

Annual Institutional Profile Report 2007

The Richard Stockton College
of New Jersey



Office of Institutional Research
Division of Student Affairs

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MISSION STATEMENT

At Stockton we seek to help our students develop the capacity for continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world by insisting on breadth, as well as depth, in our curriculum. We believe that the breadth inherent in an interdisciplinary approach to liberal education both prepares students for inevitable career changes, and enriches their lives.

We insist on excellence in teaching and dedication to learning. These, indeed, are the guiding principles of our mission. Moreover, we recognize a responsibility not only to transmit received ideas to our students but to participate in the development of new ideas. Accordingly, we encourage continuous research, learning, and professional development for our faculty and staff.

Quality academic programs are best created, developed, and maintained by a high degree of faculty and student responsibility for, and participation in, the educational process. For that reason, the College is committed to faculty-wide involvement in general education and in teaching such academic skills as writing, quantitative analysis, and logical reasoning. Breadth, then, is not only a desirable outcome for our students, but a requisite for the faculty who teach these students. To teach beyond the traditional bounds of one's area of formal expertise, across disciplinary lines, and to interrelate the traditional disciplines, requires an extraordinary effort from faculty. It is imperative that the executive administration and the trustees provide the resources and the atmosphere which will make such exceptional effort both possible and appreciated.

Our insistence upon breadth of education for all students does not preclude an emphasis on depth of study in the major disciplines but rather, supplements it. Our academic programs must offer students a real understanding of the ideas and methods of their disciplines, including those most recently developed. Exposure to many disciplines and intensive investigation of one discipline should prepare graduates to move into appropriate fields of employment, or to continue with graduate academic or professional study.

At Stockton we believe that co-curricular activities complement the academic curriculum and, along with classroom education, help students develop the capacity for making intelligent choices. While we offer students assistance in and out of the classroom, we emphasize and encourage student initiative in their co-curricular life, and in all aspects of college life, in keeping with our belief that students share the responsibility for their education.

We value diversity and the differing perspectives it brings. Accordingly, we are unequivocally committed to implementing the principles of affirmative action in the composition of our student body, faculty, and staff.

Just as students must receive an education that is sufficiently broad to permit flexible response to changes in society, so too the College must be able to change and adapt to differing circumstances and needs in our society. In order to best fulfill our mission, we must all recognize the limitations of our resources, and respond by a prudent and flexible allocation of those resources.

The Richard Stockton College of New Jersey provides quality graduate programs which promote advanced inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our intellectual and cultural heritage in all its diversity. Its graduate programs are consistent with the College's commitment to the liberal arts and support the undergraduate program through enriched resources, the discovery of new approaches to teaching and learning, and the creative use of technologies. Through accessible graduate education the College responds to state and regional needs.

Finally, Stockton is committed to the positive development of southern New Jersey. Through research and community service, we actively seek to take advantage of and to improve the unique physical and human environment in which the College is located.

**Annual Institutional Profile Report
The Richard Stockton College of New Jersey
October 2007**

A. Accreditation Status

1. Institutional Accreditation

In June 2002, the Commission on Higher Education Middle States Association of Colleges and Schools (CHE/MSA) reaffirmed accreditation for The Richard Stockton College of New Jersey. In his letter accompanying the MSA's team report, the Team Chair registered his pleasure at having served in that capacity, and added that (the President), the board, the faculty, the staff and the students should be commended for a job well done. Stockton College has indeed "raised the bar." The Periodic Review was successfully completed in 2007.

2. Professional Accreditation

- Council on Social Work Education
- National Association of State Directors of Teacher Education and Certification with the approval by New Jersey Department of Education
- The National League for Nursing and the New Jersey Board of Nursing
- American Physical Therapy Association
- National Environmental Health Sciences and Protection Accreditation Council
- Association of University Programs in Health Administration
- Accreditation Council for Occupational Therapy Education (ACOTE), and The American Occupational Therapy Association (AOTA)

B. Number of Students Served

1. Number of Undergraduates by Attendance Status, Fall 2006

Full-time		Part-time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
5736	85.3%	990	14.7%	6726	100%

2. Number of Graduates by Attendance Status, Fall 2006

Full-time		Part-time		TOTAL	
Num	Pct	Num	Pct	Number	Percent
125	25.7%	361	74.3%	486	100%

3. Number of Non-Credit Students Served, Fall 2006

Number of Students enrolled in non-credit, graduate courses	8687
Number of Students enrolled in non-credit, undergraduate courses	5299
Number of Student in noncredit avocational continuing education courses	22
Total	14008

Non-credit enrollment increases attributed to the following factors: 1.) establishment of a new unit in Health Sciences and Human Services, 2.) a substantial Department of Labor Grant for undergraduate non-credit customer service training, and 3.) significant growth in custom non-credit graduate classes for teachers.

C. Characteristics of Undergraduate Students

1. Mean Math and Verbal SAT Scores, Fall 2005

The guidelines of accountability reporting require that institutions report SAT data in two ways; by admit status and for all three admit types combined. In this regard, the mean Fall 2006 Total SAT score for regular admits was 1117, for special admits 960, and for EOF admits 906. Total SAT scores for all admit types combined were 1076.

Mean Math and Verbal SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2005								
	Full-Time Students				Part-Time Students			
	Math	N	Verbal	N	Math	N	Verbal	N
Regular Admits	567.8	557	549.6	557	512.8	18	510	18
EOF Admits	458.8	66	446.8	66				
Special Admits	487.8	100	472.0	100				
All Admits	546.8	723	529.5	723	512.8	18	488.0	1
Missing Scores		71		71		0		0

2. Remediation/Development

a. Name of the basic skills placement test administered and criteria (if any) for selecting test takers in fall 2006: Scholastic Aptitude Test.

b. Total number of students tested and needing remediation in fall 2006

Total number of students tested	Number of students needing remediation	Number of recent high school graduates tested	Number of recent high school graduates needing remediation
805	241	798	235

c. First-time freshmen (FTF) needing remediation in fall 2006

Subject Area	Number of FTF	% of FTF	Number of FTF who are recent HS Graduates	% of FTF who are recent HS Graduates
Reading	101	12.5%	789	98%
Writing	118	14.6%	789	98%
Math Computation	128	15.9%	789	98%
Elem. Algebra	NA	NA	NA	NA

d. First-time freshmen (FTF) requiring remediation in at least one subject area, fall 2006

Number of FTF	% of FTF	Number of FTF who are recent HS Graduates	% of FTF who are recent HS Graduates
241	29.9	789	98%

3. Race/Ethnicity, Gender and Age

a. Percentage of Undergraduates by Race/Ethnicity, Fall 2006

	White		Black		Hispanic		Asian		Amer. Indian		Alien		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Full-time	4659	80.0	459	8.0	308	5.4	264	4.6	23	0.4	23	0.4	5736	100
Part-time	809	81.1	74	7.5	53	5.4	42	4.2	4	0.4	8	0.8	990	100
Total	5,468	80.2	533	7.9	361	5.4	306	4.5	27	0.4	31	0.5	6726	100

b. Percentage of Undergraduates by Gender, Fall 2006

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full-time	2465	43.0%	3271	57.0%	5736	100%
Part-time	379	38.3%	611	61.7%	990	100%
Total	2844	42.3%	3882	57.7%	6726	100%

c. Percentage of Undergraduates by Age, Fall 2006

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Total
		Full-time	Num	10	1,387	2,097	1,447	437	132	75	121	29
	Per	0.2%	24.2%	36.6%	25.2%	7.6%	2.3%	1.3%	2.1%	0.5%	0.0%	100.0%
Part-time	Num	1	50	65	273	223	100	83	137	56	2	990
	Per	0.1%	5.1%	6.6%	27.6%	22.5%	10.1%	8.4%	13.8%	5.7%	0.2%	100.0%
Total	Num	11	1,437	2,162	1,720	660	232	158	258	85	3	6,726
	Per	0.2%	21.4%	32.1%	25.6%	9.8%	3.4%	2.3%	3.8%	1.3%	0.0%	100.0%

4. Numbers of Students Receiving Financial Assistance Under Each State-funded Aid Program; Need-based, Merit-based, Grants and Loans, Fall 2006

	Recipients	Awards	Dollars(\$)	\$/Recipient	\$/Award
TAG	1,469	2,661	5,339,312	3,634.66	2006.51
EOF	393	694	443,311	1,128.02	638.78
Bloustein Scholars	65	124	62,000	953.85	500.00
Urban Scholars	91	181	90,500	994.51	500.00
NJCLASS Loans		140	1,121,665		8011.89
NJ Stars II (2006)	21		42,000	2,000.00	
OSRP		64	166,775		2605.86

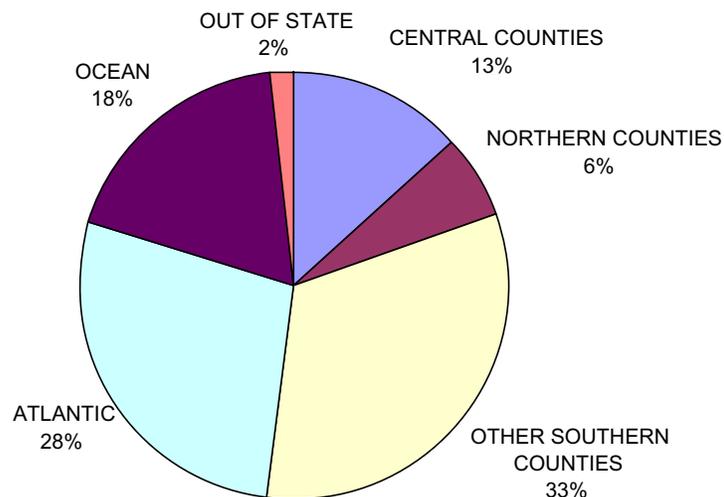
5. First-time Full-time Freshmen in Fall 2006 Enrollment by State Residence

a. Full-time Freshmen Enrollment, In-State & Non-State Residents

State Residents	Non-State Residents	Total	% State Residents
778	16	794	98.0%

b. Full-time Freshmen by Residence, Fall 2006

Percentage of Fall 2006 Full-time Freshmen who are NJ residents is 98%. The geographic residence of all undergraduates enrolled in Fall 2006 is illustrated below.



Counties:

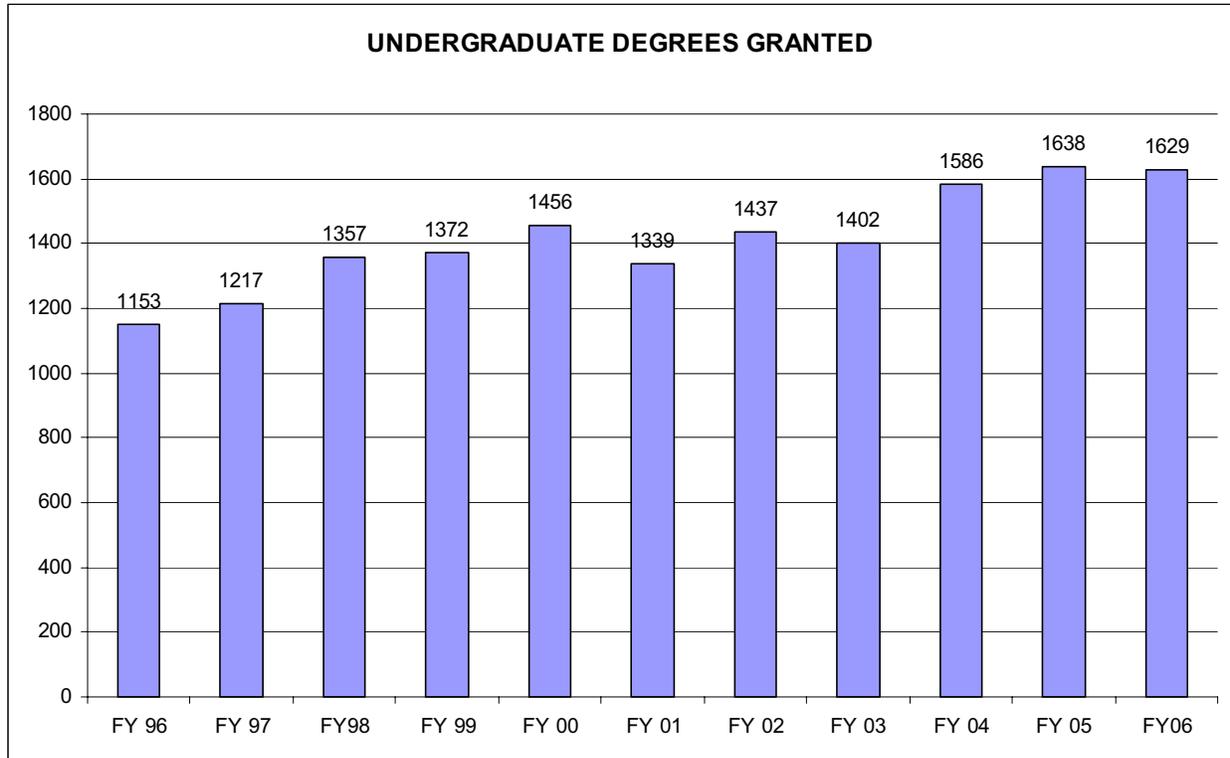
Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union

Northern NJ: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Warren

Southern NJ: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, Salem

D. Degrees Conferred /Characteristics of Graduates, Fall 2006

1. Undergraduate Degrees Granted, FY 1996 – FY 2006



a. Baccalaureate Degrees Conferred by Race/Ethnicity, Fall 2006

	White	Black	Hispanic	Asian	American Indian	Alien	Total
Number	1341	101	104	57	7	19	1629
Percent	82.3%	7.5%	4.9%	3.9%	0.4%	1.3%	100%

b. Baccalaureate Degrees Conferred by Gender, Fall 2006

Men		Women		Total	
Number	Percent	Number	Percent	Number	Percent
601	36.9%	1028	63.1%	1629	100%

2. Baccalaureate Degrees Conferred by General Field

IPEDS CIP Code Major Category	Number of Degrees Granted
03 Natural Resource & Conservation	37
09 Communications	73
11 Computer Sciences	60
13 Education	155
16 Foreign Language	28
23 English/Letters	79
24 Liberal Arts & Sciences	5
26 Biological & Biomedical Sciences	171
27 Mathematics	20
38 Philosophy & Religion	10
40 Physical Sciences	17
42 Psychology	192
44 Public Administration	64
45 Social Sciences	259
50 Visual/Performing Arts	73
51 Health Professions	59
52 Business/Management	295
54 History	32
TOTAL	1629

E. Student Outcomes

1. Graduation Rates by Race/Ethnicity and Income

The average six-year graduation rate for students entering as freshmen in 2000-2006 was 63.2%.

a. Four-, Five- and Six Year Graduation Rate of Fall 2000 Full-time, First-time Freshmen by Race/Ethnicity

Four-, Five- and Six-Year Graduation Rates of Fall 2000 Full-time First-time Freshmen by Race/Ethnicity														
	White		Black		Hispanic		Asian		Alien		Other *		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2000 Cohort	589		61		48		24		4		2		728	
Graduates after 4 Years	253	43.0%	19	31.1%	13	27.1%	8	33.3%	2	50.0%	1	50.0%	296	40.7%
Graduates after 5 Years	368	62.5%	37	60.7%	21	43.8%	11	45.8%	2	50.0%	2	100.0%	441	60.6%
Graduates after 6 Years	384	65.2%	40	65.6%	21	43.8%	11	45.8%	2	50.0%	2	100.0%	460	63.2%

* Other includes American Indian and Unknown Race

b. Four-, Five- and Six Year Graduation Rate of Fall 2000 Full-time, First-time Freshmen by Income

Four-, Five- and Six-Year Graduation Rates of Fall 1999 Full-time First-time Freshmen by Income								
	Low Income*		Non-Low Income		Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2000 Cohort	116		460		152		728	
Graduates after 4 Years	30	25.9%	200	43.5%	66	43.4%	296	40.7%
Graduates after 5 Years	63	54.3%	281	61.1%	97	63.8%	441	60.6%
Graduates after 6 Years	68	58.6	294	63.9%	98	64.5%	460	63.2%

* Low income is defined as student with a NJ Eligibility Index between 1 and 2,499.

2. Third-semester Retention Rates

a. By Race/Ethnicity

Third Semester Retention of Full-time, First-time Freshmen by Race/Ethnicity, Fall 2005-Fall 2006														
	White		Black		Hispanic		Asian		Amer.Indian		Alien		Total	
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
Retained	529	81.0%	54	88.5%	38	76.0%	39	88.6%	1	50.0%	0	0.0%	661	81.5%
Not Retained	124	19.0%	7	11.5%	12	24.0%	5	11.4%	1	50.0%	1	100.0%	150	18.5%
Total	653	100.0%	61	100.0%	50	100.0%	44	100.0%	2	100.0%	1	100.0%	811	100.0%

b. For Low-income Students

Third Semester Retention of Full-time First-time Freshmen by Income Fall 2005 - Fall 2006								
	Low Income *		Non-Low Inc.		Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Retained	95	83.3%	450	81.8%	116	78.9%	661	81.5%
Not Retained	19	16.7%	100	18.2%	31	21.1%	150	18.5%
Total	114	100.0%	550	100.0%	147	100.0%	811	100.0%

* Low income is defined as student with a NJ Eligibility Index between 1 and 2,499.

3. Transfer

a. Percentage of Entering Students who are Transfers, Fall 2006

Entering Undergraduates by Admission Status and Attendance Status, Fall 2006						
	New Transfer		First-time		Total	
	Num	Pct	Num	Pct	Num	Pct
Full-time	1,142	58.8%	801	41.2%	1,943	100.0%
Part-time	193	62.3%	117	37.7%	310	100.0%
Total	1,335	59.3%	918	40.7%	2,253	100.0%

F. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2006

Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2006																
	White		Black		Hispanic		Asian		American Indian		Non-Resident Alien		Race Unknown		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
TENURED																
Professors	40	11	5	4	0	0	0	0	0	0	0	0	0	0	45	15
Associate Prof.	24	35	2	2	2	2	7	4	0	0	0	1	0	0	35	44
Assistant Prof.	3	7		1	1	1	0	1	0	0	0	0	0	0	4	10
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	67	53	7	7	3	3	7	5	0	0	0	1	0	0	84	69
WITHOUT TENURE																
Professors	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Associate Prof.	2	6	0	0	0	0	1	0	0	0	0	0	0	0	3	6
Assistant Prof.	29	30	0	3	4	1	3	2	1	0	3	7	0	0	40	43
All Others	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	5
TOTAL	32	42	0	3	4	1	4	2	1	0	3	7	0	0	44	55
TENURED & NON-TENURED																
Professors	41	12	5	4	0	0	0	0	0	0	0	0	0	0	46	16
Associate Prof.	26	41	2	2	2	2	8	4	0	0	0	1	0	0	38	50
Assistant Prof.	32	37	0	4	5	2	3	3	1	0	3	7	0	0	44	53
All Others	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	5
TOTAL	99	95	7	10	7	4	11	7	1	0	3	8	0	0	128	124

2. Percentage of Courses Taught by Full-time Faculty, Fall 2006

Full-time Faculty	Part-time Faculty	Teaching Assistants	Professional Staff	Total
77.6%	19.5%	0%	2.9%	100%

3. Ratio of Full to Part-time Faculty, Fall 2006

Full time		Part time		Total	
Num	Pct	Num	Pct	Num	Pct
252	57.3%	188	42.7%	440	100.0%

G. Characteristics of the Trustees or Governors

1. Race/Ethnicity and Gender, the Board of Trustees, 2007-2008

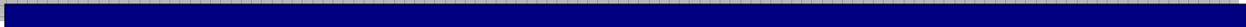
NAME	TITLE	OCCUPATION	ETH	GEN
Dr. Clarence Hoover, III	Chairperson	Superintendent, East Orange Public Schools	B	M
Dr. James Yoh	Vice Chairperson	President & CEO Galaxy Technology, Inc.	A	M
Mr. Curtis J. Bashaw	Member-at-Large Secretary	Co-chief Executive Officer, Cape Advisors, Inc.	W	M
Ms. Emma N. Byrne	Trustee	Consultant, PSEG	W	F
Mr. Stanley Ellis	Trustee	Publisher, Burlington County Times	W	M
Mr. Albert I. Gutierrez	Trustee	President & CEO, Shore Memorial Hospital	H	M
Michael Jacobson, Esq.	Trustee	Attorney-at-Law Cooper Levenson, P.A.	W	M
Mr. Dean C. Pappas	Trustee	Chairman and Co-Chief Executive Officer Clement Pappas and Co, Inc.	W	M
Mr. Matthew Ashe	Student Trustee	Student	W	M
Mr. Brian Sena	Student Trustee Alternate	Student	W	M
Dr. Herman J. Saatkamp, Jr.	President and Ex Officio	President, Richard Stockton College	W	M

H. A Profile of the Institution

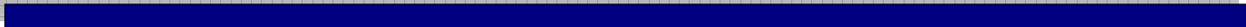
1. Degree and certificate programs, Fall 2006

PROGRAM	ADVANCED DEGREE	BA	BS	MINOR	TRACK	CERTIFICATE
Studies in the Arts		X			<u>Performing Arts:</u> Arts Administration Dance Theatre Arts <u>Visual Arts:</u> Art History Arts Management Illustration Painting Photography Printmaking Visual Communications (Graphic Design, Computer Graphics)	
Biochemistry			X		Pre-Pharmacy	
Biology		X	X	X	Biotechnology General/Integrative Pre-Dental Pre-Medical Pre-Pharmacy Pre-Physical Therapy	
Business Studies	MBA	X	X	X	Accounting Finance Hospitality Management Management Marketing International Business	
Chemistry		X	X	X	B.S. with ACS Certificate Engineering Dual Degree Environmental Chemistry	
Communication Studies		X				
Computational Science	MS		X			

PROGRAM	ADVANCED DEGREE	BA	BS	MINOR	TRACK	CERTIFICATE
Computer Science and Info Systems		X	X	X	Computer Science Information Systems	
Criminal Justice	MA	X			Environmental Crime Forensic Psychology Forensics Forensic Science	
Economics		X		X	Global Economics Concentration Labor Studies Concentration	
Environmental Studies		X	X	X	Geographic Information Systems Energy Environmental Chemistry	X
Geology		X	X	X		
Gerontology						X
Historical Studies		X		X		
Holocaust and Genocide Studies	MA			X		
Instructional Technology	MA					
Languages & Culture Studies		X			French: Teacher Prep Spanish: Teacher Prep Spanish: Graduate Studies Classics: Greek & Latin Classics: Latin & Romance Languages Classics: Ancient Greek Language & Culture Classics: Latin Language, Roman Culture/Europe World Languages for Elem. School Teachers	



PROGRAM	ADVANCED DEGREE	BA	BS	MINOR	TRACK	CERTIFICATE
Liberal Studies		X		Africana Studies Holistic Health Holocaust and Genocide Studies Jewish Studies Latin America/Caribbean Studies Women's Studies Writing		
Literature		X		X	Literary Studies New Media Studies Creative Writing Theatre/English	
Marine Science		X	X	X	Fisheries Marine Biology Marine Education Oceanography	
Mathematics		X	X	X	Engineering Dual Degree Actuarial Science	
Nursing	MSN		BSN*			
Occupational Therapy	MSOT					
Philosophy and Religion		X		X		
Physical Therapy	MPT DPT					
Physics (Applied)		X	X	X	Energy Engineering Dual Degree	X
Political Science		X		X	Education	



PROGRAM	ADVANCED DEGREE	BA	BS	MINOR	TRACK	CERTIFICATE
Psychology		X	X		Forensic Psychology	
Public Health			X	X	Community Health Ed. Health Administration	
Social Work			X			
Sociology/ Anthropology		X		Anthropology Sociology	Archaeology Education Language and Culture Physical Anthropology	
Speech Pathology And Audiology			X			
Teacher Education	MAED	X**				X

* Four-Year & Upper Division
 ** Second Degree

I. Major Research and Public Service Activities

See Appendix A

J. Major Capital Projects Underway in Fiscal 2007

Projects Under Construction

Aquifer Thermal Energy Storage (ATES) System

The Aquifer Thermal Energy Storage (ATES) System entails the pumping of water from an aquifer through a cooling tower in the winter to reduce the 55-degree Fahrenheit aquifer water to approximately 42-degrees Fahrenheit or colder and then stores it at another location in cold wells within the same aquifer. During the summer months, the water in the cold wells will be used to cool the buildings on the chilled water system without running the chillers and cooling towers. Only the energy from pumps and fans are required to cool the buildings. This is estimated to be 15-30 times more energy efficient than conventional cooling. Currently there are approximately 200 aquifer storage systems operating in Europe. When implemented, this will be the first of its kind successfully installed in the United States. This project is scheduled for completion in fall 2007.

Housing V, Phase I

This project consists of the construction of four (4) residential buildings that will house 256 students. Each suite will have four single bedrooms, a mini-kitchen, restroom and living room.

There will also be larger communal lounges as well as laundry facilities on site. Construction of Phase I is scheduled to be completed in January 2008.

Housing V, Phase II

This project consists of the construction of two (2) additional residential building that will house 130 students. Construction is scheduled to be complete in May 2008.

Parkway Building Roof Replacement and HVAC Improvements

This project entails the replacement of the Parkway Building roof and replacement of the roof-top HVAC units/system. The Parkway Building is an extension of the campus property and is used for the administrative services to the College. The roof system is beyond repair and no longer functions as its intended use. The HVAC units are in a similar condition and must be replaced. The project is scheduled for completion in September 2007.

Professional Services for Environmental Assessment

A contract was awarded for professional engineering services that will provide the College with a Site and Utility Survey, a Threatened and Endangered Species Study, as well as a Storm Water Management Study. These surveys and studies are necessary for the continued growth of the College's facilities.

Projects Under Design

Alton Auditorium Upgrades & Renovation

This project will renovate and upgrade the 3,948 net square foot area of the Alton Auditorium located in A-Wing. The project includes lighting, HVAC quality, room acoustics, public entry, and the addition of smart classroom technology. It is anticipated that the design portion of this project will take approximately six (6) months with construction taking an additional ten (10) months to complete. The architect is working on the production of the construction documents. It is anticipated that construction will commence January 2008 with a completion date of October 2008.

Campus Center

The Campus Center Building will include food service, event and dining facilities, as well as lounges, offices, Student and Campus Center offices, meeting rooms, a small theater and facility support. The project is in the schematic design phase. Design development and construction documents will proceed once Phase I of the project is completed.

Holocaust Resource Center

This project consists of expanding the existing Holocaust Resource Center to the exterior deck of the Library.

Nacote Creek Rehabilitation & Upgrade

Located in Port Republic, New Jersey, this building houses the College's marine science teaching and researching facilities, as well as the Coastal Research Center. This project entails the renovation and upgrade of the existing facilities. This project is currently in the design development phase. It is anticipated that construction documents will be complete by December 2007. It is anticipated that construction will commence during spring 2008.

Potable Water Feasibility Study

The potable water feasibility study was submitted to the College by the engineer. This project will include a new booster pump system, new fire pump, a new exhaust fan for Building 75, and resurfacing the interior of a 300K tank. Water tanks serve as the main reservoir for the fire suppression system.

Unified Science Building

The Unified Science Center will be a four-story facility to provide support for the College's science programs. It includes wet and dry teaching laboratories, wet and dry research laboratories, classrooms, computer laboratories, support facilities, including a vivarium and green house, chem. and general storage, storage facilities, shop support, prep rooms, etc., to support the programs of the Division of Natural Sciences and Mathematics. Currently, the project is in the design phase. The Design Team has met with NAMS faculty and staff, as well as other project stakeholders to review the project's sustainable design efforts.

Projects Under Study, Programming and Planning

Academic Heat Pump Replacement

The geothermal roof-top heat pumps are approaching the end of their useful life. This project includes a review of the interior piping system, installation of isolation valves and additional flow meters. This project also includes the replacement of heat pumps to be completed in four (4) phases. Deferring this project could create life/safety issues due to the equipment exceeding its useful-life expectancy.

Athletic Fields and Parking

This project consists of two (2) irrigated athletic fields with lighting, parking, restrooms, and storage that will be constructed adjacent to the existing baseball/softball fields along Port Republic Road.

Campus-Wide Signage

This project consists of upgrading the College's signage system which is consistent and reinforces a unified and positive image. Additionally, this signage will provide organized information that provides a clear understanding of the campus, especially for the first time visitor.

Lakeside Center Addition

This project consists of renovating the current Lakeside Center and constructing a new addition that would provide expanded dining facilities and additional support areas.

Main Entrance Traffic Improvements

This project includes the installation of a traffic signal and a left-hand turn lane at the College's main entrance. In addition, the project also includes the resurfacing of three (3) 32-year old parking lots, repairs to walkways, minor improvements to site lighting, and the development of a bikeway system.

Northwest Parking Pavilion

This project consists of the construction of a five-story facility to provide parking for approximately 1,350 vehicles.

Photovoltaic

Solar photovoltaic will be installed on the Sports Center in the future. This major project will provide approximately 300 kW of power, some of which will be "exported" to other buildings on campus.

Solar Energy

Housing IV & V will be fitted with solar photovoltaic and thermal collectors owned and operated by an outside company. Stockton will purchase electricity and heat (for hot water) at a fixed price.

Wind Turbine

The 1.5 Megawatt turbine would be 240 feet tall and provide approximately 20% of the electricity needed on campus. Stockton will perform the required environmental impact evaluations (i.e. wildlife study) with the utmost scientific rigor and under close supervision of the responsible State agencies. A feasibility study was completed for this project indicating a 9-year payback for the investment of a 1.5 Megawatt turbine.

Other Institutional Information

- A. Scholarly Activity 2005-2006
- B. Student Affairs Annual Report 2004-2005
- C. Division of Administration & Finance Program Review 2005
- D. Academic Affairs Annual Highlights 2006

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

**DIVISION OF
STUDENT AFFAIRS**

ANNUAL REPORT



**ACADEMIC YEAR
2005-2006**

OCTOBER 2006

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**SECTION I
EXECUTIVE SUMMARY**

**2005-2006
ANNUAL REPORT**



VISION, MISSION, AND GOALS

Vision: A progressive, student-centered environment integrating innovation, professional excellence, and technological advances with comprehensive programs and services in support of the student development mission of the College.

The overall mission of the Division of Student Affairs is to provide comprehensive, student-centered programs and services intended to enhance campus life and enrich the academic programs of the College.

In order to accomplish this mission, the division has the following goals and objectives:

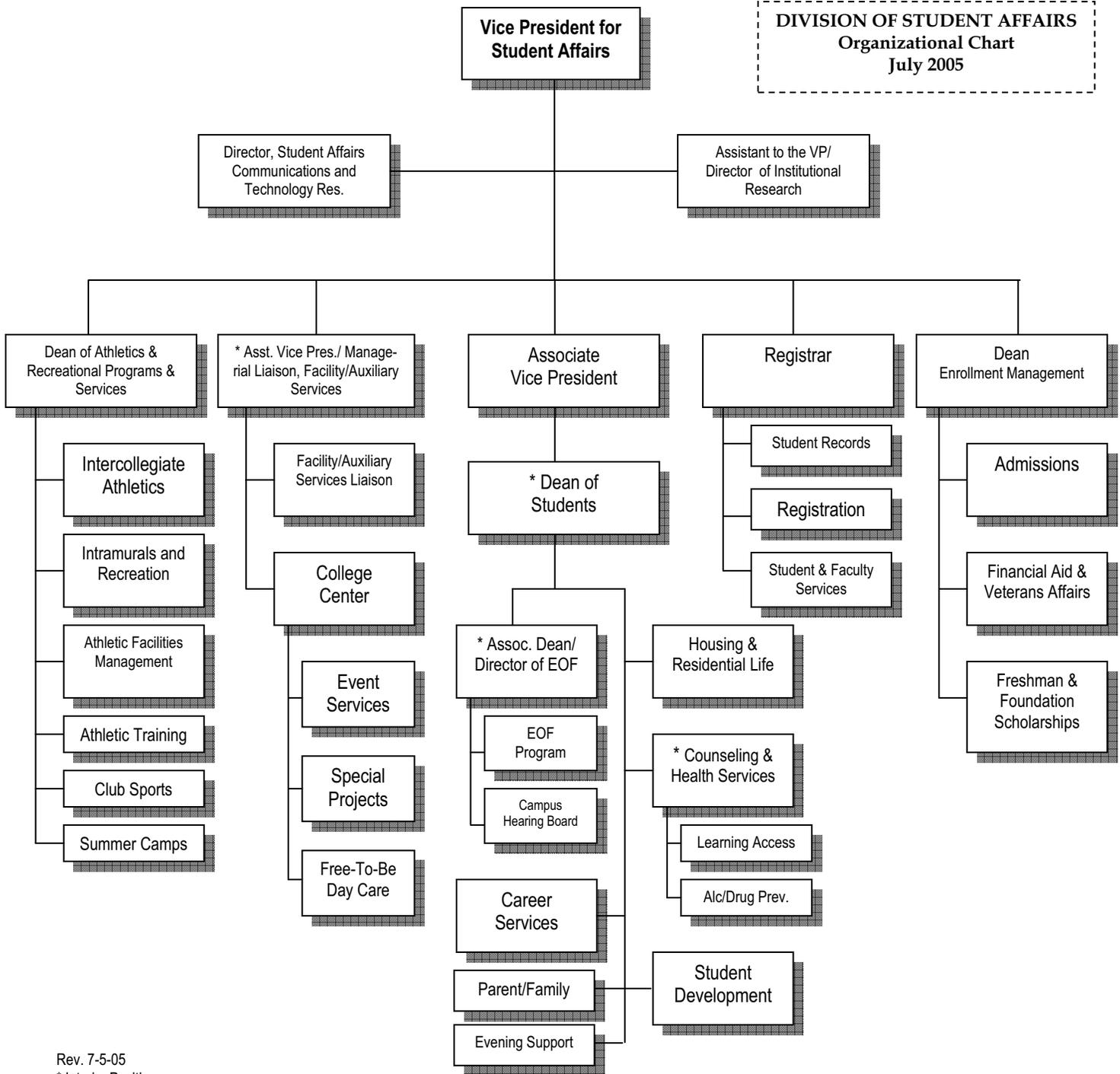
1. Provide organizational leadership and professional development opportunities for all student affairs areas related to the recruitment, enrollment, registration, and retention of qualified students, as well as those offices directly responsible for campus life and student support services.
2. Promote professional excellence in all programs and services related to campus life and student development, including programs that foster civility, understanding, community, trust, and cooperation with others.
3. Further develop and refine technological resources to ensure effective and efficient delivery of student support services, including admissions, financial aid, student records, campus life, and athletic/recreation areas.
4. Promote a safe, learner-focused campus community for residential, off-campus, and commuter students in support of the academic mission of the College.
5. Encourage co-curricular opportunities for personal and interpersonal growth, including social, cultural, leadership, recreational, athletic, and wellness-related activities.

The above goals and objectives are administered through the attached divisional organizational chart.



ORGANIZATIONAL CHART

DIVISION OF STUDENT AFFAIRS
Organizational Chart
July 2005



Rev. 7-5-05
* Interim Position



2005-2006 DIVISIONAL GOALS

1. **Maintain current enrollment strategy at a planned 2% increase by targeting northern New Jersey, out-of-state, and international students while maintaining a commitment to recruitment and retention of minority students.**
 - Increase the number of formal 2 year/4 year partnership agreements and develop a plan for future agreements.
 - Increase the number and types of marketing campaigns, i.e., billboards, newspapers, radio, etc.
 - Explore the addition of a virtual tour to the Admissions website.
 - Create a customized private loan program.
 - Integrate the proposed new housing at the northeast site into the division's enrollment strategy ensuring students' needs are met, as well as designing programming activities to nurture community.
2. **Increase and document collaborative efforts with Academic Affairs and Administration & Finance, e.g., student learning outcomes, first-year experience programming, and new housing.**
 - Coordinate with Academic Affairs regarding planning for a comprehensive electronic portfolio program.
 - Expand research and assessment activities related to Student Affairs through increased collaboration with faculty and Academic Affairs.
 - Serve as an information resource and communication liaison on matters related to the impact of construction on student life and campus-wide events.
 - Integrate the Honors Program into Chat University.
 - Collaborate with Alumni Relations to further expand the pilot Alumni Mentor program.
 - Continue working with Academic Affairs to launch the Leadership Minor/Certificate.
 - Expand divisional professional development activities in collaboration with other divisions.
 - Provide insight to the design of the new College Center based upon site visits and other research and examine the impact of a new facility on campus life.
 - Develop and implement a marketing campaign designed to promote both the scheduling of events at Stockton and the services provided by the Office of Event Services.
3. **Continue with the integration of technology into day-to-day operations.**
 - Update automation of the electronic transcript process.
 - Develop enhancements for web-based co-curricular transcripts.
 - Assist with the implementation of the student system for the Banner conversion project.
 - Automate the Graduate Survey outcomes assessment.
 - Implement the Housing PDA program.
 - Develop a card-swipe system for ULTRA workshop attendance.
 - Develop and refine events-related technological resources to deliver more efficient services to customers and event support service providers.
4. **Implement new organizational/administrative structure, reporting lines, and assessment techniques.**
 - Develop and implement a managerial liaison position to augment new construction and auxiliary funding.
 - Establish new direct reporting structure for the Associate Vice President and Campus Life Offices.
 - Facilitate the planned transition of Student Records & Registration to the Division of Academic Affairs.
 - Undertake a review of programs and services, outcomes, and assessment techniques in preparation for Middle States Periodic Review Report.



2005-2006 DIVISIONAL ACCOMPLISHMENTS/OUTCOMES
GOAL #1:

Maintain current enrollment strategy at a planned 2% increase by targeting northern New Jersey, out-of-state, and international students while maintaining a commitment to recruitment and retention of minority students.

- Increase the number of formal 2 year/4 year partnership agreements and develop a plan for future agreements.
- Increase the number and types of marketing campaigns, i.e., billboards, newspapers, radio, etc.
- Explore the addition of a virtual tour to the Admissions web site.
- Create a customized private loan program.
- Integrate the proposed new housing at the northeast site into the division's enrollment strategy ensuring students' needs are met, as well as designing programming activities to nurture community.

ACCOMPLISHMENTS:

- Increased number of Freshman Instant Decision Days from 2 to 3 and added 4 Transfer Instant Decision Days
- Increased community college on-site visits from 3 to 5, and high school on-site visits by 2
- Freshman applications increased nearly 7% and transfer applications increased nearly 6%
- Freshman scholarship offers increased over 40% while transfer offers increased approximately 5%
- Latino Visitation Day participation was up 50% from last year, and Diversity Day participation increased 180%
- Diversified scope of prospective student visits, including:
 - Casino gaming institute fairs (in conjunction with the Office of Professional Development and Continuing Education), Annual Conference of Eastern Region PTK fair, increased Maryland and Delaware recruitment by 5 programs (regional fairs at Wesley College – both campuses, Wilmington College, Community College of Baltimore County and University of Maryland – Eastern Shore), spoke to Honors Program students at Bergen County College
- Increased marketing and advertising, including:
 - Commercials on Comedy Central and CNN, advertisements in *The Wall Street Journal*, *The Washington Times*, NACAC Montgomery County (MD) Fair, *Courier-Post*, and *Star Ledger*
- Created a customized private loan program to meet students' needs
- Five fall 2005 first-time, full-time EOF freshmen made the Dean's List
- Stockton's 1997-1998 EOF freshman cohorts posted a 60.7% graduation rate based on two year moving averages (the first year of such an assessment)
- Twenty students were recipients of the New Jersey Educational Opportunity Fund Professional Association (NJEOFPA) Senior Achievement Awards for outstanding academic achievement and exemplary representation of the EOF program for the second consecutive year
- Stockton's EOF Program achieved at least 80% third-semester retention for 12 consecutive years
- Increased the College Center programming budget from \$36,000 to \$44,000: expanded movie schedule; purchased pool table, new portable sound system, and large screen TV
- Purchased lounge/lobby and meeting room furniture enhancements: delivery late June or early July



2005-2006 DIVISIONAL ACCOMPLISHMENTS/OUTCOMES

- The intercollegiate athletics program was accepted by the NCAA into its CHAMPS (Challenging Athletes' Minds for Personal Success)/Life Skills Program, which offers services, support and programs to participating institutions throughout the year
- Men's Ice Hockey Club was formed and competed in 10 contests
- Successfully launched the "Go Ospreys" spirit campaign which included the upgrade of the Osprey mascot costume as well as distribution of an embroidered Osprey logo decal
- Hosted a number of school spirit events in conjunction with the Student Senate Spirit Committee and the Student Athletic Advisory Committee
- The Osprey Spirit Committee of the Student Senate, the "Birds of Prey" athletics fan club, and bonfires boosted the school spirit across campus
- Revamped the Housing and Residential Life brochure in collaboration with Graphics Production
- Enhanced the Parent Orientation Program through development of a video presentation
- Implemented requested graduate school physicals through the Office of Health Services

GOAL #2:

Increase and document collaborative efforts with Academic Affairs and Administration & Finance, e.g., student learning outcomes, first-year experience programming, and new housing.

- Coordinate with Academic Affairs regarding planning for a comprehensive electronic portfolio program.
- Expand research and assessment activities related to Student Affairs through increased collaboration with faculty and Academic Affairs.
- Serve as an information resource and communication liaison on matters related to the impact of construction on student life and campus-wide events.
- Integrate the Honors Program into Chat University.
- Collaborate with Alumni Relations to further expand the pilot Alumni Mentor program.
- Continue working with Academic Affairs to launch the Leadership Minor/Certificate.
- Expand divisional professional development activities in collaboration with other divisions.
- Provide insight to the design of the new College Center based upon site visits and other research and examine the impact of a new facility on campus life.
- Develop and implement a marketing campaign designed to promote both the scheduling of events at Stockton and the services provided by the Office of Event Services.

ACCOMPLISHMENTS:

- Developed a plan for a pilot electronic portfolio project incorporating Student Affairs and Academic Affairs representation
- Successfully implemented the Stockton Orientation Adventure Retreat (SOAR) program
- Partnered with Alumni Relations and the RSC Alumni Association to develop action plan for implementing the Alumni Career Network Program for 2006-07
- First-Year and Upper-Class Experiences provided targeted programming in residential areas
- Co-sponsored and financially supported Constitution Day, Hurricane Katrina Impact Lectures, and Community of Scholars trip to New York City



2005-2006 DIVISIONAL ACCOMPLISHMENTS/OUTCOMES

- Supported Academic Affairs in formal/informal resolutions concerning student classroom disruption issues
- Sponsored “New Faculty and Staff” dinner/mixer through Housing & Residential Life
- Participated in alumni Receptions in New York City and Washington, DC
- EOF Staff collaborated with the Community of Scholars program on workshops, faculty/staff mentoring program, and career and academic resources
- Coordinated a successful conference on Sexual Assault with 300 participants including athletes, Greeks and other student leaders
- Collaborated with Administration and Finance to draft procedures for student club/organization labor charge-backs
- Complemented the academic mission of the College through increased faculty involvement via “The First-Year Experience Lectures”
- Hosted “The Upper-Class Experience Lectures” in collaboration with Academic Affairs
- Established the Leadership Education Awareness Development (L.E.A.D.) Certification Program a collaborative effort which recognizes the leadership achievement of Stockton students through leadership-related academic courses, programs, and co-curricular activities
- Senior staff member co-chaired Periodic Review Report in preparation for Middle States

GOAL #3:
Continue with the integration of technology into day-to-day operations.

- Update automation of the electronic transcript process.
- Develop enhancements for web-based co-curricular transcripts.
- Assist with the implementation of the student system for the Banner conversion project.
- Automate the Graduate Survey outcomes assessment.
- Implement the Housing PDA program.
- Develop a card-swipe system for ULTRA workshop attendance.
- Develop and refine events-related technological resources to deliver more efficient services to customers and event support service providers.

ACCOMPLISHMENTS:

- Automated the Graduate Survey Outcomes Assessment process which provides an online questionnaire for alumni survey participants and a relational database for generation of statistical reports
- Developed an online Graduate & Professional School Fair registration system including a comprehensive recruiter database
- Deployed the FOCUS online career assessment system, which replaced PinPoint
- Installed wireless sound system in Upper G-Wing lounge
- Implemented the admissions component of the Banner computer software product
- Introduced new technology initiatives and increased participation in others, including:



2005-2006 DIVISIONAL ACCOMPLISHMENTS/OUTCOMES

- Added blogs to Admissions website, increased usage of broadcast email (28,000 sent this year) to various constituencies, such as PSAT and AP search students, SAT senders, admitted students, and financial aid recipients
- Completed Banner training and set up the Banner financial aid process for the 2006-07 academic year
- Created a CD to be used as a financial aid communication tool at Open House, High School Nights, etc.
- The Office of Housing & Residential Life provided continuous support to students through quality-centered service and the maximization of the use of technology, e.g., developed online room selection (not implemented) and online room inspection; Banner implementation; began implementation of PDA program
- Improved the ULTRA website by providing students with online access to view their unofficial transcript, edit non-ULTRA activities, and request an official copy of their ULTRA transcript
- Developed an online survey to determine awareness of Counseling Services in the Stockton community
- Purchased and implemented online screeners for mental health and eating disorders
- Improved Student Affairs Web publishing capability through migration of Web content into Stockton's Web-based content management system, enabling real-time publishing for the Office of Admissions, College Center, campus construction updates, and further development of audience pathway pages
- Coordinated exploration of electronic portfolios and currently coordinating the effort to implement an open source e-portfolio software solution through the services of the rSmart Group, which will culminate in a pilot project -- this is a collaborative effort with the Division of Academic Affairs
- Implemented first phase of Banner Student project which included pre-registration for Fall of 2006 and conversion of general student data
- Investigated the option to purchase USB/flash drives to be distributed to new incoming students (06-07), which will feature electronic versions of student affairs publications, the College Bulletin, and links to other important information
- Developed Student and Faculty Banner web Self-Service
- Outsourced enrollment and degree verification to the National Student Clearing House

GOAL #4:
Implement new organizational/administrative structure, reporting lines, and assessment techniques.

- Develop and implement a managerial liaison position to augment new construction and auxiliary funding.
- Establish new direct reporting structure for the Associate Vice President and Campus Life Offices.
- Facilitate the planned transition of Student Records & Registration to the Division of Academic Affairs.
- Undertake a review of programs and services, outcomes, and assessment techniques in preparation for Middle States Periodic Review Report.



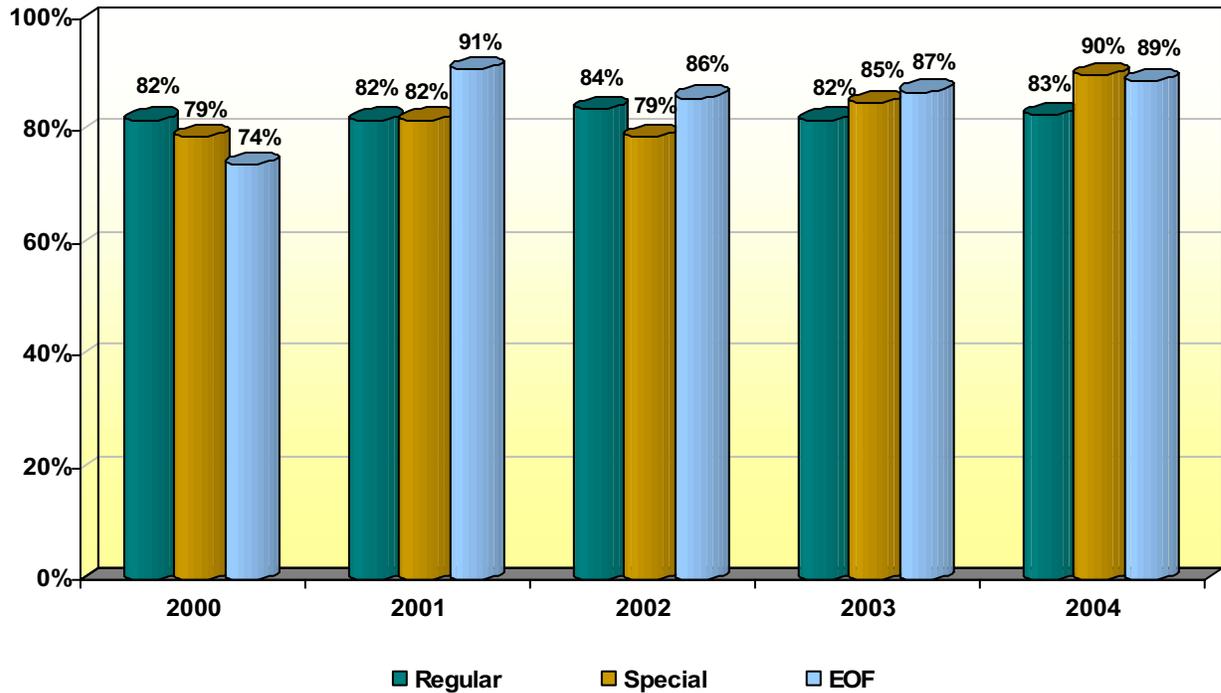
2005-2006 DIVISIONAL ACCOMPLISHMENTS/OUTCOMES**ACCOMPLISHMENTS:**

- Developed Student Life concept papers and proposed reorganization for the Office of the Dean of Students to provide comprehensive leadership to Student Life programs and services
- Updated and improved J-204 suite environment resulting in improved office morale
- Implemented Interim Assistant Vice President of Student Affairs/Managerial Liaison position to Facilities Construction plans relative to Student Affairs
- Successfully established new reporting structure for the Campus Life Offices, resulting in new efficiencies
- Developed revised process for completion of academic course schedule through the Registrar's Office
- Completed search for Professional Services Specialist to focus on divisional assessment and learning outcomes
- Departments provided substantial information to the Middle States Periodic Review Report
- Implemented interim roles for Dean of Students, Associate Dean of Students, and Director of Counseling and Health Services



THIRD SEMESTER RETENTION RATES

Freshman to Sophomore: Fall 2000 to Fall 2004

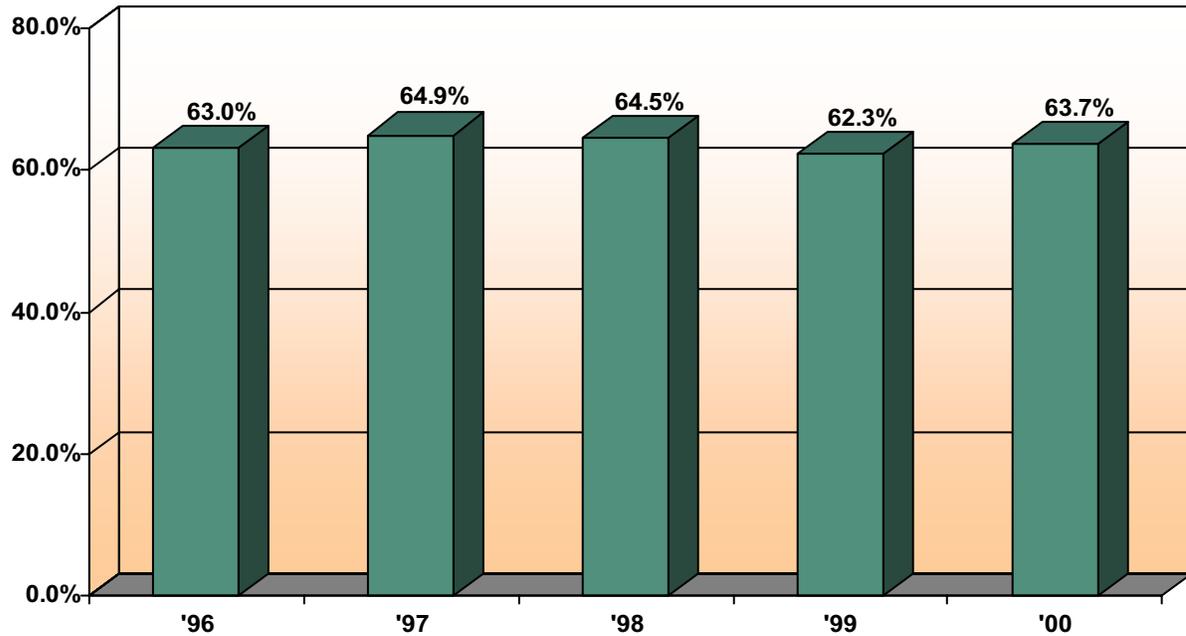


Consistent with Stockton's mission, third semester retention rates have continued to improve and remain strong. It is important to note that this includes all cohorts: regular, special, and EOF. Each cohort has seen improvement.



GRADUATION RATES (6-YEAR)

First-Time Freshman Cohorts: Fall 1996 to Fall 2000

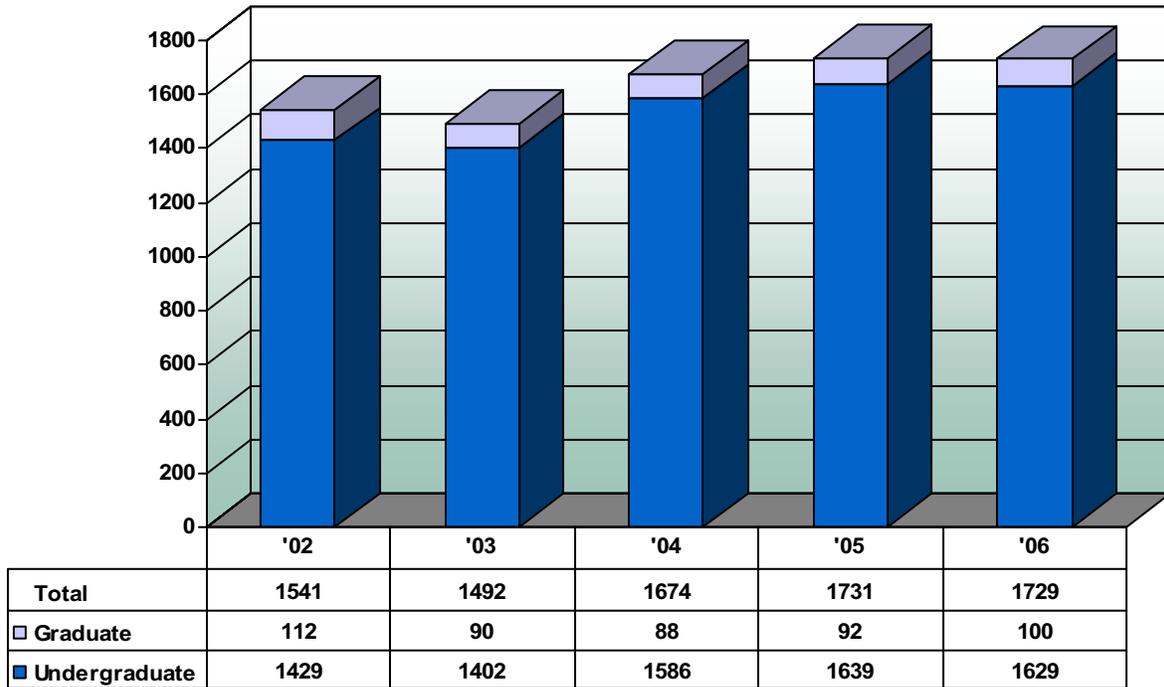


Stockton's 6-year graduation rate remains one of the highest in New Jersey's state's public sector. This figure is significantly higher than the national 6-year rate, which is 52%.



DEGREES GRANTED

Total, Graduate, and Undergraduate Degrees Granted: 2002–2006



Degrees granted are reported in fiscal years. The FY06 degrees include the total of those conferred in Summer of 2005, Fall of 2005, and Spring of 2006. There has been a 14% increase in the number of undergraduate degrees conferred in the past five years. Graduate degrees remain relatively consistent.



**ATHLETICS AND
RECREATION**

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

OFFICE OF ATHLETICS AND RECREATION

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS *
<ul style="list-style-type: none"> ▪ Continue student learning/development opportunities for student-athletes and student employees. 	<ul style="list-style-type: none"> ▪ Held training sessions for student employees on customer service and athletics facilities operation. ▪ Provided student employee manuals for further reference. ▪ The Student Athlete Advisory Committee (SAAC) held six meetings during the course of the academic year. SAAC allows student-athlete leaders to provide input into some of the governance structure of the program. ▪ Student employees were given leadership opportunities as Athletics and Recreation Student Leads (ARSL) as well as Intramural and Recreation Council (IRC) officers. ▪ Each intercollegiate athletics team was required to perform and document at least one community service program. ▪ Stockton submitted application for NCAA CHAMPS/Life Skills Program, a program designed to provide educational experience 	<ul style="list-style-type: none"> ▪ At least 65 student employees were given instruction and responded well to these opportunities while gaining experiences that will benefit them well beyond their college years. ▪ The SAAC brought forward ideas and suggestions to the administrators, the customer service ratings (with student-employees at our first point of entry) were over 89% favorable and intramural participation and satisfaction numbers also improved. ▪ A Stockton student-athlete was chosen as one of approximately 300 student-athletes nationwide (covering NCAA divisions I, II, and III) to participate in the National Student-Athlete Leadership Conference, held in Orlando, FL. ▪ Nine students earned ARSL positions and there were 12 IRC officers. In addition, eight IRC officers attended a regional leadership conference and four attended a national leadership conference. ▪ All 17 intercollegiate athletics teams participated in at least one community service project that included Stockton’s Day of Service, 	<ul style="list-style-type: none"> ▪ Level 1.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

	<p>and services in order to develop well-balanced lifestyles for student-athletes, encourage growth in decision-making, and enhance the quality of the student-athlete experience.</p>	<p>Special Olympics, Read Across America, clinics for inner city youth, Books Without Borders and mentoring youth confined to group homes.</p> <ul style="list-style-type: none"> ▪ Stockton was accepted into the CHAMPS/Life Skills Program. 	
<ul style="list-style-type: none"> ▪ Research the feasibility of new club sport offerings based on student interests. 	<ul style="list-style-type: none"> ▪ Ice hockey was introduced as a new club sport. 	<ul style="list-style-type: none"> ▪ Eighteen students participated in 10 contests as a part of Stockton’s first ice hockey club team. ▪ Four home contests (played at home ice rink in Atlantic City) gave students additional activity options. 	<ul style="list-style-type: none"> ▪ Level 1. The first year program was a success and enhanced the potential admissions student applicant pool as word of the program spreads.
<ul style="list-style-type: none"> ▪ Launch the initial stages of the Ospreys Sports Network. 	<ul style="list-style-type: none"> ▪ Student-athletes, selected student senate members and Office of Athletics and Recreation staff members were introduced to or updated on Osprey Fans and Go Ospreys. ▪ “Go Ospreys” wristbands and Ospreys logo lapel stick-on patches were handed out campus-wide. ▪ Go Ospreys campaign was launched with an informational brochure and information on all home contests for fan support opportunities, including pep rallies. 	<ul style="list-style-type: none"> ▪ A student intern was hired for the summer to assist in all aspects of launching the Go Ospreys campaign, which included the design and purchase of a new mascot uniform, a marketing plan to incorporate collaboration of home intercollegiate athletics contests with other on-campus activities and presentations to target audiences. ▪ School athletics colors were reinforced through team apparel and uniforms. ▪ School spirit was displayed via the “Birds of Prey” student boosters at home contests. 	<ul style="list-style-type: none"> ▪ Level 1. Additional attention may be needed to continue momentum of Go Ospreys campaign and further develop Osprey fans.
<ul style="list-style-type: none"> ▪ Continue to assist in the transition from EMS to CollegeNet R25/S25. 	<ul style="list-style-type: none"> ▪ Athletics staff members attended campus-wide Banner training which may interact with R25/S25. ▪ Athletics staff member is 	<ul style="list-style-type: none"> ▪ The Office is up to date with training. ▪ All intercollegiate home contests, practice schedules, intramurals schedules and outside groups with 	<ul style="list-style-type: none"> ▪ Level 2. More training will be needed as system comes online in full capacity.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

	<p>still involved with EMS as it relates to athletics facilities use and set-up needs.</p> <ul style="list-style-type: none"> Two athletics staff members attended R25/S25 educational training. 	<p>athletics facility requests were entered into the EMS system and distributed appropriately.</p>	
<ul style="list-style-type: none"> Work closely with the Office of Facility Planning and Construction in the further development of the Barlow site. 	<ul style="list-style-type: none"> A plan was developed and presented outlining the amount of programmable field space needed (in square yards) to not only replace the impending loss of Field #4, but to also prepare for growth of programs. Key staff members within the Office of Athletics and Recreation were identified and asked for input regarding current and future needs. Experts in athletics field construction were identified and questioned. 	<ul style="list-style-type: none"> There is a plan presently in place with some funding to provide for the development of the site. Athletics coaching staff members and administrators have met with members of the Office of Facilities Planning and with architects, engineers and synthetic grass experts. Stockton has retained an expert in athletics field construction to assist with the project. 	<ul style="list-style-type: none"> Level 2. The plan is currently behind schedule and in danger of potentially costing an additional year for completion, thus thwarting any program enhancements in the area of intramurals and campus wide programming, intercollegiate competition and recruitment, and community outreach.
<ul style="list-style-type: none"> Continue to upgrade the equipment in the Trustees Memorial Fitness Room based on use and feedback from User Surveys. 	<ul style="list-style-type: none"> Equipment replacement plan continued for the Trustees Memorial Fitness Room. Contracted with a new vendor for the preventive maintenance program for the equipment. 	<ul style="list-style-type: none"> Purchased six exercise bikes and one treadmill. A preventive maintenance contract was purchased that provided four regular visits, once every three months. Increased the amount of time the cardio exercise equipment was used. Wait time to use equipment was improved. 	<ul style="list-style-type: none"> Level 1. The plan is to continue the cycle of upgrading the equipment based on quantity of use and interests of the community of users.

* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess



ANNUAL REPORT – ACADEMIC YEAR 2005-2006**II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES****REFLECTIVE ANALYSIS OF OUTCOMES**

- Annual survey of facility users had 390 respondents
- Survey showed an 89% overall positive appraisal of the Office of Athletics and Recreation
- All 17 intercollegiate athletics teams were surveyed in reference to the quality of their individual experience and to provide their rating of their respective coaching staffs
- A similar survey tool was used for all injured student-athletes regarding their injury care experience

COLLABORATIONS WITH OTHER DIVISIONS**Academic Affairs**

- Provost's office is represented annually at the end of season Athletics Award Brunch to honor student-athletes who have demonstrated academic success
- Class excuse note requests are submitted to faculty members when intercollegiate contests may possibly require a student-athlete to miss a class
- Athletics facilities and staff are made available for commencement and scholarship recognition programs
- A faculty athletics representative is assigned to the intercollegiate athletics teams

Administration and Finance

- Collaborated with the Office of Facilities Planning and Construction on Institution's Master Plan including Barlow Site, timeline for Athletics Field #4 to be used for other institution use and relocation of two tennis courts and the street hockey court
- Coaching and administrative staff worked with Office of Plant Management in discussing athletics facilities maintenance schedules and needed repairs
- Athletics staff member was trained on utilizing Plant's maximo work order program
- Worked with Purchasing Office on the bid package and process for buses

PROFESSIONAL DEVELOPMENT

(For a complete list of individual professional development activities for Athletics and Recreation staff members, please see Supporting Data section.)

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Ice hockey was introduced as a new club sport.
- Softball was added as a new full-time coaching position.
- New cardio exercise equipment was added to the Trustees Memorial Fitness Room.
- Upholstery repairs were made where needed to all equipment in the I-Wing gymnasium.
- Go Ospreys campaign was introduced.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	▪ Increase learning/ development opportunities for all students (athletes, employees and IRC) to utilize viable tool to measure impact.
GOAL/OBJECTIVE No. 2	▪ Evaluate intercollegiate, intramural and club sport offerings to ensure efficiency of deliveries and maximum outreach to student users.
GOAL/OBJECTIVE No. 3	▪ Develop measuring gauge for Ospreys Sports Network and its overall impact on target audience.
GOAL/OBJECTIVE NO. 4	▪ Evaluate operations systems currently in place for necessary staff immersion and competence.
GOAL/OBJECTIVE NO. 5	▪ Finalize Barlow Site development plan.
GOAL/OBJECTIVE NO. 6	▪ Utilize user survey feedback with available resources in the continued oversight of all workout facilities.

