

D. Student outcomes

1. Graduation rates by race/ethnicity

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

Since many college students must work while attending college, graduating in five years rather than four has become the national norm. Employment when attending college makes it difficult to carry 15 credits per semester, the number needed to complete a degree in eight semesters or four years. William Paterson undergraduate students enroll for 13 credits per semester on average. However a number of recent University efforts such as an online winter session, a new advising model and the implementation of a 120-credit degree requirement are helping students keep on track for an earlier degree completion date.

In addition, today’s college students are mobile, often starting at one college, moving onto another and finally graduating from yet another. The importance of these factors is recognized by such national initiatives as the Voluntary System of Accountability’s (VSA) *Student Profile* which incorporates the realities of today’s college students into its success and progress model. Applying the VSA model to the most recent full-time, first-year cohort to complete six years, the fall 2005 cohort, 18.0 percent graduated in four years, 39.0 percent in five years and 47.0 percent in six years. An additional 13.0 percent graduated from another college, another 9.0 percent are still pursuing their degrees at William Paterson University and 14.0 percent at other institutions, bringing the *undergraduate success and progress rate for William Paterson’s fall 2005 first year cohort to 82.0 percent.*

	White		African American		Hispanic		Asian		Non-Resident Alien		Other*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2005 Cohort	685		168		272		105		7		59		1,296	
Graduates after 4 years	129	19%	26	16%	42	15%	19	18%	0	0%	19	32%	235	18%
Graduates after 5 years	283	41%	51	30%	92	34%	42	40%	2	29%	28	48%	498	38%
Graduates after 6 years	327	48%	71	42%	116	43%	53	51%	2	29%	30	51%	599	46%

**Other includes Native American and unknown race.*

Source: IPEDS Graduation Rate Survey

Background characteristics of students also influence retention and graduation rates. Gender, race/ethnicity, and income/social class are a few of the most influential ones. At William Paterson the four- and six-year graduation rates for minority students who are part of the fall 2005 cohort are 16 percent and 46.0 percent, respectively. These rates are a bit lower than the overall graduation rates for all students who make up the fall 2005 cohort, at 18.0 percent and 47.0 percent, respectively. The six-year graduation rate for female students, 55.0 percent, is above the overall University rate, as is the rate for those who are Asian American females, 57.0 percent, and for White females, 61.0 percent. The overall variations in graduation patterns at William Paterson mirror national figures and findings from the Consortium for Student Retention

Data Exchange, CSRDE, which collects data from almost 400 colleges and universities across the country.

2. *Third-semester retention rates*

For William Paterson first-time, full-time, first-year students entering in Fall 2010, 76.0 percent of the cohort continued into the second year (Table II.D.2).

Table II.D.2 William Paterson University Third Semester Retention of First-Time Undergraduates, Fall 2010 to Fall 2011					
Full-Time			Part-Time		
Fall 2010 First-Time Undergraduates	Retained in Fall 2011	Retention Rate	Fall 2010 First-Time Undergraduates	Retained in Fall 2011	Retention Rate
1,516	1,145	76%	8	5	63%
Source: IPEDS Fall Enrollment Survey, Part E					

3. *Transfer students*

Transfer students are a growing segment of William Paterson's new student class so some additional information about them is included here. In fall 2011, 1,282 new transfers made up 44.0 percent of all newly enrolled students. More than half, 56.0 percent, were female and the average age of entering transfers was 23.3. A large percent, 84.0, attend as full-time students and 14.0 percent live on campus. Transfer students are most interested in pursuing degrees in business administration, communication, biology, sociology, and psychology. At the end of three years, 61.0 percent of Fall 2005 full-time transfers who entered William Paterson with 60 transfer credits or associate degrees had graduated and by the end of five years the percent was 71.0.

The University continues to ensure a seamless transition for students wishing to transfer to WPUNJ through articulation agreements and increased transfer services. This past year six new articulation agreements were signed with New Jersey community colleges.

4. *Student successes: research, publications, internships, presentations, clubs and programs*

Quite illustrative of student successes are the many student accomplishments in research, publications, presentations and participation in activities that enable students to explore their majors outside of the classroom. These accomplishments are often the direct result of students working with faculty. A few illustrations are included here.

An increasing number of students in the *College of Science and Health* are involved in faculty research projects because of the College's Undergraduate Research Initiative. Almost all departments involve students in either individual or group research projects in research or capstone courses. In 2000-2001, 185 students (11.0 percent of the College's majors) were

involved in undergraduate research activities; in 2010-11 there were 550 (24.0 percent), and in 2011-12 there were 668 (27.0 percent).

