military backgrounds.

For additional information about CLEP, including benefits, descriptions of the tests, and a validity study research brief, visit: <https://clep.collegeboard.org/about-clep/key-exam-information>.

Funding: Cost of CLEP exams for students is \$89 for each test, with potential discount for military service members.⁵

Additional Considerations: Students should check with their postsecondary institutions to determine if- and at what cut-off score- their school accepts CLEP. Additionally, organizations like the Modern States Educational Alliance (described in more detail below) could help with the costs of exams.

International Baccalaureate (IB)

Program: IB is a college preparatory program aimed at traditional aged students. The curriculum focuses on inquiry and critical thinking that results in an examination at the end of the course to measure their learning.

For more specific information about IB, including benefits, research on the impact of IB, and curriculum components, visit: <https://www.ibo.org/>.

Funding: Schools must be authorized to become an IB school and in addition pay annual fees.⁶

Additional Considerations: Schools have to be authorized to teach IB programs. Access to IB courses appears to be limited within New Jersey (see Appendix B for a list of NJ schools that had students participate in a course and/or exam; see also [state search feature](#) on IBO website). Based on Appendix A, not all IB scores are accepted uniformly across institutions of higher education.

Innovative Degree Programs

The following schools and/or program at institutions of higher education were selected for further exploration because of the innovative approach taken in delivering competency-based education.

1. Southern New Hampshire University (SNHU): College for America
2. University of Massachusetts Amherst: University Without Walls
3. Western Governors University

By learning more about their approaches, administrators can glean best practices and lessons learned, particularly in reaching out to targeted populations, such as adult learners.

Based on the information gathered, the following analysis presents the strengths, weaknesses, opportunities, and threats (SWOT) of these innovative degree programs that should be taken into consideration.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Flexibility in schedule helps postsecondary learners • Provides more affordable pathways • Flexibility in awarding credit for prior coursework and life experiences, such as up to 90 credits at SNHU • Ability to offer a more personalized enrollment experience 	<ul style="list-style-type: none"> • Often requires action to internet for online material • Appropriate level of time management skills needed for distance programs • Academic programs may be limited • Direct assessment model presents challenges for implementation • Conflicting message of affordability and disparity in graduation rate for Pell and non-Pell recipients • Securing approvals from DOE for Title IV aid and from accreditor to offer high-quality programs
Opportunities	Threats
<ul style="list-style-type: none"> • Potential development of competency-based programs at NJ institutions • Partnerships with employers to address skills gaps 	<ul style="list-style-type: none"> • Competency-based education necessitates changing current operations • Implementation of competency-based program could impact enrollment at NJ institutions

Southern New Hampshire University (SNHU): College for America⁷

Program: College for America offers online, competency-based programs where students work on real-world projects to build skills. The program targets working adults. College for America offers associate and bachelor’s degrees in general studies, communications, management, and healthcare management with options to complete a set path with due dates or a personalized path where you set your time frame.⁸ They also promotes partnerships with employers emphasizing the relevance of their programs.

For more information about the specific College for America plan, visit:

<https://collegeforamerica.org/>

Funding: Students can be eligible for federal aid; receive grants, loans, military benefits, and employer reimbursement. For some programs, such as College for America, SNHU provides tuition discounts based on employer, reporting that 60% of students graduate debt-free.

Strengths: Affordable, accessible education through innovative online platform that allows students the option to progress at their own pace. In addition, the website shares that each student "... has their own personal advisor, plus an industry-best academic support team to provide subject matter coaching, peer tutoring and other services..." (Southern New Hampshire University, 2019).

Challenges: There are a limited number of degree programs offered.

Additional Comments: SNHU is one of the fastest growing institutions, growing by 1,312.6% from fall 2007 to fall 2017; this represents an increase in students from 6,439 to 90,955, of which a portion are students enrolled in competency-based programs.⁹ SNHU is heavily marketed spending roughly \$139 million in marketing in 2018.¹⁰

*University of Massachusetts Amherst: University Without Walls (UWW)*¹¹

* Note: This is not a competency-based program; however, the flexibility given for prior learning assessments and evaluations makes it noteworthy.

Program: Self-designed program of study allowing for online, blended or on-campus courses. The program targets adults, particular those who have not finished their degree and notes that many of their students are also parents.¹² The average age of a student in the program is 37. Students work with a degree planning instructor to create their plan offering flexibility in awarding credit for prior coursework, portfolios, life experience, professional training, military training, and credit exams.

For more information, visit: <https://www.umass.edu/uww/>

Funding: Students are eligible for federal aid; receive grants, loans, military benefits, and employer reimbursement. Cost varies, but are roughly \$390 per credit for core courses; other credits could cost as much a \$475 per credit with a flat \$1190 fee for prior learning credits.¹³

Strengths: Flexibility in earning credits through alternative methods (including up to 105 credits for prior coursework) and incorporation of portfolio preparation into student's program of study. The program also provides flat fee for prior learning portfolios, which could reduce costs based on number of credits earned. Students still have the option to utilize online, hybrid, or traditional courses.