V. SUPPORTING DATA

- Professional Development
- Intercollegiate Sports Participation – Men’s/Women’s 2001-02 – 2005-06
- Gender Equity Proportionality Index: AY01-02 – AY05-06
- Intramural & Recreation Sports Participation – AY01-02 – AY05-06
- Athletic Facilities Users – Semester Comparisons: Fall 2001 – Spring 2006
- Athletic Facilities Usage – Semester Comparisons: Fall 2001 – Spring 2006
- Table 1. ULTRA Enrollment Comparison
- Table 2. Survey of Athletic Injury Care: 2001-02 to 2005-06
- Table 3. Outcome Survey of Athletic Injury Care 2005-06
- Table 4. Athletic Injury Report 2001-02 to 2005-06
- Table 5. Athletic Training Room Usage: 2001-02 to 2005-06
- Table 6. Participants and Teams: 2001-02 to 2005-06
- Table 7. Early Bird Fitness Room Usage: 2001-02 to 2005-06
- Table 8. Cumulative Grade Point Average - Men’s & Women’s Sports Spring 2002- Spring 2006
- Table 9. Team Record Comparison 2002-03 – 2005-06



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

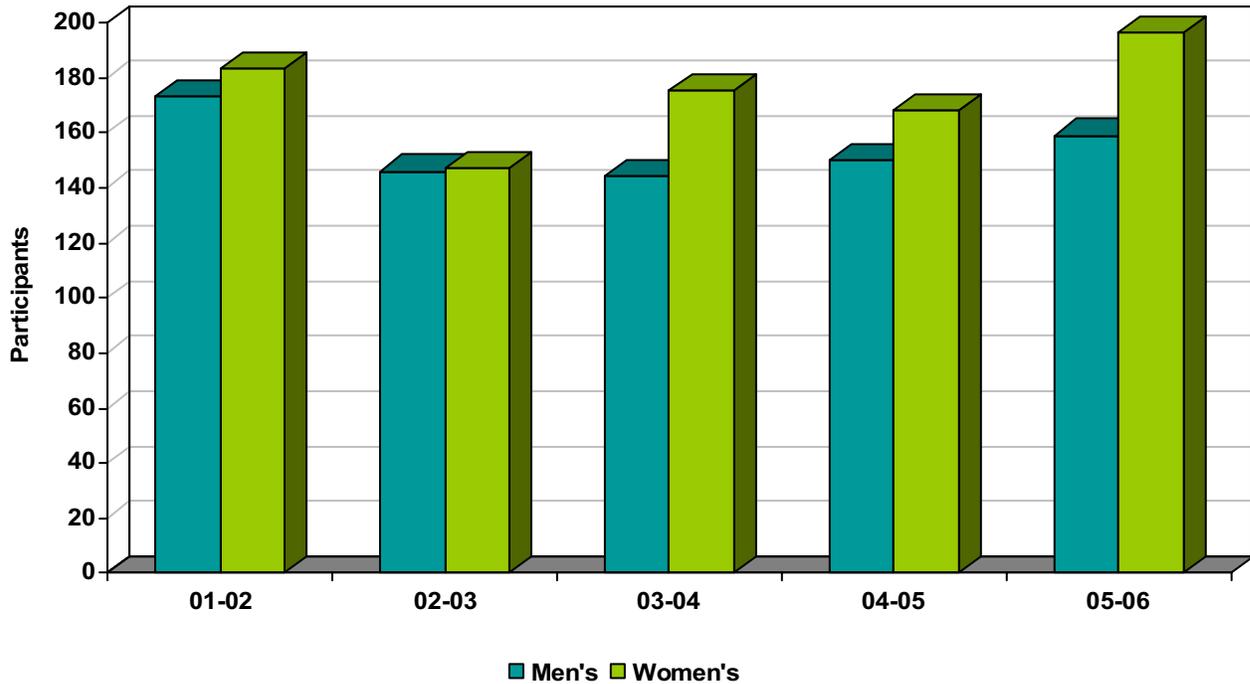
**PROFESSIONAL DEVELOPMENT
ATHLETICS AND RECREATION STAFF – 2005-06**

- Larry James, Lonnie Folks and Corrinne Wright attended the NCAA Annual Convention
- Larry James and Bill Preston presented a program “Athletes and College Admission: What Do Colleges and the NCAA Require?” for the National Association for College Admissions Counseling at the Atlantic City National College Fair
- Larry James attended the 2006 National Association of Collegiate Marketing Administrators on the Road Seminar
- Larry James was nominated and accepted the position of Men’s Chair of Development for USA Track and Field
- Larry James served as Men’s Team Manager for USA Track and Field at the 2005 IAAF World Championships
- Lonnie Folks served on the NCAA III Women’s Soccer Championships Committee and chaired the Mid-Atlantic Regional Committee
- Lonnie Folks served on the ECAC Metro Region Committee for Women’s Soccer
- Lonnie Folks was a facilitator for the NCAA Student-Athlete National Leadership Conference
- Lonnie Folks attended the Continuing Education Series for the Leadership Institute for Ethnic Minorities
- Corrinne Wright attended the NCAA CHAMPS/Life Skills Program Orientation and Continuing Education Conference
- Corrinne Wright attended the NCAA Regional Rules Seminar
- JoAnne Barbieri presented a program entitled “Nutrition and Fitness for the Office Professional” at the New Jersey Association of Education Office Professionals at their November Convention in Atlantic City
- Jim Gwathney attended the NIRSA Regional and National Conferences
- Jim Gwathney attended an AAI/ISMA Fitness Education and Certification Conference
- Chris Rollman attended the ECAC Sports Information Directors annual workshop
- Val Julien served as co-chair of the distribution for the 2006 ShopRite Golf Classic
- Jon Heck and Kristin Camm attended the National Athletic Trainers Association Annual Meeting and Symposium
- Jeff Haines and Nick Juengert attended the National Soccer Coaches Association of America National Convention
- Dick Rizk attended the United States Intercollegiate Lacrosse Association Annual Meeting
- Todd Curll attended the USA Track and Field Level 1 Coaching School
- Toni Petrilli, Sue Milazzo and Carole LoBue attended on-campus Banner training



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**INTERCOLLEGIATE SPORTS PARTICIPATION
MEN’S/WOMEN’S – AY01-02 THROUGH AY05-06**



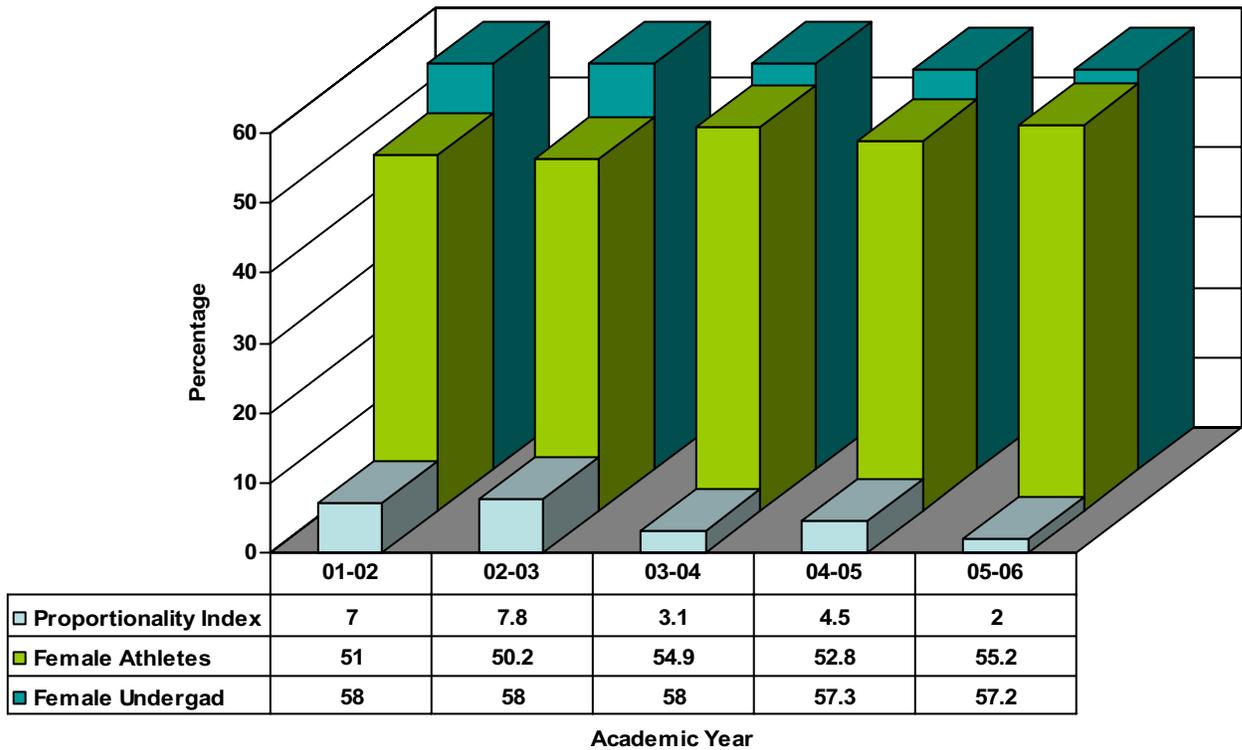
	AY01-02	AY02-03	AY03-04	AY04-05	AY05-06
■ Men's	173	146	144	150	159
■ Women's	183	147	175	168	196
TOTAL	356	293	319	318	355

Of the 355 total student-athletes, the 196 females represents the highest ever one-year total and a 16.6% increase over the previous year. This validates a concerted effort to grow participation numbers for female students more aligned with the institutions majority female student population.



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**GENDER EQUITY PROPORTIONALITY INDEX
ACADEMIC YEARS 2001-02 TO 2005-06**

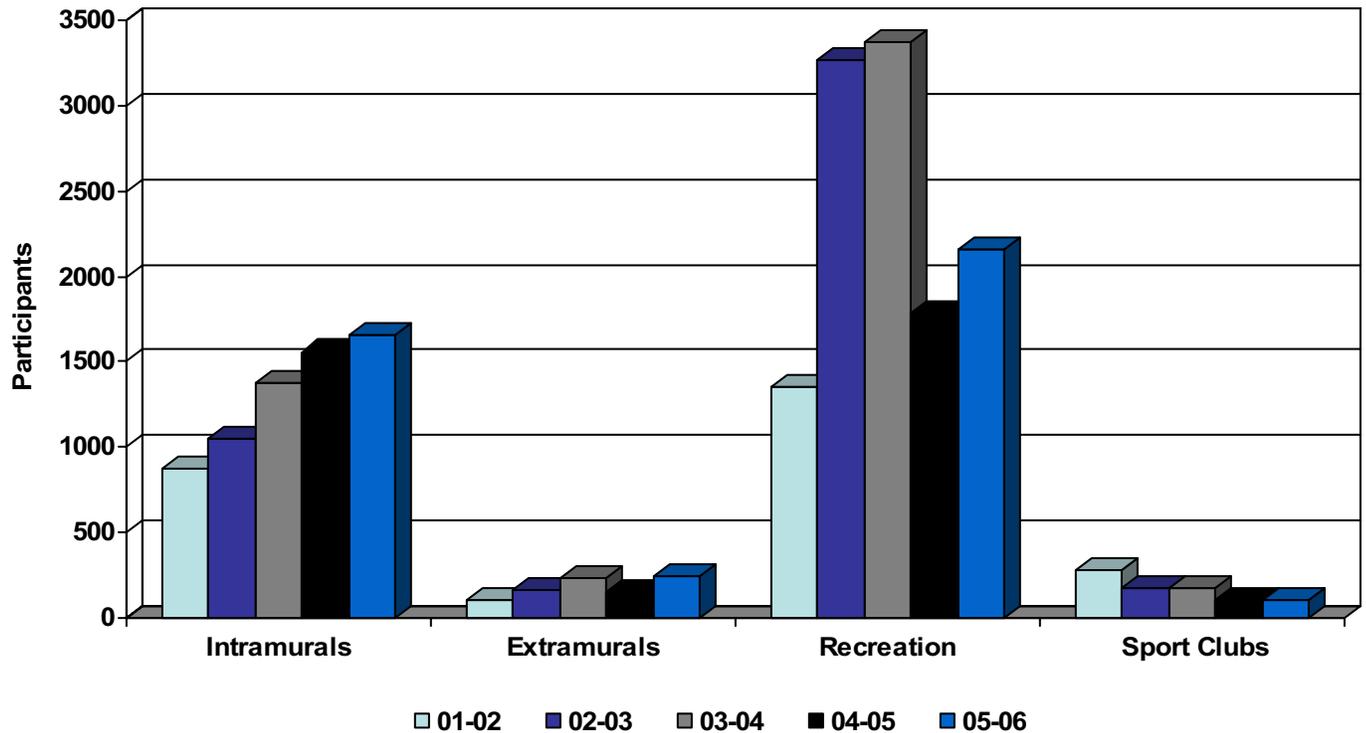


Squad size management of the men’s teams and additional coaching staff support in some of the women’s programs in part led to a 2.0 proportionality index, the best of the program to date.



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**INTRAMURAL & RECREATION SPORTS PARTICIPATION
ACADEMIC YEARS 2001-02 TO 2005-06**

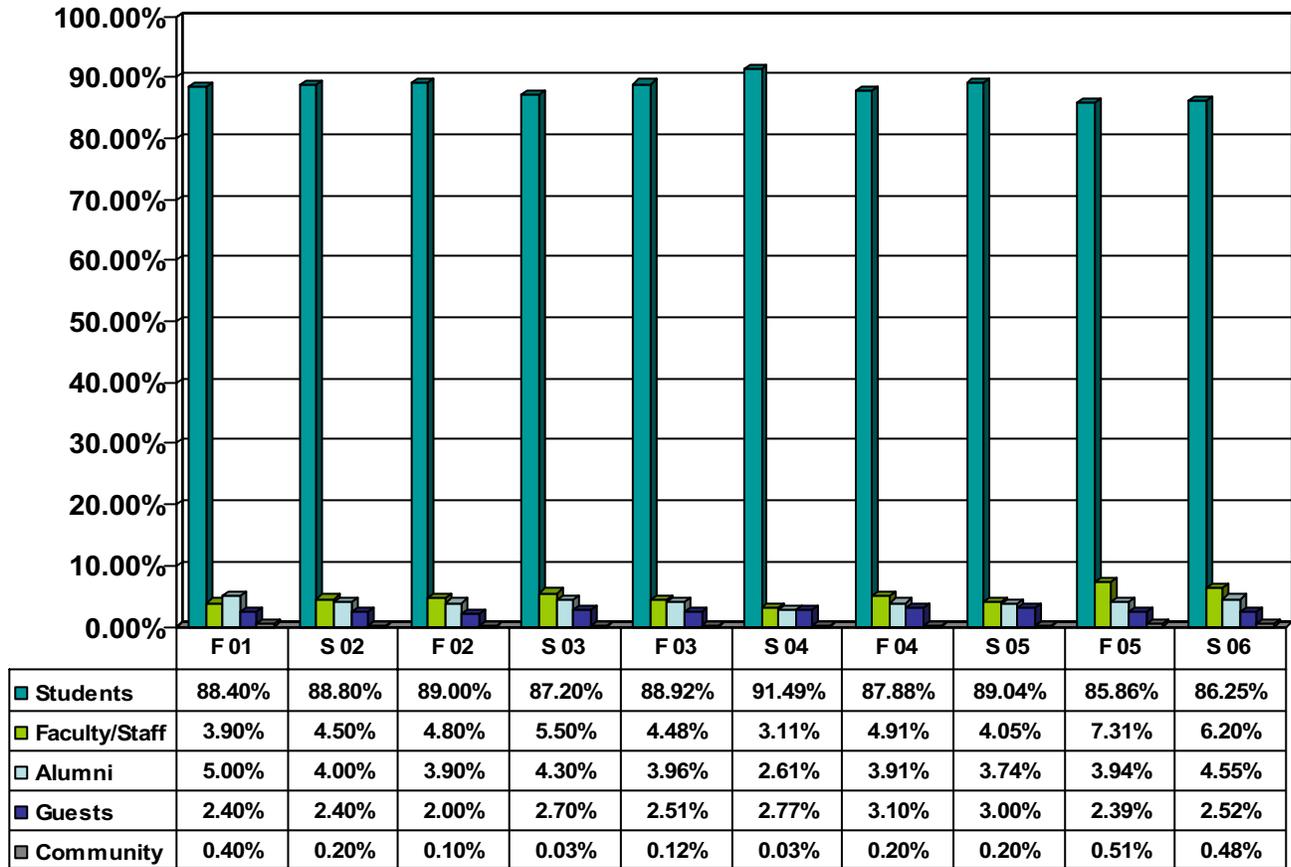


Participation numbers were up in three of the four categories with the fourth (club sports) being just slightly less than last year (105 to 101). Activity and program offerings change periodically based on student feedback and interest. Examples from this past year would include the addition of dodge ball as an intramural activity and ice hockey as a new club sport. In the most recent student user survey, 92% of those surveyed that participate in the intramurals program expressed satisfaction with the program and its offerings. A team of Stockton students won a regional NIRSA basketball competition and earned a berth in the national tournament held in Atlanta, GA.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**ATHLETIC FACILITIES USERS
SEMESTER COMPARISONS -- FALL 2001 - SPRING 2006**

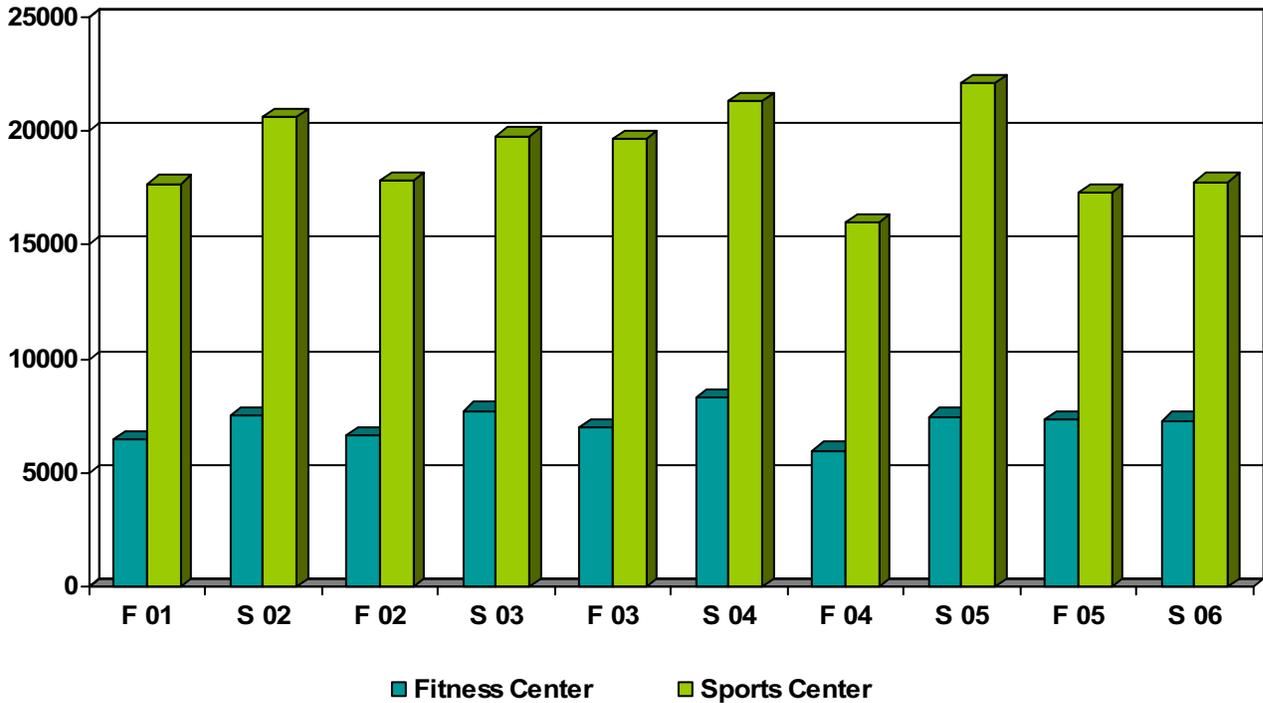


The Office of Athletics and Recreation received an 89% satisfactory appraisal rating from facility users in the user survey taken this past fall and a 91% satisfactory rating on the hours of operation. Students are still the primary users of the facilities (86.25%).



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**ATHLETIC FACILITIES USAGE
SEMESTER COMPARISONS -- FALL '01 - SPRING '06**



The I-Wing Fitness Center facility usage increased 8.8% from the previous year. The overall usage for both facilities from this past year equaled a total of 49,697.

<p>Fitness Center Facilities: Gymnasium Pool Weight Rooms I, II, III Steam Room Racquetball Courts</p>	<p>Sports Center Facilities: Arena Trustees Memorial Fitness Room</p>
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ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Table 1. ULTRA Enrollment Comparison					
	2001-02	2002-03	2003-04	2004-05	2005-06
CPR for Professional Rescuer	55	66	46	36	28
Community First Aid & Safety	62	81	53	45	16
Lifeguard Training	40	16	28	22	11
Sports Medicine Series	94	115	90	69	108
TOTAL	251	278	217	172	163

Table 2. Survey of Athletic Injury Care			
2001-02 to 2005-06			
Overall Experience Rating (1-10 Scale)			
	Score	Women	Men
2001-02	9.14	9.14	9.14
2002-03	9.14	9.14	9.14
2003-04	9.16	9.24	9.06
2004-05	9.06	9.08	9.04
2005-06	8.91	8.94	8.86



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Table 3. Outcome Survey of Athletic Injury Care 2005-06

Responses were set up on a scale of 1-4. 4.00 represents a perfect score for a question, unless otherwise noted.

Topic	Score	Women	Men
Athletic Training Room			
1. Hours are convenient	3.74	3.76	3.70
2. Size is adequate	3.79	3.86	3.65
3. Equipment is adequate	3.81	3.84	3.75
Evaluations			
1. Prompt initial care	3.82	3.92	3.65
2. Wait was minimal	3.75	3.73	3.80
3. Thorough injury assessment	3.68	3.68	3.70
4. Concerns were addressed	3.73	3.76	3.68
5. Began a corrective plan of action	3.81	3.84	3.75
6. Re-evaluated at a later date	3.71	3.72	3.65
7. Progress was monitored	3.77	3.78	3.75
Rehabilitation			
1. Rehab was beneficial	3.67	3.70	3.60
2. Rehab was useless (perfect score 1.0)	1.32	1.24	1.45
3. Confident return to play	3.51	3.63	3.32
4. Had input in your injury care	3.65	3.68	3.60
5. Rehab was monitored and adapted	3.60	3.59	3.60
6. Staff answered questions	3.75	3.78	3.68
7. Staff is dependable	3.68	3.73	3.60
8. Staff is valuable	3.68	3.73	3.60
9. Rehab progressed appropriately	3.54	3.68	3.40
10. Instructed on exercises	3.77	3.81	3.68
11. Improved from initial injury state	3.77	3.81	3.70
12. Could have progressed faster (1.0)	2.25	3.29	2.20
13. Condition was followed up	3.54	3.59	3.44
14. Care was satisfactory	3.60	3.76	3.40
15. Care was unsatisfactory (1.0)	1.18	1.16	1.20
16. Enjoyable atmosphere	3.66	3.73	3.60
Overall Experience Rating (1-10 Scale)	8.91	8.94	8.86



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Table 4. Athletic Injury Report 2001-02 to 2005-06			
	# of Injuries	Days Injured	Avg Days/ Injury
2001-02	259	11020	42.55
2002-03	310	9946	32.08
2003-04	320	8706	27.21
2004-05	330	12010	36.39
2005-06	311	10043	32.29

Table 5. Athletic Training Room Usage: 2001-02 to 2005-06					
	2001-02	2002-03	2003-04	2004-05	2005-06
Ice	2284	2426	2550	2676	2849
Initial Eval	243	268	285	328	350
Re-eval	2088	2172	2239	2016	2195
Rehab	2343	2429	2515	2432	2401
Prop	1356	1397	1587	1317	1307
Stretching	1999	2147	2160	1915	1948
Ultrasound	148	148	145	78	61
E-stim	713	758	857	1638	1740
Hot Pack	343	368	370	180	130
FT	172	121	195	182	118
AT	133	132	200	157	215
Tape	566	574	632	523	514
WT	134	132	135	140	116
Total	12522	13072	13870	13582	13944

Prop = Proprioception AT = Aerobic Training
 FT = Functional Training WT = Wound Treatment



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Table 6. Participants and Teams 2001-02 to 2005-06						
	Participants			Teams		
	Men's	Women's	Total	Men's	Women's	Total
2001-02	174	181	355	7	9	16
2002-03	146	147	293	7	9	16
2003-04	144	175	319	7	10	17
2004-05	150	168	318	7	10	17
2005-06	159	196	355	7	10	17

Table 7. Early Bird Fitness Room Usage 2001-02 to 2005-06					
	2001-02	2002-03	2003-04	2004-05	2005-06
Students	2467	2538	2966	3255	2662
Faculty	257	222	237	255	208
Staff	230	57	110	54	230
Alumni	148	187	224	357	314
Guest	23	72	38	134	84
Community	4	5	0	0	95
Total Users	3129	3081	3827	4131	3593
Days of Operation	221	166	151	197	218



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Table 8. Cumulative Grade Point Average - Men's & Women's Sports Spring 2002 – Spring 2006					
MEN'S SPORT	Spring				
	2002	2003	2004	2005	2006
BASEBALL	2.808	2.555	2.787	2.895	2.789
BASKETBALL	2.414	2.385	2.638	2.613	2.370
CROSS COUNTRY	3.147	3.408	3.13	3.158	3.070
INDOOR TRACK & FIELD	3.185	3.182	2.996	3.018	3.167
LACROSSE	2.833	2.982	3.04	3.028	2.949
OUTDOOR TRACK & FIELD	3.436	3.156	3.081	3.102	3.107
SOCCER	2.589	2.635	2.743	2.649	2.873
WOMEN'S SPORT	Spring				
	2002	2003	2004	2005	2006
BASKETBALL	3.055	3.052	3.332	3.06	3.070
CROSS COUNTRY	3.296	3.478	3.483	3.428	3.516
FIELD HOCKEY	N/A	N/A	3.036	3.159	3.333
INDOOR TRACK & FIELD	3.29	3.384	3.214	3.073	3.368
OUTDOOR TRACK & FIELD	3.239	3.391	3.287	3.23	3.375
ROWING	3.289	3.113	3.059	3.209	2.971
SOCCER	3.212	3.185	3.087	3.08	3.102
SOFTBALL	3.137	2.877	3.06	3.133	3.357
TENNIS	3.339	2.936	3.034	3.137	3.501
VOLLEYBALL	3.176	3.176	3.435	3.366	3.455

Thirteen teams compiled a cumulative team grade point average of higher than 3.0. A total of 43 student-athletes received Academic All-Conference recognition.



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Table 9. Team Record Comparison

SPORT		2002-03		2003-04		2004-05		2005-06	
		Record	Conference Place	Record	Conference Place	Record	Conference Place	Record	Conference Place
Men's	Baseball	3-25-1	10 of 10	16-19-1	9 of 10	20-16	7 of 9	18-19	8 of 10
Men's	Basketball	14-12	6 of 10	16-12	3 of 5	19-11	2 of 9	18-10	2 of 10
Women's	Basketball	19-9	2 of 10	12-14	3 of 5	18-10	1 of 9	22-6	1 of 10
Men's	Cross Country	NA	3 of 8	NA	3 of 8	NA	4 of 8	Na	3 of 8
Women's	Cross Country	NA	3 of 6	NA	4 of 9	NA	4 of 7	Na	3 of 8
Women's	Field Hockey	NA	NA	6-12	6 of 6	6-12	7 of 7	7-10	6 of 7
Men's	Indoor Track & Field	NA	5 of 8	NA	6 of 8	NA	5 of 7	Na	5 of 9
Women's	Indoor Track & Field	NA	3 of 8	NA	2 of 8	NA	2 of 7	Na	2 of 9
Men's	Lacrosse	7-5	4 of 7	8-8	3 of 6	8-6	4 of 7	8-8	4 of 7
Men's	Outdoor Track & Field	NA	4 of 8	NA	4 of 9	NA	3 of 8	Na	2 of 9
Women's	Outdoor Track & Field	NA	4 of 8	NA	2 of 9	NA	2 of 8	Na	2 of 9
Women's	Rowing	NA	NA	NA	NA	NA	NA	Na	Na
Men's	Soccer	18-5	1 of 10	14-8-2	1 of 10	18-4-3	1 of 9	14-6-2	4 of 10
Women's	Soccer	16-4-3	4 of 10	15-4-2	3 of 10	14-6-2	2 of 9	7-10-3	4 of 10
Women's	Softball	23-15-1	7 of 10	18-15-1	7 of 10	25-15	7 of 9	23-20	8 of 10
Women's	Tennis	7-2	3 of 6	9-1	2 of 6	11-1	2 of 7	6-2	3 of 7
Women's	Volleyball	20-14	2 of 9	20-12	1 of 9	25-9	2 of 7	27-9	3 of 8
Totals		127-91-5		134-105-6		164-90-5		150-100-5	
Overall Winning %		58%		56%		64%		60%	
Men's Sports		47%		53%		63%		57%	
Women's Sports		66%		58%		65%		62%	

Seven of the ten teams that compile win-loss records finished with winning percentages of .500 or better and 11 of 16 teams finished in the top half of their respective conference standings. Six track and field athletes met qualifying standards and participated in the NCAA III Outdoor Championships. Those athletes won one national championship and earned five all-America honors. A total of 83 Stockton student-athletes received special conference recognition during this past year.



CAREER SERVICES

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

OFFICE OF CAREER SERVICES

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS *
<ul style="list-style-type: none"> ▪ Create and deploy technology enhancements that will improve the operational activities of the office and the quality of services to students. 	<ul style="list-style-type: none"> ▪ Developed a prototype for online ULTRA workshops and related materials that can be accessed through the Career Services and Student Development websites. ▪ Developed an online database and registration process for Graduate/Professional School Fair participants for AY 05-06 implementation. ▪ Met with Student Development to discuss logistics of integrating Career Services' online workshops with the ULTRA web page as well as the process for registering participants for ULTRA credit. ▪ Linked the FOCUS online career assessment system via the Career Services web page. ▪ Initiated revision of the Career Services website. ▪ Enhanced the existing Internship Connection and JobNet report features. ▪ Enhanced the Internship Connection and JobNet websites by adding 3 new reports. 	<ul style="list-style-type: none"> ▪ Students will be able to utilize online ULTRA workshops beginning with the Fall '06 Semester. ▪ The online database for the Graduate and Professional School Fair registration has been implemented for use in the Fall '06 fair. ▪ FOCUS was made available for college-wide student access. ▪ Career Services is able to track employers wishing to be invited to career-related events. ▪ Additional Internship and JobNet reports are now available including: <ul style="list-style-type: none"> ▪ Employers wishing to be invited to Career Services recruiting events. ▪ Alumni Contacts ▪ Employers wishing to recruit using the Resume Referral and On-Campus Recruitment programs. 	<ul style="list-style-type: none"> ▪ Level 1.



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<ul style="list-style-type: none"> ▪ Automate the Graduate Survey Outcomes Assessment process through transitioning from a hard copy to online format. 	<ul style="list-style-type: none"> ▪ Met with Computer Services staff to discuss the development of an online survey instrument and web-enabled database. ▪ Re-designed the survey instrument for compatibility with online functionality. ▪ Created links that can only be accessed by the appropriate year class cohort. 	<ul style="list-style-type: none"> ▪ Developed and implemented an online format for the Class of 2005 (Immediate) and 2004 (One Year) Survey cohorts. ▪ Statistical reports can be generated from web-enabled database containing results of the survey. 	<ul style="list-style-type: none"> ▪ Level 1.
<ul style="list-style-type: none"> ▪ Expand employer development efforts to increase job and internship opportunities for students. 	<ul style="list-style-type: none"> ▪ Attended the Rutgers New Jersey Collegiate Career Fair to network with potential employers. ▪ Networked with employers at the Eastern Association of Colleges & Employers (EACE) Annual Conference. ▪ Attended the New Jersey Association of Colleges & Employers (NJACE) Directors' Roundtable Meet to acquire employer referrals from other career center directors. ▪ Attended RSC Alumni mixers to network with alumni for employer contacts. ▪ Participated in the Chamber of Commerce events such as the South Jersey Business Expo and Breakfast Meetings with business leaders. ▪ Invited employers who post jobs and internships on the Internship Connection and JobNET 	<ul style="list-style-type: none"> ▪ Employer registrations increased 10% for both the fall and spring Career Fairs. ▪ Employers requesting resume referrals increased 10%. ▪ Increased the number of employers posting job opportunities on JobNET by 77%. ▪ Increased the number of employers posting internship opportunities on the Internship Connections by approximately 13%. 	<ul style="list-style-type: none"> ▪ Level 1.



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	Web sites to career fairs and to participate in resume referrals and On-Campus Recruiting.		
<ul style="list-style-type: none"> Complete the creation of a comprehensive Career Services Manual for students, and revise select publications used to market programs and services to various constituencies. 	<ul style="list-style-type: none"> Met with staff to plan, select and organize materials and articles for the Career Services Manual. Met with Graphics to discuss publication designs and layouts. 	<ul style="list-style-type: none"> The Career Services Manual was prepared and presented for student distribution at the beginning of the Fall Semester. 	<ul style="list-style-type: none"> Level 1.
<ul style="list-style-type: none"> To further implement and automate the Alumni Career Mentor Program and expand the Career Peer Advisor Program. 	<ul style="list-style-type: none"> Conducted a search for a new Program Coordinator. Met with Alumni Relations staff and RSC Alumni Board Members. Attended alumni networking functions to access potential Alumni Career Network (ACN) participants. Recruited and trained additional Peer Career Advisors. Evaluated Peer Advisor availability for walk-in coverage and workshop presentations. 	<ul style="list-style-type: none"> Hired a new Program Coordinator with responsibility for implementation of the Alumni Career Network (ACN) and Peer Career Advisor Programs. Strategy and action plan developed for ACN program implementation. Increased recruitment activities in Spring 2006, resulting in the addition of 2 new Peer Advisors. Increased Peer Advisor coverage from 8 hours per week in the fall semester to 40 hours by Spring 2006. 	<ul style="list-style-type: none"> Level 1.

* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES

REFLECTIVE ANALYSIS

- Results of user satisfaction surveys given to all students, alumni, and community members who used the services of the office indicated a 99.5% approval rating across the board in all three areas of service rated, which is consistent with the results of last year’s survey. (See supporting data section)



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- During AY 05-06, the following declining trends were observed:
 - 1,113 individual, career counseling and advising sessions were conducted, consisting of scheduled appointments, walk-ins, e-mail and telephone services (see attached Graph #1).
 - 1,500 students attended 86 workshops and presentations, which represents an 11% decrease in presentations and workshops held and a 48% decrease in student participation.
 - Despite extensive outreach efforts, the causes for these decreases may be the result of several variables including generational issues, a more favorable job market, and reduced availability of the Workforce NJ Campus Representative, combined with the increased reliance/use of online resources by millennials.
- During AY 05-06, the following rising trends were observed:
 - 64 schools registered for the Fall 05 Graduate & Professional School Fair, which represents a nearly 4% increase over last year’s figure of 62 and an all-time high. The number of schools that actually participated was 56, which is identical to last year’s figure.
 - More prestigious and higher profile colleges and universities continue to participate. Student attendance was once again strong. It should also be noted that Stockton’s Graduate & Professional School Fairs remain quantitatively and qualitatively among the top three graduate school fairs in the state. (See attached Graph #2)
 - 207 employers registered for the Fall 05 and Spring 06 Career Fairs which represents a 10% increase over last year’s figure of 188. The number of employers who actually attended was 188 or 3% higher than last year’s figure of 182. The number of students attending the two fairs was 1,513, which represents a 2% increase over last year’s figure of 1,485.
 - This consistent level of student attendance is the result of increased student/faculty outreach. (See attached Graphs #3 & 4)
 - 4,763 resumes were forwarded to 161 employers, which represent a 16% increase in the number of resumes forwarded above last year’s figure of 4,182 and close to a 10% increase in the number of employers requesting resumes above last year’s figure of 147. (See attached Graph #5)
- Mixed trends during AY05-06 include:
 - 8 employers scheduled interviews on-campus, which is consistent with last year, while 56 students interviewed with these employers as compared to 62 in AY 04-05. This represents a 10% decrease in the number of students interviewing with employers on-campus.
 - This is consistent with a national trend where many colleges and universities have been experiencing a decline in both employer and student participation in the On-Campus Recruitment process. Some schools have discontinued this service, while Stockton has been able to maintain stability each year with some fluctuations in both employer and student utilization of the process.
 - 9,383 student searches were conducted on the Internship Connection Web site. This represents a 23% decrease below last year’s figure of 12,262. Although the number of searches for the AY 05-06 was down, the number of employers listing internships was up by close to 13%.
 - 27,607 student searches were conducted on the JobNET Web site, representing a 14% decrease below last year. However, 1,062 companies posted full-time and part-time job opportunities, resulting in a 77% increase in employers using this system.

COLLABORATIVE EFFORTS

- Collaborations with the Office of Alumni Relations and the RSC Alumni Association include the coordination of a special luncheon for alumni employers at the Spring Career Fair, participation in the New York City and



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Washington, D.C. Alumni mixers, co-sponsorship of the annual Business Etiquette Dinner, and the Careers in Hospitality Management Alumni Panel Workshop.

- Collaborations with New Jersey Department of Labor and Workforce Development include the co-sponsorship of a workshop for students entitled: Understanding the Federal Hiring Process, and the Job Fair for laid-off Lenox employees. Twenty-three (23) area employers participated and 103 displaced employees attended.
- The Office of Career Services, on behalf of the College, collaborated with the South Jersey Pharmaceutical and Medical Technology Industry Alliance to host their 2005 Fall Conference, which featured President Saatkamp as one of the guest speakers.

PROFESSIONAL DEVELOPMENT

Ralph Viviano

- New Jersey Association of Colleges and Employers (NJACE) Directors Roundtable – Stockton College of NJ & Fairleigh Dickenson University
- South Jersey Pharmaceutical & Medical Technology Industry Alliance Networking Meetings - Cherry Hill, Mt. Laurel & Stockton College
- Southern New Jersey Chamber of Commerce - Networking Meetings & Business Expo - Egg Harbor City & Cherry Hill

Cora Perone

- MBTI Training - Myers Briggs Certification Training - Temple University
- Strong Interest Inventory Workshop - Career Assessment Tools - The College of NJ
- Eastern Association of Colleges and Employers, Inc. (EACE) Annual Conference - White Plains, NY

Walter Tarver

- EACE Conference Planning Committee & Conference - White Plains, NY
- Strong Interest Inventory Workshop – The College of NJ

Patricia Donahue

- EACE Alumni Career Services Summit - Alumni Networking - Villanova University

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Automated the annual Graduate Survey Outcomes Assessment process through transitioning from a hard copy format and Access database to an online format and relational database.
- Revised and enhanced the office’s counseling record-keeping system by adding additional fields for services provided and client demographic information.
- Introduced and deployed the FOCUS Online Career Assessment System, which has already been accessed by 418 users.
- Implemented a new Web-enabled recruiter registration database for managing the Graduate & Professional School Fairs.
- Developed two online ULTRA workshops and related tests which can be accessed by students through the Career Services Website.
- Improved the quality of Peer Career Advising Program through increased staffing, training, coverage and activity level.
- Designed and distributed a high-quality comprehensive Career Services Manual for students.



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IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Launch and implement the Alumni Career Network Program to provide students access to alumni mentors and exposure to careers through panel presentations.
GOAL/OBJECTIVE No. 2	Increase student utilization of programs and services by expanding the scope of outreach activities via the expansion of the Peer Career Advising Program.
GOAL/OBJECTIVE No. 3	Collaborate with the Office of Student Development, the Honors Program, Teacher Education and other academic units to launch and implement a pilot r-Smart e-Portfolio system for students.
GOAL/OBJECTIVE No. 4	Improve the overall appearance and utility of the Career Services Web page.

V. SUPPORTING DATA

- Table 1. User Satisfaction Survey Results 05-06
- Graph 1. Career Counseling Sessions
- Graph 2. Graduate School Fairs
- Graph 3. Employer Participation at Career Fairs
- Graph 4. Combined Attendance at Fall & Spring Career Fairs
- Graph 5. Employers Requesting Resumes
- Career Services Manual – Your Comprehensive Guide to Career Success (*available in Career Services Office, J-204*)



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

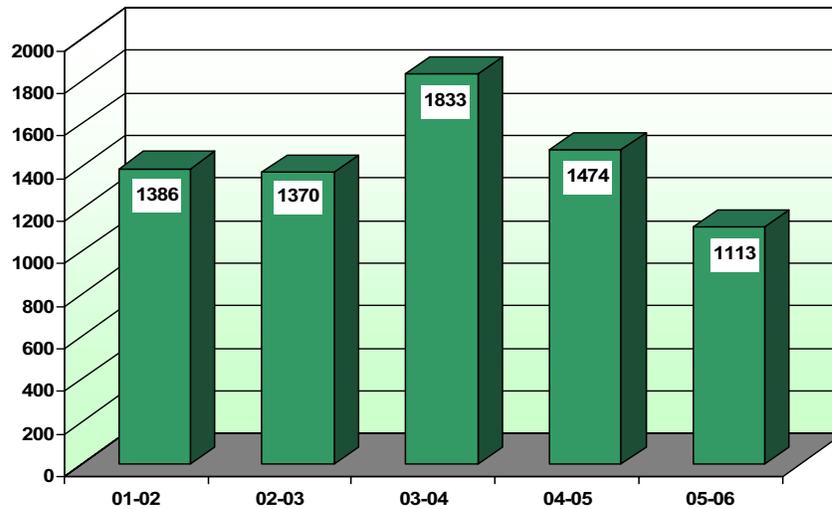
TABLE 1. USER SATISFACTION SURVEY RESULTS 2005-06

TOTAL RESPONSES RECEIVED FOR 2005-2006 = 438		
<u>1. Greeted promptly & courteously:</u>		
Total response	436	99.54%
Strongly disagree	0	0.00%
Disagree	2	0.46%
Agree	45	10.32%
Strongly Agree	389	89.22%
<u>2. Staff responded to needs in satisfactory manner or assisted in locating appropriate office or service:</u>		
Total response	436	99.54%
Strongly disagree	0	0.00%
Disagree	1	0.23%
Agree	36	8.26%
Strongly Agree	399	91.51%
<u>3. Would seek assistance from office again:</u>		
Total response	436	99.54%
Strongly disagree	0	0.00%
Disagree	0	0.00%
Agree	31	7.11%
Strongly Agree	405	92.89%
<u>Class Level:</u>		
Total response	414	94.52%
Freshman	15	3.62%
Sophomore	27	6.52%
Junior	51	12.32%
Senior	174	42.03%
Graduate Student	74	17.87%
Alum	64	15.46%
Community Member	9	2.17%
} Total Student Response = 341 82.37%		
<u>Gender:</u>		
Total response	323	73.74%
Female	212	28.77%
Male	111	15.06%
<u>Residence:</u>		
Total response	372	40.26%
On-campus	109	29.30%
Off-campus rental	100	26.88%
Commute from home	163	43.82%



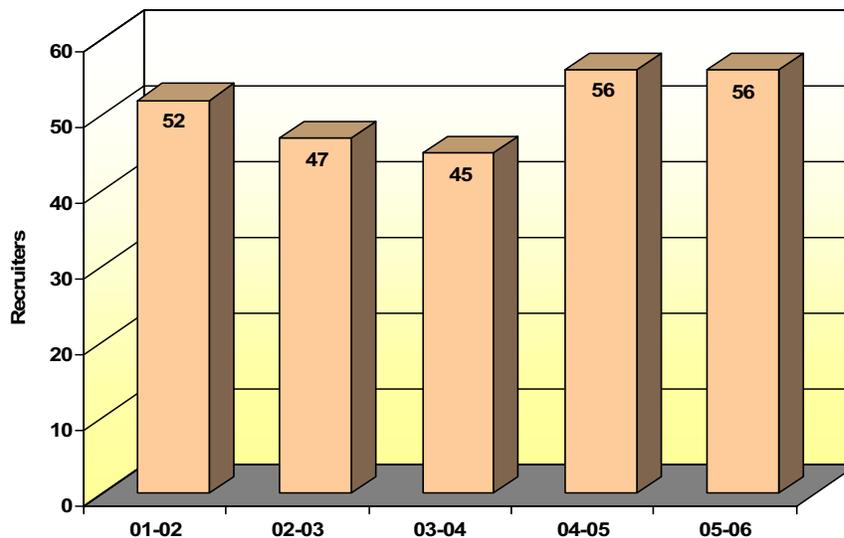
ANNUAL REPORT – ACADEMIC YEAR 2005-2006

GRAPH 1. CAREER COUNSELING SESSIONS
Academic Years 01-02 through 05-06



The above chart reflects the aggregate number of individual career counseling sessions, email and phone services provided to clients. With the continual introduction of new web-based technology such as FOCUS, the VAULT Online Career Library, the Internship Connection and JobNet websites, many students now have 24/7 access to a wide-range of career-related information.

GRAPH 2. GRADUATE SCHOOL FAIRS
Academic Years 01-02 through 05-06

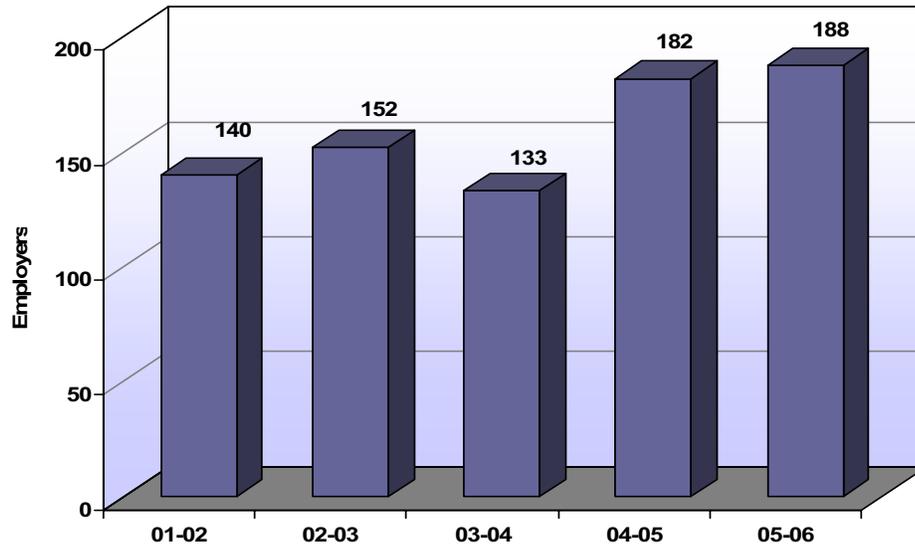


The above chart reflects a consistent but solid pattern in graduate school participation at the Graduate and Professional School Fairs. As a result of targeted marketing strategies and refinements in the graduate and professional school database, combined with new marketing materials, Stockton continues to attract more prestigious and higher profile institutions. Stockton’s Fair remains within the top 3 Graduate and Professional School Fairs in the state.



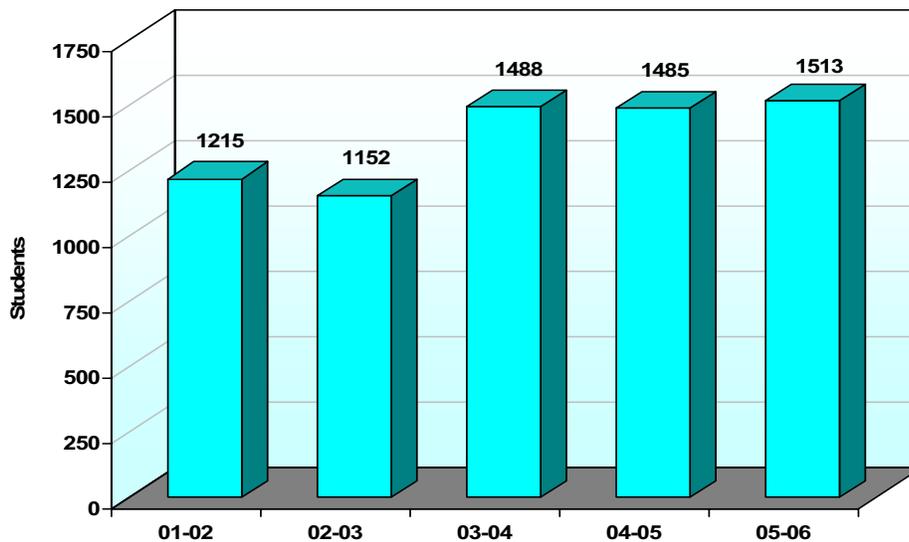
ANNUAL REPORT – ACADEMIC YEAR 2005-2006

GRAPH 3. EMPLOYER PARTICIPATION AT CAREER FAIRS
Academic Years 01-02 through 05-06



The above chart reflects a 3% increase in the number of employers participating in Stockton’s Career Fairs. This increase is the result of aggressive employer development efforts combined with improved economic conditions.

GRAPH 4. COMBINED ATTENDANCE AT FALL & SPRING CAREER FAIRS
Academic Years 01-02 through 05-06

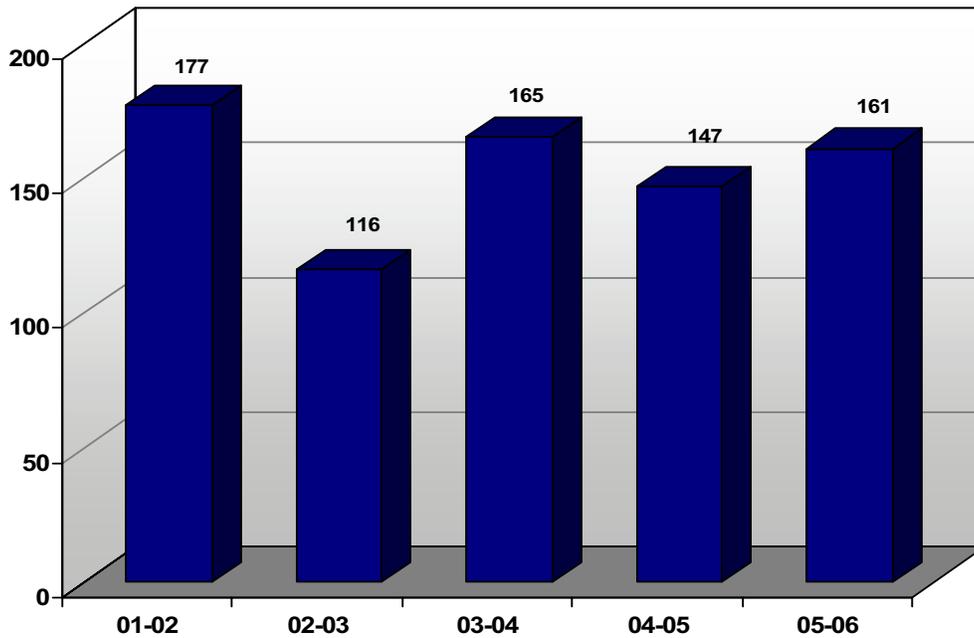


The above chart reflects both stability and overall growth in student attendance at Career Fairs. Student attendance at the Spring 2006 Career Fair reached another all-time high of 1513. This 2% increase was the result of aggressive outreach efforts directed to students and faculty.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

GRAPH 5. EMPLOYERS REQUESTING RESUMES
Academic Years 01-02 through 05-06



The above chart reflects a 10% increase in the number of employers requesting student resumes. This increase is the result of aggressive employer development efforts.



COLLEGE CENTER

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

OFFICE OF COLLEGE CENTER

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS*
<ul style="list-style-type: none"> Complete needed facility health and safety improvements for G-and N-Wings and Free To Be (FTB) Child Care Center. 	<ul style="list-style-type: none"> Installed new ADA restroom door hardware and fire exit doors. Relocated information boards. Purchased air purification machine for FTB. 	<ul style="list-style-type: none"> Improved access to restrooms. Enhanced visibility of information. Better air quality/improved employee morale. 	<ul style="list-style-type: none"> Level 2. Due to code reviews and approvals, completion of door installation delayed until August 2006.
<ul style="list-style-type: none"> Enhance the usefulness/appearance of the G-and N-Wing facilities through furniture and audio-visual upgrades. 	<ul style="list-style-type: none"> Installed G-Wing lounge wireless sound system. Ordered new furniture for G and N-wing lounges. 	<ul style="list-style-type: none"> Improved sound quality. Reduced setup labor. More effective/efficient use of space. Increased user "friendliness." 	<ul style="list-style-type: none"> Level 2. G-Wing wireless sound has been the best investment in the College Centers in years. Furniture has been ordered, but has not yet arrived.
<ul style="list-style-type: none"> Develop a student artwork display program with ARHU. 	<ul style="list-style-type: none"> None. 	<ul style="list-style-type: none"> None. 	<ul style="list-style-type: none"> Level 3. Funding priorities have moved this enhancement to FY 2007.
<ul style="list-style-type: none"> Provide insight and input to the design of the new College Center based upon site visits and other research. 	<ul style="list-style-type: none"> Participated in meetings/provided event statistics to justify space needs. Continued to collect information from other institutions. 	<ul style="list-style-type: none"> Better understanding of event/usage space needs. Improved relationships with colleagues from several institutions. 	<ul style="list-style-type: none"> Level 2. Design has not been solidified, but student event space appears to be adequate at this time.
<ul style="list-style-type: none"> Provide increased funding for equipment, resources for student club/organization programming. 	<ul style="list-style-type: none"> Increased programming budget from \$36K to \$44K (chart A). Purchased new portable sound system and microphones costing over \$4,000. Purchased 4 new TV's and multiple video 	<ul style="list-style-type: none"> Overall attendance for N-Wing programs increased (chart B). Improved sound delivery for large events. Expanded possibilities for game nights. 	<ul style="list-style-type: none"> Level 1. Purchases are being utilized by and for students on a regular basis.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

	<p>games.</p> <ul style="list-style-type: none"> ▪ Purchased full size pool table for Osprey’s Nest 		
<ul style="list-style-type: none"> ▪ Expand revenue opportunities for Free To Be Child Care Center. 	<ul style="list-style-type: none"> ▪ Enhanced Auction fundraiser. ▪ Restructured fee schedule. ▪ Revamped website. ▪ Combined supply orders with College Center. 	<ul style="list-style-type: none"> ▪ Auction raised almost \$3,000. ▪ Restructured fee schedule eliminated employee discounts with no negative feedback. ▪ Enrollments for spring 06 were at record levels. ▪ Realized better pricing options. 	<ul style="list-style-type: none"> ▪ Level 2. Free To Be still maintains a deficit. Projections show a deficit reduction and further reductions may be possible by continuing to use measures such as these.
<ul style="list-style-type: none"> ▪ Successfully integrate the new College Center staff member into the operation. 	<ul style="list-style-type: none"> ▪ Utilized excellent paper history left by previous staff member. ▪ Altered job description with the focus on future needs. 	<ul style="list-style-type: none"> ▪ Seamless continuation of programs/services. ▪ Implementation of alternate delivery methods of programs/services. 	<ul style="list-style-type: none"> ▪ Level 1. The result has been continuation and enhancement of the work team.
<ul style="list-style-type: none"> ▪ Recapture needed administrative and programming space. 	<ul style="list-style-type: none"> ▪ Created temporary space for TES position. ▪ Created game room atmosphere in the Osprey’s nest through purchase of pool table/ placement of foosball table. 	<ul style="list-style-type: none"> ▪ Effective utilization of unused Stockton Student Television (SSTV) space. ▪ Students have the option to play pool or foosball. 	<ul style="list-style-type: none"> ▪ Level 2. Construction of additional space is necessary to continue this goal.
<ul style="list-style-type: none"> ▪ Assist in developing a successful Stockton Orientation Adventure Retreat (S.O.A.R.) pre-orientation program. 	<ul style="list-style-type: none"> ▪ Reclassified Asst. Director with responsibility for S.O.A.R. ▪ Developed and managed the entire S.O.A.R. program including staff selection, camp location, student registrations, program details and budget. 	<ul style="list-style-type: none"> ▪ Exceeded initial cap of 75 freshman registrants. ▪ Increased participation in subsequent orientation activities. ▪ Created opportunities for developing relationships with upper class students/faculty/staff. 	<ul style="list-style-type: none"> ▪ Level 1. Program was a total success.

* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES

- Facility enhancements, although only partially complete, have only been possible due to constant communication with Facilities Planning, and have enhanced safety for users of the facility.
- Increased funding for student programs resulted in increased participation and excellent new equipment.
- The S.O.A.R. program was an unequivocal success and created positive relationships with numerous faculty who participated in both planning prior to and presenting during the program.
- Furniture selections and recreation enhancements involved student input and have been well received.
- Integration of the new Associate Director involved crucial interaction with Academic Affairs.
- Input into the new Campus Center has, at this point in time, preserved needed event, meeting, and recreational space for students.

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- New student orientation enhanced through implementation of S.O.A.R.
- N-Wing health/safety improved through installation of ADA restroom door hardware and fire doors.
- Wireless sound system in upper G-Wing lounge has tremendously enhanced program flexibility.
- Pool table/foosball table introduced “free” recreation to the Osprey’s Nest.
- Attendance at N-Wing/College Center programs increased approximately 10%.
- Established a procedure for requiring Strikeforce at appropriate student events.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Provide input to the design of student use space in the new Campus Center.
GOAL/OBJECTIVE No. 2	Further upgrade the appearance, safety, and security of G and N-Wings.
GOAL/OBJECTIVE No. 3	Improve the audio/visual capabilities in N-Wing.
GOAL/OBJECTIVE No. 4	Expand and better coordinate Senior Send-Off programs.
GOAL/OBJECTIVE No. 5	Enhance professional training opportunities via workshops and cross-training.
GOAL/OBJECTIVE No. 6	Increase scope of responsibilities of College Center evening/weekend staff.
GOAL/OBJECTIVE No. 7	Construct and distribute a comprehensive College Centers operations manual.
GOAL/OBJECTIVE NO. 8	Enhance student worker hiring and retention practices for Free To Be Child Care Center.
GOAL/OBJECTIVE NO.9	Enhance revenue collections from gallery vendors.
GOAL/OBJECTIVE NO.10	Upgrade the appearance and functions of the information booths.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

V. SUPPORTING DATA

- Chart A: Comparative Program Expenditures
- Chart B: Comparative Program Attendance
- Chart C: Comparison of Check Requisitions Processed



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Chart A: Comparative Program Expenditures

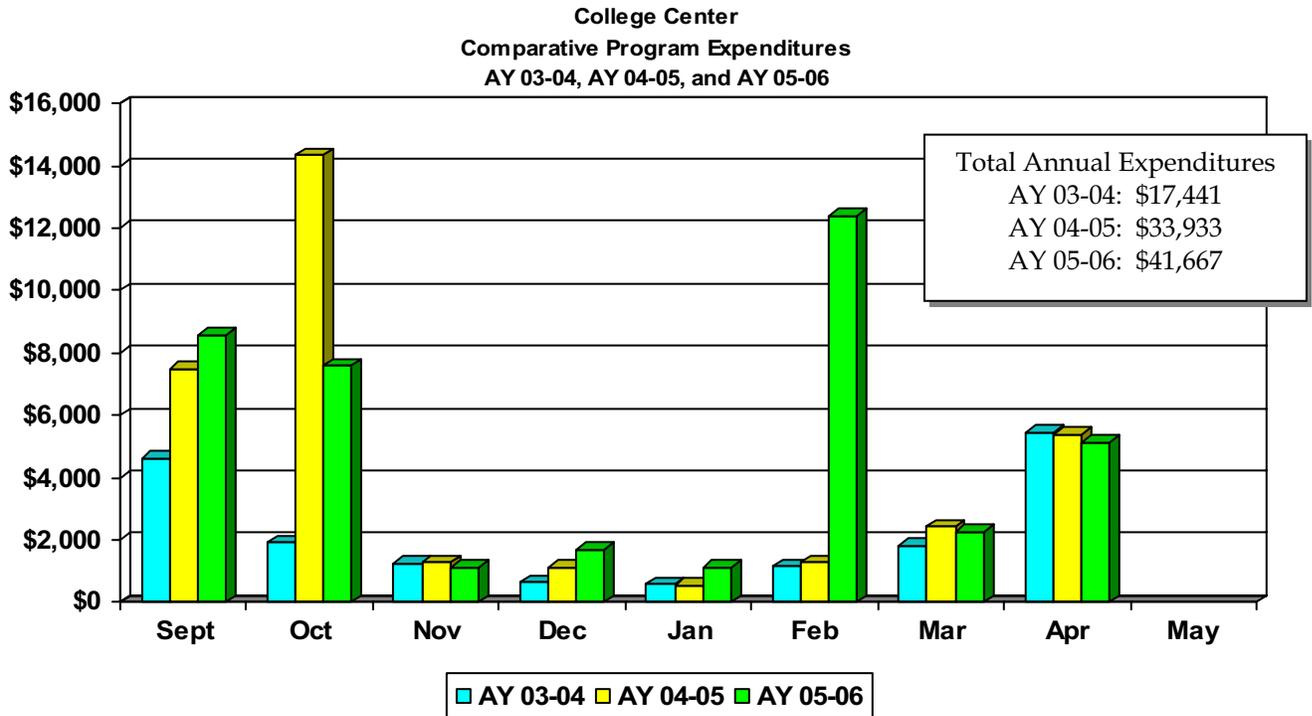
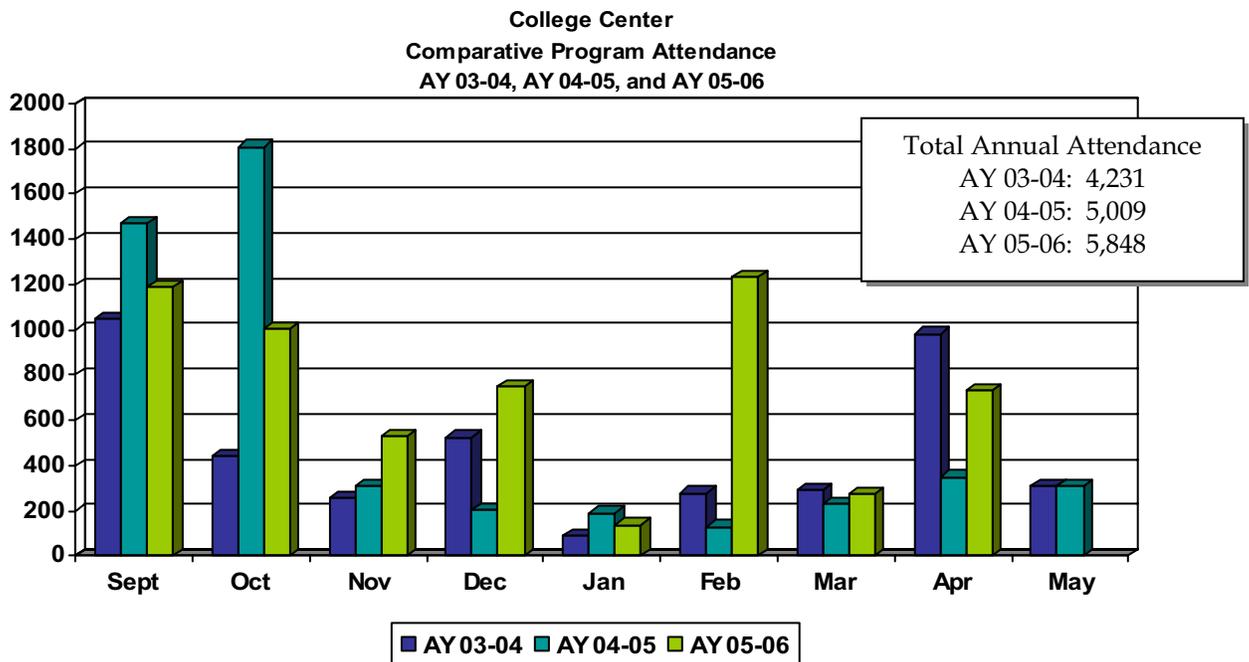


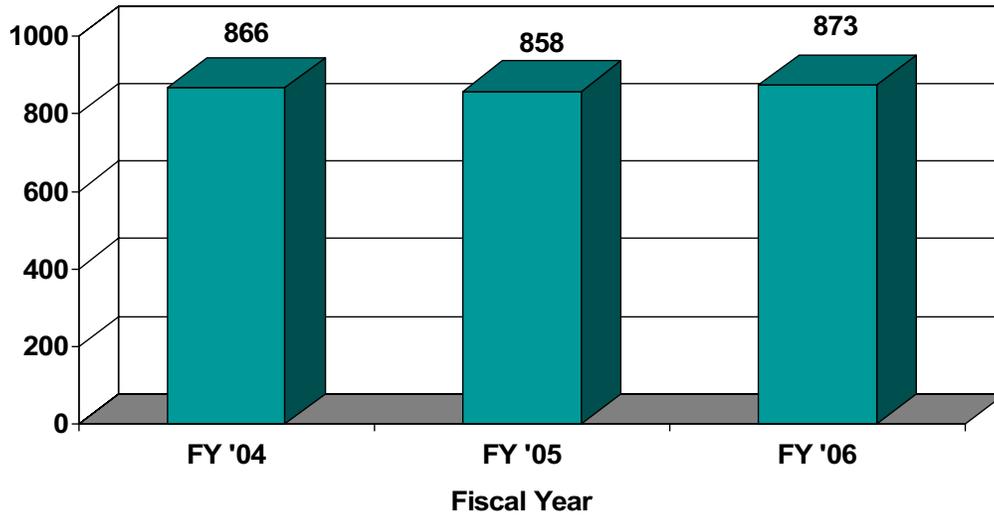
Chart B. Comparative Program Attendance



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Chart C: Comparison of Check Requisitions Processed

**Campus Activity Fund
Comparison of Check Requisitions Processed**



Percentage Change:
FY '04 to FY '05: -1%
FY '05 to FY '06: +1%



**DEAN OF STUDENTS
OFFICE**

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

OFFICE OF THE DEAN OF STUDENTS

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS*
<ul style="list-style-type: none"> ▪ Build alliances in programming and services with Academic Affairs to link the same with students’ holistic learning. 	<ul style="list-style-type: none"> ▪ Provided administrative support and supervision for the following programs: <ul style="list-style-type: none"> ▪ First Year Experience (FYE) and Upper Class Experience (UCE) Lecture series (Housing and Residential Life). ▪ Day of Leadership programming. ▪ Combined programming with the Community of Scholars program (Housing, Career Services, EOF, Dean of Students) ▪ Women’s Day of Wellness (Counseling and Health Services) ▪ Alcohol Policy Taskforce ▪ Student Life workshops facilitated in freshman seminars. ▪ Housing and Residential Life hosted a trip to the Constitution center which is a state and faculty initiative. 	<ul style="list-style-type: none"> ▪ Positive program evaluations. 	<ul style="list-style-type: none"> ▪ Level 1.
<ul style="list-style-type: none"> ▪ Provide and enhance student development 	<ul style="list-style-type: none"> ▪ Supported the operation of the shuttle program and its extended hours. 	<ul style="list-style-type: none"> ▪ Positive program evaluations/usage report. ▪ Positive program 	<ul style="list-style-type: none"> ▪ Level 1. Programming enhancement.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

<p>programs and services to meet the diverse needs of residential, commuter, off campus and graduate students. Explore the opportunities available to expand the support services for students in order to respond to the request for services on a 24/7 basis. Provide support to address institutional capacity issues (Student Union, Housing V, & facility renovation).</p>	<ul style="list-style-type: none"> ▪ Assisted with the development of a Sexual Assault conference by faculty, staff, and students. ▪ Supported the efforts of the Student Senate’s development of a spirit committee and birds of prey. ▪ Participated in focus group meeting with Housing V architects. ▪ Assisted with the development and implementation of the new leadership certificate program. ▪ Participated in the Assessment Task Force. ▪ Staff participated in SOAR weekend activities. ▪ Provided administrative support for a successful Student Senate semi-formal. 	<p>evaluation.</p> <ul style="list-style-type: none"> ▪ Student Senate reports and recommendations were encouraging. ▪ Housing V committee and status reports. 	<ul style="list-style-type: none"> ▪ Level 2. Capacity.
<ul style="list-style-type: none"> ▪ Infuse technology into all areas of student life to ensure students quick and easy access to resources and data necessary to ensure their academic and co-curricular success. 	<ul style="list-style-type: none"> ▪ Enhanced Campus Hearing Board and Housing Judicial Data Base. ▪ Assisted in developing a pilot for E-Portfolio project. ▪ Staff participated in Banner and Microsoft Office training. 	<ul style="list-style-type: none"> ▪ Positive program evaluations. 	<ul style="list-style-type: none"> ▪ Level 1.

* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess



ANNUAL REPORT – ACADEMIC YEAR 2005-2006**II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES****REFLECTIVE ANALYSIS**

- There was an aggressive campaign to enhance weekend programs throughout the entire academic year.
- There was a review of the student policies (Sexual Assault, Alcohol, Drug, Pet, Guide to Residence Life, review of all judicial processes).
- Alternative Spring Break was established -- eight students assisted with building homes in West Virginia.
- The Dean of Students Office published an article on the structure of Stockton's Campus Hearing Board that effectively engaged the community and established student learning.
- The Greek Community raised several thousand dollars for various charities (especially for Hurricane Katrina).

COLLABORATIVE EFFORTS

- Student learning occurred as a result of the Dean of Students' participation on the Social Events and Risk Management Task Forces.
- The student life area combined their financial resources, staff, and students to assist with assembling the Sexual Assault Conference.
- A Peer Leadership course was added to the curriculum as a result of collaboration and consensus building with academic affairs.
- Student Life staff participated in yearly table top exercise of emergency operations plan.

PROFESSIONAL DEVELOPMENT

- Dean of Students professional staff attended teleconferences and workshops on sexual assault, classroom disruption, risk management, and legal issues on student computer usage.
- The Dean of Students Office covered two assessment conferences to examine the efficacy of student life programming and the current assessment methodology.

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Concept papers were developed to examine the current and future plans for Student Life operations.
- The Sexual Assault Policy was given a thorough review.
- The EOF program remains competitive since reducing the length of the summer program to five weeks.
- Added a Career Services staff member with a focus on alumni relations.
- Parent orientation program was enhanced by the development of a video presentation.
- Weekend and evening programs were increased to encourage students to remain on campus and stimulate involvement; the Student Senate established a supplemental fund to boost event programming.
- Housing staff selection has been improved and continues to be developed toward an increase in housing operations.
- The Office of Housing and Residential Life developed a survey for incoming students about their selected roommates.
- Counseling Services added two new counselors to assist with sexual assault and substances abuse issues.
- The Learning Access Program extended their evening hours to 7:00 p.m. Monday through Thursday.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

- Career Services designed and distributed a high-quality comprehensive Career Service Manual for students.
- Proposed a retention initiative that would identify at-risk students and intervene with a multiple disciplinary response.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Implement new staff structure for the Office of the Dean of Students.
GOAL/OBJECTIVE No. 2	Devise collaborations with Academic Affairs for the 2006-2007 academic year.
GOAL/OBJECTIVE No. 3	Conduct aggregate assessments for student life programs and services.
GOAL/OBJECTIVE No. 4	Explore opportunities for student programming at the Performing Arts Center.
GOAL/OBJECTIVE No. 5	Examine and engage the surrounding community concerning town and gown relationships.
GOAL/OBJECTIVE No. 6	Develop and finalize concept papers in each area of Student Life en route to the year 2010.
GOAL/OBJECTIVE No. 7	Examine Housing and Residential Life staff structure and make changes based on consultants’ recommendations.

V. SUPPORTING DATA

- Campus Hearing Board Report – AY2005-06
 - Judicial Program Review Charge Statement (Draft)
 - Campus Hearing Board Reports:
 - Campus Hearing Board Statistics AY2005-06
 - Comparison of Cases Accepted
 - Gender Comparison
 - Violation Comparison 2004-05 vs 2005-06
 - Sanctions Imposed



ANNUAL REPORT – ACADEMIC YEAR 2005-2006**CAMPUS HEARING BOARD REPORT
AY2005-06****REFLECTIVE ANALYSIS**

- Campus Hearing Board (CHB) cases declined from 137 in AY2004-05 to 124 in AY2005-06; however there was an increase in complexity of cases involving multiple constituents claiming vested interest in case outcomes.
- Fire safety violations totaled 13 in Fall 2005, mostly from covered smoke detectors in residential facilities.
- Technology became more of a variable in cases with the increased use of online social networks and digital media technology, e.g., cell phones, etc.
- Efforts were dedicated to supporting Housing and Residential Life's judicial program.
- Classroom disruption issues, ranging from students sleeping in class to overt harassment towards faculty, were more pervasive.

COLLABORATIVE EFFORTS

- The Campus Hearing Board is founded on community participation and as a result faculty and staff across the three divisions collaborated on a regular basis to honor the academic community.
- Dean of Students Office staff collaborated with academic deans to address classroom disruption issues, and provided support to informal resolutions for student faculty issues brought to their attention.

PROFESSIONAL DEVELOPMENT

- John Smith:
 - Attended audio/web/teleconferences: Online Social Networks, Responding to Student Suicide Issues, and Drug Induced Sexual Assault Seminar.
 - Received training to be a member of the Stockton College Community Emergency Response Team.
 - Attended the annual Association for Student Judicial Affairs (ASJA) conference in February 2006.
 - Completed an online training program on "Conducting Investigations" sponsored by ASJA and Reslife.NET.
- Millie Romanelli and Brenda Sterling attended multiple workshops on Microsoft Office and Adobe Acrobat software applications, as well as Banner, to support the efficient operations and communications of the office.

IMPROVEMENTS TO PROGRAMS AND SERVICES

- The Offices of the Dean of Students, Housing and Residential Life, Academic Advising, Campus Police, and Wellness, proposed a retention intervention initiative that would identify "at risk" students and intervene with a multi-disciplinary response.
- A protocol was established for determining when a CHB case can be placed in abeyance.
- Housing and Residential Life professional staff received training on the developmental side of judicial matters with students.
- Designated documents were digitized to expedite communications between internal and external constituents pertaining to CHB cases.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Note: The Campus Hearing Board program has advanced to the Office of Student Rights and Responsibilities beginning in AY2006-07. The following Goals and Objectives will borrow from AY2004-05 and AY2005-06 Dean of Students Office Annual Reports.

INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	<ul style="list-style-type: none">Collaborate with Academic Affairs in an institutional response to Classroom Disruption.
GOAL/OBJECTIVE No. 2	<ul style="list-style-type: none">Conduct a judicial review of the Campus Hearing Board in light of best practices within the field of Judicial Affairs. (see enclosed taskforce charge statement)
GOAL/OBJECTIVE No. 3	<ul style="list-style-type: none">Engage the College community in a Community Ambassadorship initiative in support of the College's master plan.
GOAL/OBJECTIVE No. 4	<ul style="list-style-type: none">Frame the development of the Office of Student Rights and Responsibilities around the CAS standards for Judicial Affairs and use the related assessment tool for evaluation of the programs and services.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006**Judicial Program Review Charge Statement (Draft)**

DIVISION OF STUDENT AFFAIRS
Office of the Dean of Students

Judicial Program Review**Charge:**

The Judicial Program Review Taskforce is charged with examining current Campus Hearing board practices and recommending best practices to be incorporated into the educational process. Specific attention should be given to the following areas:

1. Examine best practices in field of Student Judicial Affairs using core literature and existing best practice models for medium sized state institutions.
2. Examine judicial processes for groups alleged to violate the Code of Conduct and/or College policy and recommend a unified process for adjudication within the Campus Hearing Board venue.
3. Explore new dimensions of incivility on and off campus (e.g. classroom disruption, town/gown relations, and mental health infused behavioral issues) and examine the role of the Office of Student Rights and Responsibilities in the College's response.
4. Recommend assessment processes that examine the efficacy of the student judicial process.

Outcome:

The desired outcome of the Judicial Program Review is a report outlining current best practices in the field of Student Judicial Affairs and a recommended timeline for incorporating best practices into the newly established Office of Student Rights and Responsibilities. The report should be submitted to the Dean of Students by May 15, 2007.

Committee membership:

The committee, chaired by John Smith, Director of Student Rights and Responsibilities, will be comprised of:

- Farzana Akter, Student Senator
- Stephen Davis, Associate Dean of Students
- Terrence Hardee, Associate Director of Housing and Residential Life
- Lonnie Folks, Director of Athletic Operations
- Joe Mangiello, Deputy Chief of Police
- Kim McCabe, Director of Student Affairs Communications and Technology
- Tom, O'Donnell, Director of Student Development
- Ron Tinsley, faculty & CHB Executive Committee member



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Academic Year 2005-2006

Page 1 of 2

**CAMPUS HEARING BOARD
Statistical Report**

	July	Aug.	Sept.	Oct.	Nov.	Dec.	Semester Total	Jan.	Feb.	Mar.	Apr.	May	June	Semester Total	Yearly Total
Complaint Forms Filed	0	0	11	24	18	12	65	13	7	13	17	7	2	59	124
Number Accused															
Student	0	0	11	24	18	12	65	13	7	13	17	7	2	59	124
Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visitor/Vendor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Accused by Gender															
Male (13 repeat offenders)	0	0	10	16	16	12	54	11	4	10	9	6	2	42	96
Female (3 repeat offenders)	0	0	1	8	2	0	11	2	3	3	8	1	0	17	28
Complaints Filed By:															
Student	0	0	0	1	2	1	4	3	2	1	1	1	0	8	12
Staff/Faculty	0	0	1	1	0	4	6	4	0	2	1	0	0	7	13
Police	0	0	10	22	16	7	55	6	5	10	15	6	2	44	99
Other								0	0	0	0	0	0	0	0
Types of Violations															
(01) Dishonesty	0	0	0	0	1	1	2	0	1	0	0	0	0	1	3
(02) Forgery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(03) Obstruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(04) Theft/Damage	0	0	0	0	0	0	0	0	0	4	0	1	0	5	5
(05) Harmful Action															
a. Bodily Harm	0	0	1	8	2	4	15	4	2	5	3	2	1	17	32
b. Fire Safety	0	0	2	5	4	2	13	0	0	0	0	0	0	0	13
c. DWI	0	0	1	0	0	0	1	0	2	1	1	0	0	4	5
(06) Sexual Assault	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(07) Harassment	0	0	1	4	1	2	8	3	2	1	1	2	0	9	17
(08) Narcotics	0	0	0	6	4	7	17	5	2	3	0	1	0	11	28
(09) Firearms/Weapons	0	0	0	1	0	1	2	0	0	0	0	1	0	1	3
(10) Inciting	0	0	1	2	0	0	3	0	0	3	0	0	0	3	6
(11) Disorderly	0	0	1	4	4	3	12	0	0	3	5	2	3	0	12
(12) Unauthorized Use	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(13) Refusal/Comply	0	0	3	6	2	1	12	0	1	1	2	0	0	4	16
(14) Unauthorized Entry	0	0	0	1	0	1	2	0	1	1	0	1	0	3	5
(15) Alcohol	0	0	6	1	7	4	18	4	6	1	15	4	1	31	49
(16) Off-Campus Actions	0	0	0	0	0	1	1	0	0	2	0	0	1	3	4
(17) Established Policy	0	0	4	5	6	5	20	8	4	9	5	2	0	28	48



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Academic Year 2005 - 2006

Page 2 of 2

**CAMPUS HEARING BOARD
Statistical Report**

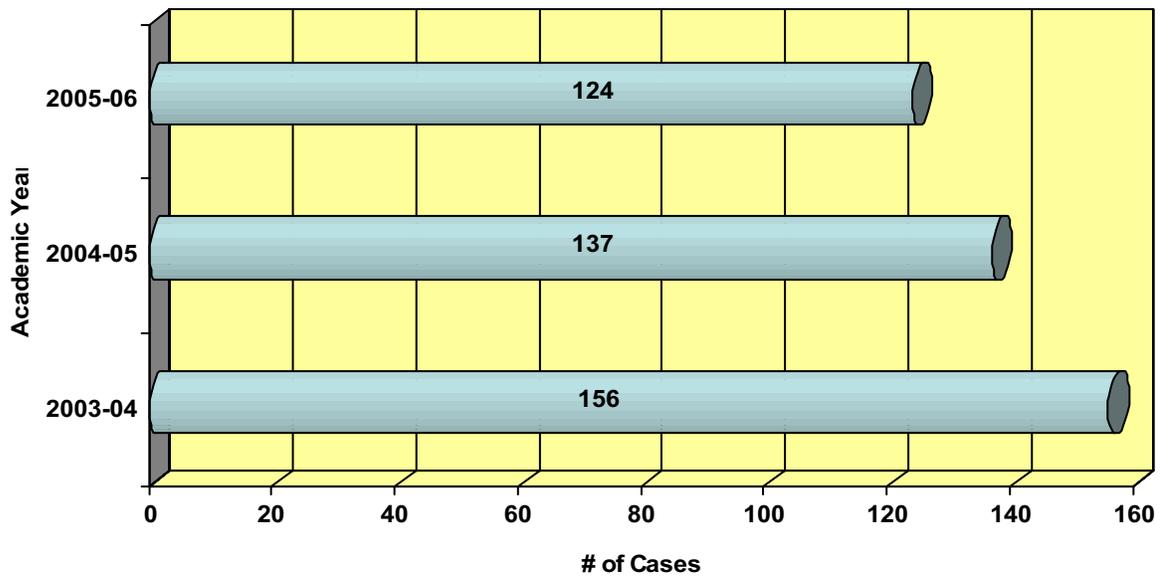
	Jul	Aug	Sep	Oct	Nov	Dec	Sem. Total	Jan	Feb	Mar	Apr	May	Jun	Sem. Total	Yrly Total
Type & # Of Hearings Held															
Sanction Meeting	0	0	10	4	9	3	26	6	5	9	13	3	0	36	62
Campus Hearing Board Panel	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Administrative Hearing Panel	0	2	1	0	10	2	15	14	0	2	0	3	2	21	36
Sp. Adm. Hearing Panel w/Interim Sus	0	0	0	1	2	0	3	0	0	0	1	0	0	1	4
Executive Committee Hearing Panel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Informal Resolution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Charges Withdrawn/Dismissed	0	0	0	0	0	0	0	0	3	1	1	0	0	5	5
Referred to another venue for resolution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Acc. Found NG of all charges	0	0	0	3	1	0	4	0	1	1	0	1	0	3	7
Total Resolved w/o verdict (withdrawn)	0	0	0	0	0	0	0	0	3	1	1	0	0	5	5
Sanctions:															
(01) Warning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(02) Reprimand	0	0	12	14	15	10	51	6	3	9	12	1	0	31	82
(03) Community Service	0	0	12	17	15	10	54	6	4	8	13	0	0	31	85
(04) Not Assigned															
(05) Restitution	0	0	0	3	0	0	3	0	0	4	0	0	0	4	7
(06) Fines	0	0	5	0	8	1	14	0	0	4	9	1	0	14	28
(07) Suspension	0	0	0	2	0	0	2	0	0	0	1	0	0	1	3
(08) Dismissal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(09) Expulsion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(10) Other															
Apology Letter	0	0	0	0	2	1	3	3	0	1	1	0	0	5	8
(11) Social Probation	0	0	0	5	1	3	9	0	1	2	0	0	0	3	12
(12) Housing Probation	0	0	1	10	6	7	24	5	3	5	4	1	0	18	42
(13) Loss of Hsg. Visitation Privileges	0	0	5	7	6	6	24	2	3	4	5	0	0	14	38
(14) Loss of Hsg. Guest Regis. Priv	0	0	0	0	0	0	0	1	0	2	0	0	0	3	3
(15) Housing Loss	0	0	4	6	5	3	18	3	3	3	3	0	0	12	30
(16-17) Drug/Alcohol Program	0	0	7	6	8	7	28	2	4	2	9	1	0	18	46
(18) Fire Safety Program	0	0	2	2	0	0	4	0	0	1	0	0	0	1	5
(19) Behavior Modification Education															
Counseling/Anger Management	0	0	0	2	0	1	3	1	0	1	3	0	0	5	8
Education Awareness Program	0	0	0	0	0	0	0	0	0	1	1	0	0	2	2
Research Paper	0	0	0	1	0	0	1	0	0	1	0	0	0	1	2
Total of Unresolved Cases	0	0	0	0	0	0	0	0	0	1	5	1	1	8	8
Abeyance	0	0	0	3	1	1	5	3	0	0	0	0	0	3	8



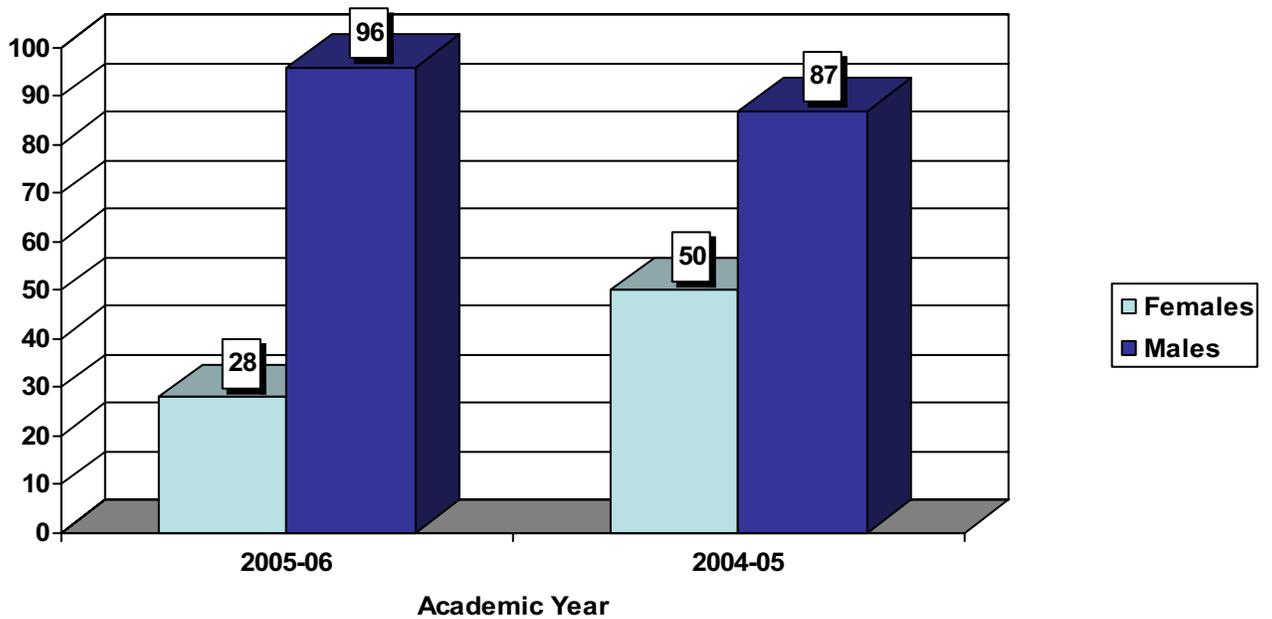
ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**CAMPUS HEARING BOARD
AY2005-06**

Comparison of Cases Accepted



Gender Comparison

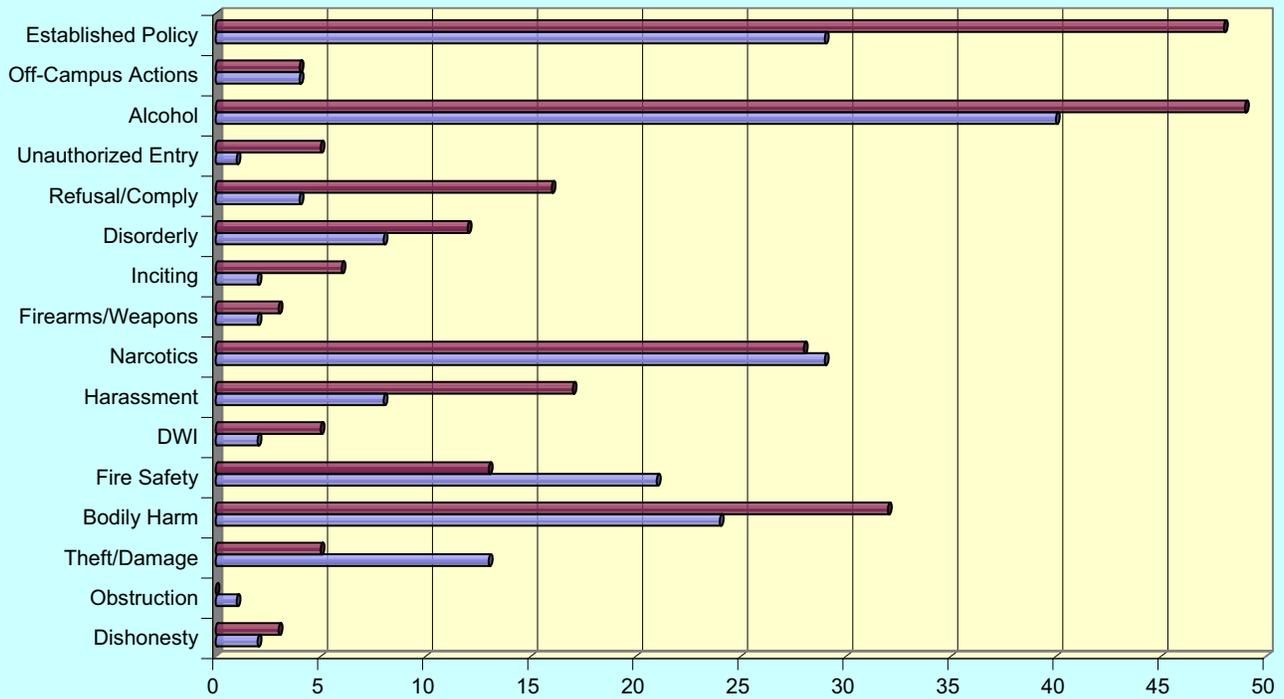


ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**CAMPUS HEARING BOARD
AY2005-06**

Violation Comparison - Last 2 Years

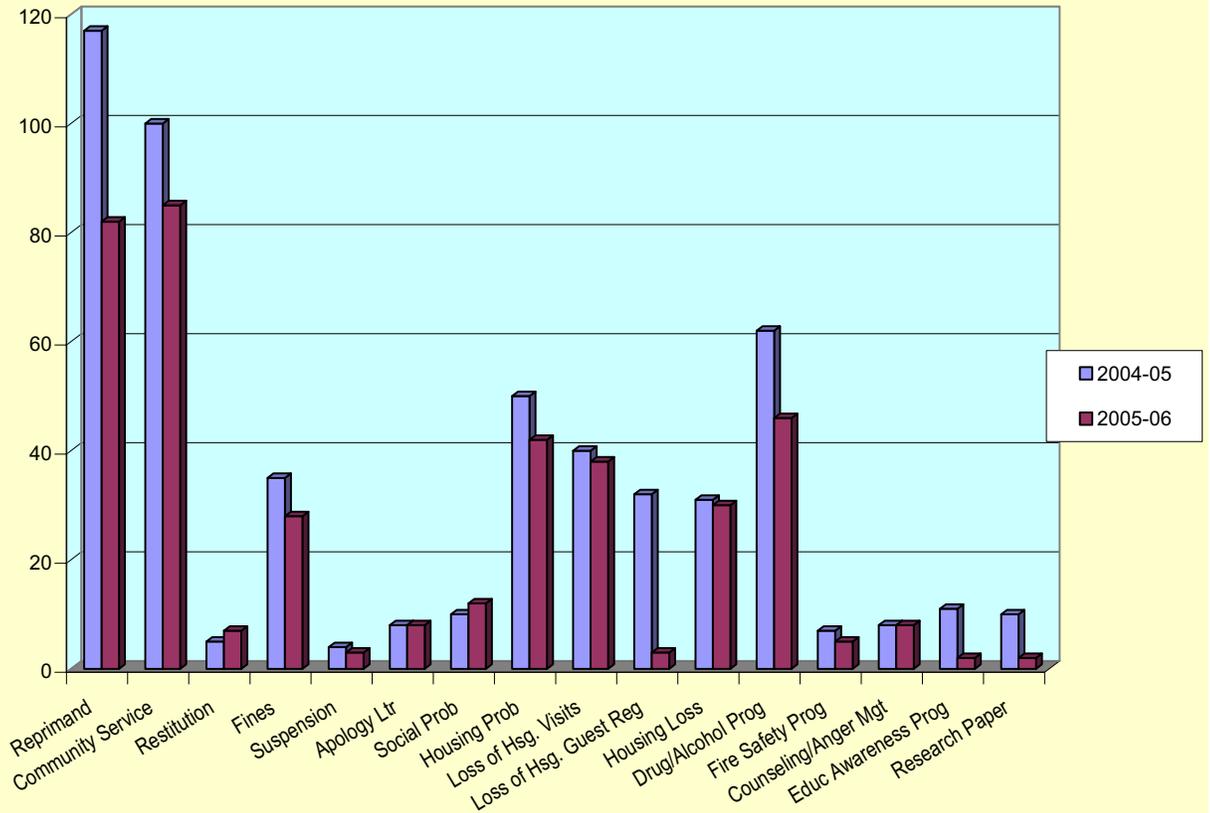
■ 2005-06
■ 2004-05



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**CAMPUS HEARING BOARD
AY2005-06**

Sanctions Imposed



**EDUCATIONAL
OPPORTUNITY FUND
(EOF) PROGRAM**

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

EDUCATIONAL OPPORTUNITY FUND (EOF) PROGRAM

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS*
<ul style="list-style-type: none"> ▪ Assist with securing a quality and ethnically diverse freshman class with strong ability to benefit from the summer experience. 	<ul style="list-style-type: none"> ▪ Assisted the Office of Enrollment Management with off-campus and on-campus recruiting programs as needed. ▪ Made phone inquiries and follow-up to prospective students who have demonstrated interest in the EOF program 	<ul style="list-style-type: none"> ▪ The 2006 EOF summer class distribution: <ul style="list-style-type: none"> ▪ 10 Asian Students, 25 Black students, 23 Hispanic students, 12 White students, 70 students total ▪ The 2006 EOF summer program achieved a Math and Verbal SAT average of 915. 	<ul style="list-style-type: none"> ▪ Level 1.
<ul style="list-style-type: none"> ▪ Provide opportunities for EOF alumni to facilitate programming in student leadership, civic engagement, and professional development. 	<ul style="list-style-type: none"> ▪ Motivational speeches were given to summer EOF students to address various areas of professional development. 	<ul style="list-style-type: none"> ▪ Positive program evaluations. ▪ High participation from freshman students in student organizations and class council. 	<ul style="list-style-type: none"> ▪ Level 2. More programming needed.
<ul style="list-style-type: none"> ▪ Plan and organize activities that focus on important collaborations. 	<ul style="list-style-type: none"> ▪ Participated in collective planning with BASK faculty and staff for the 2006 summer program. ▪ Assoc. Dean of Students/ Director of EOF and faculty met to examine basic skills policy issues. ▪ EOF counselor facilitated workshops in conjunction with the Community of Scholars program. ▪ Interim Associate Dean of Students/Director of EOF served on the advisory committee for the Community of Scholars program. 	<ul style="list-style-type: none"> ▪ Program evaluations. ▪ Basic skills focus group assessment. 	<ul style="list-style-type: none"> ▪ Level 1. Collaborations; Level 2. More programmatic assessment needed.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES**REFLECTIVE ANALYSIS**

- The 2006 EOF summer program has increased its total number of students (from 68 to 70) and increased the total of Hispanic (15 to 23 students) and Asian students (4 to 10) respectively.
- The 2005 freshman cohort had five students who were recognized on the College's Dean List.
- The 1997-1998 combined two-year graduation rate is 60.7%, which is more than a 13% increase over three previous two-year cohorts.
- Office of Enrollment Management secured an additional \$100,000 of freshman scholarship money to reduce loan encumbrances and remain competitive.
- EOF counselor attended the 2006 NJEOPFA conference where 20 seniors were honored.
- EOF student leadership: Six EOF students served on the Student Senate; three class council members; one EOF student founded the M.A.L.E.S organization; one served on the Campus Hearing Board Executive Committee; and one student is enrolled in Seton Hall University's pre-legal program.

COLLABORATIVE EFFORTS

- EOF summer faculty and staff collaborated to run and operate the EOF summer.
- EOF staff and faculty work in concert during the mid-term evaluation process.
- Basic skills assessment for EOF Seniors in BASK focus group.

PROFESSIONAL DEVELOPMENT

- One counselor continues to maintain her Social Work License through continuing education.
- One Counselor has served as Vice President of the Board of Trustees for Oceanside Charter School for four consecutive years.
- The Interim Associate Dean of Students/Director, EOF Program is a member of NJEOPFA, ASJA, and served as President of the Council of Black Faculty and Staff for the second consecutive year.

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- EOF program remains competitive by reducing the length of the summer program to five weeks.
- The Associate Dean of Students was reclassified to support the Dean of Students for campus life supervision and operations.
- An Assistant Dean of Students/Director, EOF Program was added to provide 100% overall supervision to the program.
- The EOF counselors were reclassified to assistant directors via the position audit process to provide better services to the program and reflect current responsibilities.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

- Comprehensive training administered to Residential Coordinators from Housing and Residential life staff for housing operations.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Assist with securing a quality and ethnically diverse freshman class with a strong ability to benefit from the summer program.
GOAL/OBJECTIVE No. 2	Provide opportunities for EOF alumni to facilitate programming, in student leadership, civic engagement, and professional development.
GOAL/OBJECTIVE No. 3	Plan and organize activities that focus on important collaborations with academic affairs.
GOAL/OBJECTIVE No. 4	Provide opportunities for technological integration within our program functions and student population.
GOAL/OBJECTIVE No. 5	Examine opportunities for professional development that individually addresses the expansion of staff roles from reclassification.

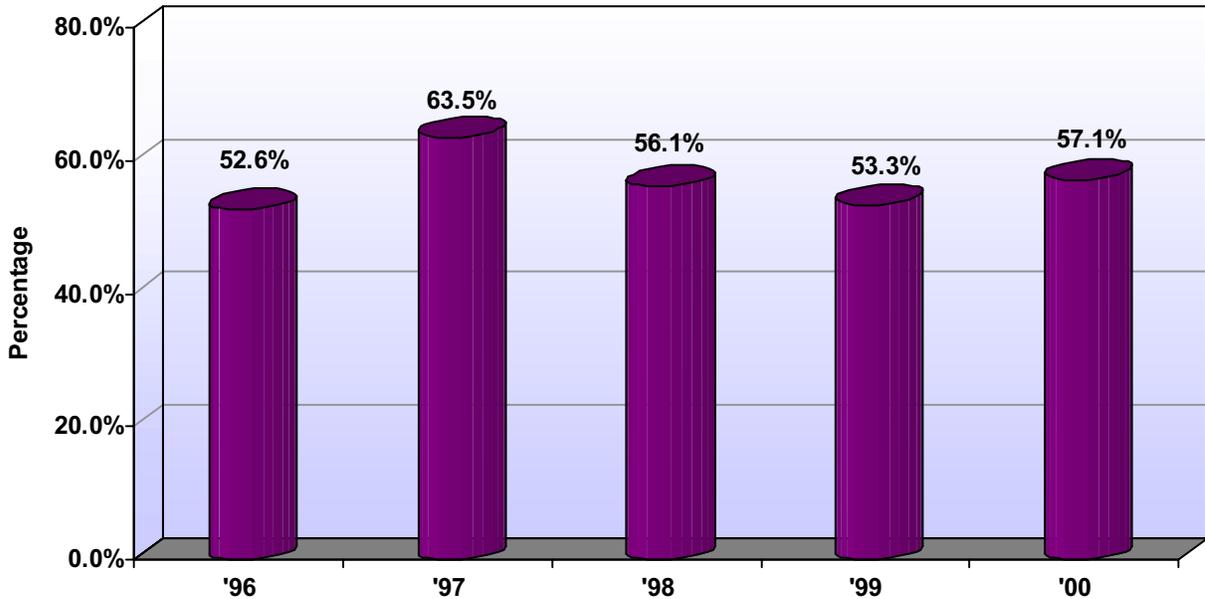
V. SUPPORTING DATA

- EOF Graduation Rates (6-Year) - Freshman Cohorts: 1996 - 2000
- FY 2006 Program Performance Criteria
- 2005-2006 Significant Accomplishments
- 2006 Periodic Program Review
- 2005-2006 EOF SWOT analysis



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**EOF GRADUATION RATES (6-YEAR)
FRESHMAN COHORTS: 1996 - 2000**



The Educational Opportunity Fund (EOF) Program at Stockton continues to post six-year graduation rates that rank consistently above state and sector averages. The 1997 cohort achieved an all-time high at 63.5%, while the 2000 cohort increased almost 4% over the previous year.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**FY 2006 EOF PROGRAM PERFORMANCE CRITERIA
for
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY**

Assessment and accountability have been critical components of the EOF program model. In addition to budgetary and fiscal accounting, quantitative and qualitative indicators of the health and performance of campus EOF programs have always served core components of the statewide EOF information and accountability system. The Program Performance Criteria (PPC) are a set of common quantitative program outcome indicators in the broad areas of access, retention, and student progress. The PPC are quantitative measures used to 1) report the outcomes of the statewide EOF program, 2) monitor the progress of campus EOF programs, 3) highlight important program trends, and 4) guide policy decisions. The recruitment, retention, and graduation indices are part of the program improvement and evaluation process which can be found in the EOF Regulations at N.J.A.C. 9A:11-6.15 (c). The enclosed represents the most recent available data for your institution.

Caution when reviewing these data: It is important to note that these data are snapshots in time and as such do not explain the qualitative dimensions of campus programs. For example, the PPC may indicate a campus program has a retention or graduation rate of x% or a trend that shows improvements in graduation rates over time. What the PPC do not answer is what factors may have contributed to these rates. The important task left to individual campus programs is to examine these data and to consider the qualitative, programmatic, and/or student-related dimensions that contribute to the trends identified in the PPC.

RECRUITMENT INDICATORS Data Sources: NJ Grants Processing System for the Fall 2004 semester; Institutional first-time, full-time freshmen (FTFTF) numbers are reported by the institution to the Commission on Higher Education, Office of Research and Policy Analysis

INDICATOR 1 - 10% GOAL - The number of EOF first-time, full-time, fall freshmen (FTFTFF) as a percentage of the institution's New Jersey FTFTF from the previous fall. The 10% goal for county colleges is the number of EOF FTFTFF as a percentage of the institution's in-county FTFTF from the previous fall.

A. Actual EOF FTFTFF (Fall 2004):

# Institutional FTFTF (F03)	795
# EOF FTFTF (F04).....	71
10% Goal.....	9 %

B. Projected EOF FTFTFF (Fall 2005) FOR INFORMATIONAL PURPOSES ONLY:

# Institutional FTFTF (F04)	801
# EOF Enrollment Goal (F05).....	80

INDICATOR 2 - % of STUDENTS FROM HIGH DISTRESS AREAS - The proportion of the EOF initials who list their primary residence in one of the state's labor surplus areas, a District Factor A or B school district, and/or one of the other indicators of historical poverty.

% High Distress	88 %
------------------------------	-------------

INDICATOR 3 - % OF ALLOCATION MADE - compares whether an institution met, exceeded, or fell below its enrollment goals (the original allocation approved by the EOF Board).

Allocation	371
Enrollment	356
% Allocation	96%

TRANSFERS ENROLLED is provided for information purposes only. It indicates the number of incoming EOF transfer students enrolled at your institution. The figure is derived from the number of students funded for EOF (or requested as non-funded) at your institution who received an EOF grant at another institution the previous semester.

# Transfers	25
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ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**PROGRAM PERFORMANCE CRITERIA
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY**

STUDENT PROGRESS INDICATORS Data Source: Table 7 of the AY 2003-2004 EOF Annual Report. If your institution did not submit an Annual Report, or if it was incomplete, the student progress indicators will be blank.

INDICATOR 1 - % OF EOF STUDENTS WITH GPA > THAN 2.0 91%

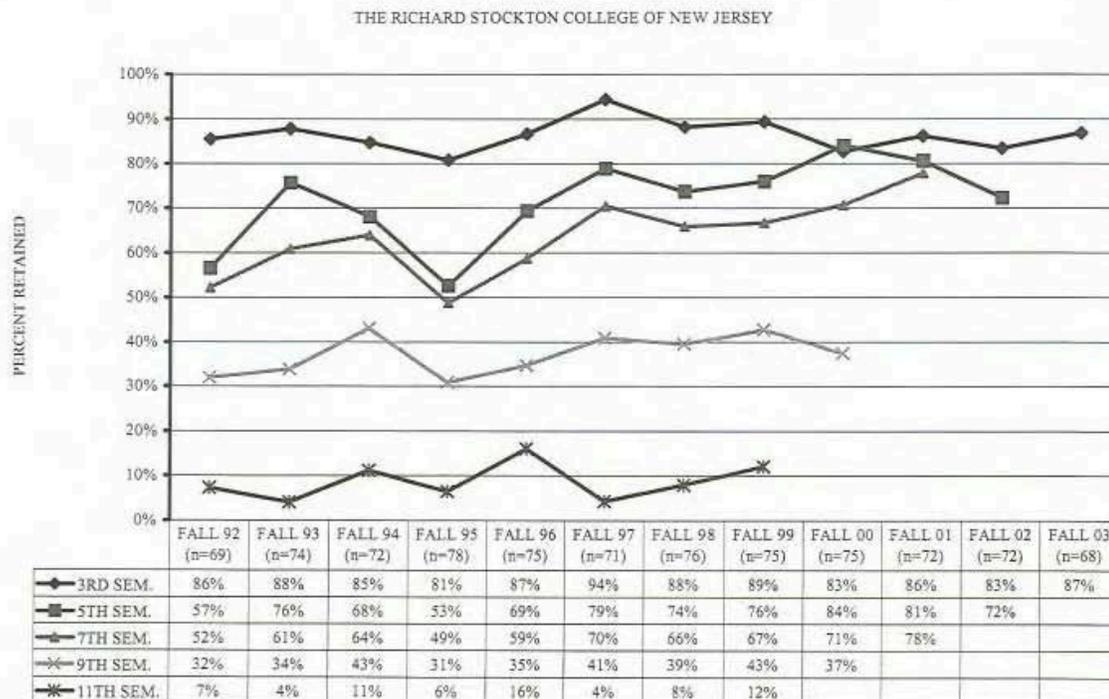
INDICATOR 2 - % CREDIT COMPLETION RATIO 90%
(The ratio of Credits Earned:Credits Attempted)

INDICATOR 3 - % OF EOF STUDENTS MAKING SATISFACTORY PROGRESS
..... 87%

FALL FRESHMAN COHORT PERSISTENCE Data Source: NJ Grants Processing System; final fall reconciliation #s

A cohort persistence (retention) rate is the percentage of all the EOF FTFTFF enrolled at your institution who returned and received an EOF grant (or were listed as non-funded students) during the 3rd, 5th, 7th, and 9th semesters. Students who transferred to another institution but are still receiving EOF (or were reported as non-funded by the receiving institution) are included as retained at the initial institution.

The charts include entering fall freshman cohorts beginning with fall 1992 up to the fall 2003 cohort (the most recent for which 3rd semester retention data are available). Presenting the data by showing multiple cohorts will allow you to identify trends and better analyze and compare the persistence rates of different student cohorts.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

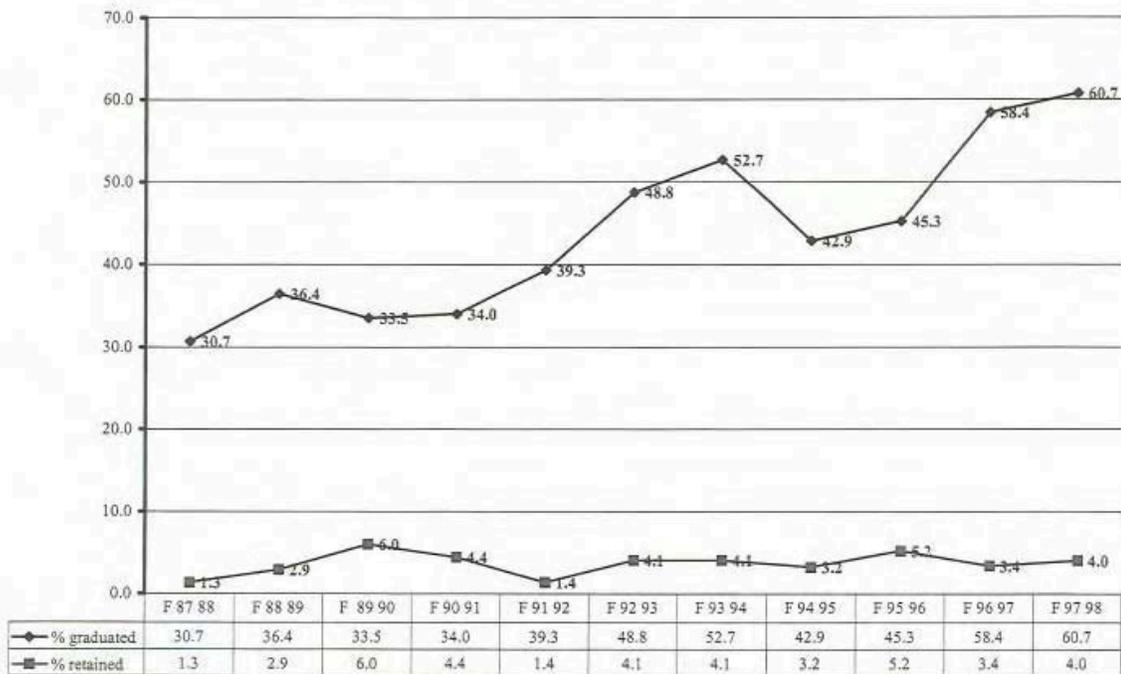
**PROGRAM PERFORMANCE CRITERIA
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY**

FALL FRESHMAN COHORT GRADUATION RATES Data Sources: All public institutions - NJ Grants Processing System and Student Unit Record Enrollment (SURE); Independents - *EOF Graduation Data Grid* completed by the institution's EOF office.

Data indicate the percentage of students from the respective cohorts who have graduated and/or remain enrolled (retained) at your institution. Rates reported are as follows:

- County colleges:** Four (4) year rates, using 2 year moving averages, for fall 1989 through fall 00. The data include both degree and certificate recipients.
- Senior public institutions:** Six (6) year rates, using 2 year moving averages, for fall 1987 through fall 98.
- Independent institutions:** Six (6) year rates, using 2 year moving averages, for fall 1990 through fall 98.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY



NOTES



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

2005-06 SIGNIFICANT ACCOMPLISHMENTS

- Five fall 2005 first-time, full-time EOF freshmen made the Dean’s List.
- Stockton’s 1997-1998 EOF freshman cohorts posted a 60.7% graduation rate based on two year moving averages (the first year of such an assessment).
- Twenty students were recipients of the New Jersey Educational Opportunity Fund Professional Association (NJEOFPA) Senior Achievement Awards for outstanding academic achievement and exemplary representation of the EOF program for the second consecutive year.
- Stockton’s EOF Program achieved at least 80% third-semester retention for 12 consecutive years.
- EOF staff collaborated with the Community of Scholars program on workshops, faculty/staff mentoring program, and career and academic resources.
- EOF Student Achievements:
 - An EOF graduate recently completed his first year at the University of Texas/Austin for a Master’s/PhD program in Historical Studies and received a graduate assistantship.
 - One student has completed her second year at the University of Medicine and Dentistry of New Jersey (UMDNJ) Medical School.
 - One student completed her medical degree and another has entered into his final year of medical rotations at Ross University Medical School respectively.
 - EOF graduates also completed master’s degrees at Florida International University (Master of Science in Physical Therapy) and University of Medicine and Dentistry of New Jersey (Master of Public Health).
 - A 2006 graduate was accepted to the UMDNJ medical program for the fall 2006 semester, and one is in her first year of biomedical graduate studies at the University of Pennsylvania.

Other Significant Accomplishments:

Student Leadership- six students elected to Student Senate, one served as student welfare co-chairperson for the Finance Committee, and two EOF Freshman served on the freshman and sophomore council respectively. Furthermore, EOF students served on the executive committee for the following organizations: the Criminal Justice Club, Caribbean Student Association, Greek Council, Campus Hearing Board, and the Unified Black Student Society.

Staff accomplishments- One counselor has completed his Master’s degree in School Psychology, serves as Vice President for Oceanside Charter School, and received a community service excellence on community perseverance. Another serves as advisor for Mu Sigma Epsilon, served on an ad hoc assessment committee and presented workshops for the community of scholars program (support program collaboration). Our secretary is active with the Communications Workers of America (CWA), Campus Hearing Board (CHB), and has served on the committee for diversity, equity, and affirmative action for the third consecutive year.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**THE EDUCATIONAL OPPORTUNITY FUND (EOF)
Periodic Review, 2006**

The Educational Opportunity Fund Program (EOF) has served as a noteworthy initiative that affords eligible New Jersey students the opportunity to prepare for college and develop tangible professional opportunities as contributing citizens. Over the past three years, the program continues to experience success in the areas of student outcomes, student leadership, and program operations. In this vein, the program has undergone major changes to support institutional initiatives and focus on total vitality of student life. This transition has presented our program with a unique opportunity to examine the future plight of established guiding principles, analysis of current and future resources, challenges and assessment of program performance.

Strengths/Accomplishments

The program has always developed guiding principles that deal with student access, retention, and graduation. Of particular note, the program continues to work with enrollment management to recruit ethnically diverse freshman classes with a strong ability to benefit. As a result of this goal, Stockton’s EOF program continues to excel in the following areas: Third semester retention (87%, 2003 freshman cohort) fifth semester retention (72%, 2002 freshman cohort) and, academic performance (91% of program achieved a 2.0 on the last state annual report) and two-year graduation rate (60.7%, 1997/1998 combined freshman cohorts).

It is also important to recognize other important accomplishments as: Twenty (20) EOF students were honored at the New Jersey EOF Professional Association (NJEOFPA) Senior Achievement Awards, six (6) EOF Students served on Student Senate, and important collaborations with academic affairs (EOF Summer program, Community of Scholars Program, General Studies faculty).

Challenges/Threats

As the program strategically looks forward, there is a need for staff restructuring that would benefit the current and future needs of the program. The EOF Director, 2 counselors, and clerical staff roles have expanded due to professional development opportunities that enhance the depth and breadth throughout the Division. Specifically, the Interim Associate Dean of Student/Director of EOF has assumed broader responsibilities at a Different Level to address concerns within the realm of the entire student life area. Therefore, the following items have been proposed for consideration: Dissolve the Interim Associate Dean/Director, EOF position to Associate Dean, reclassification for two program counselors, and the addition of a program assistant director.

Furthermore, it is important to note that other challenges exist with regard to freshman scholarship competition from Other EOF programs (mainly The College of New Jersey, \$787,000), state level funding, Banner system conversion, and area recruiting from historically black colleges and universities.

Opportunities

The EOF program is also in a dynamic position to benefit from new opportunities to effectively compete with other institutions programs. In this regard, it should be noted that the office of enrollment management secured an additional \$100,000 for EOF Freshman for the 2006-2007 academic year. This



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

initiative will help reduce loan encumbrances and improve upon our competitive position to attract students with a strong academic profile.

Secondly, Stockton's program reshaped its summer program to five week program. This new format was developed as a result of study that discovered Stockton was only one of two schools to remain a six-week summer program. This change will also address our continuing financial concerns with level funding and also serve as a competitive element in student recruitment. In connection to the first two major opportunities, the program also can focus on EOF-Based Graduate Preparation programs and full access to the FAFSA website.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006**SWOT ANALYSIS – EOF PROGRAM****STRENGTHS**

- Strong 2005 freshman class with a strong ability to benefit
- Two-year moving average graduation rate of 60.7% for the 1997-98 cohorts.
- Strong third-semester (87% 2003 freshman cohort) and fifth-semester (72% 2002 freshman cohort) retention rates.
- 20 students honored at the 2005 NJEOFPA Senior Awards.
- Well-structured and comprehensive summer programs.

WEAKNESSES

- Higher loan encumbrance for freshman due to mandate for freshman in dorms.
- Current lack of professional staff coverage for servicing students.
- Low funding for academic year programming and operation.
- Erosion of EOF freshman class due to level funding.
- Have not reached the 10% first-time, full-time enrollment goal for two consecutive years due to level summer funding.

OPPORTUNITIES

- An additional \$100,000 of scholarship money secured by Enrollment Management for EOF freshman starting the fall 2006 semester.
- EOF-based graduate school preparation programs for law school and medical school.
- EOF counselor received full access to FAFSA website to complete financial aid process for the entire EOF student population.
- Funding approved for an additional staff member to service students.
- Approved change to a five-week summer program may positively impact competition for students and quality employees.

THREATS

- Continued level funding for EOF summer programs for the fifth consecutive year.
- The College of New Jersey's EOF Promise Scholarship Program.
- Historically black colleges and universities recruiting in the area.
- Unforeseen issues with transition to the Banner system.



**ENROLLMENT
MANAGEMENT**

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

OFFICE OF ENROLLMENT MANAGEMENT

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS *
<ul style="list-style-type: none"> ▪ Increase number of Outstanding Scholar Recruitment Program (OSRP) students 	<ul style="list-style-type: none"> ▪ Processed mailing of information packets to potential recipients in a timely manner. ▪ Employed an immediate processing strategy for these students' applications. ▪ Enhanced scholarship packages by increasing dollar amounts higher than stated cell values. 	<ul style="list-style-type: none"> ▪ Mailing was completed on time. ▪ Applications were identified and given to the Assistant Dean for immediate review. ▪ Enrolled 4 fewer OSRP students than 2005 despite offering larger dollar amounts. 	<ul style="list-style-type: none"> ▪ Level 3. Lack of funding by the NJ State Legislature for the OSRP Program may have had an effect on the confidence that the student would actually receive their funding. ▪ NJ Stars continues to raid our best students due to free tuition at NJ county/community colleges.
<ul style="list-style-type: none"> ▪ Increase exposure on the web. 	<ul style="list-style-type: none"> ▪ Enhanced Stockton website presence with blogs, commercials, PDF application. ▪ Continued participation with Peterson's and Princeton Review websites. ▪ Investigated other web opportunities. 	<ul style="list-style-type: none"> ▪ Blogs, commercials and a PDF of the Stockton application are available on the Stockton website. ▪ Peterson's and Princeton Review sites are updated as needed. ▪ Identified opportunity to add web brochure for international students and linkage to a website to assist students in choosing a major. 	<ul style="list-style-type: none"> ▪ Level 1.
<ul style="list-style-type: none"> ▪ Augment marketing efforts throughout New Jersey. 	<ul style="list-style-type: none"> ▪ Investigated opportunities for print advertising in major NJ markets. ▪ Assisted in the development of television commercials to play in selected NJ markets. 	<ul style="list-style-type: none"> ▪ Placed 11 ads, ranging from 4" by 6" ads to full page ads, in various NJ papers and publications. ▪ TV commercials ran on CNN and the Comedy Channel in Monmouth, Ocean, and Middlesex counties. 	<ul style="list-style-type: none"> ▪ Level 1.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES

- The 2005-2006 academic year was positive despite the amount of construction on campus and the ever-increasing number of other four-year institutions offering programs in our region.
- Projected numbers of freshmen and transfer students were realized; stated goals were achieved and, in many instances, exceeded.
- Secured an additional \$100,000 of freshman scholarship money to reduce loan encumbrances and remain competitive.
- New recruitment initiatives were developed as needs were recognized.
- Implementation of the Banner system was achieved within a relatively short window of time, and the expected problems associated with the implementation have either been addressed or are in the process of being resolved.

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Worked closely with the Director of the Nursing Program to successfully enroll their inaugural class.
- Worked closely with the Director of the Honors Program to successfully enroll their second class.
- Worked closely with the Director of the Physical Therapy Program to successfully enroll their inaugural Doctorate of PT class.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Increase yield of scholarship offers to enrollment.
GOAL/OBJECTIVE No. 2	Increase size and scope of prospect pool.
GOAL/OBJECTIVE No. 3	Enhance on-campus visitation experience for prospective students and parents.

V. SUPPORTING DATA

- Student Profiles: Fall Semesters 2004, 2005, 2006
- Total SAT Scores - Fall 2002 - Fall 2006 College Bound vs. Regular Admits: New Jersey, National, Stockton College
- Applicant Pool - Total Undergraduate & Graduate Applications: Fall 2002 – Fall 2006
- Total Headcount and FTE - Undergraduate and Graduate: Fall 2002 – Fall 2006
- Minority Enrollment -Undergraduates – Fall 2002–Fall 2006
- Attendance at On-Campus Events



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

- Instant Decision Day Results
- Transfer Instant Decision Day Results
- Fall Applications, Admits, Enrolled, and Paid Cancels by County
- 2005 -2006 Print Advertising
- Open House Attendance - 2003-04 through 2005-06
- Admissions Tours 2001 – 2006
- Admitted Student (First-Time Freshman) Survey – Selected Results



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

STUDENT PROFILES: Fall Semesters 2004, 2005, 2006						
	Fall 2004		Fall 2005		Fall 2006	
NEW FRESHMEN						
Applicant Pool	3767		3448		3731	
Total Freshmen	826		812		808	
Full Time	822	(99.5%)	811	(100%)	791	(98%)
Part Time	4	(0.5%)	1	(<1%)	17	(2%)
EOF	70	(8.5%)	69	(8.5%)	68	(8.4%)
Regular Admissions						
Average Math SAT	572		568		568	
Average Verbal SAT	561		552		550	
Average Total SAT	1133		1120		1118	
High School Rank	(76 percentile)		(75 percentile)		(75 percentile)	
Characteristics						
Male	387	(47%)	349	(43%)	378	(47%)
Female	439	(53%)	463	(57%)	430	(53%)
Minority	136	(16%)	157	(19%)	162	(20%)
Non-Minority	690	(84%)	655	(81%)	646	(80%)
NEW TRANSFERS & READMITS						
Applicant Pool	1931		1921		2177	
Total Transfers	865		868		1019	
Full Time	744	(86%)	787	(91%)	875	(86%)
Part Time	121	(14%)	81	(9%)	144	(14%)
Total Readmits	94		82		104	
Full Time	57	(61%)	51	(62%)	54	(52%)
Part Time	37	(39%)	31	(38%)	50	(48%)
NEW GRADUATE STUDENTS						
Applicant Pool	154		230		302	
Total New Students	96		117		122	
Full Time	31	(32%)	55	(47%)	53	(43%)
Part Time	65	(68%)	62	(53%)	69	(57%)
TOTAL NEW STUDENTS						
Applicant Pool	5852		5599		6210	
Total New Students	1881		1879		2053	
TOTAL UNDERGRADUATE ENROLLMENT						
Headcount	6579		6571		6727	
FTE (Full Time Equivalent) ¹	5689		5728		5885	
Full Time	5532	(84%)	5650	(86%)	5734	(85%)
Part Time	1047	(16%)	921	(14%)	993	(15%)

¹ Full-time equivalent (FTE) = total credits generated, divided by full-time credit load (16 cr. undergraduate, 12 cr. graduate)



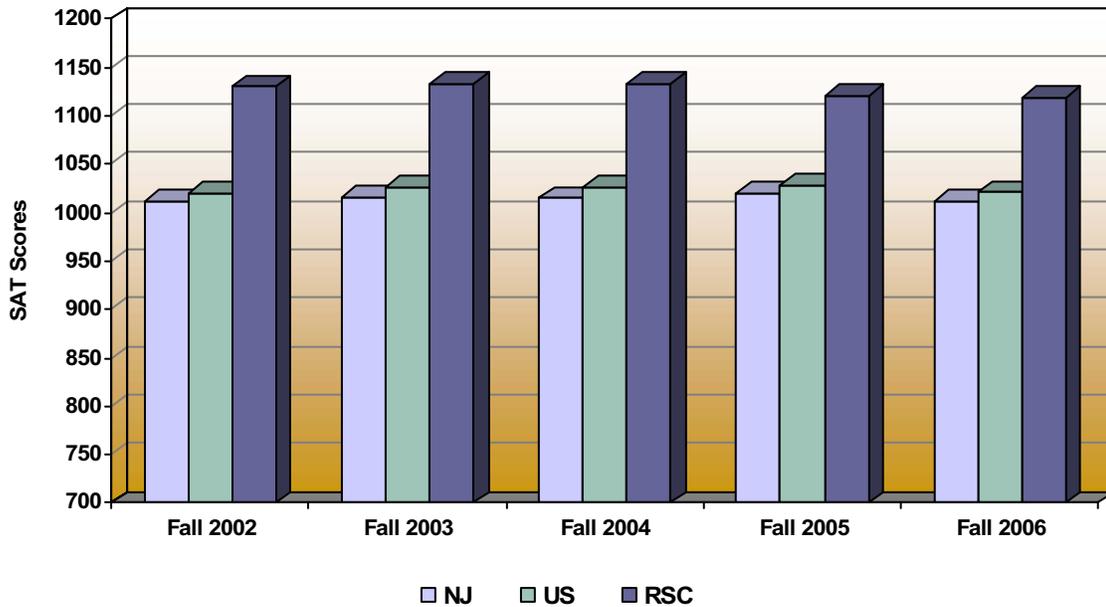
ANNUAL REPORT – ACADEMIC YEAR 2005-2006

STUDENT PROFILES: Fall Semesters 2004, 2005, 2006 (continued)						
	Fall 2004		Fall 2005		Fall 2006	
Class Level (matriculated)						
Freshmen	1328	(21%)	1347	(21%)	1411	(21%)
Sophomore	1216	(19%)	1299	(20%)	1326	(20%)
Junior	1783	(28%)	1642	(26%)	1782	(27%)
Senior	1981	(31%)	2083	(33%)	2044	(32%)
Characteristics Admissions						
Male	2755	(42%)	2776	(42%)	2842	(42%)
Female	3824	(58%)	3795	(58%)	3885	(58%)
Minority	1178	(18%)	1196	(18%)	1382	(20%)
Non-Minority	5401	(82%)	5375	(82%)	5345	(80%)
Matriculated	6308	(96%)	6371	(97%)	6563	(98%)
Non-Matriculated	271	(4%)	200	(3%)	164	(2%)
GRADUATE ENROLLMENT						
Headcount	423		464		486	
FTE (Full Time Equivalent)	244		261		274	
Full Time	106	(25%)	110	(24%)	123	(25%)
Part Time	317	(75%)	354	(76%)	363	(75%)
Average Credits per Student	6.9		6.8		6.8	
Characteristics						
Male	128	(30%)	137	(30%)	129	(27%)
Female	295	(70%)	327	(70%)	357	(73%)
Minority	59	(14%)	64	(14%)	80	(16%)
Non-Minority	364	(86%)	400	(86%)	406	(84%)
Matriculated	319	(75%)	340	(80%)	390	(80%)
Non-Matriculated	104	(25%)	124	(20%)	96	(20%)
TOTAL POPULATION						
Headcount						
Undergraduate	6579		6571		6727	
Graduate	423		464		486	
Total	7002		7035		7213	
FTE (Full Time Equivalent)						
Undergraduate	5689		5728		5885	
Graduate	244		261		274	
Total	5933		5989		6159	
DEGREES CONFERRED ²	1674		1731		1729	
UNDERGRADUATE RETENTION						
3 rd Semester Retention	83%		84%		84%	
² Fall 2004 = FY04; Fall 2005 = FY05; Fall 2006 = FY06						



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

TOTAL SAT SCORES: FALL 2002 - FALL 2006
College Bound vs. Regular Admits: New Jersey, National, Stockton College



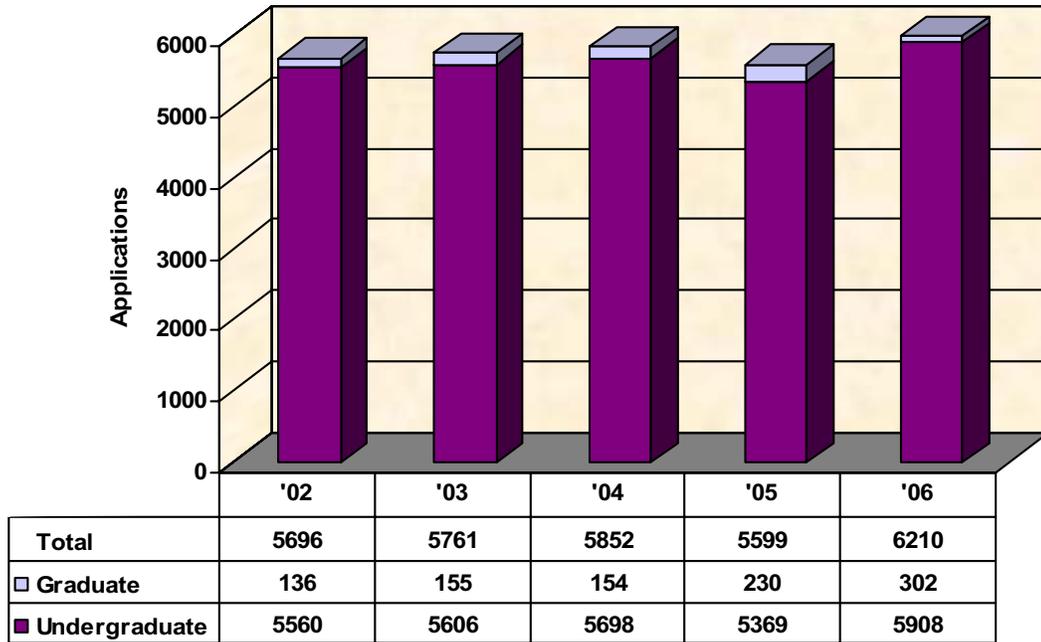
Stockton’s total SAT scores for its regularly admitted Fall 2006 freshmen averaged 1118. As a frame of reference, the total average SAT score for national college-bound freshmen was 1021, while the average for New Jersey college-bound freshmen was 1011.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

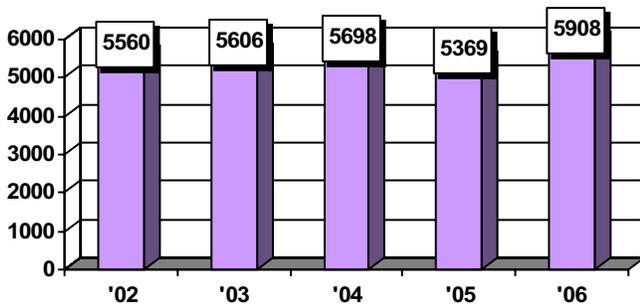
APPLICANT POOL

Total Undergraduate & Graduate Applications: Fall 2002 – Fall 2006

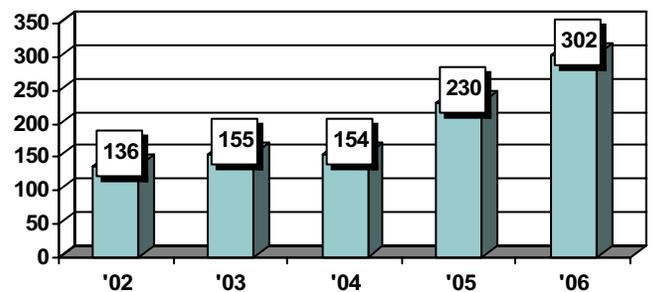


Stockton’s total applicant pool for fall 2006 reflects an increase of 10.9% over fall 2005. Undergraduate applications increased 10% while graduate applications increased 31%.

