
STOCKTON UNIVERSITY
ANNUAL REPORT FOR
FY23 COMPASS FUND PROJECT

PROJECT LEADER(S):	Kimberley Schanz, Assistant Professor of Criminal Justice Jess Bonnan-White, Professor of Criminal Justice
PROJECT TITLE:	Addressing Student Retention in the Master's in Criminal Justice Program
DATE:	June 6, 2023

This form must be completed and submitted to be considered for a second year of funding, if applicable, or for any future Compass Fund support.

Please provide a summary of the project and your experience.

The Master's program in Criminal Justice (MACJ) has acknowledged that the largest barrier to success for our incoming students is their under preparedness for academic success at the graduate level. The two main areas that the program has highlighted as problematic to their students' success are 1) their (inaccurate) expectations for graduate work and 2) their writing skills, which are a key skill to their future careers. Many of our first semester students have been struggling in the transition from undergraduate work to graduate work, with 6 out of the 12 (50%) first-semester-graduate-students achieving at least one grade lower than a B (the required minimum grade of MACJ program classes) or withdrawing from a class due to low grades in the Fall 2021 semester. Anecdotally, MACJ precepting faculty report students specifically citing inaccurate expectations for work quality and time commitments as main sources of their difficulties in the transition.

In response to these student difficulties, the MACJ program developed and implemented a one-day workshop designed to address the gaps in student preparedness within the first four weeks of their first semester in the program. This workshop was required for all students in their first semester of MACJ classes. It is essential

The MACJ program had two overarching goals for this workshop. The primary goal of this workshop was to provide the baseline level of accurate expectations and skills that incoming students need to be successful and can then build upon in their MACJ classes. By providing incoming students with appropriate expectations, they had the opportunity to adjust their approaches to the program and its classes accordingly, increasing the likelihood that they will successfully meet those expectations. As these expectations are reinforced and discussed in every MACJ class, this workshop provided incoming

In summary, both the GPA-based comparison and assignment-grade-based comparison showed advantages for those first-

		increases) in late September and second disbursement of \$525 in early February
APA Manuals	\$850	Purchase of 25 APA Manuals to cover both workshops attendees to be disbursed in late August (if possible).
Total	\$4780	