Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Verification of Compliance with Accreditation-Relevant Federal Regulations
Institutional Report Template

The Middle States Commission on Higher Education, as a federally recognized accreditor, is obligated to ensure that its candidate and member institutions comply with the accreditation-relevant federal regulations developed by the U.S. Department of Education in the Higher Education Opportunity Act of 2008. Further, the Commission is required to review candidate and member institutions' continued compliance with Title IV program responsibilities. Commission policy regarding federal compliance requirements for institutions was revised and enacted in January 2013, indicating that institutions must meet these federal regulations to be accredited by the Commission.

In response to this, it is assumed that the institution will provide documentation of policies and procedures that are (1) in writing, (2) approved and administered through applicable institutional processes, and (3) published and accessible to those affected.

In the event that one or more of these regulations do not apply to an institution, that institution shall indicate that fact in the compliance document. Otherwise, all accredited and candidate institutions must respond with regard to each of the areas.

These areas will be reviewed as part of the accreditation process, especially as they relate to the MSCHE Standards and applicable Requirements of Affiliation. Failure to comply with the areas of verification listed above will result in follow-up.

Reports must be filed in the Commission office according to the dates below:

Self-Study Visit falls between. . .	Report on federal compliance is due no later than. . .	Reviewer's Report is due. . .
September – January	July 1	August 15
February – March	December 1	January 15
April – May	January 15	March 1
PRR review begins . . .	Report on federal compliance is due no later than. . .	Reviewer's Report is due. . .
June 1	June 1	August 1

Please note that as additional guidance is received from the U.S. Department of Education, these guidelines may be modified without prior notice.

Institution: Stockton University

Report completed by: Michelle Craig McDonald, Assistant Provost

Date: May 30, 2017

1. Student Identity Verification in Distance and Correspondence Education

Institutions must provide the following information and evidence:

	Documents, Policies, and Procedures
1. Policies and procedures used to ensure student identity verification in distance or correspondence education courses.	Upon admission to Stockton University, students are issued a unique username and password that provides a secure login for access to the University's technology resources. The university's Office of Information Technology Services (ITS) oversees this process, and works to ensure student identity verification. Information about documentation, account setup, password protection and changing a password appear on the ITS website:
	https://stockton.edu/information-technology/accounts-and-passwords.html
	All online courses use the Go Stockton Portal System, managed through a centralized network authorization system. Online courses are accessed via the university Blackboard Learning Management System that authenticates through the same centralized network authorization system.
	In addition to ITS's website, instructions for login, password recovery, information security, and the Instructional Technology Help Desk, are all located on the front page of the Go Portal for convenience:
	https://intraweb.stockton.edu/eyos/gologin/content/docs/loginbypass/prod_login.html
	Utilization of all campus technology, including online courses, is governed by ITS's "Acceptable Use Standards," which are publically accessible, as well as by University Policy II-81: Computer Access and Use:
	https://stockton.edu/information-technology/acceptable-use-standards.html
	https://stockton.edu/policy-procedure/documents/policies/II-81.pdf
	Finally, ITS maintains "Guidelines for Safeguarding Personally Identifiable and Confidential Information from Unauthorized or Accidental Disclosure," available online at:
	https://intraweb.stockton.edu/eyos/computer_services/Publication/Personally%20Identifiable%20Information.pdf

2.	Procedure(s) regarding the protection of privacy for students enrolled in distance and correspondence courses or programs.	The Office of the Registrar implements University Policy II-91: Student Information System, intended to ensure that student records remain up to date, and that access to those records complies with institutional and FERPA standards: https://stockton.edu/policy-procedure/documents/policies/II-91.pdf The process by which campus divisions identify and respond to privacy concerns is outlined in University Procedure 6902: Identity Theft Prevention Program: https://stockton.edu/policy-procedure/documents/procedures/6902.pdf This same document outlines program oversight, staff training and reports, and service provider arrangements. Finally, Stockton has established a pan-institutional Information Technology Advisory Board (ITAB), which meets quarterly to share information and ensure compliance with best practices. This body is currently updating the campus' "Information Security Plan" (posted in the Stockton Go Portal at): https://stockton.edu/information-technology/documents/acceptable-use/information-security-plan-updated.pdf The Registrar also maintains information about FERPA policy and its application to students: http://intraweb.stockton.edu/eyos/page.cfm?siteID=120&pageID=29 All members of the campus community are required to uphold FERPA, and third-party vendors are asked a series of questions that ensure they are familiar with, and comply by, campus standards for campus security. Information about FERPA is available online at: https://intraweb.stockton.edu/eyos/sturecords/content/docs/forms/FERPA%20to%20Students.pdf http://intraweb.stockton.edu/eyos/sturecords/content/docs/forms/FERPA%20Policy.pdf
3.	Procedure(s) for notifying students about any projected additional charges associated with student identity verification. Provide URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.	Stockton does not levy any additional charges associated with student identify verification.