Undergraduate Applicant Pool



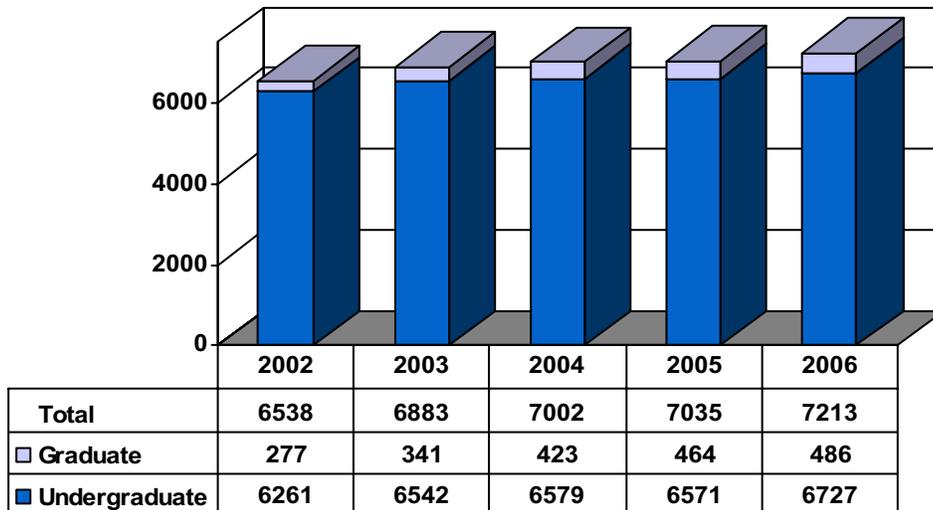
Graduate Applicant Pool



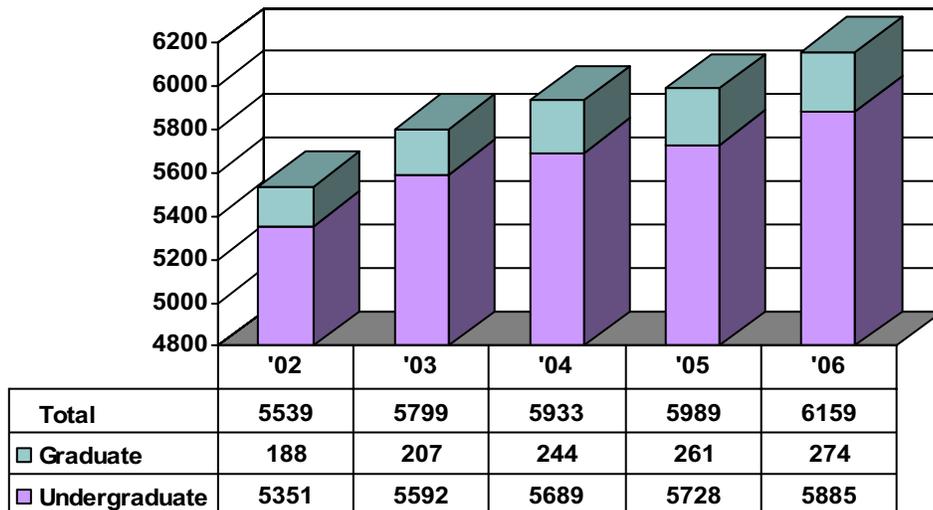
ANNUAL REPORT – ACADEMIC YEAR 2005-2006

TOTAL HEADCOUNT AND FTE
Undergraduate and Graduate: Fall 2002 – Fall 2006

Total Headcount
Undergraduate and Graduate: Fall 2002 - Fall 2006



Total FTE
Undergraduate and Graduate: Fall 2002 - Fall 2006



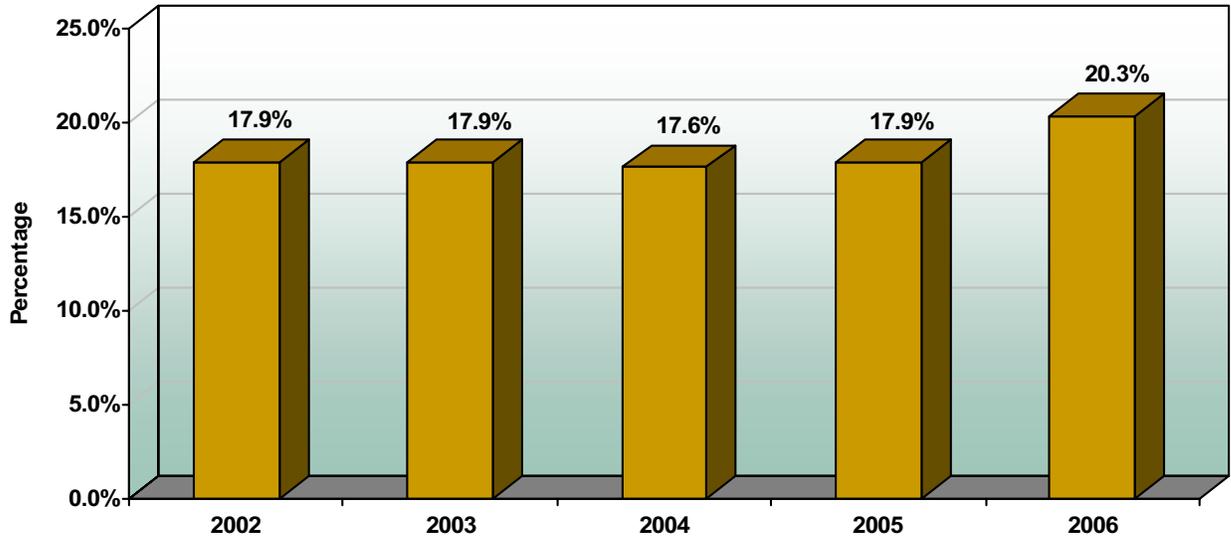
Stockton’s Total Headcount has increased steadily over the past five years by approximately 2% on average. The fall 2006 headcount of 7,213, represents an increase of 178 students over last fall’s total headcount of 7,035. Total Full Time Equivalents (FTE) increased by approximately 3.0% to 6,170.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

MINORITY ENROLLMENT
Undergraduates – Fall 2002–Fall 2006

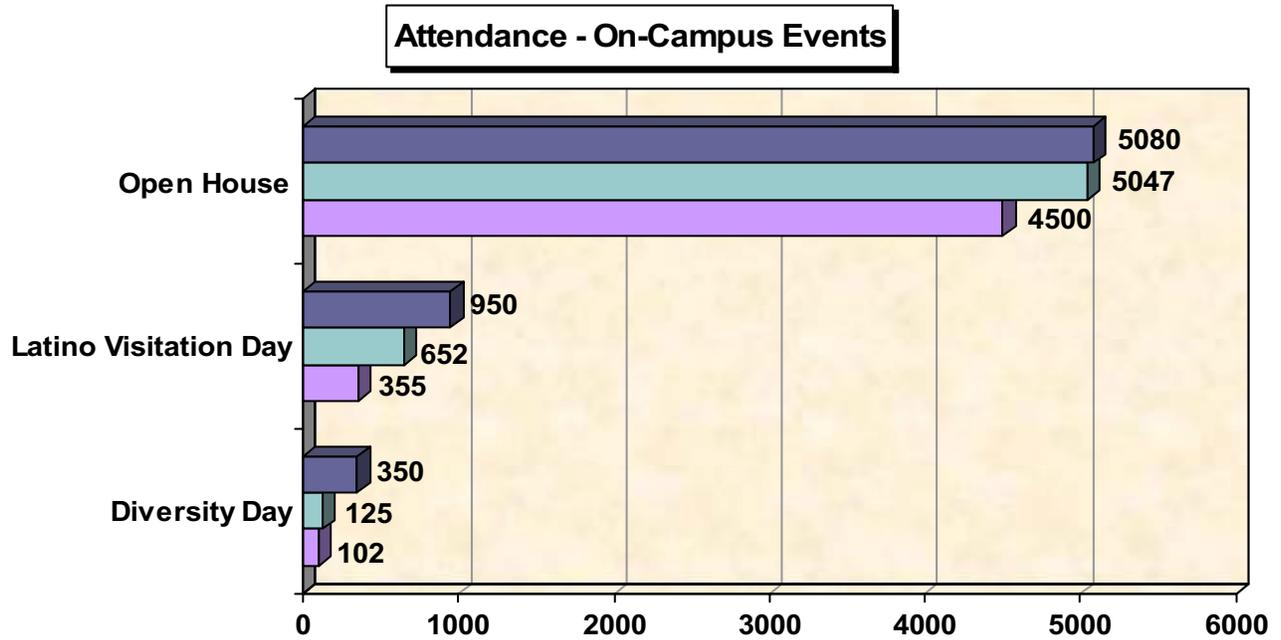
Minority Enrollment
Undergraduates Fall 2002 - Fall 2006



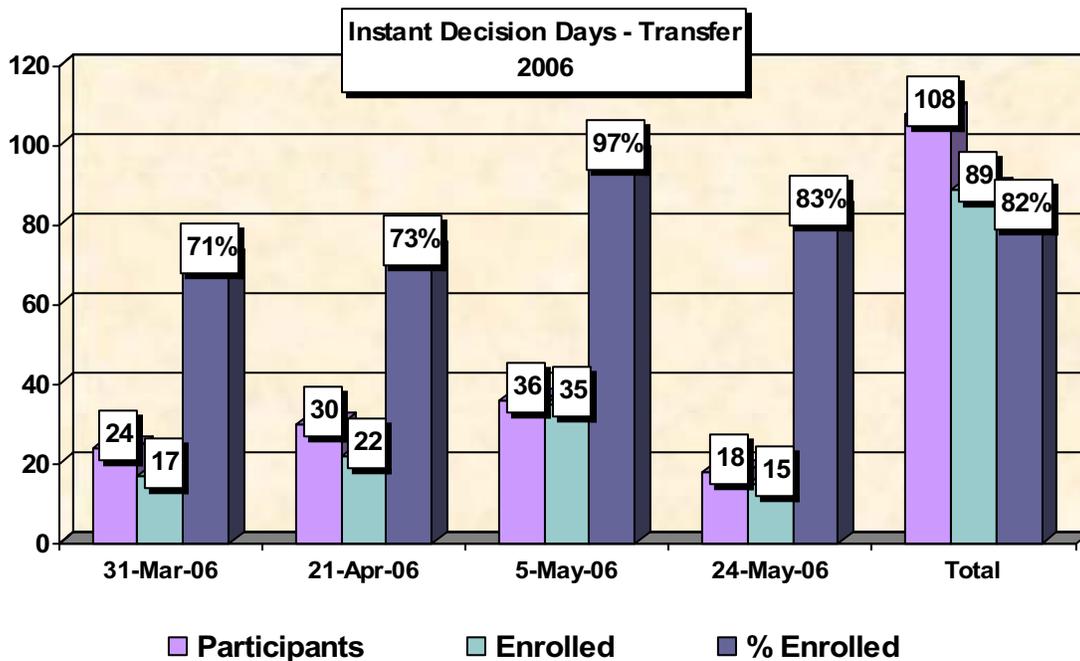
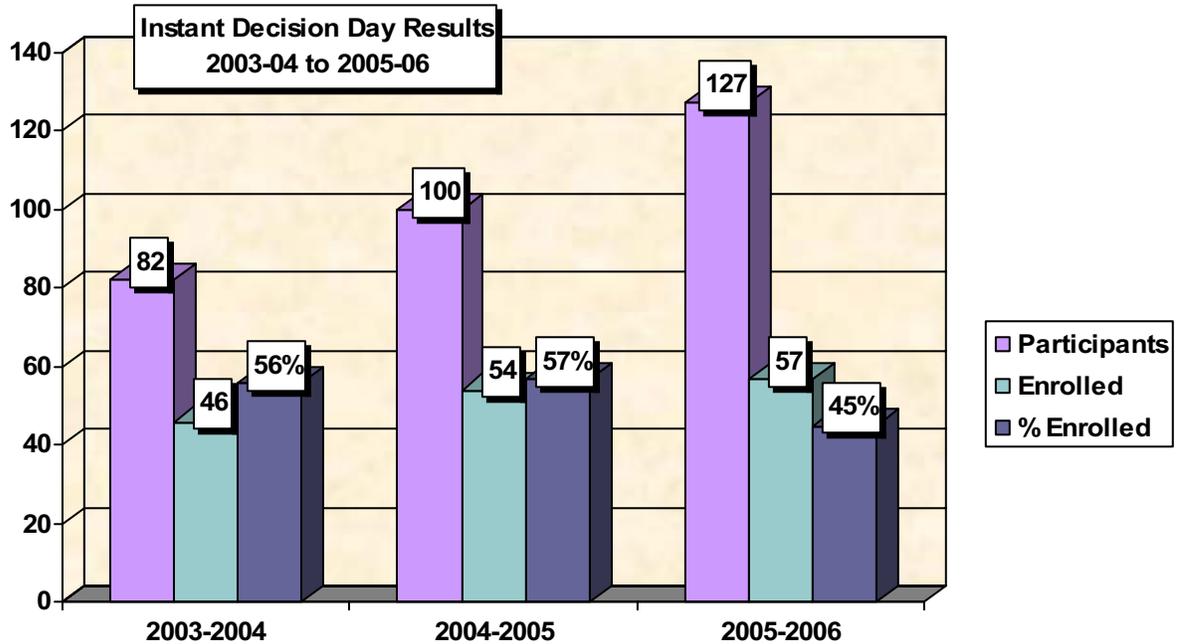
Stockton continues to enroll a substantial and representative cohort of minority students, emphasizing Stockton’s commitment to the mission of diversity, access and affordability.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006



ANNUAL REPORT – ACADEMIC YEAR 2005-2006



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

APPLICATIONS, ADMITS, ENROLLED, AND PAID CANCELS BY COUNTY
Fall Semesters 2002 - 2005

COUNTY	2002	2003	2004	2005	Change
ATLANTIC					
APPS	378	418	407	378	-7.13%
ADMITS	200	178	206	231	12.14%
ENROLLED	143	108	134	135	0.75%
PAID CANCELS	7	3	2	4	100.00%
BERGEN					
APPS	166	195	190	157	-17.37%
ADMITS	73	94	91	87	-4.40%
ENROLLED	27	38	35	27	-22.86%
PAID CANCELS	2	2	3	1	-66.67%
BURLINGTON					
APPS	251	289	288	261	-9.38%
ADMITS	115	141	125	153	22.40%
ENROLLED	65	69	64	59	-7.81%
PAID CANCELS	4	3	3	3	0.00%
CAMDEN					
APPS	395	382	416	378	-9.13%
ADMITS	169	180	203	208	2.46%
ENROLLED	86	90	91	85	-6.59%
PAID CANCELS	5	5	8	5	-37.50%
CAPE MAY					
APPS	123	141	127	88	-30.71%
ADMITS	59	79	77	55	-28.57%
ENROLLED	44	48	49	27	-44.90%
PAID CANCELS	1	0	1	2	100.00%
CUMBERLAND					
APPS	97	82	110	75	-31.82%
ADMITS	42	42	64	39	-39.06%
ENROLLED	24	23	31	18	-41.94%
PAID CANCELS	1	1	2	0	-100.00%
ESSEX					
APPS	150	136	140	138	-1.43%
ADMITS	40	30	34	52	52.94%
ENROLLED	17	10	10	17	70.00%
PAID CANCELS	2	9	1	0	-100.00%

COUNTY	2002	2003	2004	2005	Change
GLOUCESTER					
APPS	189	195	197	186	-5.58%
ADMITS	88	111	112	117	4.46%
ENROLLED	48	50	50	45	-10.00%
PAID CANCELS	0	3	4	3	-25.00%
HUDSON					
APPS	66	99	126	71	-43.65%
ADMITS	24	32	58	28	-51.72%
ENROLLED	11	9	28	6	-78.57%
PAID CANCELS	0	1	1	1	0.00%
HUNTERDON					
APPS	18	38	25	32	28.00%
ADMITS	11	22	15	25	66.67%
ENROLLED	6	8	3	5	66.67%
PAID CANCELS	1	1	0	1	
MERCER					
APPS	119	141	124	132	6.45%
ADMITS	46	72	53	67	26.42%
ENROLLED	19	33	20	22	10.00%
PAID CANCELS	3	0	3	2	-33.33%
MIDDLESEX					
APPS	181	247	246	227	-7.72%
ADMITS	94	141	123	133	8.13%
ENROLLED	44	63	41	44	7.32%
PAID CANCELS	2	1	3	0	-100.00%
MONMOUTH					
APPS	330	371	407	426	4.67%
ADMITS	160	185	222	245	10.36%
ENROLLED	74	81	70	93	32.86%
PAID CANCELS	6	1	4	8	100.00%
MORRIS					
APPS	75	71	70	73	4.29%
ADMITS	32	28	37	45	21.62%
ENROLLED	20	15	13	13	0.00%
PAID CANCELS	0	0	1	1	0.00%



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

COUNTY	2002	2003	2004	2005	Change
OCEAN					
APPS	363	397	421	362	-14.01%
ADMITS	180	195	224	209	-6.70%
ENROLLED	107	106	118	107	-9.32%
PAID CANCELS	4	3	5	2	-60.00%
PASSAIC					
APPS	58	81	71	59	-16.90%
ADMITS	27	41	39	36	-7.69%
ENROLLED	9	11	12	15	25.00%
PAID CANCELS	2	1	1	0	-100.00%
SALEM					
APPS	33	25	30	24	-20.00%
ADMITS	18	15	12	16	33.33%
ENROLLED	9	7	4	9	125.00%
PAID CANCELS	0	1	0	0	
SOMERSET					
APPS	51	60	69	61	-11.59%
ADMITS	13	32	41	39	-4.88%
ENROLLED	6	9	15	12	-20.00%
PAID CANCELS	1	2	2	0	-100.00%

COUNTY	2002	2003	2004	2005	Change
SUSSEX					
APPS	38	34	37	31	-16.22%
ADMITS	18	20	21	18	-14.29%
ENROLLED	8	6	6	5	-16.67%
PAID CANCELS	0	1	2	0	-100.00%
UNION					
APPS	78	109	90	109	21.11%
ADMITS	34	48	47	49	4.26%
ENROLLED	14	14	20	15	-25.00%
PAID CANCELS	1	3	0	1	
WARREN					
APPS	21	20	17	17	0.00%
ADMITS	15	12	10	12	20.00%
ENROLLED	5	5	6	5	-16.67%
PAID CANCELS	0	0	0	0	0.00%

ADMISSIONS 2005-06 PRINT ADVERTISING

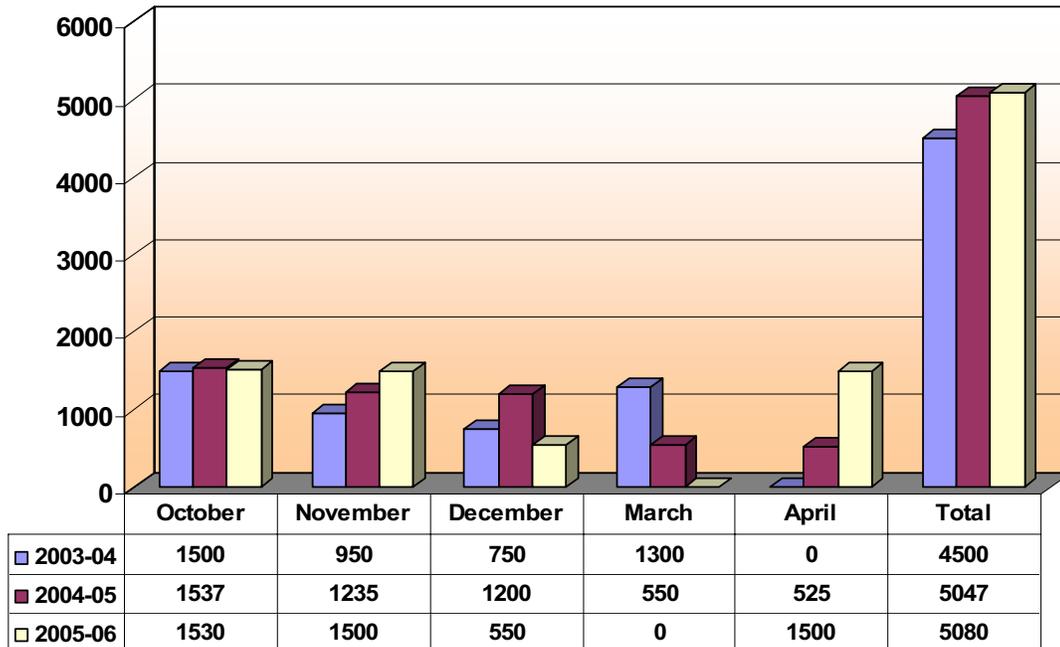
DATE	PUBLICATION	SIZE
September	School Guide (NJ National Fair)	Full Page
August	Union County/Monmouth County Voice	1/2 page
March	Union County/Monmouth County Voice	1/2 page
October	Caribbean Business Journal	1/2 page
October	School Guide (MD National Fair)	Full Page
November	Courier-Post, Ed supplement	1/2 Page
January	Courier-Post, Ed supplement	1/2 page
November	Atlantic City Press (National Fair)	Full Page
September	Wall Street Journal Classroom Edition	4.75 x 6.75
December	Wall Street Journal Classroom Edition	4.75 x 6.75
January	Wall Street Journal Classroom Edition	4.75 x 6.75
March	Wall Street Journal Classroom Edition	4.75 x 6.75
April	Washington Times	1/2 page



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**OPEN HOUSE ATTENDANCE
2003-04 through 2005-06**

Open House Attendance



ADMISSIONS TOURS 2001 – 2006

SUMMER TOURS	2001	2002	2003	2004	2005	2006
Tours	55	51	63	44*	35*	40*
Visitors	386	407	884	1209**	1020	1110
FALL TOURS	2001	2002	2003	2004	2005	2006
Tours	134	140	158	169	165	162
Visitors	151	278	627	831	775	841
SPRING TOURS	2001	2002	2003	2004	2005	2006
Tours	105	110	118	121	120	120
Visitors	183	266	578	743	732	787

* In previous summers additional volunteers were available to break up large tours. They were counted as separate tours

** This year's count includes 2 additional weeks of tours



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Admitted Student (First-Time Freshman) Survey – Selected Results

REASONS FOR APPLYING TO STOCKTON	2004 RANK	2005 RANK	2006 RANK	2006 % RESPONDED
Cost/ Access to Financial Aid	1	1	1	86%
Available Majors/Programs	2	2	2	75%
Academic Reputation	3	3	3	69%
Area Surrounding Campus	5	4	4	49%
Attractiveness of Campus	4	5	5	49%
Personal Attention	6	6	6	48%

The top 6 reasons for applying to Stockton have remained consistent for the past 3 years, while the top 3 reasons have remained unchanged for the same time period.



EVENT SERVICES

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

OFFICE OF EVENT SERVICES

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS*
<ul style="list-style-type: none"> ▪ Continue to centralize the administrative processing of facility and support service requests for year-round programming in a manner that maximizes College revenue without overextending its resources. 	<ul style="list-style-type: none"> ▪ Participated in student leader training. ▪ Streamlined Housing staff requests which involve service provider resources. ▪ Continued to utilize Maximo to communicate requests for Plant Management support for events. 	<ul style="list-style-type: none"> ▪ Student leaders realized a better understanding and a higher percentage of events received a higher degree of planning. ▪ Improved communication through Maximo ensured that Plant Management had accurate setup information and that setups were not missed. 	<ul style="list-style-type: none"> ▪ Level 2. Progress has been made, but additional consolidation is possible through collaboration.
<ul style="list-style-type: none"> ▪ Develop and refine technological resources to deliver more efficient services to customers and event support service providers. 	<ul style="list-style-type: none"> ▪ Viewed two proposals for upgrades to AXIS TV, which feeds gallery monitors. ▪ Explored possibilities of two computerized drawing programs. 	<ul style="list-style-type: none"> ▪ Realized that an upgrade to AXIS TV would be a better means of posting event related information and college-wide announcements. 	<ul style="list-style-type: none"> ▪ Level 3. Funding resources will be sought for the purchase of an upgrade to AXIS TV in FY07.
<ul style="list-style-type: none"> ▪ Serve as an information resource and communication liaison on matters related to the impact of construction and campus-wide events. 	<ul style="list-style-type: none"> ▪ Participated in construction job meetings concerning PAC, N-Wing, F-Wing, and proposed parking garage and Campus Center. ▪ Coordinated FROG meeting to outline summer conference and construction schedules. 	<ul style="list-style-type: none"> ▪ Defined pedestrian routing and signage needed. ▪ Improved communication regarding event impact on work schedules (i.e., graduations, Homecoming). 	<ul style="list-style-type: none"> ▪ Level 2. Considering the absence of the Associate Director and an increase of 13% in event bookings, Event Services did very well in serving as a constant resource.
<ul style="list-style-type: none"> ▪ Continue to identify funding and staffing resources in order to meet the increased demand for services. 	<ul style="list-style-type: none"> ▪ Recommended additional equipment and resource fees for 2006 College Facility Usage and Resources Fee document. ▪ Utilized College Center 	<ul style="list-style-type: none"> ▪ Implemented a fee structure for use of standard event equipment such as tables and chairs. ▪ Initiated development of a more efficient tracking of 	<ul style="list-style-type: none"> ▪ Level 2. In order to protect College Center funding balances, alternate funding sources will be sought in FY07.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

	<p>funding for TES clerical position.</p> <ul style="list-style-type: none"> ▪ Sought and received approval for TES position to become a permanent full-time clerk typist. ▪ Designated non-salary miscellaneous funds for Event Services through the FY06 budget planning process. 	<p>revenue received and bills outstanding.</p> <ul style="list-style-type: none"> ▪ Funded non-salary purchases. ▪ Reduced financial support needed for unanticipated purchases through the College Center budget. ▪ Filled TES and full-time clerk typist positions. ▪ Maintained staffing of the office during periods of absence of the Associate Director, Coordinator of Event Services, and College Scheduler. 	
<ul style="list-style-type: none"> ▪ Continue to develop strategies to evaluate the quality of services provided and level of customer satisfaction. 	<ul style="list-style-type: none"> ▪ Draft surveys for summer camp programs and yearly rentals were designed. 		<ul style="list-style-type: none"> ▪ Level 3. Sporadic staffing hindered our ability to make progress. Goal adjusted for 2007 implementation.
<ul style="list-style-type: none"> ▪ Develop and implement a marketing campaign designed to promote both the scheduling of events at Stockton and the services provided by the Office of Event Services. 			<ul style="list-style-type: none"> ▪ Level 3. No significant action taken. Sporadic staffing hindered our ability to make progress.

* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES

- Communication and collaboration with Facilities Planning was very successful in providing safe facilities and access ways for both internal and community users.
- The hosting of local/regional agency college interns has resulted in positive community relationships and increased revenues for the College.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

- Recommendations for additions/changes to the College Facility Usage and Resource Fees document, in collaboration with Administration and Finance, has resulted in more accurate fee assessments for events and strengthened the office’s relationship with that division.
- The addition of clerical assistance dedicated to Event Services has had an immediate and direct impact to the processing of event information and the ability to effectively communicate with College service providers.

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Developed additional security procedures for student club/organization dances, concerts, and similar events in Lakeside and N-Wing.
- Billing process for external users has been improved as a result of dedicated clerical assistance.
- Summer conference use and revenues have increased appreciably for 2006 despite sporadic staffing in Event Services and limited campus housing availability due to construction/renovation projects.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Maximize use of staff by expanding training and professional development opportunities.
GOAL/OBJECTIVE No. 2	Evaluate, identify, and implement improvements to technology resources that support campus events.
GOAL/OBJECTIVE No. 3	Develop and implement a marketing campaign designed to increase revenue and promote the scheduling of events at Stockton and the services provided by the Office of Event Services.
GOAL/OBJECTIVE No. 4	Develop a coordinated system of communication with Facilities Planning and Plant Management that addresses the impact of construction projects on campus-wide events.
GOAL/OBJECTIVE No. 5	Design and implement improved billing and revenue tracking procedures.
GOAL/OBJECTIVE No. 6	Complete and implement facility user evaluation/assessment tools.
GOAL/OBJECTIVE No. 7	Explore collaborative internship opportunities in order to execute increasing requests for services under current budget constraints.

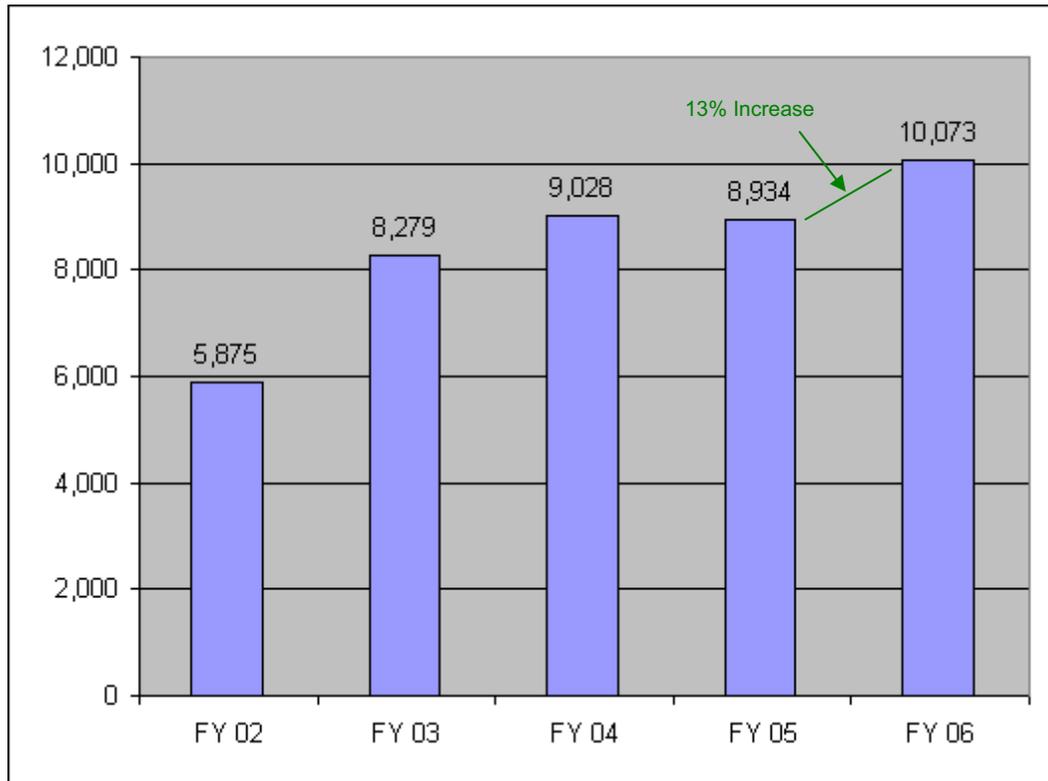
V. SUPPORTING DATA

- Growth of Event Bookings – FY 2002 – FY 2006
- Three-Year Group Statistics Comparison – FY 2004 – FY 2006
- Non Academic Facility Usage – Academic Years 01-02 Through 05-06
- Non-Academic Facility Usage - Summer 2002 Through 2006
- Event Bookings by Group Sponsor– Academic Years 01-02 Through 05-06
- Event Bookings by Group Sponsor – Summer 2002 Through 2006



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

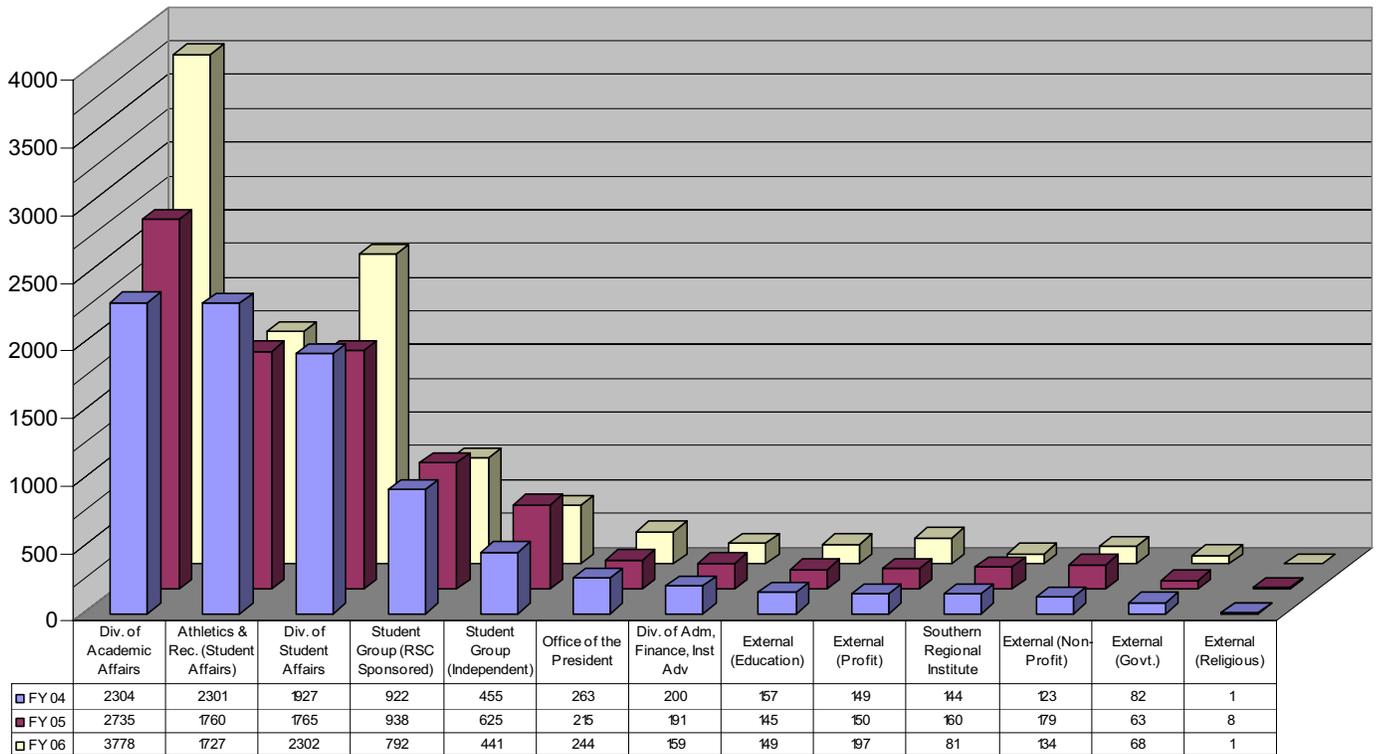
**GROWTH OF EVENT BOOKINGS
FY 2002 – FY 2006**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**THREE-YEAR GROUP STATISTICS COMPARISON
FY 2004 – FY 2006**

**Office of Event Services
Three-Year Group Statistics Comparison**



Number of Event Bookings



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**NON-ACADEMIC EVENT FACILITY USAGE
ACADEMIC YEARS 01-02 THROUGH 05-06**

FACILITY TYPE	AY01-02	AY02-03	AY03-04	AY04-05	AY05-06	% Change from AY04-05
Athletic Facilities (I-Wing pool, Sports Center)	1430	1710	1975	1522	1562	+ 2.63%
Residential Programming Facilities	863	843	1194	1192	1150	- 3.52%
Classroom/Labs	819	1756	1902	1741	1684	- 3.27%
User Specified/Off-Campus (Away games, banquets)	451	365	418	140	292	+ 108.57%
Meeting Rooms (G-208, G-Lounge, N-Wing, WQ-201)	436	576	784	725	877	+ 20.97%
Carnegie Library Center	N/A	N/A	N/A	692	944	+ 36.42%
Galleries, AS Circle, Parking Lots, Moss Mill Acres	216	164	180	104	157	+ 50.96%
Lecture Halls (Alton Auditorium, AS-102)	114	105	107	122	443	+ 263.11%
Performing Arts Center	90	162	150	99	119	+ 20.20%
Dining Facilities (N-Wing, G-Wing)	27	46	87	117	109	- 6.84%
Free-To-Be Child Care Center	0	0	1	3	1	- 66.67%
Parkway Building	N/A	N/A	N/A	N/A	2	NA
TOTAL BOOKINGS	4446	5727	6798	6457	7340	+ 13.68%

SOURCE: EMS PROFESSIONAL

A "Booking" reflects the space that is booked to support an event. An event may have more than one booking assigned to it if more than one space is utilized for the event.

Due to the lack of sufficient programming space in the present student centers, groups continue to utilize classrooms and lab space for programs. Additionally our Athletic Facilities and Residential Programming Facilities continue to support a significant number of non-academic programs.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**NON-ACADEMIC EVENT FACILITY USAGE
SUMMERS 2002 THROUGH 2006**

FACILITY TYPE	Summer 2002	Summer 2003	Summer 2004	Summer 2005	Summer 2006 *	% Change from Summer 2005
Classrooms/Labs	1162	1375	1248	1172	1353	+ 15.44%
Athletic Facilities (I-Wing Pool, Sports Center, outdoor)	426	436	425	376	359	- 4.52%
Residential Programming Facilities (TRLIC, Lksd, HsgIV)	284	267	289	249	280	+ 12.45%
Meeting Rooms (G-208, G-Lounge, N-Wing, WQ-201)	138	136	233	183	185	+ 1.09%
Carnegie Library Center	N/A	N/A	75	179	214	+ 19.55%
Galleries, AS Circle, Parking Lots, Moss Mill Acres	76	47	51	158	83	- 47.47%
Performing Arts Center	68	112	111	38	77	+ 102.63%
Lecture Halls (Alton Auditorium, AS-102)	58	69	47	70	72	+ 2.86%
User Specified/Off-Campus (Away games, banquets)	57	159	42	53	40	- 24.53%
Dining Facilities (N-Wing, G-Wing)	27	61	26	28	77	+ 175.00%
Free-To-Be Child Care Center	0	0	0	0	0	—
TOTAL BOOKINGS	2296	2662	2547	2506	2740	+ 9.34%

SOURCE: EMS PROFESSIONAL

* As reported on 8/17/06

A "Booking" reflects the space that is booked to support an event.
An event may have more than one booking assigned to it if more than one space is utilized for the event.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**EVENT BOOKINGS BY GROUP
ACADEMIC YEARS 01-02 THROUGH 05-06**

GROUP TYPE	AY01-02	AY02-03	AY03-04	AY04-05	AY05-06	% Change from AY04-05
Division of Academic Affairs	610	1036	1591	1897	2740	+ 44.44%
Division of Student Affairs	1415	1445	1447	1293	1834	+ 41.84%
Athletics & Recreation (Division of Student Affairs)	1263	1388	1745	1098	1040	- 5.28%
Student Group (RSC Sponsored)	504	855	905	930	767	- 17.53%
Student Group (Independent)	206	301	485	579	416	- 28.15%
Office of the President	134	163	185	149	149	0%
Division of Administration & Finance	93	141	126	117	102	- 12.82%
Southern Regional Institute	25	139	63	96	15	- 84.38%
External (Education)	16	80	80	92	140	+ 52.17%
External (Non-Profit)	162	114	39	76	57	- 25.00%
External (Profit)	12	50	74	72	29	- 59.72%
External (Government)	6	5	57	50	50	0%
External (Religious)	0	0	1	8	1	- 87.50%
TOTAL BOOKINGS	4446	5717	6798	6457	7340	+ 13.68%

SOURCE: EMS PROFESSIONAL

A "Booking" reflects the space that is booked to support an event.
An event may have more than one booking assigned to it if more than one space is utilized for the event.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**EVENT BOOKINGS BY GROUP
SUMMERS 2002 THROUGH 2006**

GROUP TYPE	Summer 2002	Summer 2003	Summer 2004	Summer 2005	Summer 2006	% Change from 2005
Division of Academic Affairs	644	684	803	818	950	+ 16.14%
Division of Student Affairs	470	534	511	559	641	+ 14.67%
Athletics & Recreation (Division of Student Affairs)	743	697	691	670	600	- 10.45%
Student Group (RSC Sponsored)	13	50	12	5	21	+ 320%
Student Group (Independent)	2	5	32	33	3	- 90.91%
Office of the President	70	137	79	67	99	+ 47.76%
Division of Administration & Finance	128	152	91	45	66	+ 46.67%
Southern Regional Institute	62	74	73	58	63	+ 8.62%
External (Education)	6	64	60	50	5	- 90.00%
External (Non-Profit)	52	78	78	117	134	+ 14.53%
External (Profit)	52	45	98	72	142	+ 97.22%
External (Government)	54	142	19	12	16	+ 33.33%
TOTAL BOOKINGS	2296	2662	2547	2506	2740	+ 9.34%

SOURCE: EMS PROFESSIONAL

* As reported on 8/17/06

A "Booking" reflects the space that is booked to support an event.
An event may have more than one booking assigned to it if more than one space is utilized for the event.



FINANCIAL AID

2005-2006
ANNUAL REPORT



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

OFFICE OF FINANCIAL AID

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS*
<ul style="list-style-type: none"> ▪ Prepare graduating seniors with financial life skills. 	<ul style="list-style-type: none"> ▪ Identified appropriate financial life skills for seniors through collaborative efforts with the Student Senate Finance Committee. ▪ Expanded the program to include the entire student population, not just seniors. ▪ Researched various financial aid publications to assess and confirm financial literacy topics and the availability of speakers and materials. ▪ Met with financial aid staff and the Student Senate to determine methods of delivering financial life skills. ▪ Partnered with the Student Senate, Academic Affairs faculty and community professionals to advertise the financial literacy workshop series and actually deliver the programs. ▪ Evaluated the effectiveness of the financial literacy workshops through participant surveys. 	<ul style="list-style-type: none"> ▪ The financial literacy workshops were very successful as evidenced by the number of student participating and the positive evaluations. Suggested topics for future workshops by students will be included in next year’s programming. 	<ul style="list-style-type: none"> ▪ Level 1.
<ul style="list-style-type: none"> ▪ Create a customized private loan 	<ul style="list-style-type: none"> ▪ Identified lenders that offer private (alternative) 	<ul style="list-style-type: none"> ▪ Initially the goal was to create one custom private 	<ul style="list-style-type: none"> ▪ Level 1.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

<p>program to meet students’ needs.</p>	<p>loans through lender advertisement and phone contact with prospective lenders.</p> <ul style="list-style-type: none"> ▪ Discussed and agreed upon borrower benefits specific to Stockton students with the lenders. ▪ Met with lenders and determined the content of private (alternative) loan brochures and related informational pieces. ▪ Established the processing method for loans including the delivery of loan proceeds to Stockton. 	<p>loan program for Stockton students; however, more than one custom private loan program has been created to provide competitive options for students.</p>	
<ul style="list-style-type: none"> ▪ Create a “life raft” program for students who drop out of Stockton. 	<ul style="list-style-type: none"> ▪ Used an Attendance Monitoring Report to identify students who fail to attend classes. ▪ Contacted students and suggested a meeting to evaluate options for their educational future. ▪ Collaborate with Academic Advising to determine what guidance needs to be provided to these students, example; academic, financial. ▪ Provided guidance for students on financial options to remain at Stockton, return to Stockton, or go on to another educational facility. 	<ul style="list-style-type: none"> ▪ Created a student departure process that leaves a positive impression with a possibility of reentry to Stockton. 	<ul style="list-style-type: none"> ▪ Level 2. Collaboration with Academic Advising needs to be further developed.
<ul style="list-style-type: none"> ▪ Complete Banner training and setup the financial aid process for the 2006- 	<ul style="list-style-type: none"> ▪ Attended scheduled Banner training for financial aid implementation. 	<ul style="list-style-type: none"> ▪ Banner training has been completed per the contracted schedule. ▪ The financial aid process 	<ul style="list-style-type: none"> ▪ Level 1. Funds delivery and reconciliation will take place once the



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

<p>07 academic year.</p>	<ul style="list-style-type: none"> ▪ Created programs and population selections and set up financial aid processes beginning with the application processing, to funds delivery and reconciliation. 	<p>and operation is currently live beginning with the 2006-07 academic year.</p> <ul style="list-style-type: none"> ▪ Financial aid applications, calculations, corrections and awards have been processed in Banner. 	<p>2006-07 academic year commences.</p>
<ul style="list-style-type: none"> ▪ Provide information and create opportunities for seniors to learn more about loan consolidation. 	<ul style="list-style-type: none"> ▪ Identify a speaker who is knowledgeable regarding student loan consolidation. ▪ Set up a workshop where students can gain information regarding student loan consolidation and ask questions. ▪ Collect publications regarding loan consolidation and provide to student borrowers. ▪ Provide staff training on student loan consolidation. 	<ul style="list-style-type: none"> ▪ Identified a student loan lender who provided information on student loan consolidation at a workshop set up by the Financial Aid Office. ▪ The Loan Servicer provided Student Loan Consolidation materials to seniors at Grad Finales and answered questions. ▪ Financial Aid staff received training on student loan consolidation eligibility from a Loan Servicer. 	<ul style="list-style-type: none"> ▪ Level 1.
<ul style="list-style-type: none"> ▪ Create a CD to be used as a financial aid tool at Open House, high school nights, etc. 	<ul style="list-style-type: none"> ▪ Determined content of the proposed CD. ▪ In collaboration with the lender partner and consultants an extensive outline was created. ▪ Partner with a lender who will support the creation of the CD with information provided by the Financial Aid Office. 	<ul style="list-style-type: none"> ▪ Information related to the financial aid application process, financial aid programs, and eligibility requirements is available on the CD. ▪ The CD flash is a first rate financial aid information product which will remain current as it has links to the financial aid web page. ▪ The lender partner provided the value added service of producing the CD and mailing jacket. 	<ul style="list-style-type: none"> ▪ Level 1.

* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess



ANNUAL REPORT – ACADEMIC YEAR 2005-2006**II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES****REFLECTIVE ANALYSIS**

- The Financial Literacy Series Workshops provided an opportunity for the Financial Aid Office to add a teaching component and expanded the original goals of preparing graduating seniors with financial life skills to include the entire student body.
- Rising costs of education and the need to provide excellent customer service led the Financial Aid Office to explore and create a customized private (alternative) loan for Stockton students.
- The “Life Raft” program provided an opportunity for the college to retain a student in jeopardy of leaving Stockton or provide advice for those who move on but may return to complete their degree, leaving students with a positive experience and personalized service.
- Banner training allowed the Financial Aid Office to create a customized system for financial aid usage and resulted in the largest Banner module at Stockton.
 - An example of the magnitude and complexity of financial aid in Banner can be realized by knowing that the Financial Aid Office must run 46 programs, created by the Office, just to award students.
- Availability of student loan consolidation information at a workshop and at Grad Finale was critical for meeting the June 30, 2006 application deadline for in-school students seeking loan consolidation.
- The flash CD added another means of communicating comprehensive financial aid information to various constituencies.

COLLABORATIVE EFFORTS

- Collaborated with Academic Affairs regarding a presentation to students on the topic of “Identity Theft.”
- Cooperation from lenders allowed the Financial Aid Office to offer competitive choices for alternative loans.

PROFESSIONAL DEVELOPMENT

- Jeanne Lewis, Susanne Dorris, Melinda Matos and Kim Clark have participated in Banner training, Banner webinars and Banner consultant telephone conferences.

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- The Financial Literacy Workshops added an additional service and, as a result of the positive response from students, the Financial Aid Office will continue to offer workshops related to financial matters based on suggested feedback from students.
- The introduction of a custom private (alternative) loan for Stockton students provided an additional source of funding for students with benefits specifically designed for Stockton students.
- The “Life Raft” provided an opportunity for students who stopped attending classes to be counseled and perhaps remain at Stockton thus improving the college’s retention rate. The program also cultivated a positive image for students who do leave the college, by providing counseling regarding education alternatives.
- Initial results of the Banner implementation have allowed the Financial Aid Office to provide financial aid award notifications via e-mail to students along with the opportunity for students to complete loan promissory notes and entrance counseling online.
- The flash CD product has enhanced the ability to provide valuable financial aid information to parents and students and can be used for recruitment of students. The information on the CD remains current as it is linked to the financial aid web page.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Implement the academic competitiveness grants for eligible Pell grant recipients.
GOAL/OBJECTIVE No. 2	Implement the national science access to retain talent grants (SMART grants) for eligible Pell grant recipients.
GOAL/OBJECTIVE No. 3	Expand third party scholarship opportunities for all students.
GOAL/OBJECTIVE No. 4	Implement the expansion of PLUS loans to graduate students.
GOAL/OBJECTIVE No. 5	Implement the NJSTARS II scholarship program.
GOAL/OBJECTIVE No. 6	Expand the financial literacy program at Stockton.
GOAL/OBJECTIVE No. 7	Work with the Fiscal Office of the college to introduce and implement an electronic transfer of funds to the bank on behalf of the students for their financial aid refunds.

V. SUPPORTING DATA

- Graphs and Charts
 - Grants, Loans and Scholarships
 - Grants, Loans and Scholarships Percentage of Total Financial Aid
 - Foundation and Institutional Scholarships/Grants
 - Alternative Loan Programs
 - Average Student Loan Indebtedness
- Student Satisfaction Survey
- Financial Literacy Workshop Survey

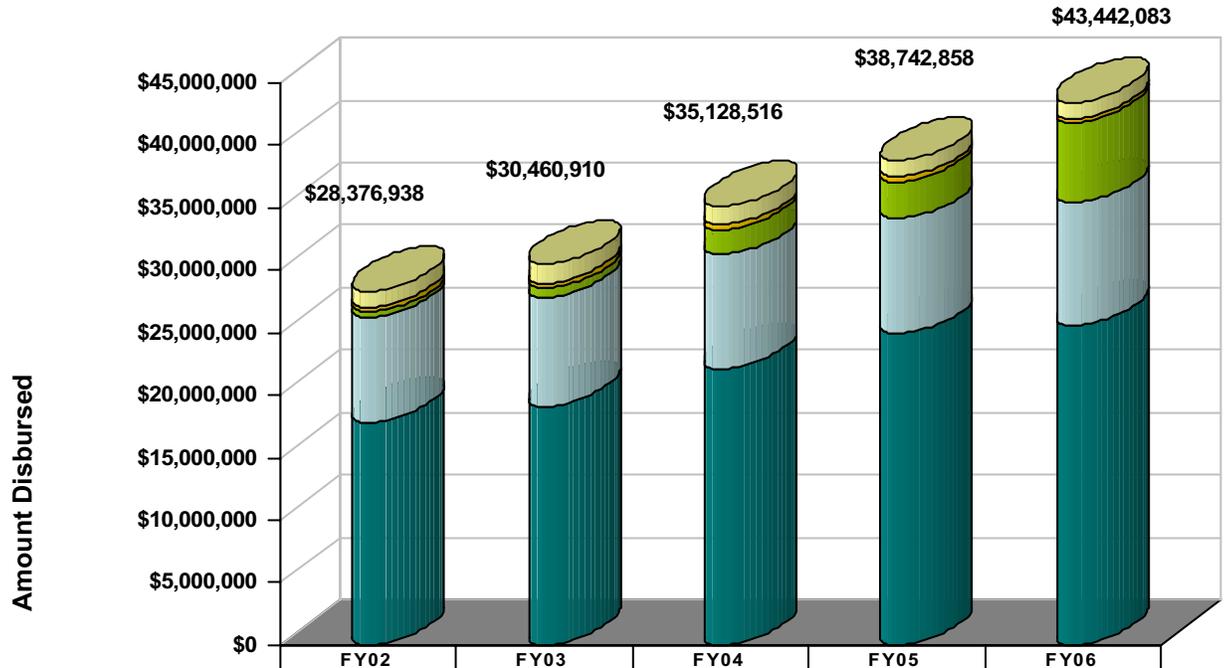
Other supporting data available in the Financial Aid Office

- Financial Aid Information CD
- Customized Private (Alternative) Loans for Stockton:
 - CitiBank
 - Sun National Bank
 - Education Finance Partners



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**Grants, Loans and Scholarships
FY02 – FY06**



	FY02	FY03	FY04	FY05	FY06
TOTAL	\$28,376,938	\$30,460,910	\$35,128,516	\$38,742,858	\$43,442,083
□ Institutional Scholarships & Grants	\$1,275,117	\$1,510,525	\$1,482,214	\$1,259,440	\$1,286,604
■ State Scholarships	\$404,750	\$387,750	\$392,775	\$389,250	\$307,525
■ Alternative Loans	\$424,884	\$672,105	\$1,966,236	\$2,922,807	\$6,448,156
□ Federal & State Grants	\$8,459,687	\$8,794,523	\$9,120,990	\$9,283,587	\$9,798,477
■ Federal & State Loans (Student & Parent)	\$17,812,500	\$19,096,007	\$22,166,301	\$24,887,774	\$25,601,321

Data as of July 20, 2006

Federal, state and alternative loans realized a significant increase from FY 02 to FY 06, while federal and state grants and institutional scholarships and grants grew at a lesser rate. State scholarships did not increase from FY 02 to FY 06. The increase in student loan volume is a direct result of the increases in educational expenses, specifically tuition, fees, room and board. The slight increase in grants is related to student eligibility and identifies the most financially needy students. State scholarships relate to the number of students who are meritorious and attend Stockton.

Note:

Institutional Scholarships & Grants include: Presidential, PTK, Outstanding Scholars Recruitment program (OSRP)-Institutional share, Stockton Award, Stockton Scholarships and Foundation

State Scholarships include: Outstanding Scholars Recruitment program (State share), Bloustein, and Urban Scholars

Alternative Loans include: Signature Loans, Campus Door Loans and other private alternative loans

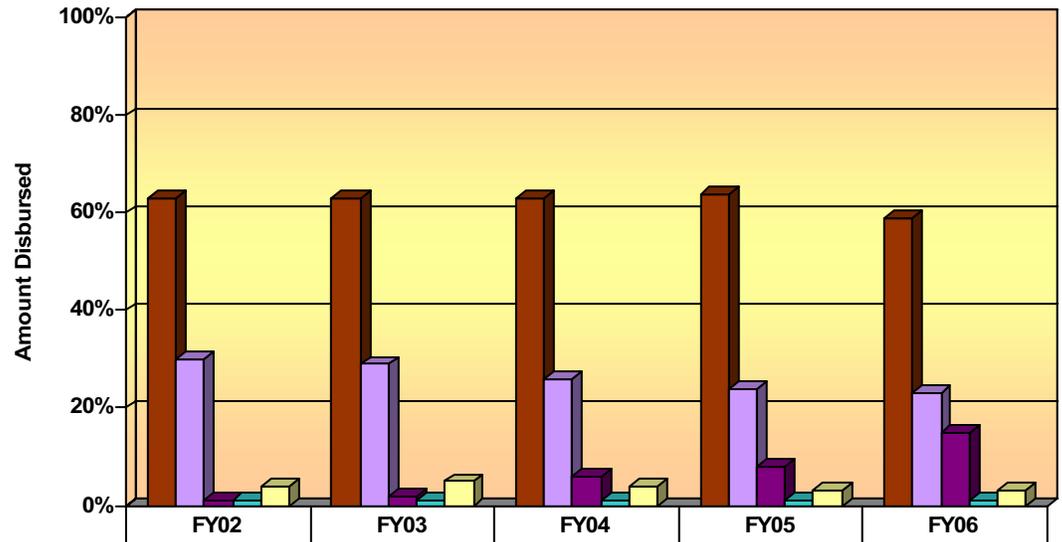
Federal and State Grants include: PELL grant, Supplemental Educational Opportunity Grant (SEOG), Tuition Aid Grant (TAG) and Educational Opportunity Fund (EOF)

Federal and State Loans (student & parent) include: Stafford, Perkins, Parent Loan for Undergraduate Students (PLUS) and NJ Class loans



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**Grants, Loans and Scholarships
Percentage of Total Financial Aid
FY02 – FY06**



Federal & State Loans	63%	63%	63%	64%	59%
Federal & State Grants	30%	29%	26%	24%	23%
Alternative Loans	1%	2%	6%	8%	15%
State Scholarships	1%	1%	1%	1%	1%
Institutional Scholarships & Grants	4%	5%	4%	3%	3%

Federal and state grants are decreasing yearly in the annual percentage of financial aid. The percentage of federal and state loans realized a decrease from FY 02 to FY 06, while the percentage of financial aid in alternative loans has increased. This is primarily due to the availability of higher loan limits within the alternative loan programs. The percentage of state and institutional scholarships/grants has been consistent within the past five years.

Note:

Based on 100%, each of the described categories of financial aid represents a portion of the annual financial aid.

***Institutional Scholarships & Grants** include Presidential, PTK, OSRP (Institutional share), Stockton Award, Stockton Scholarships and Foundation*

***State Scholarships** include Outstanding Scholars Recruitment program (State share), Bloustein, and Urban Scholars*

***Alternative Loans** include Signature Loans, Campus Door Loans and other private alternative loans*

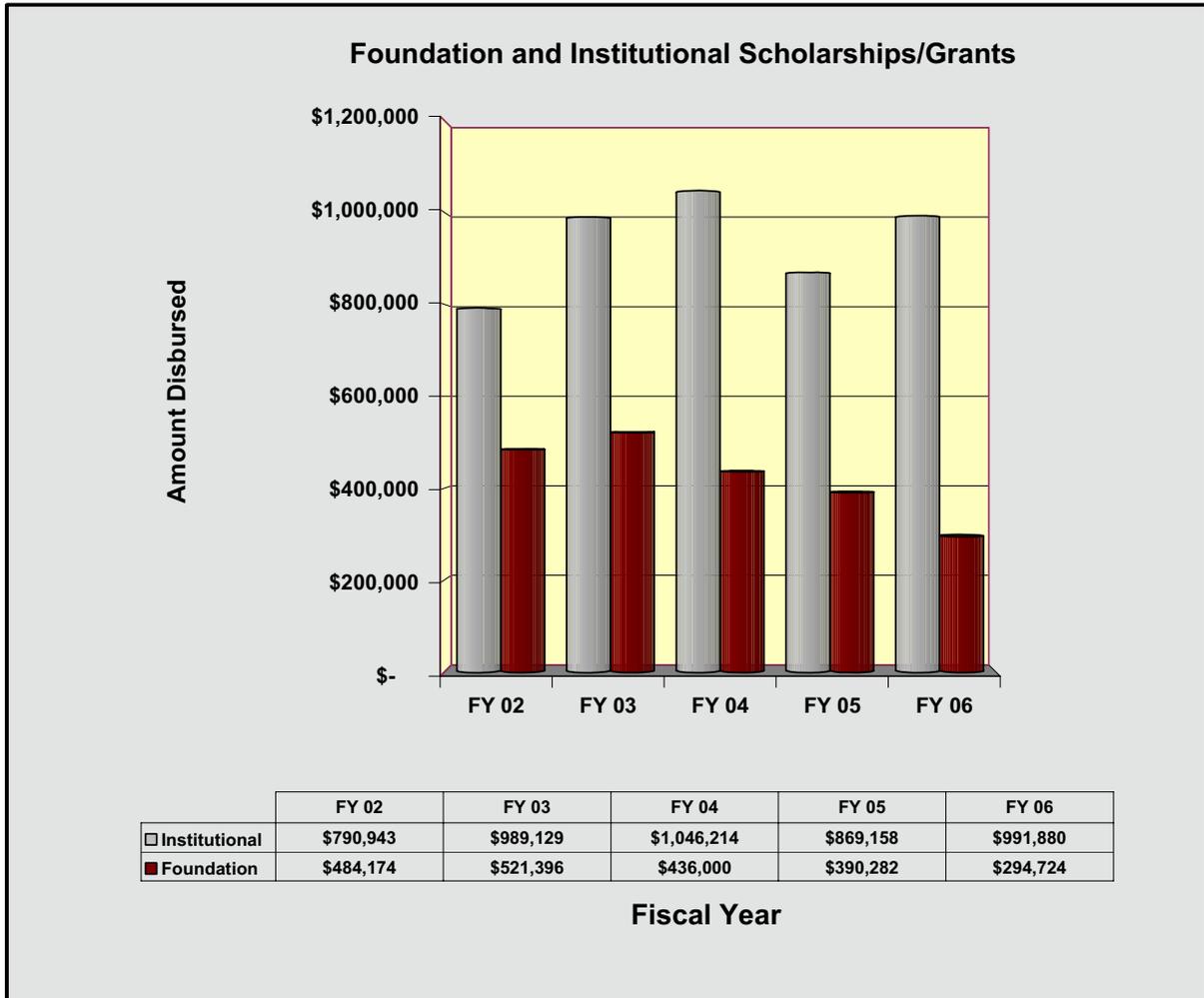
***Federal and State Grants** include PELL grant, Supplemental Educational Opportunity Grant (SEOG), Tuition Aid Grant (TAG) and Educational Opportunity Fund (EOF)*

***Federal and State Loans (student & parent)** include Stafford, Perkins, Parent Loan for Undergraduate Students (PLUS) and NJ Class loans*



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**Foundation and Institutional Scholarships/Grants
FY02 – FY06**



Institutional scholarships/grants increased 14% from FY 05 to FY 06 while foundation scholarships decreased 24% for the same time period. The entering freshman class for Fall 2004 was **826** students as compared to **812** students for the Fall 2005. The number of students receiving foundation scholarships in FY 05 was **387** as compared to **313** students in FY 06. The number of students receiving institutional scholarships/grants in FY 05 was **481** as compared to **529** in FY 06.

Note:

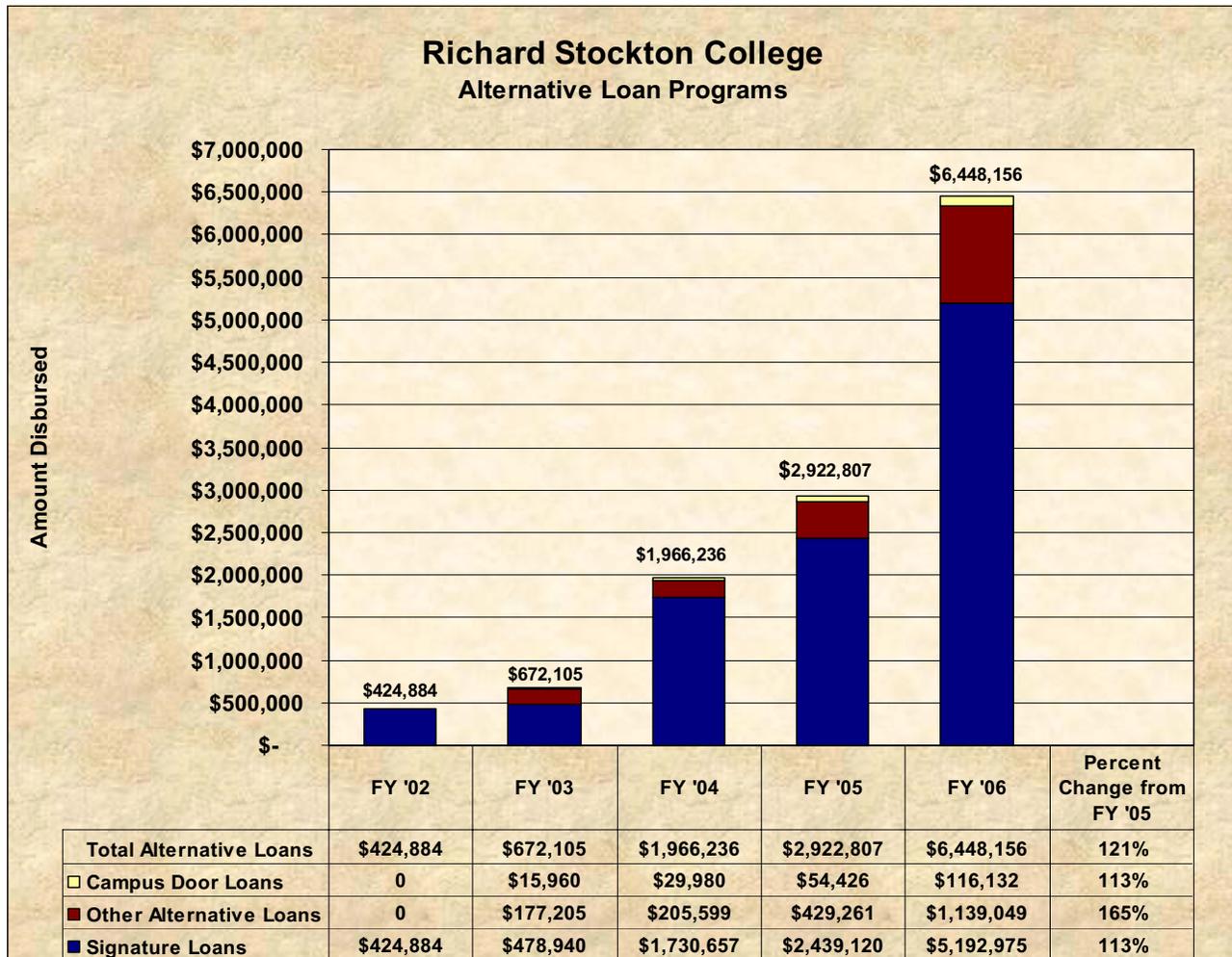
Foundation scholarships also include Stockton scholarships

Institutional scholarships include Presidential, Stockton Distinguished, PTK, OSRP-Institutional share, Grants-Stockton Award and Stockton TAG (awarded in FY03 and FY 04 only)



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**Alternative Loan Programs
FY02 – FY06**



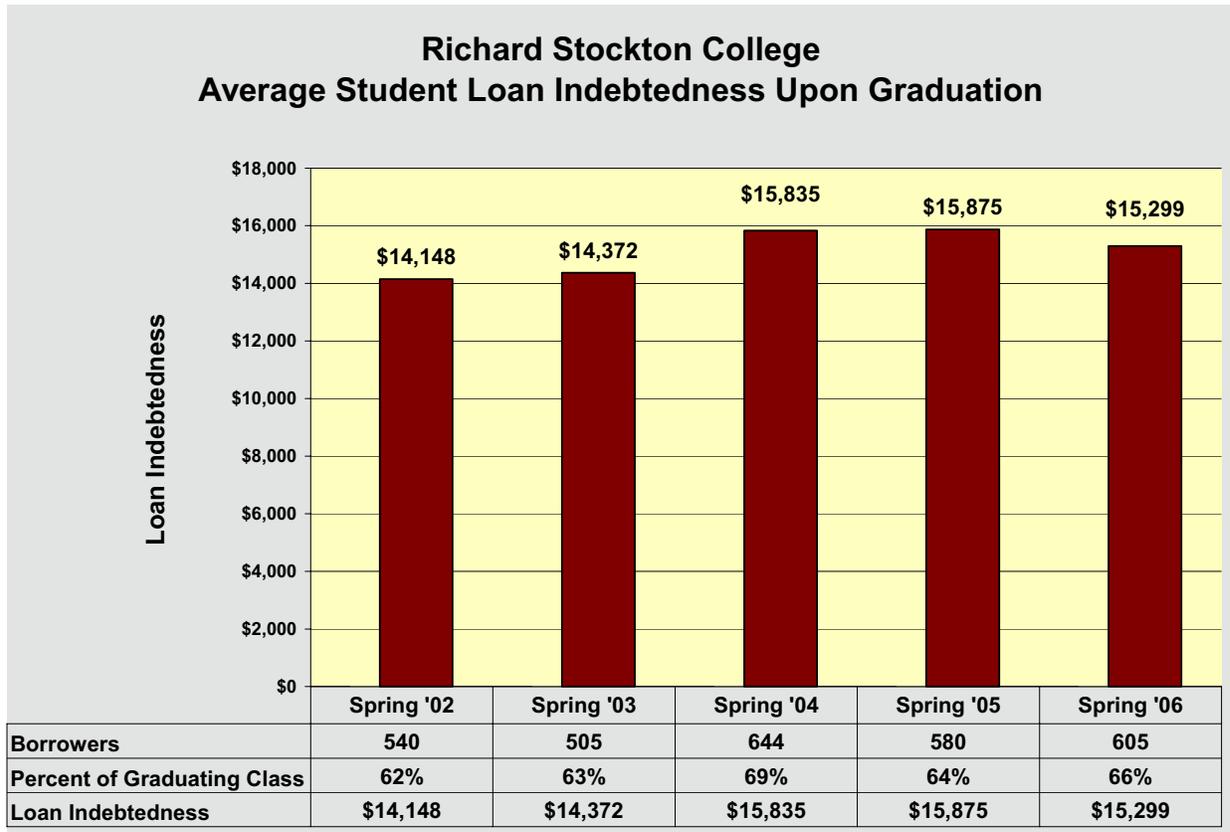
Campus Door and other alternative loans - inception date FY 03

The alternative loan programs have grown as a result of increased educational expenses and the maximum annual Stafford loan limits. The total alternative loans have increased **121%** in FY 06 from FY 05. The overall total alternative loan volume has grown substantially over a 5 year period.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**Average Student Loan Indebtedness
Graduating Class Spring 2002 – Spring 2006**



Loans include Stafford and Perkins

Student loan borrowing plays a significant role in financing educational expenses. The average student loan indebtedness has been consistent over the past 5 years. Students tend to borrow to meet direct educational expenses such as tuition, fees, room and board, and books. Student indebtedness is a reflection of those costs after grant and scholarship aid.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Student Satisfaction Survey – 2005-06

The following are the results of a survey to evaluate student and/or parent satisfaction with the service provided by the Financial Aid Office during the 2005-2006 academic year.

