

STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

School of Graduate & Continuing Studies

Self-Study of the Graduate Division 2007 - 2008



The degree you need to achieve

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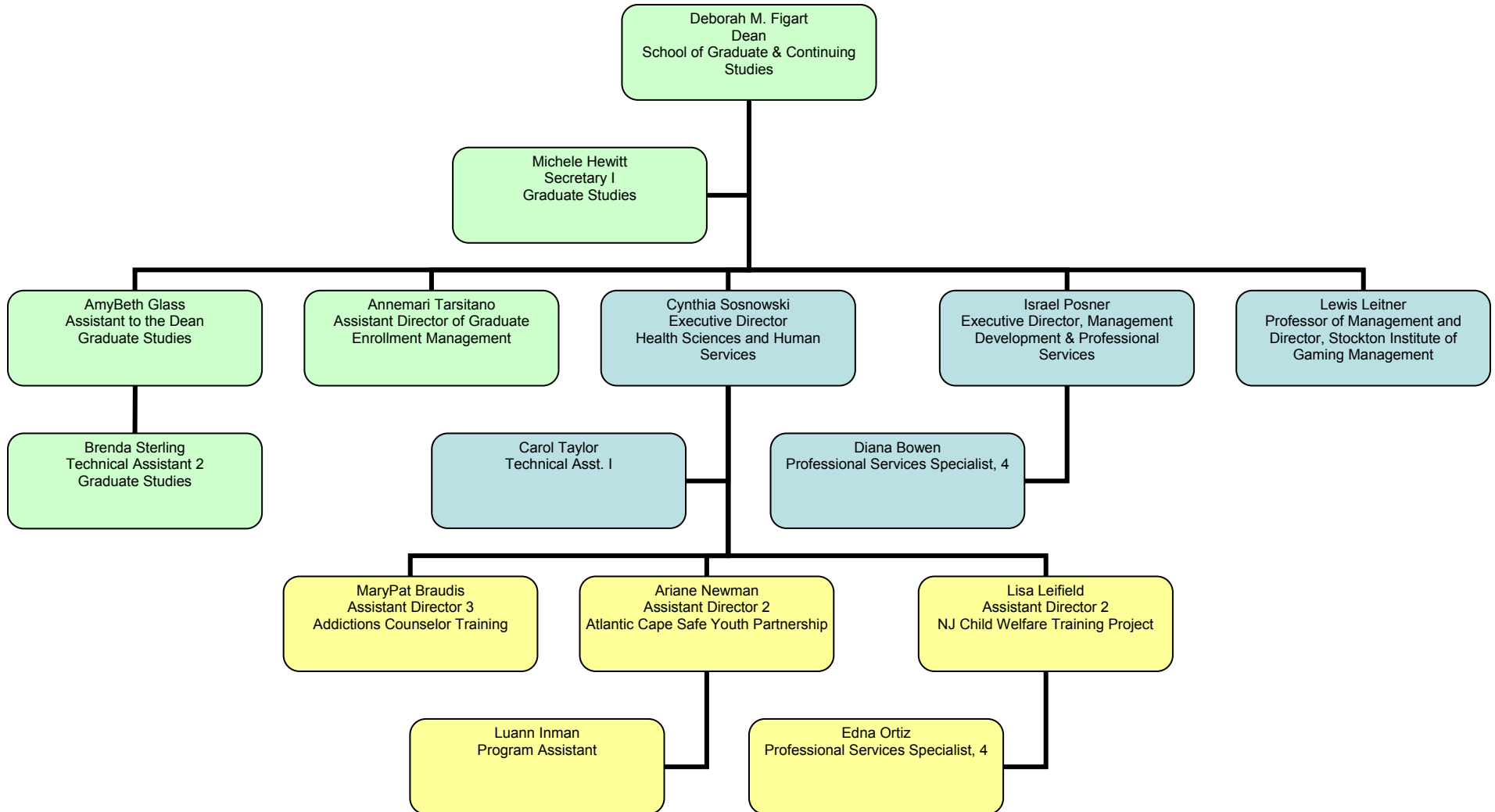
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School of Graduate & Continuing Studies



* Positions in yellow are grant-funded.

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Unit/School
Overview



Chapter 1 Unit/School Overview

1.1 Introduction to the Unit

The Stockton graduate division is currently within the School of Graduate & Continuing Studies under Academic Affairs. It is lead by an academic Dean, like the other College schools (Arts and Humanities; Business; General Studies; Natural Sciences and Mathematics; Professional Studies; and Social, Educational and Behavioral Sciences). As of July 2007, the Graduate Dean oversees responsibility for most of the College's continuing education and professional development programming. The College recently reorganized itself where the academic divisions were termed "schools." The "graduate school" was then named the School of Graduate & Continuing Studies, with its two parts: Graduate Studies (GRAD) and Continuing Studies (CSTU).

The School is run by an academic Dean, who reports to the Provost and Executive Vice President. In the Graduate Studies office, the Dean is supported by a professional Assistant to the Dean, a professional recruiter, and two support staff persons, a secretary and a technical assistant. Continuing Studies, supervised by the Dean, has a program devoted to Health Sciences and Human Services (HSHS) and to Management Development and Professional Services (MDPS). Each of those budget units is managed by an Executive Director. In addition, both HSHS and MDPS employ a number of grant- and contract-funded staff and/or temporary employees.

In 2007-08, the graduate school celebrates its 10th anniversary. Springing from just a few students taking graduate-level courses in physical therapy and business, Stockton currently offers nine graduate degrees and three for-credit post-baccalaureate certificate programs. Measured by headcount, graduate enrollment in the fall 2007 term was 589 students. Graduate students have begun to have a measurable impact on academic programs, policies and procedures, on student development, and on the way the College does business. With an aim to grow to 1,000 graduate students in the near future, it is time for the graduate school's first self-study or program review.

1.2 An Inaugural Program Review and Organization of the Self-Study

Each academic program, undergraduate and graduate, conducts a "program self-study" every five years. Minimum requirements for review are specified by the Provost/Division of Academic Affairs and the Academic Dean. The administrative units within the Division of Academic Affairs (e.g. Library, Grants, Academic Advising, Academic Computing, etc.) also conduct a self-study every five years. The Graduate Division's self-study includes components with academic degree programs as well as academic support units within Academic Affairs. The Graduate Division worked with the Provost and the graduate disciplines to prepare a self-study outline consistent with the

guidelines suggested by the Council of Graduate Schools¹ and the Middle States Association of Colleges and Schools.

Chapter 2 presents the infrastructure of the graduate school, the unit's functions, and resources, including staffing and budgets. The graduate school has enjoyed steady, planned growth, especially in the past five years. Enrollment trends are discussed in Chapter 3, and comparisons are made with national trends and indicators. Recruitment and marketing objectives, policies, and procedures are covered in Chapter 4. Chapter 5 summarizes how the graduate school, other divisions of the College, and state and national accrediting bodies are involved with academic policies ranging from new program approval to graduate faculty status to handling student complaints to Master's thesis requirements. The academic enrichment, engagement, and development of graduate students are evaluated in Chapter 6. Assessment of both graduate school and related services and student learning outcomes comprises Chapter 7. The final chapter, Chapter 8, raises questions and issues regarding future directions and goals and possible areas of concern.

1.3 Background: The First Ten Years, 1997 – 2007

On August 5, 1997, an external consultant, accompanied by a representative of the New Jersey Commission on Higher Education (Dr. Angela Suchanic), the agency that governs Stockton's mission and degree programs, visited Richard Stockton College to determine the institution's readiness for programmatic change from a bachelor's granting institution to a Master's level institution. Founded in 1969, and located in southern New Jersey near Atlantic City, Stockton is one of three public liberal arts colleges in the state. Within New Jersey, the nearest public campus to Stockton is Rowan University, approximately 60 miles to the northwest and closer to Philadelphia.

At the undergraduate level, Stockton College offered degrees, minors, and certificates supporting 36 areas of study in 1997. The College's then-president, Dr. Vera King Farris, cited external factors as the root cause of the College's needed shift to graduate education. President Farris said the institution needed to reposition itself in order to more ably respond to the career opportunities available in health and business services in the southern part of the state. The graduate programs that Stockton wished to offer would help aid the placement of qualified employees in high-growth occupations.

Stockton enrolled students in its first graduate courses in January, 1997, the spring 1997 semester.² Students began taking graduate courses in business that spring and instructional technology in the summer 1997 term. At that time, the physical therapy program

¹ See Council of Graduate Schools, *Assessment and Review of Graduate Programs: A Policy Statement*, Washington, DC: CGS, 2005.

² The College faculty first began a deliberate discussion of graduate education with the appointment of a Faculty Assembly Select Committee on Graduate Education in November, 1991. In 1992, the Faculty Assembly established criteria for approving graduate programs and monitoring graduate education. After several more years of research and study, in September of 1998, the ad hoc "select" committee was replaced by amending the Faculty Assembly Constitution to add a standing Committee on Graduate Education and the Faculty Assembly approved a motion to recruit/employ a Dean of Graduate Studies.

also planned a transition from a baccalaureate to a Master's degree program, with a new graduate student cohort beginning full-time study in the fall 1997 term. A graduate degree program in occupational therapy was in development as well.

Stockton received from the Commission on Higher Education (CHE) an approved change in programmatic mission authorizing the offering of additional graduate programs on an incremental basis (dated November 21, 1997).³ This fit well with Stockton's placement in the Carnegie Classification system: an undergraduate Liberal Arts College with selective graduate programs. The Stockton Board of Trustees then amended the College's mission statement by adding a Graduate Mission Statement:

Graduate Education Mission Statement

(Adopted by the Board of Trustees on February 18, 1998)

The Richard Stockton College of New Jersey provides quality graduate programs which promote advanced inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our cultural and intellectual heritage in all its diversity. Its graduate programs are consistent with the College's commitment to the liberal arts and support the undergraduate program through enriched resources, the discovery of new approaches to teaching and learning, and the creative use of new technologies. Through accessible graduate education the College responds to State and regional needs.

The Graduate Education Mission Statement is consistent with the College's Mission Statement (adopted by the Board of Trustees in 1982). The College Mission Statement emphasizes teaching, learning, quality academic programs, breadth of education, co-curricular activities and a commitment to diversity. Stockton's outstanding General Studies (general education program) at the undergraduate level supplements disciplinary learning.

In September of 1998, Stockton initiated its fourth graduate degree program, the first Master of Arts degree in Holocaust and Genocide Studies in the United States. The Master of Science in Nursing program (MSN) and the Master of Science in Occupational Therapy program (MSOT) also accepted its first students in the fall 1998 term. For the fall 1998 commencement ceremony held in January, 1999, Stockton awarded its first graduate degrees to two students who received the Master of Business Studies.

Administratively, Graduate Studies was overseen by an Assistant Provost, Marc Lowenstein, Ph.D. A national search for a Dean of Graduate Studies in 2000 resulted in the hiring of Debra M. Israel, Ph.D. Dean Israel left the College in 2003 and Deborah M. Figart, Professor of Economics, was named Interim Dean for the 2003 – 2004 academic year. In July of 2004, following another national search for a graduate dean, Figart became Dean of Graduate Studies.

³ The CHE investigated Stockton's readiness, including the availability of resources, to mount and sustain graduate degree programs.

Stockton enrolled students in its seventh graduate program, the Master of Arts in Education (MAED) in the fall 2004 semester. The following year, the College began the Master of Arts in Criminal Justice program (MACJ). In 2007, the College accepted students into a new dual-degree program (B.S./M.S.) in Computational Science.

<u>Graduate Degree Program</u>	<u>Degree acronym</u>	<u>Starting Term</u>
Physical Therapy	MPT	Fall 1996
Business	MBS (now MBA)	Spring 1997
Instructional Technology	MAIT	Summer 1997
Holocaust & Genocide Studies	MAHG	Fall 1998
Nursing	MSN	Fall 1998
Occupational Therapy	MSOT	Fall 1998
Education	MAED	Fall 2004
Criminal Justice	MACJ	Fall 2005
Physical Therapy	DPT	Fall 2006 (replaces the MPT)
Computational Science	MSCP	Fall 2007 (dual degree)

Deliberate growth was part of Stockton's strategic plan. In its capacity planning document *Framing the Question* (revised 11/16/04), the College identifies and illustrates the essential strategic goal to maintain overall enrollment at levels that will support the reduction of the student-faculty ratio,⁴ and support the improvement of physical plant while maintaining Stockton's tradition of academic excellence. As a result, undergraduate enrollment growth is limited, but graduate enrollment growth is encouraged. The "enrollment targets" passed by the College Board of Trustees on November 14, 2004 are:

- Maintain 2% undergraduate enrollment growth through 2008-09
- Increase graduate level enrollments beyond 2%, with an aim of 5% (but within the College's Vision 2010 Statement that no more than 15% of total enrollment be graduate enrollment).

In the fall 2004 semester, total headcount at Stockton surpassed 7000 students. Undergraduate headcount was 6,579 and graduate headcount was 423. A goal of 1,000 graduate students is sought, well within the cap of 15% of total college enrollment.

When the Carnegie Classification system revisions were released in November, 2005, Stockton's classification changed to: Master's Colleges and Universities (smaller programs). In general, this means that the College awards 50 – 99 graduate degrees per year.

Perhaps the College's most significant news is the implementation of its first doctoral program, the Doctor of Physical Therapy (DPT) in the fall of 2006. The College spent two years seeking both internal and external approval to award a professional doctorate. The College petitioned the New Jersey Commission on Higher Education to "exceed its programmatic mission" to award a professional doctorate. On April 26, 2006, the CHE passed a resolution authorizing Stockton's mission exception and allowing the College to

⁴ The student-faculty ratio has decreased from 20.9:1 in Fall 2001 to 17.4:1 in Fall 2006.

enroll its first class of doctoral (DPT) students.

In addition to degree programs, the College tries to serve community needs by offering post-baccalaureate opportunities that lead to professional certificates. Non-credit certificate and professional workshops are offered through the Division of Continuing Studies. However, for-credit offerings are overseen by the graduate school in conjunction with the other academic divisions (schools) of the College. The three for-credit certificate programs at the post-baccalaureate level are:

- Preparation for the Health Professions
- Paralegal Studies
- English as a Second Language

The Health Professions Certificate is targeted to students who seek to enter a medical profession but whose undergraduate major was not in the sciences. Six undergraduate courses are offered in the sciences and in mathematics to prepare students for standardized tests and pre-requisites for admission to medical, veterinary, or dental school, for example. This program, with undergraduate courses only, is supervised by the School of Natural Sciences and Mathematics.

English as a Second Language (ESL) is a certificate option for students pursuing New Jersey teaching certification in elementary or secondary education. Four undergraduate courses are offered, supervised by the School of Education.

The Paralegal Studies Program is supervised by the Dean of Graduate & Continuing Studies. This relatively new program is modeled upon the requirements for paralegal training under accreditation guidelines of the American Bar Association's Standing Committee on Paralegals.⁵ The program is 300 clock hours (25 graduate credit hours), with a blend of core courses, legal specialty courses, a capstone seminar, and an internship. The program provides an alternate route to the paralegal profession beyond the training offered at community (county) colleges with an Associate's degree. The rationale for developing the program was the increased need for paralegals in the marketplace that have the general education, skills, and abilities provided by the baccalaureate degree, with more specialized paralegal training that follows. The New Jersey Bar Association is considering altering the minimum education requirement for a paralegal license to include possession of a baccalaureate degree.

⁵ See "Guidelines for Approval of Paralegal Programs" at <http://www.abanet.org/legalservices/paralegals/>. Stockton's program is too new to have the tenure and cohort completion to apply for accreditation.

1.4 The Graduate Division's Mission

The Graduate Division (GRAD) goals and objectives are updated as part of the Academic Affairs/Provost annual program review, but many remain consistent:

- To recruit and retain excellent, diverse students from the mid-Atlantic region, and especially the State of New Jersey
- To work with the academic schools to support the academic enrichment of existing graduate degree and certificate programs
- To support the development of new graduate degree and certificate programs
- To adopt “best practices” in graduate education
- To serve graduate student needs in their programs through opportunities for research and applications
- To support graduate student clubs, organizations, and activities
- To help provide graduate students with excellent services across the units of the College (aka user satisfaction)
- To complement the College's commitment to and strength in the liberal arts by encouraging regular communication and consultation across graduate programs and between undergraduate and graduate programs

Through their presence on campus, graduate students are leading the way in presenting their research at regional and national conferences, including Stockton's own “Day of Scholarship.” In their Graduate Assistantship assignments, they are aiding faculty in the quality delivery of undergraduate education, assisting faculty with their research projects, and taking on projects to promote growth of graduate programs and the College. Their voice through their clubs, organizations, and the Student Senate has helped shape the institution of the College to recognize and appreciate the role that graduate students and graduate education plays on a college campus.

Graduate Infrastructure at Stockton



Chapter 2 Graduate Infrastructure at Stockton

Significant commonalities exist in higher education across the United States in the organization of graduate education, as most colleges and universities strive for “best practices” under the guidelines of the Council of Graduate Schools. Yet there is bound to be some uniqueness from campus to campus. Chapter 2 lays out the organizational structure of the graduate school at The Richard Stockton College of New Jersey. It reviews personnel, facilities, capital equipment, budgets, and strategic planning. Finally, since the Graduate Dean has supervisory responsibility for Continuing Studies (continuing education), a brief discussion of the organization of this area is provided as well. Continuing Studies, as a separate unit, will undergo its own self-study in 2010 – 2011.

2.1 Organizational Infrastructure and Management

The organization of the graduate school at Stockton is analogous to institutions of similar mission. In general, Carnegie classifies Master’s institutions as smaller, medium, or larger if they award 50 – 99, 100 – 199, or over 200 Master’s degrees respectively (along with less than 20 doctoral degrees). In 2006, Stockton awarded 100 graduate degrees and will have awarded more than 100 in 2007 by the close of the fall 2007 semester. Currently, The Richard Stockton College of NJ is labeled as Master’s Colleges and Universities (smaller programs) by the Carnegie Classification System. With Stockton’s total enrollment of over 7,000 students (undergraduate plus graduate), along with organizational infrastructure, better comparators are several public sector colleges and universities with the New Jersey, Pennsylvania, Connecticut, and Massachusetts higher education systems. Though the graduate population is smaller than many comparators, in terms of its organizational infrastructure, management, and operation, Stockton best resembles the following:

- | | |
|---|------------------|
| • Bloomsburg University | Bloomsburg, PA |
| • Bridgewater State College | Bridgewater, MA |
| • Central Connecticut State University | New Britton, CT |
| • Kutztown University | Kutztown, PA |
| • Millersville University | Millersville, PA |
| • Radford University | Radford, VA |
| • Rowan University | Glassboro, NJ |
| • Rutgers University-Camden | Camden, NJ |
| • Salem State College | Salem, MA |
| • Southern Connecticut State University | New Haven, CT |
| • The College of New Jersey | Ewing, NJ |
| • Western Connecticut State University | Danbury, CT |

Stockton’s graduate school headcount (589 in fall 2007) and its share of graduate enrollment as a proportion of total enrollment (8%) is officially at the lower end of these comparators, closer to Rutgers University-Camden and The College of New Jersey (within

state) and Bloomsburg University and Millersville University, both members of the Pennsylvania State System of Higher Education. In contrast, Stockton records more total graduate headcount than Eastern Connecticut State University, which is officially labeled as Master's M (medium) by the Carnegie Classification System.

2.1a Staff

From its inception in 2000 to 2004, the then-termed Office of Graduate Studies was staffed by a Dean and a clerical support person. The Dean is the chief academic officer at the College for graduate education, consonant with Council of Graduate School (CGS) guidelines.⁶ The Dean reports to the Provost and Executive Vice President, David L. Carr. The Dean of Graduate Studies serves on the Council of Deans with seven other Deans of academic units (also called Schools) and senior staff in the Office of the Provost (essentially the Provost's Cabinet). The Dean of Graduate Studies is responsible for graduate policies and procedures across the College; however, the faculty who are graduate program directors and faculty who teach graduate courses are supervised by academic deans in their own School.

In early 2008, the following persons constitute the staff of the Division of Graduate Studies (see the Organizational Chart):

Dean	Deborah M. Figart
Assistant to the Dean	AmyBeth Glass
Assistant Director of Graduate Enrollment Management	Annemari Tarsitano
Secretary to the Dean	Michele R. Hewitt
Technical Assistant	Brenda Sterling

With these 5 members of the staff serving nearly 600 graduate students, the student-to-staff ratio is 120:1.

The Dean, Deborah M. Figart, holds a B.A. and Ph.D. in Economics. The Assistant to the Dean, AmyBeth Glass, earned a B.A. in History and an M.A. in Student Personnel Services. Annemari Tarsitano, earned a B.A. in Arts and an M.F.A. The Secretary to the Dean, Michele R. Hewitt, holds a B.A. in Business and is currently pursuing an M.A. in Criminal Justice. Brenda Sterling, a Technical Assistant, remains current with on-campus technology training and is taking courses toward a B.A. in Business.

The Dean manages all aspects of the Division and is the budget unit manager for graduate studies. The Assistant to the Dean has numerous responsibilities, either alone or shared with the Dean. In sum, she oversees student issues, the newsletter, maintaining the automated degree audit for graduate students (CAPP), the *Graduate Bulletin*, graduate student Orientation Programs and other events, assessment of graduate services, the Graduate Master Calendar, and serves as the divisional liaison to other campus offices. The Secretary to the Dean maintains and facilitates the Dean's schedule and correspondence and runs the

⁶ See Council of Graduate Schools, *Organization and Administration of Graduate Education*, Washington, DC: CGS, 2004.

“outer” office, managing the flow of work. The support staff maintains the Web site, responds to student and prospective student walks-ins, phone calls, and e-mail (graduate.studies@stockton.edu, for example).

The Continuing Studies half of the unit is managed by professional, director-level employees, with clerical support:

Executive Director, HSHS	Cynthia B. Sosnowski
Executive Director, MDPS	Israel (Izzy) Posner
Director, SIGMA	Lewis (Lew) Leitner
Technical Assistant, HSHS	Carol Taylor
Professional Services Specialist, MDPS	Diana Bowen

The HSHS Executive Director (Cynthia Sosnowski) and MDPS Executive Director (Israel Posner) are the budget unit managers of their respective operations. The Director of SIGMA, Lewis Leitner, is a faculty member on partial release time for SIGMA. These three professional employees report to the Dean of Graduate Studies. Clerical functions are provided by two support staff. HSHS and MDPS have several grant- and contract-supported positions that are also shown on the organizational chart.

The Dean meets with the Graduate staff informally on a regular basis, usually daily with the Assistant to the Dean and the Dean’s secretary. The lines of communication are open. The Dean meets with the Executive Director of MDPS and the Executive Director of HSHS biweekly, or more as needed. Each of the members of the staff makes a significant contribution to the unit. It is evident that the staff employees have a “can do” or “will do” attitude, striving to serve students, colleagues, and members of the public. Though we are a “lean” operation that can be stretched during the busiest times of year or when an employee is out sick, we attempt to cross-train as much as practicable, as allowed by the New Jersey state employee classification plan. The most serious problems arise when the Dean is away at a conference or on vacation, since there is currently not a manager within the unit (GRAD or CSTU) to make decisions or approve payments in BANNER Finance on her behalf.

Professional staff members at Stockton are expected to undergo regular review, roughly every year or two as their contract term nears expiration. The process consists of a rigorous self evaluation that is reviewed by the person’s supervisor, and then the relevant Vice President, in this case the Provost. The Provost and President make sequential recommendations on reappointment to the College Board of Trustees. Further, managerial raises are merit or performance increments. Managers meet with their immediate supervisor each April to establish goals to be achieved in the following year. Goals are specific and measurable. After the President allocates a merit pool, if any, to members of his Executive Cabinet in proportion to the number of managers in that division, the Cabinet officer determines the amount of salary increase to each individual, and that is added to base salary at the beginning of the next fiscal year. The compensation of all nonmanagerial employees is determined by their respective collective bargaining agreements.

2.1b A Brief Analysis of Stockton's Comparators

With the addition of the new Assistant Director of Graduate Enrollment Management, Stockton's graduate school now employs five (5) full-time staff persons, for a 120:1 student-to-staff ratio. The staffing is on par with competitors of a related size with equivalent scope and responsibilities, specifically Kutztown University, Millersville University, and The College of New Jersey.

Public sector comparators with greater graduate school headcount, ranging from 1,065 to 2,500 graduate students, employ more staff in their graduate schools. These universities operate separate offices of graduate admission and centralize academic advising and student services for graduate students within the graduate school, e.g. Central Connecticut State University (2,500 students and 8 staff), Bridgewater State College (1,830 students and 14 staff), Salem State College (1,894 students and 13 staff), and Radford University (1,065 students and 15 staff). Other than clerical support and graduate deans and associate deans, the job titles of professional employees at graduate schools in these larger institutions include, for example: Assistant Dean; Director of Graduate School Services; Associate Director of Marketing; Associate Director for Graduate Student Services and Business Operations; Admissions Representative; Academic Advisor; Student Services Representative; and Staff Assistant.

Stockton's Office of Academic Advising self-admittedly serves the undergraduate population exclusively. Student development and student services is a shared responsibility between the graduate school and the Vice President for Student Affairs' offices at Stockton (see Chapter 6). Given the current size, scope, and responsibilities of the graduate school at Stockton, the deficiency (short-run need) in personnel would be in two areas: academic advising of currently enrolled students; support services for accounting, finance, payroll, invoicing, and other duties performed by a Head Audit Account Clerk.

2.1c Graduate Directors and Faculty

Tenured or tenure-track faculty members serve, with partial course release, as Directors of Stockton's graduate degree programs. Directors are elected and compensated under policies and procedures covered in a local collective bargaining agreement between the College and the Stockton Federation of Teachers (American Federation of Teachers Local 2275). Directors are elected by eligible program faculty for three-year terms. Stockton's faculty teaching load is 24 credit hours per year (24 TCHs); in general, that is equivalent to 6 courses per year for a faculty member teaching undergraduate, graduate, or both undergraduate and graduate classes. The bargaining agreement releases Graduate Directors from 1/3rd of their teaching load per year, or two courses per year at a minimum. The Local Agreement also provides for additional cash compensation tied to enrollment. The Graduate Directors report to their academic school deans, not the graduate dean.

Academic degree programs, including graduate degree programs, determine who is eligible to teach graduate courses. Programs and academic school deans staff courses with

terminally degreed (or at least Master's degree) faculty that have been approved by the academic program. Academic or professional qualifications in some degree programs, e.g. in the health sciences, may be more strict or specified in accreditation materials. As in its undergraduate programs, Stockton seeks "qualified faculty" for instruction in graduate programs. Ninety-six percent of Stockton's faculty members hold terminal degrees.

2.1d Facilities and Capital Equipment

The Graduate Division is headquartered in E-wing, suite 226. The E-226 suite has private offices for the Dean, the Assistant to the Dean (shared with an Assistant Director), and the Executive Director of HSHS. There is a reception area staffed by the Secretary to the Dean, a Technical Assistant in Graduate Studies, and a Technical Assistant in HSHS. The Graduate Division's conference room is located temporarily in the College Library, in room E-211.

Since the E-226 suite is too small to accommodate the growth of continuing studies, several offices are located nearby in the academic complex on the Pomona (main) campus and in the College's Carnegie Library Center in Atlantic City, New Jersey. Grant- and contract-funded HSHS professional and support staff are located in F-wing, F-211a and F-211b. The Executive Director of MDPS, the Director of SIGMA, and the clerical support person are located in Stockton's site in Atlantic City, in Carnegie, rooms 212 (clerical) and 213 (directors).

The Division enjoys up-to-date computer hardware with professional software. The Office of Computer Services ensures that our Microsoft Office packages are up to date and if any additional software is required, it is added to individual PCs, if requested. The Division possesses one HP scanner for the unit to share, which is sufficient given current needs. However, the Division is beginning a transition to scan and store all files electronically; a higher quality scanner will be necessary. There are four color printers in the unit, sufficient to handle current printing needs, especially in light of the excellent support received from the Graphics and Print Shop departments. Each person within the unit has access to either an individual printer or a shared printer depending on their preference.

2.1e Budget

The Division of Graduate Studies operates as a budget unit in the College. The College fiscal year runs from July 1 to June 30; this coincides with the fiscal year in the State of New Jersey. Fiscal Year (FY) 2008 began July 1, 2007, and ends June 30, 2008. The Graduate Division's responsibilities have grown substantially in the past four years, coincident with increased enrollments. Trying to serve student needs in the last three years has been a challenge due to declining State support for NJ higher education that has reduced the central allocation from the State to the College. In FY 2008 and FY 2007, College managers have faced relatively flat, rollover budgets. In FY 2008, Stockton's State

Appropriation is \$24.785 million (down from just over \$25.5 million in FY 2006).

The unit's budgets are maintained in the SCT BANNER system, in BANNER Finance. Each July, the unit is allocated an "adopted" budget. The adopted budget is the most reliable measure of longitudinal change. In FY 2008, the GRAD salary budget is \$313,824.60. There can be increases to the nonsalary budget throughout a fiscal year for items such as special capital equipment, one-time advertising allocations, employment searches, etc. Sometimes, increases are added that become part of the adopted, base budget in succeeding years.

The adopted, adjusted, and total (year-end adopted + adjustments) nonsalary budget for the Division of Graduate Studies in the last five fiscal years is:

<u>Fiscal Year</u>	<u>Adopted²</u>	<u>Adjustments</u>	<u>Total Nonsalary</u>
FY 2001	\$32,950.00	see text	NA
FY 2002	\$57,092.00	see text	NA
FY 2003	\$40,484.00	see text	NA
FY 2004	\$38,952.00	see text	NA
FY 2005	\$27,500.00	\$14,360.00	\$41,860.00
FY 2006	\$32,170.00	\$53,399.00 ⁷	\$85,569.00
FY 2007	\$32,170.00	\$40,500.00 ⁸	\$72,670.00
FY 2008	\$32,170.00	\$30,040.00 to date	

Fiscal Years 2001 and 2002 were largely dedicated to setting up the Graduate Studies office suite and hiring initial personnel. This involved purchases of furniture, computers, and software licenses. Expenses in those early years were also devoted to equipment rental (a photocopy machine), printing, and advertising. In FY 2003, for instance, \$12,300 of the adopted budget funded Stockton's new listing in *Peterson's Guide to Graduate and Professional Programs* (in paper and online). The following year, the new Interim Dean received from the Provost \$5,000 to support her travel and \$2,500 for running an MBA ad on the radio. In FY 2005, the Provost transferred \$15,000 for a series of newspaper ads and then GRAD transferred some to PROS for MBA radio ads. In FYs 2006, 2007 and 2008, the Dean had to stretch a dollar further and further. While the number of graduate programs and number of students has risen, the nonsalary budget has not, and in fact, has dropped since 2005. The Dean supports both fixed costs and increasing variable costs (like printing and marketing) out of a smaller allocation, and funds all of her professional travel, too.

