

E. Student outcomes

1. Graduation rates by race/ethnicity and income:

a. Four-, five- and six-year graduation rates

Since most college students must work while attending college, graduating in five years rather than four has become the national norm. Employment makes it difficult to carry 16 credits per semester, the number needed to complete a degree in four years. On average, William Paterson students are enrolled for 13 credits per semester, making five to six years a more realistic time frame for completing a degree. In spite of this, William Paterson's four-year graduation rates have steadily risen over the past dozen years. The most recent cohort to complete four years, the fall 2003 cohort, has a graduation rate of 20.7 percent. This may in part be helped by increased offerings of on-line courses, a new winter session and more summer sessions.

The latest cohort to complete six years at the University is the fall 2001 cohort. The overall graduation rate for this group is 47.2 percent. The WPUNJ rate modestly exceeds the national average six-year graduation rate of 46.6 percent for institutions similar to ours (moderately selective) as reported in the most recent report from the Consortium for Student Retention Data Exchange (CSRDE).

Retention and graduation rates vary not only by institutional characteristics but also by the background characteristics of students. Gender and race/ethnicity are two of the most influential explanatory variables in regard to these differences. At William Paterson the four- and six-year graduation rates for minority students in the fall 2001 cohort are 11.5 percent and 42.0 percent, respectively. These rates are somewhat lower than the overall graduation rates for all the students who make up the fall 2001 cohort; 14.8 percent and 47.2 percent, respectively. Yet, six-year graduation rates for female students are above the overall average at 51.2 percent, and for those who are Asian and male it is 60.0 percent and for White female students it is 57.6 percent.

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Table II.E.1.a

Four-, Five- and Six-Year Graduation Rates of Fall 2001 Full-time First-time Freshmen by Race/Ethnicity

	White		Black		Hispanic		Asian		Non-Resident Alien		Other*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
	Fall 2001 Cohort	799		173		194		41		9		31		1,247
Graduates after 4 Years	136	17.0%	13	7.5%	24	12.4%	6	14.6%	1	11.1%	5	16.1%	185	14.8%
Graduates after 5 Years	366	45.8%	49	28.3%	66	34.0%	16	39.0%	4	44.4%	9	29.0%	510	40.9%
Graduates after 6 Years	414	51.8%	59	34.1%	79	40.7%	21	51.2%	6	66.7%	10	32.3%	589	47.2%

* Other includes American Indian and Unknown Race.

This is also reflected at the national level. The Consortium for Student Retention Data Exchange, CSRDE, found that "graduation rates were consistently lower for underrepresented minorities than for other students." This represents data from 438 colleges and universities across the country.

The graduation rates for low-income students, using the provided definition of TAG NJEI scores of 2499 and below, are 8.6 percent for those graduating in four years and 34.6 percent for those graduating in six years. These rates are slightly below our overall graduation rate of 14.8 percent and 47.2 percent, respectively. In view of the economic background and academic preparation of these students, these rates are typical nationally.

Low-income students had one-year retention rates equal to those who are non-low income: 76.1 percent and 76.3 percent, respectively. The first-year retention rates for students by race/ethnicity show some variation in rates. The one-year retention rate for Asian students is 81.7 percent, for White students it is 76.1 percent, 75.1 percent for African American students, and 70.2 percent for Hispanic students.

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Table II.E.1.b
Four-, Five- and Six-Year Graduation Rates of Fall 2001 Full-time
First-time Freshmen by Income**

	<u>Low Income</u> *		<u>Non-Low Income</u>		<u>Unknown</u>		<u>Total</u>	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2001 Cohort	243		730		274		1247	
Graduates after 4 Years	21	8.6%	116	15.9%	48	17.5%	185	14.8%
Graduates after 5 Years		73 30.0%	324	44.4%	113	41.2%	510	40.9%
Graduates after 6 Years		84 34.6%	376	51.5%	129	47.1%	589	47.2%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

2. Third-semester retention rates:

- a. By race/ethnicity**
- b. For low income students**

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Table II.E.2.a
Third-Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2006 to Fall 2007**

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Retained					465	76.1%	154	75.1%	158	70.2%	67	81.7%			1	100.0%
					5	83.3%	65	73.9%	915	75.1%						
Not Retained	146	23.9%	51	24.9%	67	29.8%	15	18.3%	0	0.0%	1	16.7%	23	26.1%	303	24.9%
Total					611	100.0%	205	100.0%	225	100.0%	82	100.0%			1100	100.0%
					6	100.0%	88	100.0%	1,218	100.0%						

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Table II.E.2.b

Third-Semester Retention of Full-time First-time Freshmen by Income, Fall 2006 to Fall 2007

	Low Income *		Non-Low Inc.		Unknown		Total	
	Num	Pd	Num	Pd	Num	Pd	Num	Pd
Retained	178	76.1%	540	76.3%	197	71.4%	915	75.1%
Not Retained	56	23.9%	168	23.7%	79	28.6%	303	24.9%
Total	234	100.0%	708	100.0%	276	100.0%	1,218	100.0%

* Low Income is defined as student with a NJ Eligibility Index less than 2,499.

3. *Transfer students a. Percentage of entering*

students who are transfers

In fall 2007, 902 or 37.6 percent of all newly enrolled students entered as transfer students. More than half, 52.7 percent, were female and the average age of entering transfers was 23. The majority came from three NJ counties: Bergen, Passaic and Morris. Transfer students are most interested in pursuing the following majors: business administration, psychology, sociology, communication, physical education, biology and English. The 2001 entering transfer cohort had a five-year graduation rate of 59.7 percent and those entering with 60 transfer credits or associate degrees had graduation rates of 72.6 percent.

