



Institutional Research Newsletter

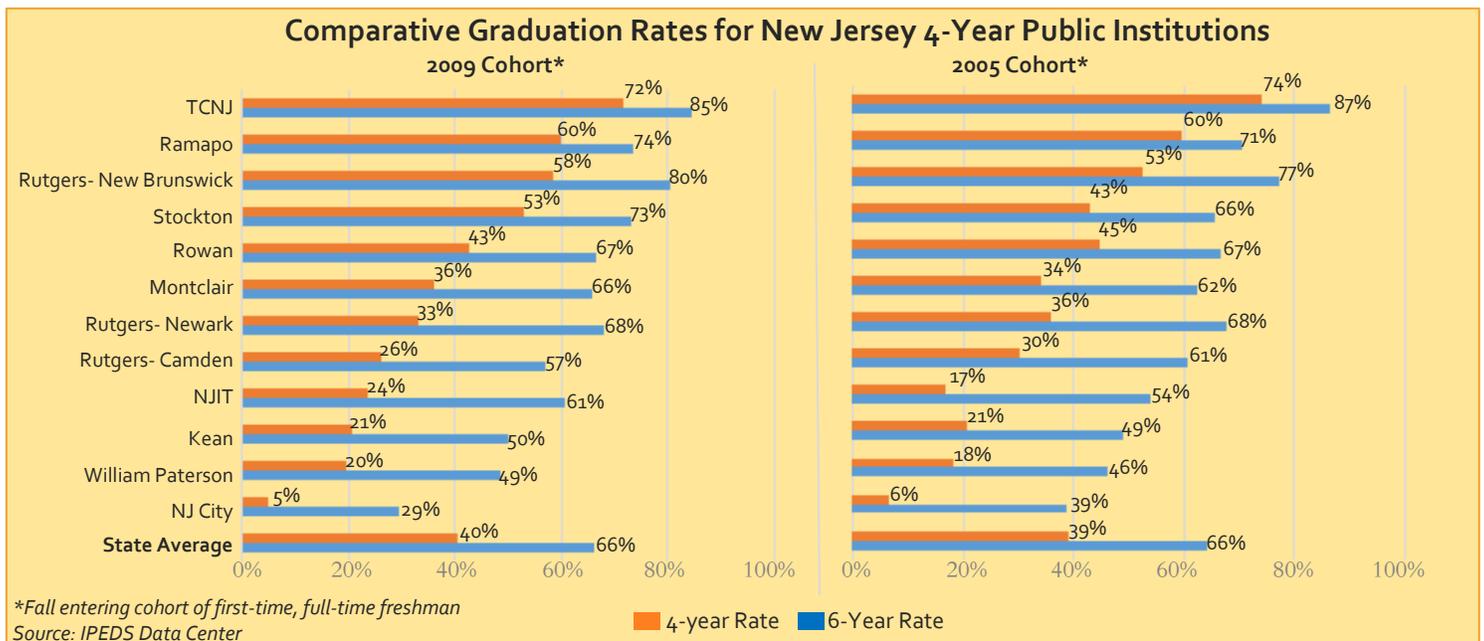
In This Issue:

- *Stockton Makes Significant Progress in Graduation Rates*
- *How Does Stockton Compare on Faculty Resources?*
- *Who Are the Consumers of IR on Campus?*

Stockton Makes Significant Progress in Graduation Rates

Many of us know that Stockton has improved its graduation rates in recent years, but how does Stockton compare with other N.J. public 4-year institutions? Based on recent available data from IPEDS, here is an analysis of comparative 4-year and 6-year graduation rates among N.J. public institutions—see charts below. While the state average rates have increased slightly in four years, the changes in individual institutions' rates are mixed. Some institutions have seen a modest or slight

increase between the two freshmen cohorts; some have had little or no changes but several schools experienced a decline in either one or both 4-year and 6-year graduation rates. In this comparison, Stockton stands out with the largest increase from a 4-year rate of 43% for Fall 2005 Cohort to 53% for Fall 2009 Cohort, and from a 6-year rate of 66% to 73% for the same two cohorts. That is significant improvement, by 10 and 7 percentage points respectively.