⁷ In FY 2006, the Provost transferred \$20,000 for refurbishing the Dean's Office and the Graduate Conference Room and \$5,000 for advertising.

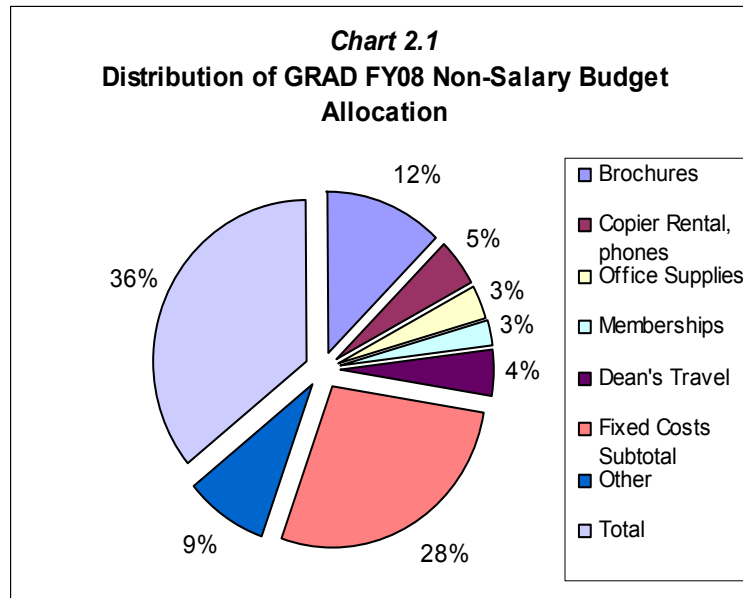
⁸ The Provost transferred \$5,000 for Web advertising.

The Division also secures and manages funds for different budgets or shares responsibility with other budget units:

- In FY 07 and FY 08, GRAD was allocated \$6,000 to hire student workers.
- In FY 07, Stockton's Board of Trustees supported the implementation of a Distinguished Research Fellowship Program for Graduate Students; \$16,000 was allocated to GRAD in FY 07 and FY 08.
- In FY 08, Stockton allocated \$250,000 for Graduate Assistantships (in the form of tuition remission only); the Graduate Division awards 216 credits of tuition remission each fall semester and each spring semester (532 credits per academic year). In the College budget, the budget line is under Academic Affairs.
- In FY 07, the Graduate Division recommended how \$7,500 should be distributed to graduate student clubs and organizations. The allocations and approvals were handled by the Office of Student Development, the unit responsible for funds for the Student Senate.
- Beginning FY 04, the Graduate Division received an annual transfer from the N-wing College Center budget (supported by the student graduation application fee) to cover the Graduate Hooding Ceremony, a graduate school event twice per year that occurs prior to the College's main commencement ceremony; the transfer in FY 07 was \$13,000.
- Beginning in FY 08, the Graduate Division will receive a transfer supported by the student fee budget, specially the new matriculated Graduate Student Orientation Fee, for graduate student orientation programs in August and January of each year.

The non-salary budget leaves little resources, if any, for items other than "fixed costs." For instance, running any office requires a copier, computer software, office supplies, phone service, etc. There are costs of membership in the Council of Graduate Schools and the Northeast Association of Graduate Schools. Brochures, including printing them on campus, for marketing are the largest expense. The Dean maintains a busy travel schedule. The rough breakdown of GRAD's \$32,170 allocation is (see also Chart 2.1):

Brochures	\$11,000
Copier rental, phones	\$ 4,200
Office supplies	\$ 3,000
Memberships	\$ 2,400
<u>Dean's travel</u>	<u>\$ 4,000</u>
Fixed Costs subtotal	\$24,600
Other	<u>\$ 7,570</u>
	\$32,170



If equipment and assets continue functioning well and we do not have any unexpected expenses, we try to “squirrel away” as much as possible for advertising. A typical newspaper print ad to plug upcoming courses, registration, or an Open House runs about \$3,300 (*The Press of Atlantic City*; *The Asbury Park Press*; *The Courier-Post*). Newspapers in Philadelphia cost considerably more. Online (in lieu of print or in addition to print) is expensive. For example, an NBC10 (online local TV affiliate) Web banner ad was \$5,000.

The professional staff person that is the Assistant to the Dean was hired in March, 2007. She has not yet had the opportunity to attend a professional conference. Allocating a portion of the GRAD budget toward professional development of staff is going to be of increasing concern.

2.1f Strategic Planning

A key function of every division at the College is strategic planning. Each year, the budget unit managers within Academic Affairs follow a strict budget and planning cycle to prepare for the following year. The planning for the next fiscal year begins in August and continues throughout the fall semester. Divisions review their goals, establish new goals, and assemble their budget requests in the fall. In January, the Provost officially presents the (tiered) priorities for Academic Affairs in a campus-wide Program Review. Vice Presidents or chief officers of the President’s Executive Cabinet follow suit with their division’s Program Review. These are then forwarded to the President for consideration in the spring. The President works with the Vice President of Administration and Finance and senior budget staff on a tentative budget for the following fiscal year, which is finalized after the State passes its budget on July 1.

2.2 Activities of GRAD and CSTU

The primary mission of the Graduate Division is to develop and oversee policies that affect graduate students across all of the academic schools and across the College, policies consistent with the College's mission and the standards established by the Council of Graduate Schools. In doing so, GRAD also seeks to deliver the highest service to graduate students by solving problems and supporting graduate student learning. In addition to supporting student services, the Dean serves as the primary advocate for graduate education and works to grow graduate and post-baccalaureate degree and certificate programs at Stockton, collaborating with colleagues in guiding new proposals through the process of State approval and helping to market them.

Several years ago, Graduate Studies launched a Web site to aid prospective and current students (see www.stockton.edu/grad). The Web site was substantially revised and expanded in 2005. It contains information about: admission and financial aid; the Academic Calendar; policies and procedures across and within programs; Graduate Assistantships; Distinguished Research Fellowships; newsletters; and forms and guidelines. The Graduate Web site is supplemented by individual program-based and maintained Web sites.

In the fall of 2005, the Graduate Division began publishing an e-newsletter called *Headway*. The newsletter is a vehicle to highlight what is happening in the division and news about program, faculty, student, and alumni accomplishments. Currently, *Headway* is published twice a year: once in the fall semester and once in the spring semester.

The Graduate Division is its own marketing department. The College does not employ a central marketing office or subcontract work to a marketing firm. Instead, this function is generally decentralized to the individual budget units. Divisions and offices stretch their existing human capital and nonsalary budgets to cover advertising and marketing. GRAD is no exception. We rely heavily on the creativity of existing staff, and work carefully with an over-extended Graphics Department to ensure compliance with Stockton policy: use of the College seal; proper fonts, taglines, color, etc.

The College Mission Statement points to helping students develop the capacity for continuous learning and to educational opportunities that respond to state and regional needs. The offices of Continuing Studies contribute to the College's mission by promoting opportunities for professional development and life-long learning to the regional professional and lay community. The three offices providing continuing education at Stockton are:

- Health Sciences and Human Services (HSHS)
- Management Development and Professional Services (MDPS)
- Southern Regional Institute and Educational Technology Training Center (SRI/ETTC)

While HSHS and MDPS are housed in the Graduate Division and SRI/ETTC as a separate entity, though overlapping the Education Division, they work collaboratively in order to be fully responsive to clients' needs. The customer service base includes those with

varied levels of official education. It also includes professionals who are required to document a certain number of annual hours of professional development in order to retain their license or certification, e.g. accountants, nurses, speech pathologists and audiologists, occupational therapists, physical therapists, and social workers.⁹

CSTU maintains its own Web site to help publicize services and register participants; like GRAD, they are their own marketing department. The individual budget units (HSHS and MDPS) identify training and continuing education needs. They put together calendars, spend considerable human and fiscal resources on promotion and publicity, and field numerous questions via e-mail and phone. The directors recruit (and train, if needed) continuing education faculty. HSHS and MDPS staff time is spent on and net revenue come from grants, contracts, workshops, and other fees for service. Clients have included, for instance, state and county departments and agencies, hospitals, casinos, and utility companies, in addition to individuals.

⁹ SRI/ETTC, through a state-wide consortium, provides professional development opportunities to pre K-12 education and other professionals who offer support services to New Jersey schools.

Graduate Trends
and Growth



Chapter 3 Graduate Trends and Growth

As mentioned in Chapter 2, Stockton's "graduate school" is celebrating its 10th anniversary in 2007-2008. Three graduate degree programs were in operation by 1997 and another three by 1998. Two more began accepting students in 2004 and 2005. The 9th and last program approved by the College and the State of New Jersey, a dual degree program in Computational Science, began accepting first-year freshmen in the fall of 2007; these students will not become graduate students until their 4th year at Stockton.

Stockton has maintained membership in the Northeast Association of Graduate Schools since 2002. To further learn about and follow best practices in graduate education, the College joined the Council of Graduate Schools in 2005. Council of Graduate Schools member institutions enroll approximately two-thirds of graduate students nationwide. CGS members also award 75% of Master's degrees annually in the U.S. and nearly all of the nation's doctoral degrees.

In ten short years, the graduate school has evolved and grown in several ways. Much of the data in this chapter illustrates these trends. The College files institutional enrollment reports each semester with the federal government and the State of New Jersey, the Integrated Postsecondary Education Data System (IPEDS) and Student Unit Record Enrollment (SURE) data sets respectively. The data presented in Chapter 3 are drawn from the College's official enrollment reports that are filed on "Census Date" each term. Additional information was culled from reports generated by the Office of Institutional Research in the Division of Academic Affairs.

As the data presented below indicate, graduate education is increasingly in demand by students preparing for the workforce. A recent Association for the Study of Higher Education (ASHE) Report asserts that the Master's degree has "supplanted the baccalaureate degree as the requisite credential for gaining access and recognition in numerous professions."¹⁰ Carnegie-classified Master's institutions such as The Richard Stockton College of New Jersey play a key role in serving the educational needs of students and society. Graduate education, especially Master's education, trains a large percent of our teachers, business leaders and managers, social workers, scientists, and health professionals. In fact, about half of the Master's degrees awarded in the U.S. are in the fields of education and business. The rationale for Master's education is stated well by the Council of Graduate Schools:

Master's education in the United States today is a substantial, dynamic, and important part of graduate education. Through its responsiveness to societal needs for advanced education, the master's degree plays a continuing and prominent role in the training of the American professional workforce. ...Master's programs serve many of the educational needs of the student and of society that are not satisfied by baccalaureate

¹⁰ Judith Glazer-Raymo, *Professionalizing Graduate Education: The Master's Degree in the Marketplace*, ASHE Higher Education Report Volume 31, Number 4, San Francisco: Jossey-Bass, 2005, p. ix.

degree programs, needs that can be met only by more advanced and specialized study in a particular field.¹¹

Master's students, like Master's degree programs, are diverse. Some attend programs that require full-time study. Many, however, attend graduate school on a part-time basis, enrolling in one or two courses per term. Part-time students, both women and men, often balance work, graduate school, and family life. In fact, the typical Master's degree student is a woman who has worked for awhile following her baccalaureate degree, then begins a graduate program on a part-time basis, and is likely to be married or partnered, with one or more children or dependents.¹²

Chapter 3 presents a variety of indicators of graduate study and the graduate population at Stockton. We begin with a more macro picture of enrollment trends and then delve into more micro data about our graduate students, making every effort to compare Stockton with national trends in graduate education. Finally, the chapter closes with an analysis of graduate degrees awarded and retention/graduation rates.

3.1 Full-Time and Part-Time Graduate Education at Stockton

Table 3.1 serves as a reminder of graduate degree program history and as a backdrop for the enrollment statistics presented in this chapter. Two degree programs only admit students wishing to study full-time: Doctor of Physical Therapy (DPT) and Master of Science in Occupational Therapy (MSOT). The Master of Arts in Education Program (MAED) is open to licensed teachers, thus the program serves schoolteachers who enroll part-time. In the two degree programs that enroll full-time students, classes, clinics, and fieldwork are scheduled every day of the week, and rarely in the evenings. Programs with part-time students typically have classes only in the evenings, usually in the 6:00 – 9:00 pm time slot.

¹¹ Council of Graduate Schools, *Master's Education: A Guide for Faculty and Administrators*, Washington, DC: CGS, 2005, p. 1.

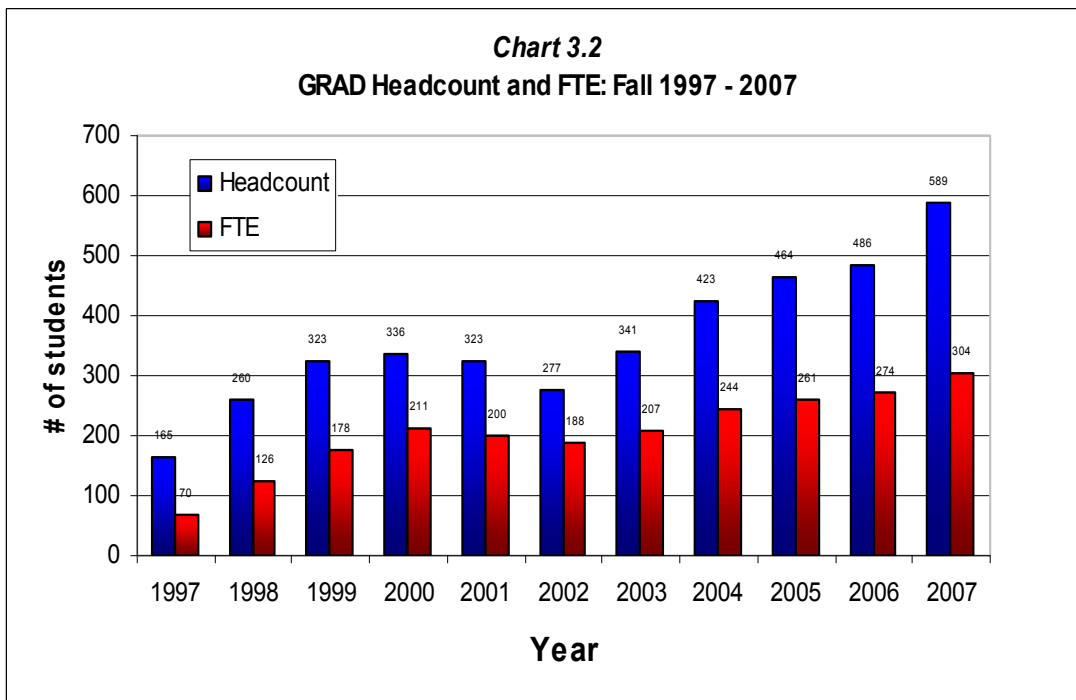
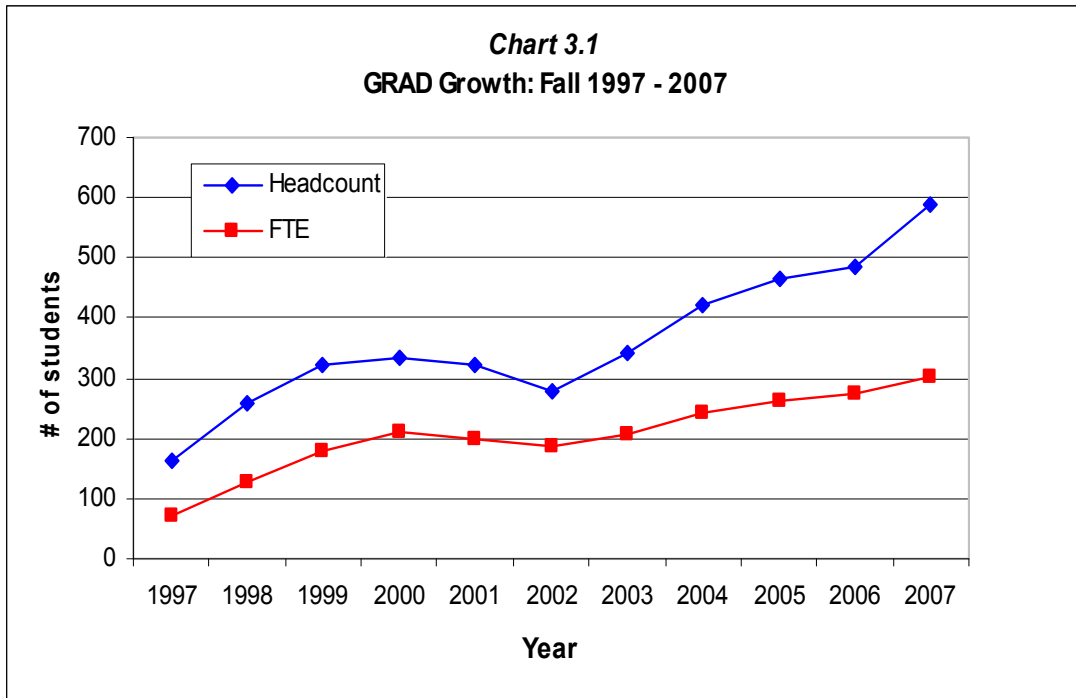
¹² See "Master's Students," in Council of Graduate Schools, *Master's Education: A Guide for Faculty and Administrators*, Washington, DC: CGS, 2005, pp. 12-15.

Table 3.1
Graduate Degree Programs and Student Status

<u>Degree Program</u>	<u>Degree acronym</u>	<u>Student Status</u>
Physical Therapy	MPT	full-time only
	DPT (replacement)	full-time only
Business	MBS/MBA	mainly part-time
Instructional Technology	MAIT	mainly part-time
Holocaust & Genocide Studies	MAHG	mainly part-time
Nursing	MSN	mainly part-time
Occupational Therapy	MSOT	full-time only
Education	MAED	part-time only
Criminal Justice	MACJ	mainly-part time
Computational Science	MSCP	dual degree: TBD

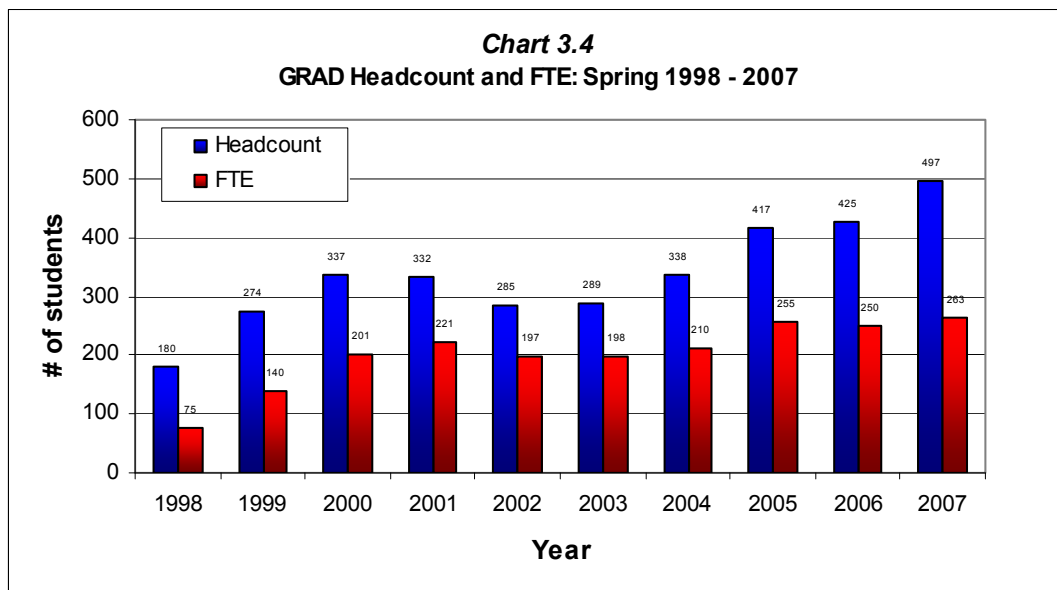
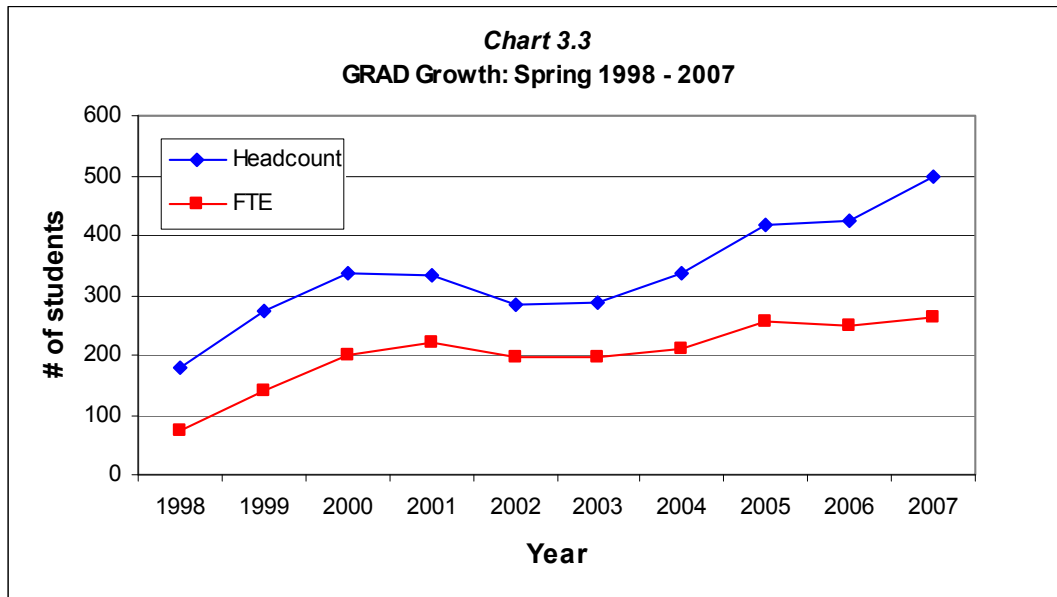
3.2 Headcount (HDCT) and Full-Time Equivalent Students (FTE): An Analysis over Time and by Degree Program

The fall academic terms (semesters) admit and matriculate the most new graduate students. Emphasis below will be placed on fall-to-fall trends. With the exception of a dip in both headcount and FTE in 2002, the number of graduate students at Stockton has steadily increased in the last ten years, as shown in Chart 3.1. The Graduate Division relied heavily on physical therapy and business to generate enrollment in the first few years; in fact, the full-time physical therapy program, where students were taking 95 credit hours for a Master's degree, produced significant FTE. Since 2002, headcount has exhibited a sharp increase, as new graduate programs such as education that catered to part-time students and full-time professionals scheduled their first classes. Headcount quickly crossed the threshold of 200 students in 1998 (HDCT = 260) and 300 students in 1999 (HDCT = 323). It was not until the MAED program that headcount reached 400 (HDCT = 423). In the fall 2007 term, graduate headcount stands at 589 students.



Fewer newly matriculated students begin their graduate degree programs in the spring term. Nevertheless, Charts 3.3 and 3.4 display graduate headcount and FTE from spring 1997

to spring 2007. The portrait is similar to the fall trends, with a decrease occurring in 2002 and upward growth since then.



Institutions of higher education seek balanced, managed growth. It is not necessarily healthy to have a significant portion of enrollment and thereby revenue generated from just a few degree programs. Over the ten-year period of graduate education at Stockton, the College has become less dependent upon the two earliest part-time programs (business and instructional technology) and the two full-time graduate programs (physical therapy and occupational therapy).

As shown in Charts 3.5 and 3.6, their collective share has declined from 1999 to 2007. Graduate programs in the health sciences are important for the College, and the College has two hospitals on its property. But the Graduate Division is also helping serve the needs of the region's teachers with Master's degree programs in Education, Criminal Justice, and Holocaust and Genocide Studies. For instance, a new graduate degree program in Criminal Justice accounted for 8% of graduate headcount in 2007 (see Chart 3.6), remarkable after just two years of operation.

Chart 3.5
Headcount by Degree Program: Fall 1999

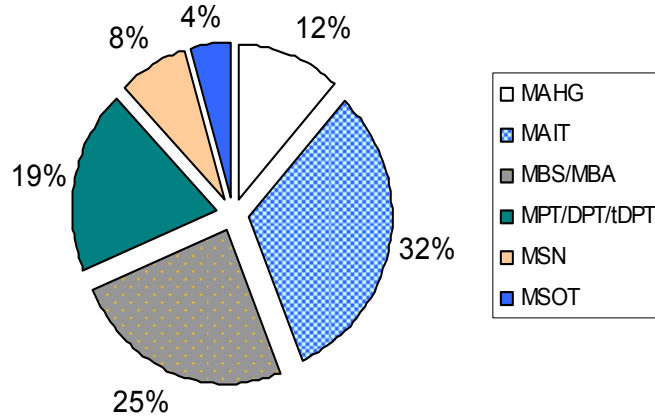
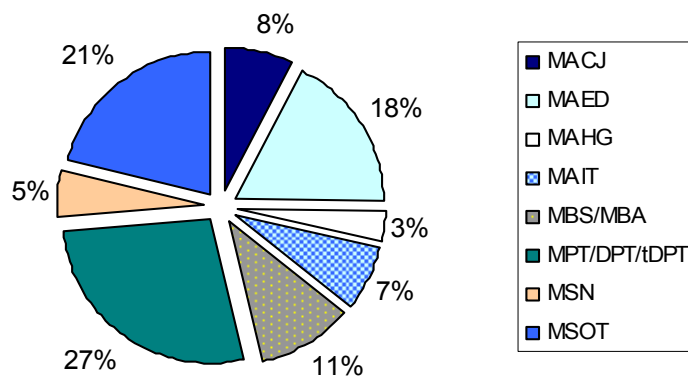


Chart 3.6
Headcount by Degree Program: Fall 2007



Reliance on the full-time degree programs in Physical Therapy and Occupational Therapy is accentuated by reviewing the share of FTE by degree program. The proportion of fall FTE by degree program in 1999 is pictured in Chart 3.7. In the early years of graduate education, 55% of FTE was due to enrollment in the MPT and MSOT programs. However, that share fell to 48% of FTE in 2007. After MPT (now DPT) and MSOT, the MAED program currently produces the third highest share of FTE, 18%, even though every MAED student is a schoolteacher and studies part-time. (see Chart 3.8)

Chart 3.7
FTE by Degree Program: Fall 1999

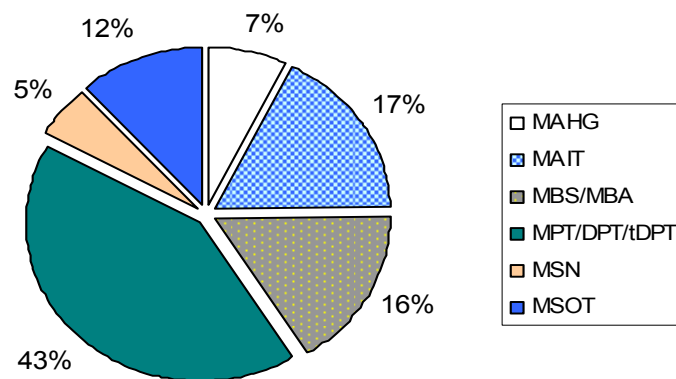


Chart 3.8
FTE by Degree Program: Fall 2007

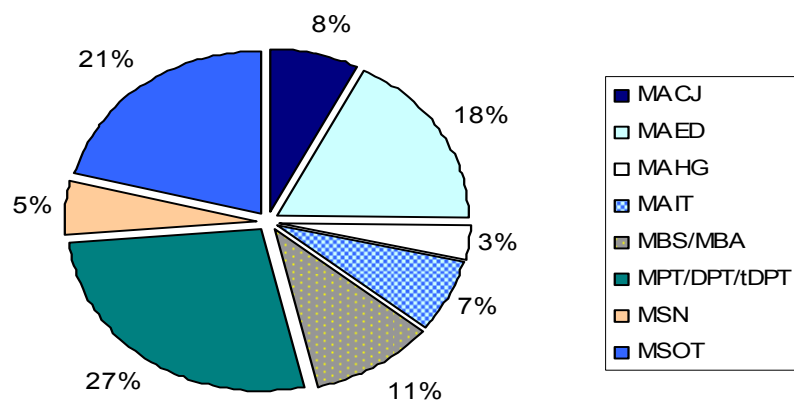
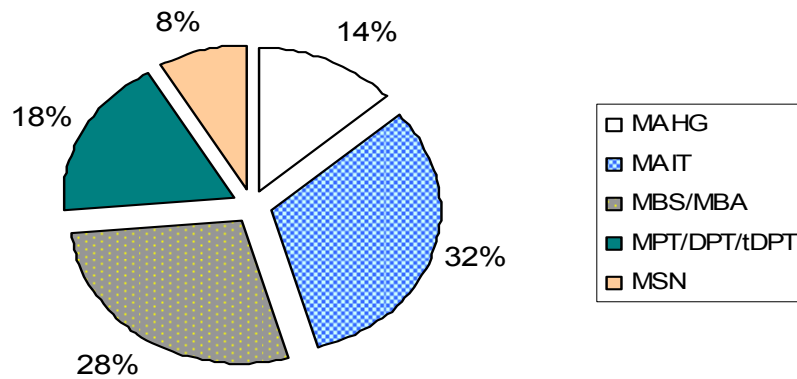
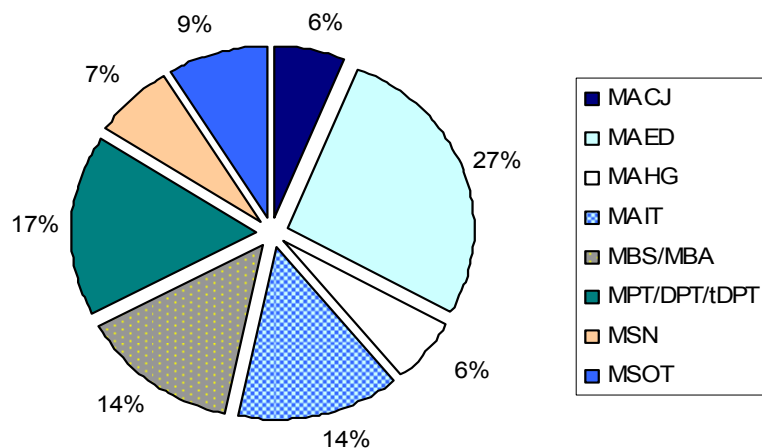