Challenges: Because of traditional credit hour program, it does not offer the same flexibility as competency-based programs.

Additional Comments: Graduation rate is not available from National Center in Educational Statistics for University Without Walls; however, the University of Massachusetts Amherst reports a graduation rate of 80%. Pell grant recipient graduation rate is 71.1% and non-recipient of Pell grant graduation rate is 81.1%.¹⁴

*Western Governors University (WGU)*¹⁵

Program: University offers online competency-based education for undergraduate and graduate degrees within their schools of Business, Education, Information Technology and Health Professions. They target working adults, who want to pursue degree without boundaries of time or place, with classes beginning at the start of every month.

For more information, visit: <https://www.wgu.edu/about/competency-based-education.html#close>

Funding: Students are eligible for federal aid; receive grants, loans, military benefits, and employer reimbursement. Tuition is charged flat rate each term and covers all coursework completed in that time (cost is approximately \$3,520 per term).

Strengths: Flexible (available 24/7), low cost, and serves diverse student populations

Challenges: Graduation rate is 32%. Pell grant recipient graduation rate is 21.0% and non-recipient of Pell grant graduation rate is 37.0%.¹⁶

Additional Comments: WGU is also a fast-growing institution, which grew by 993.2% from fall 2007 to fall 2017.¹⁷ WGU spent close to \$75 million in advertising in 2016.

Because competency-based education models represent a change from traditional methods for delivering higher education, it would be worthwhile to follow the progress of programs like Southern New Hampshire University and Western Governors University, especially to learn how to better serve adult learners. This includes consideration of factors related to start-up and operational costs, student expenses, student success measures and outcomes. In addition, programs like the University Without Walls, and more recently, California's online Calbright College¹⁸ (not explored here, as it just began in 2019), provide additional insight into how we can remove barriers for students and expand how we traditionally think of education.

Other Considerations: Modern States Educational Alliance and New Jersey Department of Education Option Two

Modern States Education Alliance

Modern States Education Alliance is a non-profit organization that delivers course content to prepare students to take a CLEP exam or AP exam.¹⁹ Similar to New Jersey's state higher education plan, Modern States is focused on increasing access to postsecondary education and making it more affordable through programs such as "Freshman Year for Free."²⁰

Program: Content is delivered online and is self-paced for students. Every seven minutes there is a quiz to ensure students are learning. Videos can be watched at different speeds, and transcripts of faculty content can be downloaded. The organization promotes courses taught by leading faculty on subject matter.

For additional information, including list of courses, visit their website at: <https://modernstates.org/>

Admission Process: Modern States Educational Alliance is open to all, as students simply elect to take an online course and complete coursework and practice questions. There is no formal admission process, however, students do have to request a test voucher and register to take the appropriate exam paying with the voucher received.

Title IV Eligibility: N/A

Funding: The online courses are free to students and funding for CLEP and AP exams at completion of course is provided through private organizations. Vouchers go directly to the student. In some cases, Modern States has established partnerships with school districts and higher education systems to guarantee a certain number of vouchers for students.²¹

Strengths: 76% success rate in CLEP exam, which is approximately 10% over national average, as reported by David Vise, Executive Director of MSEA. Data is not available on AP tests. Modern States provides a flexible, no-to-low cost option for students to earn credits on their own time. Online resources and practice exams are free for students. If an AP subject matter is not available in a high school, Modern States presents an opportunity for students to still take the AP exam, for potential credit at both the high school and college-level.

Challenges: Not all institutions accept CLEP scores or accept the same score equivalencies, so students will need to check with their intended institution to ensure acceptance of credit (see Appendix A).

Additional Considerations: Modern States is working towards integrating advising/tutoring into their model and coordinating with institutions of higher education would could be integral to its impact. In addition, Modern States is open to forming more memorandums of understanding with schools, districts, and/or the state to promote the model.

New Jersey Department of Education, Option 2

In keeping with competency-based education for college credit, N.J.A.C. 6A:8-5.1(a)1ii, otherwise known as “Option Two” for academic & professional standards,²² served as an alternative to traditional high school courses and involved comprehensive experiences that enhance student achievement and fulfill the New Jersey Core Curriculum Content Standards. As described on the NJ Department of Education archives:

Option Two may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extra-curricular programs, and/or other structured learning experiences (New Jersey Department of Education, 2017).