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Table II.E.3:

Entering Undergraduates by Admission Status and Attendance Status, Fall 2007

	New Transfer		First-time		Total	
	Num	Pct	Num	Pct	Num	Pct
Full-time	763	36.6%	1,320	63.4%	2,083	100.0%
Part-time	139	44.0%	177	56.0%	316	100.0%
Total	902	37.6%	1,497	62.4%	2,399	100.0%

4. *Program-related student learning outcomes*

National and regional accrediting bodies have put student learning outcomes at the forefront of college and university accreditation activities. Assessment of student learning outcomes has emerged as the accepted and expected route for colleges and universities to monitor their programs with student success as the ultimate goal. For a number of years William Paterson University has had a large on-going array of assessment activities stemming from the University's *Student Success Plan*. Each academic program has learning outcomes — skills, abilities, knowledge — students will have mastery of upon graduating William Paterson University. For a comprehensive review of assessment at William Paterson and to see how

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faculty are "closing the assessment loop by using research findings" please see <http://ww2.wpunj.edu/ira/ASSESSMENT/Assessment/Part1.pdf>. Additionally, this past year the Division of Student Development implemented a comprehensive assessment model based on student learning outcomes. These efforts and successes are documented and posted at <http://ww2.wpunj.edu/studentdevelopment/Assessmthome.htm>.

5. Student research, publications, internships, presentations

Also quite indicative of student outcomes are the many student accomplishments in research, publications, and presentations. These accomplishments are often the direct result of students working with faculty. A few are included here as illustrations.

The Writing-Across-the-Curriculum (WAC) project's "Celebrating Excellence in Student Writing Contest and Publication" just completed its eighth year. Coordinated by the English department faculty, the project cuts across all departments with faculty from many majors submitting student work for consideration. Winning work was selected by a multi-disciplinary panel of judges. Each piece of student writing is accompanied by the faculty's account of the assignment the student was responding to and how the essay fulfilled each professor's pedagogical expectations in an exemplary way. The emphasis is both on high-level student writing and on the interesting, thoughtfully conceptualized assignments that generate it. The publication, thus, provides a forum not only for student writing, but also for the expression of our faculty members' work in developing successful writing assignments; in this it reinforces the work of the WAC pedagogy workshops. *A copy of the publication is found at the end of this report in the appendix.*

All Freshman Seminar classes received the publication. WAC's goal is to awaken students as early as possible to the importance of writing well in all disciplines. It is a way of making the point that good writing is a University-wide concern, rather than one that concerns only the English Department, and it emphasizes that all faculty at William Paterson value quality writing. The WAC program continues to play a key role in the pedagogical culture, and continues to define for incoming faculty the emphasis on teaching that defines our William Paterson community

College of Science and Health students also serve as a prime example of such accomplishments. The College's Undergraduate Research Initiative has enabled almost all departments to involve students in either individual or group research projects in their research or capstone courses. Since 2000-2001, undergraduate student research involvement has increased from 11 percent to 20 percent of student majors. Student participation in presenting papers at on-campus and off-campus events has increased as well.

Students in other Colleges at the University also experienced similar enriching learning experiences. Cotsakos College of Business students have some unique opportunities. For example, the Russ Berrie Institute's (RBI) Sales Triathlon (October 22-24, 2007) is required of all majors, minors and any students taking sales courses. Local businesses help support this three-day event during which students perform role plays, conduct interviews, and engage in a speed selling contest. Numerous training sessions were conducted by the faculty to prepare the students for the endeavor. Several students received job offers as a result of the Triathlon. More than a dozen big-name firms supported and attended the event.

The RBI National Sales Challenge (November 8-10, 2007) attracted the nation's top college sales talent to RBI/WPU. Students from 18 universities across the U.S. competed in the competition. Donor support was used to pay travel, housing, and meals in order to draw the best talent from across the nation to RBI. Outcomes included numerous second interview offerings to students. A writer from *Selling Power* magazine visited and an article featuring the RBI NSC appeared in that influential publication. The Challenge features 3 events including an in-basket exercise, sales role play and the speed selling event. WPU students were very successful and secured first-, second-, and third- place finishes. The WPU students, overall, finished second in the team competition.

Spring 2008 marked the second year of the Sales Leaders Program. After an application and interview process in Fall 2007, five students were selected. Sales Leaders registered for two additional sales classes in Spring 2008: Creating World Class Salespeople and International Sales Encounter. Their intense Spring 2008 semester was highlighted by a visit from the author of the Trusted Advisor, crafting their own personal marketing plan, and a business trip to San Francisco where the students cold-called for their own appointments (in addition to visiting with IBM, SalesForce.com and McKesson). The final experience was an international business trip to Doha, Qatar where numerous business meetings were conducted. WPU and RBI were featured in two Qatar Tribune news articles while there.

The director of the new Honors College, Dr. Susan Dinan, continues to expand course offerings and activities for students in the program. Currently 300 students are part of these exciting and innovative learning experiences. Honors students tackled an ambitious array of research projects this past year. In recognition of these efforts, honors students had a special day where they presented their research projects to the larger University community. Perhaps the most notable honors project to date is May 2008 summa cum laude graduate Tamara Issak's research for her Humanities Honors Program thesis which examined Circassian etiquette, an ancient cultural code of rules still practiced today. Ms. Issak's research forms the basis for her 2008-2009 study and research grant from the Fulbright U.S. Student Program. She will conduct research at the National Library and the Circassian Cultural Center Library in Damascus, Syria. On her return she will use a Ralph Bunche Fellowship to pursue a master's degree at Rutgers University.