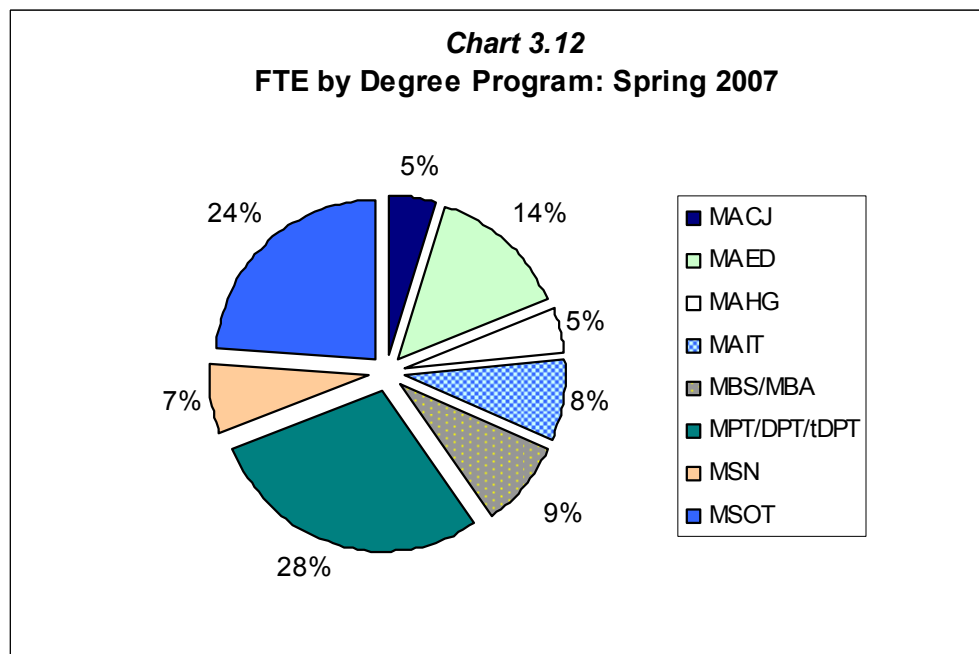
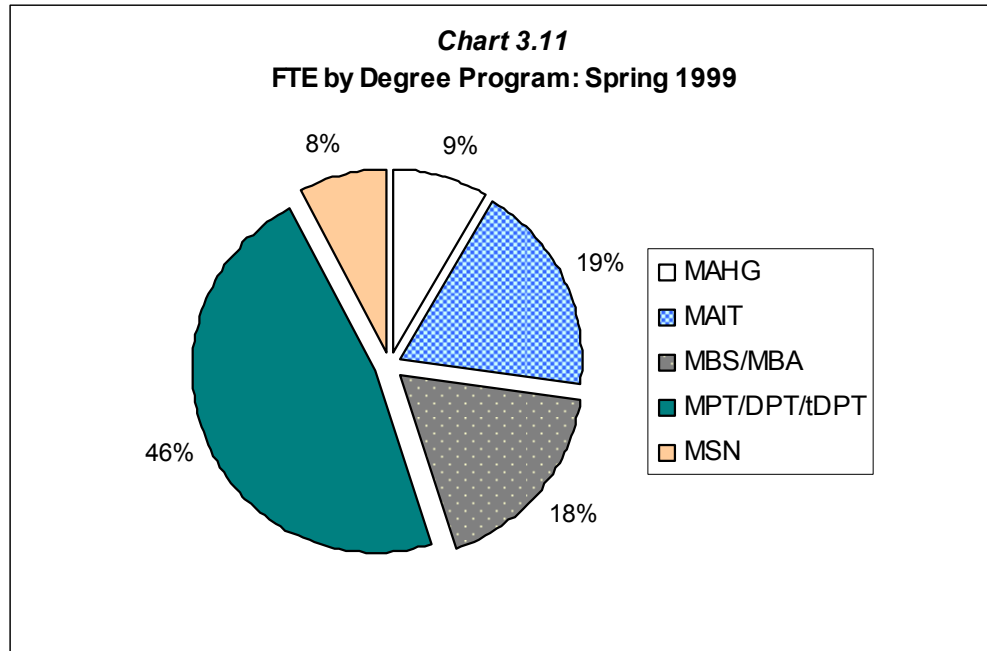
Chart 3.9
Headcount by Degree Program: Spring 1999



Again, the statistical story for enrollment in the spring terms mirrors that of the fall terms. As new graduate degree programs are added to the so-called first generation programs and mature over time, a somewhat more equivalent distribution of both HDCT and FTE emerges over the time period studied: 1999 to 2007. (See Charts 3.9 through 3.12).

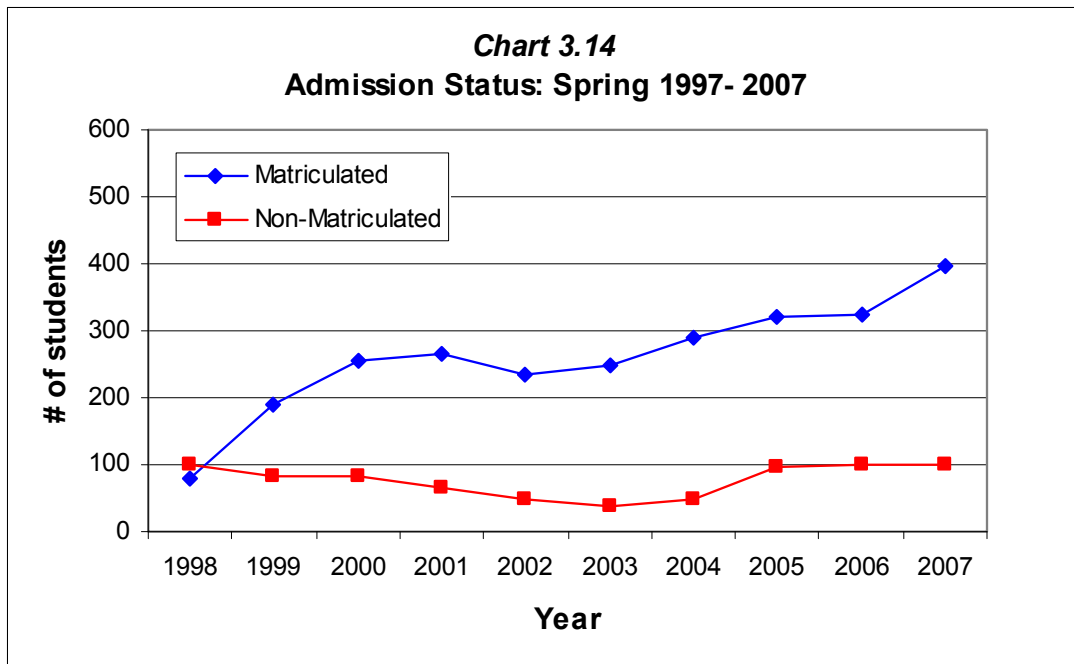
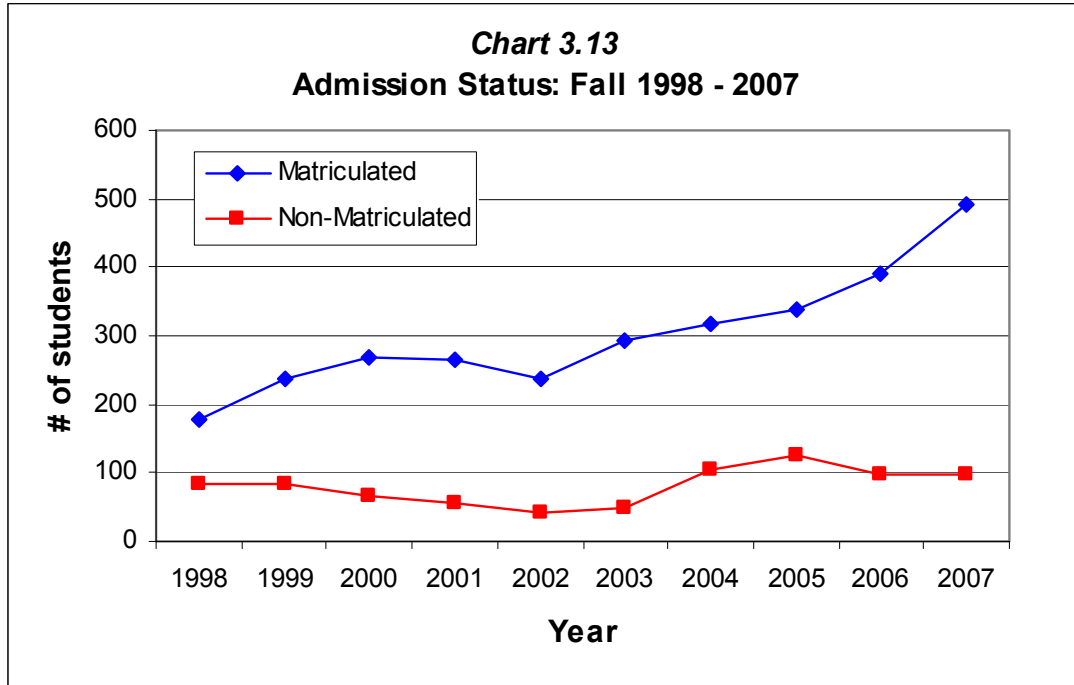
Chart 3.10
Headcount by Degree Program: Spring 2007



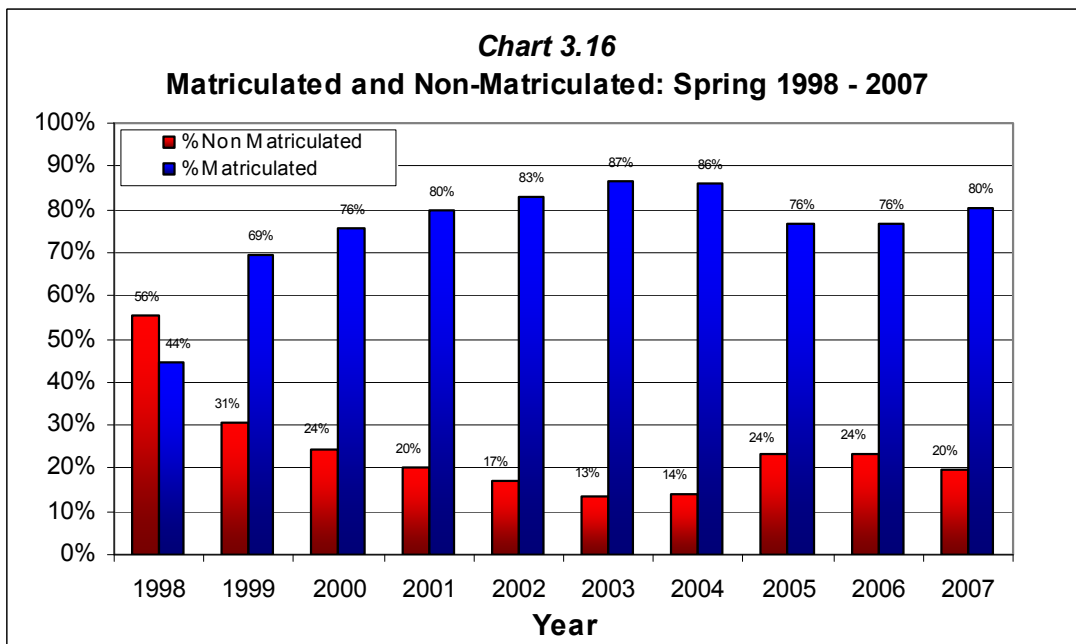
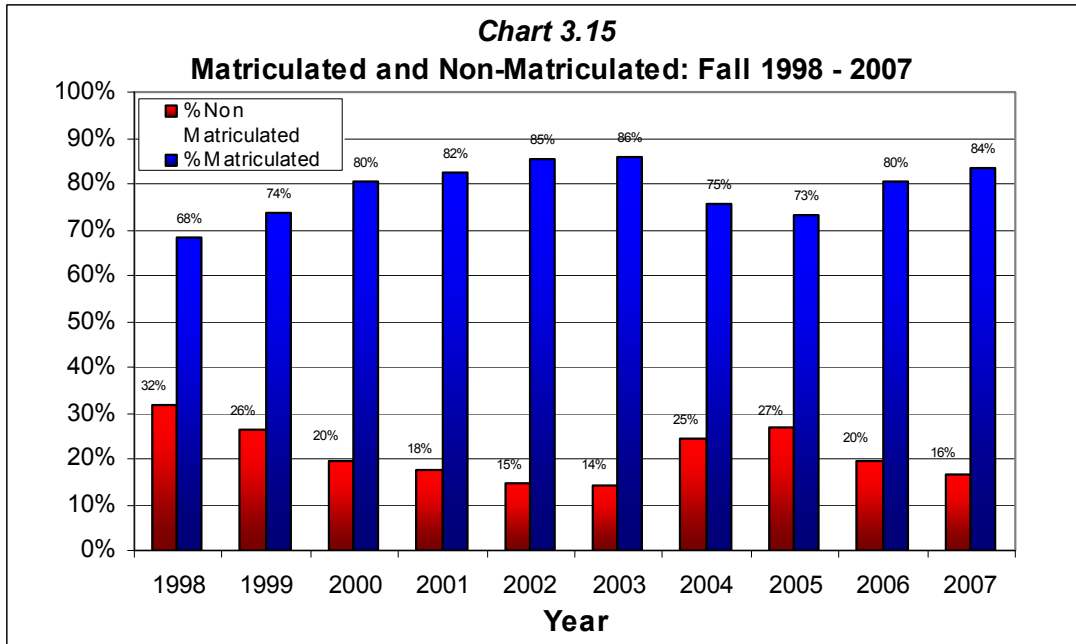


Part of managed enrollment growth is curricular planning. A variety of aspects of academic planning are facilitated by increasing the percent of student headcount that is admitted and matriculated, as opposed to non-matriculated. Since Stockton allows graduate students to take up to 9 credits (or 3 courses) in most degree programs prior to applying for admission, an emphasis must be placed on turning non-matriculated students into matriculated students. The graduate school has tried to do just that.

As a result of academic advising efforts by graduate school staff and faculty in academic programs, the number of matriculated students has risen faster than the number of non-matriculated students since 1997. This trend is exhibited in Chart 3.13 for fall terms and Chart 3.14 for spring terms.

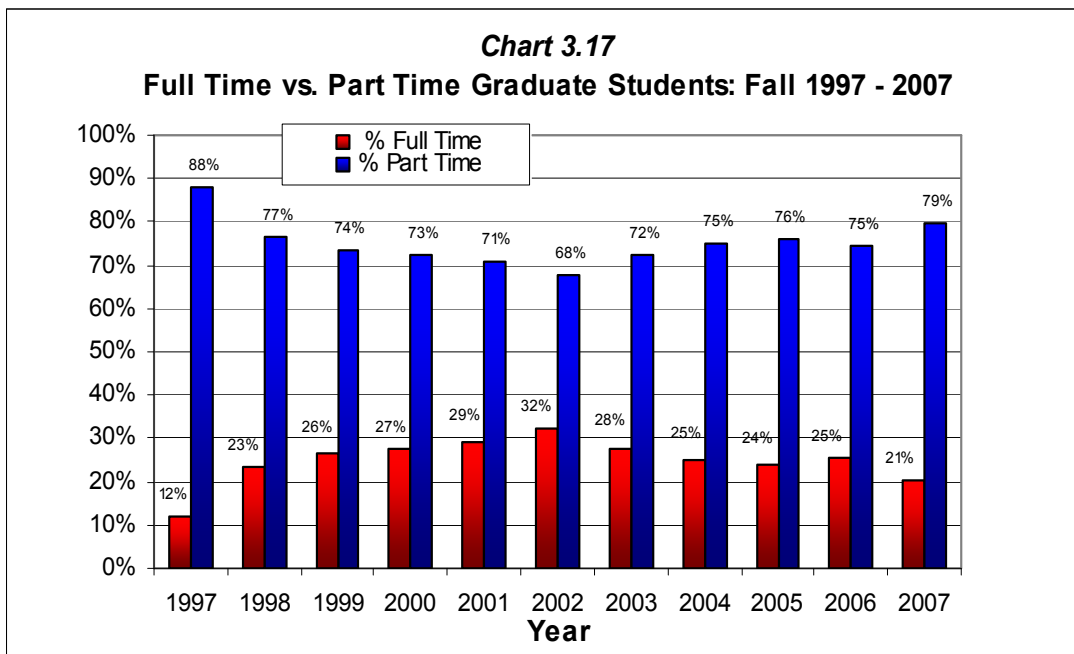


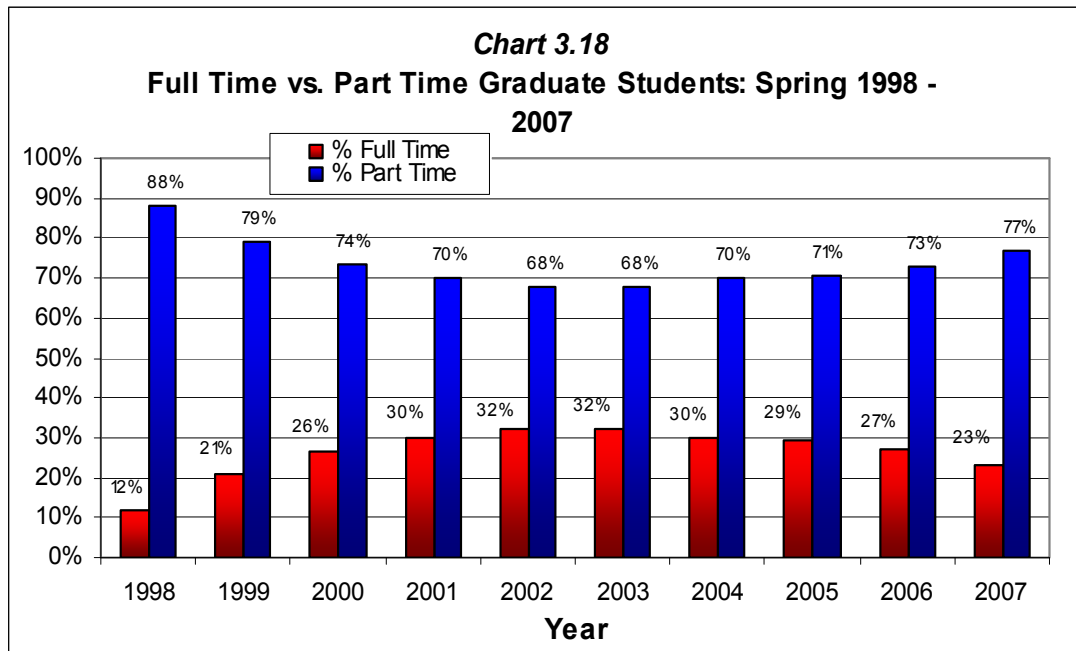
The corresponding percentages of graduate enrollment that are matriculated and non-matriculated students are shown in Charts 3.15 (for fall) and 3.16 (for spring). About ten years ago, in the fall 1998 term, 68% of graduate students were matriculated in a degree program. In the fall 2007, the proportion of matriculated students was 84%.



3.3 Graduate Enrollment Patterns by Demographic Characteristic

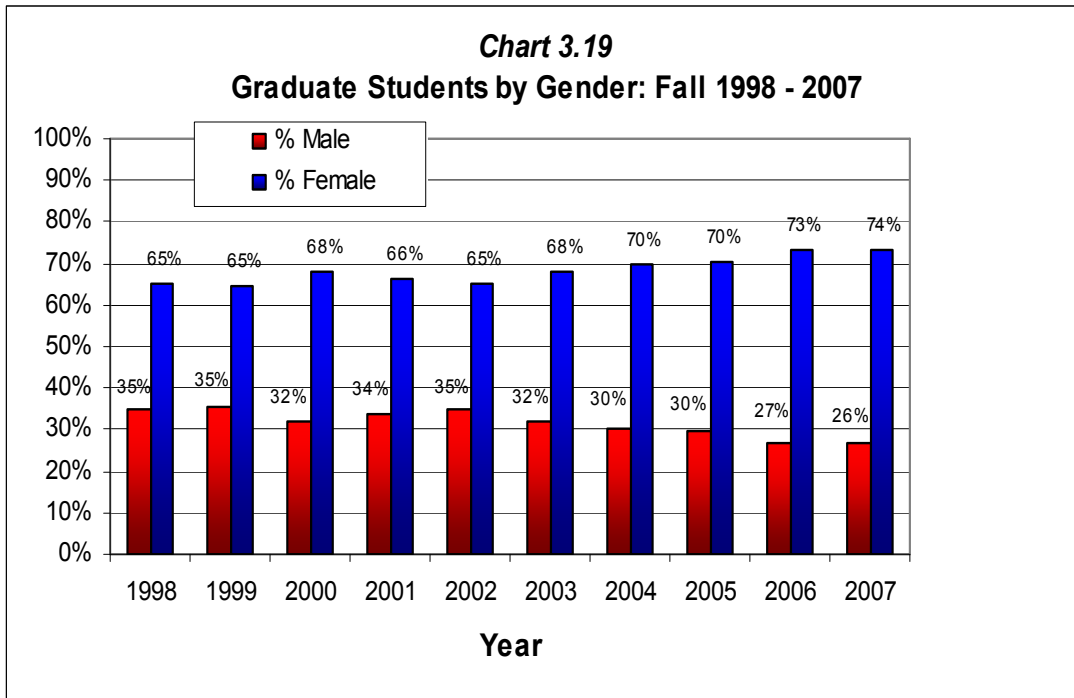
The number of students who attend graduate school full-time or part-time is dependent on the type of degree programs at the College—full-time or part-time study—and the enrollment of students in said degree programs. In the history of graduate education at Stockton, the proportion of part-time students has generally fluctuated in the 70 - 80% range, and in the last five years has hovered near 75%. The percentages of full-time and part-time students for the fall and spring semesters are presented in Charts 3.17 and 3.18.



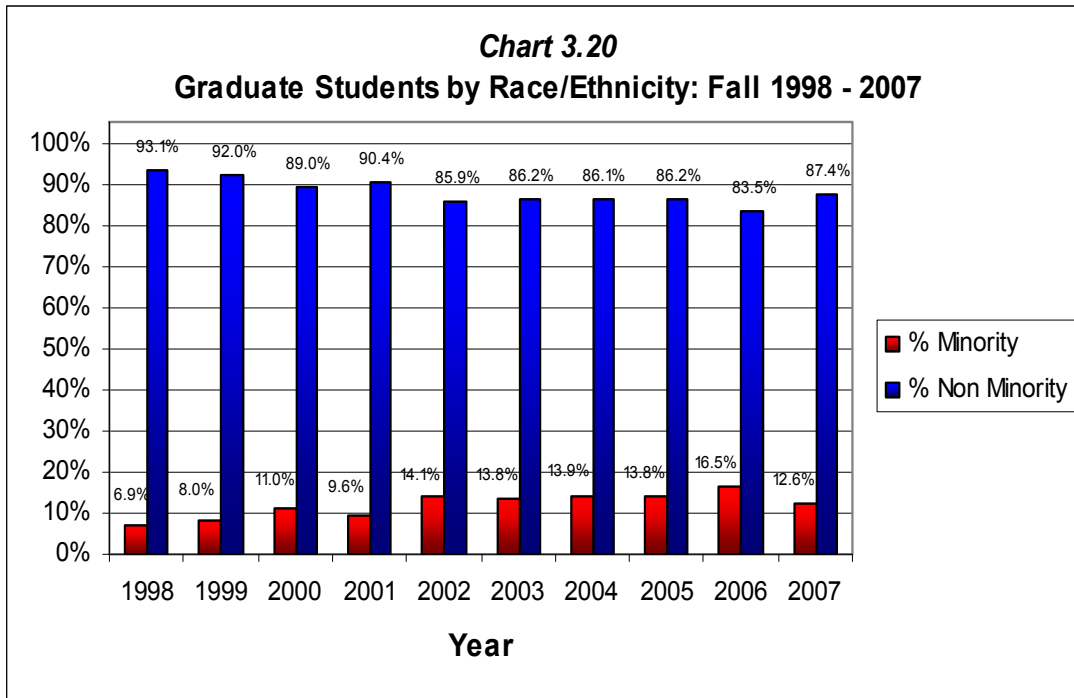


Like other colleges and universities labeled Master's institutions by the Carnegie classification system, Stockton enrolls more graduate students gendered female than male. Further, the growth rate of graduate students who are female has outpaced the growth rate for those who are male (see Chart 3.19). In 2007, the graduate population was 73.5% female. This is a direct manifestation of the degree programs offered at the institution, those with professional occupations that are female-dominated¹³ or female-concentrated: nursing, occupational therapy, physical therapy, and teaching, for instance.

¹³ A female-dominated occupation is one where the percentage of incumbents is 70% female or greater. Similarly, a male-dominated occupation is one where the percentage of incumbents is greater than or equal to 70% male.



The demographic portrait of Stockton's graduate population by race/ethnicity is skewed even further, likely indicating that the College is under-performing in the area of recruiting a diverse graduate student body. The percentages are indicated in Chart 3.20. An overwhelming percentage of headcount is non-minority (white): 87.4% in fall 2007. Thus, in the fall 2007 semester, the percentage of minority students enrolled was 12.6%. This statistical indicator has been relatively invariable since 2004, but showed a slight decrease from 1998 to 2002. The percentage white was 93.1% in 1998, the first year data is available (percent minority = 6.9%), 89.0% in 2000 (percent minority = 11.0%), and 85.9% in 2002 (percent minority = 14.1%).



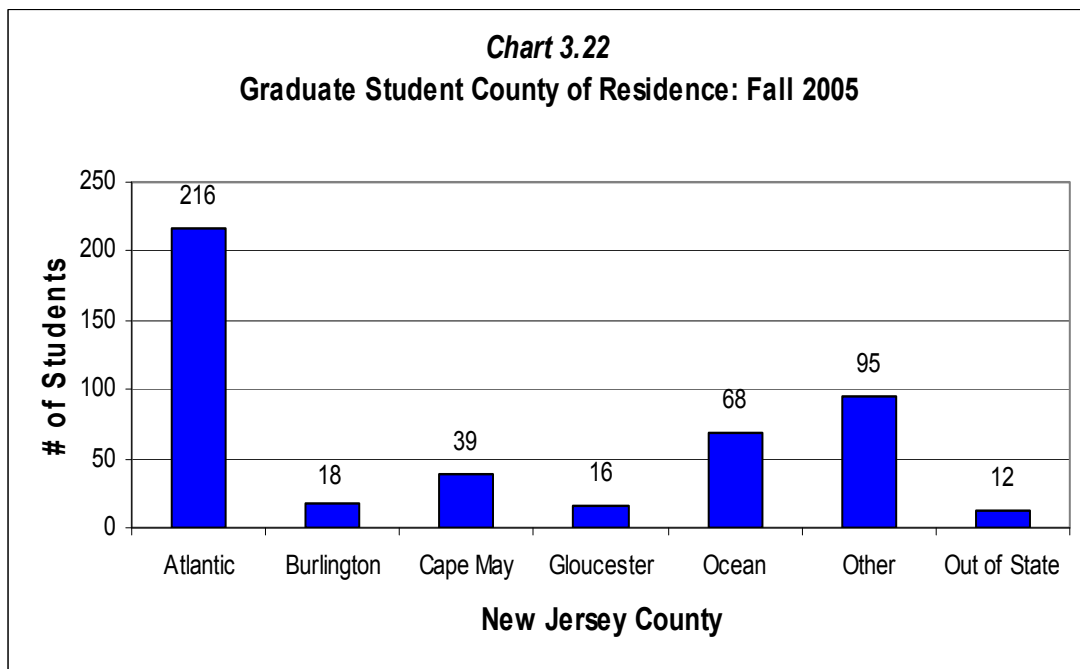
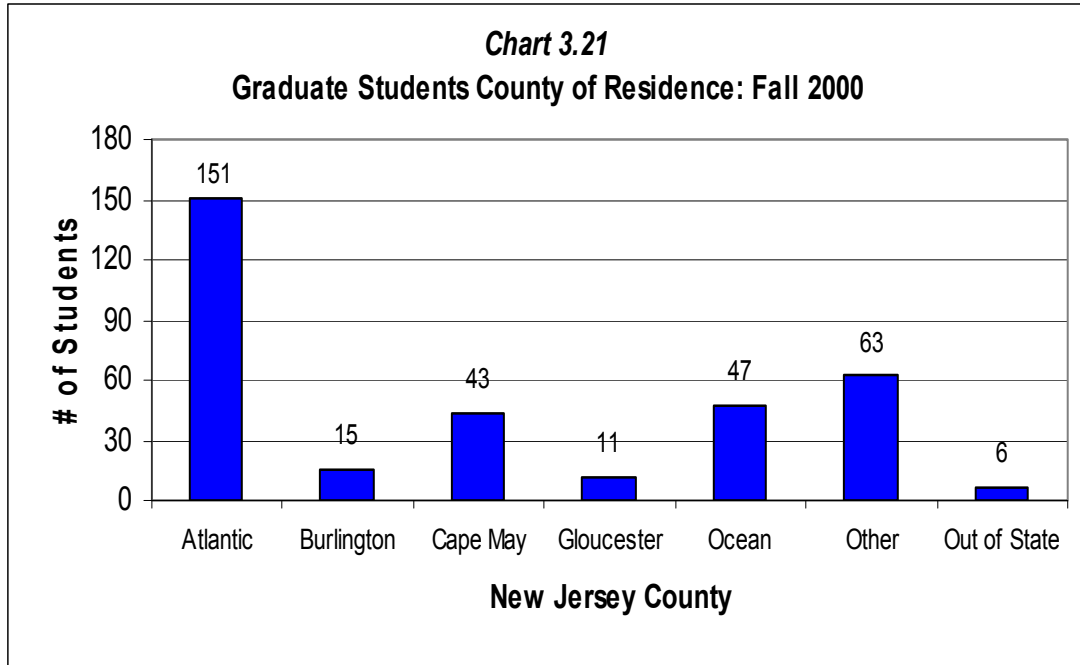
Minority race/ethnicity is not disaggregated in official, published enrollment reports, but the Institutional Research Associate in Academic Affairs has provided some further data from which we can draw reliable conclusions. In Stockton's graduate school (fall 2007 enrollment), slightly more than half of minority students identify as Asian (5%) or African American (4%). The next highest proportion is Hispanic (3%), followed by Other (2%).