Contact the Office of Institutional Research

609-652-4539

[Website](#)

[Data Request Form](#)

[Data Dictionary](#)

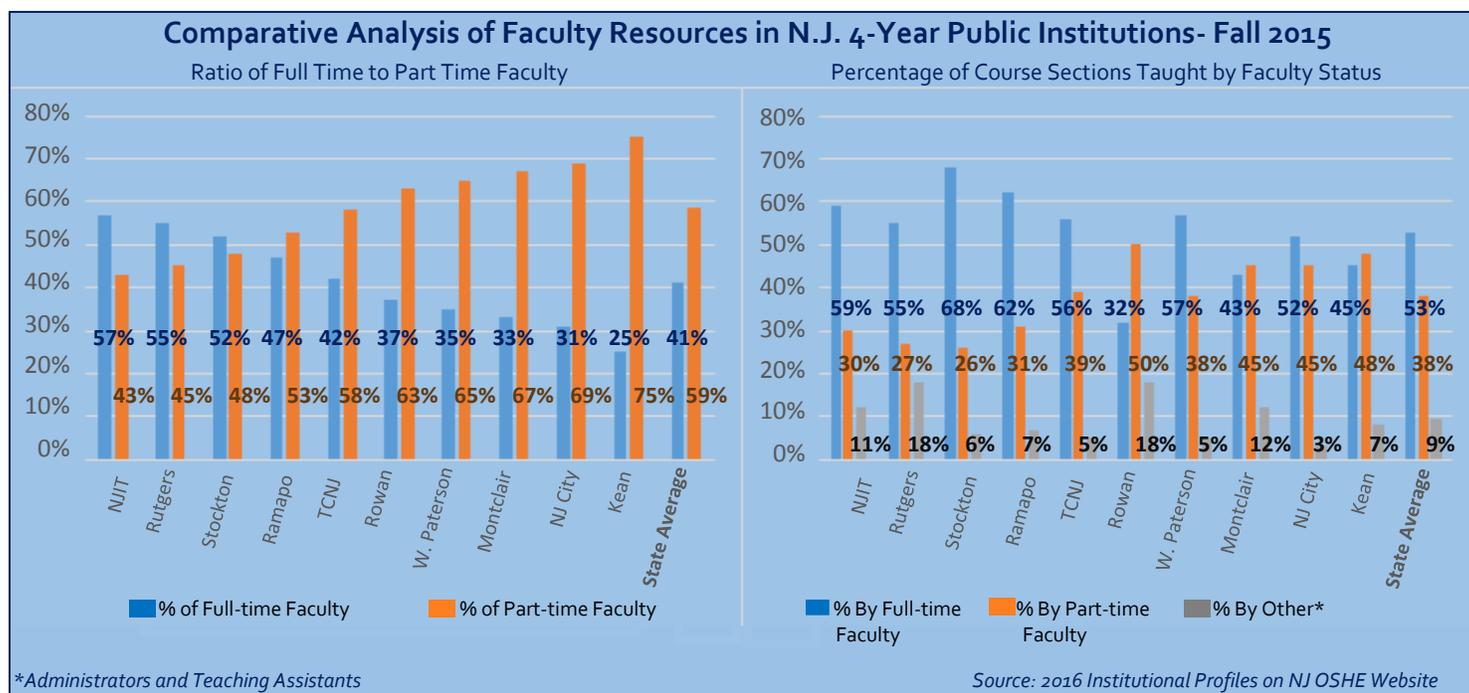
How Does Stockton Compare on Faculty Resources?

The ratio of full-time to part-time faculty as a measure of faculty resources is known to many, but one other measure that is not often discussed is the percentage of course sections taught by full-time faculty. The higher that percentage, the more resources a university tends to commit to instruction and research on campus. The following charts display a comparative analysis of both measures that demonstrate how Stockton compares with the other 4-year public institutions in New Jersey.

According to the recent Fall 2016 Institutional Profiles available on the website of N.J. Office of the Secretary of Higher Education, institutions varied considerably in the ratio of full-time faculty, ranging from 57% to 25%, with a state average of 41% in Fall

2015. Stockton's ratio of 52% was higher than most other schools but lower than NJIT and Rutgers (including New Brunswick, Camden, and Newark campuses).

The percentage of course sections taught by full-time faculty also varied a great deal, ranging from 68% to 32%, with a state average of 53%. At Stockton, 68% of class sections were taught by full-time faculty. This implies that the University dedicated more full-time faculty resources to classroom teaching than any other N.J. 4-year public institution during Fall 2015. A combined 32% of classes were taught by part-time faculty and staff adjuncts at Stockton, while all our state peer institutions averaged at 47%.



Who Are the Consumers of Institutional Research on Campus?

Institutional research should impact every unit at an institution. But are some units more likely to use IR than others? According to results from the 2016 National Survey of IR Offices, there are certain units more likely to use IR work.

On the other hand, some units do not utilize IR as much, and are lower consumers of IR services. The most and least likely units to use IR services are reflected in the chart to the right.