In addition, N.J.A.C. 6A:8-5.1(a)1ii (3) permits the recognition of the successful completion of an accredited college course that assures achievement of the knowledge and skills outlined in the Core Curriculum Content Standards.²³

Next Steps for Further Development and Implementation of Competency-Based Programs

Based on the working group’s exploration, the following next steps are suggested to continue to develop the use of competency-based models in New Jersey:

Practitioners (both at high schools and postsecondary institutions)

- Share and explore best practices in competency-based opportunity, perhaps through the creation of an online platform/expanded inventory of statewide programs
- Consider how competency-based programs can help scale up opportunities to earn college credit and/or target special populations, such as students entering school from the workplace
- Establish an advising model that incorporates alternative methods of earning credit into guided pathways, mapping pathway to end goal, including options like Modern States Educational Alliance CLEP courses and prior learning assessments
- Promote Modern States Educational Alliance with administrators, personnel, and students to inform about opportunities to earn college credit for low or no cost
- Make information about acceptance of and course equivalencies for competency-based exams easily available to students

State Leaders

- Recommend greater consistency of minimum test scores accepted for AP, IB and CLEP at New Jersey institutions; similar in concept to the Lampitt law, a statewide agreement to assist students in transfer from a community college to four-year public institution
- Review and republish guidelines offered for Option 2, NJ Statute 6A:8-5.1- Graduation requirements, as a general strategy for competency-based assessment at the secondary level, which offers a way for students to progress toward high school completion
- Develop an online platform/expanded inventory of alternative ways to earn credit for both high school students with AP, CLEP and dual enrollment, and for postsecondary students with CLEP and prior learning assessments
- Develop communication materials detailing competency-based programs or organizations like Modern States Educational Alliance, which could provide college credits for free
- Investigate the possibility of a competency-based credential for the high school teacher to expand the pool of faculty in high school who can teach dual enrollment courses

Additional Resources on Competency-Based Programs

- Competency-Based Education Network (2018). Quality framework for competency-based education program: A user's guide. Retrieved from https://www.cbenetwork.org/wp-content/uploads/2018/09/2nd_button_Quality_Framework_Users_Guide_Final.pdf
- Department of Education (2019). Federal Student Aid Handbook. Retrieved from <https://ifap.ed.gov/ifap/byAwardYear.jsp?type=fsahandbook&awardyear=2019-2020>
- Fain, P. (2019). Slow growth for competency-based education, but survey finds interest and optimism about it. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2019/01/28/slow-growth-competency-based-education-survey-finds-interest-and-optimism-about-it>
- National Survey of Postsecondary Competency-Based Education (2018). State of the Field. Retrieved from <https://www.air.org/sites/default/files/National-Survey-of-Postsec-CBE-2018-AIR-Eduventures-Jan-2019.pdf>
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- Soldner, M. & Parsons, K. (2016). Making the case for competency-based education: Early lessons from the field. *American Institutes for Research*. Retrieved from <https://www.air.org/sites/default/files/downloads/report/Making-the-Case-for-Competency-Based-Education-May-2016.pdf>
- Uranis, J., Erskine, M., Cullum, A., & DeBate, R. (2019). Moving from the legacy student hour toward a comprehensive measure of student learning: Examining benefits of a competency-based taxonomy of learning. *Lumina Foundation*. Retrieved from <https://www.luminafoundation.org/files/resources/moving-from-the-legacy-student-hour.pdf>

Appendix A: Score Equivalencies at NJ Institutions for IB, AP, and CLEP

The purpose of this table is to show a preliminary collection of competency score equivalencies for public and independent institutions of higher education in New Jersey. This table is based on a preliminary search and may not be comprehensive. Additionally, higher education institutions may change their policies or website links, so some links only lead to the most recent academic catalogs for each school. Please make sure to navigate the webpage for the most recent academic catalog. The reader should use this appendix as a jumpstart for future research for policy evaluation.

The information presented here is not binding, as information may have additional caveats further detailed in the institution’s website. For example, some information may only apply to incoming freshman students as there may be different policies regarding transfer or adult students. Some programs within a higher education institution may have different policies regarding awarding of credit or institutions may limit the total number of credits that can transfer. Additionally, institutions may limit the time period in which credits can transfer or may have referred to the other credits using alternative search terms from this Working Group.