The mean (average) age of a Stockton graduate student is in the mid-30s. Since 2000, the average age has ranged from a low of 34 in 2005 to a high of 37 in 2002. In the fall 2007 semester, the average age was 41 years, but the average in full-time degree programs (occupational therapy and physical therapy) was lower. The age distribution is a normal curve, though. Stockton enrolls graduate students that range in age from 21 years to greater than 55 years. Table 3.2 below displays average age by graduate degree program in the fall 2007 term.

Table 3.2
Average Age of Graduate Students by Degree Program: Fall 2007

<u>Program</u>	<u>Average Age</u>
DPT	29 years (with tDPT, 37 years)
MACJ	30 years
MAED	41 years
MAHG	35 years
MAIT	42 years
MBA	35 years
MSN	44 years
MSOT	33 years

Graduate students are typically commuters, even full-time graduate students. All part-time students reside off-campus. As a result, the largest concentration of graduate students, by far, lives in Atlantic County, NJ, the county that houses the College. The next principal counties are Stockton's neighbors to the north, Ocean County, and to the south, Cape May County. Stockton also draws graduate students from surrounding counties in southern New Jersey, including Camden County outside Philadelphia, PA. Relatively few graduate students are out-of-state students (see Charts 3.21 and 3.22).



3.4 Comparisons with National Trends

Stockton's graduate profile shares both similarities and differences with national trends. Comparisons here draw from the Council of Graduate Schools annual Survey of Graduate Enrollment.¹⁴ Some highlights from the 2005 survey of graduate enrollment include:

- Nearly two-thirds of students study at public sector institutions.
- More graduate students enroll full-time than part-time, 55% to 45%.¹⁵
- More women than men pursued graduate degrees, 58% to 42%; this statistic is accentuated in Master's granting public institutions, 67% to 33%.
- Graduate enrollment in some fields of study is concentrated by one gender, e.g. education and nursing are female-concentrated but business and physical sciences are male-concentrated.
- Master's granting public institutions enrolled only 5% of non-U.S. citizens in 2005.
- Graduate enrollment was 74% white in 2006 and 26% minority (12% African American, 7% Hispanic, and 6% Asian).

Before summarizing how Stockton compares with these national trends, it is important to note that the CGS statistics include doctoral (Ph.D.) students and private sector institutions. As a result, Stockton's full-time graduate enrollment is about 25% while CGS data, with Ph.D. students in the mix, is more than double the figure at 55%. Stockton is closer to national trends with regard to enrollment by gender: 73% female versus 67% in Master's publics. High proportions of women are Master's degree recipients in the health sciences, education, library science, and psychology. It is anticipated that Stockton will inch closer to the national average when new Master's degree programs in the sciences are approved and operational: Computational Science and a Professional Science Masters (PSM) in Environmental Science.

On the other hand, Stockton seems to be under-performing with regard to recruiting and retaining students of color. Only 13% of Stockton's graduate headcount in the fall 2007 term was minority, compared with twice that (26%) in the CGS survey nationwide. An inclusive and diverse graduate community, while a challenge for a rural college/university, is nonetheless a major goal.

3.5 Graduate Enrollment Projections

With the increasing demand for highly skilled labor, the U.S. education system is midmost "credential creep." The entry-level educational credentials for more and more professional fields is a professional doctorate or a Master's degree. This has fueled the

¹⁴ See Heath A. Brown, *Graduate Enrollment and Degrees: 1986 to 2005*, Washington, DC: Council of Graduate Schools.

¹⁵ The National Center for Education Statistics reports that 42.4% of projected graduate and first-professional degree students in 2007 will enroll full-time, a percentage lower than the CGS survey finding.

demand for graduate degrees. According to the Council of Graduate Schools, the number of Master's degrees awarded rose by an average of 3% per year from 1986 to 2005 and the number of doctorates increased by an average of 2% per year.¹⁶

The number of applications to graduate schools in the United States is estimated to grow further, according to official projections by the National Center for Education Statistics (NCES). The following results are from the "middle alternative projections" or "middle alternative assumptions" from the Projections of Education Statistics from NCES, a division of the U.S. Department of Education¹⁷:

- The number of college and university undergraduates is projected to increase 14% between 2004 and 2015, but the number of graduate and first-professional degree students is estimated to grow 19% and 31% respectively.¹⁸
- By race/ethnicity, growth rates are projected to be the greatest for Hispanic students at 42%. Black student enrollment is project to grow by 27% from 2004 to 1015. In stark contrast, white enrollment is estimated to grow only 6%.
- Enrollment in higher education institutions is projected to be relatively evening among public and private colleges and universities (15% and 14%).
- The number of Master's degrees awarded is projected to surge 35% (28% among men and 41% among women).¹⁹
- The number of first-professional degrees is anticipated to rise by 25% overall (12% for men and 38% for women).

These nationwide trends and projections have provided an ingredient for increased interest and energy among members of the Stockton faculty to investigate and draft concept papers for new graduate degree programs. Ten years ago, it was part of the reason that Stockton sought mission extension to grant graduate degrees in the first place.

3.6 Degrees Awarded and Graduation Rates (Retention)

Graduate degree programs, even Master's degrees, require differential numbers of credits to graduate. In the accredited programs in the health sciences, much is governed by professional accrediting bodies. The following summarizes the graduate programs at Stockton and the requisite number of credits for graduation:

¹⁶ See Heath A. Brown, *Graduate Enrollment and Degrees: 1986 to 2005*, Washington, DC: Council of Graduate Schools, Table 2.8.

¹⁷ *Projections of Education Statistics to 2015*, Washington, DC: NCES; and *The Condition of Education 2007*, "Indicator 9, Trends in Graduate/First-Professional Enrollments." Both are available at <http://nces.ed.gov>

¹⁸ A first-professional degree is defined as an entry-level degree to practice certain professions, e.g. law, medicine, dentistry, and theology. These are typically professional doctorates. Now the DPT is physical therapy is considered a first-professional degree.

¹⁹ See also See Debra W. Stewart, "Five Trends Shaping Graduate Education: The Leadership Challenge," *CGS Communicator*, Vol. 38, Number 7 (August/September 2005).

<u>Degree Program</u>	<u>Program Credits</u>
DPT (Physical Therapy)	95
MACJ (Criminal Justice)	36
MAED (Education)	36
MAHG (Holocaust & Genocide Studies)	36
MAIT (Instructional Technology)	33
MBA (Business Administration)	33
MSCP (Computational Science)	36 (dual degree)
MSN (Nursing)	42
MSOT (Occupational Therapy)	80

Given Stockton's enrollment trends covered earlier in section 3.2, it is not surprising that the number of graduate degrees awarded in the last five years parallels the trends. Degree programs begin their tenure with relatively few students, thus the number of graduates in the early years is quite low. Then programs build toward capacity and the number of graduates can hold somewhat steady.

Stockton's Office of Institutional Research measures the number and percent of degrees awarded by state Fiscal Year (July 1 – June 30). Therefore, a fiscal year would represent degrees awarded in FY 2007, for example, as: Summer 2006 + Fall 2006 + Spring 2007. As shown in Chart 3.23, 143 graduate degrees were awarded in FY2007, up from 90 in FY2003, an increase of 58.9% in the five year period. Chart 3.24 also disaggregates the degrees awarded by academic program.

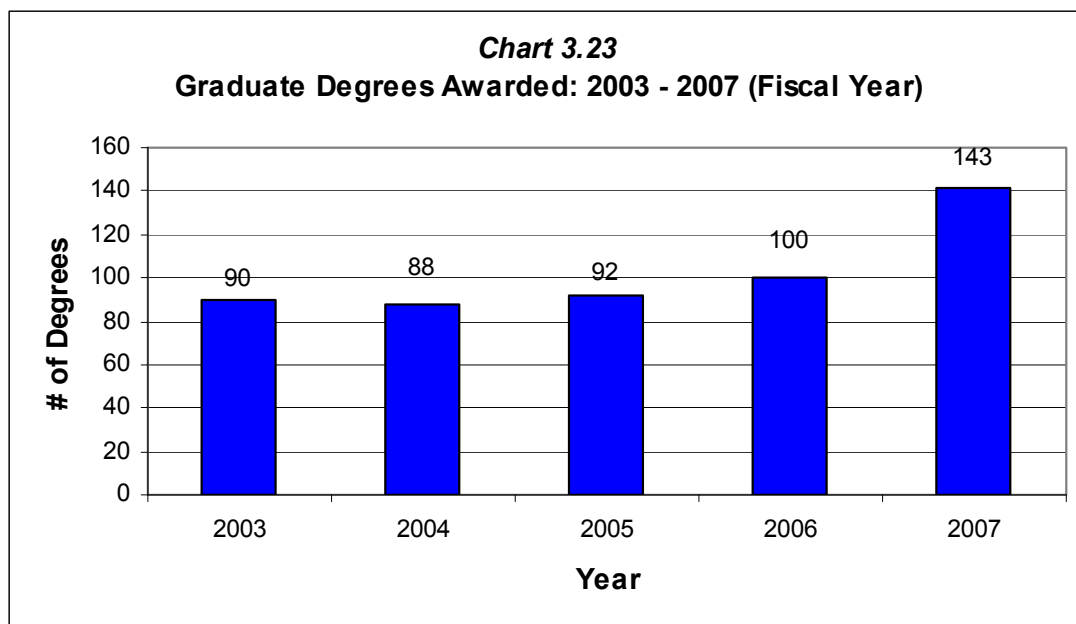
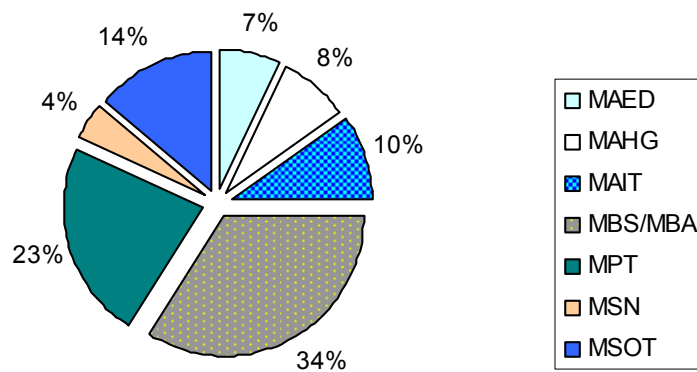


Chart 3.24
Graduate Degrees Awarded by Program: FY 2006



Though it may be too premature in the history of the graduate school at Stockton to discern whether there is any cyclical or long-run secular trend to the number of graduate degrees awarded by program, two part-time degree programs, MAIT and MAED, with a portion of enrollment in cohorts, deserve a note. In a cohort model, students move through a degree program together. They begin in concert and graduate in concert. When a cohort begins a degree program, there may be a spike in headcount for the program; when the same cohort receives their degrees, there is a spike in the number of degrees awarded, e.g. MAIT in 2007.

Working with the Office of Institutional Research in Academic Affairs, the graduate school has endeavored to begin building a longitudinal data set to track retention and program completion, and to calculate graduate rates by degree program. Graduation rates for undergraduate students are reported with 6-year rates, or 150% of the expected time-to-degree for a full-time student. Using the 150% figure, we recognize that a full-time graduate student in a 36 credit hour degree program should graduate within three years.

However, unlike the more homogeneous baccalaureate degree, it is specious to measure the success of graduate rates for an advanced degree by a 150% expected time-to-degree rate in degree programs with heterogeneous curricular requirements and credit hours. Master's degree programs in the humanities and social sciences, for instance, may be completed in two years of full time study. Programs in the health sciences, with more credit hours from didactic and clinical courses, require longer time periods to complete. Below we will try to compare "likes" with "likes," to the extent possible.

Tables 3.3 and 3.4 provide a comparison of graduation rates by degree program for two cohorts, one that entered Stockton in the fall of 2000 and a subsequent cohort that matriculated in the fall of 2002. A cohort approach is used to follow the same students from

semester to semester. In analyzing these tables, one must be careful to differentiate degree programs in which students are required to enroll full-time (DPT and MSOT) from other programs in which students may study part-time. Further, to apply to the MAED program (and encouraged for MAIT), prospective students must possess a teaching certificate and be currently employed as a teacher; such students must therefore enroll part-time.

Table 3.3
Cumulative Graduation Rates for Students Matriculated in Fall 2000
Graduated in ...

<u>Program (# credits)</u>	<u>N</u>	<u>AY 2002</u>	<u>AY 2003</u>	<u>AY 2004</u>	<u>AY 2005</u>
MACJ (36)	NA	NA	NA	NA	NA
MAED (36)	NA	NA	NA	NA	NA
MAHG (36)	9	3 (33.3%)	5 (55.6%)	6 (66.7%)	7 (77.8%)
MAIT (33)	27	4 (14.8%)	10 (37.0%)	11 (40.7%)	14 (51.9%)
MBS/MBA (33)	8	4 (50.0%)	6 (75.0%)	9 (112.5%)*	9 (112.5%)*
MPT/DPT (84)	26	25 (96.2%)	26 (100.0%)	26 (100.0%)	26 (100.0%)
MSN (42)	6	4 (66.7%)	6 (100.0%)	6 (100.0%)	6 (100.0%)
MSOT (80)	8	0	4 (50.0%)	4 (50.0%)	4 (50.0%)
Total Cohort	84	40 (51.2%)	57 (67.9%)	62 (73.8%)	67 (79.8%)

* 1 alum with an MBS degree returned to take 2 classes to receive the MBA degree, explaining why the cumulative percentage is greater than 100; graduation occurred after 1 year.

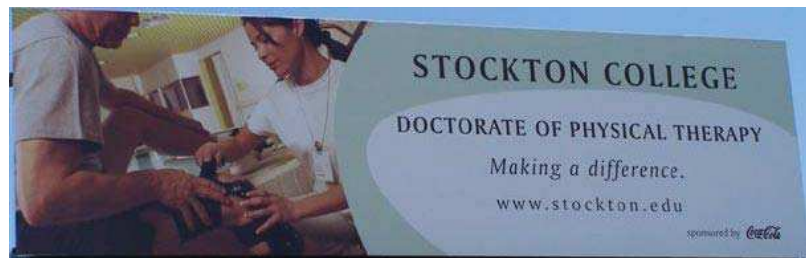
Table 3.4
Cumulative Graduation Rates for Students Matriculated in Fall 2002
Graduated in ...

<u>Program (# credits)</u>	<u>N</u>	<u>AY 2004</u>	<u>AY 2005</u>	<u>AY 2006</u>
MACJ (36)	NA	NA	NA	NA
MAED (36)	NA	NA	NA	NA
MAHG (36)	11	5 (45.5%)	5 (45.5%)	5 (45.5%)
MAIT (33)	20	2 (10.0%)	5 (25.0%)	7 (35.0%)
MBS/MBA (33)	8	2 (25.0%)	4 (50.0%)	6 (75.0%)
MPT/DPT (84)	23	20 (87.0%)	21 (91.3%)	22 (95.7%)
MSN (42)	4	0	2 (50.0%)	2 (50.0%)
MSOT (80)	12	0	10 (83.3%)	10 (83.3%)
Total Cohort	78	29 (37.2%)	57 (73.1%)	62 (79.5%)

With full-time students in the DPT and MSOT program, who follow prescribed curricula for a three-year period, and who study as a cohort, we would expect to see high graduation rates in within three years—and we do, in the 80-to-100% range in 2000 and 2002. In the degree programs where students study part-time, taking two or three courses per year (6 to 9 credits per year), we would more likely anticipate a cohort to graduate within five years. Currently, we have access to 5-year graduation rates for 2000 and 4-year graduation rates for 2002. The cumulative (total cohort) rate is 79.8% for the Fall 2000 cohort (5 years) and 79.5% for the Fall 2002 cohort (4 years). In the long run, Stockton's Office of Institutional Research will track graduate cohorts for a 5-year period and provide such data to the graduate school for consistent, longitudinal reporting and to help focus attention on retention.

The graduate school has already begun thinking about academic and student support services that may be needed to increase retention. We plan to discuss the issue of retention with the graduate program directors and the Graduate Advisory Board and ask academic degree programs to discuss retention in their annual program retreats. Thus we will further investigate to identify the problem or problem areas and then take measures to try to help.

Graduate Recruitment and Marketing



Chapter 4 Graduate Recruitment and Marketing

Graduate recruitment and marketing is shared between offices and among personnel at The Richard Stockton College of New Jersey. Chapter 4 explicates the roles with an attention to both tasks and personnel. We also summarize the move toward Web-based software to assist with recruitment and enrollment management, specifically the College's contract with Hobsons/EMT. The chapter also presents data regarding admissions and enrollment decisions and selectivity rates. Progress toward the goal of admitting and retaining a diverse graduate student population is also evaluated.

4.1 The Role of Graduate Studies and the Office of Admissions in Marketing and Recruiting

Stockton is located in southern New Jersey, about one hour southeast of Philadelphia and roughly half-way between New York City and Baltimore, MD. In the spring 2007 term, approximately half of our graduate headcount ultimately derived from our own undergraduate alumni, usually within 1 – 4 years of receiving their undergraduate degree. Our closest competitor geographically (to the northwest), is Rowan University which hosts graduate programs in disciplines such as education (17 programs), business, accounting, criminal justice.²⁰ Rutgers University's Camden campus across the Delaware River from Philadelphia offers a joint MPT degree with University of Medicine and Dentistry of New Jersey (UMDNJ) and graduate degrees in history and liberal studies that may affect Stockton's future planning. UMDNJ offers a Master of Science and a Doctorate of Physical Therapy degree.²¹ Kean University in northern New Jersey now has a very similar Master of Holocaust and Genocide Studies Program, an MSN, and numerous graduate degrees in education. Georgian Court University in central New Jersey offers a Master of Arts degree in Instructional Technology, an MBA and a graduate degree in accounting, and Master's degrees in Education and Special Education. Monmouth University, a private university in central, coastal New Jersey, competes in degree programs (not cost of attendance) in business, nursing, education, and social work. This guides Stockton's marketing strategies.

4.1a Who Does What?

The recruitment function for graduate studies at Stockton has always been shared among the Admissions Office (Office of Enrollment Management), the Graduate Division, and the individual graduate degree programs housed in the academic schools. The average percentage of time spent on admissions/recruiting varies by division (Admissions vs.

²⁰ Rowan University's programs in engineering, psychology, counseling, writing, and theater, for example, are not direct competitors since Stockton does not have graduate programs in these disciplines. This self-study does not therefore list here the dissimilar degree programs at other New Jersey institutions.

²¹ State of New Jersey, Commission of Higher Education. Retrieved August 2, 2007, from the <http://www.nj.gov/highereducation/PDFs/CIP2KPartII.pdf.html>.

Graduate) and by job title. As evidenced by member schools of the National Association of Graduate Admissions Professionals (NAGAP), this is not necessarily uncommon among higher education institutions with Master's degree programs.²² Some budget responsibilities are also shared.

The Office of Admissions has covered graduate fairs, advertising, and production of some print materials; in addition, Admissions Office staff perform the “back office” work associated with mailing applications, processing applications, and record-keeping associated with the admissions process. When the first Dean of Graduate Studies was hired in 2001, the Office of Graduate Studies became more involved in the production of recruitment materials and advertising. From 2001 through 2005, there has been no set, *a priori*, division between Admissions and Graduate Studies as to who would develop which publicity materials, necessitating a close, constructive working relationship and communication between the two units. Open Houses, for example, were often cosponsored by both units.

When a new Dean of Graduate Studies was hired in 2005, she began working toward differentiated roles for the Office of the Dean of Graduate Studies, the Admissions Office, and the individual graduate programs. The underlying approach taken was that Graduate Studies at Stockton needed an identity (branding) and that the College needed to market *individual programs* for graduate students rather than marketing the College (for undergraduate students).

- First, with one half-time graduate recruiter, the Admissions Office would continue to represent the College in graduate fairs on the road. Open Houses scheduled at or near Stockton would also be attended by the Dean of Graduate Studies and any of her clerical support staff of one and then two, as available.
- Second, Graduate Studies would rely more upon electronic communications through a newly expanded Web site; further, the drafting and production of brochures and posters for individual graduate programs would be done by faculty in conjunction with the Graduate Dean.
- Third, with the assistance of the Assistant Director of Admissions and the Graphics Department, the Division of Graduate Studies chose a color theme for publicity (green and blue, which we call “Pinelands green” and “Atlantic blue”) and a tag line: The Degree You Need to Achieve. All degree and certificate programs were to produce brochures utilizing the color theme, tag line, and similar format.
- Fourth, the Admissions Office would fund advertisements utilizing the new branding, and fund ads targeted to specific markets for specific degree programs in addition to marketing the College.

Individual program budgets in the academic schools of the College are very small; they typically fund faculty retreats and advisory board meetings, not brochures and other publicity materials. The primary role that faculty in graduate programs play in recruitment is drafting graduate program brochures and responding to second-level student queries (not first-level queries handled by Graduate Studies) by phone or e-mail.

²² See *NAGAP 2006 Membership Survey Report*, National Association of Graduate Admissions Professionals, Tables 20 and 21.

Recruitment and marketing responsibilities will evolve further when the Assistant Director of Graduate Enrollment Management, who joined the graduate school in November of 2008, grows in her new role. This professional is the first dedicated person in charge of graduate enrollment management. Support in the mailing and processing of applications will remain in the Office of Admissions.

4.1b Advertising, Print Materials and Electronic Marketing

The Office of the Dean of Graduate Studies maintains a 3-ring notebook called a “Marketing Binder.” The Marketing Binder (available in the Graduate suite, E-226) includes samples of all of the advertising and marketing materials that have been created since the spring 2007 semester. Specifically, the Binder includes a variety of publications, including bookmarks to market our Criminal Justice degree, pamphlets for each of our graduate programs and a mailer that was created by the MAHG program to assist with increasing summer enrollment. The Marketing Binder also includes paper copies of many of our advertisements.

The bulk of the advertising dollars has always resided in the Admissions Office administrative budget; as explained in Chapter 2, the Division of Graduate Studies has received irregular, special appropriations for targeted advertisements over the years. Ads have been placed by Admissions or Graduate Studies in various local/regional newspapers such as:

- *The Press of Atlantic City* (the local newspaper)
- *The Asbury Park Press* (NJ)
- *The Courier-Post* (NJ)
- *The Philadelphia Inquirer*
- *The Current* (a local weekly in several southern NJ counties)

These advertisements usually are placed before the beginning of the fall and spring semesters to encourage applications and enrollment of non-matriculated students. The Graphics Department creates the ad graphic upon receiving the basic text and then the ad is sent electronically to the news media. The effectiveness of the ads has not been tracked systematically due to lack of staff and tracking software.²³ The MBA program placed a 30-second ad on local radio once, with the Divisions of Graduate Studies and Professional Studies splitting the cost.

A few degree programs have worked with the Graduate Division on targeted mailings, especially when a new degree program is approved. For instance, at the launch of the MACJ program, a mass mailing of approximately 600 pieces was sent to police and

²³ Following an Open House in the spring of 2004, Admissions and Graduate Studies attempted to measure the impact of the Open House by keeping in touch with the attendees and following them through the inquiry, admissions, and registration and enrollment processes. The “return” on the Open House investment was very small, less than 10%.

justice-related organizations. Before the MAED program enrolled its first students, 500 pieces of mail were delivered announcing the new program.

In 2007, the Master of Arts in Holocaust and Genocide Studies program produced a Video CD for marketing purposes. It is available as a link on the graduate studies Web site. A MAHG alumna also uploaded the Video onto YouTube.com.

Graduate Studies explored a new market and recruiting technique in April of 2007 after conversations with NBC10, the television station in the Philadelphia SMSA. The station offers “banner ads” on its Web site, NBC10.com; NBC10 marketers promised to drive traffic to Stockton’s graduate Web site in a campaign to reach the entire Delaware Valley, to help get our message in front of potential customers. Web advertisements are an important way to reach a broader market. More and more people are turning to digital technology such as email, web browsing, instant messaging, mobile sponsorships, wireless news and text messaging to receive their news.

Graduate Studies received funds from the Provost to run an NBC10.com Web advertising campaign from July 15, 2007 – September 19, 2007. For a fee of \$5,000, our campaign consisted of: a leader board and skyscraper advertisements on the NBC10 home page; and a leader board, skyscraper and education sponsor widget on the education page; and an e-newsletter advertisement.

Our overall campaign was successful for the following reasons:

1. Though we were competing with other Web ads on the site, we had a significant increase in traffic directed to the Graduate Studies home page, as summarized at the September, 2007, Board of Trustees meeting: 1764 more hits in July 2007 versus July 2006; 2550 more hits August 2007 versus August 2006.
2. For our overall campaign, NBC10 reported that we experienced 4.5 times more clicks than the average advertiser.
3. For the education campaign skyscraper, NBC10 reported that we experienced 8.9 times more clicks the average advertiser.

The most recent issue of *Perspectives*, a news magazine for graduate admissions professionals, contains information pertaining to how to market to prospective graduate students. The articles cover dedicated strategies to assist in increasing enrollment at the graduate level and *they all speak to using technology to aid in these efforts*.²⁴

According to the “2006 National Survey on Website Usage in Undergraduate & Graduate School Search” conducted by the *Princeton Review* regarding the trends in Web

²⁴ Andrew Gansler. (2007) “Effective Marketing of Online Degrees and Certificate Program: Online Advertising Models, Strategies & Tips.” *Perspectives*, 19, (4, summer): 14. See also Mark Shay (2007) “Effective Marketing on the Internet,” *Perspectives*, 19 (4, summer): 15.

site use, the following information was highlighted:

- “Graduate school-bound students rate that out of 100%, their total college search/research time spent on the web is 87%.
- Graduate school-bound students rate their top 5 most valuable search aids (percent reporting valuable + very valuable): (1) institutional Web sites (76%); (2) graduate school admissions staff (57%); (3) higher education research Web sites (55%); (4) print materials (52%); and (5) graduate school rankings (51%).
- Graduate school-bound students rate as their most valuable Web site tools/contents (percent valuable + very valuable): (1) admissions requirements (88%); (2) online application (77%); (3) academic programs/fields of study (74%); (4) financial aid information (72%); and (5) scholarship information (71%).
- Graduate school-bound students rate as their least valuable Web site contents: (1) pod casts (17%); (2) instant messaging (19%); (3) chat rooms (24%); (4) blogs (25%); and (5) student testimonials (35%). These are more appealing to the high school student who is college-bound.
- Graduate school-bound students rate micro sites and customized content (39%) as much more valuable than do undergraduate school-bound students (21%).²⁵
- “81.7% of total college search and research time is spent on the Web.”²⁶

Although it is expensive, Web advertising can provide the ability to brand the graduate school and point prospective students to our Web site which is rich in resources. As the generations become more technically savvy, our departments must respond.

4.1c Attendance at Graduate School Fairs

The Richard Stockton College of New Jersey participated in six fairs in the fall of 2006. Christopher Dearth, Assistant Director of Admissions, represented the college at the following School fairs:

September 25	Washington, DC, Grad Fair
October 4	Albright Grad Fair
October 11	Rutgers-Newark Grad Fair
October 19	Ramapo Grad Fair
November 1	Rutgers New Brunswick Fair
November 15	Richard Stockton College Grad Fair

²⁵ T. Huddleston and K. Drexel. (2006) “Understanding Website Usage in Undergraduate and Graduate School Search”, [http://www.princetonreview.com/educators/enrollment/pdfs/2006_AMA_Proceedings_Paper.doc], (October 3, 2007).

²⁶ T. Huddleston and K. Drexel. (2006) “2006 National Survey on Website Usage in Undergraduate & Graduate School Search,” [http://www.princetonreview.com/educators/enrollment/pdfs/Drexel_Huddles_Web_Usage_Preso_61306.pdf], (October 3, 2007).

In the fall of 2007, with the assistance of Assistant Director of Admissions Steven Phillips, the College was represented at the following fairs:

September 24	Washington, DC, Grad Fair
October 3	Rutgers-Newark Grad Fair
October 4	Stockton Career Fair
	Open House for Paralegal Program
October 11	Rutgers-Camden Grad Fair
October 18	Ramapo Grad Fair
October 31	Rutgers-New Brunswick Grad Fair
November 8	Franklin & Marshall Grad Fair
November 14	Richard Stockton College Grad and Professional School Fair
November 15	University of Maryland Eastern Shore Grad Fair

Another major recruitment site is the annual New Jersey Education Association (NJEA) teachers' convention in Atlantic City, NJ. Since 2005, the Division of Graduate Studies has worked with the Office of Admissions and the Division of Education to secure three booths at the NJEA Annual Convention, held in the Atlantic City Convention Center each November. The booth space that is purchased is for the purpose marketing the Richard Stockton College. Stockton's Graphics Department assisted with the creation of a display the exhibit that provides for an impressive visual presence at the conference. NJEA draws approximately 50,000 educators each year to attend the two-day event. In addition to nearly 300 workshops, NJEA members shop for classroom supplies, learn about innovative class trips, meet with representatives from area colleges and universities about advancing their own (or their childrens'), while mingling with over 450 exhibitors. The Graduate Division brings brochures or handouts on all of our graduate degree and certificate programs and keeps the booth stocked with "giveaways" (small gifts) for the teachers. Giveaways are the norm at NJEA. Sun visor clips were ordered and distributed in 2005 and 2006, about 2,500 each year.

At NJEA, representatives from Stockton have spent some of their time talking with three groups of people:

- Alumni—about their connection to Stockton,
- Parents—interested in Stockton for their children, and
- Potential Master's degree candidates

The Division of Graduate Studies and graduate program directors have also tried to spend time out of the office recruiting, as needed and as opportunities arise. For example, faculty Graduate Program Directors will deliver short talks and/or brochures to businesses or schoolteacher lounges, answer questions on Comcast cable local programs, and help the Division of Graduate Studies secure mail lists for direct mail campaigns.

4.1d Graduate Web Site

Stockton's graduate Web site (www.stockton.edu/grad) has served as a successful tool for marketing, recruitment, and advising. The information on this site includes: specific program information; course descriptions and a list of program faculty; admission, registration, and application policies and procedures; information about financial aid, fellowships, and graduate assistantships; forms and *Policies and Procedure Manuals* for graduate students. The goal of the Web site is to not only aid in marketing to prospective students but to assist current students by providing as much information as possible and being able help direct them to the information they need and where to find it. The site is our most important tool in terms of answering questions and providing the answers that students are looking for. During the month of July, 2007, the Graduate Studies Welcome Page (Home Page) logged 8,800 hits.