Total number of respondents = 188 *

	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
Greeted promptly and courteously	89	47%	81	43%	16	9%	2	1%
The staff responded to my needs in a satisfactory manner or assisted me in locating the appropriate office	89	47%	77	41%	18	10%	4	2%
The staff provided a well-informed response to my question	83	44%	77	41%	16	9%	12	6%
I would seek help from this office again	93	49%	73	39%	15	8%	7	4%

The following are the demographics of the respondents to the survey.

Class Level	N	%	Residence	N	%
Freshman	37	20%	On-Campus	64	34%
Sophomore	29	15%	Off-Campus	79	42%
Junior	62	33%	Commuter	45	24%
Senior	52	28%			
Graduate Studies	8	4%			

* To achieve honest responses, respondents were not required to identify themselves. The validity of the negative data may be reflective of a specific student situation at Stockton and may not be directly related to the Financial Aid Office or to the service provided to them.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**Financial Literacy Workshops Spring 2006
Attendance & Performance Evaluation Results**

Workshop One

Date: March 8, 2006

54 Student Attendees

“Student Loan Consolidation

Presenter: Robert Sevret, Chase Bank

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Presenter was well organized	23	20	1	1	0
The objectives of the workshop were clearly met	25	19	1	0	0
The information provided will be useful	25	16	2	1	1
Were you clearly notified about the time, location and topic	43-Yes 2-No 9-NA				

Workshop Two

Date: March 23, 2006

37 Student Attendees

“Understanding Your Credit”

Presenter: Lesa Angell, College Loan Corporation

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Presenter was well organized	26	9	0	0	0
The objectives of the workshop were clearly met	25	8	1	0	0
The information provided will be useful	28	5	2	0	0
Were you clearly notified about the time, location and topic	32-Yes 2-No 3-NA				

Workshop Three

Date: April 24, 2006

43 Student Attendees

“Identity Theft”

Presenter: Marilyn Vito, Stockton Faculty Member

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Presenter was well organized	39	8	0	0	0
The objectives of the workshop were clearly met	41	6	0	0	0
The information provided will be useful	36	11	0	0	0
Were you clearly notified about the time, location and topic	43-Yes				



**HOUSING AND
RESIDENTIAL LIFE**

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

OFFICE OF HOUSING AND RESIDENTIAL LIFE

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS*
<ul style="list-style-type: none"> Complement the academic mission of the College through increased collaboration with Academic Affairs using the student learning outcomes model to shape residential programming. 	<ul style="list-style-type: none"> Developed, presented, and/or participated in 31 programs and/or lectures for residential students related to First-Year and Upper-Class Experience, leadership, community service, sexual assault, alcohol awareness, etc. (see supporting data for full listing). 	<ul style="list-style-type: none"> Focus groups and surveys were conducted with the majority responding positively to the programs. The following areas of the Learning Outcomes model were addressed: <ul style="list-style-type: none"> Humanitarianism, Civic Engagement, Inter/Intra-personal competence, Cognitive complexity, Knowledge acquisition, Humanitarianism, Practical competence, and Persistence and achievement. 	<ul style="list-style-type: none"> Level 1. Approximately 50% of programming efforts; Level 2 approximately 25% of programming.
<ul style="list-style-type: none"> Provide continuous support to students through high quality service and the maximization of the use of technology. 	<ul style="list-style-type: none"> Created/updated Housing Brochure and marketing pieces, and Housing & Residential Life (HRL) Events Calendar. Upgraded the Housing Website, Housing Web services, and HousingNet to work in conjunction with the Banner system. Participated in Banner conversion; Open House slide show; Educational Benchmarking Surveys (EBI) 	<ul style="list-style-type: none"> Focus group evaluations from students, faculty, staff and parents. Surveys provided data for the expansion of programs and development of mission and goals for the proceeding year. 	<ul style="list-style-type: none"> Level 1. Housing Brochure, Housing Website, Banner Conversion, Open House; Level 2. EBI Survey, Events Calendar
<ul style="list-style-type: none"> Continue working with Facilities Planning and Administration and 	<ul style="list-style-type: none"> Housing I renovations P-Building renovations Maximo Work Order System 	<ul style="list-style-type: none"> An indicator for performance is the amount of time that is necessary for the building to be 	<ul style="list-style-type: none"> Level 1. Working with Maintenance Department; Level 1 handling Maximo/



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

<p>Finance on building new apartments or residence halls.</p>	<ul style="list-style-type: none"> ▪ Handling Damage Billing/ Cost Outs ▪ Monthly Health and Safety Inspections ▪ Judicial Processes ▪ Parking Administration ▪ Damage Billing System ▪ Work with Plant Mgt. ▪ Work on Construction Projects 	<p>inhabitable once it is taken off-line.</p> <ul style="list-style-type: none"> ▪ The Maximo Work Order System increased the quality of service the students are receiving. 	<p>work orders; Level 1. Handling Damage Billing/ Cost Outs.</p>
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* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES

REFLECTIVE ANALYSIS

- Management staff assessed staff supervision, accountability structures, and training and tracking systems, and, as a result, several projects were implemented to help make improvements in these areas.
- During the 2005-2006 academic year, Housing and Residential Life and the faculty of Stockton College collaborated to bring the residential population programs that focused on the First Year Experience and the Upper Class Experience. These programs helped better define resources that are available at Stockton and in the surrounding community.
- Freshman Year Experience (F.Y.E.) initiatives were developed with quality lectures, programs, and collaborations with other divisions. Departmental goal is to continue improving and adding new ideas and components to current plan. Improvement is needed in F.Y.E. website, staff selection, departmental communication, and professional staff development.

COLLABORATIVE EFFORTS

- Worked with Admissions Office and Graphics department on improving tours and brochures.
- Collaborated with Student Development to improve programming, training, and orientations.
- Worked with the College as a whole to ensure major functions ran smoothly; e.g., concerts, graduation, etc.
- Invite and work closely with Academic Affairs and professors to improve quality and education in the First Year Experience initiatives, lecture series, and programming.
- During the course of the academic year, Housing and Residential Life worked closely with Facilities/Plant Management to provide students with quality services.

PROFESSIONAL DEVELOPMENT

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ <u>Elaine Grant:</u> <ul style="list-style-type: none"> ▪ NASPA Conference ▪ Penn State Assessment Conference ▪ Delaware Valley Student Affairs Conference | <ul style="list-style-type: none"> ▪ <u>Pedro Santana:</u> <ul style="list-style-type: none"> ▪ ACPA Conference, ACPA Assessment Conf. ▪ Dr. Brian Terrel, Carnegie Library ▪ NJ CORE VII Professional Housing Conference |
|--|--|



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

- Terrence Hardee:
 - ASJA Conference
- John Davis:
 - CACURH No Frills Conference
 - NJ CORE VII Professional Housing Conference
- Tiffany Brown:
 - NJ CORE VII Professional Housing Conference
- Steve Radwanski:
 - Guy Things: Men and Masculinities and Student Development offered by ACPA
- Alex Pagnani:
 - NJ CORE VII Professional Housing Conference
- Christopher Willis:
 - NJ CORE VII Professional Housing Conference
- Chrissie King:
 - NJ CORE VII Professional Housing Conference
 - Stockton Coursework
- Melissa Allen:
 - NJ CORE VII Professional Housing Conference

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- The department continued to incorporate technology with the eventual goal of having a virtual office providing access to services 24 hours a day.
- Developed methods to survey incoming students about their preferred roommates as well as collecting data from faculty regarding their First Year Experience and Upper Class Experience programming for the fall of 2006.
- Room selection was built into the selection process. This functionality should be tested in the fall of 2006.
- The room condition portion of the housing webservices was expanded and is now viewable.
- The PDA (personal digital assistant) program was expanded so that all the live-in professional staff and management team members have a PDA that allows access to the online housing systems.
- The “Last Lecture Series” was created to help in the development of the First Year Experience in the residential hall areas. This initiative assisted in bringing faculty into the residential area to allow for educational programming and faculty involvement.
- The Housing Computer Operations area was created by hiring work-study students to provide technical expertise to the department and also assist with the growing programming needs of the staff, i.e., flier creation, presentation development, data input and manipulation.
- Online roommate questionnaire was developed and instituted for new students. This program will be expanded for spring and fall.
- Residential students were provided a smoother transition into their first year with an emphasis on connecting students to the campus and building community. An academic component was developed for incoming students.
- Increased weekend programming encouraged students to remain on campus and become more involved.
- Staff selection has been improved and continues to be developed to improve the quality of the department.
- Independent Complex Director programming was instrumental in developing and enhancing departmental objectives.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1

Provide continuous support to students through quality centered service and the maximum use of technology.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

GOAL/OBJECTIVE No. 2	Complement the academic mission of the college through increased faculty involvement.
GOAL/OBJECTIVE No. 3	Continue development of the First Year Experience and Upper Class Experience areas with programming and educational support.
GOAL/OBJECTIVE No. 4	Expand weekend programming and PAC initiatives.
GOAL/OBJECTIVE No. 5	Develop a working partnership with the Athletic Intramural programs.

V. SUPPORTING DATA

- Housing & Residential Life Programming Efforts
- Housing Assignment Fact Sheet Academic Year 2005-2006
- Information Technology Statistics - Fall 2005 - Spring 2006
- Educational Benchmarking Initiative Studies Conducted
- Housing Website Self-Service Features
- Graphs:
 - On-Campus Occupancy - Average Percentage
 - On-Campus Residential Population
 - Residential Population by Grade Level
- Summary of Judicial Incidents - AY05-06
 - Graphical Summary of Judicial Incidents
 - Judicial Incidents - Summary Comparisons
- Residential Programming Summary



ANNUAL REPORT – ACADEMIC YEAR 2005-2006**HOUSING & RESIDENTIAL LIFE PROGRAMMING EFFORTS**
2005-06**2005-06 Residential Programs:**

- New Faculty Reception
- Constitution Center Trip & Voter Registration
- First Year Experience Lectures
- Upper Class Experience Lectures
- Day of Service (fall and spring) – participation, shirts, power point
- Staff Training, In-service & Selection
- “Dare to Lead” Leadership conference
- Pearls of Wisdom
- Little Sibs
- Leadership Education Awareness Development Certification program
- Sexual Assault Conference
- Midnight Breakfast
- Longest Night
- Blocks of tickets for new students to PAC
- Alcohol Awareness Week & TIPS Training
- Make it, Take It
- Thursday Night Jams
- Service Sundays
- Cultural Cafes & Coffee Houses
- Senior Week Programs
- Student Mediations
- MALES group work by Pedro Santana

Other Programming Participation:

- Assisted with Orientation, Open House, Homecoming, Graduate School Fair, and Commencement
- Participation in First Year Experience Committee
- Participation in Internationalizing the Curriculum Committee
- Participation in the Honors Committee meetings
- Participation in the Constitution Day Committee
- Nominations for Who’s Who
- Quiet Hours Campaign
- Employee Wellness Day
- Yoga Program



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

HOUSING ASSIGNMENT FACT SHEET ACADEMIC YEAR 2005-2006

1) **Occupancy Report Fall and Spring**

(Please note that these total figures are what were consistent throughout the very end of each semester. At different points in the semester, there may have been a higher number, e.g., beginning of the Fall 2005.)

OCCUPANCY	Fall 2005	Spring 2006
Assigned Beds *	2081	2044
Occupancy Beds	2078	2078
Additional Students Accommodated	3	-34

Note: Occupancy Beds = 2078 in Fall 2005

*Assigned beds reflect actual number of students in Housing at the end of each semester.

- Fall Request for Spring Terminations

Spring 2006	Released	Not Released
Request for Housing Termination	94	0

- Fall Request for Spring Room Changes

Spring 2005	Requested	Processed
Request for Room Change	58	58

INFORMATION TECHNOLOGY STATISTICS
FALL 2005 – SPRING 2006

- Web Submissions to HousingNet Server – Housing Administration Statistics

<i>Fall for Spring 2006 Intent Form</i>	2044
<i>Fall for Spring 2006 Room Change Request</i>	73
<i>Thanksgiving Stay Late Request</i>	200
<i>Apartments December Break Registration</i>	463
<i>Extensions to Stay past May Closing Date</i>	557

- Room Renewal Process Web Submission Statistics- Housing Website

<i>Renewal Applications Submitted</i>	1577
<i>Renewal Applications with Deposit</i>	1559
<i>Renewal Applications Unpaid</i>	18
<i>Request for Apartment forms submitted</i>	623
<i>Total students that submitted Apartment forms</i>	1009



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

EDUCATIONAL BENCHMARKING INITIATIVE STUDIES CONDUCTED

- **Residence Hall Study (see Exhibit A)**
- **Community Advisor and Assistant Community Advisor study (see Exhibit B)**
- **Apartments Study (see Exhibit C)**

Exhibit A. Residence Hall Study real-time response survey summary:

Participants Submitted	788	
Emails Verified	788	
Responded	164	20.8%
Not Responded	624	79.2%
Opted Out	0	0%

Exhibit B. CA/ACA Study real-time response survey summary:

Participants Submitted	64	
Emails Verified	64	
Responded	24	37.5%
Not Responded	40	62.5%
Opted Out	0	0%

Exhibit C. Apartment Study real-time response survey summary:

Participants Submitted	1198	
Emails Verified	1198	
Responded	216	18%
Not Responded	982	82%
Opted Out	0	0%



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

WEBSITE SELF-SERVICE FEATURES

HOUSING – MAIN PAGE:

- Room Renewal Process site
- Rent and Meal Pricing
- Renewal Student Damage Billing Login screen
- Current and Summer Housing Applications
- Damage Billing Website
- Meningitis Information Update
- Residence Hall and Apartment Data
- CA/ACA/Student Worker Position Listing Information
- First Year Residential Experience Data
- Housing Assignment Process Data
- Upper Class Experience Data
- Off-Campus Housing Site- Property Listings
- Off-Campus Housing Site- Roommate Listings
- Off-Campus Fair Information
- Tips for Off-Campus Housing
- Tutorials have been implemented to aid in the education of the resident students with regard to:
 - 1) The Room Renewal Process
 - 2) The Room and Apartment Selection Guide.
 - 3) HousingNet Tutorial for New Residential Students
- Professional Staff and Student Staff Schedule Information
- Room Renewal Process Update Site
- Emergency Procedures and Carbon Monoxide Educational Information
- Closing Newsletters
- Upper Class Experience Newsletters
- Closing Website
- Room Renewal Process Appointment Times coordination
- Roommate Agreement Document
- Wait List Updates
- Fifth Agreement Form
- What to Bring

2005-06 Improvements/changes:

- Added new brochure to the site and updated page regularly.
- Developed an online room selection process to be tested in the Fall 2006.
- Trained staff on website revisions and navigation.
- Met with Director of Student Affairs Communications and Technology and Computer Services regarding updating the website and ensuring authentication with the Banner system.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006**WEBSITE SELF-SERVICE FEATURES****HOUSING NET:**

- Computer Registration and Internet Connection
- Parking Administration Site
- Phone Registration
- Phone Registration Administration Site
- Parking Registration
- Guest Registration Administration Site
- Guest Registration
- Early Arrival and Stay Late Administration Site
- Stay Late Online Request Forms
- Downloadable Virus Software
- Early Arrival Online Request Forms
- Online submissions of problems with HousingNet or Housing Services in general
- Educational Information on Electronic Self-Defense
- Online Room Assignment Letters with Roommate information

2005-06 Improvements/changes:

- Upgrades done to ensure authentication with Banner system.

ONLINE JUDICIAL SYSTEM:

- Web based Incident Report Submission Form
- Online submission of Campus Hearing Board forms
- Judicial Administration Website for:
 - Managing of user accounts.
 - Development of Online reporting.
 - Managing of individual areas and individual incident reports.

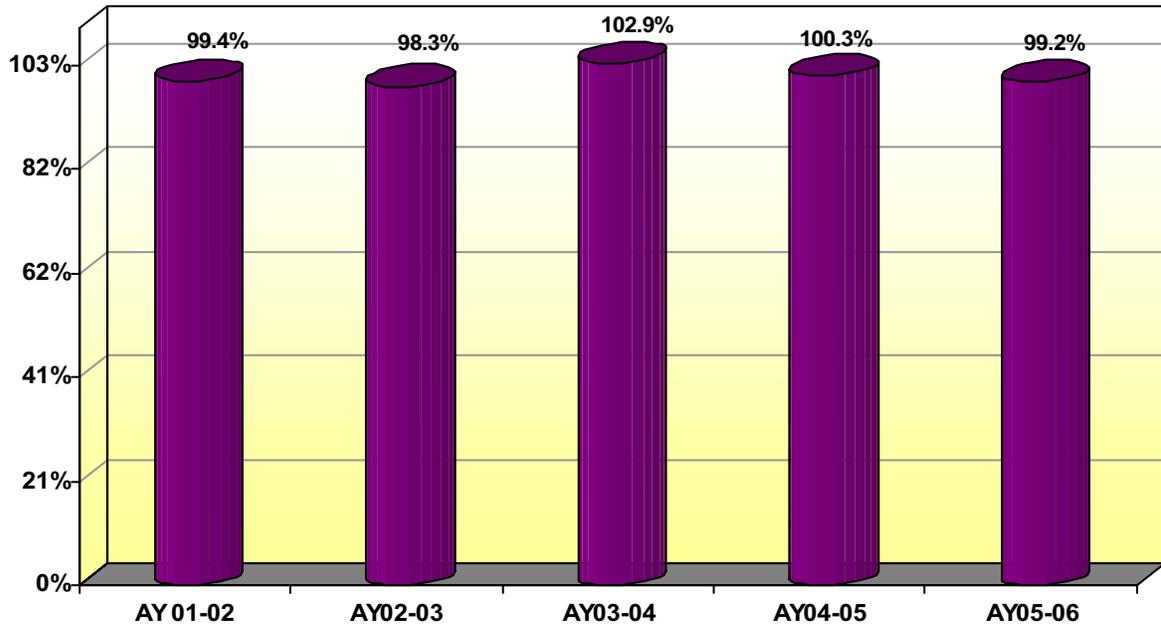
2005-06 Improvements/changes:

- As a result of system monitoring, modifications to the Online Judicial System are being considered to benefit tracking and reporting features.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

ON-CAMPUS OCCUPANCY - AVERAGE PERCENTAGE
All Housing Complexes Combined (Housing I, II, III & IV)
AY01-02 through AY05-06

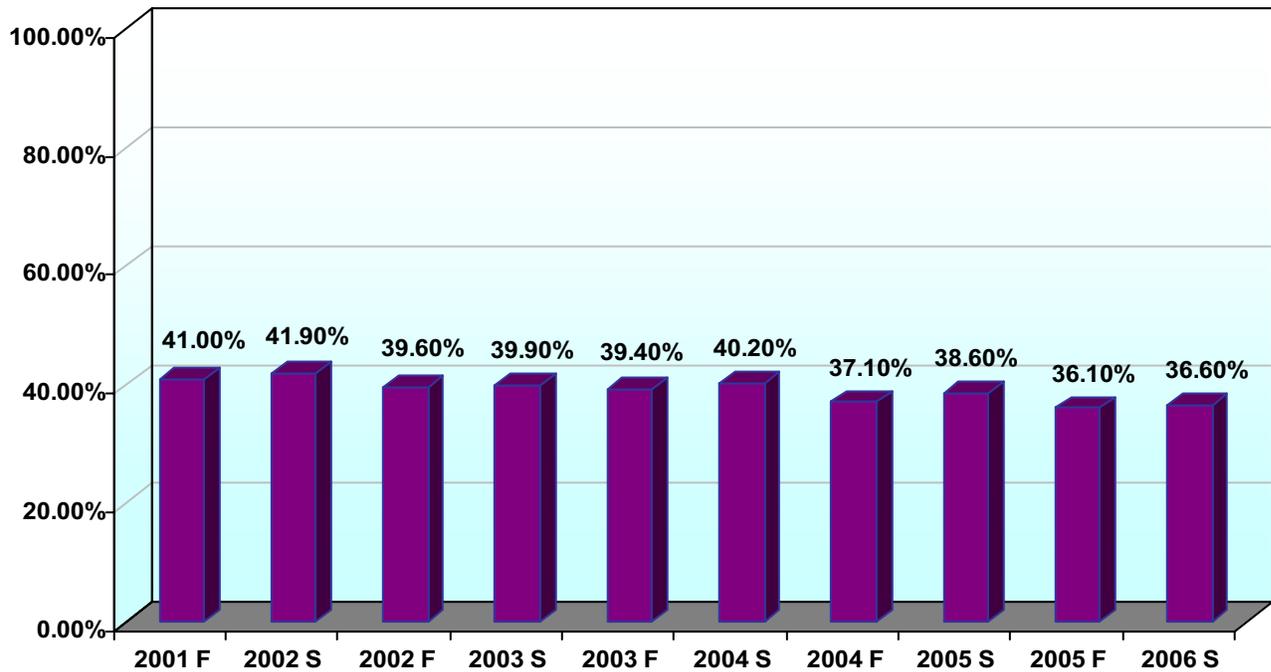


The On-Campus Occupancy chart reflects a continued demand for on-campus housing. The Office of Housing and Residential Life (H&RL) continues to maintain a waiting list of students requesting on-campus housing each semester, due to consistent occupancy rates of over 98%. This chart clearly indicates a need for more on-campus housing units.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**ON-CAMPUS RESIDENTIAL POPULATION
As a Percentage of Total Student Population*
Fall 2001 – Spring 2006**



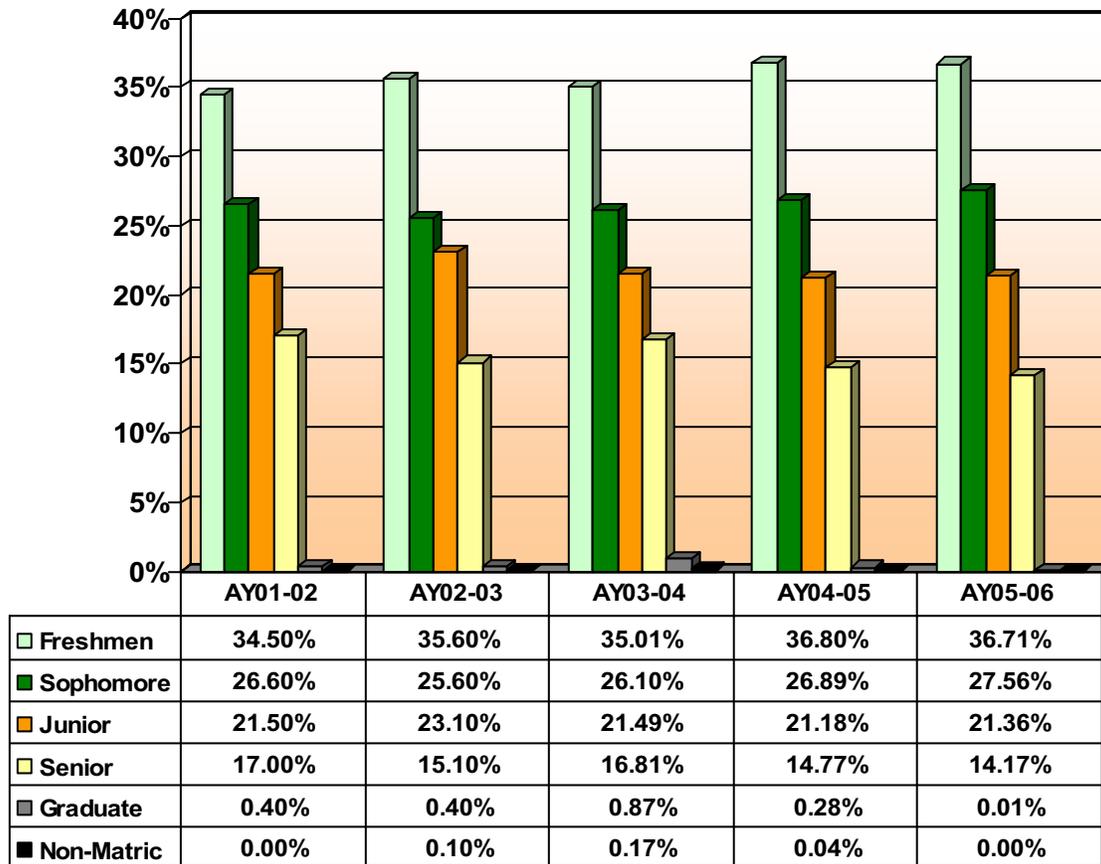
This chart reflects the percentage of the total student population that reside in on-campus housing. * This chart does not reflect the demand for on-campus housing units which continues to rise with the increase in the total student population.

* Total student population includes full-time undergraduate, graduate, and non-matriculated students (headcount)



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**RESIDENTIAL POPULATION BY GRADE LEVEL
Average Percentage of Fall and Spring Semesters
AY01-02 through AY05-06**



The First-Year Residential Life program is designed to provide information and assist new students during their first year of college. The purpose of grouping new students together is to provide activities that develop essential academic skills, ease the transition and adjustment to the college environment, and increase the level of student/faculty interaction.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

SUMMARY OF JUDICIAL INCIDENTS
Office of Housing and Residential Life

JUDICIAL INCIDENT REPORTS			
	Fall 2005	Spring 2006	TOTAL
Housing I	86	84	170
Housing II	82	49	131
Housing III	49	25	74
Housing IV	8	5	13
Total Incident Reports	225	163	388

INCIDENT BREAKDOWN

Fall 2005	Alcohol Violation *	Medical Transport	Improper Behavior **	Total
Housing I	48	3	35	86
Housing II	25	8	49	82
Housing III	17	3	29	49
Housing IV	2	3	3	8
Sub-Total	92	17	116	225
TOTAL	225			

** Alcohol Violations requiring transport = 5 ** Improper Behavior involving Fighting = 3*

Spring 2006	Alcohol Violation *	Medical Transport	Improper Behavior **	Total
Housing I	32	3	49	84
Housing II	17	7	25	49
Housing III	14	2	9	25
Housing IV	0	1	4	5
Sub-Total	63	13	87	163
TOTAL	163			

** Alcohol Violations requiring transport = 10 ** Improper Behavior involving Fighting = 1*

TOTAL AY05-06	Alcohol Violation *	Medical Transport	Improper Behavior **	Total
Housing I	80	6	84	170
Housing II	42	15	74	131
Housing III	31	5	38	74
Housing IV	2	4	7	13
Sub-Total	155	30	203	388
TOTAL	388			

** Alcohol Violations requiring transport = 15 ** Improper Behavior involving Fighting = 4*



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

SUMMARY OF JUDICIAL INCIDENTS
Office of Housing and Residential Life

STUDENTS INVOLVED IN JUDICIAL INCIDENTS

Fall 2005	AGE		Total
	Under 21	Over 21	
Housing I	149	100	249
Housing II	173	4	177
Housing III	80	4	84
Housing IV	6	16	22
Sub-Total	408	124	532
Total Students	532		

Spring 2006	AGE		Total
	Under 21	Over 21	
Housing I	150	70	220
Housing II	112	2	114
Housing III	56	2	58
Housing IV	4	9	13
Sub-Total	322	83	405
Total Students	405		

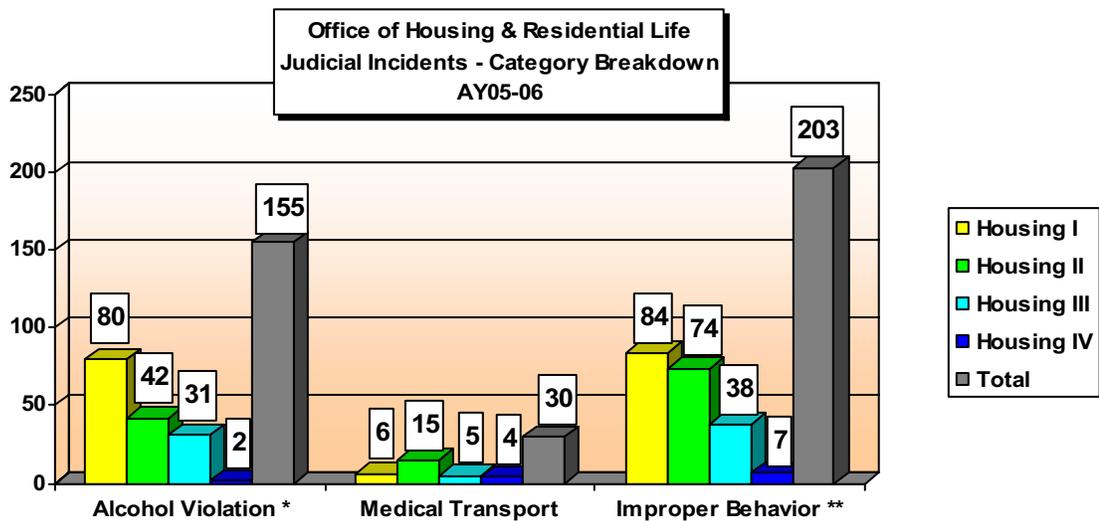
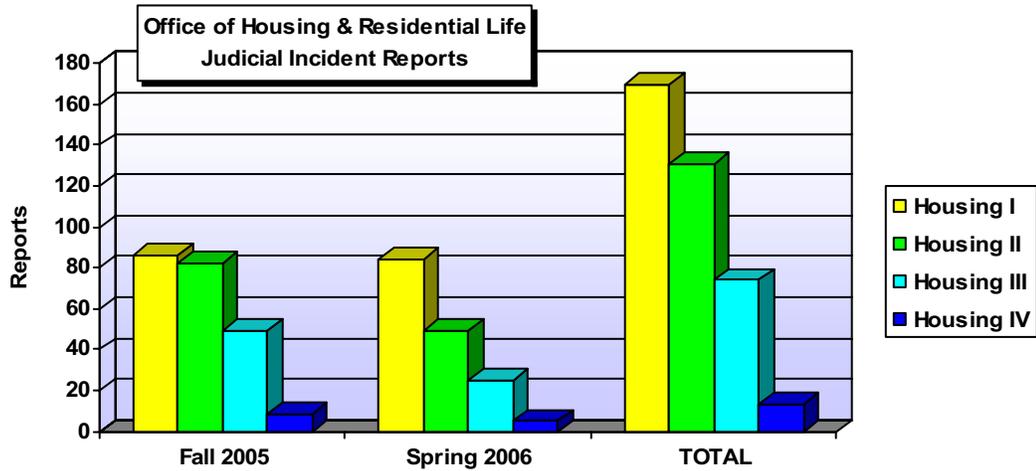
AY 05-06	AGE		Total
	Under 21	Over 21	
Housing I	299	170	469
Housing II	285	6	291
Housing III	136	6	142
Housing IV	10	25	35
Sub-Total	730	207	937
Total Students	937		

	GENDER		Total
	Female	Male	
Fall 2005	254	278	532
Spring 2006	167	238	405
Total AY05-06	421	516	937

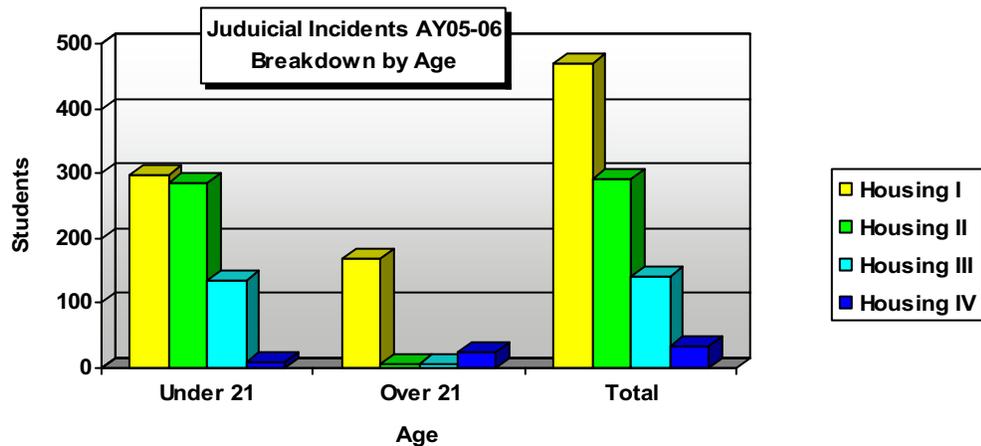


ANNUAL REPORT – ACADEMIC YEAR 2005-2006

GRAPHICAL SUMMARY OF JUDICIAL INCIDENTS



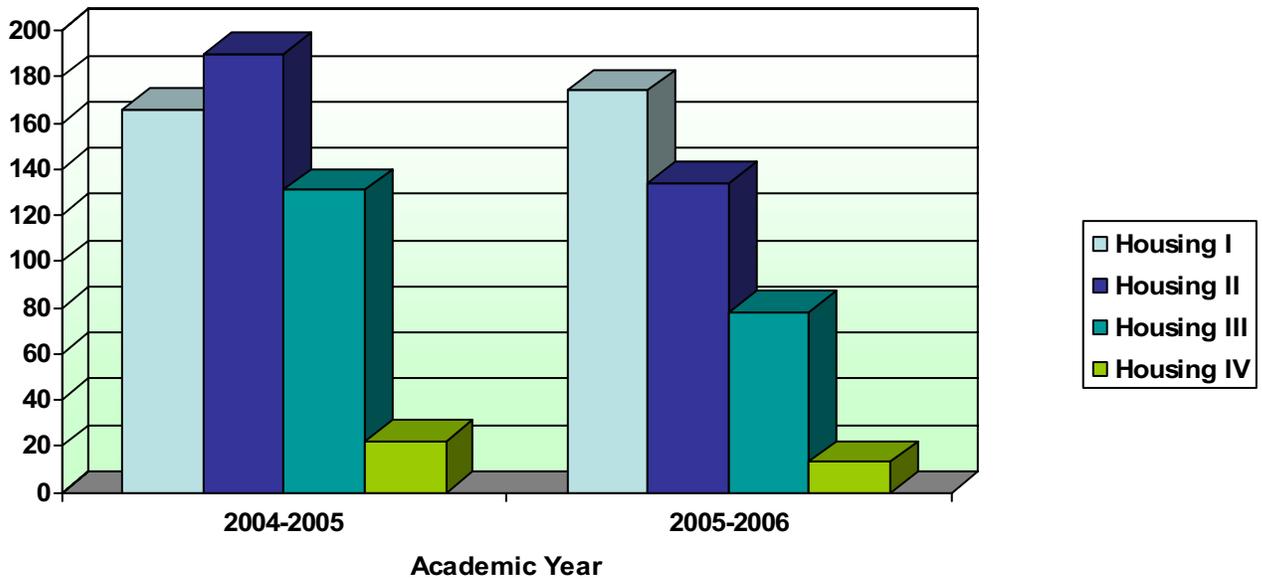
* Alcohol Violations requiring transport = 15 ** Improper Behavior involving Fighting = 4



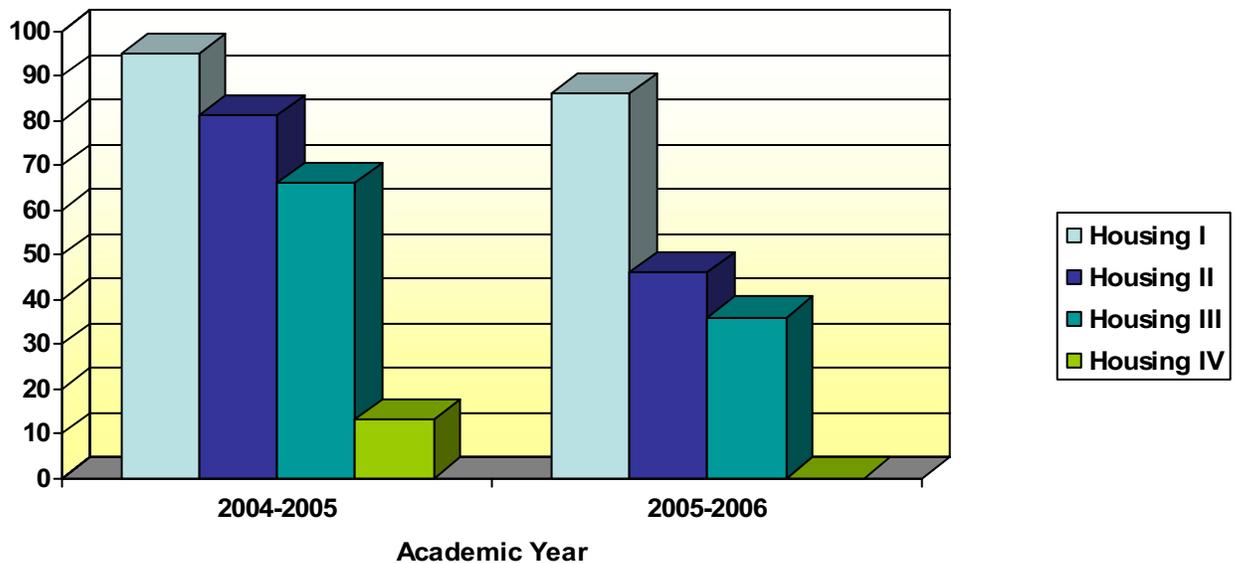
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JUDICIAL INCIDENTS - SUMMARY COMPARISONS

**Total Judicial Incidents
AY04-05 vs 05-06**



**Judicial Incidents Involving Alcohol
AY04-05 vs AY05-06**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**RESIDENTIAL PROGRAMMING SUMMARY
AY05-06**

Socials	145
Weekend Socials	19
Physical	38
Intellectual	56
Community Activism	37
Spiritual	16
Cultural	41
Emotional	20
Fall Senior Events	2
Spring Senior Events	3
Alcohol Awareness Events	10
Fall Orientation Events	3
Spring Orientation Events	5
Total Programs	395
Total Students Attended	9,405



STUDENT DEVELOPMENT

2005-2006
ANNUAL REPORT



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

OFFICE OF STUDENT DEVELOPMENT

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS*
<ul style="list-style-type: none"> Continue assessment of Leadership Certificate Program. 	<ul style="list-style-type: none"> Co-curricular activities and academic classes evaluated for certification. 	<ul style="list-style-type: none"> Quality student leaders. Increase in student leader participation. 	<ul style="list-style-type: none"> Level 1.
<ul style="list-style-type: none"> Establish Alternative Spring Break Program. 	<ul style="list-style-type: none"> Students helped build homes in West Virginia. 	<ul style="list-style-type: none"> Developed citizenship. Enhanced Leadership skills. 	<ul style="list-style-type: none"> Level 1.
<ul style="list-style-type: none"> Enhance ULTRA program. 	<ul style="list-style-type: none"> Online access/online workshops developed. 	<ul style="list-style-type: none"> Increased participation. 	<ul style="list-style-type: none"> Level 2. Online workshops available in Fall 06.
<ul style="list-style-type: none"> Design strong leadership model for students. 	<ul style="list-style-type: none"> Coordinated fall and spring Days of Leadership. 	<ul style="list-style-type: none"> Over 230 students in attendance (combined semesters). 	<ul style="list-style-type: none"> Level 1.
<ul style="list-style-type: none"> Establish programs to encourage faculty involvement through collaborative efforts, such as Mid-Day Live Jazz. 	<ul style="list-style-type: none"> Coordinated programs with faculty. Collected and reviewed faculty feedback and assessment data. 	<ul style="list-style-type: none"> Increased collaborative efforts. Increased faculty involvement in Student Life activities. 	<ul style="list-style-type: none"> Level 1.
<ul style="list-style-type: none"> Continue collaborative efforts with all College divisions. 	<ul style="list-style-type: none"> Virgin Mega Concert Tour was successful. Consolidated funds for large-scale event 	<ul style="list-style-type: none"> Gained production program experience. More quality entertainment provided. 	<ul style="list-style-type: none"> Level 1.

* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES

- Student Development enjoyed its best year with great success in the growth of the recently established Leadership Program.
- The Leadership Certification Program graduated three top student leaders.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

- Chonnam National University South Korea staff visited the campus to research Stockton’s successful ULTRA Program.
- Ten students initiated the newly developed Alternative Spring Break Program with a trip to West Virginia.
- ULTRA workshop numbers increased with the creation of online enhancements.
- The Virgin-Mega National Concert tour was a huge success gaining national publicity for Stockton.
- Significantly increased weekend and evening programs through Student Development.
- Club and Greek organization memberships increased.
- Order of Omega became the second National Honor Society established through the efforts of Student Development.
- Video enhancements for the Orientation Parent Session proved to be helpful to participants.
- Community Service Projects were increased and highly successful.

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- The overall orientation program improved due to quality video enhancements.
- Student leaders became more involved in campus life program activities.
- Weekend and evening programs gained great success.
- New technology helped provide quality brochures and expedited office processing.
- Personal development training helped staff become more efficient and professional and improved morale.
- The number of students qualifying for an ULTRA transcript increased 58% during the spring 2006 semester, while the number of ULTRA transcripts students received increased 14% over the same time period.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Develop an online assessment instrument.
GOAL/OBJECTIVE No. 2	Create more video streams for the orientation program.
GOAL/OBJECTIVE No. 3	Develop additional collaborative programs with alumni and faculty.
GOAL/OBJECTIVE No. 4	Establish a state-wide Leadership Initiative with student leaders.
GOAL/OBJECTIVE No. 5	Further develop the Leadership Certificate Program.
GOAL/OBJECTIVE No. 6	Establish programs that foster positive interaction with the community.
GOAL/OBJECTIVE No. 7	Develop the Lunchtime Jazz initiative to include direct collaborative efforts with faculty and related academic classes.
GOAL/OBJECTIVE No. 8	Develop an e-portfolio program and begin the transformation of ULTRA.
GOAL/OBJECTIVE No. 9	Develop a Student Mentor Program through the Class Council to assist students academically and with co-curricular activities.
GOAL/OBJECTIVE No. 10	Establish a state-wide program initiative with neighboring colleges for concerts, cultural events, and leadership opportunities.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

GOAL/OBJECTIVE No. 11	Utilize technology (card-swipe system) to obtain accurate assessment and attendance information for ULTRA and other campus event programs.
GOAL/OBJECTIVE No. 12	Enhance programming and communication capabilities through the establishment of MTVU.

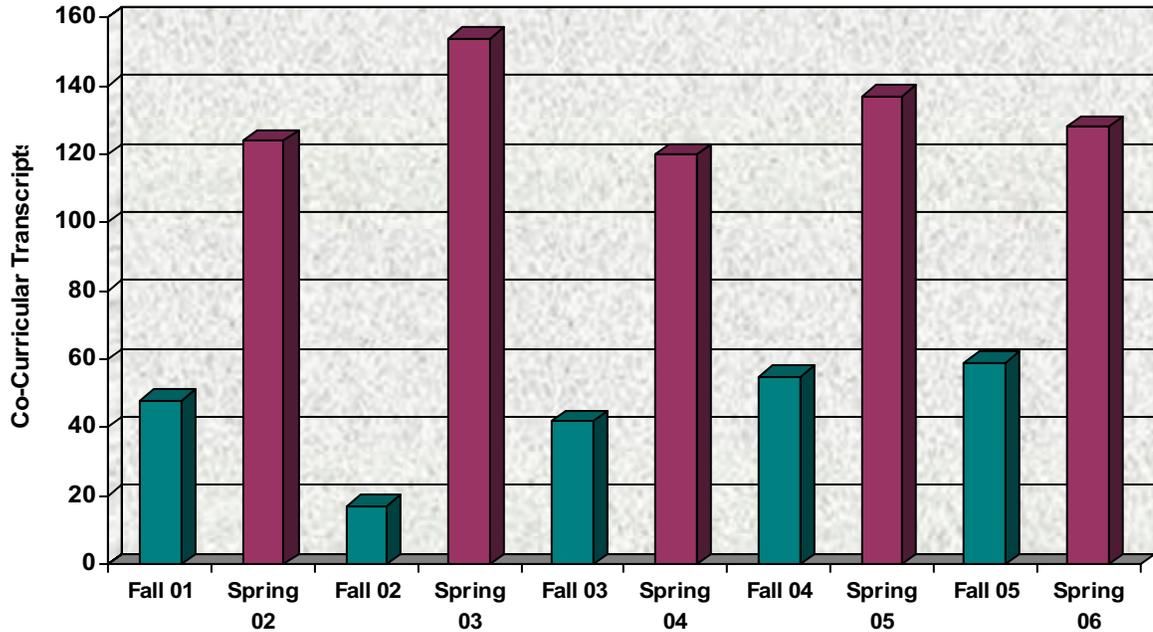
V. SUPPORTING DATA

- ULTRA Graphs:
 - Completed Co-curricular Transcripts
 - Co-Curricular Transcript Growth – Spring Semesters 2001-2006
 - Spring/Fall Attendance Comparison
 - ULTRA Web Users by Semester – 2003-04 – 2005-06
 - ULTRA Component Participation Comparison
 - ULTRA Credit Requests – Grad Finale Fall 2005
 - ULTRA Credit Requests – Grad Finale Spring 2006
- Community Service Project data



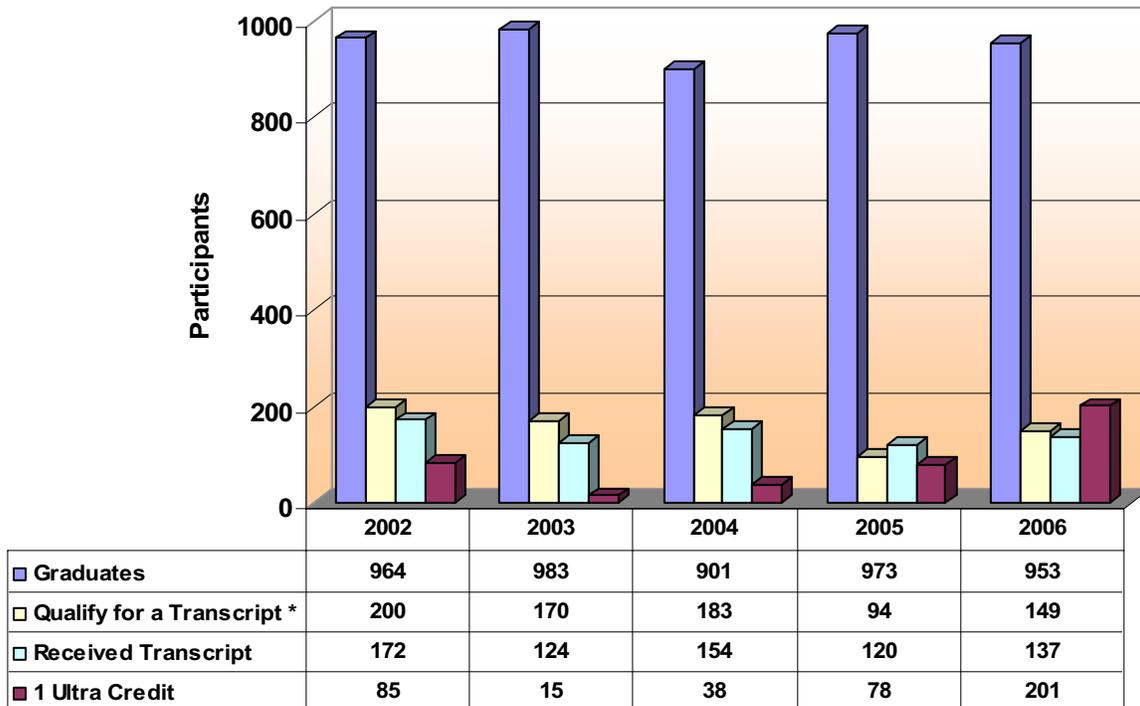
ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**Completed Co-Curricular Transcripts
Fall & Spring Semesters: Fall 01 – Spring 06**

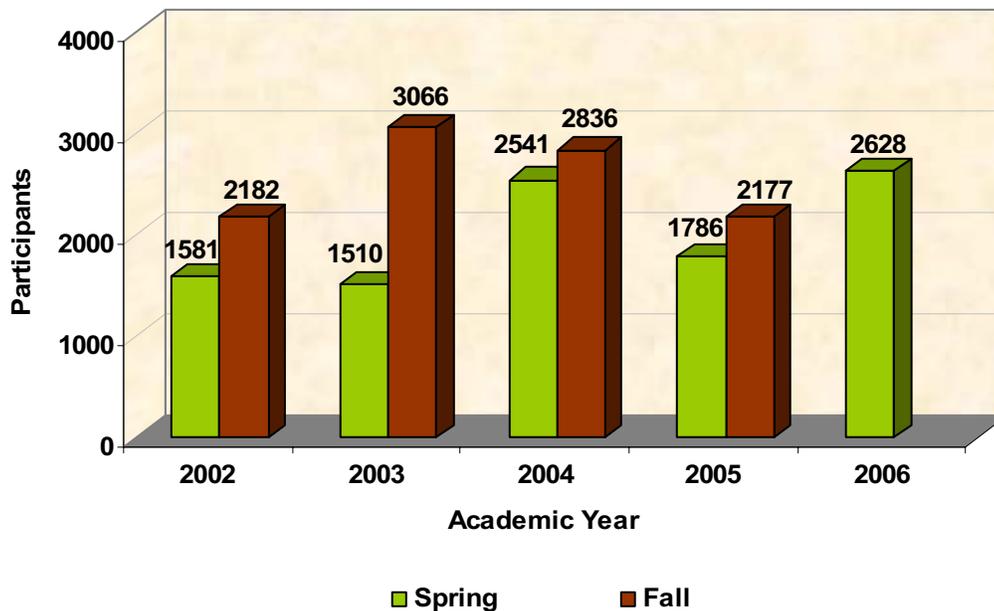


ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**Co-Curricular Transcript Growth
Spring Semesters 2002 - 2006**

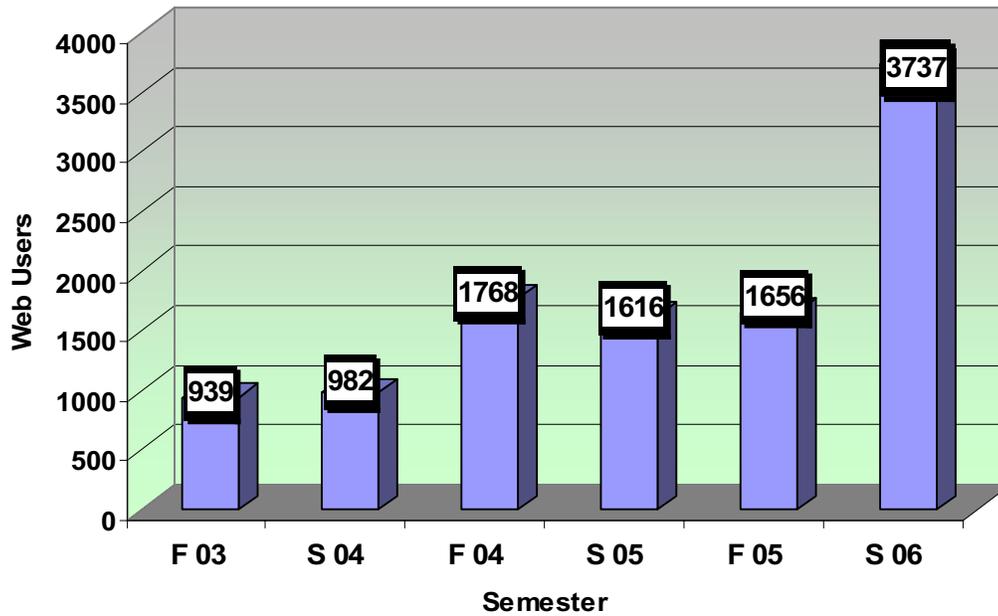


**ULTRA Workshops
Spring/Fall Attendance Comparison**

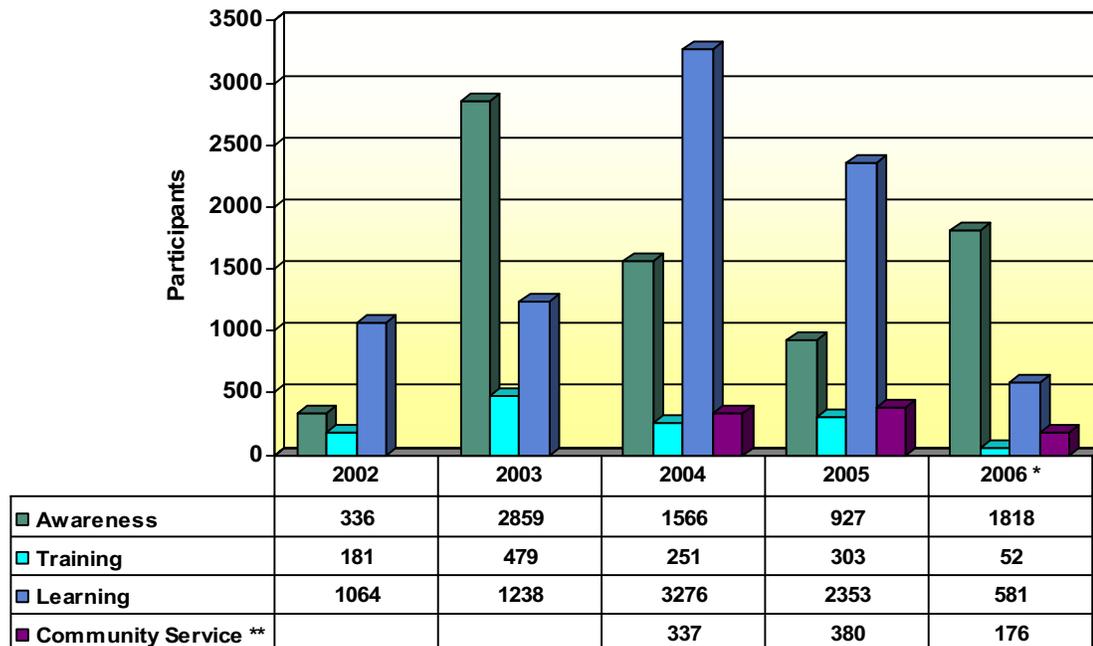


ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**ULTRA Web Users
AY03-04 - AY05-06**



ULTRA Component Participation Comparison



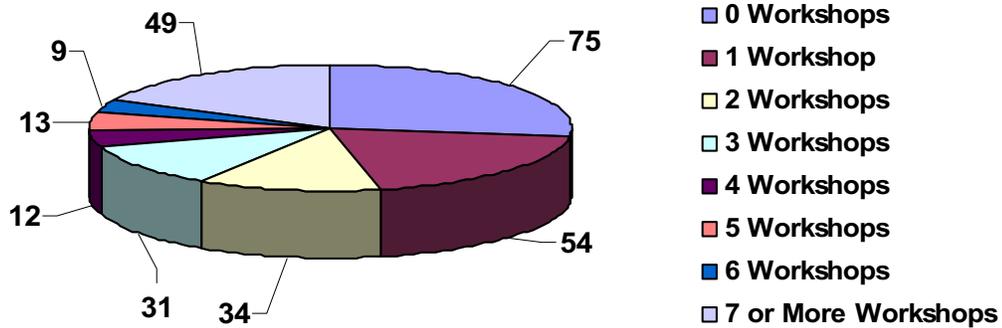
* Represents total from Spring Semester 2006 only

** Community Service component added in AY03-04

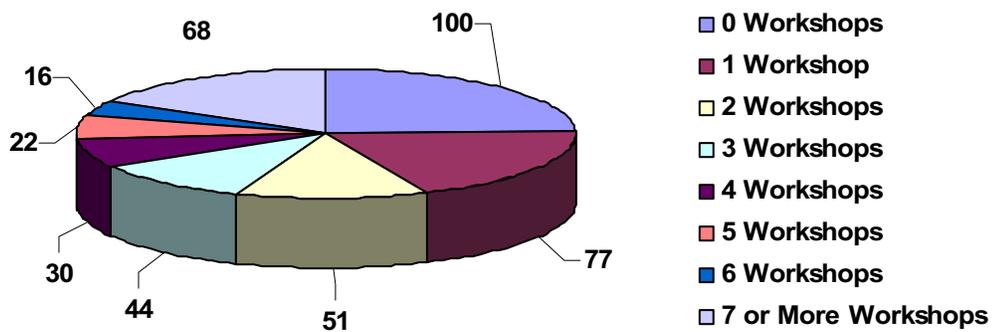


ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**ULTRA Credit Requests
Grad Finale - Fall 2005**



**ULTRA Credit Requests
Grad Finale - Spring 2006**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Spring 2006 Community Service Projects			
Club/ Organization	Project Name	Date/Hours Participated	# Members Attendance
<i>Water Watch</i>	Beach Sweep Volunteers picked up trash and debris	April 29 4 hrs	6
<i>Caribbean Student Association (CSA)</i>	Family Service Association Students cleaned sheds filled with furniture	March 25 4 hrs	10
<i>Caribbean Student Association (CSA)</i>	Family Service Association Students cleaned sheds filled with playground toys	February 18 4 hrs	4
<i>MALES</i>	Pleasantech Academy Painting	February 20 6 hrs	6
<i>Books without Borders</i>	Service Project Packed Books	February 24 4 hrs	13
<i>Day of Service</i>	2nd Annual MLK Day of Service Assisted at various locations with different projects	January 16 6 hrs	142
<i>Circle K International</i>	Atlantic City Rescue Mission Helps with preparation and serving of meals to the homeless, cleaning the kitchen, and organizing donations	January 13 15 hrs	5
<i>Circle K International</i>	Project Linus Put together quilts for sick children in the hospital. Raised funds for project by selling pictures with Santa Claus.	January 16, 18, 25 61 hrs	19
<i>Circle K International</i>	Atlantic City Rescue Mission Helps with preparation and serving of meals to the homeless, cleaning the kitchen, and organizing donations	February 10,27,24 33 hrs	11
<i>Circle K International</i>	Animal Shelter Grooming dogs and cats	February 12 4 hrs	2
<i>Circle K International</i>	Atlantic City Rescue Mission Helps with preparation and serving of meals to the homeless, cleaning the kitchen, and organizing donations	March 3,10,17,18,24, 63 hrs	21
<i>Circle K International</i>	ARCH Atlantic Riding Center for the Handicapped, Mucking horse stalls and assisting with lessons	March 4 6 hrs	3
<i>Circle K International</i>	Special Olympics Assist the participants with bowling. Offer help and support and honor the winners of the event	March 26 30 hrs	3
<i>Circle K International</i>	Animal Shelter Grooming dogs and cats	March 5, 28 26 hrs	10
<i>Circle K International</i>	Boys and Girls Club Assisted children with after school activities, e.g., arts and crafts, playing games in their game room	March 28 8 hrs	2
<i>Circle K International</i>	Boys and Girls Club Assisted children with after school activities, e.g., arts and crafts, playing games in their game room	April 4,18 18 hrs	9
<i>Circle K International</i>	Atlantic City Rescue Mission Helps with preparation and serving of meals to the homeless, cleaning the kitchen, and organizing donations	April 14, 28 12 hrs	4
<i>Circle K International</i>	Stockton Service-a-thon Assisted with multiple projects and with many organizations	April 21, 22 114 hrs	18

Total Hours: 288



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Fraternities/Sororities volunteered at the following organizations:

St. Jude's Children's Hospital
Habitat for Humanity
Summit Speech School
Sound Beginnings
Champions of Youth
Pleasantech Academy
March of Dimes
Children's Miracle Network
PUSH America
Susan G. Komen Breast Cancer Foundation
American Cancer Society
Spread the Magic Foundation

Atlantic City Rescue Mission
Free to Be
Absecon Family Services
Sunrise Assisted Living Center
ARCH Riding Center for the Handicapped
Robbie Page Memorial
Ovarian Cancer Society
Women in Need, Inc.



STUDENT RECORDS AND REGISTRATION

2005-2006
ANNUAL REPORT



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

OFFICE OF STUDENT RECORDS AND REGISTRATION

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS *
<ul style="list-style-type: none"> ▪ Implementation of Banner Student system. 	<ul style="list-style-type: none"> ▪ New system completed with registration, academic history, etc. available for all staff, students, and faculty. ▪ Enhanced reporting features using Oracle Discoverer reporting tool. 	<ul style="list-style-type: none"> ▪ Student feedback was positive on the ease of use of new Banner Student system. ▪ Received positive feedback from faculty using Banner Faculty self- service. 	<ul style="list-style-type: none"> ▪ Level 1.
<ul style="list-style-type: none"> ▪ Implementation of R25 scheduling software. 	<ul style="list-style-type: none"> ▪ Interface built and tested with Banner database. 	<ul style="list-style-type: none"> ▪ Schedule 25 was successfully run against fall 2006 course schedule. 	<ul style="list-style-type: none"> ▪ Level 2.
<ul style="list-style-type: none"> ▪ Outsource enrollment and degree verification process. 	<ul style="list-style-type: none"> ▪ Online verifications are now available to all students 24/7. 	<ul style="list-style-type: none"> ▪ Over 1,100 degree verifications performed over last year. ▪ Over 6,800 visits to National Student Clearinghouse website in the last 12 months. 	<ul style="list-style-type: none"> ▪ Level 1.

* Performance Levels:

1 = Goal/objective met or exceeded – no adjustments necessary, continue support

2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective

3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies

4 = Not enough information available to assess

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES

- Effectively implemented the first phase of Banner Student project, which included pre-registration for fall of 2006 and conversion of general student data.
- Banner Student system is now available for registration and academic history for all faculty, staff, and students.
- Successfully built the R25 scheduling software interface and tested for Banner database compatibility.
- National Student Clearinghouse enrollment and degree verifications embraced by students.
- Successful and ongoing collaborations with all college departments implementing and maintaining Banner.
- Professional Development
 - Pennsylvania Banner User Group Conference, Joseph LoSasso.
 - R25 Conference Portland, Oregon, Jill Glasser.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006**III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- Online course catalog in Banner accurate and up-to-date.
- Student Registration process was streamlined for improved efficiency and utility.
- Data reporting has been enhanced through the use of the Oracle Discoverer tool.
- Enrollment and degree verification has been outsourced to the National Student Clearinghouse with online verifications now available 24/7.
- Developed Student and Faculty Banner web-based Self-Service.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Implementation of Banner 7.3 which will provide enhanced user interface.
GOAL/OBJECTIVE No. 2	Implement EDI (electronic data interchange) connection with University of Texas server to process electronic Banner transcripts into new version of Banner.
GOAL/OBJECTIVE No. 3	Full implementation of R25 scheduling software and event database.