2. Transfer of Credit Policies and Articulation Agreements

Institutions must provide the following information and evidence:

	Documents, Policies, and Procedures
1. Policies and procedures for making decisions about the transfer of credits earned at other institutions (including all modes of delivery, if applicable). Include public disclosure (URL, catalog, or other public locations for information) of policy.	The Registrar, the Center for Academic Advising and faculty preceptors (Stockton's term for advisors) in each academic program evaluate transfer credits with regard to both acceptability and applicability. Only official transcripts and score reports can be used for this review. To be accepted in transfer, courses must have been taken at a regionally-accredited institution, must have been completed within the last 20 years, must have been taken for a letter grade, and the grade earned must be a C or higher (where the C grade has the numerical equivalent of at least 2.0 on a 4.0 point scale), must be a college-level course, and must be the academic equivalent of a course offered at Stockton. Details about the transfer process, as well as the appeals process, are publically posted on the university Academic Affairs website: https://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=138 This same information is also published annually in the university *Bulletin* (see pages 58-61) and is codified in University Procedure 2032: Undergraduate Transfer Credit: http://intraweb.stockton.edu/eyos/bulletinpdf/content/docs/Stockton%20University%20Bulletin%202016-17%2009-08-2016.pdf https://stockton.edu/policy-procedure/documents/procedures/2032.pdf In addition, the state of New Jersey, through legislation (N.J. Rev. Stat. 18A:3B-14), has instituted a formal process for the "seamless transition from public associate to public baccalaureate degree programs." A description of this statewide transfer agreement can be found at Stockton's Admissions website: https://www.stockton.edu/admissions/transfer-students.html The New Jersey Office of the Secretary of Higher Education offers NJTransfer, (http://www.njtransfer.org), a comprehensive set of tools to assist students in assessing the transferability of earned credit at New Jersey community colleges to public colleges and universities. This resource is also linked to Stockton's transfer student admissions website.
2. URL and other publication locations, if applicable, of institutions with which the institution has established an articulation agreement.	Stockton maintains a publically accessible online listing of all articulation agreements on the university Academic Affairs website: http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=3 Each articulation agreement is available in PDF form, which are organized by the name of the institution.

3. Title IV Program Responsibilities

Institutions must provide the following information and evidence:

	Documents, Policies, and Procedures
1. Student loan default rates for the most recent three years. If applicable, submit reports on compliance from the U.S. Department of Education in regard to the cohort default rate, including any default reduction plans.	Stockton's student loan default rates for the most recent available three years appear below, and are substantially lower than either the national average of 11.3% or state average of 11.1% (documentation provided in Appendix 1): 2011: 5.2% 2012: 4.1% 2013: 4.2%
2. Three most recent years of composite ratios (private and proprietary institutions only).	Not applicable as Stockton is neither a private nor a proprietary institution.
3. Date of most recent Title IV program review.	Stockton's last Title IV program review was conducted in 1994-95.
4. Relevant correspondence from the U.S. Department of Education, such as program reviews and any actions to limit, suspend, or terminate the institution's eligibility to participate in Title IV, including institutional responses, if applicable.	Stockton University has had no correspondence with the U.S. Department of Education regarding the university's default rate. The cohort default rate, as noted above, is well below the ten per cent that requires monitoring and reporting back to that department. Stockton University also has no correspondence with the U.S. Department of Education regarding any actions to limit, suspend, or terminate the institution's eligibility to participate in Title IV federal financial aid programs.

4. Institutional Records of Student Complaints

Institutions must provide the following information and evidence:

	Documents, Policies, and Procedures
1. Policy and methods used in handling and tracking student grievances and complaints. Include public disclosure(s) of the policy/policies for student grievances and complaints (URLs, catalog, handbook, or other public location of this information).	Two Stockton offices oversee student grievances and complaints, the Office of the Provost and the Office of Student Rights and Responsibilities. The Office of the Provost addresses academic appeals, such as requests for late withdrawals, medical withdrawals, requests to graduate, reinstatement, grade appeals, and cases of academic honesty. Such activity is governed by University Policy 2017: Academic Progress, Dismissal, and Reinstatement, as well as by University Procedure 2005: Student Academic Honesty Procedure: https://stockton.edu/policy-procedure/documents/policies/II-17.pdf https://stockton.edu/policy-procedure/documents/procedures/2005.pdf The Academic Honesty Appeals Board reviews all cases that are appealed. This board is composed of faculty members representing each of the university's academic schools, and two to four students. Information about this process in published in the campus *Bulletin* (see pages 176-77): http://intraweb.stockton.edu/eyos/bulletinpdf/content/docs/Stockton%20University%20Bulletin%202016-17%2009-08-2016.pdf) This information also appears in the *Student Handbook*, as well as the Student Campus Hearing Board Procedure: *Student Handbook*: http://fliphtml5.com/ivrx/iiux Student Campus Hearing Board Procedure: http://intraweb.stockton.edu/eyos/student_affairs/content/docs/chb_aug_2016.pdf The Office of the Provost tracks all cases of academic appeal annually, noting whether the case was approved, denied, or required no further action. These are archived within the Banner Learning Management System. A summary of academic honesty cases for the last three full academic years appears below:

Academic Dishonesty	AY14-15		AY15-16		AY16-17*	
Total # of charges	53	%	59	%	24	%
Plagiarism	33	62%	31	53%	19	79%
Cheating	19	36%	27	46%	3	13%
Forgery/Falsification	1	2%	1	2%	2	8%
Appeals	16	30%	16	27%	7	29%
2nd Offense	2	4%	2	3%	1	4%

A summary of all other student petitions or grievances, and their resolution, is attached as Appendix 2.

	The Office of Student Rights and Responsibilities (OSRR) handles all other forms of student grievance (https://stockton.edu/student-rights-responsibilities/). Their webpage contains the Campus Code of Conduct which governs the conduct of all administrators, faculty, staff, other employees, students, and all visitors, guests, and licensees.
	The OSRR also houses the Campus Hearing Board (with an online submission option for those wishing to make a conduct report or complaint), as well as a section on Mediation and Problem Solving, through which students can request the assistance of a trained mediator (https://stockton.edu/student-rights-responsibilities/meditation-problem-solving.html).
	Finally, the OSRR maintains information about Title IX and the Clery Act, including an online resource guide (https://stockton.edu/diversity/title-ix/documents/title_ix.pdf).
2. Procedures for making modifications and improvements to the institution as a result of information obtained in handling student complaints.	Stockton strives to maintain best practices for all policies and procedures governing student complaints, along with all other aspects of campus life. The Vice President of the division in which a policy or procedure originates must approve all proposed modifications of campus procedure (i.e. Academic Affairs, Student Affairs, Administration & Finance); the university must subsequently approve all such changes. If the recommended change affects an academic policy, the Faculty Senate Committee on Policies and Procedures reviews, which includes Student Senate representation, reviews the proposed changes and makes a recommendation to the Faculty Senate, which, in turn, votes on a recommendation to the administration. Proposed changes to university policy, in addition to the review process described above for procedures, must also be approved by the Stockton Board of Trustees. This process is codified in University Policy: VI-70 University Policy and Procedure Authority and in University Procedure 1060 Policy and Procedure Development and Approval Process: Policy VI-70: https://stockton.edu/policy-procedure/documents/policies/VI-70.pdf Procedure 1060: https://stockton.edu/policy-procedure/documents/procedures/1060.pdf Input from students is vital to this process, and has led to modifications of campus policy and procedure. In fall 2016, for example, student athletes raised concerns about balancing course registration and practice sessions. For two years, the university had piloted a program of permitting athletes preferential registration timing. In order to extend this program, however, university procedure needed to be amended to allow the Faculty Senate to review proposals by specific campus groups for such privileges; this was brought to the senate floor in January 2017, and passed by the senate in February 2017. It is currently undergoing the final steps of the approval process through the Office of the President.

5. Required Information for Students and the Public

Institutions must provide the following information and evidence:

	Documents, Policies, and Procedures
1. URLs, catalogs and student handbooks, and other public locations of any alternative institutional website documenting required disclosures as required by Student Right to Know, as well as polices on SAP, withdrawal, leave of absence, and attendance.	Stockton's *Bulletin* and its Student Handbook are available online at: http://intraweb.stockton.edu/eyos/page.cfm?siteID=44&pageID=2 Information about SAP (Satisfactory Academic Progress) is available at Stockton's Office of Financial Aid website. This includes a definition of SAP, an overview of measurement components (qualitative and quantitative), and the appeals process available to students: https://stockton.edu/financial-aid/satisfactory-academic-progress.html Stockton's practice for leave of absence and readmission is posted on the website for Academic Affairs: http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=31 It also appears in University Procedure 2020: Leave of Absence/Withdrawal from College, cross-referenced with University Policy II-17: Academic Progress, Dismissal and Reinstatement Policy: https://stockton.edu/policy-procedure/documents/procedures/2020.pdf https://stockton.edu/policy-procedure/documents/policies/II-17.pdf
2. Methods used to collect and review information on student outcomes and licensure pass rates.	Stockton tracks student progress through a variety of metrics, accessible and sortable at the Office of Institutional Research (https://stockton.edu/institutional-research/). These include: • Enrollment (https://stockton.edu/institutional-research/enrollment.html) • Degrees Granted (https://stockton.edu/institutional-research/degrees.html) • Faculty Demographics (https://stockton.edu/institutional-research/faculty.html) • Graduation and Retention Rates (https://stockton.edu/institutional-research/graduation.html) • Key Performance Indicators (these include degrees, enrollment by total headcount and FTE, gender, ethnicity/race, new student standardized test score averages, state appropriation and institutional scholarship allocations, external grants applied for/awarded, percentage of student on financial aid, combined in a graphically searchable database (https://stockton.edu/institutional-research/performance-indicators.html)

	• Analyses and Reports • (https://stockton.edu/institutional-research/analysis.html) • Accreditation (which includes Licensing) (https://stockton.edu/institutional-research/accreditation.html) In addition to the information about available funding listed above, Stockton also maintains information about the cost of tuition via our Bursar's website: • https://stockton.edu/bursars/tuition-fees.html
3. Documents and URLs for advertising and recruitment materials that are available to current and prospective students that show the accreditation status with the Commission and any other U.S. Department of Education approved agencies.	The Middle States Commission on Higher Education is the only agency accrediting Stockton that is recognized by the U.S. Secretary of Education. Examples of documents and URLs that advertise this fact for recruitment purposes include: "About Stockton," website: https://www.stockton.edu/about-stockton/index.html Stockton University *Bulletin* (p. 6): http://intraweb.stockton.edu/eyos/bulletinpdf/content/docs/Stockton%20University%20Bulletin%202016-17%2009-08-2016.pdf Office of Academic Affairs website: http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=171 Other field- or degree-accrediting agencies are also included in Stockton's advertising campaigns. These include: • Association to Advance Collegiate Schools of Business (front page of the School of Business website): https://stockton.edu/business/index.html • Council on Social Work Education (included in the FAQ for the MA in Social Work): https://stockton.edu/graduate/socialwork.html Program Brochure: http://intraweb.stockton.edu/eyos/gradstudies/content/docs/brochures/2016/MSW_SU_web_6_2016.pdf • Academy of Criminal Justice Sciences (front page of the MA in Criminal Justice): https://stockton.edu/graduate/criminal-justice.html • Teacher Education Accreditation Council (MA in Teacher Education, front page of the School of Education website): http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&pageID=99

	• Commission on Collegiate Nursing Education (Nursing Program, front page of both the BS in Nursing and MS in Nursing websites): https://stockton.edu/health-sciences/nursing-prelicensure.html and https://stockton.edu/graduate/nursing.html Program Brochure: http://intraweb.stockton.edu/eyos/gradstudies/content/docs/brochures/2016/MSN_SU_web_6_2016.pdf • American Chemical Society (BS in Chemistry, included in the Chemistry Major and Minor website): https://stockton.edu/sciences-math/chem-majorminor.html • Commission on Accreditation in Physical Therapy Education (CAPTE, front page of the Physical Therapy Program): https://stockton.edu/graduate/physical-therapy.html • The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Program Brochure: https://intraweb.stockton.edu/eyos/gradstudies/content/docs/brochures/2015/MSOT_SU_web.pdf • The Communication Disorders Program is accredited by The Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA): https://www.stockton.edu/graduate/communication-disorders.html

6. Standing with State and Other Accrediting Agencies

Institutions must provide the following information and evidence:

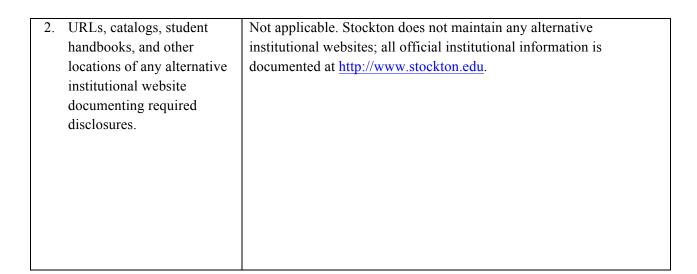|	**Documents, Policies, and Procedures**
1. Documentation of the relationships with any specialized, programmatic, or institutional accrediting agencies recognized by the U.S. Department of Education and all governing or coordinating bodies in the state(s) and countries in which the institution has a presence. If, in the last five years, the institution has had a review resulting in non-compliance, include the report from the state or other accreditor as well as the institutional response.	Stockton University is accredited by the Middle States Commission on Higher Education and a member of the New Jersey President's Council (http://njpc.org/). In addition, accreditation for school and program-level activities are enumerated below: • The School of Business is accredited by Association to Advance Collegiate Schools of Business. • The undergraduate Social Work Program and the Master of Social Work Program have been fully accredited by the Council on Social Work Education. • The Master of Arts in Criminal Justice Program has been certified by the Academy of Criminal Justice Sciences. • The Teacher Education Program has been accredited by the Teacher Education Accreditation Council and approved by the New Jersey Department of Education and the National Association of State Directors of Teacher Education and Certification. • The Nursing Program is approved by the New Jersey Board of Nursing and accredited by the Commission on Collegiate Nursing Education. • The Chemistry Program offers a B.S. track accredited by the American Chemical Society. • The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). • The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). • The Communication Disorders Program is accredited by The Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA)..

2. URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.	Not applicable. Stockton does not maintain any alternative institutional websites; all official institutional information is documented at http://www.stockton.edu.

7. Contractual Relationships

Institutions must provide the following information and evidence:

	Documents, Policies, and Procedures
1. List of contractual arrangements for education services, including name of third-party and applicable programs and the date the arrangement was approved by the Commission.	Not applicable. Currently, Stockton does not contract with anyone for educational services.
2. URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.	Not applicable.

8. Assignment of Credit Hour

Institutions must provide the follow information and evidence:

	Documents, Policies, and Procedures
1. Policy and procedures for credit hour assignment covering for all types of courses (including studio, internships, laboratory, practica, etc.), disciplines, programs, degree levels, formats, and modalities of instruction (including hybrid and online). Include each policy that documents the assignment of credit hours specific to the types noted above. The following should be clearly indicated: o Academic period (e.g., 15 weeks plus one week exam over two semesters); o Recommended instructional time (e.g., three 50-minute sessions or two 75-minute sessions per week); o Recommended out-of-class time requirements (e.g., twice in-class time).	Stockton's credit hour assignment complies with New Jersey Administrative Code title 9A (available online in its entirety from the New Jersey Department of Higher Education at: http://www.nj.gov/highereducation/documents/pdf/Licensure/LicensureRules.pdf) Relevant excerpts appear below: *Sub-Chapter 1:9A:1-1.2: "Semester Credit Hour" means 50 minutes of face-to-face activity each week for 15 weeks (or the equivalent attained by scheduling more minutes of class activity per week for fewer weeks in the semester) in one semester complemented by at least two hours each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length).* NJCA 9A also defines the academic term, non-traditional course formats, and rigor required—regardless of educational delivery mode: *Sub-Chapter 2: 9A:1-2.1:* *(a) An institution's educational programs are the most tangible manifestation of its mission. In essence, the overall curriculum shall reflect and support the mission of the institution.* *(b) The regular academic year, regardless of organization, should fall within a 10-month period and should include at least 30 weeks, or the equivalent duration, of regularly scheduled student-faculty instructional activity, including final examination periods but excluding holiday and summer sessions.* *(c) A semester credit hour shall not be counted on an hour-for-hour basis for library, independent study, laboratory, or physical education activities. No more than one semester hour shall be granted for an experience compressed into one week's time or less unless prior approval is obtained from the Commission in consultation with the President's Council. A semester credit hour is not required to be counted on an hour-for-hour basis for distance learning or blended (or hybrid) learning.* *(d) Credit courses offered by a college in conjunction with or under contract with a noncollegiate organization shall meet the same requirements the college applies to its own courses with respect to quality, course content, class attendance and participation, student evaluation, etc. The standards presented at N.J.A.C 9A: 1-6.3, dealing with off-campus sites at which credit courses are offered by a college in*