4.2 Hobsons/EMT Software for Recruitment Management

Stockton has a new contract with Hobsons/EMT to assist with a web-based automated system of enrollment management. As a company, Hobsons has more than 30 years experience in serving the recruitment needs of colleges and universities around the world. In 1999, Hobsons formed the EMT division to customize enrollment management technologies (EMT) to institutions in need to easy-to-manage solutions for targeting and communicating effectively with prospective students and automating those processes. Hobsons has a worldwide customer base of more than 200 campuses, and has relationships with schools similar to Stockton.

4.2a Why did Stockton College choose Hobsons?

Hobsons' main mission statement is to "empower colleges and universities to practice excellence in student recruitment, enrollment, planning, and development."²⁷ After evaluating automated systems from a few companies, Stockton made the commitment to invest in the "EMT Connect²," one of Hobsons many products, in the summer of 2006. (Rowan University has used the Hobsons product for several years.)

EMT Connect² is a web-based contact management and communication system designed specifically for use within a campus enrollment management environment to ensure quality customer service in achieving our institutional recruitment goals. The system is used to communicate electronically with prospective students more effectively and efficiently and provide for a way to stimulate a connection between a digitally savvy generation of students and our campus. EMT Connect² provides prospective and accepted applicants with personalized information that can be "pushed" to them via e-mail or through a personalized "VIP" homepage. The system allows for instant feedback to be generated based on the

²⁷ See Enrollment Management Technology (EMT), <http://www.emt.hobsons.com/about/emt.html>. Retrieved July 30, 2007.

content outlined in the informational request. In addition, EMT Connect² was designed to automate letter generation and information specific to our institution eliminating a prospective student from having to navigate our Web site to find the information they want and allowing the institution to track whether or not the student read the email and click on the hotlinks within the letter. A communication plan is essential to the effectiveness of the system. Dean of Graduate Studies Deb Figart, Christopher Dearth (from Admissions) and AmyBeth Glass, Assistant to the Dean of Graduate Studies, created a communication plan in March of 2007 for prospective graduate students. The team spent the next three months collecting, writing and editing letters that were loaded into Connect in early July.

4.2b The History of Hobsons EMT²⁸

The Hobsons EMT division was established in 1999 as a result of a partnership between Hobsons and California Polytechnic State University (Cal Poly), San Luis Obispo, a four-year public university. Cal Poly was at the forefront of the trend toward technology-driven admission strategies. Hobsons and the university collaborated to create e-coms, a database and e-communication system that allowed Cal Poly to schedule and automate e-mail marketing efforts, provide prospective students with personalized Web pages, and divide prospects into meaningful market segments using defined data criteria. Following on the success at Cal Poly, e-coms was successfully launched into the market at the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Annual Meeting in 2000.

In 2002, e-coms was “rebranded” as EMT Connect and EMT Connect Version 1.0 was relaunched into the market as part of a complete line of EMT Web-based enrollment management solutions. This product line included the EMT Apply online application system, EMT Survey online market research tool, and EMT Impress interactive e-message design and delivery. The product line was further enhanced by a partnership with Academic Engine, creators of the Virtual Advisor and Knowledge Builder intelligent response system, which were folded into the EMT product line as EMT Answer. In the fall of 2003, Hobsons hired a new Product Director to lead the future development efforts of the division and create new and more powerful solutions for its clients. Within months, EMT Apply Version 2.0 was launched along with new EMT Admit features, allowing seamless application workflow processing capabilities. By the AACRAO Annual Meeting in 2004, Hobsons EMT had generated a customer list of more than 100 institutions and had expanded to serve institutions in the United Kingdom via Hobsons UK’s Recruitment Management Technology (RMT) division. In addition, the division launched a relationship with major pre-college testing organization ACT to develop the ACT Plug-In for EMT Connect that would allow institutions to gain maximum utility from the ACT data they receive.

In the summer of 2004, Hobsons acquired longtime partner Academic Engine, bringing the Oakland, California-based company’s solid product development and client

²⁸ This section draws from Enrollment Management Technology (EMT), <http://www.emt.hobsons.com/about/emt.html>. Retrieved July 30, 2007.

services talent to the Hobsons Cincinnati office. Hobsons subsequently released EMT Engage, bringing the number of products available by the EMT division to six. In the spring of 2005, based on six years of knowledge in the higher education technology market, Hobsons released its newest version of EMT Connect, called Connect², the version used by Stockton. Today, Hobsons is headquartered in the UK and has regional offices in Melbourne, Brussels, Paris, Frankfurt, Latin America, and Cincinnati.

4.3 Diversity Initiatives²⁹

Stockton has a longstanding State of New Jersey-funded EOF (Equal Opportunity Fund) program. EOF is designed to meet the educational and financial needs of students whose potential for college may not be reflected in their academic grades and whose economic background makes it extremely difficult for them to pursue a college education without financial aid.

In the 2006-2007 academic year, the EOF Director in the Dean of Students' office, Pedro Santana, working in collaboration with the Dean of Graduate Studies, secured Stockton's first EOF (Equal Opportunity Fund) grants for graduate students. The objective of the graduate EOF program is to increase participation in graduate and professional study of New Jersey residents from backgrounds of historical poverty. Priority in granting EOF graduate grants shall be given to students who received the EOF undergraduate grant. Eligibility for graduate EOF grants is:

- New Jersey residency for 12 consecutive months prior to receiving the award
- Students who received EOF grants as undergraduates are given priority consideration for EOF graduate grants. These students are presumed to have met the financial eligibility criteria for graduate EOF as long as they continue to demonstrate financial need. (Undergraduate students attending graduate school at out-of-state institutions are not eligible for EOF graduate grants).
- Other students must meet rules governing state residency, and non-citizens and resident alien status respectively, the EOF financial eligibility criteria and be full-time graduate students as defined by the institution offering the graduate program of study; and attend an eligible institution participating in the Fund.
- Students may not receive an EOF graduate grant to pursue a second graduate or professional degree at the same level of study for which he or she has already been funded. Graduate degree and certificate programs must have a minimum requirement of 24 equivalent semester hours and be at least one academic year in duration.

The minimum graduate EOF grant is \$200 and the maximum is \$2,300.

In the summer of 2007, Stockton's Community of Scholars invited the Dean of Graduate Studies to participate in an Open House on education. AmyBeth Glass, Assistant to the Dean of Graduate Studies, participated and discussed the importance of graduate degrees

²⁹ Diversity in this section includes the categories of gender, race/ethnicity, and economic class.

in today's economy. Stockton's Community of Scholars (COS) is a Student Support Services program funded by the U.S. Department of Education and is dedicated to help students expand their horizons and realize their goals. COS provides services that support and enhance the student's academic, cultural and social development at Stockton. This is achieved by nurturing the students' intellectual, social and cultural outlook through a holistic approach in which the students' involvement is of vital importance. Eligibility for admission into the COS program is:

- A student's family income level falls within required federal government guidelines; or
- Student is first-generation college (neither parent received a bachelor's degree); or
- Student has documented special needs.

Every October, the graduate school receives an electronic list of McNair scholars who are due to receive their undergraduate degrees in the current academic year. The Dean of Graduate Studies subsequently sends a letter to McNair scholars, targeted by undergraduate major, who may be interested in a graduate program at Stockton. The McNair³⁰ Scholars Program is federally funded by the U.S. Department of Education to assist undergraduates prepare for graduate studies at the doctoral level. Eligible students interested in graduate degrees may receive funding from the Ronald E. McNair Post-Baccalaureate Achievement Program. Though College does not have Ph.D. programs, we have sought to reach out to students who may wish to explore a Master's degree as a preparatory degree for the Ph.D.

4.4 The Admissions Process and Selectivity

College-wide policies governing graduate school admission at Stockton follow the "centralized model" described by the Council of Graduate Schools.³¹ Policies are determined by the graduate school in consultation with faculty in graduate programs and the Graduate Studies Committee of the Faculty Assembly. Specifically, the administrator of the Graduate Division, the Graduate Dean, sets the minimum standards for admission to graduate study at the College, though standards set by the program may be higher or more stringent.

For example, admission to a graduate program at Stockton requires the completion of an application (in paper format or online) which documents:

- Possession of a baccalaureate degree a regionally accredited institution (with transcripts from all colleges attended)
- Completion of any undergraduate prerequisites
- Letters of recommendation

³⁰ Ronald E. McNair was an African-American engineer, scientist, and astronaut aboard the space shuttle, Challenger. He persevered poverty and prejudice and earned a Ph.D. in physics from the Massachusetts Institute of Technology. He was nationally recognized for his work in laser physics. He died when the Challenger explored on January 28, 1986.

³¹ See Council of Graduate Schools, *An Essential Guide to Graduate Admissions*, Washington, DC: CGS, 2005.

- A minimum undergraduate cumulative GPA of 3.0 (and 2.75 for Education), and scores on the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT), with the exception of degree programs in the health sciences³²
- The TOEFL exam, required of students for whom English is a second language

Each graduate program may, and does, require supplementary materials/minimum standards such as an essay, an interview, volunteer hours in a clinic, and/or possession of a teaching certificate. College policy allows prospective graduate students to sample many of our graduate programs as a non-matriculated student; in these cases, students are limited to 9 credit hours of attempted study, without the possibility of repeating a course. Applications for non-matriculated status are processed through the Office of the Registrar.

The distribution, collection and processing of applications is handled by the Office of Admissions. All materials are submitted to and recorded by clerical support (Ann Klein) in the Admissions Office. When an “application file” or set of files is complete, the secretary notifies the graduate program through its director. The Admissions Office physically maintains possession of admissions records until a student enrolls and registers for courses. At that time, the student’s file is transferred to the Office of the Registrar. The Office of Admissions works closely with faculty, who play a central role in the admissions process. Each graduate degree program has an Admissions Committee, chaired by the program director, which evaluates credentials and recommends applicants for admission to a graduate program. Acceptance letters are sent under the signature of the Dean of Enrollment Management, Mr. John Iacovelli.

New and returning graduate students are eligible for financial aid (primarily loans), Graduate Assistantships, and a few earmarked scholarships from the Stockton Foundation. A more comprehensive analysis of graduate enrollment trends is presented in chapter 4. Here we provide data about admissions selectivity at a recent point-in-time.

The Vice President of Student Affairs collects data for a monthly “Status Report” of the undergraduate and graduate applications process. The Dean of Graduate Studies receives a copy of this report. This data outlines, for each graduate degree and certificate program:

- The number of applications received
- The number of incomplete applications
- The number of students admitted
- The number of students who “intend to enroll,” that is, paid their acceptance deposit

The tables provide a point-in-time, year-to-date comparison with the same date the previous year. This allows us to track which programs are experiencing increasing or decreasing applications. It also provides an indication of “selectivity” in the graduate

³² At present, the minimum GMAT score for the MBA program is 450; at present, there is no minimum GRE score in any of the graduate programs, though the admissions committees look carefully at the scores and the three components of the GRE score.

admissions process. Acceptance rates to vary, sometimes widely, by field. This is the case at Stockton and among member institutions of the Council of Graduate Schools nationwide.³³ For instance, standards for admission in Stockton's DPT and MSOT programs are exceptionally high; there are few openings for each new cohort/class. The academic qualifications of graduate students in the DPT and MSOT programs are very high. The faculty admissions committees in the MACJ, MAIT, and MSN programs also tend to be selective, though there are more available slots in these programs than in the full-time programs of physical therapy and occupational therapy.

The most recent round of admissions decisions was for the fall 2007 term, and the data is reflected in the "Final Graduate Status Report for F07" of the Office of Enrollment Management. Table 4.1 shows the admissions and enrollment decisions for the Fall 2006 and 2007 terms. Note that the graduate school has been enjoying growth in applications and enrollment. What is more remarkable is that the one-year increase from 2006 to 2007 occurred in a year without any new graduate programs opening up to prospective students.

Table 4.1
Admissions and Enrollment Decisions: Fall 2006 and 2007

	<u>2006</u>	<u>2007</u>	<u>change 2006-07</u>
Applications Received	302	459	52%
Incomplete Applications	30	35	17%
Students Admitted	173	276	60%
Intends to Enroll	154	231	50%

One may also calculate from Table 4.1 the "acceptance rates" for the graduate school overall as:

$$\frac{\text{The number of students admitted}}{(\text{The number of applications received} - \text{incomplete applications})}$$

The acceptance rate for 2006 is 63.6% and the rate for 2007 is 65.1%. However, the overall acceptance rate is lowered precipitously by the most selective, accredited programs in the health sciences (physical therapy, occupational therapy, and nursing), and especially by the professional doctoral program in physical therapy. There are few spots or places in each new class/cohort in the two full-time graduate programs: PT and OT.

Acceptance rate data by degree program can be computed from the Final Graduate Weekly Status Report for F07, but the Office of Enrollment Management does not break down these small population cells into more disaggregated data by gender and race/ethnicity.

³³ See Heath A. Brown, *Graduate Enrollment and Degrees: 1986 to 2005*, Washington, DC: Council of Graduate Schools.

Table 4.2 presents the admissions and enrollment decisions for Fall 2007 broken down by graduate degree program.³⁴

Table 4.2
Degree Program Admissions and Enrollment Decisions: Fall 2007

<u>Program</u>	<u># Complete Appls.</u>	<u># Admitted</u>	<u>Intends to Enroll</u>	<u>Acceptance Rate</u>
DPT	116	16	13	13.8%
tDPT	31	31	25	100.0%
MACJ	20	16	13	80.0%
MAED	78	77	72	98.7%
MAIT	21	20	18	95.2%
MBA	20	20	18	100.0%
MSN	10	6	6	60.0%
MSOT	62	27	21	43.5%
All programs				65.1%

As a comparison, the 2005 Council of Graduate Schools Survey of Graduate Enrollment reported that the overall acceptance rate for all major fields was 46%.³⁵ Though nearly twenty percentage points lower than Stockton's acceptance rate, this, too, varied by field of study. At the high end, in Education, 70% of applications were accepted while only 32% were accepted in the Biological Sciences.

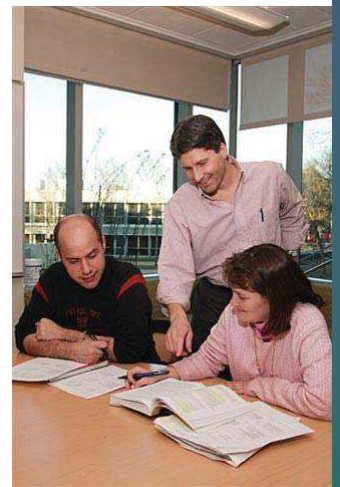
In general, graduate "selectivity" at Stockton has increased a little in the past few years. One reason is the natural maturation process of graduate degree programs and the graduate school, as Stockton develops a reputation for graduate programs. Another likely explanation is expanded requirements to submit standardized test scores and/or publicized requirements for minimum scores.³⁶ For example, the MBA program has an approved, planned, publicized increase in the minimum GMAT score required for admission. Yet there is no doubt a dissimilarity in the admissions process of the full-time graduate degree programs and the part-time graduate degree programs. These two populations can present significant challenges in meeting needs related to student services such as housing, and clubs and organizations.

³⁴ The numerators and denominators are slightly different than Table 4.1, as the certificate programs in education and paralegal studies have been subtracted from the totals.

³⁵ See Heath A. Brown, *Graduate Enrollment and Degrees: 1986 to 2005*, Washington, DC: Council of Graduate Schools, Table 1.8.

³⁶ The requirement to submit GRE scores for the MAED program does not take effect until the Spring 2008 application pool.

Graduate Policies and Procedures



Chapter 5 Graduate Policies and Procedures

The development and application of policies and procedures for graduate education at The Richard Stockton College of New Jersey is a shared responsibility, with various constituencies playing their part. But the Division of Graduate Studies is the chief liaison. Chapter 5 discusses how policy is developed and administered. We open with how a new degree program is approved, as that introduces the role of various decision-making bodies on- and off-campus. Other policies and procedures covered include: the curricula and course scheduling; faculty qualifications, development, and evaluation; student complaints; and program accreditation.

5.1 New Graduate Program Approval Process

The process for approving and launching a new graduate degree program at Stockton is similar to the process at other state colleges and universities, as the new degree program needs approval “off campus” as well as “on campus.” The procedure is also parallel to the process for new undergraduate degree programs, with the exception of an added layer: the Concept Paper. The process is outlined below, and is published on the Stockton Faculty Assembly Web site:

Step #1 Faculty Working Group/Concept Paper

The initial step toward a new graduate degree program is taken by faculty, often in concert with a school dean and the graduate dean. Interested faculty form a group to begin discussion and draft a relatively brief Concept Paper, in consultation with the Dean of Graduate Studies and school dean. The Faculty Assembly has adopted specific instructions for the Concept Paper, shown on the Faculty Assembly (FA) home page (<http://loki.stockton.edu/~assembly/>); click the link to the Graduate Studies Committee. The guidelines stem from the framework and content required by the State of New Jersey for full proposals that are evaluated in the external review process. On the Faculty Assembly Web site, the Graduate Studies Committee has posted a sample Concept Paper to be used as an excellent model.

Step #2 Graduate Studies Committee review

The Faculty Assembly Steering Committee announces two deadlines for submission of Concept Papers, one every fall and one every spring. Concept Papers are submitted to the Faculty Assembly President, and the Steering Committee reviews and then steers the Concept Paper to the Graduate Studies Committee, through its Chair. Upon completion of the review, the Graduate Studies Committee makes a motion and communicates their evaluation to the Dean of Graduate Studies and the Provost. A positive recommendation leads to Step # 3.

Step #3 Deans' Council review

The Dean of Graduate Studies forwards the Concept Paper and a cover letter from the Graduate Studies Committee Chair to the Deans' Council of Academic Affairs. The Council reviews the paper. The Provost then communicates the Council's evaluation to the working group and the relevant school dean(s). The group is then able to decide how they want to handle developing/writing a "full proposal" for a new degree program. This is worked out by faculty within programs and academic divisions.

Step #4 Full Proposal Review by Academic School(s) faculty/Dean

When ready, a complete or full proposal is placed on the agenda of a faculty meeting by the academic dean(s) of the school(s) that will house the new degree program. A positive recommendation is forwarded to the President of the Faculty Assembly.

Step #5 Proposal Review by FA Steering Committee and Faculty Assembly

The Steering Committee evaluates and "steers" the proposal as it sees fit. The full proposal is often reviewed by both the Graduate Studies Committee and the Academic Policies Committee of the Faculty Assembly. Ultimately, the proposal will be evaluated by the full Faculty Assembly at an assembly meeting. A positive recommendation (a majority vote) sends the proposal to the final stage of the internal, within-the-College, review.

Step #6 Proposal Forwarded to College Administration and Board of Trustees

An endorsement by the College's governing board (a resolution by the Board of Trustees) completes the Internal Review Process for a new graduate degree program. Next is the External Review Process.

When the a written proposal for a new degree program heads through the external review, state guidelines specify in great detail the outline and the process; the proposal is then termed a "Program Announcement" (PA). The guidelines and process for proposals for new degree programs or changes to degree programs are published by the Academic Issues Committee of the New Jersey President's Council and governed by the NJ Commission of Higher Education; the Academic Issues Committee Manual is updated annually (see <http://www.njpc.org/AIC06-07.pdf>). Below is a brief summary of this process.

Step #7 Submission of the Program Announcement (PA)

To be considered by the State of New Jersey, the framers of the new degree program prepare a PA, following specific instructions, with a specific format and documents. This is sent through the school dean, the Graduate Dean, the Provost, and the President's office. Stockton's President sends the PA to all of the presidents of New Jersey higher education institutions and invites comment related to "program duplication, cost, mission, and related matters." Communications, especially objections, must be returned within 30 days. Stockton

must attempt to resolve all objections. With a positive recommendation, the College proceeds to the next step.

Step #8 External Consultant Report

The academic division hosting the propose new degree program, in consultation with the Provost, hires an External Consultant to visit campus and review the PA, hold meetings with faculty and staff, and then write a report that must be structured according to guidelines by the Academic Issues Committee. If the External Consultant endorses the new degree program, the PA moves on.

Step #9 PA Package Reviewed by Academic Issues Committee and NJ President's Council

Stockton sends a "PA Package" (PA, Consultant Report, Board of Trustees resolution approving the program, along with other required materials) to the Academic Issues Committee (AIC). If no problems exist with a proposed program, AIC makes a favorable recommendation to the NJ President's Council, which reviews the PA Package within 15 days.

Step #10 PA Package forwarded to NJ Commission on Higher Education (CHE)

The last step in the approval process for a new degree program is when the President's Council formally notifies Stockton, other New Jersey institutions, and the NJ Commission on Higher Education that the program is approved. Stockton is then allowed to advertise the new degree program, and admit and enroll students.

5.2 Who and How? The Development and Execution of Graduate Policy

5.2a College and Program Policy Documents

All policies and procedures of the College that refer to students and courses of study apply equally to graduate study except where explicitly stated otherwise. This includes the campus code of conduct published in the student handbook, academic honesty policy and other rules pertaining to individual conduct.

The Dean of Graduate Studies is responsible for overseeing minimum admissions standards and academic progress for graduate students. Policies of the College, of the graduate school, and of each degree and certificate program are published in a biennial document titled the *Graduate Bulletin*. The most recent version is the *Graduate Bulletin, 2006-2008*. When policies are amended and/or new policies are approved between issues of the undergraduate and graduate bulletins, the most up-to-date version is held on the College Web site. The College announces that the most current policies that are in effect are to be found in the online version of the bulletins.

Individual programs have policies and procedures that govern academic and professional requirements. Therefore, each graduate degree program publishes an annual *Policies and Procedures Manual*, to be used in conjunction with the *Graduate Bulletin*. In cases where a more stringent standard or professional requirement is published in the program's *Policy and Procedures Manual*, it is the *Manual* that governs. An example would be the professional behaviors and ethics requirements in the health sciences programs.

5.2b *The Role of Professional Accreditation*

Issues such as curriculum content, clinical or fieldwork hours, student-faculty ratios may be directly influenced by standards set by external professional accrediting bodies. Several of Stockton's graduate programs are accredited:

<u>Program Accrediting Organization</u>		<u>Accreditation Status</u>
DPT	Commission on Accreditation in Physical Therapy Education (CAPTE)	Full accreditation: Next on-site review is 2011
MSN	Commission of Collegiate Nursing Education (CCNE)	Full accreditation: Next on-site review is 2016
MSOT	Accreditation Council for Occupational Therapy Education (ACOTE)	Full accreditation: Next on-site review is 2015
MAED	Teacher Education Accreditation Council (TEAC)	Initial TEAC Visit: Fall 2007
MBA	The Association to Advance Collegiate Schools of Business (AACSB)	Will file for candidacy: Spring 2008
MACJ	Academy of Criminal Justice Sciences (ACJS)	Exploring candidacy

Accreditation requirements are always layered on top of College requirements (the *Graduate Bulletin*) as well as program *Policy and Procedure Manuals*. In fact, requirements that directly affect students, such as minimum requirements for professional behavior or technical and essential functions for clinical work, are reproduced in the degree program's *Manual*.

5.2c *The Role of Faculty, Campus Committees and Offices*

Several on-campus persons and bodies play a role in the development of policies and procedures for the graduate school and for graduate students, and sometimes the lines of responsibility overlap and the demarcation is not always clear:

- Faculty members and faculty committees within individual graduate programs
- Academic Schools: ARHU, BUSN, EDUC, NAMS, PROS, SOBL
- Office of the Dean of Graduate Studies
- Graduate Advisory Board (GAB)
- Graduate Studies Committee of the Faculty Assembly
- Academic Policies Committee of the Faculty Assembly
- Council of [Academic] Deans (Provost's cabinet)

Depending on their assignment at the College, faculty members may teach exclusively graduate courses in graduate-only programs (e.g. DPT, MSOT, and MAIT), exclusively undergraduate courses, or a mix of undergraduate and graduate courses (e.g. faculty in Business, Education). In blended programs (departments), only those faculty that are actively engaged in graduate education (though teaching, advising, or serving on committees related to graduate education) participate and vote on policy at the program level. Recommendations for admission, graduate assistantships, and program distinction upon graduation, for instance, are made through the Graduate Director on behalf of the faculty. Curricula are reviewed regularly by the academic school dean and the graduate dean. Graduate courses are scheduled and monitored through the degree programs in the academic schools of ARHU (MAHG), BUSN (MBA), EDUC (MAED), NAMS (MSCP), PROS (DPT, MAIT, MSN, MSOT) and SOBL (MACJ). The Office of the Dean of Graduate Studies schedules the courses for the post-baccalaureate certificate in Paralegal Studies.

There is no official College process or paperwork for granting and/or reviewing “graduate faculty status.” The process for assigning faculty to graduate courses rests with the degree programs and the dean of the academic school, with the approval of the Dean of Graduate Studies. In general, school deans and program faculty require that only persons with terminal degrees teach graduate courses. This stems directly from the licensing standards in the New Jersey higher education code: “Faculty teaching in graduate programs shall hold appropriate terminal degrees. . . . Part-time and adjunct faculty shall possess the same qualifications as full-time faculty or compensating preparation, as the institution determines.”³⁷ Exceptions are made for faculty completing their dissertations or Master’s degree qualified faculty who are practitioners in business or the health sciences. State of New Jersey licensure rules for higher education institutions also indicate that graduate faculty should be productive contributors to their field and that the academic schedule should permit time for instruction, advising, direction of research, supervision of theses, and professional growth and scholarly activity. The Office of the Provost, with the help of the Grants Office, publishes an annual report of faculty/staff *Scholarly Activity* each September.

Eligible (tenured or tenure track) faculty members serve as program Graduate Directors, with partial release time from teaching. A local collective bargaining agreement governs the process for elections of graduate program directors, the responsibility of the directors, and the directors’ compensation. Directors serve for three-year terms. The local

³⁷ (New Jersey Administrative Code, Title 9A Higher Education, Chapter 1, Licensure Rules, Supp. 8-19-96, 9A:1-1.8 Faculty).

agreement for graduate directors was last reached on May 6, 2004.

Graduate Directors submit comprehensive annual reports at the conclusion of each academic year. Copies are provided to the Dean of Graduate Studies and the Dean of the program's home academic division. The "Director's Report" is expected to contain: the short-term and long-term program goals and progress toward achieving said goals; areas of strength and weaknesses; faculty, student, and program activities and accomplishments; an analysis of the program's work on assessment of student learning outcomes; and a discussion of resource needs. The reports serve as an excellent resource from year to year of program maturation, and student and faculty development. The Director Reports are housed in a Binder in the Office of the Dean of Graduate Studies in E226.

The Dean of Graduate Studies chairs a Graduate Advisory Board (GAB) that consists of all the elected graduate program directors. The GAB meets regularly throughout the year to advise the graduate dean on policy and procedures; an agenda is assembled and distributed by the Dean of Graduate Studies and meeting minutes are taken. The President of the College, Herman J. Saatkamp, Jr., attends a GAB meeting once per year. GAB discusses all cross-program issues that affect graduate programming and graduate students—from construction of dormitories to policies for awarding Graduate Assistantships to minimum admission requirements. The Dean, the Assistant to the Dean, a Graduate Director, or a student club or organization may place an item on the agenda.

The Graduate Studies Committee of the Faculty Assembly plays a key role in recommending a strategic growth plan for graduate education and for reviewing newly proposed and existing graduate degree programs. According to the current Faculty Assembly Constitution, the Committee's charge is:

The Committee on Graduate Studies recommends a long-range plan for graduate education, reviews current and new programs leading to graduate degrees or other post baccalaureate activities, and, in conjunction with the Dean of Graduate Studies, establishes policies for graduate education. It reports to the Assembly on the overall impact of graduate education on the college (Article VII, 11.h.).

The committee is "steered" its business from the Faculty Assembly Steering Committee. When the committee concludes with a business item on its agenda, it reports back to the Steering Committee. The Steering Committee may then schedule the item on the agenda of a Faculty Assembly meeting. All members of the Stockton faculty have a voice and vote in the "Assembly of the whole." There is not a Faculty Senate.

The Graduate Studies Committee is comprised of representatives from each school of the College, two at-large members, a member appointed by the Stockton Federation of Teachers, and two graduate students. The 2007 – 2009 committee chair is Dr. Norma Boakes, an Assistant Professor of Education. Dr. Boakes has also constituted a Subcommittee made up of graduate students to better inform the Committee of issues of concern to graduate students. The Subcommittee has taken on several projects, including a discussion of dining and bookstore services and hours, and a graduate student satisfaction survey.

5.2d An Example of One Policy Change

Often, College-wide policy for the graduate school stems from discussions at GAB. One such example is the percentage of a student's degree credits that may be taken in the Pass/No Credit (pass – fail) mode and whether a student could enroll in a P/NC course while they were serving on academic probation. A problem with clinical students (who must register for clinics as P/NC) arose in the DPT program. Students could have been held back from attending their clinics and their degree program progress stopped in their tracks had we not revisited the severe restrictions on P/NC.

As a result, GAB initiated a change in policy language. An amendment was sent to the academic Council of Deans and to the Faculty Assembly Steering Committee. (The administration and the faculty must weigh in on much academic policy that spans degree programs). The Deans' Council passed the amendment. The Faculty Assembly "steered" the amendment to its Graduate Studies Committee and its Academic Policies Committee. Both committees approved the amendment. The Faculty Assembly Steering Committee placed the item on the agenda for a vote on the floor of the Faculty Assembly. After the amendment is adopted, the new P/NC policy will be published in the new *Graduate Bulletin*.

Academic progress, including probation and dismissals, are handled by the Office of the Dean of Graduate Studies, with the cooperation of the Registrar and the Provost. Graduate student complaints are also handled by and steered, if necessary, by the Office of the Dean of Graduate Studies. The Dean has aided students formally and informally regarding grade grievances, advising complaints, problems with the budget process in the Student Senate, graduation planning and ticketing, to name a few.

The Office of the Dean of Graduate Studies is the specified advocate for graduate studies and graduate students, and seeks at all levels to instill "graduate mainstreaming," that is, have College policy and procedures in all areas and divisions recognize and consider that graduate students are an important part of the institution. There has been some progress in the consideration of dining hours, bookstore hours, library hours, health physicals, career planning and placement, and, to a lesser extent, housing.

5.3 Responsibilities for Curricula, and Curricula and Faculty Evaluation

Stockton designed its graduate programs to respond to local community and regional needs. As such, the graduate curricula include application-oriented research that asserts the clear and firm roots, or ground, in the liberal arts and sciences. The emphasis of the graduate programs, in concert with Stockton's mission, is on teaching and application of the discipline, rather than academic and theoretical research. Accordingly, each graduate program designs its curriculum to prepare students for practice in a profession through the use of application-based research and clinical study.

