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Compass Fund proposals must demonstrate a direct link to one or more of the six areas of focus in the University's [Strategic Plan 2025 – Choosing Our Path](#)

Proposals must provide specific budget details, identify realistic outcomes, and specify assessment measures.

Proposals must include an endorsement from your Divisional Executive. Please include an email or memo from your Divisional Executive with this application or have the hard documentation to CompassFund@stodt.com

Particular attention will be paid to proposals which include one or more of the following

A clear demonstration of University wide impact

Involvement of students as project leaders/mentees.

Identification of co-funding opportunities in addition to anticipated Compass Fund support

Inter-departmental or inter-divisional collaboration within the project planning or implementation process.

Project Leader Name	
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	Offer comprehensive support systems that recognize how a more diverse student body brings a broader range of academic, social, and cultural assets, challenges, and needs.
	Work continuously to close equity gaps in students' access to learning opportunities, research with faculty, academic achievement, degree attainment, and post-graduate opportunities
	Build enrollment strategies that position Stockton as a first choice academic home for a diverse, high-achieving applicant pool
	Increase partnership opportunities for, and with, our growing network of talented and dedicated alumni

	Focus on recruiting, hiring, and retaining a high quality and increasingly diverse faculty and staff
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Build enrollment strategies to reach students who have not previously seen Stockton

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.

the different types of writing and relevant skills needed for each
the skills needed to choose an appropriate paper topic (e.g., creating an argument structure,
connecting claims to empirical evidence) and begin gathering sources for it;
APA style and format necessary for writing in the discipline,
How to write an integrative "power" paragraph, and
How to use rubrics and apply them to writing and peer review

The MACJ program has two overarching goals for this workshop. The primary goal of this workshop is 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 will have 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 will provide incoming students a head start towards working towards meeting them. Additionally, by spending time reviewing writing skills, the workshop will serve as the universal equalizer for our incoming students as we understand that students from a variety of backgrounds and paths to our graduate program may have a variety of undergraduate writing skills. While each class in the MACJ program is required to include some writing practice and/or instruction, this practice and/or instruction is aimed towards elevating students' skills from high quality undergraduate writing to high quality graduate writing. In order to maximize the ability of our faculty to achieve this, we need to ensure that all students coming into the MACJ program have a minimum level of writing skills that they can base their future learning on. We also anticipate that if students are introduced to basic concepts and expectations early in the program (and that this program is continued with subsequent cohorts), faculty can spend their efforts in writing practice and/or instruction emphasizing higher order critical thinking and writing skills. The workshop is designed to both reinforce the skills that some students may already have been exposed to create high quality undergraduate writing and to teach those same skills to other students who may not have been exposed to them. Since this workshop is not aimed to provide a four year degree's worth of writing skills, but is instead to reinforce and tailor those to be improved upon in later classes, a day long workshop, the skills from which will be reinforced in each class the students take, will be enough to address the current gap in the program in our opinion.

The secondary goal of this workshop is to provide a cohort based experience, the only of its kind in the program currently. Other graduate programs at Stockton use a cohort model and have acknowledged its benefits. This workshop, done in cohorts, would be the first opportunity that our program would have to encourage the cohort format and its benefits in our program. The MACJ program argues that both of these goals will not only enhance student success, but it will also enhance retention in the program for all students who come to Stockton, regardless of their academic backgrounds.

How will this project clearly address the strategic area/s of focus and the goal/s chosen above?
What will be the institution wide impact of this project?

This project will address the three relevant strategic areas of focus as follows:

Inclusive Student Success - As the majority of the students who enroll in the MACJ program are Dual Degree Criminal Justice students, and the Dual Degree program just enacted more inclusive admissions criteria, this workshop will directly provide discipline specific support and skill building for the incoming students, resulting in a reduction of the equity gap in academic achievement and degree attainment. In the same vein, the workshop is also designed to orient "new" students to Stockton University (students enrolling in the MACJ program from external institutions) who may not have had the same emphasis of writing in their undergraduate educations. One aim of the workshop is to create a "cohort" mentality so that students start viewing themselves and their colleagues as additional resources for academic achievement in ways that replicate job market expectations. We expect this

workshop to increase the quality and success of our students, which will, in turn, increase the quality of the MACJ program, making it more attractive to potential students from multiple markets.

Teaching and Learning- This workshop is proposed as a pedagogically innovative way to enhance students' opportunities to develop their study, writing, and time management skills as well as adapt more effectively to the transition to graduate-level learning. By providing students with this opportunity at the outset of their admission to MACJ (and continuing to reinforce the content throughout their education in their individual classes), we can increase student retention in the program and increase student degree attainment and post-graduate success.

Strategic Enrollment Management- This workshop is a strategy for faculty to be directly involved in the process of ensuring the retention of students admitted into the MACJ program. By providing additional learning opportunities to students to build the skills directly related to their academic success, we are ensuring that not only will the program be more attractive to incoming students, but those who do enroll are likely to persist to graduation.

With the expansion of programs, graduate students are increasingly key members of the Stockton University community. These students serve as graduate research assistants for program faculty and also contribute to interdisciplinary projects as faculty collaborate across schools and programs. Developing writing skills produces students not only better prepared for writing requirements of entry-level criminal justice positions, but also better positioned to take advantage of graduate research assistantships and other opportunities in the field.

		July 1, 2021- June 30 2022	July 1, 2022- June 30 2023	July 1, 2023- June 30 2024	(stipends, supplies, hospitality, etc)
1	Faculty Compensation- Workshop	216000	216000		Three faculty will run the workshop (8hs) at a rate of \$90/hr
2	Faculty Compensation- Preparation	216000	108000		Three faculty will develop the workshop (8hs) in FY 2022 and make needed adjustments (4hs) in FY 2023 at a rate of \$90/h. Breakfast, Lunch, and Snack will be provided for
3	Food	51200	54200		

What department or academic school will your budget for this project reside?	SOBL/CRIM	
Who will be the Budget Unit Manager (BUM)?	Dr. Marissa Levy	
Who will be the budget processor?	Denise Green	
If you are requesting funding to hire a TES or consultant, is that person a current Stockton employee?	Yes, currently paid as a/an <input type="checkbox"/> Adjunct <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> TES <input type="checkbox"/> Student	<u>X</u> No
Will you need Compass Funds for <u>immediate</u> use to begin your project?	Yes, date needed <u>8/01/2022</u>	<u> </u> No

Are you receiving any other University funding for this project? Yes **X No**