		conjunction with or under contract with a noncollegiate organization, shall apply to such courses offered at the principal campus. *(e) The rigor of all credit-bearing courses shall be substantially the same, regardless of the type of educational delivery mode ("distance learning," "blended (or hybrid) learning" or "traditional face-to-face learning"), as demonstrated by the institution through various forms of evidence. Such evidence shall include, but shall not be limited to, at least two of the following: syllabi, documented faculty interaction with students, learning outcomes, documented units of curricular material and other documentation which objectively demonstrates the amount of time and/or the level of rigor necessary to complete coursework. Institutions of higher education offering or proposing to offer a course solely through only one educational delivery mode may demonstrate the rigor of the course through comparisons with the above forms of evidence for similar courses offered by institutions accredited by the Middle States Association.* The length of the semester and application of credit hours is also outlined in the Master Agreement between the state and faculty union (AFT; see pages 16-18 of the most recent agreement): http://www.sftunion.org/Documents/AFTFT-PT2011-2015Agreement.pdf Finally, Stockton's Office of E-Learning facilitates creation and implementation of online and hybrid courses, and provides institution-wide leadership in the development and delivery of technology enhanced instruction. Building on the Stockton College values of a distinctive, student-centered learning environment, the office promotes the use of technology tools and pedagogical practices that will provide opportunities for meaningful and diverse learning activities in all instructional environments (i.e., face to face, hybrid, online), all technology environments (synchronous, asynchronous, mobile, laptop, desktop), and all instructional methodologies (i.e., self-directed, collaborative, academic, experiential). Information about their process and resources is available online at: https://stockton.edu/elearning/
2.	URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.	Not applicable; Stockton does not maintain alternative institutional websites.
3.	Evidence that the institution's credit hour policies and procedures	Guidelines for new program development, both internal and external approval processes, as well as major program modifications, and program discontinuation are governed by University Procedure 2040: Life Cycle of

applied consistently across the full range of institutional offerings. If the institution is required to obtain approval from the relevant State Department of Education, compliance with this requirement should be documented.	Degree Programs: https://stockton.edu/policy-procedure/documents/procedures/2040.pdf The university Academic Calendar is available online at the Office of the Registrar: http://intraweb.stockton.edu/eyos/page.cfm?siteID=30&pageID=1 The same website also provide a Catalog of Current Courses, as well as a description of all course modules: https://pssb.stockton.edu/prod/bwckctlg.p_disp_dyn_ctlg https://stockton.edu/registrar/documents/COURSE-MODULES.pdf The Faculty Handbook and Master Agreement also contain information about class meeting times and credit hour requirements: This process is governed by: Policy II-3: Academic Calendars (https://stockton.edu/policy-procedure/documents/policies/II-3.pdf) Policy II-7: Planning for the Master Schedule (https://stockton.edu/policy-procedure/documents/policies/II-7.pdf)
4. Processes used by the institution to review periodically the application of its policies and procedures for credit hour assignment.	Each academic program is required to complete an annual self-evaluation that allows faculty and administration to reflect on course offerings, enrollment trends, faculty workload, faculty and student demographics, assessment efforts, curriculum mapping, and community engagement. It also ensures that courses comply with institutional, state, and MSCHE guidelines for credit hour policies. In addition, every five years, the university conducts a more extensive review of each program with the assistance of an external consultant. Overviews of these processes, and the templates for each type of review are appended as Appendix 3.

Appendix 1: National Student Loan Data System (NSLDS) Default Rate Documentation

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of the AMERICAN MIND™   National Student Loan Data System (NSLDS)

NSLDS

| Menu | Aid | Enroll | GE | Org | Report | Tran |

FSA ID: DONNA.FREEMAN.FSA logged on as: DONNA FREEMAN from STOCKTON UNIVERSITY / TGG4561 / SC342MU

ID: DRC035   Type: --Select-- ▾
Name: SCHOOL COHORT DEFAULT RATE HIST RPT

◄ Return to Report List   ► Go to Report Log

Report Parameters

School:	009345
EXTRACT TYPE:	STANDARD ▾
Sort By:	--Select-- ▾
Output Medium:	SAIG

Cohort Default Rate History List

Select	Fiscal Year	Rate Type	Numerator	Denominator	Rate	Process Date
☐	2013	3YR OFFICIAL	113	2146	5.2	08/06/2016
☐		3YR DRAFT	113	2145	5.2	01/23/2016
☐	2012	3YR OFFICIAL	85	2066	4.1	08/08/2015
☐		3YR DRAFT	86	2065	4.1	01/24/2015
☐	2011	2YR OFFICIAL	83	1950	4.2	07/27/2013
☐		2YR DRAFT	84	1950	4.3	02/23/2013
☐		3YR OFFICIAL	87	1952	4.4	07/26/2014
☐		3YR DRAFT	87	1951	4.4	01/11/2014
☐	2010	2YR OFFICIAL	82	1758	4.6	08/04/2012
☐		2YR DRAFT	82	1757	4.6	02/11/2012
☐		3YR OFFICIAL	127	1755	7.2	07/28/2013
☐		3YR DRAFT	128	1755	7.2	02/24/2013
☐	2009	2YR OFFICIAL	62	1660	3.7	07/30/2011
☐		2YR DRAFT	63	1657	3.8	01/16/2011
☐		3YR OFFICIAL	103	1655	6.2	08/05/2012
☐		3YR DRAFT	104	1655	6.2	02/12/2012
☐	2008	2YR OFFICIAL	46	1510	3	07/31/2010
☐		2YR DRAFT	46	1509	3	01/02/2010
☐		3YR TRIAL	N/A	N/A	N/A	04/14/2011
☐	2007	2YR OFFICIAL	55	1457	3.7	08/01/2009
☐		2YR DRAFT	55	1466	3.7	01/03/2009
☐		3YR TRIAL	N/A	N/A	N/A	10/30/2009
☐	2006	2YR OFFICIAL	45	1690	2.6	08/02/2008
☐		2YR DRAFT	45	1767	2.5	01/05/2008
☐		3YR TRIAL	N/A	N/A	N/A	10/29/2009
☐	2005	2YR OFFICIAL	50	1908	2.6	07/28/2007
☐		2YR DRAFT	51	1984	2.5	01/06/2007
☐		3YR TRIAL	N/A	N/A	N/A	10/29/2009
☐	2004	2YR OFFICIAL	36	1384	2.6	07/29/2006
☐		2YR DRAFT	36	1317	2.7	01/07/2006
☐	2003	2YR OFFICIAL	35	1457	2.4	07/30/2005
☐		2YR DRAFT	34	1459	2.3	01/08/2005