At the program, divisional, and faculty-wide levels, the faculty is charged with discussing curricular and resource implications of modifications of existing programs and proposed new programs. Therefore, all graduate degree curricula are approved by program faculty and the supervising academic dean; changes made at the program level are reported to the Dean of Graduate & Continuing Studies. Program self studies, undertaken every five years, assure that the faculty most knowledgeable about individual disciplines participate in intensive and thorough review of program pedagogies and curricular. Outside consultants verify the quality of the assessment and make additional suggestions. In graduate degree programs that are accredited by professional associations, the prepared written materials and on-site visit substitutes for the self-study.

Stockton has always defined advising as a form of teaching, and, in fact, officially calls it “precepting” and those who do it “preceptors.” Advising is a contractual responsibility of all faculty, with few exceptions. Upon matriculation, each graduate student is assigned a faculty preceptor by the Office of the Dean of Graduate & Continuing Studies. Stockton uses the advising process to aid in student retention. It is important to recognize problems that students are facing before they rise to the point that students are placed on academic probation. Further, graduate faculty are mindful of students with probationary status to try to prevent a subsequent academic dismissal from the College. Stockton’s preceptor evaluation instrument was developed by the College Center for Academic Advising; but it written for and applies to undergraduate advising. As a result, the new Graduate Student Exit Survey (see Chapter 7) contains a section about advising of graduate students.

Instructional effectiveness is assessed in all the College’s classes during the final two weeks of the scheduled term or sub-term. Stockton’s home-grown instrument, the Student Evaluation of Teaching (SET) has recently been replaced by the “IDEA System,” the IDEA Student Ratings of Instruction developed by Kansas State University. In disciplines where students must pass an exam to receive a license to practice (e.g. Physical Therapy, Occupational Therapy, Nursing), the graduate program Web site (linked to the Graduate Division Web site) have published consistently high pass rates for national certification exams in these disciplines.

Each of the graduate programs has a capstone course or equivalent culminating experience. Students in business, education, and instructional technology, for example, enroll in a capstone course with the requirement of completing and presenting a final project. The Holocaust and Genocide Studies program allows this option or the option of completing a Master’s thesis. Programs in the health sciences have periodic clinical/fieldwork courses and research courses that must be successfully completed before student may continue in their degree program. Recent examples of student capstone projects by degree program are included as Appendix 5.1. For those students electing to complete a Master’s thesis, the Graduate Division has provided the proper format for thesis committee members, approval of research topic, scheduling of the oral defenses, style guidelines, and requirements for binding for the library’s permanent collection. Information and forms are available in the relevant degree program *Policy and Procedure Manual* and on the Graduate Studies Web site.

Success in achieving program goals is also evaluated in self-studies every five years and annually through program assessment. Each graduate program has completed or is drafting a student outcomes assessment plan (see Chapter 7). A program's curriculum and student learning are evaluated through, for instance, portfolios, student and/or alumni surveys and the like. The accrediting agencies for professional programs review curricula and evaluation methods during their periodic reviews.

The faculty evaluation policies and procedures for reappointment, tenure and promotion are detailed in a new, spring 2007, agreement between the College administration and the Stockton Federation of Teachers (AFT Local 2275, Council of New Jersey State College Locals, AFL-CIO). The Dean of Graduate Studies does not supervise faculty, and therefore does not play a role in the formal evaluation process.

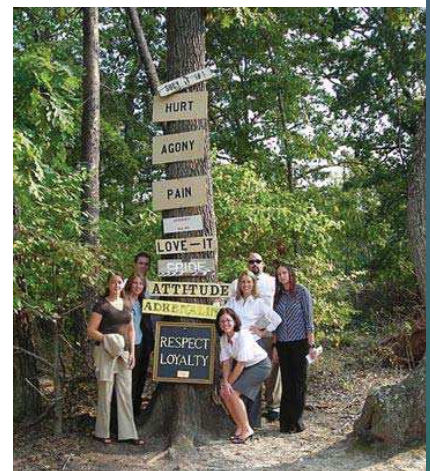
One indicator of the growth and significance of graduate programs at the College is the involvement of faculty teaching in the graduate degree programs. In the fall 2007 semester, the College employed 243 tenured or tenure track faculty, 13 faculty members on temporary appointments (typically one year), and 13 part-time faculty (who are not adjunct instructors). Tenured or tenure track faculty normally teach graduate courses, and 65 faculty members taught a graduate courses at Stockton in the fall 2007 term, generating 3,587 Student Credit Hours (SCHs). If 243 faculty members are considered the denominator, then 27% of the College's faculty were in a graduate degree classroom in the fall of 2007, serving 8% of the College's headcount. This is the largest absolute and relative percentage of faculty participation in the graduate curriculum in the College's history. (The number of faculty teaching graduate courses with the number of students served and SCH production for Academic Year 2006 – 2007 is presented in Table 5.1).

Table 5.1
Number of Faculty Teaching Graduate Courses
and Students Served: Fall 2006 and Spring 2007

<u>Fall 2006</u>				
<u>Degree Type</u>	<u># Faculty</u>	<u>Students Served</u>	<u>Avg Students per Faculty</u>	<u>SCH Generated</u>
MBA	9	118	13.1	354
MACJ	4	54	13.5	162
MAED	12	173	14.4	519
MAIT	8	111	13.9	333
MAHG	5	47	9.4	141
MSN	7	59	8.4	177
MSOT	6	222	37.0	666
DPT	4	107	26.8	321
	55	891	16.2	2673

<u>Spring 2007</u>				
<u>Degree Type</u>	<u># Faculty</u>	<u>Students Served</u>	<u>Avg Students per Faculty</u>	<u>SCH Generated</u>
MBA	9	99	11.0	297
MACJ	4	46	11.5	138
MAED	11	174	15.8	522
MAIT	9	83	9.2	249
MAHG	4	49	12.3	147
MSN	6	64	10.7	192
MSOT	6	207	34.5	621
DPT	8	220	27.5	660
	57	942	16.5	2826

Graduate Student Development



Chapter 6 Graduate Student Development

One of the objectives of the graduate school at The Richard Stockton College of New Jersey is to build community among graduate students, to help enrich the learning environment inside and outside of the classroom. An emphasis on student development is critical to students' overall success in all types of graduate programs: traditional/research; applied/practical; and professional.

In a Council of Graduate Schools-sponsored national study, *A Silent Success: Master's Education in the United States*,³⁸ stakeholders in Master's education identified four attributes that contribute to a high quality educational experience:

- A supportive culture in the degree program
- Informed faculty who can provide a first-hand perspective on the field and the workplace
- A variety of planned learning experiences, e.g. intensive courses, applications, mentoring, a capstone experience, and skills-building
- Appropriate and adequate resources for students, including facilities, financial aid, career assistance, and the institutional environment

This chapter is concerned with the last ingredient, the role of the curricular and extra-curricular activities to support graduate student success. Below we discuss activities such as: orientation; academic advising; student clubs and organizations; academic honor societies; graduate assistantships, scholarships, and other forms of financial aid; fellowships for graduate student research; career planning and placement; facilities; and commencement activities.

6.1 Orientation for Newly Matriculated Graduate Students

Drawing on the research and practical experiences of leading scholars, our new Graduate Student Orientation program follows what scholars' state as the best practices in the business.³⁹ The Graduate Student Orientation session began in the fall of 2007; held over two late afternoons and evenings, the agenda included an overview of the graduate school and introduction of staff, a welcome from the Dean, presentations and handouts from the offices of Computer Technology and Library Services, and an organizational fair to meet representatives from Career Services, Free To Be Child Care Center, Financial Aid, Learning Access and Health Services Offices. Time was also set aside to break students out by program for initial advising meetings with representatives from each program.

³⁸ See Clifton F. Conrad, Jennifer Grant Haworth, and Susan Bolyard Millar, *A Silent Success*, Baltimore: Johns Hopkins University Press, 1993, cited in Council of Graduate Schools: *A Guide for Faculty and Administrators*, Washington, DC: CGS, 2005.

³⁹ See, for example, Cheryl J. Polson, "Adult Graduate Students Challenge Institutions to Change," *New Directions for Student Services*, n. 102, summer 2003, p. 61; Polson is a Professor of Educational Leadership at Kansas State University.

Attendance at the New Graduate Student Orientation was relatively good for this inaugural event. We received suggestions for improvement. Some attendance data is as follows:

August 28: MACJ, MAED, MAHG, MAIT, MBA

100 students invited

42 attended (34 attended orientation, plus 6 who were admitted the week of Orientation, and 2 students attended who saw the listing on the LED sign on campus)

August 29: DPT, tDPT, MSN, MSOT

73 students invited

65 attended (61 attended orientation, plus 4 who were admitted the week of Orientation)

The evaluation instrument indicates that the Fall 2007 Orientation Program was overwhelming positive. After the program took place, the Graduate Studies staff met with the Graduate Program Directors to discuss that should be made for January, 2008.

6.2 Advising (Precepting) for Graduate Students

Stockton recognizes that the relationship between the advisor and advisee is of the utmost importance. Barbara E. Lovitts found the importance of this issue is so great she devoted an entire chapter in her book, *Leaving the Ivory Tower: The Causes and Consequences of Departure from Doctoral Study*, to this relationship, "... a positive and successful doctoral experience was 'in large part' related to the quality of the relationship with the advisor" (p. 164). Further, degree completers were more likely to change their advisor to someone who was a better match for their interest, while non-completers were six (6) times more likely to have an assigned advisor.⁴⁰

Students at Stockton are advised by an assigned advisor (Stockton uses the term "preceptor") within their major of study. Each graduate program has their own policy as to how allocate students to advisors and has communicated said policy to the Dean of Graduate Studies; the Division's staff is responsible for following the policy and then entering the advisor assignment into the BANNER student information system. This advisor assignment is an important role not only in mentoring and monitoring student's progress but also in graduation certification as it allows an advisor to run a degree audit on a student and allows the system to produce the necessary graduation paperwork for processing and degree certification.

Students are encouraged to work with their preceptor on a regular basis. If a student wishes to change their preceptor, they are encouraged to find someone with whom they share

⁴⁰ Barbara E. Lovitts, *Leaving the Ivory Tower: The Causes and Consequences of Departure from Doctoral Study*, Lanham, Maryland, Rowman & Littlefield Publishers, Inc., 2001.

similar interests and are asked to contact AmyBeth Glass in the Division of Graduate Studies to make the necessary change.

This fall (2007), the College turned on the CAPP automated degree audit for the students to be able to view and run their own advising documents. This will aid the preceptor in guiding the student through choosing the courses they want to enroll in each term.

Any graduate student complaints related to advising, coursework, or program issues are generally handled as follows. Students are encouraged to resolve issues at the program level, through their course faculty member, preceptor, and/or program director. Issues unresolved then are steered to the Dean of Graduate Studies. In matters such as grade appeals, academic progress, and other College policies, decisions of the Dean of Graduate Studies may be appealed to the Provost.

6.3 Graduate Student Clubs and Organizations

It is often assumed that because graduate students have completed undergraduate degrees, they have matured to the point where they can handle the new responsibilities of graduate study on their own and may not need the available resources to further develop themselves as professionals. This, however, is not the case, and research documents that social integration is just as important to the graduate student experience, retention and degree completion. Students are encouraged to join clubs and even to create new ones if one does not exist that pertains to their individual needs. Currently, Stockton's Office of Student Development, on behalf of the Student Senate⁴¹, annually allocates \$8,000 dollars of student activity fee monies to graduate level clubs and organizations. Procedures for establishing and registering a Student Organization can be found in the *Student Manual for Organizations 2007-08*, also available on the Office of Student Development Web site.⁴² This manual contains all of the information necessary for clubs and organizations, including, but not limited to, expectations of the faculty/staff advisors.

Following is a list and purpose of graduate clubs that are currently recognized (their constitution and bylaws have been approved) as "active" at Stockton:

Master Business Association (MBA)

Enrich the educational experience of MBA students at Stockton and provides networking opportunities for those students.

⁴¹ Stockton does not have a separate Graduate Student Council. According to the Constitution of the Stockton Student Senate, graduate students are eligible to serve and run for election to the Student Senate and committees are open to them. Elections are every April for 25 of the 27 student senators. In addition, in the fall of each academic year, the Student Senate holds a fall general election to fill the remaining two Senate seats: (1) a freshman student and (2) a transfer student, non-matriculated student, or graduate student who commenced their academic career at Stockton at the beginning of the semester during which the fall general election is to be held.

⁴² Directions for establishing a new student organization can be found in the *Student Manual for Organizations*.

Master of Arts Criminal Justice Club (MACJ)

Promote Criminal Justice as both academic area of study and as a professional career choice.

Master of Holocaust and Genocide Society (MAHG)

To unite students in the MAHG program, enhancing their knowledge and understanding of Holocaust and genocide studies, and promoting community awareness of the continued existence of genocide and other human rights violations.

Occupational Therapy Club (OT Club)

Open to both undergraduate and graduate students. Promotes knowledge of occupational therapy as both an academic area of study and as a professional career choice through the following activities: Develop a mentor program that will assist individuals interested in pursuing a career in occupational therapy to obtain information about the professional as well as the academic program of study available at Stockton; Increase awareness of the Master of Science in Occupational Therapy program at the Richard Stockton College of New Jersey among undergraduates and faculty members in related fields such as Psychology, Biology and other applicable majors through email.

Physical Therapy Club (PT Club)

Unite students interested in the various aspects of the field of physical therapy. Physical Therapy majors in the final three years of the program are eligible to join. The Physical Therapy Club is very active in on-campus and off-campus community and professional service.

Student Occupational Therapy Association (SOTA)

Open to graduate students only. Promotes public awareness of profession both on campus and within the community, builds upon ethics for the future.

The amount of funds requested from Graduate Student Clubs and Organizations processed by the Office of the Dean of Graduate Students far outweighs the \$8,000 in Student Senate funds allocated for this purpose. A “fair share” set aside could be calculated very simply in the following manner:

Fact 1: Graduate HDCT = 589 in fall 2007

Fact 2: Graduate student average credit load = 6.2 credits

Fact 3: Student Credit Hours (SCHs) in fall 2007 = $(589 \times 6.2) = 3,652$

Fact 4: Annualizing SCHs = $(3,652 \times 2) = 7,304$ grad SCHs in 2007 - 2008

Fact 5: College Activity Fund Fee = \$2.50 per credit hour

Fact 6: $7,304 \text{ grad SCHs} \times \$2.50 = \$18,260$

Therefore: a proportional “set aside” of College activity funds for graduate students would be \$18,260 in 2007 – 2008.

A Binder that contains all of the bylaws for the Graduate Student Clubs and Organizations is housed in the Office of the Dean of Graduate Studies in E-226. The Binder also contains examples of forms that are to be completed when requesting student activity fee funds.

6.4 Academic Honor Societies and Who's Who

Graduate students and undergraduate students are eligible for membership in disciplinary academic honor societies. Stockton's official chapters of the academic honor societies are administered by the academic programs of the College through the schools in Academic Affairs. In connection with some areas of study, students have the opportunity to apply for membership in nationwide academic honor societies. Criteria of eligibility for these organizations vary, so interested students inquire through faculty members in their area. Additional honor societies may be created in the future.

Currently operative honor societies on campus in disciplines in which Stockton has graduate degree programs are

- Business Studies: Delta Mu Delta
- Criminal Justice: Rho Sigma Chi
- Nursing: Sigma Theta Tau
- Teacher Education: Kappa Delta Pi

Additionally, Occupational Therapy is currently undergoing the process of establishing a charter, Pi Theta Epsilon, at Stockton.⁴³

Stockton's Office of Student Development oversees a national leadership honor society and "Who's Who." Both of these honors are open to graduate students. Omicron Delta Kappa (ODK) is the National Leadership Honor Society. ODK has over 230,000 members. Membership is open to undergraduate juniors, seniors, and graduate students who rank in the top 35% of their college in scholarship, and who show leadership in at least one of the following five phases of campus life:

- Scholarship
- Campus or community service
- Athletics
- Creative and performing arts

⁴³ MSOT faculty member Janet Lisak is coordinating the effort to establish Pi Theta Epsilon, the OT Honor Society. She is developing an application process that will be based on grade point average and service involvement. Only the top 10% of the class is eligible to be admitted to the Honor Society, which would be two students per class. Kim Furphy, Assistant Professor of OT, will be on the society's admissions committee because she is a member of Pi Theta Epsilon. Once the application process is completed, students will be invited to apply. The two students from each class with the highest scores will be admitted to the honor society.

- Journalism, mass media, and speech

Graduate students are also eligible for “Who’s Who Among Students In American Universities and Colleges.” Students are nominated by Stockton faculty or staff once every fall semester. The criteria for nomination are: Junior, senior, or graduate student, cumulative GPA of 3.0 or higher, and demonstration of significant contributions to the College and/or community. Interested students are referred to Stockton’s Office of Student Development for more information. Beginning in 2006, the College began to have data available that allows us to differentiate between undergraduate and graduate student inductees. Thus, in the fall of 2006, seven (7) of the 85 students who were chosen for Who’s Who honor were graduate students.

6.5 Graduate Assistantships

Graduate assistantships are an important form of financial support for degree-seeking graduate students and are offered by each of the graduate programs. Assistantships are granted in the form of tuition waiver and can vary from a one credit waiver to nine (9) credits or the maximum tuition charge per semester, whichever is applicable. Awards are made on a semester basis during the academic year (August – May). There are occasionally assistantships available for summer terms. Award nominations are made by the faculty and program director of each graduate program and are then forwarded to the Dean of Graduate Studies for final approval. Students who are approved for an assistantship receive an offer-of-appointment letter from the Dean of Graduate Studies.

The College Board of Trustees funds Graduate Assistantships by formula that allows for growth. That is, graduate assistantships are indexed to the number of graduate degree programs at the College. If a new degree program is added, then new assistantships are available automatically. The Board initially approved the Graduate Assistantship program in a resolution on April 12, 2000. The funding formula was adjusted slightly in a resolution dated June 15, 2005.

The Board of Trustees formula for funding the College’s graduate assistantship program is equal to 9 credits times three per program times the number of programs per semester, times two semesters per year. Thus, for 2007-2008, the Dean of Graduate Studies may award 216 credits in each of the fall and spring semesters, calculated by:

$$(9 \text{ credits} \times 3 \text{ per program} \times 8 \text{ programs}) \times 2 \text{ semesters} = 432$$

The Dean of Graduate Studies awards assistantship credits to the degree program, and the program then recommends specific students for assistantship credits to the Dean. The program credit allocations are based on a rolling average of FTE (Full Time Equivalent) students. This rolling averages smoothes out enrollment spikes and dips and produces a

reliable trend.⁴⁴ The allocation and actual usage of Graduate Assistantship credits by program is displayed in Tables 6.1 (for the Fall terms) and 6.2 (for the Spring terms).⁴⁵

⁴⁴ The current Dean of Graduate Studies inherited the award formula (allocations based upon current semester FTE) from the previous Dean, but added the rolling 3-year average. Because the FTE formula overlooks retention/degree completion, the pre-existing allocation formula will be changed in 2008 – 2009 following a thorough review of alternate models.

⁴⁵ Note that 252 credits were allocated for the Fall 2005 term, prior to the funding formula change by the College's Board of Trustees.

Table 6.1
Graduate Assistantship Analysis: Fall Terms

	2003		2004		2005		2006		2007	
	<u>Allo.</u>	<u>Actual</u>	<u>Allo.</u>	<u>Actual</u>	<u>Allo.</u>	<u>Actual</u>	<u>Allo.</u>	<u>Actual</u>	<u>Allo.</u>	<u>Actual</u>
Dean's	-	-	-	-	-	-	-	-	6	6
DPT	96	96	96	96	93	93	73	73	61	61
tDPT	-	-	-	-	-	-	-	-	9	12
MACJ	-	-	-	-	12	6	12	9	9	9
MAED	-	-	-	-	18	11	18	12	12	3
MAHG	21	24	21	21	15	15	9	9	12	15
MAIT	48	48	30	30	39	30	30	30	24	24
MBA	9	9	3	9	18	9	6	0	18	18
MSN	-	-	-	-	6	6	9	8	9	9
MSOT	32	31	43	43	51	54	54	52	54	54
Unused	10	8	23	17	0	28	5	23	2	5
TOTAL	216	216	216	216	252	252	216	216	216	216

Note: Unused credits are saved to support summer assistantships.

Table 6.2
Graduate Assistantship Analysis: Spring Terms

	2003		2004		2005		2006		2007	
	<u>Allo.</u>	<u>Actual</u>	<u>Allo.</u>	<u>Actual</u>	<u>Allo.</u>	<u>Actual</u>	<u>Allo.</u>	<u>Actual</u>	<u>Allo.</u>	<u>Actual</u>
Dean's	-	-	-	-	-	-	-	-	-	-
DPT	96	85	96	96	96	92	82	82	64	61
tDPT	-	-	-	-	-	-	-	-	-	-
MACJ	-	-	-	-	-	-	6	6	12	12
MAED	-	-	-	-	12	1	15	15	15	12
MAHG	15	30	21	21	15	15	15	12	15	15
MAIT	36	36	40	45	40	27	27	36	27	21
MBA	9	0	18	9	24	15	12	0	18	18
MSN	6	0	9	0	9	6	6	6	9	9
MSOT	39	24	32	31	42	46	51	51	56	50
Unused	15	41	0	14	14	50	2	8	0	18
TOTAL	216	216	216	216	252	252	216	216	216	216

Note: Unused credits are saved to support summer assistantships.

The degree programs with full-time students, physical therapy and occupational therapy, are allocated the most GA credits. Therefore, those programs are able to provide considerable support to their graduate students. In the other, primarily part-time, degree programs, the Dean of Graduate Studies has urged the program faculty to consider awarding 9 credits (the equivalent of full-time study) to the most outstanding applicants to create an incentive to attend graduate school full time. Unfortunately, no monetary incentive to undertake a graduate program of study full-time with free tuition is provided, since the College does not offer a competitive opportunity for stipends along with a full-time Graduate Assistantship.

The percentage of student headcount supported by Graduate Assistantships, broken down by degree program, is presented in Table 6.3. The observation that the “full-time” degree programs, MSOT and DPT, garner the lion’s share of the credits is borne out in the percentage data. In the historical average presented in Table 6.3, students in physical therapy and occupational therapy have been collectively awarded roughly 63% of the available tuition remission since 2003. Again, this is because of the correlation with the FTE generated by program (as shown in Chapter 3, Chart 3.8, for example).

Table 6.3
Student Support Through Graduate Assistantships

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	
	% Supported	% Supported	% Supported	% Supported	% Supported	Historical Average
Dean’s	-	-	-	-	-	-
MPT/DPT	31.3%	47.1%	54.8%	37.5%	25.0%	39.1%
tDPT	-	-	-	-	6.2%	—
MACJ	-	-	12.5%	11.5%	6.8%	10.3%
MAED	-	-	2.4%	1.5%	0.7%	1.5%
MAHG	18.8%	25.9%	11.1%	12.5%	15.8%	16.8%
MAIT	8.7%	5.7%	7.7%	6.3%	5.8%	6.8%
MBS/MBA	5.4%	4.0%	2.5%	4.2%	3.8%	4.0%
MSN	0	0	5.0%	5.7%	6.1%	3.4%
MSOT	20.6%	28.9%	27.3%	20.7%	20.0%	23.5%
TOTAL	11.7%	12.5%	12.1%	9.1%	7.8%	—

The Application Process

Students submit a Graduate Assistantship application and letter of interest to their program director no later than October 31 for a spring semester award and March 31 for a fall semester award. Application forms are obtained either online (the Graduate Studies Web

site), from the program director, or from the Office of the Dean of Graduate Studies (the E-226 office suite). Individual graduate programs have specific guidelines and requirements for the application package, including any additional forms or applications required by the program director.

Duties

The main purpose of a Graduate Assistantship is to further the professional and/or academic development of the graduate student. While the graduate assistant's duties may involve some clerical work, the assistantship is expected to serve as a meaningful learning experience. For example, a graduate assistant may:

- Work collaboratively with faculty on a research or program project
- Work collaboratively with faculty on curricular projects for an undergraduate course
- Gather and analyze data for the program
- Design a Web site
- Perform other tasks as determined by the student's graduate program
- Assist the Division of Graduate Studies on a project related to graduate education

To the extent possible, graduate assistants are assigned to units that complement their areas of academic study. The maximum number of hours in an assistant's workload is in proportion to the number of credits for which a student receives a tuition waiver. The work hours are as defined by the program or unit in which the assistant is assigned, consistent with College policy. In some instances, temporary work assignments may be made in the evenings or on weekends to meet the special needs of the graduate assistant's work or research assignment. Consistent with guidelines suggested by the Council of Graduate Schools, the workload policy for Graduate Assistants, approved by the Graduate Advisory Board and the Dean of Graduate Studies, is as follows:

Number of Credits	Hours per Week (a range)
12	15 - 20
11	
10	
<hr/>	
9	10 - 14
8	
7	
<hr/>	
6	5 - 9
5	
4	
<hr/>	
3	1 - 4
2	
1	

6.6 Scholarships and Financial Aid for Graduate Students

According to the National Center for Education Statistics 2007 report on *The Condition of Education*, the average total price (tuition, fees, books and materials, and living expenses in 2003-04) for one year of full-time graduate education was \$21,900 for a Master's degree program at a public institution. Compared with students at other degree levels (BA/BS or Ph.D.), however, relatively few Master's degree students—about 20% at both public and private institutions—enrolled full time.

Financial assistance for Stockton graduate students comes from a variety of sources. The largest source by far is student loans, followed by alternative loans, private scholarships, New Jersey Class Loans, The Richard Stockton College of New Jersey Foundation Scholarships, and National Guard benefits. Stockton's graduate students are no different in this respect than their national counterparts. The lion's share of graduate student aid (61%) was federal loans in 2006-07, followed by institutional grants (17%), and private and employer grants (9%).⁴⁶ Tuition assistance from employers is more common for students enrolled in business administration degree programs than most other programs.

In the fall 2007 term, 24% of the graduate student population (headcount = 589) received some sort of financial assistance through the Office of Financial Aid. The percentages for the spring of 2007 and fall of 2006 were 43% and 19% respectively.

Stockton's graduate students are eligible for the following student loans⁴⁷:

Federal Subsidized Stafford Loan Program

Graduate students are eligible to receive a subsidized loan if they are enrolled at least half-time at Stockton to obtain a degree or certificate. This loan, when added to any other financial aid, may not exceed the calculated financial need for that academic year. A subsidized loan means that the federal government pays the interest on the loan while the student is in school.

Federal Unsubsidized Stafford Loan Program

Students who do not qualify for the subsidized loan may be eligible for an unsubsidized loan. If a student is enrolled at least half-time at Stockton to obtain a degree or certificate, he or she may be eligible. The unsubsidized loan, unlike the subsidized loan, is not based on financial need. When added to other financial aid resources, the loan amount may not exceed the cost of education for the academic year. Students are charged interest from the time the loan is disbursed.

Federal Perkins Loan Program

A Federal Perkins Loan is a low-interest (5%) loan for both undergraduate and graduate students with exceptional financial need. The school is the lender and the loan is made with government funds. Repayment is made to the school.

⁴⁶ College Board, *Trends in Student Aid 2007*, Washington, DC: College Board, 2007, Figure 2b, p. 8.

⁴⁷ The Federal Work Study program (FWS) is also open to qualified graduate students but is a very small percentage of graduate aid, less than 1% in the U.S.

NJCLASS Loan

The NJCLASS loan may not exceed the cost of attendance less any financial aid received. Borrowers must be creditworthy or provide an acceptable co-signer. There is no interest subsidy and repayment must be made within fifteen years from the date of the first disbursement, including periods of deferment.

PLUS Loan

Parents and graduate or professional students are eligible to borrow under the PLUS Loan program up to their cost of attendance minus other financial assistance.

Stockton's graduate students, like graduate and undergraduate students across the U.S., have increased the debt burden associated with their educations, having implications for access and affordability.⁴⁸ Nationwide, the number of graduate students taking out loans has increased at an alarming rate. For instance, the rate of increase in the number of graduate subsidized Stafford Loans was 66% between 1996-97 and 2006-07; this was outpaced by the percentage growth in unsubsidized Stafford Loans at 110%. As a result, the absolute number of loan Stafford loan recipients in the two loan categories is converging: 1.1 million subsidized and 989,000 unsubsidized loans were dispersed in 2006-07.⁴⁹ Graduate students became eligible for PLUS loans in 2006-07, when 127,000 graduate students borrowed an average of \$15,747 each in PLUS loans.⁵⁰

According to Stockton's Office of Financial Aid, the total amount of loan monies awarded to graduate students by term was:

- \$1,927,661.23 for fall 2007
- \$1,464,849.00 for spring 2007
- \$1,368,997.00 for fall 2006

One bright note in an otherwise gloomy financial picture is that in the past few semesters, the greatest percentage increase in funding for Stockton graduate students has been private scholarships. Though admittedly compared to a small base number, over \$35,000 in private scholarships was awarded during the fall 2007 term compared with \$9,670 in the fall of 2006.

Four graduate students at Stockton are receiving National Guard Benefits (fall 2007), an increase from the spring 2007 and fall 2006 semesters. Two graduate students work for the Office of Housing and Residential Life Office as a "Resident Assistant" which has a total cash value of \$6,513.44 per year per student to live rent-free in the residential complex. Part of the compensation for the Resident Assistants (RAs) is free rent and a small stipend, with the exact amount of the stipend determined by the housing complex in which they reside. For

⁴⁸ See College Board, *Trends in Student Aid 2007*; American Association of Colleges and Universities, "Student Debt Burden," Policy Matters, Vol. 3 (8), August 2006; National Center on Education Statistics, *The Condition of Education 2007*, Washington, DC: NCES 2007-064, June 2007.

⁴⁹ College Board, *Trends in Student Aid 2007*, Table 4, p. 11.

⁵⁰ College Board, *Trends in Student Aid 2007*, Table 4, p. 11.

example, Housing I (one) RAs receive \$101 per month and Housing II, III, and IV RAs receive \$86 per month. Jill Glasser, Assistant Director of Housing and Residential Life, would like to see more graduate students apply to be a Resident Assistant and she is willing to work with the graduate school to promote such employment.