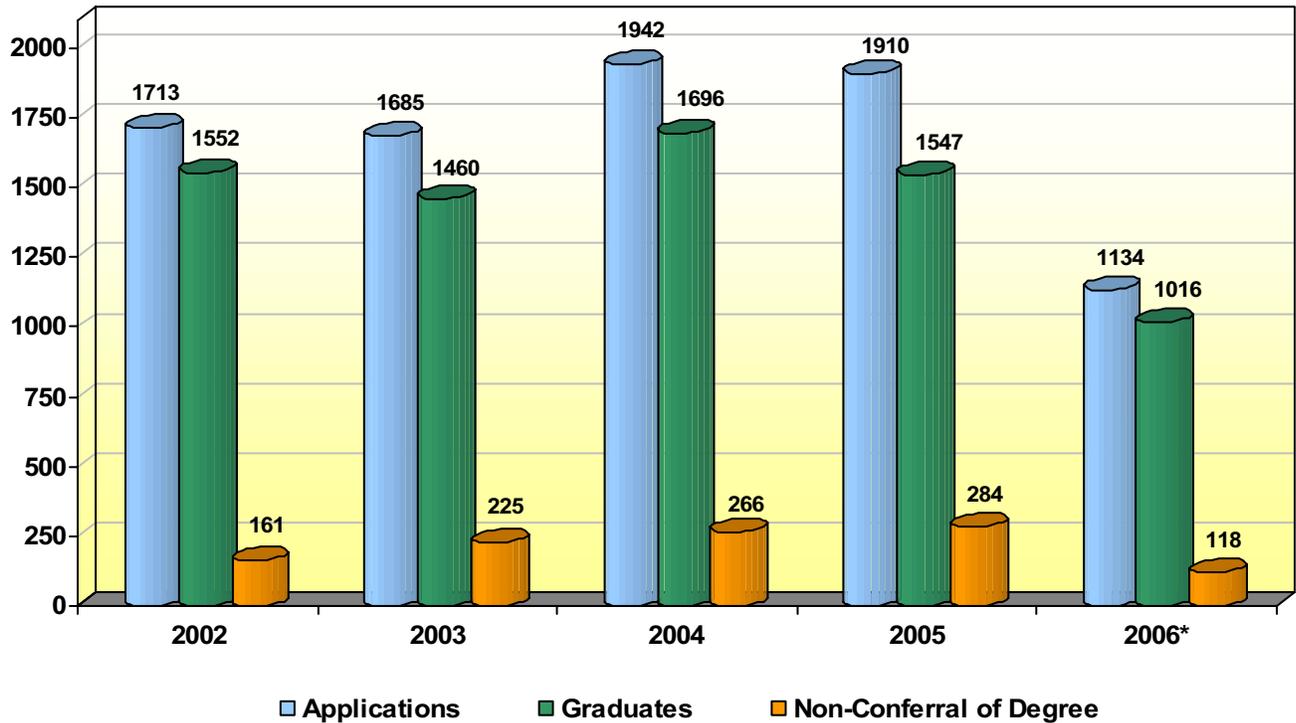
V. SUPPORTING DATA

- Applications for Graduation 2002 – 2006
- Transcripts Processed 2002 – 2006
- Enrollment Verifications 2002 – 2006
- Degree Verifications - 2006



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**APPLICATIONS FOR GRADUATION
2002 – 2006**



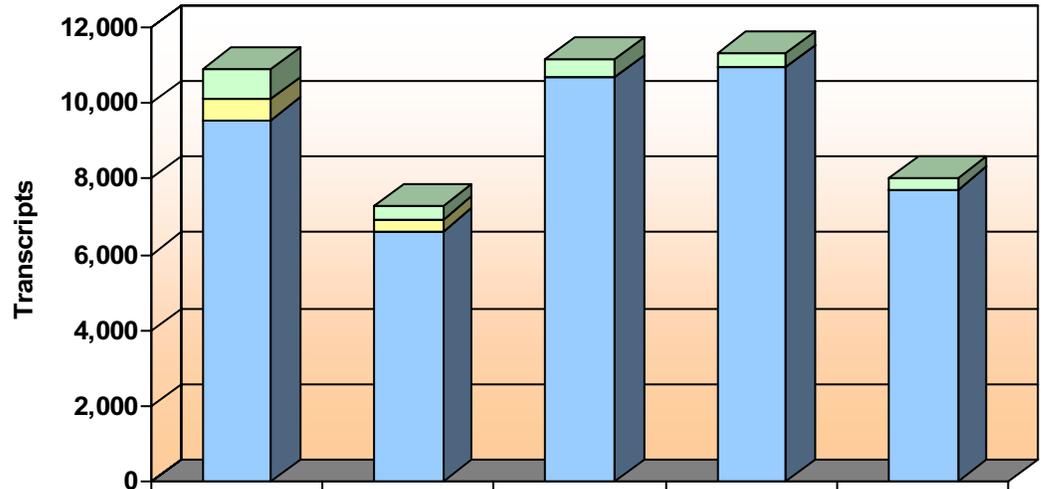
** Note: For calendar year 2006, the Applications total reflects the period January until June while the Graduates and Non-Conferral of Degree totals are from January until May.*

Applications for graduation hit a high of 1,942 in 2004 (an increase of almost 15% over 2003), while the total number of Graduates increased approximately 16% from the previous year. There is a growing trend among students who have financial aid and are pursuing a second, undergraduate degree to apply for both degrees in the same term. Even though the requirements for the first degree were completed in a prior term, these students will postpone the conferral of their first degree in order to keep their financial aid while pursuing the second degree.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**TRANSCRIPTS PROCESSED
2002 – 2006**



	2002	2003	2004	2005	2006 *
Total Transcripts Processed	10,925	7293	11174	11315	8040
For Campus Use	787	353	464	370	312
Unofficial	572	308	7	0	0
Official	9,566	6,632	10,703	10,945	7728

Official Transcripts:

- Beginning 2001:
 - The Board of Trustees resolution increased official transcript fee to \$5.00.
 - The State of NJ no longer requires one official transcript for Teacher Certification.

Unofficial Transcripts:

- Beginning 2002, all students have the ability to print their unofficial transcript from the web.

Transcripts for Campus Use:

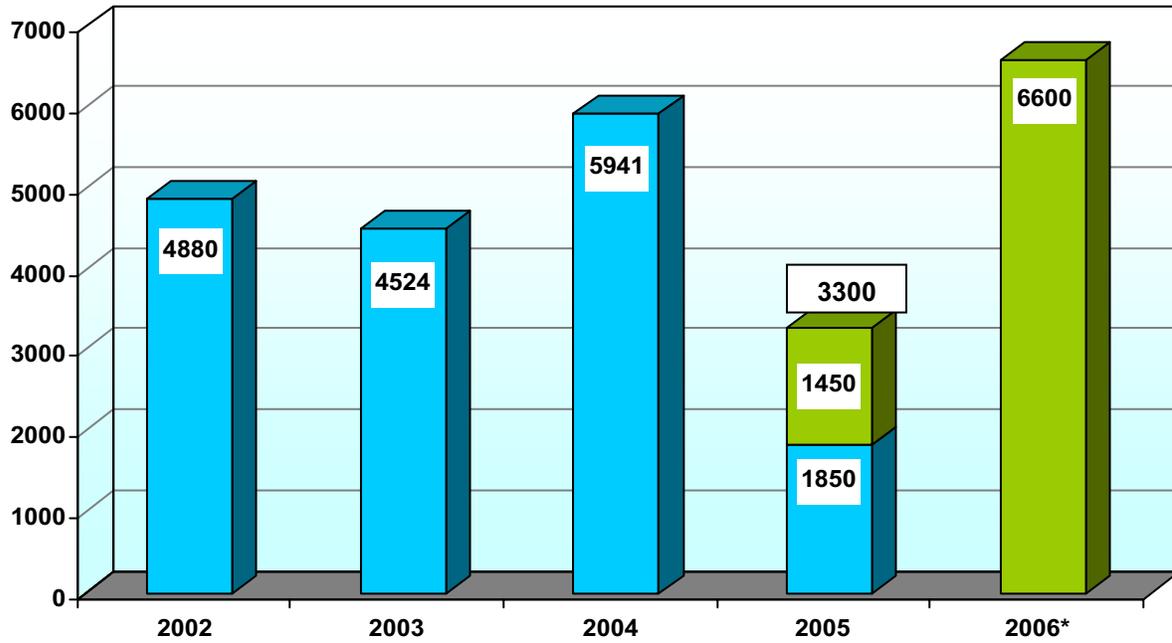
- Beginning 2002, graduates no longer receive one complimentary unofficial transcript.

*Note: Totals are for calendar years (Jan-Dec)
* Figures for 2006 are from January to October*



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**ENROLLMENT VERIFICATIONS
2002 - 2006**



** Note: 2006 total represents the fiscal year period from July 2005 to June 2006. The previous years, 2002 through 2005, reflect totals from the calendar year period January through December.*

Enrollment verifications are produced at the request of students, insurance companies, credit card providers, and employers. In 2002, an automated method for the Enrollment Verification process was established which no longer required manually counting and processing these requests through the SIS system. The process was outsourced to EdVerify from July 2002 until September 2004, and beginning in May 2005 an agreement was reached with National Student Clearinghouse to perform enrollment verifications. During the period from January to April 2005, 1,850 verifications were processed by the Office of Student Records and Registration, while 1,450 were performed by National Student Clearinghouse from May to December 2005, for a total of 3,300. All enrollment verifications are now outsourced and are reported in fiscal years rather than calendar years.

**DEGREE VERIFICATIONS
2006**

Beginning fiscal year 2005-2006, the College began outsourcing degree verifications with the National Student Clearinghouse. The Clearinghouse now provides degree verifications to employers, search firms, and screening agents for all of Stockton graduates. Degree verifications for 2005-2006 totaled 1,272.



**WELLNESS CENTER -
ALCOHOL AND
DRUG PREVENTION
PROGRAM**

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

THE WELLNESS CENTER - ALCOHOL AND DRUG PREVENTION PROGRAM

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS *
<ul style="list-style-type: none"> ▪ Apply for increased staff. 	<ul style="list-style-type: none"> ▪ Conducted search for counselor with a specialization in substance abuse awareness. ▪ Wellness support staff duties were shifted to streamline responsibilities of the Alcohol and Drug Program. 	<ul style="list-style-type: none"> ▪ Newly hired counselor will provide additional resources for students related to substance use/abuse. ▪ Support personnel position with specific duties for the Alcohol and Drug Prevention Program established in Fall 2006. 	<ul style="list-style-type: none"> ▪ Level 1.
<ul style="list-style-type: none"> ▪ Emphasize the negative consequences of drinking and driving through the Stay Safe and Graduate Program. 	<ul style="list-style-type: none"> ▪ Staff member taught class, <i>Peer Education : Alcohol and Drugs</i>. ▪ Staff member coordinated visits to local taverns with students from the Stay Safe and Graduate class to monitor the alcohol safety measures of the establishments Stockton students frequent most often. ▪ Encouraged participation of tavern managers to enhance safety measures concerning alcohol. ▪ Requested additional funding to continue the program. 	<ul style="list-style-type: none"> ▪ Students were informed about the risks associated with alcohol/ drugs. Staff member received positive verbal feedback from several students that the material was well received. (See Document 9.) ▪ Visited 11 establishments with the following results: <ul style="list-style-type: none"> ▪ Completed surveys at each establishment. ▪ Received positive verbal feedback from majority of the establishments' managers. ▪ Nearly all (8 of 11) establishments agreed to display posters of the Stay Safe and Graduate Program. ▪ Nearly all (8 of 11) agreed to participate further with the Alcohol Safety and Prevention Committee. ▪ Received funding to continue the program. 	<ul style="list-style-type: none"> ▪ Level 1. Will continue to develop the Stay Safe and Graduate Program next year.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

<ul style="list-style-type: none"> ▪ Collaborate with other divisions by offering faculty and professional staff alcohol/drug workshops for their academic classrooms. 	<ul style="list-style-type: none"> ▪ Staff developed an interactive “Jeopardy” workshop to address pertinent alcohol/drug issues that was presented to students in classrooms. ▪ Faculty and other professional staff were contacted and invited to arrange for the workshop presentation in their classroom. 	<ul style="list-style-type: none"> ▪ Received positive verbal feedback from classroom participants. ▪ Received requests from other professors for the workshop to be presented in the future. 	<ul style="list-style-type: none"> ▪ Level 1. Will continue to promote the workshops next year.
<ul style="list-style-type: none"> ▪ Work in partnership with other divisions to address campus alcohol/drug issues collaboratively. 	<ul style="list-style-type: none"> ▪ Coordinated with Campus Police to establish initial meeting with several offices to discuss current campus alcohol/drug issues. 	<ul style="list-style-type: none"> ▪ Representatives from Campus Police, Housing & Residential Life, Alcohol and Drug Prevention Program, Dean of Students, and local community were all present at the meeting. ▪ Ideas and initiatives were shared and highly supported. 	<ul style="list-style-type: none"> ▪ Level 1. Additional meetings have been arranged to further clarify group initiatives.
<ul style="list-style-type: none"> ▪ Foster connections with local community to establish support and resources for programming. 	<ul style="list-style-type: none"> ▪ Staff member attended local Town Hall meetings titled “Start Talking Before They Start Drinking,” that addressed issues of underage drinking: <ul style="list-style-type: none"> ▪ Attended Atlantic County meeting at Atlantic Cape Community College ▪ Attended Galloway Township meeting at Galloway Township Middle School. ▪ Served as a panelist member. ▪ Presented information on Stockton College’s strategies to assist students. ▪ Coordinated with 	<ul style="list-style-type: none"> ▪ Established several vital contacts with local community services (i.e., Galloway Township Municipal Alliance Program, Atlantic Prevention Resources, Galloway Township Police, etc.). ▪ Received valuable information on issues related to underage drinking. ▪ Received positive feedback and questions from audience members. ▪ Received personal letter of gratitude from Galloway Township Municipal Alliance Program for Stockton’s participation. ▪ Two Galloway Township Municipal Alliance Program Coordinators 	<ul style="list-style-type: none"> ▪ Level 2. Discussions at Town Hall Meetings appeared to be centered on high school students; however the information and contacts gained can be applied to college student population. Will continue to seek support through networking at such meetings.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

	<p>Stockton Police to establish collaboration with Galloway Township Municipal Alliance Program, which operates in all 21 counties of NJ and provides localized substance abuse education and prevention programs.</p> <ul style="list-style-type: none"> ▪ Established participation in Atlantic County Underage Drinking Coalition (ACUDC) ▪ Generated ideas of possible funding resources 	<p>were present at initial ACUDC meeting.</p> <ul style="list-style-type: none"> ▪ Galloway Township Municipal Alliance Coordinators agreed to offer support for future programming initiatives targeted towards alcohol and drug prevention. 	<ul style="list-style-type: none"> ▪ Level 2. Collaboration with Municipal Alliance Program is in the early stage of development, but appears promising.
<ul style="list-style-type: none"> ▪ Encourage staff to seek out current information on pertinent alcohol/drug issues. 	<ul style="list-style-type: none"> ▪ Staff attended the following workshops and/or conferences: <ul style="list-style-type: none"> ▪ <i>4th Annual Drug Summit</i>, NJ Higher Ed. Consortium ▪ <i>A Collaborative Approach to Addressing Alcohol Use</i>, Monmouth University ▪ <i>“Methamphetamine: It is a Problem Here,”</i> Atlantic Prevention Resources and Drug Enforcement Agency, Atlantic Cape Community College ▪ <i>“Drug Facilitated Sexual Assault,”</i> 180 Rape Care Program, Richard Stockton College. 	<ul style="list-style-type: none"> ▪ Received certificate and updated information on methamphetamine, prescription drug use/abuse, and drug court system. ▪ Exchanged and shared ideas with other NJ colleges and universities re: novel approaches to alcohol/drug education. ▪ Received certificate and up-to-date information re: methamphetamine use/abuse in NJ. ▪ Received valuable information and support services for alcohol/drug induced sexual assault crises. 	<ul style="list-style-type: none"> ▪ Level 1. Will continue next year.
<ul style="list-style-type: none"> ▪ Promote the availability of services to the student body 	<ul style="list-style-type: none"> ▪ Online screening form established which gives students immediate 	<ul style="list-style-type: none"> ▪ Several respondents have completed the online screening form. 	<ul style="list-style-type: none"> ▪ Level 1. Will continue to further market services



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

<p>and attempt to reach a broader range of students.</p>	<p>access to information about personal drinking patterns and services available through the Alcohol and Drug Prevention Program.</p> <ul style="list-style-type: none"> ▪ Presented “Pat’s Bar” workshop periodically throughout the academic school year to provide alcohol and drug education and to promote the services available through the Alcohol and Drug Prevention Program. 	<ul style="list-style-type: none"> ▪ Information provided about available services was well-received by the student body. ▪ 79 students attended the workshop, of which 20 were students who lived off-campus. 	<p>next year.</p>
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* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES

REFLECTIVE ANALYSIS

- Trends in the Alcohol and Drug Prevention Program:
 - Majority of the students appear to be freshmen (see Supporting Document 8).
 - Majority of the students seem satisfied with the alcohol and drug education received (see Supporting Document 2).
 - Most students are enrolled in Professional Studies and General Studies academic divisions, with the highest number of students majoring in Business (see Supporting Document 7).

COLLABORATIVE EFFORTS

- Collaborated with Academic Affairs by providing educational workshops to classrooms upon faculty request
- Worked together with the offices of EOF and Housing and Residential Life to provide educational workshops and trainings.
- Partnered with Counseling Services, Health Education, and Housing and Residential Life to host a Sexual Assault Conference.
- Worked in partnership with Stockton Police, Housing and Residential Life, Office of the Dean of Students, and the local community on the Atlantic County Underage Drinking Coalition.
- Collaborated with Stockton Police, Housing and Residential Life, Office of the Dean of Students, Student Activities, Health Education, and Chartwells Dining Services on the Alcohol and Drug Safety Committee.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

PROFESSIONAL DEVELOPMENT

- Alcohol/Drug Prevention Program Professional Development Seminars and Conferences - Listed by individual: *(For a complete list of individual professional association memberships, licensures, supervision, and seminars and conferences attended, please see Supporting Data Document 1.)*

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- In an effort to expand the services provided by the Alcohol and Drug Prevention Program, a new counselor was hired in March 2006 who specializes in Substance Abuse awareness. Also, the duties of the Wellness Center support staff shifted to help direct and maintain productivity within the program.
- The Stay Safe and Graduate Program, funded by the NJ Division of Highway Traffic Safety, was renewed and follow-up surveying completed. During the past year, the Alcohol and Drug Prevention Program was able to narrow its focus to those local establishments that cater to a younger crowd. The majority of the establishments visited continue to appear invested in the Stay Safe and Graduate Program and seem interested in working with the Stockton community in the future to promote safer drinking behaviors.
- An online screening tool was introduced to the Wellness Center website to allow students to assess their own substance use and behavior. The screening tool also directs students to information and services available through the Alcohol and Drug Prevention Program.
- An online database was introduced to the Alcohol and Drug Prevention Program to aid in the accurate tracking of student records and to produce statistics and trends more efficiently.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Develop Alcohol and Drug Awareness Week to occur during high-risk period of the academic year.
GOAL/OBJECTIVE No. 2	Collaborate with other divisions to implement a Social Norms campaign to discourage binge drinking.
GOAL/OBJECTIVE No. 3	Collaborate with other divisions and the local community to establish an on-campus Atlantic County Underage Drinking Coalition to discourage underage drinking.
GOAL/OBJECTIVE No. 4	Enhance the Alcohol 101 Workshop program.
GOAL/OBJECTIVE No. 5	Promote and develop the Stay Safe and Graduate Program as well as the Hope for Kids Program.
GOAL/OBJECTIVE No. 6	Recruit and endorse Peer Educators with a specific interest in alcohol/drug prevention.

V. SUPPORTING DATA

- Document 1. - Alcohol/Drug Prevention Program Professional Development
- Document 2. - Student Evaluation Survey Summary
- Document 3. - Student Evaluation of Counselor



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

- Document 4. - Student Evaluation of Academic Performance
- Document 5. - Student Evaluation of Alcohol and Drug Education
- Document 6. - Summary of Services Provided 2005-2006
- Document 7. - Demographics 2005-2006
- Document 8. - Class Year Breakdown 2005-2006
- Document 9. - Stay Safe and Graduate Program Summary 2005-2006
- Document 10. - Participation with the Alcohol Safety and Prevention Committee
- Document 11. - Pat's Bar Student Evaluation Summary 2005-2006
- Document 12. - Student Evaluation of Workshop



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 1. – Alcohol/Drug Prevention Program Professional Development

	Patrick Shields, LCADC	Susan Ferry, MA
Licensure	<ul style="list-style-type: none"> ▪ Licensed Clinical Alcohol and Drug Counselor 	<ul style="list-style-type: none"> ▪ Pending
Supervision	<ul style="list-style-type: none"> ▪ Group Supervision, Dr. Norman Chazin 	<ul style="list-style-type: none"> ▪ Group Supervision, Dr. Norman Chazin ▪ Peer Supervision, Patrick Shields
Seminars and Conferences	<ul style="list-style-type: none"> ▪ Emergency Management Training, (12/13/05) ▪ Dealing with Difficult Employees, (2/22/06) ▪ Psychiatric Medications Review, Dr. Norman Chazin, (5/10/06) ▪ HIPAA overview (5/17/06) ▪ HIV/AIDS update, AIDS Coalition of NJ (5/23/06) ▪ “Drug Facilitated Sexual Assault” (6/28/06) 	<ul style="list-style-type: none"> ▪ “Motivating Students from Day 1 to Graduation” (4/10/06) ▪ The 19th Annual Encounter of College Counseling Centers in NJ, Rutgers University (5/4/06) ▪ Psychiatric Medications Review, Dr. Norman Chazin, (5/10/06) ▪ 4th Annual Drug Summit, NJ Higher Education Consortium, Rutgers University, (5/19/06) ▪ HIPAA overview (5/17/06) ▪ HIV/AIDS update, AIDS Coalition of NJ (5/23/06) ▪ A Collaborative Approach to Addressing Alcohol Use, Monmouth University, (5/24/06) ▪ “Methamphetamine: It is a Problem Here” Atlantic Prevention Resources and Drug Enforcement Agency (6/06/06) ▪ “Navigating Banner” (6/12/06) ▪ “Getting Motivated” Business Seminar (6/27/06) ▪ “Drug Facilitated Sexual Assault” (6/28/06)
Professional Association Membership		<ul style="list-style-type: none"> ▪ American Counseling Association, Member ▪ American College Counseling Association, Member
Other		<ul style="list-style-type: none"> ▪ AA for Professionals



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 2. - Student Evaluation Survey Summary

Alcohol/Drug Prevention Program Student Evaluation Survey 2005 – 2006

Throughout the academic year 2005–2006, the Alcohol and Drug Prevention Program conducted an evaluation to determine student satisfaction of services. Demographic information was asked as well as fourteen statements pertaining to the Alcohol and Drug Prevention Program and student use/knowledge of substance abuse.

Demographic Information: Total respondents = 28 (3 students did not complete demographic information)

Gender:	Class status:	Junior = 5
Female = 8	Freshman = 10	Senior = 4
Male = 17	Sophomore = 6	Graduate = 0

Student Opinions of Alcohol/Drug Prevention Program (Shaded areas indicate majority responses)

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Does Not Apply
The office was in a convenient location	1		2	24	
There was flexibility and convenience in scheduling appointments	1		5	22	
My counselor helped me feel accepted and comfortable	1		6	20	1
My counselor listened to my concerns	1		9	18	
My counselor seemed knowledgeable	1		3	24	
I plan to continue to stay in school	1		2	23	2
I believe I will do better or continue to do well academically	1		4	21	2
I am more knowledgeable about how to avoid alcohol poisoning	1		5	21	1
I am more knowledgeable about the potential legal and civil liabilities associated with alcohol abuse	1		5	21	1
I will either abstain or consume alcohol more reasonably	1		10	16	1
My awareness of the health risks of marijuana has increased *		1	8	5	13
My awareness of the health risks of other drugs has increased *		1	8	6	12
My awareness of the health risks will help me cut down on my alcohol or drug use	1		12	15	
Overall, my knowledge and attitude towards alcohol and/or other drugs has improved	1		7	20	
Would you recommend Alcohol and Drug Prevention Program to a friend [No Response=3; Undecided=4]			21		

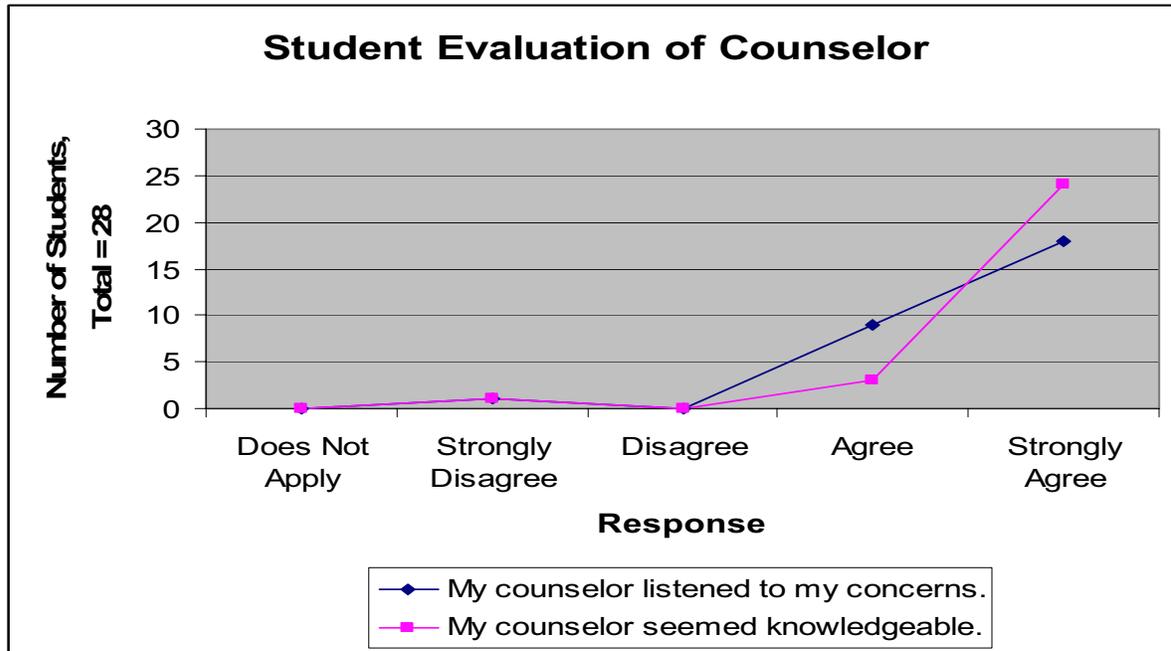
* No Response = 1

- What might be done to improve Alcohol and Drug Prevention Program?
 - In summary, most students were satisfied with the Alcohol and Drug Prevention Program. Some suggestions for improvement included increased promotion and advertisement of the program, more variety of the method in which the material is presented, fewer sessions, and a reduction of fines after completing the program.
 - Other suggestions included: (Selected responses)
 - “Good program. No need for changes.”
 - “I think the program was well done. I learned about safer alcohol use methods and I will keep them in mind the next time I decide to drink.”
 - “[I would like] to take this service to reduce fines.”
 - “Not sure, it seems to be a good program and [I] cannot think of any suggestions, except maybe a video or something along the lines to go with the worksheets.”
 - “Advertise the services more, the only reason I knew about this was from one of my classes.”
 - Additional comments: (Selected responses)
 - “The program is convenient and enjoyable. Mr. Shields makes the experience comfortable and hassle-free.”
 - “I was surprised I learned something from this.”

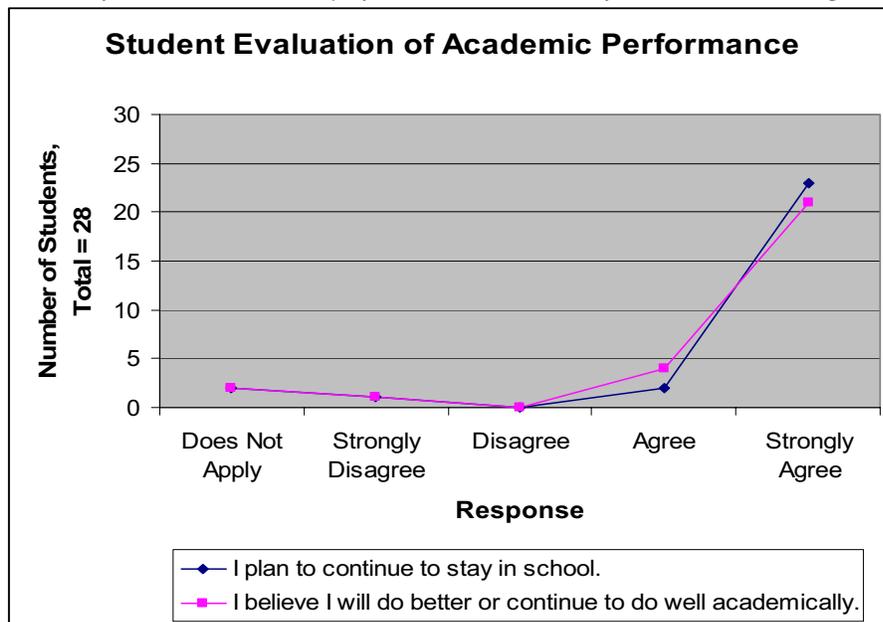


ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 3. - Student Evaluation of Counselor
Portrays student opinions of the Alcohol and Drug Counselor.

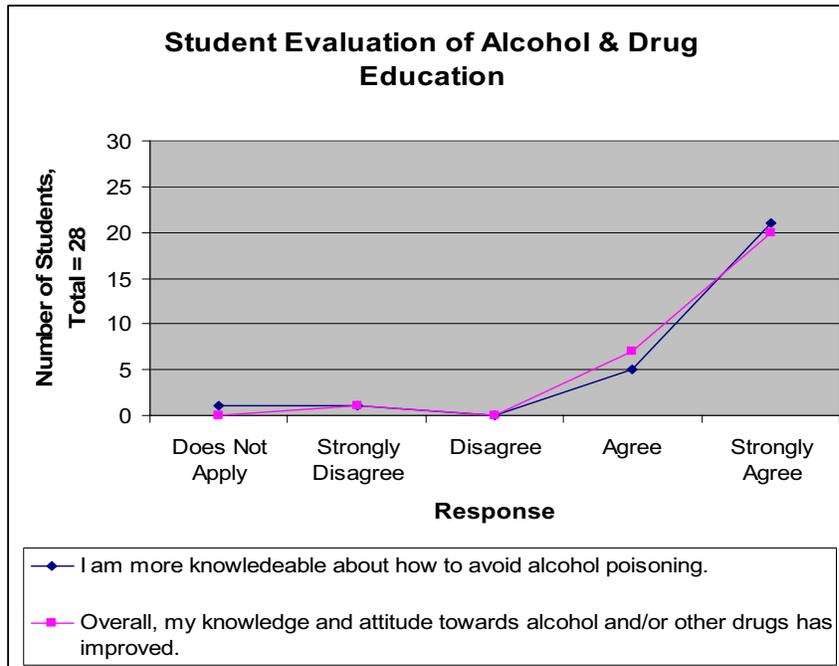


Document 4. - Student Evaluation of Academic Performance
Portrays student estimates of their own academic performances as a result of the alcohol and drug education they received.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 5. - Student Evaluation of Alcohol and Drug Education
Portrays how the students rated the education they received.



Document 6. - Summary of Services Provided 2005-2006
 Alcohol and Drug Prevention Program

Number of Clients	65
Number of Client Hours	144.25
Number of Sessions by type:	
▪ Intake / Assessment of Needs	58
▪ Guidance and Counseling	70
▪ Information / Referral	3
▪ Telephone Contact	8
▪ Email Contact	1
▪ Walk-In	2
▪ Other General Service	2



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 7. - Demographics 2005-2006
Alcohol and Drug Prevention Program (N = 65)

1. Number of Students by Academic Program

Academic Program	Students
PROS	17
GENS	16
NAMS	14
SOBL	10
ARHU	7
UNKNOWN	1

2. Number of Students by Major

Major	Students
Arts	0
Biology	6
Biochemistry	1
Business	13
Chemistry	0
Communications	2
Computer Science	2
Criminal Justice	6
Environmental Studies	3
Geology	0
History	2
Liberal Studies	1
Literature	2
Marine Science	1
Math	3
Non-matriculated	0
Physics	0
Philosophy and Religion	1
Political Science	2
Psychology	2
Public Health	0
Romantic Languages	0
Social Work	0
Sociology	0
Speech Pathology	2
Teacher Education	0
Undecided	15
Unknown	1

3. Number of Students who Graduated: 3

4. Number of Student's on the Dean's List: 5

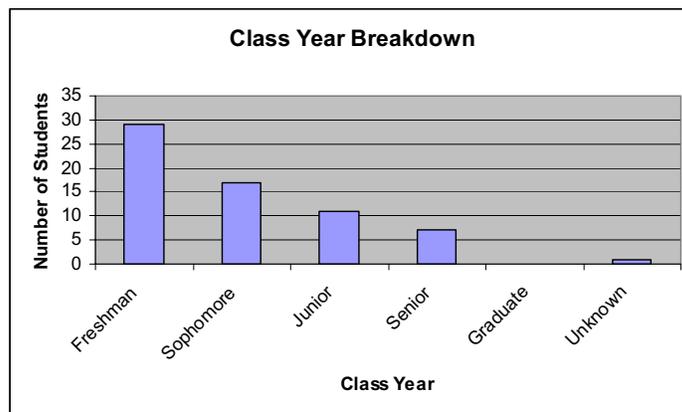
5. Number of Students by GPA

GPA	Students
0.000-1.500	1
1.501-2.000	4
2.001-2.500	14
2.501-3.000	26
3.001-3.500	16
3.501-4.00	3
Unknown	1

Note:
20 out of 65 (31%) students had GPA of 3.001 or higher; 46 out of 65 (71 %) students had GPA of 2.501 or higher.

Document 8. - Class Year Breakdown 2005-2006
Alcohol and Drug Prevention Program

Number of students from each class year who received services from the Alcohol and Drug Prevention Program.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 9. - Stay Safe and Graduate Program Summary 2005-2006
 Alcohol and Drug Prevention Program

The Stay Safe and Graduate Program encourages cooperative relations between local alcohol serving establishments and the Richard Stockton College of New Jersey to enhance safety measures concerning alcohol. This year was the second year the Stay Safe and Graduate Program was in effect. The following document compares the program results from the academic year 2004-2005 to 2005-2006.

	Establishments visited in 2004-2005	Establishments visited in 2005-2006
1	Pistol Pete’s Saloon and Restaurant	Pistol Pete’s Saloon and Restaurant
2	W. L. Goodfellows & Co.	W. L. Goodfellows & Co.
3	Pitney Tavern	Pitney Tavern
4	Black Cat Bar & Grill	Black Cat Bar & Grill
5	Skelly’s High Point Pub	Skelly’s High Point Pub
6	Corner Tavern	Corner Tavern
7	Applebee’s	Applebee’s
8	Maloney’s Uptown Sports Bar & Grill	Maloney’s Uptown Sports Bar & Grill
9	McGettigan’s 19 th Hole	Chili’s
10	The Wonder Bar	Kennedy’s
11	The Anchorage	10 West
12	Mystic Islands Casino	

- Returned to 8 of the 12 establishments visited in 2004-2005 for follow-up surveying
 - Of the 4 establishments not participating:
 - 1 refused to participate again (McGettigan’s 19th Hole)
 - 3 did not return phone calls (The Wonder Bar, The Anchorage, and Mystic Islands Casino)
 - All 4 establishments were described in the previous 2004-2005 surveys as primarily catering to an “older crowd.”
- Visited 3 new establishments this year that appear to attract more of a college crowd (Chili’s, Kennedy’s, and 10 West).
- “Do the establishments have Stay Safe and Graduate posters up, or are they willing to put posters up?”
 - Majority were willing to put posters up supporting the Stay Safe and Graduate Program
 - 2004-2005; Yes (8), No (4)
 - 2005-2006; Yes (7), No (4)
 - The 4 establishments in 2005-2006 who replied “no” commented they could not display posters “at this time” not because of disinterest, but because they had to discuss the matter further with other managers and/or regional executives.
- “Do the establishments offer free soda to patrons who identify themselves as designated drivers?”
 - Majority of the establishments are still offering free soda to designated drivers
 - 2004-2005; Yes (9), unknown (3)
 - 2005-2006; Yes (7), No (4)
 - There appears to be a decrease in the actual number of establishments offering free soda to designated drivers; however, this may be due to differences in the way the question is being interpreted. For example, it appears that within an establishment, some bartenders offer free soda while others do not. For this year’s results, this response was recorded as a “no” as it did not appear to be an enforced standard among the establishment. In the previous year, this response may have been recorded as a “yes” response.
- “Do the bartenders measure out the drinks they prepare?”
 - There appears to be an increase in the number of establishments measuring out the alcohol poured into mixed drinks
 - 2004-2005; Yes (6), No (2), Unknown (4)
 - 2005-2006; Yes (8), No (3)

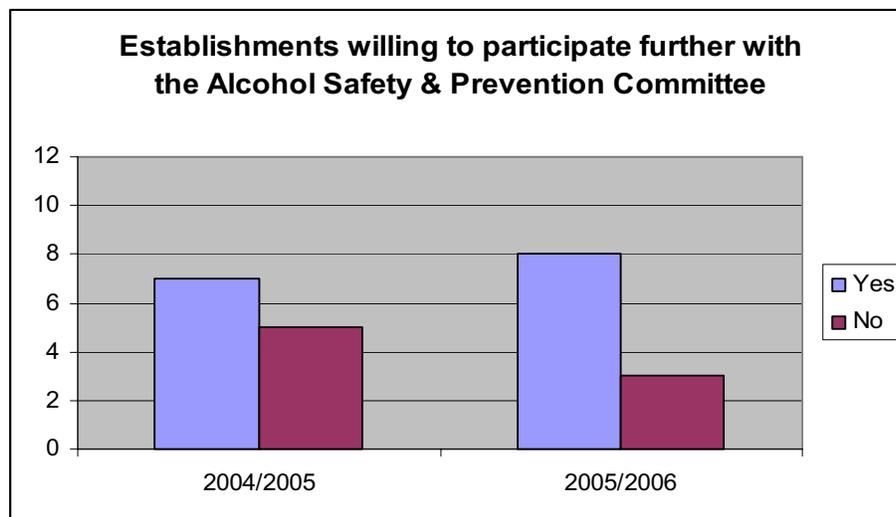


ANNUAL REPORT – ACADEMIC YEAR 2005-2006

- “Do the establishments offer free, salty bar snacks?”
 - There appears to be a decrease in the number of establishments serving free, salty bar snacks to their patrons. This decrease is important as salty foods are often utilized by bar owners to make patrons more thirsty thus increasing the amount of alcohol that is consumed.
 - 2004-2005; Yes (5), No (4), Unknown (3)
 - 2005-2006; Yes (2), No (9)
- As compared to 2004-2005, nearly all establishments are continuing to card for appropriate age, to train their staff to check for false identifications, and to intervene with intoxicated patrons.
 - 2004-2005: 11 out of 12 establishments
 - 2005-2006: 11 out of 11 establishments
- In 2005-2006, 8 out of the 11 establishments surveyed would be willing to participate more with the Alcohol Safety and Prevention Committee at Richard Stockton College, compared to 7 out of 12 in 2004-2005.

Document 10. - Participation with the Alcohol Safety and Prevention Committee

Portrays how many establishments are willing to become involved with the Alcohol Safety and Prevention Committee to enhance safety measures concerning alcohol.



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Document 11. - Pat’s Bar Student Evaluation Summary 2005-2006
 Alcohol and Drug Prevention Program

Periodically throughout the 2005-2006 academic school year, an educational workshop titled “Pat’s Bar” was presented by current students in the Peer Education Drug/Alcohol course. “Pat’s Bar” was displayed to the Stockton Community in the main academic hallways of the college. The workshop included interactive quizzes during which participants were questioned about their knowledge of the risks associated with alcohol and marijuana. Participants were then provided with vital information regarding the dangers of high-risk alcohol and drug use.

Each participant was asked to complete a form evaluating the workshop. On the evaluation form, participants were asked to rate the extent to which they agreed/disagreed (on a scale of 1 to 4, with (1) being strongly disagree and (4) being strongly agree) with statements pertaining to the workshop. Participants were also encouraged to make any additional comments and/or suggestions.

- A total of 79 students completed evaluations of the workshop
 - 48 students completed surveys about the Alcohol Education Quiz
 - 37 students lived on campus
 - 11 students lived off campus
 - 31 students completed surveys about the Marijuana Education Quiz
 - 22 students lived on campus
 - 9 students lived off campus
- Evaluation of Alcohol Education Quiz
 - Total Respondents, N = 48
 - Response to question, “I found this program to be convenient and accessible.”
 - Majority (n = 37) agreed strongly with this statement
 - Response to question, “I have become more informed on alcohol issues related to my physical well-being.”
 - Majority (n = 29) agreed strongly with this statement
 - Response to question, “This program will help me consider more responsible approaches to alcohol consumption.”
 - Majority (n = 32) agreed strongly with this statement
 - Additional comments included:
 - “Fun way to learn.”
 - “Very friendly.”
 - “This was so awesome.”
 - “This quiz was fantastic.”
 - “[Student worker’s name] was fabulous.”
 - “This was pretty cool. Thanks!”
 - “Awesome time.”
 - “I learned a lot.”
 - “Easy to find outside of I Wing.”
 - “Helpful quiz.”
 - “I learned a lot from this quiz.”
 - “Waste of time.”
 - “Good program.”
 - “This was hard.”
 - “I learned a lot of cool new facts, students were very professional.”
 - “All students were very helpful and knowledgeable. Great program.”
- Evaluation of Marijuana Education Quiz
 - Total Respondents, N = 31
 - Response to question, “I found this program to be convenient and accessible.”
 - Majority (n = 20) agreed strongly with this statement



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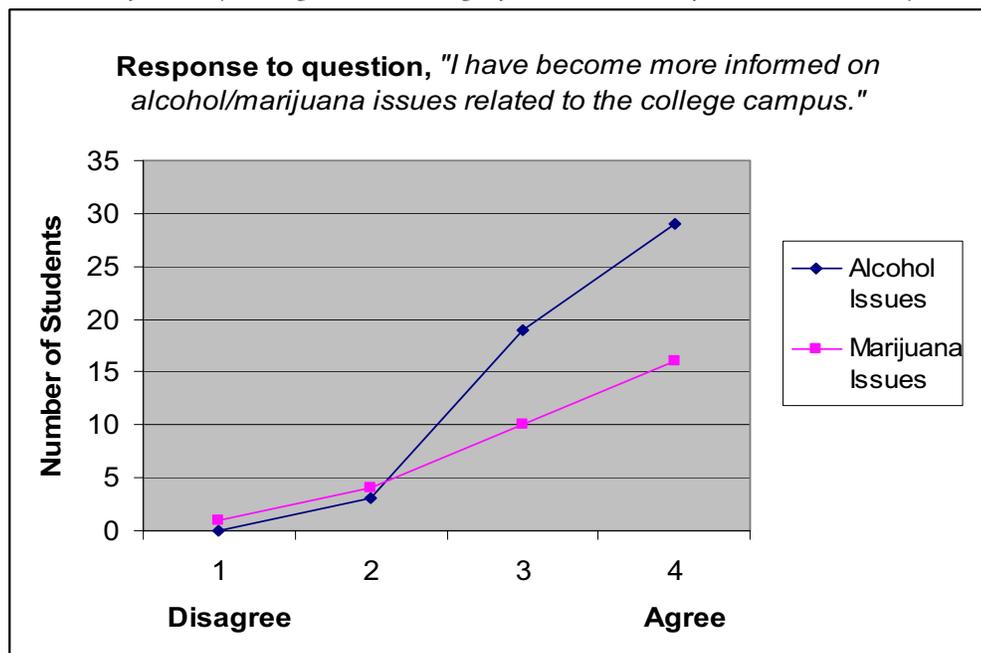
- Response to question, "I have become more informed on marijuana issues related to my physical well-being."
 - Majority (n = 16) agreed strongly with this statement
- Response to question, "This program will help me consider more responsible approaches to marijuana consumption."
 - Majority (n = 15) agreed strongly with this statement
- Additional comments included:
 - "Awesome program."
 - "Very informative."
 - "Great quiz."
 - "Very good."
 - "Love you guys."
 - "Fun test."
 - "[I thought that] smoking pot does not make you sick like drinking does."
 - "I have learned a great deal from this quiz."
 - "They should question more on the bad affects to raise the awareness."
 - "[Student worker's name] was awesome."
 - "Super quiz guys."

Discussion

- Most of the students who completed the evaluations reported that they learned a great deal about the health risks associated with alcohol and marijuana.
- The students surveyed appeared to enjoy receiving the education from a group of their peers.
- Most of the students suggested little or no changes to the workshop.

Document 12. - Student Evaluation of Workshop

Portrays the extent to which students agreed/disagreed that the "Pat's Bar" workshop was useful in expanding their knowledge of alcohol and marijuana issues on campus.



**WELLNESS CENTER -
COUNSELING
SERVICES**

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

THE WELLNESS CENTER – OFFICE OF COUNSELING SERVICES

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS*
<ul style="list-style-type: none"> ▪ Invite members of the Stockton Community to participate in civic engagement through the development of a Community Service Committee. Explore Stockton’s present effectiveness in the community service arena. 	<ul style="list-style-type: none"> ▪ Staff coordinators met several times throughout the year to collaborate on civic engagement projects. ▪ Five members of the Stockton community from various departments met to form the Civic Engagement Committee. ▪ The Civic Engagement Committee reviewed a PowerPoint presentation provided by the Bonner Foundation which outlined goals for participating in this program. ▪ The Wellness Center sponsored many effective community service projects this year, e.g., Day of Service, and Lolla No Booza. 	<ul style="list-style-type: none"> ▪ A timeline was established by the Civic Engagement Committee for establishing the program with the following goals: <ul style="list-style-type: none"> ▪ Focus on recruitment of student volunteers. ▪ Have established students begin volunteering in community agencies. ▪ During the fall 2005 Day of Service, students collected \$1000+ from the local community and donated it to the American Red Cross in response to Hurricane Katrina. ▪ In collaboration with a faculty member, Lolla No Booza participants raised \$100 to aid homeless pets victimized by Hurricane Katrina. 	<ul style="list-style-type: none"> ▪ Level 1. Goal met but will continue this goal for the next year.
<ul style="list-style-type: none"> ▪ Continue encouraging staff to take advantage of professional development opportunities and scheduling the time taken for professional development equally among the staff. 	<ul style="list-style-type: none"> ▪ Staff attended 19 seminars/workshops over the year. (See Supporting Data Document 1.) 	<ul style="list-style-type: none"> ▪ Informative handouts/workbooks were received, certificates provided, contracts reviewed, and/or skills were improved based on subject matter and type of seminar/workshop. (See Document 1.) 	<ul style="list-style-type: none"> ▪ Level 1. Goal met, will continue this goal next year.
<ul style="list-style-type: none"> ▪ Encourage staff to research requirements to obtain licensure in their respective fields 	<ul style="list-style-type: none"> ▪ One staff member is a certified Guidance Counselor and is beginning the 	<ul style="list-style-type: none"> ▪ Certification completed. 	<ul style="list-style-type: none"> ▪ Level 2. Goal partially met. Not all staff are licensed at



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<p>in the future.</p>	<p>Professional Counselor licensure process.</p> <ul style="list-style-type: none"> ▪ One staff member is a Licensed Social Worker and is working toward a Licensed Clinical Social Worker license. ▪ One staff member has a temporary permit for the practice of psychology and is working on a psychologist license. 	<ul style="list-style-type: none"> ▪ Licensed through State of NJ. ▪ Temporary permit to practice psychology through State of NJ. 	<p>present, but are currently fulfilling requirements for licensure.</p>
<ul style="list-style-type: none"> ▪ Continue developing connections to other departments of the College to market programs and services. 	<ul style="list-style-type: none"> ▪ Classroom presentations: <ul style="list-style-type: none"> ▪ Jeopardy – Staff developed an interactive game on various counseling topics. ▪ Staff spoke to students in class about the services the Wellness Center provides. ▪ EOF Program Support: <ul style="list-style-type: none"> ▪ Crisis Intervention training and informative handouts provided to EOF Tutors. ▪ Consultation to EOF staff throughout the summer, and the academic year. ▪ Wellness checks. ▪ Collaborative efforts: <ul style="list-style-type: none"> ▪ Breast Cancer Awareness/Prevention. ▪ Women’s Day of Wellness. ▪ Midnight Breakfast. ▪ Employee Wellness Day. ▪ Eating Disorder Awareness Week. ▪ Met with Athletics staff to develop an 	<ul style="list-style-type: none"> ▪ Suggested improvements for future presentations were received from students. ▪ Received positive verbal feedback from classes. ▪ EOF summer staff better prepared to handle crisis situations. ▪ Wellness checks provide preventative measures for EOF student population. ▪ Approximately 50 sorority women attended guest lecturer from AtlantiCare Regional Medical Center (ARMC) regarding breast cancer awareness/prevention. ▪ These events were well-attended by Stockton community. ▪ Established an assessment and referral protocol for possible eating disorders in 	<ul style="list-style-type: none"> ▪ Level 1. Goal met, will continue this goal next year.



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	<p>Eating Disorder protocol.</p> <ul style="list-style-type: none"> Nutritionist and Peer Educators provided information during Eating Disorder Awareness Week. 	<p>athletes.</p> <ul style="list-style-type: none"> Information on eating disorders was distributed to participants. 	
<ul style="list-style-type: none"> Review and revise Wellness Center policies and procedures. 	<ul style="list-style-type: none"> Discussed and formulated new office policies regarding: <ul style="list-style-type: none"> Student requests for letters on their behalf Training new staff Student access to their files Interview questions for hiring new staff Intake form 	<ul style="list-style-type: none"> New policies written and are being utilized regularly. 	<ul style="list-style-type: none"> Level 2. Goal partially met. Staff will continue to revise these policies and procedures next year.
<ul style="list-style-type: none"> Continue to establish community partnerships. 	<ul style="list-style-type: none"> Staff began using the RX4NJ program. Established a referral list. Presented on Eating Disorders to Atlantic County Trauma Coalition. 	<ul style="list-style-type: none"> Assisted students with obtaining their prescriptions. Referrals continuously updated. Provided handouts and referrals to attendants; established partnerships. 	<ul style="list-style-type: none"> Level 1. Goal met. Staff will continue this next year.

* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES

REFLECTIVE ANALYSIS

- Trends in Counseling Services:
 - Students seek more Counseling Services from February to May as compared to the rest of the year
 - The most prevalent presenting problem is anxiety, followed by relationship issues and depression
- Students have an overall positive perception of Counseling Service.
- The majority of clients were Psychology majors, followed by Business majors.
- Provided counseling and consultation to the Stockton Community:
 - 2,426 sessions; 293 clients; Statistical information charts (See Supporting Documents 2, 3, and 4)
 - Student Evaluation Survey conducted – 17 respondents (See Supporting Document 5)
 - Online Survey conducted – 67 respondents (See Supporting Document 6)



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

- Demographics: 29 students made Dean’s List for Spring 06; 108 students had a GPA of 3.01 or better; 27 students graduated (See Supporting Document 7)

COLLABORATIVE EFFORTS

- Collaborated with the Service Learning Coordinator to further develop the Bonner Leaders civic engagement program.
- Collaborations with Athletics:
 - Established Eating Disorders Referral and Assessment Protocol.
 - Met with various sports teams to provide psycho-educational workshops.
- Collaboration with the offices of College Center and Housing & Residential Life - Midnight Breakfast/ Stress and Anxiety Awareness.
- Collaboration with sororities:
 - With ZTA - for Breast Cancer Awareness in October.
 - With Tri-Delta - for Sexual Assault Conference speaker Andrea Cooper.
- Collaboration with faculty:
 - Mental Health Awareness Day.
 - Provided in-classroom presentations on mental health and counseling services .
- Collaborations with the Office of Student Development provided logistical support on many large-scale events; e.g., Sexual Assault Conference, Women’s Day of Wellness, Employee Wellness Day, Mental Health Awareness Day.

PROFESSIONAL DEVELOPMENT

- Staff continue to participate in professional development for the following reasons:
 - To fulfill required CEU’s in accordance with professional licensing and certification.
 - To provide the expertise necessary to respond appropriately to an ever-evolving population, presenting with a variety of issues.
 - Essential to the legitimacy of both provider and services.
- Counseling Services Professional Development Seminars and Conferences - Listed by individual:

▪ Elana Dobrowolski, LSW	▪ JoAnn Garcia-Warren, EdD
▪ Susan Ferry, MA	▪ Aaron Millman, MA

(For a complete list of individual professional association memberships, licensures, supervision, and seminars and conferences attended, please see Supporting Data Document 1.)

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Provided increased awareness of sexual assault, domestic violence, and date rape:
 - Hired one counselor with a specialization in sexual assault, domestic violence, and date rape.
 - 5 Stockton students and 2 Wellness Center staff attended a National Conference on sexual assault. This experience resulted in a daylong conference on sexual assault at Stockton requested by the students who attended the conference.
 - 317 attendees at the conference provided 105 evaluations, which included positive feedback. (See Supporting Data Document 9.)



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- The most popular presentation at this conference was given by Catharsis Sex Signals. Due to its popularity at this event, Catharsis Sex Signals will also be a part of Fall 2006 Orientation.
- Increased focus on alcohol/drug prevention and awareness:
 - Hired one counselor with a specialization in alcohol/drug counseling
 - Wellness Center sponsored the first annual Lolla No Booza at Stockton College. This event was an alcohol and drug free party that attracted over 200 students to demonstrate a fun evening without substances such as drugs and alcohol.
- Increased awareness of mental health issues:
 - The Annual National Depression Screening Day event has evolved into Mental Health Awareness Day. This year various mental health providers, students, staff and faculty were invited to participate. The Wellness Center sponsored 2 speakers: Allison Malmon, Executive Director of Active Minds, and Dr. Norman Chazin, Staff Psychiatrist.
 - In addition to the Mental Health Awareness Day/Depression Screening Day, other programs included Anxiety Screening Day and Midnight Breakfast. (See Supporting Document 8.)
 - Staff contacted students interested in the Active Minds Student Organization and are now following the organizational protocol given by the Active Minds Organization.
- Utilized various media to increase awareness of the Wellness Center:
 - Website maintenance is ongoing with changes made as needed; Publications Committee reviewed all brochures and print media and revised several publications; conducted an online survey during spring 2006 with 67 respondents (see Supporting Document 6); began online screenings.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Establish a Community Service organization in collaboration with the Newman Center and the Division of Student Affairs.
GOAL/OBJECTIVE No. 2	Encourage staff to participate in professional development.
GOAL/OBJECTIVE No. 3	Increase collaborations with other departments.
GOAL/OBJECTIVE No. 4	Develop an Alcohol/Drug Prevention/Awareness Week.
GOAL/OBJECTIVE No. 5	Develop a Social Norms approach to target males on campus regarding sexual assault.
GOAL/OBJECTIVE No. 6	Follow the organizational protocol to establish an Active Minds student organization chapter on campus.
GOAL/OBJECTIVE No. 7	Develop program/activities for Wellness Week.

V. SUPPORTING DATA

- Document 1. - Counseling Services Professional Development
- Document 2. - Number of Clients/Sessions by Month: July 2005 – June 2006
- Document 3. - Session Types 2004-05 vs 2005-06
- Document 4. - Presenting Problems 2004-05 vs 2005-06



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- Document 5. - Student Evaluation Survey Summary
- Document 6. - Online Survey Spring 2006 Summary
- Document 7. - Demographics
- Document 8. - Anxiety Screening Spring 2006 Results Summary: Part I - Anxiety Screening Day; Part II - Midnight Breakfast
- Document 9. - Sexual Assault Conference Survey Summary



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Document 1. Counseling Services Professional Development

	Elana Dobrowolski, LSW	Susan Ferry, MA
Professional Association Membership	<ul style="list-style-type: none"> ▪ National Association of Social Workers, Member 	<ul style="list-style-type: none"> ▪ American Counseling Association, Member ▪ American College Counseling Association, Member
Licensure	<ul style="list-style-type: none"> ▪ Licensed Social Worker, license # 44SL05246600 	
Supervision	<ul style="list-style-type: none"> ▪ Group Supervision, Dr. Norman Chazin ▪ Peer Supervision, Patrick Shields 	<ul style="list-style-type: none"> ▪ Group Supervision, Dr. Norman Chazin ▪ Peer Supervision, Patrick Shields
Seminars and Conferences	<ul style="list-style-type: none"> ▪ “Shattering the Silence: A Day of Workshops Exploring the Impact of Sexual Assault,” Atlantic County Women’s Center (4/20/06) ▪ “Motivating Students from Day 1 to Graduation” (4/10/06) ▪ The 19th Annual Encounter of College Counseling Centers in NJ, Rutgers University (5/4/06) ▪ Psychiatric Medications Review, Dr. Norman Chazin, (5/10/06) ▪ HIPAA overview (5/17/06) ▪ HIV/AIDS update, AIDS Coalition of NJ (5/23/06) ▪ “Facebook, Myspace: Liabilities, Judicial & Legal Matters” (5/23/06) ▪ “Navigating Banner” (6/12/06) ▪ “Getting Motivated” Business Seminar (6/27/06) ▪ “Drug Facilitated Sexual Assault” (6/28/06) 	<ul style="list-style-type: none"> ▪ “Motivating Students from Day 1 to Graduation” (4/10/06) ▪ The 19th Annual Encounter of College Counseling Centers in NJ, Rutgers University (5/4/06) ▪ Psychiatric Medications Review, Dr. Norman Chazin (5/10/06) ▪ 4th Annual Drug Summit, NJ Higher Educ Consortium, Rutgers University (5/19/06) ▪ HIPAA overview (5/17/06) ▪ HIV/AIDS update, AIDS Coalition of NJ (5/23/06) ▪ A Collaborative Approach to Addressing Alcohol Use, Monmouth University, (5/24/06) ▪ “Methamphetamine: It is a Problem Here” Atlantic Prevention Resources and Drug Enforcement Agency (6/06/06) ▪ “Navigating Banner” (6/12/06) ▪ “Getting Motivated” Business Seminar (6/27/06) ▪ “Drug Facilitated Sexual Assault” (6/28/06)
	JoAnn Garcia-Warren, EdD	Aaron Millman, MA
Professional Association Membership	<ul style="list-style-type: none"> ▪ American Psychological Association, Member ▪ New Jersey Psychological Association, Member 	
Licensure	<ul style="list-style-type: none"> ▪ Temporary Permit to Practice Psychology # 063-676 	<ul style="list-style-type: none"> ▪ Certified Guidance Counselor #546049
Supervision	<ul style="list-style-type: none"> ▪ Group Supervision, Dr. Norman Chazin ▪ Peer Supervision, Patrick Shields ▪ Individual Supervision, Dr. Deborah Smith 	<ul style="list-style-type: none"> ▪ Group Supervision, Dr. Norman Chazin ▪ Peer Supervision, Patrick Shields
Seminars and Conferences	<ul style="list-style-type: none"> ▪ College of the Overwhelmed Audio-conference - (8/9/05) ▪ PIP Training (8/10/05) ▪ “Anxiety Disorders: Research, Diagnosis and Treatment” (8/17/05) ▪ Obsessive Compulsive Disorders (9/29/05) ▪ Reducing College Suicide, (10/12/05) Webcast. ▪ Sexual Assault Training with SANE/SART nurse, (10/24/05) ▪ Domestic Violence Training with Stockton Police (11/2/05) ▪ Best Practices in Reducing College Student Suicide: A Law and Policy Perspective, Webinar (10/12/05) 	<ul style="list-style-type: none"> ▪ National Conference on Sexual Assault in Our Schools, Orlando, Florida (10/19-21/05) ▪ Sexual Assault Training with SANE/SART nurse (10/24/05) ▪ “Suicide and Self Mutilation” (11/18/05) ▪ “A Multifaceted Cognitive Behavioral Therapy Approach to Trauma and PTSD (3/27/06) ▪ The 19th Annual Encounter of College Counseling Centers in NJ, Rutgers University (5/4/06) ▪ Peer Institute TCNJ (6/5-7/06) ▪ “Motivating Students from Day 1 to Graduation” (4/10/06)



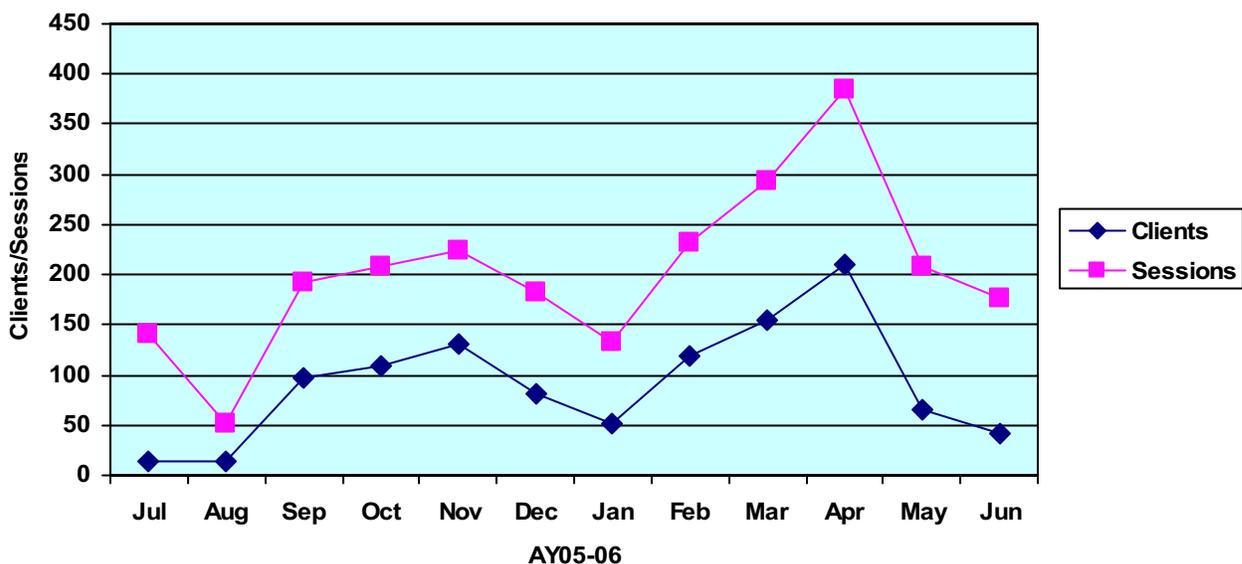
ANNUAL REPORT – ACADEMIC YEAR 2005-2006

	<p>JoAnn Garcia-Warren, EdD (continued)</p> <ul style="list-style-type: none"> ▪ Using EYOS to Manage your Department Webpage, RSC computer services (2/15/06) ▪ “A Multifaceted, Cognitive Behavioral Therapy Approach to Trauma and PTSD” (3/27/06) ▪ “Motivating Students From Day one To Graduation” (4/12/06) ▪ “The 19th Annual Encounter of College Counseling Centers in NJ” Rutgers University (5/4/06) ▪ Psychiatric Medications Review, Dr. Norman Chazin (5/10/06) ▪ HIPAA overview (5/17/06) ▪ HIV/ AIDS update, AIDS Coalition of NJ (5/23/06) ▪ “Facebook, My Space: Liabilities, Judicial and Legal Matters” (5/23/06) ▪ “NJ and the Pandemic Challenge” (5/31/06) ▪ “Getting Motivated” 6/27/06 ▪ “Drug Facilitated Sexual Assault” (6/28/06) 	<p>Aaron Millman, MA (continued)</p> <ul style="list-style-type: none"> ▪ Psychiatric Medications Review, Dr. Norman Chazin (5/10/06) ▪ HIPAA overview (5/17/06) ▪ HIV/ AIDS update, AIDS Coalition of NJ (5/23/06) ▪ “Facebook, Myspace: Liabilities, Judicial & Legal Matters” (5/23/06) ▪ “Drug Facilitated Sexual Assault” (6/28/06)
<p>Other</p>	<ul style="list-style-type: none"> ▪ Newpsychlist listserv ▪ EPPP-prep listserv ▪ APA Earlycareer listserv 	

Document 2. - Number of Clients/Sessions by Month: July 2005 - June 2006

Portrays the number of clients and number of sessions Counseling Services served from 7/05 to 6/06

Number of Clients/Sessions by Month

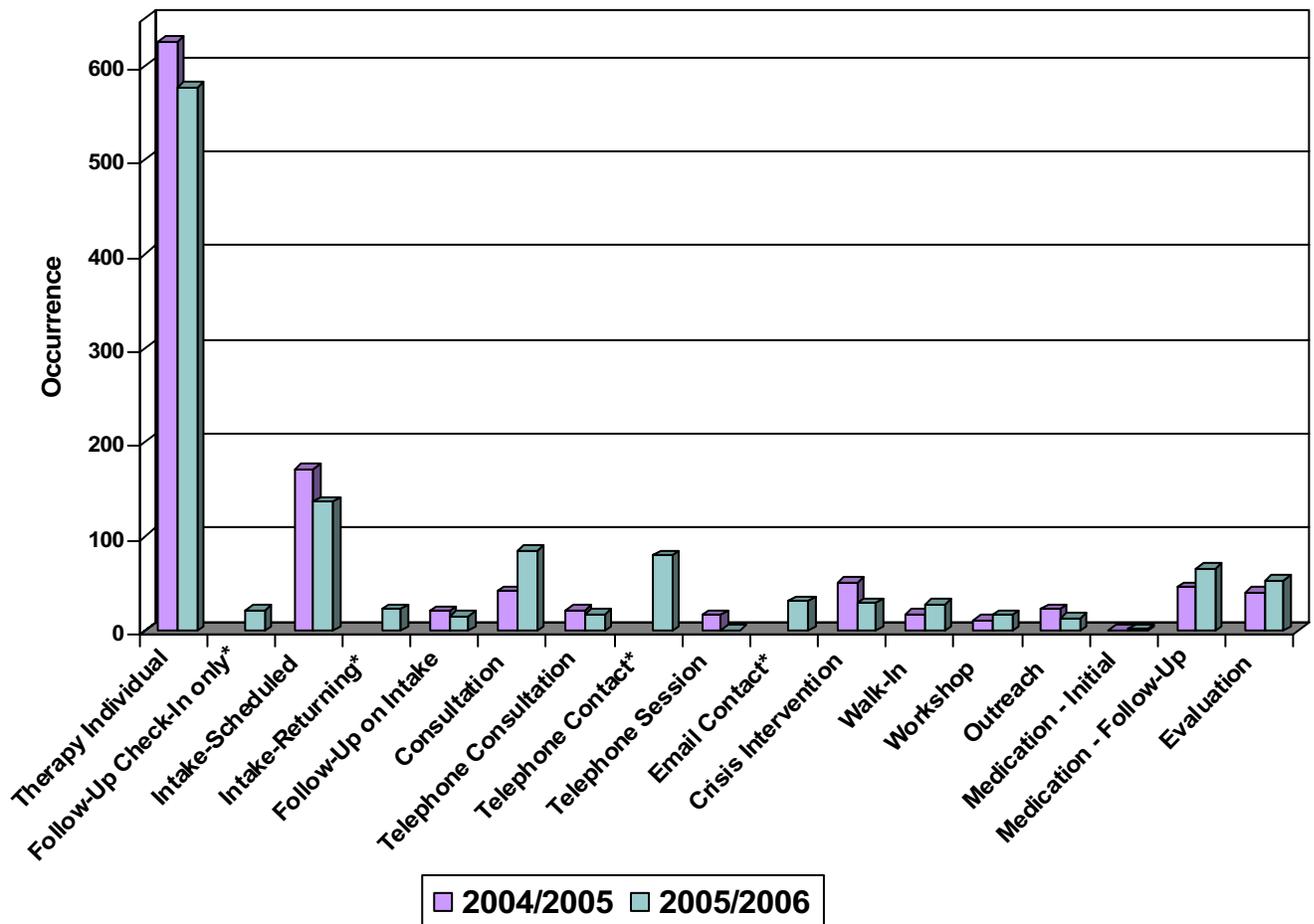


ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 3. - Session Types 2004-05 vs 2005-06

Compares the types of sessions Counseling Services provided from AY04-05 vs AY05-06

Counseling Sessions Types



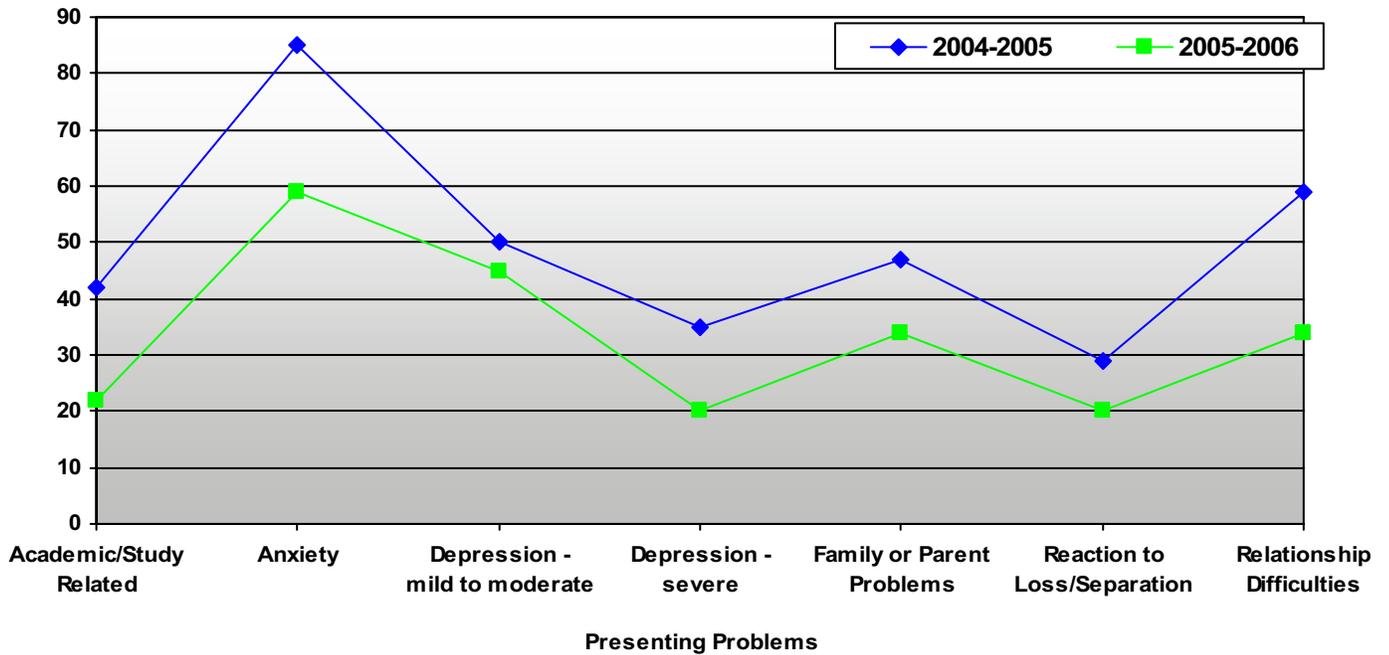
* New for AY05-06



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 4. Presenting Problems 2004-05 vs 2005-06
 Compares the problems students presented with in 2004/05 to 2005/06

Counseling Presenting Problems



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 5. Student Evaluation Survey Summary
 Counseling Services Student Evaluation Survey 2005 – 2006

Throughout the academic year 2005 – 2006, Counseling Services conducted an evaluation to determine student perception of services. Demographic information was asked as well as student opinions pertaining to the availability and experience of Counseling Services.