https://www.nsldsfap.ed.gov/nslds_FAP/secure/reppara.jsp?LOCGROUP=5D333C3637383333&RPTID=DRC035   9/26/2016

Appendix 2: Summary of Student Appeals and Resolutions (Fall 2014-Fall 2016)

APPEALS	AY14-15				AY15-16				AY16-17			
	FA14	SP15	SU15	TOTAL	FA15	SP16	SU16	TOTAL	FA16	SP17	SU17	TOTAL
Late Withdrawals	**28**	**35**	**11**	**74**	**40**	**26**	**14**	**80**	**25**			**25**
Granted	15	16	6	**37**	14	10	3	**27**	11			**11**
Denied	13	15	5	**33**	23	15	9	**47**	13			**13**
No appeal	0	4	0	**4**	3	1	2	**6**	1			**1**
Medical W	**17**	**38**	**14**	**69**	**38**	**38**	**13**	**89**	**62**			**62**
Granted	14	32	7	**53**	30	33	9	**72**	52			**52**
Denied	3	6	7	**16**	7	3	4	**14**	9			**9**
No appeal	0	0	0	**0**	1	2	0	**3**	1			**1**
Medical W with refund	6	17	2	**25**	11	15	4	**30**	32			**32**
Granted refund	6	17	2	**25**	11	13	4	**28**	29			**29**
Denied refund	0	0	0	**0**	0	1	0	**1**	1			**1**
No appeal	0	0	0	**0**	0	1	0	**1**	2			**2**
Late Drop and Refund	**31**	**61**	**34**	**126**	**52**	**38**	**18**	**108**	**33**			**33**
Granted	27	52	28	**107**	40	33	15	**88**	25			**25**
Denied	2	6	5	**13**	4	3	2	**9**	5			**5**
No appeal	2	3	1	**6**	8	2	1	**11**	3			**3**
Denied drop, but granted refund	0	0	0	**0**	0	1	0	**1**	0			**0**
Commencement Participation	**5**	**62**		**67**	**6**	**64**		**70**	**14**			**14**
Granted	4	46		**50**	2	46		**48**	12			**12**
Denied	0	14		**14**	1	17		**18**	2			**2**
No appeals	1	2		**3**	3	1		**4**	0			**0**
Waiver of late grad fee	**4**	**6**		**10**	**3**	**1**		**4**	**6**			**6**
Granted	1	3		**4**	2	1		**3**	1			**1**
Denied	3	3		**6**	1	0		**1**	4			**4**
No appeals	0	0		**0**	0	0		**0**	1			**1**
Reinstatements	**45**	**37**	**13**	**95**	**42**	**26**	**11**	**79**	**39**	**23**		**62**
Granted	45	24	13	**82**	42	20	11	**73**	37	18		**55**
Denied	0	13	0	**13**	0	6	0	**6**	1	5		**6**
No Appeal	0	0	0	**0**	0	0	0	**0**	1	0		**1**
Final Chance	0	2	0	**2**	0	3	1	**4**	7	3		**10**
ReEngage				**0**				**0**	16	17		**33**

New Start	3	1		4	1			1	1	3		4
Granted	3	1		4	1			1	1	3		4
Denied	0	0		0	0			0	0	0		0
No Appeal	0	0		0	0			0	0	0		0
Grade Appeals	2	9	4	15	4	4	6	14	2			2
Granted	0	0	0	0	0	0	0	0	0			0
Denied	1	3	2	6	1	0	3	4	2			2
No Appeal	1	6	2	9	3	4	3	10	0			0
Other	18	24	16	58	13	27	10	50	23			23
Granted	8	19	11	38	10	17	5	32	8			8
Denied	2	3	3	8	3	4	3	10	4			4
No appeal	8	2	2	12	0	6	2	8	11			11
TOTAL APPEALS	153	273	92	518	199	224	72	495	205	26		231

Program Coordinator Annual Report Template
February 2017 rev.