The Richard Stockton College of New Jersey Foundation administers the College's student scholarship funds. Graduate students are eligible for several of the general College scholarships and for scholarships specifically targeted for graduate students and students in certain majors and degree programs. The Division of Graduate Studies works with the Foundation on reaching out to graduate students and also in assisting in College development activities. Foundation-sponsored scholarship applications are due on March 15 of each year. (Appendix 6.1 provides a list of available Foundation scholarships open to graduate students.) Information about Foundation scholarships for new and returning graduate students these is available at the following link on the Foundation's Web site:
<http://intraweb.stockton.edu/eyos/page.cfm?siteID=80&pageID=8>

In the past three terms, the Stockton College Foundation awarded the following amounts to graduate students:

- \$12,900 in Fall 2007
- \$9,650 in Spring 2007
- \$9,650 in Fall 2006

6.7 Distinguished Research Fellowship Program

The Stockton Board of Trustees-funded "Distinguished Research Fellowships for Graduate Students" program was established by the Board of Trustees in June of 2006, modeled after the program for undergraduate students that began in April of 1986. It supports student-initiated research under a faculty advisor or faculty-student collaborative research in keeping with the graduate mission of the College. Fellowship awards are a stipend, payable directly to the student in two installments: 50% at the beginning and 50% at the successful completion of their project. The amount of the individual fellowship stipend is determined by the awards committee, based upon an evaluation of the application and the budget and within the annual limit set by the College Board of Trustees. These Distinguished Research Fellowship stipends are awarded up to \$2000.00 to graduate students each year for the pursuit of projects of a research and/or creative nature. Application packets and guidelines are available on the "Forms" section of the Graduate Studies Web site or in the Office of the Dean of Graduate Studies (E-226). The application deadlines are October 31 for the Fall Funding Cycle or March 31 for the Spring Funding Cycle.

To apply for a Distinguished Research Fellowship the student must follow the directions of the application process and possess the following eligibility criteria:

1. Students must be enrolled full or part-time as matriculated graduate students at Stockton during the semester immediately preceding and during which funds will be utilized.
2. Students must have successfully completed thirty-three percent (33%) of the graduate academic credits required by their respective program prior to funds being utilized.
3. Students must be in good academic standing as defined by a minimum cumulative grade point average of 3.00 on a 4.00 scale.
4. Projects must meet all of the following:
 - a) will contribute to the evidence base of concepts, theories, and/or practice within one's discipline.
 - b) will result in a peer-reviewed journal article and/or presentation at a professional conference, seminar or workshop on the state, national, or international level.
 - c) can be completed within the established time frame and prior to the student's completion of their degree work. (Alternately, it is satisfactory if the project has been completed and accepted for presentation at a professional conference, seminar or workshop on the state, national, or international level and the student is seeking funds for travel, registration, and/or hotel accommodations.)

The Dean of Graduate Studies coordinates the application and selection process. She convenes a panel to review all applications and make recommendations for funding to the Provost and the President. The review panel includes: four faculty representatives from the graduate programs (serving staggered 2-year terms); and two students from the graduate programs who are not current fellowship applicants (serving staggered 2-year terms); and the Dean of Graduate Studies or a designee.

Published criteria used by the review panel will include (but are not limited to) the following:

- Quality of the written proposal (concise, well-written, understandable, etc.)
- Level of creative and/or innovative thought exemplified
- Interest of the student and relevance to student's professional development
- Benefit to the overall campus community
- Potential for project completion within the funding period, and
- Degree to which the project budget and alternate funding sources are detailed and reasonable for the nature of the project

A complete list of fellowship recipients and the titles of their projects by funding cycle, degree program, and faculty advisor is maintained on the Graduate Studies Web site (see also Appendix 6.2). The Office of the Dean of Graduate Studies also maintains a Binder of the Distinguished Research Fellowship final projects so that students may review examples of previously-funded research.

6.8 Learning Access Program (LAP)

The Learning Access Program, operating out of the campus Wellness Center in the West Quad building, reporting to the Dean of Students, provides services designed to assist students with physical, psychological, or learning disabilities. Some of the services offered by the LAP include extended testing time, note-takers, classroom accommodations, and counseling services. Students who would benefit from educational accommodations are required to provide proper documentation to the LAP program.

6.9 Career Planning and Placement

The Office of Career Services located in J-204 and provides a variety of services to both the undergraduate and graduate student populations. According to Cora Perone, Assistant Director of Career Services, the Career Center is currently underutilized by graduate students. As a result of this finding, the Career Center is planning several meetings to brainstorm about getting the word out to Stockton's graduate population regarding this useful resource and career planning and placement services.

The Career Library holds a vast array of career resources—materials on careers, majors, graduate and professional schools, employer facts and figures, newspapers and magazines—all providing the most up-to-date information for students who want to gain a competitive career edge. Books such as *Opportunities in Occupational Therapy Careers*, *Careers in Business*, *Health-Care Careers for the 21st Century*, *101 Career Alternatives for Teachers*, *Getting in a Step-by-Step Plan for Gaining Admissions to Graduate School in Psychology*, and *Barron's Guide to Homeland Security Careers* are just some of the titles available to assist students as they work toward creating future goals and aspirations.

Career decisions are often value based, thus the Career Center utilizes the Myers Briggs Type Inventory (MBTI) as a measure to assist the student in identifying their personality profile to ensure better usage of the *Occupational Outlook Handbook*. Following best practices in the business,⁵¹ several computerized career guidance programs that provide a sophisticated approach to career exploration; FOCUS (for self-exploration and self assessments) and VAULT (for employer and career information) are available to the college community via eight networked computers stations located in the Career Library.

Whether it is choosing a major, selecting a graduate or professional school or researching a future career, the College's career counselors are available to provide individual counseling sessions concerning these topics and more. In addition, the following programs are typically hosted by the Office of Career Services each year:

- Business Etiquette Dinner (held each fall and spring term)
- Career and Internship Fair (held each fall and spring term)
- Federal Hiring Process Workshop

⁵¹ See Virginia N. Gordon, *Career Advising*, San Francisco, CA: Jossey-Bass, 2006.

- Graduate and Professional School Fair
- Setting Career Goals, Preparing for an Interview, Networking, Resume Writing workshop
- Career Panels (e.g. “What to do with a [fill in the discipline] Major”)

The Offices of Career Services and Alumni Relations have teamed to build an active Alumni Career Network, which links volunteer alumni with currently enrolled students. This network currently has 220 Stockton alumni who are willing to share their experience and expertise with students throughout students’ career exploration process. These mentors can help students with informational interviewing, workplace tours, job shadowing, job and internship search assistance, resume/cover letter advice and internship search assistance. Currently, graduate alumni are not involved in this process, but the graduate school is working toward program participation.

6.10 Graduate Student Quiet Study Lounge

The Graduate Student Quiet Study Lounge is located in the Library across from the circulation desk in room E-105. This room comes equipped with a computer, printer and comfortable furniture for our graduate students to use. The room is small, and not for socializing; food and drinks are not permitted. Graduate students have learned that the College has allocated space in the new Campus Center, to be completed in 2010, for a Graduate Student Lounge that can be used for informal meetings and a gathering place, or for quiet study. Currently, our physical therapy doctoral students are looking for a larger area to conduct PT “manipulations”; they often use the area outside of the Holocaust Resource Center on the second floor of the College Library, right near the E-226 graduate office suite, for such practice sessions.

6.11 Graduation and Commencement Activities

Students who are eligible to graduate need to complete the Academic Certification for Graduation Form, available online. The application must be submitted at the beginning of the term in which the student plans to complete your graduation requirements. Students must apply by the established deadlines for graduation: October 1 for the fall term, February 1 for the spring term, and June 1 for the summer term. A student should apply on time and the processing fee is \$90.00, which includes the price of the diploma, keep sake graduation gown, hood, tassel and mortar board, *The Path*, (College Yearbook) and graduation-related events.

Stockton holds two commencement ceremonies each year: one in December to celebrate summer and fall graduates and a larger ceremony in May for spring graduation candidates. Graduation regalia are disturbed at an event called “Grad Finale,” which is sponsored by the College Center and hosted each fall and spring term for two dates from the hours of 12 noon to 6:30 p.m.

A graduate “Hooding Ceremony,” held in the College’s Performing Arts Center (PAC), takes place the same day as graduation, immediately prior to the main commencement ceremony. In this special ceremony, graduate students received their academic hoods so that they can later march/process into the main commencement ceremony in full academic attire. All graduate students who have applied for graduation receive a formal invitation and detailed information regarding the Hooding Ceremony from the Dean of Graduate Studies.

The hooding ceremony originated in medieval times as a ritual in which scholars who earned a degree were hooded by their mentors. In the modern era, the hooding is typically conducted by an academic dean or faculty in the degree program. At Stockton, the names of the candidates who are earning degrees are read by each of the program directors, and the hooding is conducted by the Dean of Graduate Studies. The hood is the most distinctive and symbolic piece of the academic costume. It indicates the level of the degree, the field of study in which the degree was granted, and the institution that conferred the degree. The black and white lining denotes The Richard Stockton College of New Jersey’s institutional colors and the velvet trimming indicates the discipline. For the graduate degree programs at Stockton, the hood colors are:

- Criminal Justice: Midnight Blue
- Education: Light Blue
- Holocaust and Genocide Studies: White
- Instructional Technology: Light Blue
- Business Administration: Drab
- Computational Science: Golden Yellow
- Nursing: Apricot
- Occupational Therapy: Slate Blue
- Physical Therapy: Teal

At the Hooding Ceremony, students who graduate with a perfect 4.0 Grade Point Average receive a Dean’s award (certificate), announced by the program directors. The directors also announce an academic honor called “program distinction,” evidence of a truly exceptional performance in one’s academic program, determined by multiple criteria within each program. Following the recessional, families and guests are invited to a reception for a brief celebration, prior to the lineup for the main commencement processional, which is held in the Sports Center Arena.

7
Graduate
Assessment



Chapter 7 Graduate Assessment

As mentioned at the beginning of this self-study, each academic program, undergraduate and graduate, conducts a “program self-study” every five years. The support units within the Division of Academic Affairs (e.g. Library, Grants, Academic Advising, etc.) also conduct a self-study every five years. Assessment of student learning outcomes and academic services is an instrumental portion of a self-study at Stockton.

7.1 Student Learning Outcomes Assessment in Graduate Degree Programs

7.1a *A Role for the Middle States Association of Colleges and Universities*

Stockton is regionally accredited by the Middle States Association of Colleges and Schools. The College had its last on-site accreditation visit in 2002 and submitted a Periodic Review Report in May, 2007. Middle States Association requires and issues guidelines for assessment. Since 2001, groups of faculty have participated in workshops on assessing student learning outcomes and have led their programs in developing or refining plans. Regular meetings of Assessment Coordinators from each (undergraduate) degree program have allowed for considerable creativity and sharing of methods. Graduate program directors and faculty who teach graduate courses are also invited to participate in these meetings and workshops, usually led by the Director of the Institute for Faculty Development (and Assessment Coordinator), Dr. Sonia Gonsalves, Ph.D., Professor of Psychology. Progress is reported regularly in a newsletter, *Evidence*, found on the Web site of the Institute for Faculty Development: <http://www.stockton.edu/~teaching/>.

Most faculty members clearly identify goals on course syllabi. In many cases, a degree program’s assessment plans arise out of the already established learning goals of the courses in the curriculum. In those programs with professional accreditation (e.g. nursing, physical therapy, occupational therapy), the accrediting body helps shape the learning objectives and how they are assessed. The measures used vary by degree program, but range from test or examination scores, portfolios of work, and exit surveys of graduates and/or alumni.

7.1b *A Matrix of Graduate Degree Program Assessment Plans*

A portrait of student learning outcome assessment in the College’s graduate degree programs is arrayed in the matrix in Table 7.1. The matrix rows are the graduate degree programs. The columns summarize specific information found in the individual degree program’s assessment plan:

- Desired Outcomes
- Data Collection and Methodology
- Level of Progress
- Results

- Communication and Implementation

Note that the programs in the health sciences have highly specified outcomes and extensive data collection measures guided by accreditation requirements. Programs in the social sciences, education, and business use techniques such as curriculum mapping, student and alumni surveys, and portfolios to evaluate student learning over time and update the curriculum, as needed (see Table 7.1). A complete Binder of Graduate Assessment Plans and follow-up information is housed in the Division of Graduate Studies office suite in E-226 and is updated on a regular basis.

Table 7.1
Matrix of Student Learning Outcomes Assessment in Graduate Programs

	Desired Outcomes	Data Collection and Methodology	Level of Progress	Results	Communication and Implementation
DPT	Eight identified outcomes; outcomes 7 and 8 have subdivisions. Upon completion, students are able to: 1. Examine and evaluate client in any phase of health care system, 2. Support results of evaluation through proper diagnosis, 3. Develop and defend appropriate intervention through proper diagnosis and prognosis, 4. Manage intervention safely, effectively, efficiently, 5. Assess outcome of PT intervention 6. Judge, value professionalism in PT, 7. Incorporate the roles of a physical therapist, 8. Support society and health care delivery system.	Clinical evaluation tools for clinical experience I, II, III that coincide with program objectives; clinic visit eval. forms; clinical faculty eval. forms; patient feedback; course grades; exams, papers, hands-on practicals; faculty course assessments; accreditation annual report and 5-7 year self-studies; student evals of teaching; exit interview with grads; brown bag lunches and instructor student meetings; preceptor meetings; professional behavior program of the curriculum; retention rates; other communications and observations	All forms of data collection are carried out and reviewed on a regular basis	One reported outcome measure indicates that graduate survey reviews show most grads do not continue membership in APTA, although RSC wins annual rewards for initial student membership.	Program administrator initiated a formal discussion of APTA membership with students at brown bag lunches. College provides financial support for attendance at local and national conferences. Key APTA members invited to talk with students. Result is significant increase in student membership.
MACJ	Knowledge of content; ability to reflect on profession and field of study; satisfaction with program and course work.	Production of two-part portfolio; samples of acceptable work completed throughout course of study; reflective essay describing relationship of each class to student's learning process.	Accepted by faculty, to be instituted	N/A	N/A
MAED	Not yet specified.	Student evaluations using SET/IDEA forms, supplemented by internal surveys, feedback on instruction quality; focus group interviews, alumni surveys, faculty achievement reports	Pilots in 04-05 academic year and continuing	N/A	N/A

MAHG	In development.				
MAIT	Course-based introduction, reinforcement and mastery of specific outcomes.	Alumni and exit survey	N/A	N/A	N/A
MBA	Draft submitted to new Business Dean, Fall 2007.				
MSCP	New Program Fall 2007				
MSN	Critical thinking.	Jan. 04 and Jan. 05 National League for Nursing Critical Thinking in Clinical Nursing Practice: multiple choice test	First administered spring 04; post-test administered to first cohort in spring 06; plans to add a qualitative measure: case studies or essays	Score for first group in 92%, corresponding to 50th percentile, for 2001, 1,157 RN graduates	Results of post-test under analysis with plans to apply results to curriculum development and identification of additional concepts to measure.
MSOT	Students possessing professional behaviors as demonstrated by following outcomes: professional skills based on understanding of ethics, practice framework, safety regulations and standards of practice; effective articulation and utilization of OT with individuals of all ages; understanding of OT history, philosophy, theoretical base, models of practice and frames of reference; ability to evaluate client's occupationally-relevant strengths and needs in areas of occupation, performance skills and patterns, context, activity demands and client factors.	Program set up assessment plan calendar; direct and indirect measures on timetable; direct through skills acquired in class, shown in graded work. Indirect through alumni and employer surveys; student, course and field work assessments	Instituted assessment tools in summer of 2004	N/A	Results reviewed biannually by all faculty

Each graduate degree program requires at least one culminating capstone course/project or Master's thesis. (Degree programs in the health sciences have research courses and clinics/fieldwork throughout the curriculum of study.) As a rule, the capstone project consists of a Master's thesis, research project, or other scholarly or creative work and communication of it orally and in writing. A student presents her/his work in a "public" forum of students, faculty, and invited administrators. The nature and organization of the presentations is determined by the individual graduate degree programs. Sometimes it is

scheduled as part of a capstone class; other times it is publicized as a College-wide event at an alternate date and time.

The content of the capstone/final projects certainly differs by degree program. But the overarching aim is to have students effectively organize disciplinary knowledge and conduct some applied research in their field. In the degree programs for local schoolteachers, the projects often assess some kind of new pedagogy or learning technique. In the Holocaust and Genocide Studies program, the final project could resemble a project in the humanities (history or literature) or public policy. In business, the project usually involves a comprehensive analysis of an industry or a “market.” Some recent capstone projects completed were⁵²:

- Jennifer Bernardini, “A Qualitative and Quantitative Study of the Participation of Students and Teachers through the integration of Language Arts Strategies into the Mathematics Curriculum” (MAED)
- Beth Williams, “How the Media Covered the Rwandan Genocide” (MAHG)
- Terumi Rafferty-Osaki, “No Catcher in the Rye: The Loss of Innocence, Children’s Art, and Genocide” (MAHG)
- Peter McLane, “Improving Customer Service through Improved Web Design” (MAIT)
- Lee Winterbottom, “Developing Writing Skills with Electronic Books” (MAIT)
- Margo Juliano, “Motivating Elementary School Children in Rehabilitation to Use Interactive Multiplication Software” (MAIT)
- Bill Cooney, Meredith Del Rossi, Jacqueline Goldthorp-Siracusa, and May Tran, “The Airline Industry” (MBA)
- Dave Krause, Afshieg Lashkari, and Amanda Miller, “The Telecommunications Industry and Leap Wireless” (MBA)

A few graduate students in the Criminal Justice program at Stockton will be the first to complete and file a Master’s thesis in the College Library. The Graduate Division has provided the proper format for thesis committee members, approval of research topic, scheduling of the oral defenses, style guidelines, and requirements for binding for the library’s permanent collection.

7.1c The MSN Program: Case Study #1

The Master of Science of Nursing program is used here as a specific example of how a graduate program utilizes its assessment plan. Outcomes data from a variety of sources are utilized to foster program improvement. Data are derived from:

- Faculty evaluation by students
- Systematic course evaluations
- Graduate exit assessments

⁵² The full list of capstone projects by degree program was provided as Appendix 5.1.

- Alumni and employer surveys and
- Annual pass rates on the national certification exam.

Courses are reviewed by faculty, a curriculum committee, and the program director every year or semester, as needed. Clinical sites and the nursing skills laboratory are also reviewed annually and as needed.

Every MSN graduate each year receives the “Program Curriculum Evaluation” (a curriculum survey) at the conclusion of the classes in their degree program. The survey asks graduates to rate their achievement and the program’s contribution to meeting the objectives (expected student learning outcomes) of the MSN program. It also elicits information on how much each program course contributed to achievement of program objectives and requests that students provide information on several open-ended questions. The open-ended questions encourage students to make suggestions or express concerns about curriculum and teaching learning practices.

MSN students’ clinical experience and clinical sites are evaluated each semester. Evaluations are completed by the student, the clinical instructor and the clinical preceptor. Graduate students use a progressive clinical evaluation; students are expected to progress from simple to complex skills as they move through the MSN program. The evaluation form tracks the students’ program progress, and it is reviewed each semester. Feedback is provided to the student upon completion of the form. Evaluations are also discussed with the clinical faculty, and the appropriateness of a clinical site for a graduate student is reviewed. All information is reviewed by faculty; clinical sites may be renewed, altered or deleted based on the evaluation.

Concerns about policy or curriculum that arise early in the academic year may be presented at a monthly meeting of the nursing faculty. Major decisions are generally made at an annual spring retreat.⁵³ At a program faculty retreat each spring, the curriculum survey results and clinical site evaluations are reported by the Program Director and discussed by the faculty. Curriculum and other revisions, if any, are suggested and voted upon at that time.

In the MSN program (and in other programs), alumni provide valuable information about the curriculum and teaching-learning practices. Since May 2006, recent alumni have been surveyed using the Nursing Education Exit Assessment (AACN/EBI)⁵⁴; this survey (sent roughly every 3 years) uses factor analysis to provide feedback relative to 17 factors that encompass professional values, core competencies, technical skills, core knowledge, role development and overall program effectiveness. In addition to scores for the 17 factors, EBI includes customized, specific information that ranges from theory to interpretation of X-rays and EKGs. In the May 2006 survey, students identified a need for additional genetics content in the MSN curriculum, and this change was implemented for Fall 2006 classes and

⁵³ It is actually typical among graduate programs at Stockton to hold annual spring retreats, often immediately after spring commencement. Further, the Dean of Graduate Studies holds an annual retreat for all of the graduate program directors at that time.

⁵⁴ AACN is the American Association of Colleges of Nursing and EBI is Educational Benchmarks Incorporated.

coursework.⁵⁵ The program also surveys employers in a “Graduate Employer Survey” every 3 years. MSN alumni are asked to give the survey to their employer, but to increase response rates, faculty members also deliver surveys to employers.

7.1d The MSOT Program: Case Study #2

The Master of Science in Occupational Therapy Program is required to develop and implement a Program Assessment Plan by Middle States and by the accrediting body, The American Council for Occupational Therapy Education (ACOTE). The following describes the process for the development of the MSOT Program Assessment Plan.

The first task addressed was the development of Student Learning Outcomes. Program faculty devoted a retreat day to discussion of these outcomes, and divided these outcomes into direct and indirect measures of program effectiveness. Faculty settled on 14 outcomes items related to the development of clinical reasoning skills, verbal and written communication skills, and skills needed to design and implement a research project. Next, the MSOT faculty designed 10 measurement tools to achieve student outcomes and cross-referenced each outcome with the measurement tools to ensure that each outcome was addressed by at least one measurement tool. The program has a calendar for completing the measurement tools on a yearly basis.

The measurement tools are:

1. Alumni survey (required by ACOTE): This survey consists of questions outlining graduates’ professional employment, satisfaction with their employment, and the level of preparedness provided by their education at Stockton.
2. Employer survey (required by ACOTE): This survey is sent to alumni with a request to give it to their supervisors to complete. The survey is anonymous; an envelope is provided so that the program is unable to determine the supervisor and the facility that is returning the survey. This survey addresses items such as rating students’ ability to be competent and professional in their work as well as recommendations for the program. The rate of return of is typically low at first, so the surveys are mailed a second time to increase the rate of return.
3. Case Study Review Report: MSOT students are required to complete case studies in 7 of the 20 classes in the curriculum. The case study reflects the student’s ability to integrate theoretical information into evaluations, goals, and interventions for a client with whom they are working at their fieldwork site. Faculty members look at the average grade for the case studies in each class and develop a plan of remediation if the score falls below 89.
4. Certification Exam Report: Upon completion of the academic and fieldwork components of the curriculum, students must pass a national certification exam instituted by the National Board for Certification of Occupational Therapists (NBCOT) in order to practice occupational therapy. MSOT program faculty review the overall scores for the students, scores in individual domains on the exam, and

⁵⁵ Prior to 2006, the MSN program utilized a program-authored 14-item Graduate Alumni Survey.

- students' scores compared to national scores. If Stockton's students' scores fall below the national average (which they have not), the program develops an action plan.
5. Faculty Course Review Summary: At the end of each semester, the faculty conduct a review of their courses. The program developed a form to complete this that includes a general review of the course (e.g., assignments, grades), and teaching evaluations and student surveys. Collectively, MSOT faculty write a summary of the course strengths and weaknesses and complete the form with an action plan. They then review the plan the following year after it has had a chance to be implemented.
 6. Fieldwork Level I and Level II Report and Plan: MSOT students are required to complete two types of clinical fieldwork. Level I fieldwork is completed one day per week for three semesters. The curriculum is based on a developmental model, so the students complete fieldwork that corresponds with the population they are learning in class. MSOT faculty evaluate the students' level of performance on Level I fieldwork and develop an action plan if the students' performance falls below 89. Students also complete Level II fieldwork. Upon completion of the academic portion of the curriculum, students complete two three-month rotations at clinical sites. A fieldwork evaluation is completed on each of the students and faculty evaluate each section of 7 sections on the Level II Fieldwork Evaluation Form. Again, an action plan is developed if the students' scores fall below a set standard.
 7. Professional Behaviors: Each semester, MSOT students are evaluated on their professional behaviors. This is a two-part process. Students write a paper in which they answer specific questions regarding professional behavior and the faculty rate each student on their behaviors by completing a form. The program has set a standard for this item, too, and develop an action plan if our students fall below this standard.
 8. Student Exit Survey Review: Upon completion of each semester, students complete a survey of the classes for that semester. Information is requested on items such as course content, teaching ability of the faculty, and accessibility of the faculty in addition to several other items. Faculty use the results of this survey in the Faculty Course Review Form. Students score each item on a score of 1-to-5. Courses falling below a 3.4 require a remediation plan.
 9. Student Research Acceptance Report: MSOT students are required to work in small groups with a faculty mentor to design and implement a research project. This work is completed over the course of three semesters. Upon completion of the project, students are required to submit the project for presentation at the annual New Jersey Occupational Therapy Conference. Faculty members assess the number of students who have had their project accepted for submission.
 10. Student Applicant Data and Student Retention Report: The MSOT program tracks the number of students applying to the program, number of applicants accepted, and number of students who complete each semester of the program (see MSOT's Retention Report). An action plan is created if the MSOT program loses students due to academic problems.

Although the MSOT program has 10 items that are monitored on a yearly basis, assessment are spread over the course of the year. In that way, it is manageable. All of the measurement tools have a standard that needs to be met. If the standard is not met, a remediation plan is required.

7.2 The Graduate Student Exit Survey

Stockton's graduate school has regularly surveyed new graduates about the Master's degree Hooding Ceremony that occurs immediately prior to the main commencement ceremony. The College's Office of Admission has also periodically conducted an admitted student survey to capture some demographic information (e.g. undergraduate major and Zip code) and ascertain why graduate students selected Stockton for graduate study. But we did not have data on how the graduate school has performed in helping students meet their academic and student services needs; we needed to "measure" quantitatively and qualitatively how effective we are in serving the graduate student population. In the 2006-2007 academic year, graduate school staff sought to draft a new Graduate Student Exit Survey, have it reviewed/vetted, and implement it as a pilot in the fall 2007 semester.

To begin this process, we reviewed the graduate program assessment policy published by the Council of Graduate Schools, *Assessment and Review of Graduate Programs: A Policy Statement* (2005). We also gleaned much from presentations on the topic of graduate student exit surveys; such presentations were delivered by colleagues at conferences of the Council of Graduate Schools and the Northeast Association of Graduate Schools.

Next, the internet was also very helpful in that quite a few institutions have made available online their own Graduate Student Exit Survey.⁵⁶ Specifically, the following institutions' exit surveys of graduate students were carefully reviewed prior to drafting the inaugural survey for Stockton:

- Dalhousie University
- East Carolina University*
- Florida Atlantic University*
- George Mason University*
- Longwood University*
- Middle Tennessee State University
- Pennsylvania State University*
- Southern Methodist University
- University of Alaska-Fairbanks
- University of Cincinnati
- University of Illinois, Urbana-Champaign
- University of Miami
- Wichita State University

The Stockton Graduate Student Exit survey had to be constructed for the organization graduate studies and graduate student services at Stockton. We first had to start at the micro level with the academic program, so the first section contains questions about how students

⁵⁶ In terms of structure and content, the surveys at the universities indicated with an asterisk [*] below were excellent models for the Stockton Graduate Student Exit Survey.

evaluate their program, its faculty and students. We ask students to evaluate their coursework, program advising, the thesis or final capstone experience, and the impact of their graduate program on their knowledge, skills, and personal growth. The second part of the Graduate Student Exit Survey asks students to rate various offices on campus with whom they have conducted business, if applicable: Admissions; the Division of Graduate Studies; Financial Aid; Library; Computer Services; Registrar; Bursar; Health Services; Counseling/Learning Access; Food Services; and Career Services. The third and final part of the Graduate Student Exit survey seeks additional demographic data about the graduate student, funding their graduate education, their post-graduation plans, etc.

After several drafts and a graduate school staff person (who is also a Stockton graduate student in the MACJ program) completing the sample survey, the Graduate Student Exit survey draft was then reviewed by Dr. Sonia Gonsalves, coordinator of Stockton's assessment activities, and the Dr. David L. Carr, the Provost. The survey was distributed for the first time in the fall 2007 term. (See a copy of the Graduate Student Exit survey in Appendix 7.1.)

Stockton's Graduate Student Exit Survey is intended to be an e-survey done with Zoomerang. The College has a license with Zoomerang. We do not yet have quantitative data from this new survey. We have some selected, qualitative information about the activities of our alumni from the Graduate Studies e-newsletter, *Headway*. Each (semiannual) issue of *Headway* has a section at the end titled "Alumni Corner," a space for news about our alumni. When we learn that a current graduate student or an alum has a significant accomplishment, we report this in a larger newsletter story, as when MAIT student Michael Breslow won a "Crystal Apple Award" in 2006 (see *Headway*, Fall 2006, story at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=73&pageID=160>). We have plans to augment the Graduate Student Exit Survey with a Graduate Alumni Survey in the future.

Future Goals, Directions and Areas of Concern



Chapter 8 Future Goals, Directions and Areas of Concern

This inaugural Graduate Division self-study has been an outstanding exercise that allows us to reflect on the first ten years. How did we start? How did we get to where we are today? How have policies and procedures evolved? Chapter 8 concludes the self-study with a reflection of our strengths and weaknesses, and then summarizes the College's "strategic plan" for graduate education, and outlines future short run and long run goals.

8.1 A Reflective Analysis

One clear theme that has emerged from this self-study has been the comprehensive range of activities and services performed by the graduate school. The graduate school is involved with nearly every aspect of the College: admissions and enrollment management, student orientation, academic advising, student services, graduate student research, assessment, alumni events, scholarship building, and commencement planning. Staff within the graduate school juggle numerous responsibilities to serve the mission.

It is likely that The Richard Stockton College will continue to grow and that the graduate school will be a major player in that growth. Enrollment targets are set by the Board of Trustees, and the graduate school is expected to grow at least 5% per year, with the short-run goal of reaching 1,000 graduate students.

The infrastructure to support the growth, for the most part, is in place, or will be when the new Campus Center opens in 2010. The strength of the Graduate Division, and indeed the School of Graduate & Continuing Studies, is the pool of talent that resides in the human capital. The quality and skills of the personnel is impressive. The staff is absolutely committed to customer service for prospective and current students—in person, voice-to-voice over the phone, and via electronic communication. The strength of the staff, in concert with the dedication of many graduate program directors and other faculty, has enabled the graduate school to increase enrollment during several years of a New Jersey fiscal crisis.