Many students attend professional conferences or other activities with faculty. Several Biology faculty attended conferences with their research students, and there were 22 Biology students who were co-authors of presentations, 20 who were sole authors of presentations, and six who were co-authors of publications. Two Chemistry students accompanied Dr. B. Chauhan to the ACS national meeting and give poster presentations. Four students attended the MARM American Chemical Society meeting at UMBC in Baltimore with Dr. Chauhan and presented posters. In Environmental Science, J. Callanan worked with nine students on research, two of whom presented their research at the Association of American Geographers in NYC. Dr. M. Becker in Environmental Science traveled with several students to Arkansas to collect fossils. Dr. A. Rady in Kinesiology took 50 students to the NJAHPERD conference and seven of these students presented their research with Drs. Rady, Flores-Marti, and Mullin. Four exercise science students traveled with Dr. R. Emmons and Dr. M. Figueroa, and T. LaSala to the American College of Sports Medicine Annual Conference in San Francisco. Four new graduates from Communication Disorders and Sciences presented their thesis data, with their faculty mentors, at the ASHA convention and a few have applied to present again in the fall. In Public Health, five student poster presentations were given at a state-wide public health conference.

Dr. J. Menon, Assoc. Dean Fuller-Stanley, and a faculty committee organized the Sixth Annual Undergraduate Research Symposium at WP in April. There were 50 research posters from 56 students in 16 institutions, including WPUNJ.

College of Humanities and Social Sciences students had a busy past year as well. Many included travel in their activities. Last summer eight Anthropology students participated in an archaeological field experience in the Scottish Orkney Isles. with the goal of promoting ethnographic research on campus. A select group of dedicated Asian Studies students took part in the “William Paterson in Ishikawa” short-term summer study abroad program (SSAP-JAPAN). Three Women’s and Gender Studies students participated in the Fulbright Hays Group Projects Abroad (FHGPA), “The US-NJ-India Project at William Paterson University: Exploring Possibilities and Challenges of Multiculturalism and Globalization” and traveled to India with co-program director, Professor Vidya Kalaramadam.

Closer to home two Anthropology students (supervised by Professor Maria Villar) presented a poster at the Lilly Conference in Washington, DC. Two graduate students in the History department presented papers at the Phi Alpha Theta 2012 conference at the Kutztown University in Pennsylvania under the direction of Professor Bone. Five English graduate students attended the annual AWP Conference in Chicago to help launch the first issue of the Department’s new literary journal, *Map Literary*. Psychology professor Bruce Diamond’s students (two graduate and two undergraduate) were also in Chicago for a poster presentation at the Association of Psychological Science Annual Conference.

Internships are numerous in the College and the English department’s comprehensive efforts are highlighted here. Internship assignments this past year were varied and included some well-known companies in various industries e.g., publishing houses such as Pearson Publishing, Free Press (an imprint of Simon and Schuster), W.W. Norton, and Rutgers University Press; literary agency and magazine internships at Dunlow, Carlson, and Lerner Literary Agency, Teen Vogue

Magazine, and the research division of CBS Sports; and on-campus newsletter copy and editing responsibilities for the College's Newsletter. For students who are unable to travel to an employment site, the department offers a limited number of online internships.

Because the department recognizes the vital importance of internships for networking and making contacts with future employers, interns were encouraged to attend a panel with former William Paterson University English majors who have found employment in various fields related to their degree. Through the LinkedIn website, alumni shared their contact information and details about their employment so that interested students could add to their own networks and broaden the range of their options.

During the 2011-2012 academic year, the internship program worked closely with Theresa Cruz Paul at the office of Career Services. Interns were assigned to schedule mock interviews with Ms. Cruz Paul, and both undergraduates as well as graduates met in the computer laboratory at the Office of Career Services to learn more about effectively using social media for networking and job searches.

Psychology department faculty have provided numerous opportunities for students to work with them on original research. Six students (four in honors) worked with Dr. Learmonth on projects which were presented both at WPU Scholarship Day and at the Eastern Psychological Association's Annual Meeting. Professor Ma took two graduates of the Master's program to the American Psychological Association's Annual conference last August and will be taking three undergraduates and one graduate student this August. All were involved in research with Dr. Ma and are part of her poster presentations. Thirteen senior students presented their research at the WGS Department Colloquium in May. Professor Gordon worked with one of his Psychology students on a poster presentation for the annual meeting of The Psychonomic Society and Professor Holle worked with three undergraduate students this past fall and they presented a talk on the teaching of Psychology at the Atlantic Coast Teaching of Psychology Conference.

Dr. Obrecht continues to work with students in her Numerical Cognition and Inference lab. One student was recently awarded an NSF undergraduate summer fellowship in Perceptual Science and Technology at Rutgers. While in this program he will work on a research project with Dr. Stone, a professor at the Rutgers Center for Cognitive Science.

Two Philosophy majors presented their research at a Montclair conference titled "Ethics @ MSU: Ethics and Prostitution.

Six Sociology students presented their research at the Eastern Sociological Society's annual conference in spring 2012 under the direction of Professors Nuño, Park, and Phillips and one student won the award for the best poster at this event.