Demographic Information: Total respondents = 17 (1 student did not complete demographic information)

Gender:	Class status:	Heard about Counseling Services:
Female = 10	Freshman = 5	Campus or web literature = 9
Male = 6	Sophomore = 1	Faculty/Staff = 2
Ethnicity:	Junior = 6	Housing & Residential Life = 2
Caucasian = 15	Senior = 3	Other friends = 1
African American = 1	Graduate = 1	Wellness program = 1

STUDENT OPINIONS OF COUNSELING SERVICES (Shaded areas indicate majority responses)

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Does Not Apply
The office was in a convenient location			6	11	
I was able to get an initial counseling appointment			8	9	
I was able to schedule appointments within a reasonable period of time			7	10	
I was seen promptly for my appointments.			8	9	
My counselor was sensitive to cultural differences			2	11	4
My counselor understood my concerns			4	13	
My counselor seemed knowledgeable			4	13	
As a result of counseling, I believe I am more likely to stay in school			4	7	6
As a result of counseling, I believe that I will do better academically		1	5	10	1
As a result of counseling, I believe that I will feel better about myself as a person			9	7	1
As a result of counseling, I believe that I will be able to handle better the challenge or stress of college life			10	7	
As a result of counseling I believe my personal relationships will be healthier or happier			9	8	
Counseling has helped me clarify and understand my concerns			7	9	1
The information received was useful or helpful			9	8	
Through counseling I have better insights about myself and others			10	7	
I believe my personal information will be kept confidential			6	11	

- Overall Impressions
 - The majority of the students surveyed rated their overall level of satisfaction with Counseling Services as “Excellent” (n=11) or “Good” (n=2). (Four students left the statement blank.)
 - The majority of the students surveyed would return to Counseling Services in the future (n=13) and would recommend Counseling Services to a friend (n=13). (Four students left the statement blank.)
- What might be done to improve Counseling Services? (Selected responses below.)
 - “Probably more open schedule, but I know that’s sometimes uncontrollable with as many people as there is.”
 - “Directory/listing of local (external) counselors/psychologists for referrals.”
 - “The RSC Counseling Center has the best staff and is in the best location. There isn’t much more that can be done.”



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Document 6. Online Survey Spring 2006 Summary
 Counseling Services Online Survey Spring 2006

In Spring '06, Counseling Services administered an anonymous online survey to assess Stockton students' needs and to measure what students know of the office. Demographic information was asked as well as questions pertaining to Counseling Services.

Total respondents = 67	Gender:	Class status:	Juniors = 18
	Male = 17	Freshmen = 10	Senior = 24
	Female = 30	Sophomore = 9	Graduate = 6

The following is a listing of the questions asked and a summary of each response:

- **Are you aware that Stockton College offers free counseling Services?** Yes = 51
- **If yes, how did you learn about the availability of these services?**
 Faculty member = 1; Friend = 10; Self-referred = 8; Family = 2; Other = 9 e.g., EOF, flyer, website; No Response = 15
- **What topics would you be most interested in discussing in a counseling sessions? (check all that apply)**

Stress/anxiety = 48	Depression = 27	Dating = 14	Marriage = 5
Career/educ. = 34	Understand myself = 24	Sexuality = 13	<i>Selected "other" reasons:</i>
Family relat. = 30	Adjust. to college = 21	Drug/alcohol = 9	Winning lotto; grief;
Personal relat. = 30	Eating/dieting = 19	Other = 6;	depression; sexual abuse
- **Have you had the opportunity to take advantage of Stockton College Counseling Services?**
 No = 42; Yes = 25
- **If yes, for what purpose? (check all that apply)**

No response = 42	Other = 7	<i>Other reasons:</i>	Adjustment to College;
Personal/emotional = 21	Career concerns = 3	Test; Eating disorder;	Hostile family situation;
Relationships = 8		Drugs; Sexual pref.;	EOF
- **How many times did you see a counselor at Stockton College?**
 Not applicable = 37; 1 time = 13; 6 or more times = 11; 2 to 5 times = 6
- **Would you recommend counseling services at Stockton College to others?**
 Yes = 32; No response = 22; Would not recommend = 13
- **Why or why not?**
 No answer = 43; Neutral ("never went") = 1; Positive responses = 15; Negative responses = 8
Selected positive responses:

- Good resource	- Good idea to talk to someone	- Helpful with respect to referrals
- Extremely helpful experience	- Counseling Services is there to provide whatever comfort and information you need for college	- Good to have somebody listen while you just vent.
- Professional & offer good advice		- Counseling is very cathartic
- Available free to students		

Selected negative responses:

- Not as confidential as led to believe.	- Felt forced, uncomfortable; there were many awkward silences and I was not getting anything out of this.	- I felt like I was bothering them and taking up their time
- Never helped; still using drugs, having unprotected sex with men		- Not exceptionally impressed
- **If no, what has kept you from seeking assistance at Stockton College Counseling Services?**
 No answer = 36; No time = 10; Did not know about Counseling Services = 8; Other = 8; Scheduling conflict = 5
Selected "other" reasons: Haven't found it necessary; Confidentiality issues; Issue was resolved; Makes me nervous
- **Do you have any reservations about going to counseling services at Stockton College?**
 Yes = 32; No = 35
- **If yes, what are your reservations? (check all that apply)**
 No answer = 34; Someone might see me walking into the office = 17; I might not like the counselors = 16; No time = 10; I don't think my problems are that bad = 9; other = 9
Selected "other" reasons: Too far; No privacy; Procrastination; Afraid; Personal problems are so complicated and interconnected



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 7. Demographics

1. Number of Students by Academic Program

Program	Students
ARHU	44
GENS	25
NAMS	31
PROS	48
SOBL	69

2. Number of Students by Major

Major	Students
Arts	14
Biology	11
Biochemistry	1
Business	18
Chemistry	2
Communications	10
Computer Science	6
Criminal Justice	10
Environmental Studies	4
Geology	2
History	5
Liberal Studies	1
Literature	13
Marine Science	6
Math	4
Non-matriculated	1
Physics	1
Political Science	9
Psychology	35
Public Health	6
Romantic Languages	3
Social Work	12
Sociology	2
Speech Pathology	10
Teacher Education	8
Undecided	23

3. Number of Students who Graduated: 27

4. Number of Student's on the Dean's List: 29

5. Number of Students by GPA *

GPA	Students
0.000-1.500	7
1.501-2.000	11
2.001-2.500	43
2.501-3.000	48
3.001-3.500	65
3.501-4.00	43

** 108 students or 49.8% have a GPA of a 3.001 or better*



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Document 8. Anxiety Screening Spring 2006 Results Summary
 [Part I] - Counseling Services Anxiety Screening – Anxiety Screening Day

On April 26, 2006, Counseling Services administered free screenings to Stockton students as part of “Anxiety Screening Day.” Students completed 4 questionnaires that measured symptoms of Major Depressive Disorder (The Hands Depression Screening Tool), Bipolar Disorder (The Mood Disorder Questionnaire), Generalized Anxiety Disorder (Carroll-Davidson Generalized Anxiety Disorder Screen) and Post Traumatic Stress Disorder (Modified SPRINT PTSD Screen). Counselors scored the questionnaires and provided appropriate recommendations and referrals to students. **Forty-nine (49)** respondents completed the screening tool.

Demographic Information

- **Gender:**
 Female: 26 (15 scored positive for at least one disorder)
 Male: 21 (9 scored positive for at least one disorder)
 No Response: 2
- **Age:**
 Ages ranged from 18 – 68 years old
- **Class Year Breakdown:**
 Freshman: 16 (5 scored positive for at least 1 disorder)
 Sophomore: 2 (1 scored positive for at least 1 disorder)
 Junior: 8 (5 scored positive for at least 1 disorder)
 Senior: 10 (8 scored positive for at least 1 disorder)
 Graduate: 3 (2 scored positive for at least 1 disorder)
 Other: 8 (3 scored positive for at least 1 disorder)
 No Response: 2
- **Ethnicity:**
 Asian Amer: 1 (did not score positive for any disorders)
 Hispanic: 1 (scored positive for at least one disorder)
 Native Amer: 1 (scored positive for at least 1 disorder)
 African Amer: 9 (5 scored positive for at least 1 disorder)
 Caucasian: 32 (17 scored positive for at least 1 disorder)
 Other: 3 (none scored positive for a disorder)
 No Response: 2
- **Previous Treatment History:**
 10 respondents have previously been treated for one of the above disorders
 37 respondents have never received previous treatment
 2 respondents did not answer this question
- **Previous Psychotropic Medication:**
 8 respondents have previously been treated with medication for one of the above disorders
 39 respondents have not been treated with medication
 2 respondents did not answer this question
- **Previous Suicide Attempt:**
 2 respondents have attempted suicide in the past
 45 respondents have not attempted suicide
 2 respondents did not answer this question

Screening Results

- **Major Depressive Disorder:** 16 respondents scored positive for Depression
- **Bipolar Disorder:** 10 respondents scored positive for Bipolar Disorder
- **Generalized Anxiety Disorder:** 17 respondents scored positive for Generalized Anxiety
- **PTSD:** 4 respondents scored positive for Post Traumatic Stress Disorder
- **Comorbidity:**
 24 respondents did not score positive for any of the disorders
 14 respondents scored positive for one disorder
 3 respondents scored positive for 2 disorders (Depression & GAD - 2) (Depression & PTSD - 1)
 6 respondents scored positive for 3 disorders (Depression/Bipolar/GAD)
 4 respondents scored positive for all 4 disorders



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Document 8. Anxiety Screening Spring 2006 Results Summary (continued)

[Part II] - Counseling Services Anxiety Screening – Midnight Breakfast

On May 1, 2006, Counseling Services again administered the screenings to Stockton students as part of the Midnight Breakfast. Since these screenings were administered during final exams, the results are reported separately.

Ten (10) respondents completed the screening tool.

Demographic Information

- **Gender:**
Female: 8 (6 scored positive for at least 1 disorder)
Male: 1 (scored positive for all 4 disorders)
No Response: 1
- **Age:**
Ages ranged from 18 – 21 years old
- **Class Year Breakdown:**
Freshman: 5 (3 scored positive for at least 1 disorder)
Sophomore: 0
Junior: 2 (both scored positive for at least 1 disorder)
Senior: 2 (both scored positive for at least 1 disorder)
No Response: 1
- **Ethnicity**
Asian Amer: 1 (scored positive for at least 1 disorder)
Hispanic: 0
Native American: 0
African American: 0
Caucasian: 8 (6 scored positive for at least 1 disorder)
Other: 0
No Response: 1
- **Previous Treatment History**
4 respondents have previously been treated for one of the above disorders
5 respondents have never received previous treatment
1 respondent did not answer this question
- **Previous Psychotropic Medication**
3 respondents have previously been treated with medication for one of the above disorders
6 respondents have not been treated with medication
1 respondent did not answer this question
- **Previous Suicide Attempt**
2 respondents have attempted suicide in the past
7 respondents have not attempted suicide
1 respondent did not answer this question

Screening Results

- **Major Depressive Disorder:** 6 respondents scored positive for Depression
- **Bipolar Disorder:** 3 respondents scored positive for Bipolar Disorder
- **Generalized Anxiety Disorder:** 6 respondents scored positive for Generalized Anxiety
- **PTSD:** 5 respondents scored positive for Post Traumatic Stress Disorder
- **Comorbidity:**
2 respondents did not score positive for any of the disorders
2 respondents scored positive for one disorder
2 respondents scored positive for 2 disorders (Depression & GAD - 2)
2 respondents scored positive for 3 disorders (Depression/Bipolar/GAD - 1/ Depression/Bipolar/PTSD -1)
2 respondents scored positive for all 4 disorders

NOTE: Anxiety Screening Follow-Up --

An appointment with a counselor was offered to all students who scored positively for Anxiety, Major Depressive Disorder, Bipolar Disorder, Generalized Anxiety Disorder, or Post-Traumatic Stress Disorder. Counselors providing the screening strongly suggested that these students keep their appointments, but could not mandate that a student attend, as attendance at counseling sessions is voluntary.



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Document 9. Sexual Assault Conference Survey Summary

105 students completed this survey:

- 11 Freshman
- 23 Sophomore
- 33 Junior
- 26 Senior
- 2 Graduate
- 2 Alumni
- 8 no response

Participants were asked to rate their level of satisfaction on all sessions of the Conference

1 = Strongly Dissatisfied 2 = Dissatisfied 3 = Satisfied 4 = Very Satisfied 5 = Excellent

1. Registration and Breakfast **Average Score = 3.7**

Comments ranged from "bland," "disorganized and crowded", to "delicious," "well-organized," and "simple and easy"

- "Registration was well organized. It would have been nice to have more table and chairs set up for breakfast."
- "Make 2 lines for food! Very congested."
- "Check-in was very easy and quick. It was nice to get a message reminder, just in case people had forgotten. Breakfast was not at all exciting and there were not muffins!"

2. Catharsis: Sex Signals: **Average Score: 4.8**

Students' comments reflected a strong desire to have this presentation repeated in the future. Students enjoyed this program and found the actors and content to be "hysterical," "thought provoking" and "informative."

- "One of the best programs I have ever seen. Funny, lively. Original great acting."
- "This is an excellent presentation that all parents, students, teenagers (even in high school) should learn about."
- "I thought it was an amazing program. They kept your interest and gave good clear messages. They brought to light things you normally wouldn't think about or discuss."

3. Celeste Steinberg Albert "Hooking Up 101" (Women Only): **Average Score: 3.1**

Students found this program to be informative and useful, however, students wrote that it was difficult to hear this speaker.

- "Very useful info. Speaker needs to repeat questions or comments so the rest of the room can hear."
- "Liked how audience was encouraged to participate."

4. "One in Four" National Peer Education Team: "How to help a Sexual Assault Survivor; What Men can Do" (Men Only) **Average Score: 4.1**

Students commented that they liked the video in this presentation and appreciated the information presented

- "First time it was laid out for me what I can actually do to help a victim & even how to look out for myself."
- "Liked the video presentation. Very informative. Needs more interaction and discussion."
- "Men did excellent job. Well explained."

5. Stockton Police Department: "Basic Self Defense" **Average Score: 3.9**

Students' comments reflected a desire for more self defense moves taught, rather than the safety issues the Police staff discussed. Student's comments reflected their dislike of some negative comments made about Greek Life.

- "They need to keep their thoughts on certain stereotypes to themselves, but not bad. "
- "Great presentation. Made me want to learn more and also made me feel more comfortable with calling campus police if I need to. "

6. Professor Janice Joseph: "The Criminal Justice Response to Sexual Assault" **Average Score: 3.3**

Students rated this as a good presentation. Some students stated that the information was dry and mundane

- "Great presentation. I want to get some actual material. However, her lecture was organized, she knew her topic, knew what was relevant. Excellent speaker."
- "Very mundane. Not interesting and poorly presented. Difficult to keep attention."

7. Erin O'Hanlon, Atlantic County Women's Center: "Options and Choices for Victims and Survivors of Sexual Assault" **Average Score: 3.8**

No comments given

8. Brett Sokolow, J.D: Nat'l Center for Higher Education Risk Management "Conversation on Consent" **Average Score: 4.1**

Students stated that presentation was very informative/ educational, and that presenter gave a good description of consent.

- "Amazing information on legal aspects of consent."
- "Great speaker, awesome examples, very well prepared."

9. Celeste Steinberg Albert: "Getting Real about Relationship Realities" **Average Score: 3.8**

Students stated that this presentation provided them with a lot of good information, and discussions were good.

- "Very good discussion. Very interactive."
- "Interactive part great! Leads into great discussion."



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- 10. Networking Reception:** **Average Score: 3.4**
Students stated that good pamphlets provided, but no networking opportunities were apparent
- “Very good pamphlets.”
 - “Bad timing. Didn’t see anyone. Shouldn’t be during lunch.”
- 11. Andrea Cooper, Professional Speaker: Educator on Rape, Depression & Suicide “Kristin’s Story: A Mother’s Account of Acquaintance Rape, Depression, and Suicide.”** **Average Score: 4.8**
Students stated that they were appreciative of the speaker’s story – some became emotional. Students stated that they learned a lot about rape and suicide from a different perspective.
- “It taught me a lot about depression, suicide and rape. Andrea’s poem hit me hard knowing that her daughter felt that and never told her mom.”
 - “Absolutely amazing – touching story – very emotional and informative – the best of the day.”
- 12. “1 in 4” National Peer Education Team: “The Socialization of Men and How it Effects Relationships”** **Average Score: 4.2**
Students stated that this was an impressive presentation with good points discussed.
- “A great approach for men to help rape victims and effect change.”
 - “Head turning conversation about societal views and expectations. 1 in 4 is impressive.”
- 13. Brett Sokolow, J.D: National Center for Higher Education Risk Management “Drunk Sex or Date Rape? Can You Tell the Difference?”** **Average Score: 4.6**
Students described this as a great presentation, very informative.
- “Case study provided an in-depth (objective) look at repercussions of rape & assault.”
 - “Great presentation! Definitely someone to bring back for Greek life.”
- 14. Catharsis: Sex Signals: “Post Show Discussion”** **Average Score: 4.3**
Students liked this presentation and were comfortable talking with the speakers.
- “INVITE BACK! Very comfortable discussion.”
 - “Very informative and picked up right where we left off.”
- 15. Catharsis: Sex Signals: “So Rape is Wrong – Now What?”** **Average Score: 4.3**
Students liked the interaction and group work done in this presentation.
- “Application of what you learn is the key. Great!”
 - “Good wrap up. Liked the group sessions.”
- 16. Publicity:** **Average Score: 4.7**
Students’ comments ranged from “publicized extremely well” to “if I wasn’t in a sorority I wouldn’t have known.”
- 17. What did you think of the conference?**
Overall, Students would like this conference repeated. Students described the conference as “awesome” and “great”
- “Good and I hope it happens again next year.”
 - “Excellent. I would definitely go again and recommend it to others. It’s something everyone should see.”
 - “The conference was probably one of the best conferences I’ve been to.”
- 18. What parts of the training do you feel you enjoyed the most, or learned the most from?**
 ▪ Students liked Sex Signals, Andrea Cooper, 1 in 4 and Brett Sokolow the best
- 19. What topics do you wish you had learned more about?**
 ▪ “Aftermath of rape”, “guys and rape”, “sexual protection”, “safety issues”, “relationship between rape and abuse”
- 20. Do you have any other issues or concerns that came up for you during the conference? What to do after rape, how to help someone who has been raped**
- “How to deal with the situation of being raped, ways to fight off the violator.”
 - “Helping someone who has been raped – that was glossed over. More instructions on that may help.”
- 21. Would you like to see this conference happen again next year?**
- 100% of respondents who answered this question stated they would like to see the conference happen again. Of those who would like the conference to happen again, 1% stated it should be held every few years, not every year.
- Comments:**
- “Yes – with more people – make it mandatory.”
 - “Yes. I think it should be bigger with more advertisement. Sexual assault is one of the primary issues on campus.”
- 22. Do you feel you are familiar with the campus resources available to you?**
 Yes: 79 No: 9
- 23. Are you familiar with the policies and procedures of the college?**
 Yes: 76 No: 10



**WELLNESS CENTER -
HEALTH SERVICES**

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

THE WELLNESS CENTER - OFFICE OF HEALTH SERVICES

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS*
<ul style="list-style-type: none"> ▪ Explore fulfilling requests for well physicals for active degree program participants. 	<ul style="list-style-type: none"> ▪ Collaborated with AtlantiCare Occupational Medicine staff and physicians to provide physicals and medical clearance. ▪ Established Health Services role as liaison in the clearance process (i.e., appointments, and authorization). ▪ Established graduate student medical clearance packet information relative to fieldwork placement and course of study. 	<ul style="list-style-type: none"> ▪ Procedure approved and in place. ▪ Information packet created and approved. ▪ See Supporting Document 1. 	<ul style="list-style-type: none"> ▪ Level 1. Goal met, but will continue refining the process.
<ul style="list-style-type: none"> ▪ Connect with Stockton’s Study Abroad Program to develop informational workshop and website relating to requirements for vaccinations needed for travel abroad. 	<ul style="list-style-type: none"> ▪ Conduct Passport Health workshop. ▪ Updated and maintained Wellness Center website as needed. 	<ul style="list-style-type: none"> ▪ Resource listing for necessary immunization requirements available through Health Services. ▪ Health Services website provides information on health advisories, alerts, and warnings. 	<ul style="list-style-type: none"> ▪ Level 2. Goal partially met. Workshop has not been provided, but resources are available for student population.
<ul style="list-style-type: none"> ▪ Evaluate the men’s sexual health clinic and the feasibility of hiring a male practitioner to run the program. 	<ul style="list-style-type: none"> ▪ Male Clinic available on Tuesday evenings. ▪ Promoted sexual awareness and education for male student body. ▪ Male practitioner available to provide services to male students. 	<ul style="list-style-type: none"> ▪ Clinic provides STD testing and treatment; free condoms with consultation. ▪ Students were provided with opportunity to complete satisfaction surveys. ▪ See Supporting Document 2. 	<ul style="list-style-type: none"> ▪ Level 1. Goal met, but will continue for the next coming year.



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<ul style="list-style-type: none"> Improve storage facility for space for record retention and needed supplies. 	<ul style="list-style-type: none"> Purged old client records as required by law. Purchased new filing cabinets. Reallocated closet space to suit Health Services functions more effectively. 	<ul style="list-style-type: none"> Increased storage has helped increase the efficiency of the Health Office. 	<ul style="list-style-type: none"> Level 1. Goal Met. But will continue this goal for the next year.
<ul style="list-style-type: none"> Collaborate with Bursar’s Office and Computer Services to provide insurance applications and waivers online. 	<ul style="list-style-type: none"> Staff met with both departments to develop online services for insurance applications, and waivers. 	<ul style="list-style-type: none"> Staff is now able to generate statistical reports relative to college health insurance. 	<ul style="list-style-type: none"> Level 1. Goal met.
<ul style="list-style-type: none"> Assure HIPAA compliance. 	<ul style="list-style-type: none"> Medical staff continues to follow rulings and provide information to students. 	<ul style="list-style-type: none"> Student sign-in procedure continues. Confidential practices maintained. 	<ul style="list-style-type: none"> Level 1. Goal met.
<ul style="list-style-type: none"> Improve flow of Health Services’ business office procedures. 	<ul style="list-style-type: none"> Business Manager monitors budgets and contracts. Secretary reclassified from Sr. Clerk Typist to Principal Clerk Typist 	<ul style="list-style-type: none"> Business Manager developed new processes for contracts, accounts payable, and accounts receivables. Improved staff morale and office efficiency. 	<ul style="list-style-type: none"> Level 1. Goal met.

* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES

REFLECTIVE ANALYSIS

- Trends:
 - The most prevalent treatment conditions were respiratory conditions, dermatological conditions and gastrointestinal conditions.
 - Students were treated for respiratory conditions more frequently during February and March.
 - Students with gastrointestinal conditions were treated mostly in April.
- Health Services hosted Meningitis and Influenza Clinics which benefited admitted students without health insurance or those unable to obtain their vaccinations before entering the college. Sixty-seven students attended this clinic in the fall 2005 semester.
- Established processes and procedures for graduate study medical clearance for students enrolled in Occupational Therapy, Physical Therapy, Education, and Nursing graduate programs.



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- Health Services provided medical services to 4,527 students, 506 faculty and staff, and 181 visitors for a total of 5,214 visits. (See Supporting Document 3.)
- The Health Educator provided 59 workshops reaching 985 females and 598 males; Peer Educators provided 29 workshops (see Supporting Document 7).
- The Nutritionist evaluated 382 students and provided 11 programs/workshops on eating disorders and nutrition (see Supporting Document 8).

COLLABORATIVE EFFORTS

- Collaborated with Bursar’s Office and Computer Services to allow online completion of insurance applications and waivers.
- Collaborated with the EOF Program to provide physicals for all EOF students on campus.
- Health Services collaborated with Athletics to provide physicals for athletes on campus, while the Nutritionist helped develop screening and assessment tools and guidelines for faculty and students.
- The Health Educator continued collaborations with many offices throughout the year, including EOF, Athletics, Women’s Day of Wellness and Employee Wellness Day.
- Collaborated with the Office of Graduate Studies on the establishment of procedures for conducting wellness physicals for graduate students in education, nursing, occupational therapy, and physical therapy.
- Collaborated with Housing and Admissions to monitor state medical compliance for commuter and residential students.
- Collaborated with Graphics and the Print Shop to improve office publications.

PROFESSIONAL DEVELOPMENT

Note: Doctors, Nurses and Nutritionist are employees of AtlantiCare Regional Medical Center. Health Educator information is included in Counseling Services annual report.

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Electronic submission of immunization information, insurance applications, and waivers increased as students and parents became more aware of this service.
- Provided graduate student wellness physicals in cooperation with AtlantiCare Occupational Medicine to facilitate graduate placement and study programs for Physical Therapy, Occupational Therapy, Education, and Nursing students.
- Improved efficiency of the business office by reallocating storage space.
- Initiated the posting of health alerts on the Health Services website for the college community.
- Based on yearly data, usage of Health Services has tremendously increased. The fall semester (September 2005 to December 2005) documents a total of 2,278 students, while the spring semester (January 2006 to May 2006) shows 2,249 visits for a yearly total of 5,214, an increase of 843 visits.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Develop and implement procedures to notify the Stockton community regarding infectious disease health threats such as mumps and avian flu.
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GOAL/OBJECTIVE No. 2	Fulfill requests for well physicals for active degree programs in graduate studies.
GOAL/OBJECTIVE No. 3	Continue collaboration with other departments.
GOAL/OBJECTIVE NO. 4	Encourage staff to participate in professional development.
GOAL/OBJECTIVE NO. 5	Conduct an online survey regarding student knowledge of medical, nutritional, and health educational services provided by the Wellness Center.

V. SUPPORTING DATA

- Document 1. Graduate Student Physical Packet 2006-2007
 - Letter describing medical clearance process for graduate students
 - Physical Authorization Form
 - Stockton’s Medical Clearance Form
 - Health Questionnaire
- Document 2. AtlantiCare Family Planning at Stockton Statistics 2005-06
 - AtlantiCare Outpatient Services Family Planning - Patient Satisfaction Summary 2005-06
- Document 3. Patients Per Month - July 2005 through June 2006
- Document 4. Presenting Problems/Conditions 2004-05 vs 2005-06
- Document 5. Appoints by Medical Staff Type 2004-05 vs 2005-06
- Document 6. Student Evaluation of Health Services 2005-06
- Document 7. Health Education Annual Report - June 2005 thru May 2006
- Document 8. Nutritionist Annual Report - June 2005 thru May 2006



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Document 1. Graduate Student Physical Packet 2006-2007

*Graduate Studies
At the Richard Stockton College of New Jersey*

WELLNESS CENTER

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

**Graduate Physical Packet
2006-2007**

June 27, 2006

Dear Graduate Student:

I am pleased to make you aware of some pertinent information as it relates to the graduate student medical clearance process. This packet outlines the procedure to arrange a physical, if deemed necessary by your individual course of study for your clinical and/or fieldwork placement. Consult with your graduate program's clinical coordinator for further information. The physicals will be conducted at either of two AtlantiCare Occupational Medicine facilities: Atlantic City or Mays Landing. The Office of Health Services will act as the liaison to help you obtain your physical(s) through AtlantiCare Occupational Medicine. There is no charge to you for this physical.

Please be advised that the following steps are required by you in this process:

- Schedule (or cancel) an appointment with the Office of Health Services at (609) 652-4701.
- Complete the clearance packet attached, and bring in forms to your appointment with Health Services; along with two forms of ID (one must be a picture ID). *Once seen by the medical staff, and Health Services signs your physical authorization form, you are released to make an appointment with either AtlantiCare Occupational Medicine facility.*
- Obtain a copy of your immunization records from Health Services.
- Bring the packet and immunization records with you to your appointment at AtlantiCare.
- Have the AtlantiCare physician complete the medical clearance form with your physical results, and sign it.
- Once the clearance form is completed and signed by the physician, have an AtlantiCare administrative staff fax your medical clearance form to the Health Services Office at (609) 626-5550.

If there are any questions or concerns, feel free to contact Frances Bottone or Kevin Dabney for further information. Thanks for your cooperation, and we -- the Office of Health Services -- look forward to serving your medical needs.

Sincerely,

F. H. Bottone

Frances H. Bottone MA, LDT/C
Director of Health and Counseling Services
 Office of Health Services



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STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
P.O. Box 195 • Pomona, New Jersey 08240-0195
Phone: (609) 652-4722 • Fax: (609) 626-5586

PHYSICAL AUTHORIZATION FORM

Student Name: _____ SS#: _____

Address: _____ Phone: _____

Authorized by: _____

Frances H. Bottone MA, LTD/C
Director of Health and Counseling Services
Kevin L. Dabney, BS, Business Manager
Office of Health Services

Date of Appt: _____ Time of Appt: _____

Your Physical will be performed at:



- 1401 Atlantic Avenue, Suite 2200
Atlantic City, NJ 08401
(609) 441-8083
- OR
- 4622 Black Horse Pike
Mays Landing, NJ 08330
(609) 652-4733

Basic Physical

Other

**PLEASE BRING TWO FORMS OF IDENTIFICATION!
ONE MUST BE A PHOTO ID!**



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1401 Atlantic Avenue, Suite 2200
Atlantic City, NJ 08401
(609) 441-8083 Fax: (609) 441-8136

4622 Black Horse Pike
Mays Landing, NJ 08330
(609) 625-4733 Fax: (609) 624-0669

STOCKTON’S MEDICAL CLEARANCE FORM

Date: _____
(Today’s Date or Last Visit’s Date)

Student Name: _____
(Please Print Name)

To Whom It May Concern:

I have examined and found this individual:

In good health and free of active communicable disease by history and physical examination.

	YES	NO
RUBELLA IMMUNE	_____	_____
MEASLES IMMUNE	_____	_____

Pending TB skin test completed through Richard Stockton College of NJ Student Health Services.

He/She does not have any physical limitation (such as weight lifting restrictions) and is capable of performing the essential functions of _____ without restriction or number of hours worked per week.

He/She does have restrictions.
Restrictions/Comments: _____

Signature Title Date

AtlantiCare Occupational Medicine Provider



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STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
 P.O. Box 195 • Pomona, NJ 08240-0195
 Phone: (609) 652-4722 • Fax: (609) 626-5586

HEALTH QUESTIONNAIRE

Name: _____ Gender: M F
 LAST FIRST M.I.

Address: _____
 CITY STATE ZIP

SS# _____ Birth date: _____ Telephone # _____

Internship Applied For: _____ Today's Date: _____

Allergies: _____ Weight _____ Height _____

Date and Reason for Last Visit to Physician: _____

Family History: Cardiovascular Disease: _____ Diabetes: _____ Tuberculosis: _____

HAVE YOU HAD OR DO YOU HAVE ANY OF THE FOLLOWING? (Check "Yes" or "No" after each question):

DISEASE OF	YES	NO	DISEASE OF	YES	NO	DISEASE OF	YES	NO	DISEASE OF	YES	NO
Ankles (Swollen)			Brain			Jaundice			Stomach		
Appetite (Poor)			Convulsions / Seizures			Kidneys			Chronic Indigestion		
Asthma			Cancer or Tumors			Kidney Stones			Recurrent Nausea		
Hay Fever			Colds (Frequent)			Nephritis			Recurrent Vomiting		
Allergies - Medications			Diabetes			Liver			Stomach Ulcers		
Allergies - Seasonal			Dizziness			Lungs			Vomiting Blood		
Allergies (Other)			Ears			Bronchitis			Throat		
Latex Allergy			Deafness			Cough (Chronic)			Frequent Sore Throat		
Arthritis			Running Ears			Coughing up Blood			Tuberculosis		
Rheumatism			Eyes			Pleurisy			Urinary Tract		
Back (Spine)			Feet (Painful Flat Feet)			Pneumonia			Blood in Urine		
Backaches			Gallbladder			Malaria					



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Bladder			Genitals			Nervous Breakdown			Frequent or Painful Urination		
Bone			Headaches (Frequent)			Nose					
Joints			Heart			Paralysis			WOMEN ONLY		
Bowel			Chest Pains			Rheumatic Fever			Abnormal Menstrual Periods		
Black or Bloody Bowel Movements			Palpitations			Shortness of Breath			Severe PMS		
Chronic Constipation			Hernia			Sinus Infection (Chronic)			INJURIES		
			High Blood Pressure								
			Intestines			Skin			OPERATIONS		
Hemorrhoids / Piles						Spleen			OTHER		

If you answered "Yes" to any of these questions, please explain:

Other serious illness (please explain): _____

Work History: _____

Do you hear well? _____ If no, explain _____

Have you ever been rejected or discharged from military service because of illness or injury? _____
If yes, explain _____

Have you ever been received any pension, insurance payments or compensation for any injury or illness? _____
If yes, explain. _____

Do you have any defect, deformity or disease which may interfere with your work? If yes, explain.

State details of illness, injuries, operations, or defects:

I, THE UNDERSIGNED, CERTIFY THE ABOVE ANSWERS ARE TRUE, AND GIVE THE EXAMINING HEALTHCARE PROVIDER PERMISSION TO SUBMIT A REPORT TO MY COLLEGE.

Date _____, 20____ Signed _____



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 2. AtlantiCare Family Planning at Stockton Statistics 2005-06

Male: 18 (15 initial visits, 3 revisits)

Female: 472 (104 Initial Visits, 105 Annual Visits, 163 Revisits, for supplies, problems, follow-up)

Services offered to females:

- Pap testing
- STD testing (No HIV testing)
- Contraception
- Emergency contraception
- Reproductive health counseling
- Pregnancy testing
- GYN physical examinations
- On-site management of minor gynecologic problems

Services offered to males:

- STD testing (No HIV testing)
- Contraception
- Reproductive health counseling
- On-site management of minor reproductive health problems

Services are by appointment, though walk-ins are accepted when accommodations are available. Fees are based upon a sliding fee scale; however, Bollinger Insurance, which is available to Stockton students, is accepted as well.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**ATLANTICARE
WOMEN'S OUTPATIENT SERVICES
FAMILY PLANNING-STOCKTON COLLEGE**

**PATIENT SATISFACTION SUMMARY REPORT
JULY 2005 - JUNE 2006**

<p>1. Please rate how quickly the office staff was in answering the phone when you called.</p> <table border="1"> <thead> <tr> <th></th> <th>%</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Poor</td> <td>3.70%</td> <td>1</td> </tr> <tr> <td>Fair</td> <td>7.40%</td> <td>2</td> </tr> <tr> <td>Good</td> <td>11.10%</td> <td>3</td> </tr> <tr> <td>Very Good</td> <td>33.30%</td> <td>9</td> </tr> <tr> <td>Excellent</td> <td>44.40%</td> <td>12</td> </tr> <tr> <td>Average*</td> <td>4.07</td> <td></td> </tr> </tbody> </table>		%	N	Poor	3.70%	1	Fair	7.40%	2	Good	11.10%	3	Very Good	33.30%	9	Excellent	44.40%	12	Average*	4.07		<p>7.b. Please rate the overall courtesy of the following staff: Physician/Nurse Practitioner</p> <table border="1"> <thead> <tr> <th></th> <th>%</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Poor</td> <td>0.00%</td> <td>0</td> </tr> <tr> <td>Fair</td> <td>3.80%</td> <td>1</td> </tr> <tr> <td>Good</td> <td>11.50%</td> <td>3</td> </tr> <tr> <td>Very Good</td> <td>23.10%</td> <td>6</td> </tr> <tr> <td>Excellent</td> <td>61.50%</td> <td>16</td> </tr> <tr> <td>Average</td> <td>4.42</td> <td></td> </tr> </tbody> </table>		%	N	Poor	0.00%	0	Fair	3.80%	1	Good	11.50%	3	Very Good	23.10%	6	Excellent	61.50%	16	Average	4.42	
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ANNUAL REPORT – ACADEMIC YEAR 2005-2006

<p>5. Please rate the length of time you waited for your Physician/Nurse Practitioner after being taken to the exam room.</p> <table border="1"> <thead> <tr> <th></th> <th>%</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Poor</td> <td>0.00%</td> <td>0</td> </tr> <tr> <td>Fair</td> <td>0.00%</td> <td>0</td> </tr> <tr> <td>Good</td> <td>23.10%</td> <td>6</td> </tr> <tr> <td>Very Good</td> <td>30.80%</td> <td>8</td> </tr> <tr> <td>Excellent</td> <td>46.20%</td> <td>12</td> </tr> <tr> <td>Average</td> <td>4.23</td> <td></td> </tr> </tbody> </table>		%	N	Poor	0.00%	0	Fair	0.00%	0	Good	23.10%	6	Very Good	30.80%	8	Excellent	46.20%	12	Average	4.23		<p>10. Please rate the convenience of the office location.</p> <table border="1"> <thead> <tr> <th></th> <th>%</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Poor</td> <td>0.00%</td> <td>0</td> </tr> <tr> <td>Fair</td> <td>0.00%</td> <td>0</td> </tr> <tr> <td>Good</td> <td>7.40%</td> <td>2</td> </tr> <tr> <td>Very Good</td> <td>33.30%</td> <td>9</td> </tr> <tr> <td>Excellent</td> <td>59.30%</td> <td>16</td> </tr> <tr> <td>Average</td> <td>4.52</td> <td></td> </tr> </tbody> </table>		%	N	Poor	0.00%	0	Fair	0.00%	0	Good	7.40%	2	Very Good	33.30%	9	Excellent	59.30%	16	Average	4.52	
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NUMBER OF SURVEYS COLLECTED: 27

SURVEYS COLLECTED: 7/1/05 - 6/30/06

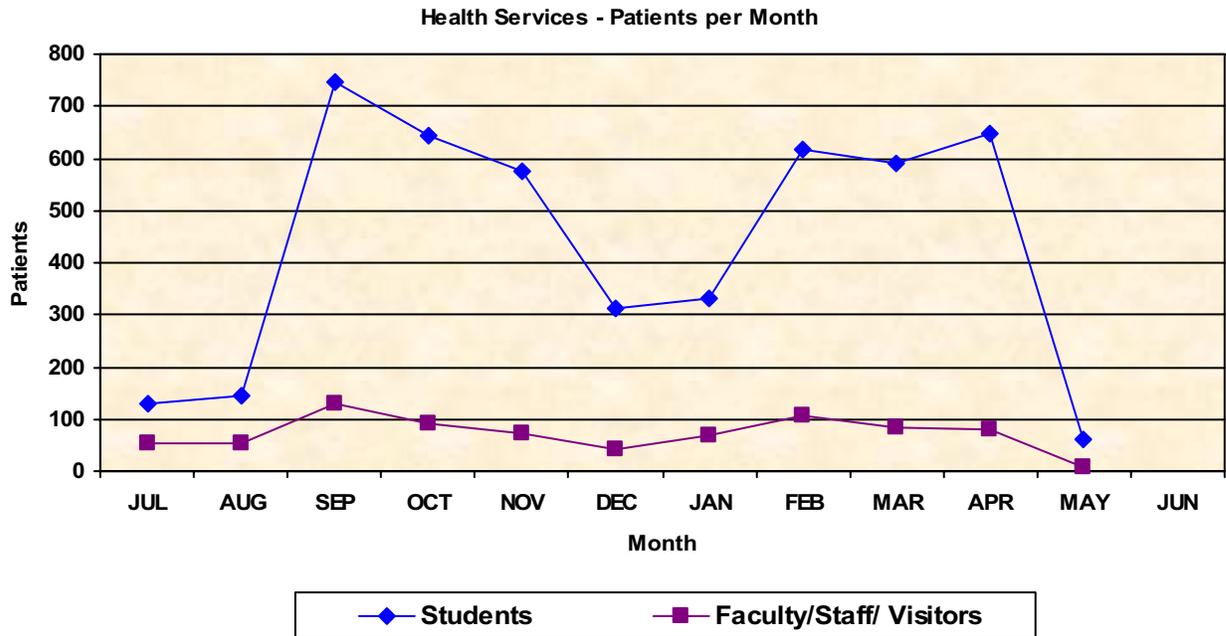
DATE OF REPORT: 7/13/06

Average - The average is a weighted average representing the typical response for the population surveyed, where "Poor" = 1, "Fair" = 2, "Good" = 3, "Very Good" = 4, and "Excellent" = 5.

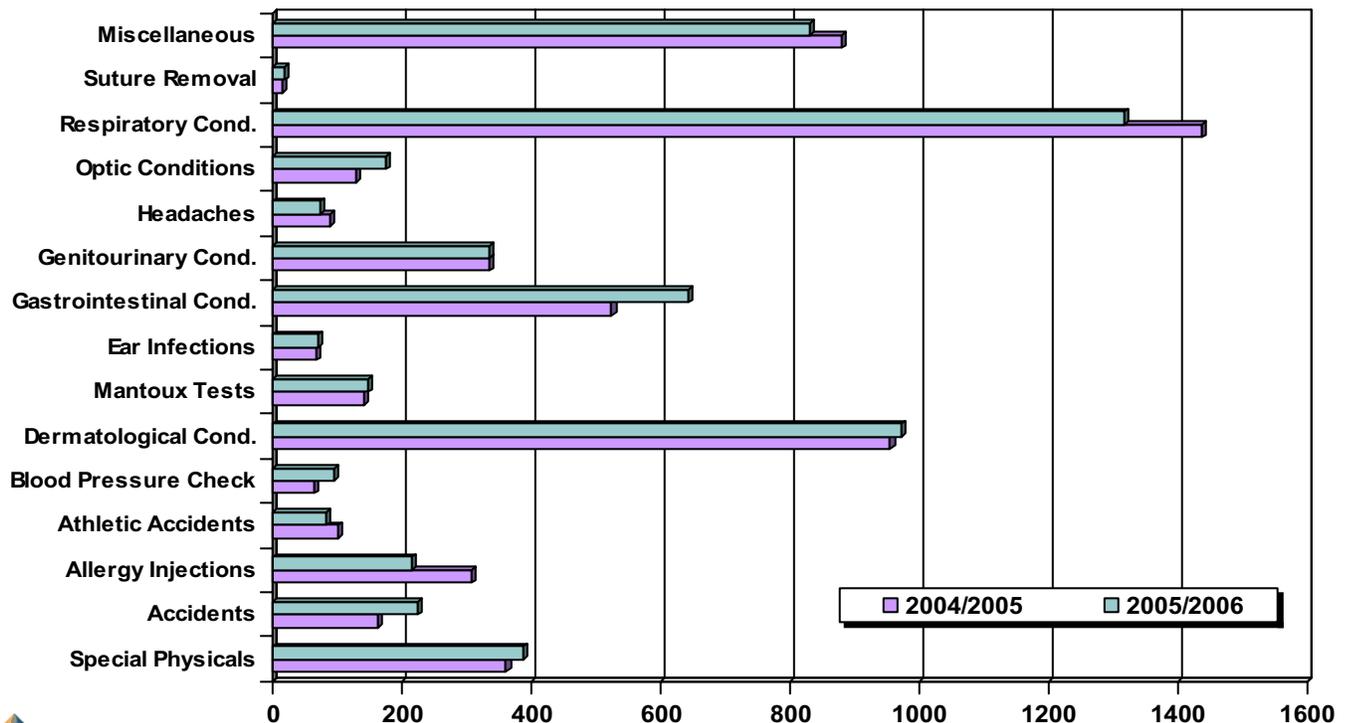


ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**Document 3. Patients Per Month
July 2005 through June 2006**

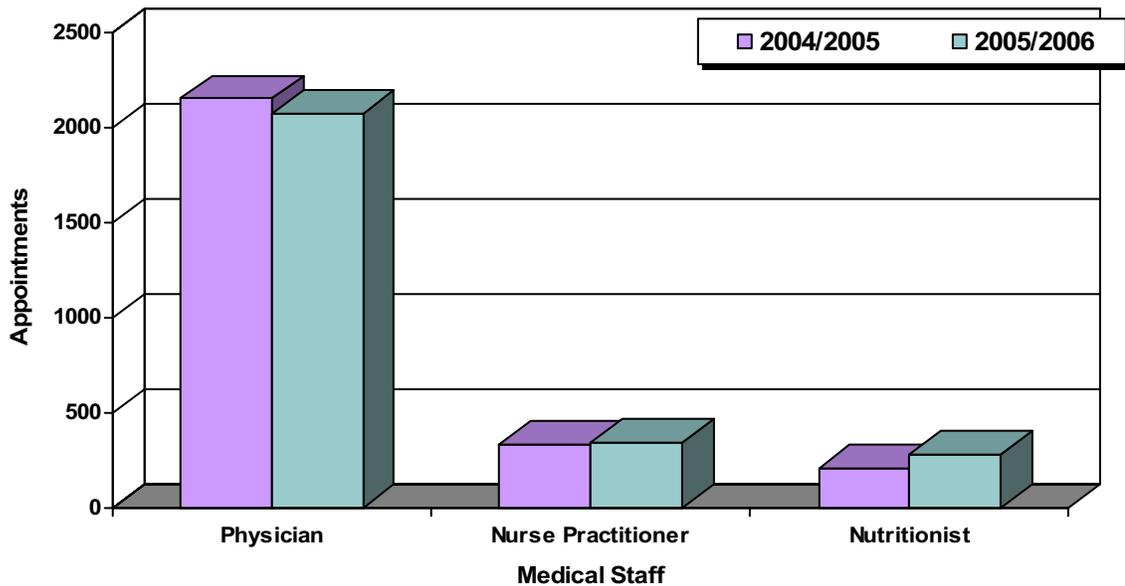


Document 4. Presenting Problems/Conditions 2004-05 vs 2005-06

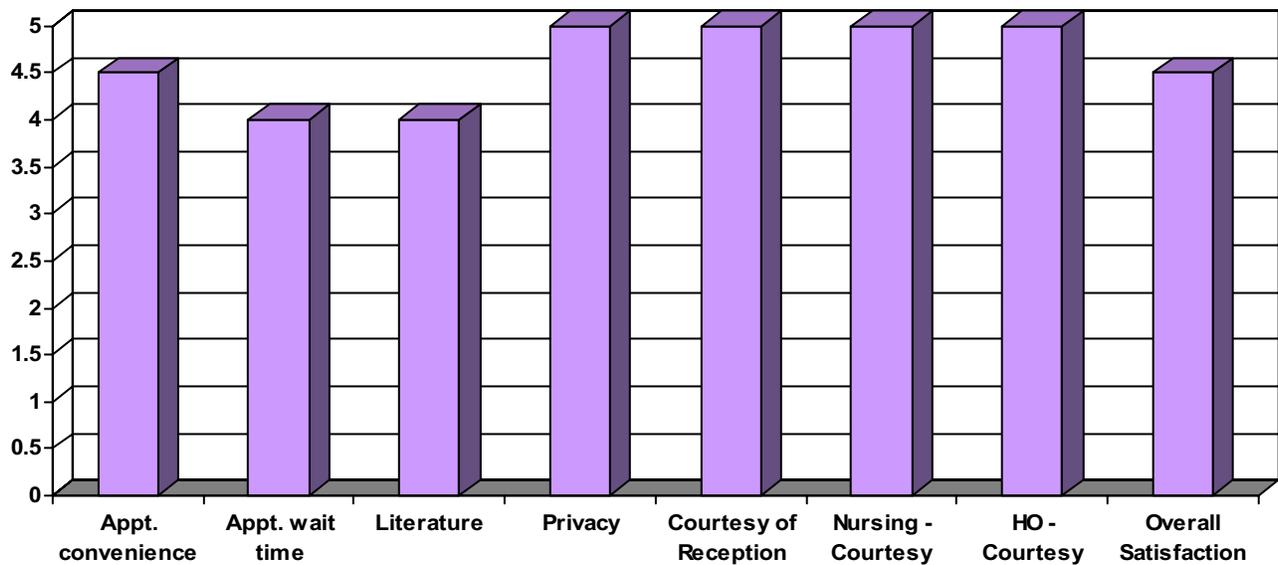


ANNUAL REPORT – ACADEMIC YEAR 2005-2006

**Document 5. Appointments by Medical Staff Type
2004-05 vs 2005-06**



Document 6. Student Evaluation of Health Services 2005-06



Rating Scale: 1= poor, 2= fair, 3=good, 4=very good, 5=excellent



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 7. Health Education Annual Report - June 2005 thru May 2006

The Health Educator provided a variety of workshops to several groups and organizations as well as presentations at the College of New Jersey Peer Leadership Conference and the Atlantic County Vocational Technical School. This included 29 workshops for general audiences, 6 workshops for EOF students and tutors, 3 workshops for Greek organizations, 3 for Student Council and Student Senate, 12 for Housing Staff or assisting them with resident programming, 1 for the Student Leaders conference, and 5 for the Community of Scholars. The Peer Educators were involved with 29 workshops and programs. The total outreach audience included 985 females and 598 males.

Workshop topics included: Stress Management, Teambuilding, Dimensions of Wellness, Sexual Health, Setting Goals, Financial Responsibility, Presentation Skills, Sexual Assault, Substance Abuse, Confrontation Skills, Self Esteem, and Relationships.

Large-scale events included Employee Wellness Day (with more than 200 people attending), speakers for Freshman Orientation, Certified Peer Educator training in the fall, AIDS Walk, Lolla-No Booza Dance Party (with more than 200 students attending), Great American Smokeout, Pill & Pap Day, World AIDS Day, Blood Drives in February and April, Sexual Assault Conference (with 300+ participants), Women’s Day of Wellness (with 200 people attending), and the return of the theatrical production “A Night of Sex” (with approximately 150 students attending).

Additionally, the Health Educator meets individually with students as requested and those encounters totaled 185.

Document 8. Nutritionist Annual Report - June 2005 thru May 2006

The Nutritionist provided a variety of workshops and screenings to many organizations and groups of the Richard Stockton College. A total of 382 patients were serviced through the Nutrition Program. The Nutrition Program works in conjunction with the College’s psychiatrist, the Wellness Center Counselors, Medical Staff, Health Educator, and Business Office. Additionally, the program has also supported and rendered services for a number of the academic divisions and departments throughout the college. During the course of the year, the Nutritionist has conducted programs and sessions including:

- Nutrition Spin Quest Contest
- Healthy Eating on Campus
- Peer Education Workshop
- Eating Disorders on Campus
- Healthy Eating Program
- National Nutrition Month
- Peer Education presentation on Nutrition
- Eating Disorder Program
- Women’s Day of Wellness
- Eating Disorders Awareness Week

The Nutritionist meets individually with a number of students for initial one-hour appointments and one half-hour for follow-up appointments. The program is seen as a strong resource for many college officials and the widespread student population, directly supporting the functions of the Health Services and Counseling Services Offices.



**WELLNESS CENTER -
LEARNING ACCESS
PROGRAM**

**2005-2006
ANNUAL REPORT**



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

THE WELLNESS CENTER - OFFICE OF LEARNING ACCESS PROGRAM

I. AY05-06 GOALS AND OBJECTIVES

PROGRAM GOALS/OBJECTIVES	PROGRAMS/ACTIVITIES IN SUPPORT OF GOALS/OBJECTIVES	LEARNING/PERFORMANCE OUTCOMES (DIRECT AND INDIRECT MEASURES)	PERFORMANCE LEVEL AND COMMENTS*
<ul style="list-style-type: none"> ▪ Provide faculty and staff training regarding disability laws, rights of students, rights of faculty, and information about specific disabilities including instructional techniques. 	<ul style="list-style-type: none"> ▪ Delivered New Faculty Orientation Workshop on the Learning Access Program (LAP), disabilities, and disability laws applicable to college. ▪ Provided faculty workshop at invitation of Professor R. Caplan on LAP and disabled students. ▪ At the invitation of the Stockton Teacher Education Program, presented the second part of a workshop for faculty and staff on disability conditions, accommodations, and teaching strategies. 	<ul style="list-style-type: none"> ▪ New faculty contacts, requests for information and assistance dramatically increased. ▪ Referrals by faculty to LAP increased. ▪ Improved open communication by faculty concerning student issues and brainstorming resolutions. 	<ul style="list-style-type: none"> ▪ Level 1. Faculty interactions were positive and many student problems were effectively resolved to the satisfaction of both student and faculty member.
<ul style="list-style-type: none"> ▪ Streamline and improve delivery of services to students with disabilities yet stay engaged on a personal level with the students. 	<ul style="list-style-type: none"> ▪ Faculty notified in advance when placing an interpreter in the classroom with some guidelines about the use of interpreters. ▪ LAP staff handled different clients to improve efficiency of operations. 	<ul style="list-style-type: none"> ▪ Advance notification allowed ease of transition and eliminates fear of the unknown. ▪ Returning students met with one or two staff members/new students seen by one specific staff member, which allowed more time for new students who need more information and direction as they transition into the program. ▪ Students were seen more quickly, eliminating frustration and anxiety. 	<ul style="list-style-type: none"> ▪ Level 1. Students were seen in a timely manner, obtained the necessary documentation for accommodations. Allowed more time to handle immediate crises.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

<ul style="list-style-type: none"> ▪ Continue developing connections to the different divisions of the college to market LAP programs and services and increase awareness of disabilities and disability law. 	<ul style="list-style-type: none"> ▪ Participated in the New Faculty Dinner held by Housing and Residential Life. ▪ Addressed Pam Cross' class for new writing tutors on the topic of working with students with disabilities. ▪ Met with the evaluator of the Occupational Therapy (OT) program regarding services for disabled students as part of the OT program's validation for accreditation. ▪ Provided a workshop for a master's level class on Disability Etiquette. ▪ Met with new Divisional Administrator of SOBL to discuss disability services offered on campus. 	<ul style="list-style-type: none"> ▪ New faculty dinner allowed LAP staff to further strengthen bond with new and existing faculty. ▪ Tutors gained a greater perspective of types of presenting problems and some techniques to employ when dealing with disabled students. ▪ Were able to assist OT in successfully completing an evaluation of program. 	<ul style="list-style-type: none"> ▪ Level 1. These efforts in establishing a collegial bond with new and existing faculty were successful in smoothing the way when crises and problems occurred resulting in a less stressful, more successful conclusion.
<ul style="list-style-type: none"> ▪ Investigate ways to introduce more students to available technology to promote intellectual and academic independence. 	<ul style="list-style-type: none"> ▪ Developed plan for an adaptive technology lab for use by Stockton students. ▪ Purchased computers to be used in the adaptive tech lab. ▪ Met with the Commission for the Blind and Visually Impaired to determine software for Stockton student clients. ▪ Purchased new Victor Vibe machines to be used with recorded books borrowed from Recording for the Blind and Dyslexic to allow 	<ul style="list-style-type: none"> ▪ 89 recorded books were used this year by students. ▪ Commission was unable to fulfill the request in a timely manner. 	<ul style="list-style-type: none"> ▪ Level 2. Goal partly met. Despite many efforts, space for use as an adaptive tech lab could not be identified which hindered ability to introduce students to available technologies.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

	<p>ease of use by students.</p> <ul style="list-style-type: none"> ▪ Purchased 3 copies of Zoomtext software for a visually impaired student. ▪ Obtained software and hardware from TCNJ, a New Jersey Regional Center for Adaptive Technology. 		
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* Performance Levels:

- 1 = Goal/objective met or exceeded – no adjustments necessary, continue support
- 2 = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- 3 = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- 4 = Not enough information available to assess

II. EVALUATION OF AY05-06 GOALS AND OBJECTIVES

REFLECTIVE ANALYSIS

- LAP has 217 registered students, 192 who were active clients this academic year. The staffing switches of last summer that resulted in the LDT/C moving to an administrative position resulted in LAP struggling to maintain its standard of service. A part-time Learning Specialist position was added and filled for 8 hours a week which helped somewhat. From a student perspective, the transition was seamless and services were not only unchanged but improved.
- The utilization of more office space by Counseling Services due to staffing increases made testing accommodation space even more restricted. Students were not able to test on Tuesdays and some were unable to test in LAP as a result of limited availability.
- The results of a Student Satisfaction Survey indicated students have a positive perception of the Learning Access Program. When students were asked what might be done to improve the program, the following suggestions were made:
 - Provide evening testing
 - Establish a testing center
 - Place student testimonials on the LAP website

COLLABORATIVE EFFORTS

- LAP was able to interact with the faculty on several occasions and on various levels. As this relationship grows, crises are averted, trust is formed, referrals increase, and the students are served more effectively.
- LAP continues to work closely with the offices of Housing and Residential Life and Admissions to accommodate student requests for accessible on-campus housing.
- LAP meets with many students searching for a college with strong services. Private tours are arranged through partnership efforts with the Office of Enrollment Management.
- Collaboration between the Office of Plant Management and LAP is vital and continues to provide students with access in inclement weather, wheel chair accessible tables, and other physical accommodations.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

- The Campus Police have partnered with LAP to assist with transportation issues and are aware of the location of those students who require assistance in case of an emergency evacuation situation.
- The Office of Events Services continues to assist the LAP in locating and securing testing space on campus for the LAP student population.
- LAP interacts with the Division of Academic Affairs in developing and implementing plans for those students facing dismissal for various reasons.

PROFESSIONAL DEVELOPMENT

- Counseling Services Professional Development Seminars and Conferences - Listed by individual:
 - Fran Bottone, MA, LDT/C
 - Robert Ross, MSW
 - Carol Quinn, MA

(For a complete list of individual professional association memberships, licensures, supervision, and seminars and conferences attended, please see Supporting Data Document 1.)

III. AY05-06 IMPROVEMENTS TO PROGRAMS AND SERVICES

- In response to the request by evening students for accommodated testing in the evening, part-time staff worked until 7 p.m. Monday through Thursday.
- In an effort to identify student perceptions, Customer Satisfaction Surveys were emailed to all currently active participants. There were 32 respondents who reported their satisfaction on such things as ease of obtaining appointments, helpfulness of the counselor, knowledge of the counselor, accommodations, and overall satisfaction. To the final question of overall satisfaction, 18 responses were excellent, 4 were very good, 8 were good, and 2 were below average.
- Created a link on the main college homepage search engine to direct anyone inquiring about disability to the LAP homepage.

IV. NEW INITIATIVES FOR AY06-07

GOAL/OBJECTIVE No. 1	Promote student-centered services via professional staff and resources that result in reasonable accommodations promoting student retention and graduation and preempt crisis management.
GOAL/OBJECTIVE No. 2	Create opportunities to present LAP services to faculty and staff via workshops, faculty orientation, classroom presentations, and advertising.
GOAL/OBJECTIVE No. 3	Continue to request adequate space for testing and an adaptive technology lab that ensures an acceptable environment for students and the integrity of the testing process.
GOAL/OBJECTIVE No. 4	Initiate a dialogue with the Office of Graduate Studies that addresses the issue of disability services for the graduate student population.