PURPOSE: The program annual report chronicles program activity over the course of a given year.

NOTE: Accredited programs should submit an annual report and participate in 5-year review. However, if the program submits an annual report to the accreditor, then, the Coordinator does not need to complete a second annual report. The Coordinator should submit the report sent to the accreditor to the Office of the Provost instead of the one outlined below. If the accredited program does not submit an annual report to the accreditor, the Coordinator should complete the report outlined below for the Office of the Provost. In addition, accredited programs should provide a curriculum map, either completing the University's curriculum map or adding alignments to LEGS and ELOs to an existing curriculum map.

FYI: Programs can append an additional section or sections to this report.

    A. Progress on goals from the previous year.
        1. Should take into consideration goals set during for the last 5-year review at the Close the Loop meeting
    B. Report on curriculum, students, course enrollment, faculty
        1. Should include analysis of data provided by IR
    C. Report on assessment of program effectiveness/impact
        1. Should include assessment of course/program goals and ELOs
        2. Should include connection to LEGS and analysis of data related to program learning outcomes
        3. Should include a curriculum map (template provided)
    D. Community engagement/impact of community engagement
    E. Diversity
    F. Use of instructional sites/Atlantic City (if appropriate)
    G. Goals for the upcoming year
    H. Budget (if appropriate)

Program Coordinator 5-Year Review Template
February 2017

PURPOSE: The 5-year review offers programs an opportunity to reflect back on program activity over the past 5 years and to reflect forward on activities the program envisions for the next 5. Consequently, this review requires less reporting than it does thinking about what has happened in the past and what could happen in the future. Reflections should take into consideration the effect of program activities on student learning and students' overall educational experience.

NOTE: Accredited programs should participate in 5-year review. However, if the program completes periodic review for the accreditor, then, the Coordinator does not need to complete a second report. The Coordinator should submit the report sent to the accreditor to the Office of the Provost instead of the one outlined below. In this case, the Coordinator will meet with representatives from the Office of the Provost, following submission of the accreditation report, for a close-the-loop meeting. If the accredited program does not submit a periodic review to the accreditor, the Coordinator should complete the report outlined below for the Office of the Provost. In addition, accredited programs should provide a curriculum map, either completing the University's curriculum map or adding alignments to LEGS and ELOs to an existing curriculum map.

The audience for the 5-year review is the consultant as well as internal stakeholders. Unlike an annual report, which should present activity and progress, the Coordinator should use the 5-year review as an opportunity to also reflect on the program's activity for the past 5 years and look forward to the next 5 years.

FYI: * Indicates items in the 5-year review report that are not included in the annual report. Programs can append an additional section or sections to this report.

   * Introduction

   * Program history, development, expectations

A. Progress on goals from the last 5 years
   Reflection on progress on goals from the last 5 years

B. Summary of curriculum, students, course enrollment, faculty for the last 5 years
   Reflection on curriculum, students, course enrollment, faculty for the last 5 years
   1. Should include analysis of data provided by IR and analysis of alumni survey data
   2. Should include a curriculum map (template provided)

C. Summary of assessment of program effectiveness/impact for the last 5 years
   Reflection of assessment of program effectiveness/impact for the last 5 years
   1. Should include assessment of course/program goals and ELOs
   2. Should include connection to LEGS, the institutional mission/vision, and analysis of data related to program learning outcomes
   3. Should include a curriculum map (template provided)

D. Community engagement/impact of community engagement for the last 5 years
   Reflection of community engagement/impact of community engagement for the last 5 years

E. Diversity efforts for the last 5 years, as relates to courses, students, faculty, etc.
   Reflection on diversity efforts for the last 5 years, as relates to courses, students, faculty, etc.

F. Use of instructional sites/Atlantic City (if appropriate)
   Reflection on use of instructional sites/Atlantic City (if appropriate)

G. Goals for the next five years
   Reflection on goals and planning for the next 5 years
   1. Can include a SWOT (strengths, weaknesses, opportunities, threats) analysis and steps for addressing weakness and threats as well as plans to maintain strengths and realize opportunities

H. Budget (if relevant)
   Reflection on budget (if relevant)

   * Conclusion