Colleges	IB	AP	CLEP
The College of New Jersey	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>
Kean University		<u>Yes</u>	<u>Yes</u>
Montclair State University		<u>Yes</u> *	
New Jersey Institute of Technology	<u>Yes</u>	<u>Yes</u>	Yes*
New Jersey City University		<u>Yes</u> *	<u>Yes</u> *
Ramapo College of New Jersey	<u>Yes</u>	<u>Yes</u>	Yes
Rowan University	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>
Rutgers, The State University of N.J. - New Brunswick**	<u>Yes</u>	<u>Yes</u>	
Rutgers, The State University of N.J. - Newark	<u>Yes</u> *	<u>Yes</u>	<u>Yes</u>
Rutgers, The State University of N.J. - Camden	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>
Stockton University	Yes	<u>Yes</u>	<u>Yes</u>
Thomas Edison State University		<u>Yes</u> *	<u>Yes</u>
William Paterson University of New Jersey		<u>Yes</u>	<u>Yes</u>
Atlantic Cape Community College	<u>Yes</u> *	<u>Yes</u>	<u>Yes</u>
Bergen Community College		<u>Yes</u>	<u>Yes</u>
Brookdale Community College		<u>Yes</u>	<u>Yes</u>
Rowan College at Burlington County	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>
Camden County College		<u>Yes</u>	<u>Yes</u>

Rowan College of South Jersey			Gloucester- Yes Cumberland- Yes
Essex County College		Yes	Yes
Hudson County Community College	Yes *	Yes *	Yes *
Mercer County Community College	Yes	Yes *	Yes *
Middlesex County College		Yes *	Yes *
Morris, County College of		Yes	Yes
Ocean County College		Yes *	Yes *
Passaic County Community College		Yes *	Yes *
Raritan Valley Community College		Yes	Yes
Salem Community College		Yes *	Yes *
Sussex County Community College			Yes *
Union County College		Yes *	Yes
Warren County Community College		Yes	Yes
Bloomfield College		Yes *	Yes
Caldwell University	Yes	Yes	Yes
Centenary University	Yes *	Yes *	Yes *
Drew University	Yes	Yes	
Fairleigh Dickinson University	Yes *	Yes	Yes
Felician University		Yes *	Yes *
Georgian Court University	Yes	Yes	Yes
Monmouth University	Yes	Yes	Yes
Pillar College		Yes *	Yes *
Princeton University	Yes *	Yes	
Rider University	Yes	Yes	Yes *
College of Saint Elizabeth		Yes *	Yes *
Saint Peter's University	Yes *	Yes *	Yes *
Seton Hall University	Yes	Yes	
Stevens Institute of Technology	Yes	Yes	

*The school does not list a strict class-to-class transference policy online. Students need to first contact the school's academic advising office prior to taking the exam to see if it's accepted and how the credits would transfer.

** Rutgers University – New Brunswick has several undergraduate schools within it, each with different policies on credit acceptance and transference.

Appendix B: High Schools in NJ with Students Enrolled in an IB Course or took an IB Exam in 2017-2018

County	School District
BERGEN	BERGEN COUNTY VOCATIONAL
BERGEN	CARLSTADT-EAST RUTHERFORD
BERGEN	FORT LEE BORO
BERGEN	TEANECK TWP
BURLINGTON	BURLINGTON CITY
BURLINGTON	BURLINGTON TWP
ESSEX	EAST ORANGE
ESSEX	NEWARK CITY
ESSEX	NEWARK CITY
ESSEX	SOUTH ORANGE-MAPLEWOOD
HUDSON	HUDSON COUNTY VOCATIONAL
HUDSON	JERSEY CITY
HUDSON	UNION CITY
MIDDLESEX	MIDDLESEX CO VOCATIONAL
MIDDLESEX	PERTH AMBOY CITY
MIDDLESEX	SOUTH AMBOY CITY
MIDDLESEX	SOUTH BRUNSWICK TWP
MONMOUTH	FREEHOLD REGIONAL
MONMOUTH	MONMOUTH CO VOCATIONAL

MONMOUTH	RED BANK REGIONAL
MONMOUTH	SHORE REGIONAL
MORRIS	JEFFERSON TWP
MORRIS	MORRIS HILLS REGIONAL
MORRIS	MORRIS SCHOOL DISTRICT
MORRIS	WEST MORRIS REGIONAL
MORRIS	WEST MORRIS REGIONAL
OCEAN	BRICK TWP
OCEAN	BRICK TWP
PASSAIC	CLIFTON CITY
PASSAIC	PASSAIC CITY
PASSAIC	PATERSON CITY
SALEM	SALEM CITY
UNION	LINDEN CITY
WARREN	HACKETTSTOWN

Source: New Jersey Department of Education. (2018). NJ school performance report: 2017-2018. Retrieved from <https://rc.doe.state.nj.us/SearchForSchool.aspx>

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- ¹ State of New Jersey. (2019). *Where opportunity meets innovation: A student-centered vision for New Jersey higher education*. Retrieved from <https://www.state.nj.us/highereducation/documents/pdf/StateEducationplan.pdf>
- ² American Institutes for Research, & Eduventures Research. (2019). *Findings from the 2018 National Survey of Postsecondary Competency-Based Education (NSPCBE)*. Retrieved from <https://www.air.org/sites/default/files/National-Survey-of-Postsec-CBE-2018-AIR-Eduventures-Jan-2019.pdf>
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