Financial resources are scarce. The nonsalary budget is stretched far too thin. With zero percent increases, even as enrollment in existing and new graduate programs grows, the nonsalary budget has suffered a significant depreciation in real terms. Further, office space is tight, with graduate school staff subjected to crowded working conditions; a long-planned renovation to the graduate suite is years behind schedule. Despite constraints, staff, faculty, and students are working cooperatively to try to raise the quality of graduate programming and graduate student services at Stockton.

8.2 The "Strategic Plan"?

Within the Division of Academic Affairs, a long run strategic plan for graduate education would be difficult to locate. New degree programs have been approved

incrementally, and as budget resources have allowed. The College and graduate education have now grown to the point where there may be more and more competition for resources, as numerous faculty working groups draft and propose Concept Papers for new degree programs. The maturity of graduate education at Stockton suggests that we are at a critical juncture to assess both the role and extent of graduate education at the College and the relative priority affixed to it.

To the extent it exists, a strategic plan for the future of graduate education was laid out by the 2004 – 2005 joint faculty-administration Task Force on the Future of Graduate Studies. In the spring of 2004, the Faculty Assembly charged the Task Force to investigate the growth of graduate programs at Stockton and recommend steps for strategic, planned growth. The Task Force elected Dr. Liz Shobe, Assistant Professor of Psychology, as a faculty co-chair and Dr. Deb Figart, Dean of Graduate Studies, as an administrator co-chair.

The recommendations ranged from those that would improve the planning process to those that suggest direction. One called for an encouragement for proposals for graduate and post-baccalaureate education that are interdisciplinary. Another suggested an emphasis on programs that provide a terminal degree. The Task Force also called for Stockton's graduate programs to enhance their online and hybrid offerings. The most important recommendation spoke to the crucial need for strategic planning. Specifically, the Task Force recommended a process for annually reviewing internal proposals with a Concept Paper.

The Final Report of the Future of Graduate Studies Task Force⁵⁷ and its recommendations were delivered to the Faculty Assembly on March 10, 2005, and discussed on April 18, 2005. The recommendations were:

Recommendation #1:

Consistent with the College's Mission, recognize the demographic, occupational, and industry mix and growth trends in the community, region, and nation and seek to build graduate programs that respond to these needs.

Recommendation #2:

Consistent with the College's Mission and strength, increase the number of proposals for graduate programs that are interdisciplinary and in the liberal arts.

Recommendation #3:

Consider balancing graduate programs that are revenue-generating with those that are revenue-neutral or even revenue-losers, if those programs serve Mission and need (recognizing that it is difficult to determine expected revenue a priority).

⁵⁷ See the Stockton Faculty Assembly Web site at:
http://loki.stockton.edu/~assembly/subcommittees/graduate_studies/GraStu-index.html

Recommendation #4:

Because the College is an undergraduate liberal arts institution, emphasize graduate programs that lead to terminal degrees (e.g. Master of Social Work, Professional Science Masters) as opposed to research degrees, but also enrich the College and community with some programs that would prepare students who may wish to apply to research-based Ph.D. programs in the arts, humanities, social sciences, or sciences.

Recommendation #5:

To respond to needs and the demographic profile of the Master's degree student, increase distance-learning and hybrid courses in the College's current and future graduate offerings.

Recommendation #6:

Programs or groups of faculty across Stockton who are interested in developing a graduate program at the Master's level or a post-baccalaureate certificate program are asked to write a Concept Paper for submission to the Graduate Studies Committee of the Faculty Assembly and the Council of Deans (through the Provost's Office). The Graduate Studies Committee will develop and share its criteria for evaluating Concept Papers, mindful to weigh each of the four required sections. Concept Papers will be reviewed twice per year by the Assembly and the Council of Deans, who will provide comments and rate the proposals on their relationship to Stockton's mission, possible benefits of the program, and other indicators suggested by this Task Force and agreed to in the review process. The framers of the Concept Paper will review the responses. If a program or group of faculty wish to proceed in developing a full proposal with all the requirements required for internal and external review (e.g. evidence of need, resources, curriculum, etc.), they would then meet with the Provost, who may encourage framers to proceed with a full proposal or provide additional feedback before proceeding.

Though there was vocal support for many of the recommendations, only Recommendation #6 was acted upon, and passed unanimously by the Faculty Assembly on April 18, 2005. The Concept Paper process was implemented by the administration and continues to date. The following Concept Papers for new degree programs have been reviewed: Master of Social Work; Master of Counseling Psychology; Professional Science Masters. A new generation of faculty hires, blended with the senior faculty, are energetically planning a number of new graduate degree programs, including a second professional doctorate. How these competing demands will be met over the next few years is a real concern.

8.3 Future Goals

The graduate school has both short-term and long-range goals to better serve the community and the College's mission and Graduate Education Mission Statement. These are in no priority order, as divisional staff are consistently responding to immediate student needs and deadlines alongside working on both short-term goals and long-range planning.

Short-term goals:

- Accumulate and analyze results from the new Graduate Student Exit Survey to solve problems, help meet student needs, and improve the graduate school learning environment.
- Seek Board of Trustees funding for highly competitive stipends (taxable to the student) to supplement Graduate Assistantship tuition remission for a select few graduate students each year who wish to pursue their graduate degrees full-time.
- Increase the enrollment of students of color and students from lower-income households who participated in the College's Educational Opportunity Fund (EOF) program at the undergraduate level.
- Update the Graduate Student Council constitution and bylaws to attempt to resurrect the organization, and try to create a novel, 21st century, participatory organization to enhance graduate student community.
- Increase the "set aside" Student Senate funds for Graduate Student Clubs and Organizations from \$8,000 to \$18,260, or the relevant fair share of student activity fees paid by graduate students.

Long-range goals:

- Continue to "mainstream" consideration of the graduate school and graduate students into policy-making and procedures in all units of the College.
- Add more graduate degree programs to the current offerings, thereby increasing headcount to 1,000 students and eventually to 15% of overall student enrollment.

Overall, there is no question that the overall objective of the Graduate Division at The Richard Stockton College of New Jersey is to build a dynamic graduate community, inclusive of prospective students, current students, and alumni. We need to find ways to actively reach out to more prospective students in northern New Jersey counties and students from Delaware, eastern Pennsylvania, and southern New York State. We need to build bridges to graduate education for students of color. And we need to provide more opportunities for full-time graduate study.

"Credential creep" has meant that the Master's degree and entry-level professional doctorates have supplanted the baccalaureate degree as the minimum or suggested credential in numerous professions. Higher education institutions should be positioned to meet the anticipated, burgeoning demand for graduate degrees. Stockton's faculty and curricula are flexible enough to respond to change quickly; entirely new programs are more slow to develop and bring to fruition.

Appendices



Appendix 5.1 Graduate Program Capstone/Final Projects

Master of Arts in Education (MAED)

Fall 2006:

Niambi Alston, “Hip Hop Music and Student Engagement in the Urban Classroom”

Michelle Foell, “Using Reflection Journals to Enhance Student Performance within Learning Centers”

Melissa Hocko, “Increasing On-Task Behavior of Students with Attention-Deficit/Hyperactivity Disorder, Specific Learning Disability, and Emotional Disturbance through the Use of Self-Monitoring Strategies.”

Dawn Lewis, “Examining the Impact of Phonics-based Instruction in the Elementary Classroom”

Meghan P. Lowe, “Enhanced Vocabulary Acquisition through Homework in a Foreign Language Classroom”

Kelly Nadeau, “Immersion and Foreign Language Instruction: The Twenty-First Century’s Friend or Foe?”

Dan Nale, “Evaluating the Impact of Cooperative Learning the Elementary Mathematic Classroom”

Nicole Salvia, “Using Storytelling in the Grade 1 Spanish Classroom to Improve Student Engagement and Learning”

Guilermína Vende, “Nonlinguistic Representations, English Language Learners, and the Mainstream Classroom”

Spring 2007:

Eleanor B. Abatemarco, “Incorporating Real-life Situational Experiences and Hands-on Learning into a Special Education Mathematics Classroom to Increase Retention and Motivation”

Jennifer Bernardini, “A Qualitative and Quantitative Study of the Participation of Students and Teachers through the Integration of Language Arts Strategies into the Mathematics Curriculum”

Viktoriya D’Agostino, “My Journey through National Board Certification: How Reflective Teaching Has Transformed My Classroom Practice”

Gregory Lick, "Flexible Grouping In A Middle School Environment: A Qualitative Study Of The Effectiveness Of Cooperative Learning"

Christine Schairer, "What Hands-on Activities Work Best for Students of Various Learning Styles?"

Master of Arts in Holocaust & Genocide Studies (MAHG)

Spring 2001:

Christine Aibel, "Oral Historiography Master Project"

Fall 2001:

Emma Kluesner, "Integrated Ethics: An Interdisciplinary Curriculum Outline for Teaching the Holocaust in New Jersey's Community Colleges"

Spring 2003:

Mary Maudsley, "Crime and Punishment: Genocide, War Crimes and the Law"

Fall 2004 - Spring 2005:

Drusilla (Lafferty) Ciotti, "Nothing New About It: Anti-Semitism After September 11"

Kelly Cooper, "Holocaust Representation Through Fairy Tale: A Critical Analysis of the Intertextual Use of Fairy Tale Metaphor Employed in Holocaust Literature and Its Possible Pitfalls"

Terumi Rafferty-Osaki, "No Catcher in the Rye: The Loss of Innocence, Children's Art, and Genocide"

Charlotte Sadler, "Quotations – Holocaust"

Spring 2006:

Beth Williams, "How the Media Covered the Rwandan Genocide"

Master of Arts in Instructional Technology (MAIT)

Fall 2006:

Karen L. Antunes, Math Scene Investigations: Problem Solving and the World Wide Web"

Judy Branin, "Special Education Reference Guide for the Teaching and Paraprofessional Staff"

Michael Breslow, "Project Earth - The 2007 Linwood Science Fair"

Wayne Alexander Brigden, "Absenteeism and Missed Instruction: A Technological Solution"

Sikchiu Ching, "Web-based Chinese Storybook (WBCS)"

Richard F. Cote, Jr., "Integrating Pre-Engineering into Woodworking Technology Education"

Brian Coyle, "Can Technology Keep You Healthy?"

Keith Grimley, "Chalk Free Mathematics: Look Ma, No Mess!"

Mark Haviland, "HavilandHistory: Project Based Learning in Social Studies"

Nina Mitchell Lare, Heidi Derbyshire, and Samantha Cute-Coyle, "T.L.C., Learning and Children"

Christina Lonergan, Amy Winterbottom, and Chris Meade, "NJ-ASK Test Prep via Technology"

Maggie McKenna, "Teaching Physicians Using a Web-Based Solution"

Robin Moore, "Art Synthesis"

Elizabeth Moss, "Belhaven Middle School: Year in Review"

Debra L. Mossbrook, "Computer-Assisted Content Instruction for Learning Disabled Middle School Students"

John Napoli, "American Experience"

John J. Percy, III, "Utilization of Current Forms of Web Enhanced Technology within the Traditional College Classroom Setting to Improve Computer Literacy"

Peter McLane, "Improving Customer Service through Improved Web Design"

Barbara Quinn, "Using Technology to Acquire World Languages"

Millie Romanelli, "Job Advancement Workshops for CWA Members"

Doug Skinner, “Developing an Interactive Web-Based Tutorial Catalog for The Gateway Regional School District”

Michael P. Walsh, “TechnoTots: The Implications of Computers for Young Children”

Roy Wesley, Jr., “Evaluation of Multimedia as a Resource to Accommodate Classified Student Learning in Technology Classrooms”

Lee Winterbottom, “Developing Writing Skills with Electronic Books”

Spring 2007:

Sherri Alexandersen, “Brand Guidelines – A Reference and Training Tool for Firmenich Employees”

Chad Bullock, “MAIT Promotional Video”

Stephanie Caruso, “Mrs. Caruso’s Geometry Site”

Helen Chmelowitz, “The Writing Place: A Resource for Teachers”

Rhonda Farmer, “Keep It Simple Spreadsheet Using Excel as a Cognitive Tool”

Julie Foster, “Around and About Cape May County Teaching Local Geography to Elementary Students Using Technology”

Dennis Fotia, “Faculty Professional Development Program in Distance Education

Joseph Hughes, “Writer’s Toolbox: A Writer’s Workshop Website Purpose of Project

Robert Johnson, “PySchool: An Introductory Online Workshop for Python Programmers Purpose”

Margo Juliano, “Motivating Elementary School Children in Rehabilitation to Use Interactive Multiplication Software”

Michael Petner, “Teacherforums.org Addressing Teacher Burnout through Online Mentorship

Luke Rhine “Howard County Public Schools Technology Education Safety Website”

Marissa Wetzel, “Building Blocks of Science”

Master of Business Administration (MBA)

Spring 2005:

Susan Adelizzi and Nicolas Yannacon, “The Sneaker Industry”

Leslie Baruffe, Aimee Massey, and Lynda Copes-Truitt, “The Domestic Health Care Industry”

John Calabro, Myra Graziano, Mark Ostrander, and Giovanni Calabro, “The Domestic Banking Industry”

Vicki Ho, Brent Kane, and James Whittaker, “The Advertising Industry”

Spring 2006:

Ryan Barber, Bobby Bartolone, and Wayne Reichert, “General Motors”

Andrea Jaeckel and Linda Palmer, “Toys R Us”

Fall 2006:

Suzanne Correll, John Reinhardt, and Mohammed Islam, “Domestic Hospital Industry & Hospital Corporation of America, Inc. (HCA)”

Rita Harvey, Jerry Kilpatrick, and Pragna Sonecha, “Commerce Bank”

Katie Kaplan, Drew Flatley, and Drew Doohaluk, “New York Yankees”

Spring 2007:

Bill Cooney, Meredith Del Rossi, Jacquie Goldthorp-Siracusa, and May Tran, “The Airline Industry”

Mark Larado, Bryan Jones, and Philip Golden, “Self Storage Industry & Public Storage, Inc.”

Summer 2007:

Quenby Kotila and Jennifer Little, “Federal Express”

Dave Krause, Afshieg Lashkari, and Amanda Miller, “The Telecommunications Industry and Leap Wireless”

Appendix 6.1 Stockton Foundation Scholarships for which Graduate Students Are Eligible

2007-2008

Awards listed below are either endowed scholarships or are awards that have been given consecutively over the past three years. By applying for one of these scholarships, a student is automatically considered for all awards listed for which he or she meets the established criteria.

Alumni Association Graduate Award

An award available to a qualified applicant who is pursuing a Master's degree at Stockton.

Dr. Richard E. Bjork Memorial Graduate Study Award

An award available to a qualified applicant pursuing graduate work.

Frances N. Christian Memorial Endowment Nursing Scholarship

An award available to a qualified applicant with a minimum cumulative GPA of 3.5 and a demonstrated commitment to the profession of nursing. This scholarship is available to undergraduate or graduate applicants.

The Bea and Harry Ross Scholarship Endowment

An award available to a qualified upper-class undergraduate or graduate applicant.

The Shanon Newberry Physical Therapy Scholarship Endowment

An award available to a qualified applicant in his/her fifth or sixth year of study in the Doctor of Physical Therapy program.

The Physical Therapy Faculty Scholarship Endowment

An award available to qualified applicants in his/her final year of the Physical Therapy program who exhibit a commitment to community service.

Graduate Holocaust and Genocide Studies Awards.

An award given to a qualified applicant that meets the following criteria:

Recipients will be graduate, matriculated students at Stockton College, in good academic standing at Stockton with a minimum cumulative GPA of 3.5, a proven interest in Holocaust and Genocide Studies. A separate application is filled out for this scholarship.

List of Book Awards

Awards listed below are either endowed scholarships or are awards that have been given consecutively over the past three years. By applying for one of these awards, a student is automatically considered for all awards listed for which he or she meets the established criteria.

Shawn L. Bronson Endowment Book Award

An award available to a qualified applicant majoring in Criminal Justice.

Dr. Juanita High Distinguished Student Book Award

An award available to a qualified applicant.

The Frederick L. Jones Memorial Book Award

An award available to a qualified applicant.

The Dolores Mazza Art Award

An award available to a qualified applicant.

The Sharon Book Award

An award available to a qualified applicant.

The Stockton Graduate Studies Book Award

An award available to a qualified applicant pursuing graduate study.

Bonnie Tichaz Memorial Book Award

An award available to a qualified applicant.

James Tustin Memorial Book Award

An award available to a qualified applicant.

Appendix 6.2

List of Recipients and Research Projects for the Distinguished Research Fellowships for Graduate Students

Funding Cycle	Name and Program	Project Title	Faculty Advisor
Fall 2006	Marissa S. Nebbia, MPT	“Efficacy of 24 Hour Post Treatment Instructions in Benign Paroxysmal Positional Vertigo”	Patricia McGinnis
Fall 2006	Lauren C Houck, MPT	“Benefits of Physical Therapy in the Management of Menopausal Symptoms: Dissemination of a Systematic Review of Literature and Complementary and Alternative Medicine”	Mary Lou Galantino
Spring 2007	Robert C. Wortman, DPT & Kerrie L. Sowers, DPT	“Correlational and Protocol Testing for Outcome Measures Specific to a Patient Population with Osteoarthritis of the Knee”	Bess Kathrins
Spring 2007	Brandi M. Wheeler, MACJ	“Typology of Criminal Cannibalism”	John White
Spring 2007	AnnMarie Pete, MAED	“Using Animated Software with Students Experiencing Autism and Communication Disorders”	Rita Mulholland
Spring 2007	Nicole M. Cannon, DPT & Lauren R. Quinn, DPT	“Potential Benefits of Walking and Yoga on Perceived Levels of Cognitive Decline and Persistent Fatigue in Women with Breast Cancer”	Mary Lou Galantino

Graduate Student Exit Survey

1 Comment on the Academic Program Faculty & Advising

5	4	3	2	1	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unknown or not applicable

Faculty set high expectations for me to learn.

5	4	3	2	1	
---	---	---	---	---	--

Faculty respect diverse talents and ways of learning.

5	4	3	2	1	
---	---	---	---	---	--

Faculty encourage me to be an actively involved learner.

5	4	3	2	1	
---	---	---	---	---	--

Faculty develop opportunities for me to learn cooperatively with fellow students.

5	4	3	2	1	
---	---	---	---	---	--

Faculty care about my academic success and professional development.

5	4	3	2	1	
---	---	---	---	---	--

My program advisor communicates important and accurate academic policies and procedures to me and made appropriate referrals, when necessary.

5	4	3	2	1	
---	---	---	---	---	--

My program advisor is accessible to me.

5	4	3	2	1	
---	---	---	---	---	--

I am satisfied with my advisor's advice regarding my program of study.

5	4	3	2	1	
---	---	---	---	---	--

I am satisfied with the Web-based Banner CAPP degree evaluation (where I can check on my progress toward meeting my graduate degree).

5	4	3	2	1	
---	---	---	---	---	--

2 Comment on your Academic Coursework

5	4	3	2	1	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unknown or not applicable

The courses are intellectually challenging.

5	4	3	2	1	
---	---	---	---	---	--

The work expected of students in my program is appropriate for a graduate program.

5	4	3	2	1	
---	---	---	---	---	--

Courses listed in the *Graduate Bulletin* are offered frequently enough for timely completion of the degree requirements.

5	4	3	2	1	
---	---	---	---	---	--

The requirements for my program are clearly defined.

5	4	3	2	1	
---	---	---	---	---	--

My program *Policy and Procedures Manual* provided useful and accurate information.

5	4	3	2	1	
---	---	---	---	---	--

My graduate program curriculum and course work relate to current practices in my chosen field.

5	4	3	2	1	
---	---	---	---	---	--

3 Comment on your Thesis/Final Capstone Experience.
My Thesis/final project/capstone advisor...

5	4	3	2	1	Unknown or not applicable
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	

was interested in my goals and project topic.

5	4	3	2	1	
---	---	---	---	---	--

spent the time necessary to advise me on academic matters.

5	4	3	2	1	
---	---	---	---	---	--

communicated appropriate requirements, procedures and deadlines.

5	4	3	2	1	
---	---	---	---	---	--

Resources were available for research, and/or other creative work in my program.

5	4	3	2	1	
---	---	---	---	---	--

4 Comment on Student Development

5	4	3	2	1	Unknown or not applicable
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	

There is good communication between faculty and students regarding student needs, concerns, and suggestions.

5	4	3	2	1	
---	---	---	---	---	--

It is my impression that the intellectual caliber of students in my program is high.

5	4	3	2	1	
---	---	---	---	---	--

There are students from different social, cultural, racial, and ethnic backgrounds in my program.

5	4	3	2	1	
---	---	---	---	---	--

I feel that I am part of a graduate school learning community.

5	4	3	2	1	
---	---	---	---	---	--

There are opportunities to do research, scholarship, or other creative work.

5	4	3	2	1	
---	---	---	---	---	--

There are adequate opportunities for Graduate Assistantships on campus.

5 4 3 2 1

Program resources and support (e.g., access to specific computer software, clinical lab space) were adequate.

5 4 3 2 1

My program provided mentoring (e.g., guidance in gaining professional competencies and status).

5 4 3 2 1

5 Comment on your Personal Growth

5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree Unknown or not applicable

I have been challenged to do my best in my graduate program.

5 4 3 2 1

Degree requirements were relevant to my professional goals.

5 4 3 2 1

I believe that my program provided me with a good preparation for my future career.

5 4 3 2 1

My program assisted me in achieving my personal goals.

5 4 3 2 1

I feel my own personal performance in graduate school enhanced my professional abilities.

5 4 3 2 1

If I could start over, I would choose Stockton for my graduate education.

5 4 3 2 1

I would recommend Stockton to a friend or relative considering graduate school.

5 4 3 2 1

6 My graduate education has helped me...

5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree Unknown or not applicable

to effectively convey information in writing.

5 4 3 2 1

effectively convey information orally.

5 4 3 2 1

to think logically and resolve analytical problems.

5 4 3 2 1

to use and apply research skills.

5 4 3 2 1

understand and apply ethical standards of my discipline.

5	4	3	2	1	
---	---	---	---	---	--

to present work at conferences, workshops, or seminars with confidence.

5	4	3	2	1	
---	---	---	---	---	--

to be able to submit work for publication with confidence.

5	4	3	2	1	
---	---	---	---	---	--

network with others in the field.

5	4	3	2	1	
---	---	---	---	---	--

- 7 Rate the following aspect of the Division of Graduate Studies. If you have not had enough experience with a service to evaluate it, please choose "Do not know/did not use"

5	4	3	2	1	Do not know or
Excellent	Good	Neutral	Fair	Poor	Did not use

the Graduate Division staff.

5	4	3	2	1	
---	---	---	---	---	--

the new student Orientation Program and materials provided.

5	4	3	2	1	
---	---	---	---	---	--

the Graduate Studies Web site.

5	4	3	2	1	
---	---	---	---	---	--

the Graduate Assistantship process.

5	4	3	2	1	
---	---	---	---	---	--

the availability of Graduate Assistantships.

5	4	3	2	1	
---	---	---	---	---	--

the Distinguished Research Fellowships program and process.

5	4	3	2	1	
---	---	---	---	---	--

the E-Newsletter, *Headway*.

5	4	3	2	1	
---	---	---	---	---	--

the *Graduate Bulletin*.

5	4	3	2	1	
---	---	---	---	---	--

Graduate Division services overall.

5	4	3	2	1	
---	---	---	---	---	--

- 8 How would you evaluate The College Library with regards to satisfaction? If you have not had enough experience with a service to evaluate it, please choose "Do not know/did not use"

5	4	3	2	1	Do not know or
Excellent	Good	Neutral	Fair	Poor	Did not use

the hours the Library is open.

5	4	3	2	1	
---	---	---	---	---	--

the library holdings, online journal collection.

5	4	3	2	1	
---	---	---	---	---	--

inter-library loan services.

5	4	3	2	1	
---	---	---	---	---	--

guidance in finding appropriate resources.

5	4	3	2	1	
---	---	---	---	---	--

access to electronic databases and collections.

5	4	3	2	1	
---	---	---	---	---	--

the Graduate Student Study Lounge.

5	4	3	2	1	
---	---	---	---	---	--

Library services overall.

5	4	3	2	1	
---	---	---	---	---	--

- 9 How would you evaluate the admissions process with regards to satisfaction? If you have not had enough experience with a service to evaluate it, please choose "Do not know/did not use"

5	4	3	2	1	Do not know or Did not use
Excellent	Good	Neutral	Fair	Poor	

online communications about the admissions process.

5	4	3	2	1	
---	---	---	---	---	--

voice-to-voice or face-to-face communications about the admissions process.

5	4	3	2	1	
---	---	---	---	---	--

Admissions/Enrollment Management services overall.

5	4	3	2	1	
---	---	---	---	---	--

the availability of financial aid.

5	4	3	2	1	
---	---	---	---	---	--

the Financial Aid office's responsiveness.

5	4	3	2	1	
---	---	---	---	---	--

- 10 How would you evaluate Computer and Technology Services with regards to satisfaction? If you have not had enough experience with a service to evaluate it, please choose "Do not know/did not use"

5	4	3	2	1	Do not know or Did not use
Excellent	Good	Neutral	Fair	Poor	

my Stockton E-mail account.

5	4	3	2	1	
---	---	---	---	---	--

on-campus computer facilities.

5	4	3	2	1	
---	---	---	---	---	--

Internet connections to Stockton from my home internet service provider.

5	4	3	2	1	
---	---	---	---	---	--

the help desk.

5

4

3

2

1

access to course materials through the internet.

5

4

3

2

1

Computer (technology) services overall.

5

4

3

2

1

- 11 How would you evaluate The Office of the Registrar with regards to satisfaction? If you have not had enough experience with a service to evaluate it, please choose "Do not know/did not use"

5
Excellent

4
Good

3
Neutral

2
Fair

1
Poor

Do not know or
Did not use

staff responsiveness and assistance.

5

4

3

2

1

the convenience of services such as Web-based registration.

5

4

3

2

1

the convenience of the application for a graduate degree (degree audit).

5

4

3

2

1

Registrar Office services overall.

5

4

3

2

1

- 12 How would you evaluate The Bursar's Office with regards to satisfaction? If you have not had enough experience with a service to evaluate it, please choose "Do not know/did not use"

5
Excellent

4
Good

3
Neutral

2
Fair

1
Poor

Do not know or
Did not use

Bursar's Office responsiveness.

5

4

3

2

1

the clear deadlines regarding the payment of my tuition bill.

5

4

3

2

1

the accuracy of my tuition bill.

5

4

3

2

1

Bursars office overall.

5

4

3

2

1

- 13 How would you evaluate The Health Services Office with regards to satisfaction? If you have not had enough experience with a service to evaluate it, please choose "Do not know/did not use"

5
Excellent

4
Good

3
Neutral

2
Fair

1
Poor

Do not know or
Did not use

medical services provided.

5

4

3

2

1

pre-clinical physical exams.

5

4

3

2

1

Health Services overall.

5

4

3

2

1

- 14 How would you evaluate The Counseling Center/Learning Access Program with regards to satisfaction? If you have not had enough experience with a service to evaluate it, please choose "Do not know/did not use"

5

4

3

2

1

Do not know or
Did not use

Excellent

Good

Neutral

Fair

Poor

the Counseling Center services.

5

4

3

2

1

the Learning Access services.

5

4

3

2

1

the convenience of hours and services.

5

4

3

2

1

Counseling Center/Learning Access overall.

5

4

3

2

1

- 15 How would you evaluate Food Services/Chartwells with regards to satisfaction? If you have not had enough experience with a service to evaluate it, please choose "Do not know/did not use"

5

4

3

2

1

Do not know or
Did not use

Excellent

Good

Neutral

Fair

Poor

G-wing cafeteria's hours of operation.

5

4

3

2

1

Richard's café, Dina's Cart, etc. hours of operation.

5

4

3

2

1

the selection of food.

5

4

3

2

1

Food Service overall.

5

4

3

2

1

- 16 How would you evaluate The Career Services Office with regards to satisfaction? If you have not had enough experience with a service to evaluate it, please choose "Do not know/did not use"

5

4

3

2

1

Do not know or
Did not use

Excellent

Good

Neutral

Fair

Poor

the scope and quality of career assistance and counseling.

resume, interview preparation and other skills.

access to employment opportunities (e.g., career fairs, interviews, job listings, etc.)

Career Services overall.

17 If you checked "very dissatisfied" in any of the above, please explain:

18 My graduate degree program is:

19 I pursued my graduate degree primarily:

☐ Part-time

☐ Full-time

20 Do you commute?

☐ Yes

☐ No

☐ If yes, approximately how many miles do you travel

21 Are you a residential student who lives on campus?

22 My gender is

23 The *majority* source of financing for my graduate degree was:

- ☐ Tuition reimbursement from my employer
- ☐ Graduate assistantship
- ☐ Parents or family
- ☐ My personal accounts (e.g. earnings, savings)
- ☐ Financial Aid (loans and grants)
- ☐ Scholarships

24 I also received funds/support from (check all that apply):

- ☐ Tuition reimbursement from my employer
- ☐ Graduate assistantship
- ☐ Parents or family
- ☐ My personal accounts (e.g. earnings, savings)
- ☐ Financial Aid (loans and grants)
- ☐ Scholarships

25 The approximate level of indebtedness related to my graduate study is:

- ☐ None
- ☐ \$5,000 or less
- ☐ \$5,001 – 10,000
- ☐ \$10,001 – 15,000
- ☐ \$15,001 – 20,000
- ☐ \$20,001- 25,000
- ☐ more than \$30,000

26 For most of my graduate education, my employment status was:

- ☐ Did not work
- ☐ Full-time job
- ☐ A graduate assistantship
- ☐ Worked occasionally
- ☐ Part-time job
- ☐ Other, please specify

27 If employed, on average, how many hours do you work per week?

28 What are your post-graduation plans?

- ☐ I expect to continue with my current employer.
- ☐ I will begin a new position with a new employer.
- ☐ I will look for employment.
- ☐ I will not be employed nor will I look for employment.
- ☐ I will continue on with my education.



Survey Page 1

Graduate Student Exit Survey

29 Immediately after graduation, I expect to be employed by the following:

30 What is the approximate salary you expect to be earning after graduation?

31 Where do you plan to live after graduation?

32 Among the graduate schools that I considered, The Richard Stockton College of New Jersey was my:

33 Overall, how satisfied are you with the Stockton experience?

34 Rank, in order of importance, the following reasons for choosing Stockton to obtain your graduate degree with 1 being the least

[illegible][illegible]



36 Please use this space to include any comments or suggestions for improving Graduate Student Services and experiences:

SUBMIT