A student from Professor Bowles' HIST 3140 course was nominated for the Paul Stellhorn Award for best undergraduate paper in New Jersey history and another, supervised by anthropology Professor Murli Natrajan, was awarded first prize for an essay submitted to the Public Anthropology Project. A May M.F.A. graduate was a finalist in the 8th Annual New Jersey Playwrights Contest held at William Paterson University. A student minoring in Latin American and Latino Studies was awarded the first-ever Melvin and Marian Prottas Award for high achieving students working in Latin American and Latino Studies. The Political Science department continued its Model UN program under the direction of Professors Shalom and

Tesfaye. Students competed in the Five Colleges Model UN Conference held at Mt. Holyoke College in South Hadley, MA. One political science major won an award for best delegate in his committee and another received an honorable mention. Graduating Women's Studies and Gender Studies majors were selected for the Norma Van Dyke Award for Excellence in Women's and Gender Studies and a graduating political science senior was selected for the University's own Outstanding Senior Award.

Graduating seniors from the College often apply to graduate school to further their academic interests and careers. Some examples follow:

- a) Three graduating Philosophy majors have been accepted into graduate programs at Rutgers Law School, Rutgers Masters in Social Work program and one will pursue a Masters in History at WPU.
- b) Three Political Science pre-law students were admitted to a first-tier law school, Rutgers School of Law, Newark. Another political science major was accepted to the New Leadership Program of the Center for American Women and Politics at the Eagleton Institute of Politics.
- c) Sociology graduating seniors were accepted into the following graduate programs: MSW programs at New York University, Rutgers' University and Kean University, Masters of Arts, Higher Education and Student Affairs, University of Massachusetts, Amherst, Masters of Arts, Professional Counseling program, William Paterson University. Almost a dozen former undergraduates are enrolled in the Applied Sociology M.A. program at William Paterson.
- d) A Women's and Gender Studies graduate was accepted into the Women's and Gender Studies Graduate program at Rutgers University.

College of Arts and Communication students also have numerous opportunities for hands-on experiences and working with faculty. The Art department's internship program enrolls on average 25 students per year. The department strongly encourages students to explore internship experience not just in the usual areas of graphic design, photography and computer graphics, but also in sculpture and painting (these last two through the Sculptors Guild in NYC, and individual painter's studios). Art History students have interned in art galleries, small museums and artist's foundations. Internships have taken place in such place as: Aljira Center for the Arts, Newark; Paterson Museum; Lipo Chemical; Joan Mitchell Foundation, NYC; Sculptors Guild, NYC; Siona Benjamin, Painting Studio, Montclair; Visual Resource Collection, WPU; Ming Fay, Sculpture Studio, Jersey City; and MTV Network, NYC.

Communication students also engage in substantial creative activities both within the context of their classes and in the extra-curricular activities the department offers. This includes the writing and production of films, hosting radio talk shows, writing, directing and producing television shows that are shown on the university's cable station, writing and editing articles for the department's student newspaper, creating a public relation's plan for various university organizations (done by the PRSA), appearing in plays directed by university faculty, etc. Each semester the department has between 50 and 60 students doing external internships, such as: The Pioneer Times; WP 88.7 FM; The Film Association; The TV Club; PRSA; Lamda Pi Eta (32 members were inducted in April 2012); and The Theater Club.

College of Education faculty provided students with numerous faculty/student activities designed to include students in a quality professional experience. Faculty have both accompanied students to and presented with them at professional association conferences such as the National Science Teachers Association's (NSTA) Annual Conference.

Hands-on experiences are built right into the College of Education curriculum. Last fall nearly 300 undergraduate education majors were enrolled in a supervised practicum class. Close to a 150 upperclassmen were in school classrooms around the state as student teachers for the semester. During the spring almost another 300 students were enrolled in practicum courses and close to 350 were student teachers.

Cotsakos College of Business (CCOB) students participated in some unique opportunities. Three students won the second place award in the National Financial Planning Challenge Knowledge Bowl at the National Financial Planning Association (FPA) conference in Fall 2011.

The Global Financial Services Institute conducted the Student Managed Portfolio (SMP), an action learning program. The fund provides an experiential learning opportunity for WPU students by allowing students to implement financial theory obtained in the classroom to the management of an actual portfolio.

Other students in the Financial Planning concentration formed the first official student chapter of the Financial Planning Association. Professor Lukas Dean, who oversees the program, is making efforts to create networking opportunities for the students to pursue internships and employment after graduation.

All Professional Sales majors, minors and any students taking sales courses are required to participate in the Russ Berrie Institute's (RBI) Sales Triathlon. The most successful students then represent the University in the annual National Sales Challenge which attracts the nation's top college sales talent to the RBI/WPU campus. The Challenge features 3 events (the Triathlon) including an in-basket exercise, sales role play and a speed selling event. Students from 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 interview offerings to students.

Four groups of students participated in Practicums in the last Academic Year. They worked on a variety of real-life projects that were supplied by companies in the region, acting as consultants to the companies under the supervision of faculty members.