ANNUAL REPORT – ACADEMIC YEAR 2005-2006**V. SUPPORTING DATA**

- Document 1. – Learning Access Program Professional Development
- Document 2. – Learning Access Program Population Report 2005-2006
- Document 3. – Learning Access Program Contact Data Report AY 05-06
- Document 4. – Learning Access Program Accommodated Testing Hours Chart
- Document 5. – Learning Access Program Number of Accommodated Tests Chart
- Document 6. -- Student Evaluation of Services of the Learning Access Program Academic Year 2005/2006
- Document 7. – Learning Access Program Graduation Statistics Report AY 05-06



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 1. Counseling Services Professional Development

	Fran Bottone, MA, LDT/C	Robert Ross, MSW	Carol Quinn, MA
Professional Association Membership	<ul style="list-style-type: none"> ▪ AHEAD Association on Higher Education and Disability-member ▪ NJAHEAD New Jersey Association on Higher Education and Disability-member and Past President 	<ul style="list-style-type: none"> ▪ NJAHEAD New Jersey Association on Higher Education and Disability-member 	<ul style="list-style-type: none"> ▪ AHEAD Association on Higher Education and Disability-member ▪ NJAHEAD New Jersey Association on Higher Education and Disability-member
Seminars and Conferences	<ul style="list-style-type: none"> ▪ “College of the Overwhelmed” Audio conference (8/9/05) ▪ PIP training (8/8/05) ▪ “Implementing Effective Assessment Tools for Student Services” Webinar (9/29/05) ▪ “Psychopharmaceutical Updates”, Norman Chazin (10/5/05) ▪ “Best Practices in Reducing College Student Suicide: A Law and Policy Perspective” Webinar (10/12/05) ▪ “Outcome Portfolios” Webinar (10/12/05) ▪ Sexual Assault Training with SANE/SART nurse Lois Wirth (10/24/05) ▪ “The Impact of IDEA Changes on the Transition to Post Secondary Education” with Jeanne Kincaid (10/25/05) ▪ Domestic Violence Training with Stockton Police (11/2/05) ▪ Overview of Atlantic County Women’s Shelter (11/3/05) ▪ “Stress Management for Professionals” Kathy Pignatelli (11/4/05) ▪ “Legal Issues in Behavioral Health” (11/28/05) ▪ “The Power of Mindsets: Nurturing Hope, Motivation and Resilience in Others and Ourselves” Dr. Robert Brooks (12/2/05) 	<ul style="list-style-type: none"> ▪ “Students with Asperger’s Syndrome, Autism, and Related Conditions Attending College” Yale University (3/29-30/06) ▪ “Motivating Students From Day One to Graduation” teleconference (4/6/06) ▪ HIPAA update audiotape (6/25/06) 	<ul style="list-style-type: none"> ▪ “College of the Overwhelmed” Audio conference (8/9/05) ▪ “Psychopharmaceutical Updates”, Norman Chazin (10/5/05) ▪ Sexual Assault Training with SANE/SART nurse Lois Wirth (10/24/05) ▪ “The Impact of IDEA Changes on the Transition to Post Secondary Education” with Jeanne Kincaid (10/25/05) ▪ “The Power of Mindsets: Nurturing Hope, Motivation and Resilience in Others and Ourselves” Dr. Robert Brooks (12/2/05) ▪ “Students with Asperger’s Syndrome, Autism, and Related Conditions Attending College” Yale University (3/29-30/06) ▪ “Motivating Students From Day One to Graduation” teleconference (4/6/06) ▪ HIV/AIDS Update, South Jersey AIDS Alliance (5/23/06) ▪ “Facebook, MySpace: Liabilities, Judicial and Legal Matters” Audio conference (5/23/06) ▪ “Building High Performance Teams” Gene Swilkey (6/14/06) ▪ “Psycho-Educational Testing Process in the New Jersey Regional Centers” Jorene Burke (6/19/06) ▪ HIPAA update audiotape (6/25/06) ▪ “Get Motivated Business Seminar” (6/27/06)



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

	<p>Fran Bottone (continued)</p> <ul style="list-style-type: none"> ▪ “Training Faculty to Support Students” Rebecca Daly (2/3/06) ▪ “Dealing with Difficult Employees” Eugene Swilkey (2/22/06) ▪ “Risk Management for Student Organizations” Audio conference (2/28/06) ▪ “Responding to Mental Health Issues in the Community College: Legal, Ethical and Practical Considerations” Hannah Rudstam (3/3/06) ▪ “Working Effectively with Students with Psychiatric Disabilities: Seeing Not Only the Disorder but the Uniqueness Within” Marcia Wyrzten (3/3/06) ▪ Erik Peterson and the Seven Areas of Change Webcast (3/7/06) ▪ “The State of Social Norms 2005-2006” Audio conference (3/9/06) ▪ “Working with Families of Student’s with Disabilities” Rick Blumberg (5/5/06) ▪ Commission for the Blind and Visually Impaired workshop (4/21/06) ▪ “The New Campus Challenge: Student’s with Asperger’s Syndrome” Jane Theirfield Brown (5/5/06) ▪ Psychiatric Update with Dr. Chazin (5/10/06) ▪ HIV/AIDS Update, South Jersey AIDS Alliance (5/23/06) ▪ “Facebook, MySpace: Liabilities, Judicial and Legal Matters” Audio conference (5/23/06) ▪ “Methamphetamine: It is a Problem Here” Atlantic Co. Prosecutor’s Office (6/6/06) 		
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ANNUAL REPORT – ACADEMIC YEAR 2005-2006

	<p>Fran Bottone (continued)</p> <ul style="list-style-type: none"> ▪ “Serving Students with Cochlear Implants” NTAC (6/8/06) ▪ “Building High Performance Teams” Gene Swilkey (6/14/06) ▪ “Psycho-Educational Testing Process in the New Jersey Regional Centers” Jorene Burke (6/19/06) ▪ “ACPA/CSHE 2006 Student Affairs Assessment Seminar” (6/21-23/06-30) 		
<p>Other</p>	<ul style="list-style-type: none"> ▪ dsshe-l Disability listserv ▪ acca-l College counseling listserv ▪ njcha College Health listserv 	<p>Robert Ross (continued)</p> <ul style="list-style-type: none"> ▪ dsshe-l Disability listserv 	<p>Carol Quinn (continued)</p> <ul style="list-style-type: none"> ▪ dsshe-l Disability listserv



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 2. Learning Access Program Population Report 2005-2006

Disability Category	Count	Percent
Learning Disability	65	31.40
Health ICD10	53	25.60
DSMIV	39	18.84
AD/HD	30	14.49
Cognitive	2	0.97
Physical Dexterity	2	0.97
Physical Mobility	2	0.97
Vision	2	0.97
Visual Impairment	2	0.97
Hearing Impairment	1	0.48
Miscellaneous	1	0.48
Other Disability	1	0.48
Physical/Mobility	1	0.48
Total	201	

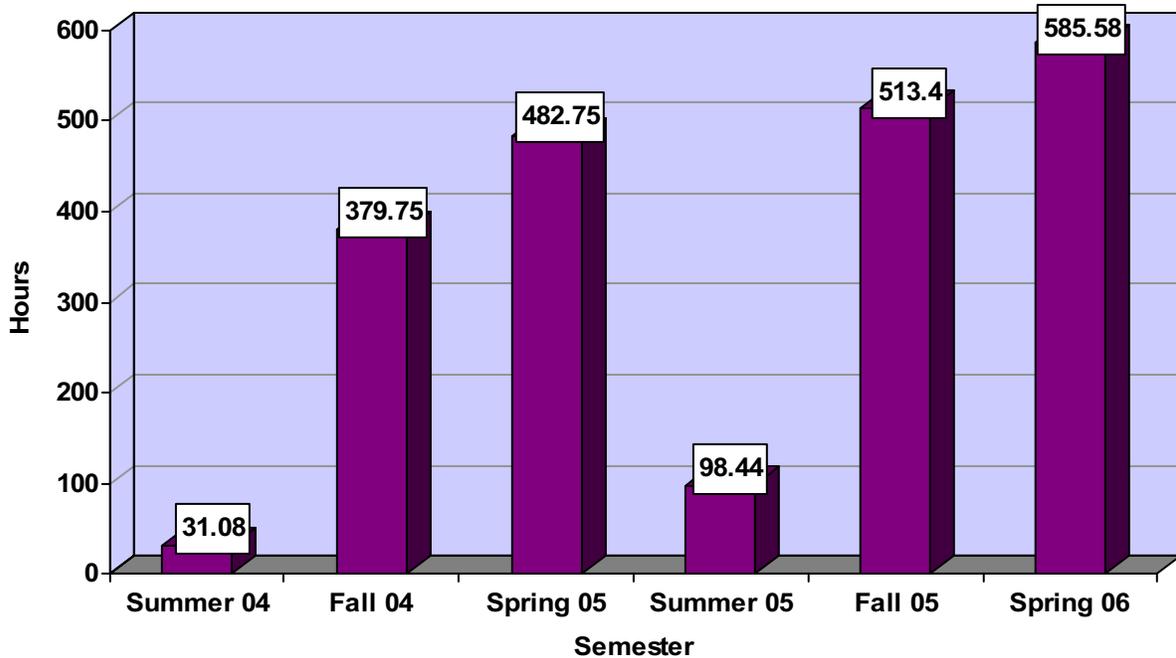
Document 3. Learning Access Program Contact Data Report AY 05-06

Contact Category	Hours
Academic Advising	2.6
Accommodations for classes	126.1
Books on tape	8
Campus accessibility and parking	0.7
Case management	31.6
Direct Instruction	3
Guidance and counseling	52.75
Housing Request	8.7
Intake/assessment of needs	57.3
Liaison/advocacy relating to housing problem	21.9
Liaison/advocacy relating to academics	58.1
Note-taking service/problem	3.2
Other general services	5.7
Parent contact	0.5
Phone call	2.3
Referral	1.5
Registration assistance	3.4
Review of documentation	39.6
Testing - proctoring	1250.2
Testing - readers/scribe/technology needed	28.8
Testing - scheduling	0.3
Total	1706.25

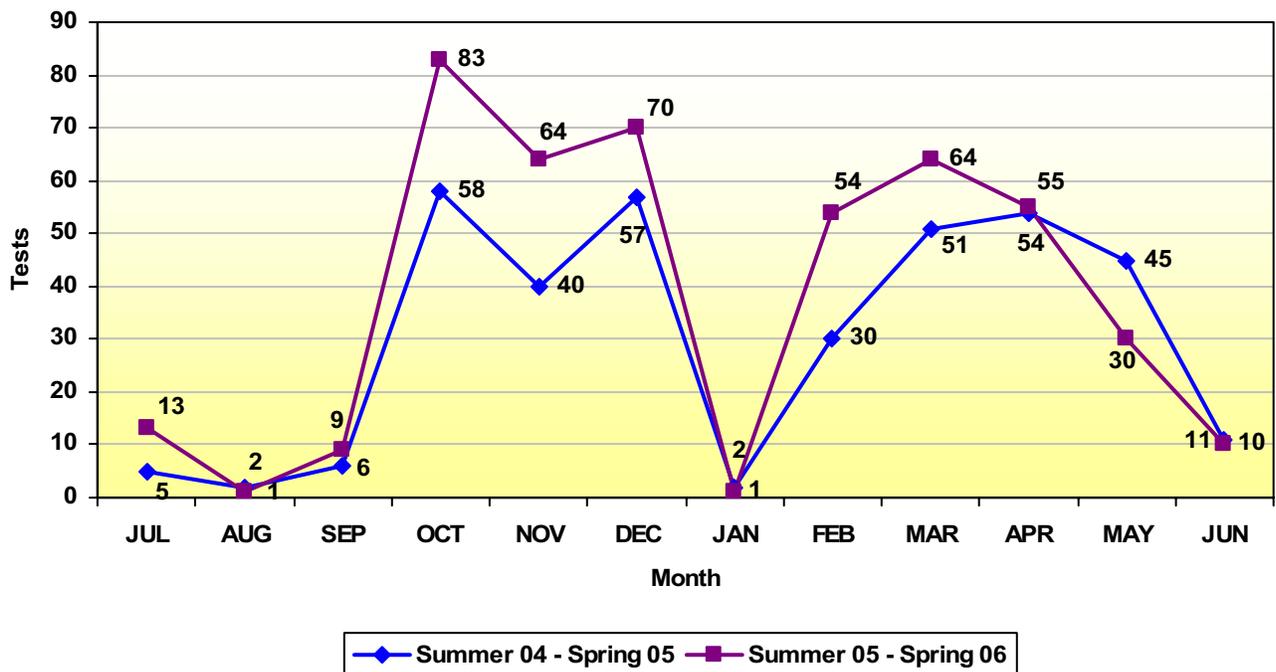


ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 4. LAP Accommodated Testing Hours - Summer 04 to Spring 06



Document 5. LAP Number of Accommodated Tests - Summer 04 to Spring 06



ANNUAL REPORT – ACADEMIC YEAR 2005-2006

Document 6. Student Evaluation of Services of the Learning Access Program Academic Year 2005/2006

The following is a listing of the questions asked and a summary of each response.

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> ▪ Gender:
20 female
9 male | <ul style="list-style-type: none"> ▪ Class Status:
1 - Freshman
6 - Sophomores
12 - Juniors
9 - Seniors
1 - Graduate Student | <ul style="list-style-type: none"> ▪ How did you hear about Learning Access Program?
23% campus/web lit.
13% friends
45% faculty/staff
6% Housing
13% Wellness Programs | <ul style="list-style-type: none"> ▪ Type of Services Received
4 - Counseling
22 - Accommodations
4 - Housing |
| <ul style="list-style-type: none"> ▪ Race/Ethnicity:
17.8% African American
71.4% Caucasian
3.5% Hispanic/Latino
7% Native American | | | |

The following are questions based on a scale (Strongly Disagree, Disagree, Agree, Strongly Agree, or Does Not Apply).

- **I was able to get an initial semester appointment within a reasonable amount of time.**
Majority of students (66%) Strongly Agree; 31% Agree; 3% Disagree.
- **I was able to schedule additional appointments within a reasonable amount of time.**
Majority of students 46% Strongly Agree; 28% Agree; 3% Strongly Disagree; 22% Does Not Apply.
- **I was seen promptly when I arrived for my session.**
Majority of students (53%) Strongly Agree; 41% Agree; 3% Disagree; 3% Strongly Disagree.
- **My counselor helped me feel accepted and comfortable.**
Majority of students (71%) Strongly Agree; 19% Agree; 3% Strongly Disagree; 6% Does Not Apply.
- **My counselor understood my concerns.**
Majority of students (71%) Strongly Agree; 19% Agree; 3% Disagree; 6% Does Not Apply.
- **My counselor seemed knowledgeable.**
Majority of students (68%) Strongly Agree; 23% Agree; 3% Disagree; 6% Does Not Apply.
- **As a result of the Learning Access Program I believe I am more likely to stay in school.**
Majority of students (61%) Strongly Agree; 26% Agree; 3% Strongly Disagree; 10% Does Not Apply.
- **As a result of the Learning Access Program I believe that I will do better academically.**
Majority of students (68%) Strongly Agree; 29% Agree; 3% Does Not Apply.
- **Academic accommodations help me be more successful in college.**
Majority of students (72%) Strongly Agree; 22% Agree; 3% Strongly Disagree; 3% Does Not Apply.
- **I find extra time for exams and quizzes helpful.**
Majority of students (64%) Strongly Agree; 21% Agree; 3% Strongly Disagree; 12% Does Not Apply.
- **I find the use of note takers to be very helpful.**
43% of students Strongly Agree; 20% Agree; 3% Disagree; 3% Strongly Disagree; 30% Does Not Apply.
- **The help/service received made a difference in passing a course I would have failed.**
40% of students Strongly Agree; 27% Agree; 7% Disagree; 27% Does Not Apply.
- **Generally speaking, the faculty is very willing to accommodate my requests.**
64% Strongly Agree; 33% Agree; 3% Strongly Disagree.
- **As a result of the Learning Access Program I believe I will be able to handle better the challenge or stress of college life.**
Majority of students (58%) Strongly Agree; 35% Agree; 6% Disagree.
- **I feel sure the information about me will be kept completely confidential.**
Majority of students (69%) Strongly Agree; 25% Agree; 6% Strongly Disagree.
- **Effectiveness of Services to Students with Disabilities (Excellent, Good, Average, Below Average, or Poor).**
 - 60% rated availability of staff to meet their needs/accommodations: Excellent; 30% Good; 7% Average; 3% Below Av.
 - 66% rated the courtesy level of staff in interactions with them: Excellent; 25% Good; 6% Average; 3% Below Average.



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- 55% rated level of faculty cooperation with providing appropriate accommodations once the need was identified as Excellent; 28% Good; 17% Average.
- 57% rated the physical accessibility of the Stockton campus regarding disability accommodation needs as Excellent; 30% Good; 4% Average; 4% Below Average; 4% Poor.
- 64% rated their overall satisfaction with the campus and its performance in seeking to accommodate their disability needs as Excellent; 29% Good; 7% Below Average.
- **What might be done to improve the Learning Access Program?**
 - “more to improve physical accessibility of campus”
 - “better advocacy with housing staff”
 - “night testing”
 - “to have a testing center so there is also available times for testing if you have a night course, with a testing center the hours would be more flexible”
 - “continue to provide great service to the other students and continue to provide good note takers”
 - “On the school web-site – maybe having students options/helpful about how this learning access has helped you through over the semester/years. Overall – giving incoming students and parents a good feeling about the help that’s available to everyone in need of the service”

Document 7. Learning Access Program Graduation Statistics Report AY 05-06

- The Learning Access Program had 25 students graduate during the 2005/2006 Academic year.
- 11 completed the requirements for a Bachelor of Arts degree
- 13 completed the requirements for a Bachelor of Sciences degree
- 1 completed the requirements for a Master’s of Arts degree
- 2 graduated on the Dean’s list



**GOALS FOR
2006-2007**

**2005-2006
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DIVISION OF STUDENT AFFAIRS GOALS FOR 2006-2007

1. **Sustain enrollment strategy at a planned 2% increase by implementing new tools in Stockton's marketing, recruitment and scholarship programs.**
 - Introduce podcasting into our marketing and recruitment program, which may include topics such as how to choose a college; the Stockton application process; highlights of new and innovative programs.
 - Increase number and scope of Instant Decision Days, using College Board Search information to target the highest achievers in New Jersey in an effort to have them commit to attending Stockton.
 - Introduce strategies to maximize cost effectiveness of recruitment efforts.
 - Implement the academic competitiveness grants for eligible Pell Grant recipients.
 - Implement the National Science Access to Retain Talent grants (SMART grants) for eligible Pell Grant recipients.
 - Expand third-party scholarship opportunities for all students.
 - Implement the expansion of PLUS loans to graduate students.
 - Implement the NJSTARS II scholarship program.

2. **Collaborate with other divisions to help fulfill the mission of the College and advance services to students.**
 - Continue collaboration with the Office of Facility Planning and Construction to finalize and implement plans for the development of the Barlow athletic site and new Housing V project.
 - Collaborate with Alumni Relations and the RSC Alumni Association to further develop and expand the Alumni Career Network Program.
 - Partner with the Alumni Association to host combined career panel/reception for students and recent alumni.
 - Provide input into the design of specific spaces and systems of the New College Center.
 - Collaborate with Academic Affairs on a variety of projects:
 - Graduate Student Services (e.g. Orientation)
 - Online resources for faculty/staff to address classroom disruption issues
 - Support faculty in co-curricular programming
 - Integrate Performing Arts Center (PAC) services with student programming.
 - Work with the Fiscal Office of the College to introduce and implement an electronic transfer of funds to the bank, on behalf of the students for their financial aid refunds.
 - Complement the academic mission of the College through additional collaboration with faculty in the First-Year and Upper-Class Experience Programs.

3. **Continue with the integration of technology into day-to-day business operations.**
 - Transition all appropriate staff members to Banner system and continue preparation for CollegeNet R25/S25 from EMS.



DIVISION OF STUDENT AFFAIRS GOALS FOR 2006-2007

(continued)

- Implement phase II of the Banner Student system Academic history conversion.
 - Implement new Banner system version 7.0.
 - Continue implementation of R25 academic and event scheduling software.
 - Implement Banner EDI electronic transcripts through the University of Texas EDI server.
 - Recommend new transcript request processes and procedures.
 - Monitor and refine student online registration services through Banner.
4. **Continue with the integration of technology into student learning opportunities and experiences.**
- Refine or integrate the First-Year Experience and Upper-Class Experience websites.
 - Implement computerized methods to assess swipe cards, online forms, PDA surveys, and online polls.
 - Create video streams for Orientation sessions.
 - Develop “current students” portal to improve navigation and informational resources for current students.
 - Assist with the redesign of the Housing and Residence Life Web site to serve the informational needs of residential students more effectively, and to tie in with the current students portal.
 - Coordinate the customization, implementation of e-portfolio software, and kick off pilot-phase project.
 - Explore RSS (Really Simple Syndication), podcasting and Weblogs technologies for presentation of divisional content.
 - Develop web assessments or screenings relating to health issues such as: dating relationships, mental health, eating disorders, and depression.
5. **Implement new assessment tools and techniques.**
- Conduct longitudinal assessment of student affairs related NSSE and CIRP data.
 - Conduct new customer satisfaction survey for all Wellness programs.
 - Explore ways to improve the development and administration of student surveys in the division’s assessment efforts.
 - Develop an online assessment instrument for campus-life issues.
 - Refine assessment methodology for offices across division.
6. **Promote professional development opportunities for divisional staff.**
- Encourage increased professional development opportunities.
 - Expand training and responsibilities for student employees.
 - Assess professional development needs of the new managers in the division.
 - Encourage participation in workshops offered by the Office of Human Resources.



**INDEX OF TABLES,
CHARTS, AND
GRAPHS**

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STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

ACADEMIC AFFAIRS HIGHLIGHTS - 2007

Faculty

- 257 full time faculty, more than 90% holding the terminal degree in their field
- Active scholars (see report on scholarly and professional activities)
- Hired from the best graduate schools in the country: new faculty from Princeton, Yale, Columbia, Brown, MIT, NYU, Berkeley, Smith, Bryn Mawr, and the University of Glasgow
- Committed to teaching, often in more than one specialty area
- A Pulitzer Prize winner, a Guggenheim fellow, and three recently named Carnegie/AASCU Fellows in Political Engagement

Academic Programs

- 30 undergraduate major and 12 minor/certificate programs
- 15 graduate degree and five certificate programs, including our first doctoral program: Physical Therapy
- Recognized for excellence by The Carnegie Foundation for the Advancement of Teaching and Learning, the American Association of State Colleges and Universities, the American Association of Colleges and Universities, the National Science Foundation, Rutgers School of Pharmacy, and *The New York Times*
- Professional Accreditation in Physical Therapy, Occupational Therapy, Nursing, Speech Pathology and Audiology, Social Work; applications pending in Teacher Education and Business
- Institute for Faculty Development recognized by Middle States Accreditation Reviewers for excellent work in outcomes assessment

Grants, Contracts and Applied Research

- More than \$5,000,000 in external funding from public (99%) and private grantors (1%)
- Major contracts from the Department of Labor and private industry for customer service training exceeding \$400,000
- Professional development and continuing education programs in business, healthcare and education at our Pomona main campus and at branch locations in Mays Landing & Atlantic City
- Several Centers that provide Service, Outreach and Applied Research:
 - The Coastal Research Center
 - The Hughes Center for Public Policy
 - The New Jersey Tourism and Hospitality Center
 - The Center on Successful Aging
 - The Small Business Development Center
- Collaboration with the FAA and public officials to plan and build an Aviation Research Park, including federal and state funding in excess of \$700,000

Instructional Support and Ongoing Initiatives

- State-of-the-art Library, Academic Computing and Media services and facilities, including 75 electronic podium classrooms
- Personalized Curriculum, Advising and Program Planning (CAPP) online self-service in complements professional academic advisors and a thriving faculty preceptor advising program
- Engaging programs for students: marine science field experiences at an active Coastal Research Center, International and Study Abroad Opportunities, a multi-disciplinary Washington D.C.-based Internship program, an expanding Honors Program, a First Year Experience/Freshmen Seminar Program, a Political Engagement Project and an Information Literacy Project
- Voluntary participation in Institutional Accountability Improvement efforts: replacing internal Student Evaluation of Teaching with the nationally-renowned IDEA System; piloting the Council for Aid to Education's Collegiate Learning Assessment of student learning outcomes; and ongoing use of the

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ACADEMIC AFFAIRS HIGHLIGHTS - 2007

National Surveys of Student, Beginning College Student, and Faculty-Student Engagement (NSSE, BSCE, FSSE) for continuous improvement planning

Consistent Commitment to Improving Student:Faculty Ratio

	Student FTE	Faculty FTE	Ratio
Fall 2003	5805	283	20.5:1
Fall 2004	5881	305	19.3:1
Fall 2005	5957	317	18.8:1
Fall 2006	6065	349	17.4:1
Fall 2007	6170	341	18.1:1

2006 - 2007 Highlighted Achievements by Academic Unit

Arts & Humanities

ARHU completed ten searches for new positions, hiring excellent scholars and artists from Yale, Princeton, Columbia, Brown, University of California, Ohio State, and UNC-Chapel Hill, the Savannah School of Design, and University of Hong Kong.

A major new play on the Holocaust was written and directed by Pam Hendrick, entitled "A Comb and A Prayer Book." Under the direction of Wendel White, Visual Arts students produced a volume, called "Holocaust Survivors of South Jersey: Portraits of Resilience," for the Holocaust and Genocide Resource Center. This work is now being exhibited at the Atlantic City Arts Center.

General Studies

Community of Scholars received a private industry award of \$5,000 from A&R Enterprises, which will also grant two paid internships to Community of Scholars recipients. \$1,000 Award from Sam's Club for additional program activities and/supplies. Community of Scholars also collaborated with PROS and SBDC to sponsor an entrepreneurship development seminar for the entire community.

Graduate Studies

Assistant to the Dean AmyBeth Glass was transferred from Student Affairs and joined Graduate Studies on March 5, 2007.

The Hobson's graduate communication plan was designed in March and April, 2007. The student VIP page is up and running; over 75 student prospects have registered as VIPs. About 1/3 of the 50 communication plan e-letters are written. We are currently designing graphics for the site. These efforts will result in better recruitment tracking and more personal attention for each prospective graduate student.

Natural Sciences & Mathematics

The NAMS faculty have been successfully pursuing research funding from a variety of sources, currently managing a total **\$3,257,703** in combined federal, state, municipal and private grants or contracts. Additional requests and attempts totaling **\$9,323,260** are pending, most of which are targeted for the Aviation Research and Technology Park.

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Professional Studies

PROS has completed a successful search for a new Dean of Business, Dr. Janet Wagner. “Jenny” was most recently an A.C.E. Fellow at SUNY Albany, and has a strong background in strategic planning as well as AACSB accreditation processes. Dr. Wagner will lead the new School of Business.

The Business School will have a newly-approved standalone program in Hospitality Management and Tourism Studies (HTMS) which has strong enrollments in its major courses for the fall semester.

Health Sciences programs have grown rapidly over this last year, with the first cohort of 18 students filling the DPT program last fall, followed by a cohort of 47 tDPT (transitional) graduate students this past spring. Admissions to the DPT program continue to be very strong, with the cohort already filled for next year and a waiting list for the possibility of another cohort.

Similarly, enrollments into our pre-licensure generic Nursing degree program have been very strong, with an initial cohort of 35 candidates. The program will not only offer more options to our location-bound students, but it will also provide Stockton with the opportunity to address the nursing shortage.

Social & Behavioral Sciences

SOBL is proud to have secured additional funding for the now-\$1,300,000 Child Welfare Grant, for which our SOWK program is the lead agency to assist the NJ State Department of Youth and Family Services. At the request of Cumberland County College, SOWK has entered an agreement to begin delivery of Social Work B.S. courses at Cumberland County College next fall.

The US Air Force has assigned Major Mark Anarumo to collaborate with Dr. Chris Tartaro and the program faculty in the Criminal Justice MA to design and teach courses for a Homeland Security track. The program faculty members have also created a new dual degree BA/MA program in Criminal Justice. Also new this summer was a Stockton CSI residential summer forensics camp for high school students, taught by program faculty (see Community section).

The unit also launched a new state Center for Economic Education, led by Professor Ramya Vijaya. In addition, Professor Oliver Cooke has launched two E-publications of *South Jersey Economic Review*.

With additional college support of the POLS-administered Washington Internship Program, Coordinator Michael Rodriguez has grown the program and has begun to collaborate with the newly-launched Hughes Center for Public Policy on creating local internships for location-bound Stockton students.

Academic Advising

The department completed a major overhaul of the transfer credit articulation process during 2006-2007, moving credits from aggregated format (sorted by function) to course-by-course listings. This required a very large expansion of transfer equivalency tables in Banner by the Center for Academic Advising staff. Several thousand new courses were given equivalencies. Credits were reviewed and “optimized” for each student (ensuring that the “best” 64 were chosen from among all available community college credits) and all General Studies substitutions were re-entered on Banner (because they could not be migrated from SIS).

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CAPP was successfully implemented in September 2006 for faculty and staff preceptors, and has been undergoing continuous improvement since then. At the present time, it has been enhanced so as to be readily understood by students and made available to them in September 2007. Training materials are also available online at the Advising web site.

Grants & Service-learning

The Grants Office has achieved or exceeded most of its goals for 2006-2007. The Day of Scholarship was a success, and the annual faculty research compendium will be published in Fall, 2007.

Library

This past year, the Library acquired the John Henry “Pop” Lloyd Committee archives. “Pop” Lloyd is a member of the Baseball Hall of Fame and was a player and coach in Negro League Baseball and also a resident of Atlantic City. These archives contain information about the history of Negro League Baseball and document the work of the committee to commemorate the League.

The Library also organized and made available the Stockton College archive collection and the library’s special book collection.

By providing an additional six online databases this year, the Library now offers a total of 71 online databases.

We have also dramatically simplified searching the library’s online catalog (for the library’s collections) and made available a single point for searching all of the library’s 71 online databases at the same time (Central Search).

Finally, the Library revised its Web site and other online resources such as the Research Strategies Workbook this year.

Media Services and Distance Education

Media offered support to nearly two hundred events this academic year that assisted Academic Affairs and other divisions in achieving the Academic Affairs goals to Enhance Student Engagement and to Collaborate to Improve our Public Image.

STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

ACADEMIC AFFAIRS HIGHLIGHTS - 2007

Community Service Contributions

From the College Mission Statement: Stockton is committed to the positive development of Southern New Jersey. Through research and community service, we actively seek to take advantage of and to improve the unique physical and human environment in which the College is located.

Stockton accomplishes this vital aspect of our public mission in three ways:

1. Applied Research at the Richard Stockton College of New Jersey



Successful Grants and Contracts

New Jersey funding for basic and applied research lags behind most other states, so Stockton actively pursues federal and private funding for specialized grants and contracts that allows us to conduct these projects that benefit the community.

Total awards have grown from \$1.7 million in 2005 to in excess of \$5 million in 2007.

Aviation Research and Technology Park will be housed at the FAA and involves collaborations among municipal, state and business partners. With Stockton serving as the lead academic institution, the collaborative has been incorporated as a 501c3 and progressed on plans for developing a site.

Coastal Research Center includes partnerships with the Wetlands Institute, the NJ DEP, and national programs in Terrapin and Horseshoe Crab conservation, as well as Dune assessment and replenishment programs that help the region to conserve these vital tourism resources from Manasquan to Cape May.

Hughes Center for Public Policy offers a speakers' bureau of faculty experts, support for local public policy internships, and public policy-related scholarship and activities.

Marine Science Environmental Field Station at Nacote Creek hosts visitors from school groups and conducts ongoing studies.

New Jersey Center on Hospitality and Tourism Research offers public opinion survey results that directly impact regional and state tourism promotion efforts. Highlights from the annual survey are available at the Center web site: <http://www.stockton.edu/tourism>.

South Jersey Economic Review is a bi-annual publication featuring articles that analyze major economic and social trends affecting the South Jersey regional economy and its residents.

Stockton Center on Successful Aging offers connections between the Gerontology minor at the College and several regional healthcare and community resource centers.

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ACADEMIC AFFAIRS HIGHLIGHTS - 2007

The **Stockton Institute for Gaming Management** leverages faculty expertise in Economics, Public Health and Business is engaged in an economic impact study of the expansion of gaming industry.

Synthesis of Solafuranone is a joint research project between Chemistry Professor Shanthi Rajaraman and her student, Lan Tsan. The College is working with this team to seek patent protection for their work.

2. Professional Development



Health Sciences and Human Services (HSHS) offers on-site and distance learning workshops, seminars, certification programs, conferences, customized trainings, and consultation for professionals in the health sciences and human services industries. This unit has grown from two to seven staff members with expansion to three major contract / grant funded programs in addition to fee-for-service continuing professional education courses in Physical Therapy, Occupational Therapy, Nursing, Public Health, Social Work, and Community and Non-Profit Organizational Development.

HSHS offers approved continuing professional education for Occupational Therapy, Physical Therapy, Speech-Language and Hearing professionals, social workers, marital and family therapists, licensed professional counselors, and public health professionals. HSHS also provides technical assistance and consultation to community organizations, non-profits and civic groups working in the health sciences and human services arena. In addition, addictions professionals are able to complete the full course cycle for certification and licensure at no charge through a special training program in collaboration with New Jersey Prevention Network, and non-profits can access a wide array of organizational capacity building training through our Atlantic Cape Safe Youth Partnership, a Federally funded project in collaboration with Atlantic Cape Community College. Finally, State of New Jersey Department of Youth and Family Services social workers and other case carrying staff receive required training through Stockton College as part of the NJ Child Welfare Training Consortium project.

The unit achieved Approved Provider status for distance and classroom based Continuing Professional Education from American Speech-Language and Hearing Association (ASHA) and the American Occupational Therapy Association (AOTA). The State of New Jersey Board of Physical Therapy Examiners approved the first course under new Continuing Education for PT Professionals regulations.

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ACADEMIC AFFAIRS HIGHLIGHTS - 2007

Management Development and Professional Services (MDPS) offers a wide variety of on-site and distance education seminars, workshops, customized courses, certification programs, and conference opportunities for managers and professionals. Headquartered at the Carnegie Library Center in Atlantic City (see below) MDPS has formed an alliance with Spectrum Gaming in SIGMA: the Stockton Institute for Gaming Management, which offers three levels of certification: Basic, Intermediate, and Advanced Gaming Management. MDPS has also established the Consortium for Leadership and Service Superiority (CLASS). As members of CLASS, thousands of employees from the Borgata, Harrah's, Caesars, Tropicana and the former Sands have all received Customer Service training. CLASS recently expanded to include employees from Shore Memorial Hospital and South Jersey Gas Industries.

The following "proprietary" training/consulting engagements were conducted in AY '07:

- Harrah's Entertainment- Doug Harvey, Amy Ackerman (Instructional Design)
- Harrah's Entertainment - Jean Abbot (Finance and Managerial Accounting)
- Atlantic City School District – Lewis Leitner (Data Analysis and Decision Making)
- AtlantiCare- Lewis Leitner (Organizational Development Facilitation)
- South Jersey Industries – Lewis Leitner (Strategic Planning Facilitation)
- Pinnacle Entertainment (Sub-contracted by Spectrum Gaming) – Israel Posner, Brian Tyrell, Oliver Cooke, Maritza Jaurequi (Casino Economic Impact Study)

Small Business Development Center

Stockton hosts the SBDC at its Atlantic City Carnegie Library Center (see below). The SBDC provides one-to-one no-cost small business counseling and affordable training to both existing and start up businesses including business plan assistance, financial packaging for possible loans, and other valuable business information. The SBDC at Stockton has 60 courses / seminars / workshops per year on average and trains on average between 1100 and 1200 people per year. Our technical assistance consists of one to one counseling, business plan assistance and financial packaging assistance and serves on over 500 individuals per year.

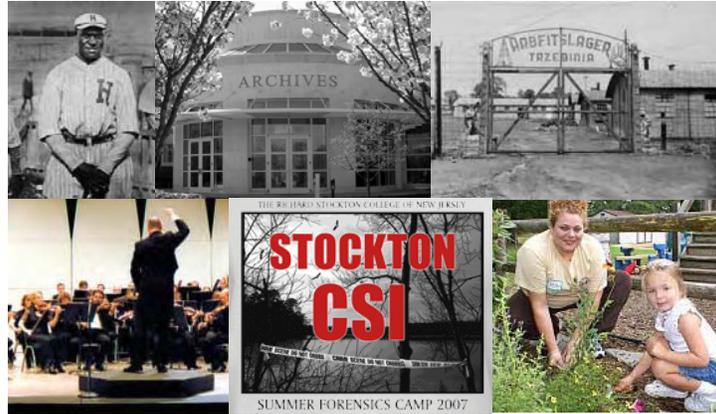
Southern Regional Educational Technology Training Center, located in Mays Landing, aims to enhance education through instructional technologies. The ETTC provides K-12 teachers and school administrators with training opportunities on the New Jersey Core Curriculum Content Standards, instructional and computer technologies, telecommunications and distance learning where teachers can explore the latest trends in educational technologies. The Southern Regional ETTC Consortium includes 86 school districts and other regional organizations in Atlantic, Cumberland, Cape May and Ocean counties. The ETTC Consortium represents approximately 90,000 PreK-12 students.

STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

ACADEMIC AFFAIRS HIGHLIGHTS - 2007

3. Community Connections and Resources



Academic Internships and Field Placements: Many of our academic programs (for example: Business, Education, Hospitality, Political Science, Psychology and Social Work) offer communities the freshest set of bright, newly-educated workers, who gain real-world experience under supervision from senior faculty. Stockton is among the leading institutions that support the Washington Internship experience in D.C.

Atlantic Cape Safe Youth Partnership a US Department of Health and Human Services Administration for Children and Families grant totaling \$750,000 over the next three years allows Stockton's Office of Professional Development for Health Sciences and Human Services (see above) to collaborate with the Office of Continuing Education of Atlantic Cape Community College and local community groups to enhance the groups' effectiveness in addressing youth violence and gangs, and the welfare of children.

Atlantic County Institute of Technology

Stockton staff, faculty and administrators contribute time and expertise to many of the school's programs. ACIT will bestow its "Award of Excellence" on the College at the March 29 Daffodil Dinner.

Arts and Humanities K-12 Partnerships

Literature Professors Ken Tomkins and Tom Kinsella collaborate with K-12 teachers on the latest digital literacy tools: podcasts, blogs, wikis. Literature Professor Lisa Honaker also leads a collaborative *New York Times* Odyssey Project to enhance students' media literacy skills. Dance Professor Robert Davidson reaches K-12 students with a KineticKids program.

Baccalaureate Child Welfare Education Program Stockton is the lead institution for this coalition of seven universities and colleges across New Jersey that awards \$1.1 million in annually-funded tuition and stipends for Social Work students who make a one-year commitment to work at DYFS. This program focuses on helping these students to better meet the state's needs for high-quality child welfare workers.

STOCKTON COLLEGE

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ACADEMIC AFFAIRS HIGHLIGHTS - 2007

Carnegie Library Center in Atlantic City is an architectural treasure, restored to a multi-use facility that serves the College and the residents of Atlantic City and region as an educational and instructional facility, a meeting place, a conference center, and host for special events through community outreach.

Some highlights from 2006 – 2007 include these events and ongoing partnerships:

- Hispanic Alliance of Atlantic County Meetings
- Innocence Project with the Jewish Federation of Atlantic & Cape May Counties
- Atlantic City Master Plan meetings with Casino Executives
- Atlantic County Special Services Foundation Board Meeting
- Atlantic City Education Foundation Meetings
- South Jersey HMIS Training with the NJ Housing and Mortgage Finance Agency
- Artists Professional Development Seminar with the South Jersey Cultural Alliance
- American Council on Diversity Interfaith Dialogues
- Boys and Girls Club of Atlantic City
- Various activities with AtlantiCare, i.e. Senior Mgmt. Meetings, Technology Seminars, Nursing Training
- Black Rhythm and Blues Film Series with Africana Studies Program
- Southern New Jersey Rotary District Leadership Training
- Federal Reserve Bank of Philadelphia
- Mainland Regional High School District Strategic Planning Retreat
- NJ Division of Civil Rights – Attorney General Advocacy Training
- Main Street Atlantic City
- Family Service Association

Days of Service – each semester the Stockton Community mobilizes hundreds of students, faculty and staff on Labor Day and Martin Luther King Day to donate time and energy on Community Projects.

Holocaust Resource Center offers community members an opportunity to access this resource for the study of the Holocaust and its significance for the past, present and future. Located on the second floor of the Stockton College Library, the Center houses the Oral History Testimonies and archival materials of Holocaust survivors. The Center provides grant-funded opportunities to K-12 teachers, such as “We the People” workshops and trips to the National Constitution Center in Philadelphia.

Library The Stockton College Library participates in the Federal Depository Library Program, which makes government documents available to the public. All residents of New Jersey can check out books with ID and a social security card. Everyone is welcome to use the library’s resources – periodicals, databases, etc. in the building. The “Pop” Lloyd archives are also coming to the library, including a variety of baseball publications, photographs, media, documents and memorabilia pertaining to one of Atlantic City’s most historic sports figures, Baseball Hall of Famer, “Pop” Lloyd. The goal of the College and the Committee is to preserve the collection and to make it more accessible for public education and research.

Performing Arts Center offers a variety of dramatic performances to the community.

STOCKTON COLLEGE

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ACADEMIC AFFAIRS HIGHLIGHTS - 2007

News about Stockton at the Beach The sixth annual Stockton Goes to the Beach Summer Concert Series is moving to its new home – **The Music Pier in Ocean City, NJ**. Also, new for this coming summer the concerts will be presented on Monday evenings: show time is 8 p.m. Tickets will be available from the Performing Arts Center and from the Ocean City Music Pier box offices.

Regional Healthcare Information Organization is a collaborative planning initiative that seeks to establish shared access for health providers to comprehensive medical information that will improve patient care.

Spelling Bees, Science Fairs, Leadership and Arts Meetings: Stockton hosts a wide variety of regional community events for young students, including the Comcast-Atlantic City Press Tri-County Spelling Bee on March 10, the Jersey Shore Science Fair on March 17, the Youth Leadership Conference on April 4, and the Teen Arts Festival on May 10.

Service-Learning initiatives at the college allow community groups to propose projects for students engaged in this type of learning contract.

Stockton Channel offers a wide range of FCC-approved educational programming and a community bulletin board.

Summer Day and Residential Camps at Stockton includes popular programs in soccer and “Nothing but Net” basketball every year. New this year: Stockton CSI: Crime Scene Investigation residential camp for aspiring criminal investigators. The first two camp sessions were so successful that a third session was added to meet overwhelming demand.

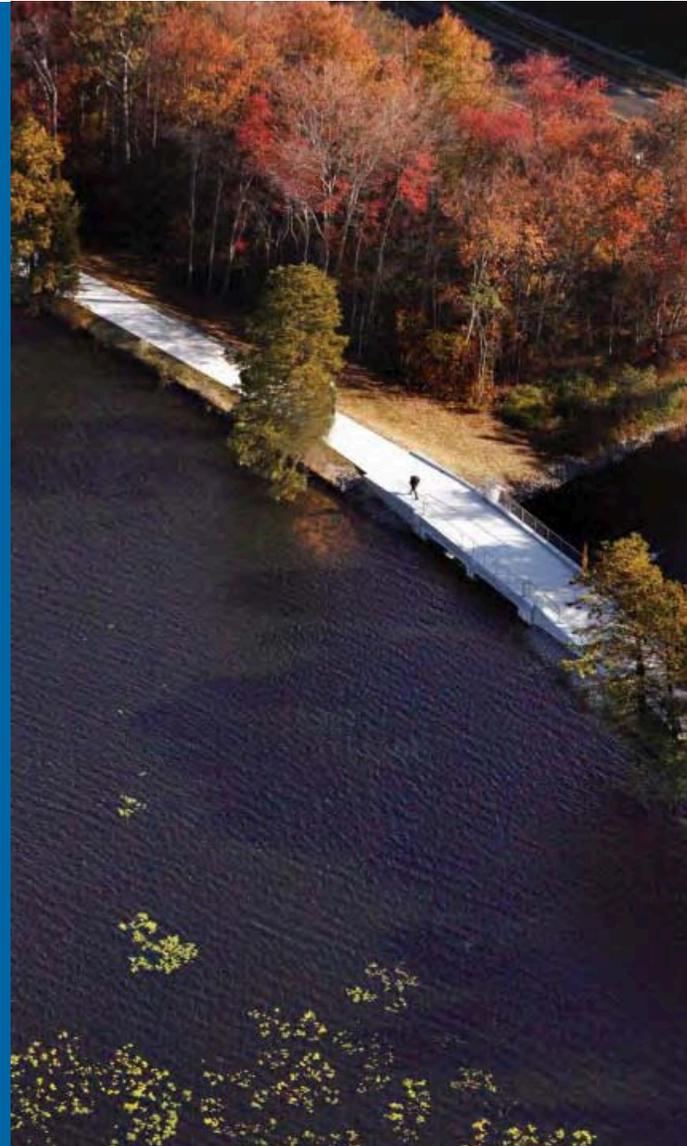
STOCKTON COLLEGE



Welcome New Faculty

The Richard Stockton College of New Jersey
would like to

Welcome New Faculty
2007 - 2008





Division of Arts and
Humanities

ARHU

Adalaine Holton comes to the Literature Program from the University of California, Santa Cruz, where she completed her dissertation, entitled “The Practices of Black Radical Print,” in 2005. For the last two years she has been teaching at University of Maryland, Baltimore County, while living in Philadelphia. She has an article on Arthur Schomburg coming out in the *Journal of African American History* this spring, and another on W.E.B. Du Bois as insurgent currently under review. Adalaine will be teaching Multicultural Literatures.

Phillip Lieberman is completing his Ph.D. at Princeton University in the Department of Near Eastern Studies. He joins the Historical Studies Program as a Visiting Assistant Professor to teach Middle Eastern History. His dissertation focuses on legal documents from the Jewish community in 11th to 13th century Egypt and their sources in Jewish and Islamic law and practice. It is an outgrowth of his work as the Senior Project Assistant on the Princeton Geniza Project, which has translated and disseminated documents originally housed in the Cairo Geniza.

Joe’l Ludovic earned her MFA from the Savannah College of Art and Design in 2004. She is an award-winning documentary filmmaker and television producer. Long-time Philadelphia area residents will have seen some of her excellent work for WYBE’s “Philly Live” show, which she produced until 2002. Joe’l will be joining the Communications Program. She will be teaching media courses, helping to run WLFR radio, and will also be sharing the load of television and radio courses.

Margaret McCann received her MFA from Yale School of Art in 1985. She has large shoes to fill, taking on David Ahlsted’s position in the Visual Arts Program, but we believe that she has the ability and experience to do this. She has taught for a



couple of years at Syracuse University and at the University of New Hampshire. She also taught for many years in Rome for a number of American universities, while compiling an impressive exhibition record, winning several awards for her work, and also, along the way, becoming an art critic for the *Portsmouth Herald*.

Sharon Musher joins the Historical Studies Program having just completed her Ph.D. at Columbia University (with an M.Phil at Oriel College, Oxford). She has had considerable teaching experience in the Philadelphia area, at Temple, St. Joe's, Penn, and Swarthmore. She has had one especially impressive piece published in *American Quarterly* on slave narratives and her dissertation, "A New Deal for Art," promises to be a very significant work on 1930s public culture. Sharon will be teaching Post-Civil War U.S. History, among other courses.

Daniel Niccum returns to teach in the Performing Arts Program as a Visiting Assistant Professor of Theatre Arts. Dan has had considerable experience as a stage manager, production manager, and theater technician in Atlantic City's casinos, and has had teaching experience both at Stockton and elsewhere. He previously held the position of Visiting Assistant Professor in 2005, and has had contributed to many of our most successful ARTP productions as designer and technical director.

Katherine Panagakos earned her Ph.D. in Greek and Latin from Ohio State University and an MA in Classics from Tulane. Her dissertation has the enticing title of "Criminal Elements: The Evolution of the Outlaw in the Ancient Novel," and promises to be a page turner when it is turned into a publishable manuscript. Katherine has been teaching for about five years in a rotating position with the three Associated Colleges of the South and so she is welcoming the opportunity to return to her native New Jersey. She is joining the languages program (next January) to teach primarily Latin, and will help us to overcome the inevitable loss that comes with the retirement of Fred Mench.

Division of Arts and
Humanities

ARHU

Dan Robins comes from north of the border by way of Hong Kong -- this is not as direct as you might think. Dan has been teaching for us this year in Asian Philosophy and he now joins us as a tenure-track Assistant Professor. He earned his Ph.D. from the University of Hong Kong and completed his dissertation on "The Debate Over Human Nature in Warring States China" in 2001. We are looking forward to Dan continuing his successful teaching at Stockton and bringing to fruition his very interesting research.

Francisco Javier Sanchez joins the Spanish Program having been teaching at Brandeis University for a couple of years. Born in Spain, Javier earned his Ph.D. at the University of North Carolina, Chapel Hill. His area of specialization was Twentieth-century narrative and his dissertation was on "The Meaning of Language in the Fiction of Juan Benet and Alain Robbe-Grillet." Javier is quite a comparativist as well, studying Postmodernism in Spain, the US, and France, and earning an MA at NC Central University focusing on African American literature (his thesis was on Toni Morrison's *Beloved*).

After a year as a Visiting Assistant Professor, **Brian Kim Stefans** is moving into the tenure-track position in New Media Studies (in Literature). Brian earned his MFA in Electronic Writing from Brown University in 2006, but he has been exceedingly prolific for many years, and has been one of the leading lights in digital poetry since the mid-1990s.



Jean Abbott is hardly a “new faculty member,” having served two previous stints at Stockton; this time she’s signing on for a second year as Visiting Assistant Professor in Finance. Jean is a CPA and holds an MBA from Monmouth University. She has extensive industry experience, and was chief financial officer of the Claridge Hotel and Casino as well as holding several other senior management positions. She has extensive expertise in matters relating to the hospitality and gaming industries, and has taught hospitality management courses at Stockton.

John Boyle joins our faculty as a half-time Assistant Professor in Accounting. He’s no stranger to our program, having taught accounting as an adjunct at Stockton for the past four years. John earned his MBA from Philadelphia University and has been a CPA since 1987. Since 1995 he has been owner of his own firm, providing accounting, auditing, and tax services as well as strategic planning and participating in mergers and acquisitions. Given his experience in the classroom, service in a broad range of industry sectors, enthusiasm for pursuit of scholarly publications, research and a doctoral degree, he was deemed to be an ideal candidate for the half-time position.

Ellen Kraft will be an Assistant Professor in Management, teaching quantitative methods, management information systems, and operations management. Ellen earned her Ph.D. in Industrial and Systems Engineering at Auburn University, where she held a fellowship sponsored by the National Institute of Occupational Safety and Health. She has taught at Cabrini College and, most recently, Georgian Court University, and has several years of industry experience as well. Her current research interests include cyberbullying and cyber harassment; in the past she has worked on issues in human factors and ergonomics.

Business Studies

BUSN

The “founding” dean of the new division of business **Janet (Jenny) Wagner** joined us over the summer. She has her Ph.D. in Operations Research from the Massachusetts Institute of Technology. She comes to us from UMass Boston, where she was a tenured faculty member and the Associate Dean of the College of Management. Her research interests include operations management, environmental management and how information technology transforms business operations. She is also a founding officer of SPRIG, the Spreadsheet Productivity Research Interest Group.



Education

EDUC

Darrell Cleveland joins us as Assistant Professor with expertise in Middle School teaching, coming to us from New Jersey City University. Darrell received his Ph. D. from University of North Carolina. Dr. Cleveland is editor of the *Journal of Educational Foundations*. He expects to contribute to our program by improving our students' field experiences.



General Studies

GENS

Assistant Professor of Writing **Emari DiGiorgio** completed her MFA in poetry from New York University in May 2005 and has taught poetry and creative writing to disabled adults at Goldwater Memorial Hospital and to children at Weill-Cornell University Medical Center. Her poems have appeared or are forthcoming in *The Paterson Literary Review*, *The Marlboro Review*, and *the Grolier Poetry Annual*. Recently, she was awarded the 2006 Ellen LaForge Memorial Poetry Prize, and she is in receipt of a 2007 New Jersey State Council on the Arts Poetry Fellowship. Emari is also a visiting poet-in-the-schools through the New Jersey State Council on the Arts, and she facilitates a creative writing workshop at Gilda's Club South Jersey.

Dalia Ofer will join us in spring 2008 as the Ida E. King Distinguished Visiting Scholar in Holocaust and Genocide Studies. Professor Ofer is the current academic head of the Avraham Harman Institute of Contemporary Jewry at Hebrew University, where she earlier headed the Vidal Sassoon International Center for the Study of Antisemitism. She holds a Ph.D. from Hebrew University. Professor Ofer has been a visiting scholar at the University of Maryland, Harvard, Yale, Columbia and Brandeis. She has authored or edited nine books and she has published dozens of articles. Since 1996 she is a member of the Academic Board and Management of the Research Center at Yad Vashem.



Division of Natural
Sciences and Mathematics

NAMS

Dr. John Russell Mansor will be joining the faculty of the Dual-degree BS/MS Computational Science Program as an Associate Professor. Russ has a Ph.D. in Civil Engineering from the University of Glasgow. He truly fits the Stockton “interdisciplinary mold” having taught courses and performed research in engineering, biology, ecology, geology, and mathematics at Bucknell University, RPI, The Macaulay Institute, and LeMoyne College. Given his background and interests, Russ will be actively involved in all our programs. He will also be the founding director of the MS in Computational Science and will play a major role in our developing Professional Science Masters in Environmental Science.

Dr. Marc L. Richard received his Sc.D. in Metallurgy from MIT in 2005 and continued on for two years as a Postdoctoral Associate. He has been appointed as an Assistant Professor in the Chemistry Program in which he will provide teaching and research expertise in the area of Physical Chemistry. He comes to Stockton after teaching at Williams College during the last academic year. Marc is looking forward to applying his research in metallurgy to aircraft aging problems of concern to the FAA’s William J. Hughes Technical Center.

Dr. William Rosche will be joining the faculty as an Assistant Professor of the Biology Program after spending several years at the University of Tulsa. He is a microbiologist and will be developing courses applicable to the Biology Program as well as the College’s health professions degree programs in Nursing and Public Health. William has done research in Bioremediation which may have application to the Brown Field studies being undertaken by our ENVL faculty. In addition, he has made several media appearances on local Tulsa television based on his expertise as a microbiologist.



Professional Studies

PROS

Amy Ackerman will be joining us in the Instructional Technology (“MAIT”) program. Amy earned her Ph.D. in Instructional Systems Design from Florida State University. She taught at Valdosta State University in Georgia and has also adjuncted at a number of places including Berkeley and Penn State. She has extensive experience in consulting and in corporate training in the private sector, and will be bringing that strength to bear on the program’s corporate track. Amy got a head start on other new faculty by serving as Visiting Assistant Professor in the spring 2007 semester.

Kathleen Bradbury-Golas joins us as Assistant Professor of Nursing. She earned her MSN from Widener University and expects completion of her Doctorate in Nursing Practice next year. She has a number of publications on clinical topics. She has served in many capacities in the nursing field: as a medical-surgical nurse and educator, critical care nurse and educator, and as a family nurse practitioner and has teaching experience at levels from associate to graduate.

Greta von der Luft will be joining us in Physical Therapy as part of the enhancement of the faculty in order to support the DPT program. A pediatric specialist, Greta earned her Ph.D. last year at Temple University with a dissertation and ongoing research focusing on self-concept and physical function in children with disabilities. She has ten years of clinical experience in her field and taught last year at the University of Wisconsin-La Crosse.



Social and Behavior
Sciences

S O B L

Dr. Mark Anarumo is joining Stockton for three years as a Visiting Specialist/Affiliated Associate Professor in Criminal Justice. He received his Ph.D. in Criminal Justice from Rutgers University and holds the rank of Major in the United States Air Force. Mark has taught courses in criminal justice administration, criminal behavior, terrorism, and criminal investigations. His scholarship includes publications and presentations in many sub-areas of criminal justice, including cross-cultural perspectives and terrorist threat forecasting. His additional research interests include law enforcement technology and incivility. Mark will be assisting in the development of the Homeland Security track of the Criminal Justice graduate program.

Dr. Basanta Chaudhuri received his Ph.D. from the University of California at Berkeley and will serve as Visiting Assistant Professor in Economics. He has taught at several institutions in the United States including the University of San Francisco, Mills College, Rutgers University, and Montclair State University. Additionally, he has taught at McMaster University in Canada and several institutions in Switzerland and India. Basanta served as a consultant for The World Bank and United Nations Conference on Trade and Development. His research interests include economic development, regional integration and globalization, industrial restructuring, and environmental regulation.

Carol Hicks is a Ph.D. candidate at Smith College. Carol joins Stockton as Visiting Assistant Professor in Social Work, most recently from West Chester University where she was an Assistant Professor. Carol's dissertation addresses the mental health of African American women. In addition to several years of teaching and practice, Carol served as the Director of Field Practicum at West Chester, and has held administrative posts in Multicultural Affairs and Academic Support Services at other institutions.



Social and Behavior
Sciences

S O B L

Jacqueline Lynch is a Ph.D. candidate at Bryn Mawr. Jackie has several years of teaching and practical experience. Her research interests include the examination of ethical approaches in social work practice, form and outcome of ethics instruction, and bias in pediatric health care delivery. Jackie has also served as a clinical research interviewer in programs addressing adolescent depression and suicide prevention. Jackie joins Stockton as a Visiting Assistant Professor in Social Work.

Lauren O'Neill is a Ph.D. candidate at the University of Maryland who joins us this year as Visiting Instructor in Criminal Justice. She has taught lower and upper level courses in criminology, and has several publications in the areas of crime and delinquency, and corrections. Her dissertation engages the National Longitudinal Study of Adolescent Health to better understand the role of peer networks in deviance. Lauren has also studied the impact of a U.S Supreme Court decision on the admissibility of forensic science evidence.

Allison Sinanan Coming to Stockton as Visiting Assistant Professor in Social Work, Allison is a Ph.D. candidate at Fordham University. Her dissertation addresses sexual abuse recurrence in minority children, and her research agenda focuses on the oppression of children and families of color. She has served as an adjunct professor, and has years of experience administering individual and group counseling in schools, and auditing social workers placed in adult care settings.

OFFICE OF THE PROVOST
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY



Scholarly Activity 2006 - 07

STOCKTON COLLEGE
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Foreword

To be engaged in higher education involves us intimately with continuous learning that pushes us to dig deeper and stretch further in our own intellectual growth. Such activity leads to improved courses, energized students, and often in results that are recognized by others.

This booklet honors that commitment to scholarly pursuits and applauds the breadth of achievements outlined here. As simply a list, the Booklet is incomplete and cannot describe the richness and curiosity of ideas beneath the details, nor the long hours of devoted time necessary to bring a project to some closure. The details suggest a much bigger volume and can only hint at the enormous amount of activity that goes on outside the classroom.

And readers should know that this report contains only those scholarly accomplishments external to the College and only those reported to us. Taken together with all that happens within the College, the booklet testifies to an active scholarly community at Stockton.

Our purpose here is to honor those who value creative and productive scholarship and to celebrate their achievements. The honor roll extends across the College to include faculty and staff, and the students who have been included in projects, gaining noteworthy involvement in scholarship beyond the classroom. Please join one another in applauding the accomplishments of everyone who works hard to contribute to the academic life that is Stockton.

Thank you for all you do,



David L. Carr
Provost and Executive Vice President

Statistical Overview

	Total		ARHU	GENS	NAMS	PROS	SOBL	Library & Academic Affairs
Books Published	12		6	5	0	0	0	1
Published Works	217		41	5	26	53	82	10
Performances & Exhibitions	30		25	0	4	0	1	0
Presentations	362		82	21	82	76	70	31
Boards	110		14	4	16	27	29	20
Awards & Grants	149		32	12	42	28	19	16

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ARTS AND HUMANITIES

Arts and Humanities

Scholarly Activities 2006-2007

Books Published

- Birdwhistell, Joanne Mencius and Masculinities. New York City, NY: SUNY Press, March 2007.
- Constantelos, Demetrios Renewing the Church: The Significance of the Council in Trullo. Holy Cross Orthodox Press. 2006
- Constantelos, Demetrios The Greeks: Their Heritage and its Value Today. 2nd revision. Hellenic College Press. 2006.
- Constantelos, Demetrios Alleloperihorisis Christianismou kai Ellenismou. Athens, Greece: The Philoi tou Laou. 2007.
- Dunn, Stephen Everything Else in the World. W. W. Norton & Company. 2006.
- Stefans, Brian K. Before Starting Over. Salt Publishing. Sep 2006.

Published Works

- Allison, Donnetrice Revised article, "The Academy in Black and White: Strategies in Communication." The Howard Journal of Communications. (Mar 2007)
- Allison, Donnetrice "Making a Case for Restorative Rhetoric: Mayor Ray Nagin and Rudolph Giuliani's Response to Disaster." The Southern Communication Journal. (Jan 2007)
- Allison, Donnetrice Griffin, Donyale (Wayne State University). Co-authored, "A Critical Analysis of Black Womanhood in NBC's The Apprentice." Critical Studies in Media Communication. (2007).
- Constantelos, Demetrios Reviewed. "Markou Renieri Istorikai Meletai, O Hellen Papas Alexandros o 5os." Argyropou, R.D., Baloglou, Christos p., Eds. Journal of Ecumenical Studies, Athens, Greece. 41.1:103. 2006.

- Constantelos, Demetrios Reviewed. "Foreword." A Quest for Reform of the Orthodox Church. Patrick Viscuso, author. InterOrthodox Press, Berkeley, CA. IX-X. 2006.
- Constantelos, Demetrios Edited. Archbishop Iakovoia: "He Merimna mou, merimna pason ton Orthodoxon Ekklesion." Patriarchal Institute for Patristic Studies. Thessalonike, Greece. 2006.
- Constantelos, Demetrios "The Hellenic Background and the Nature of Patristic Philanthropy in the Early Byzantine Era." Wealth and Poverty Baker Academic. Grand Rapids, MI. 2007.
- Davidson, Robert "Dance: Engaging the Mind and Body." F. Georgia Temple, Entertainment Ed. Midland Reporter Telegram.
- Dunn, Stephen Published poem, "I Caught Myself Thinking the Horizon." The Gettysburg Review. Autumn 2006.
- Dunn, Stephen Published poem, "The Lost Thing." The Gettysburg Review. Autumn 2006.
- Dunn, Stephen Published poem, "Time." The Gettysburg Review. Autumn 2006.
- Gussman, Deborah "Catharine Maria Sedgwick's Married or Single? In Companion to the American Novel." Abby Werlock, ed. New York: Facts on File. Sep 2006.
- Littell, Marcia Sachs Featured article, "This pioneering project will now become an annual event at Universities in Poland." The first Teachers' Institute held in Krakow, Poland. Warsaw University (2-14 July 2006). The City Suburban News.
- Long, Nathan Published short story, "Upstream." The Dos Passos Review. Spring 2006.
- Long, Nathan Published short stories, "The Dog," and "The Last Hot Day of Summer." Popular Ink Press. 2006.
- Long, Nathan Published short story, "Half Your Age and Twice as Wise." Driftwood Literary Journal. Apr 2007: 102-104.
- Long, Nathan Published short essay, "The Bedroom." The Sun. 378 Apr 2007:32.

- Majstorovic, Gorica Translated poem: English to Croatian, "Emptiness: Everything Else in the World." By Steven Dunn. The Belgrade Literature Review. No. 4: 67 – 71 Fall 2006.
- Majstorovic, Gorica Translated poem, "How to Write a Dream Poem." The Belgrade Literature Review. Fall 2006.
- Majstorovic, Gorica Translated poem, "The Lost Thing." The Belgrade Literature Review. Fall 2006.
- Majstorovic, Gorica Translated poem, "Souls Agent." The Belgrade Literature Review. Fall 2006.
- McDonald, Michelle
Craig Published article, "Rwanda and the Thousand Hills Coffee Co.: Breaking New Grounds." Harvard Business School Working Paper Series. 9-807-004 (Jun 2006): 1-26.
- McDonald, Michelle
Craig Coclanis, Peter. "The Atlantic Economy during the Seventeenth and Eighteenth Centuries: Organization, Operation, Practice, and Personnel." Business History Review. 80:4 (Winter 2006): 780-783.
- McDonald, Michelle
Craig "Buying the World for Coke: Roberto C. Goizueta and the Internationalization of Coca Cola." [with Tom Nicholas, Harvard Business School Case Study.] (Jun 2007): 1-20.
- McDonald, Michelle
Craig "Maiden America: Ida Rosenthal and the History of Maidenform, Inc." [with Tom Nicholas, Harvard Business School Case Study.] (Feb 2007): 1-23.
- McDonald, Michelle
Craig Cowan, Brian, "The Social Life of Coffee: The Emergence of the British Coffeehouse." Business History Review. 81: 1 (Spring 2007): 191-194.
- Ogden, Kate "California as Kingdom Come." Yosemite: Art of an American Icon. [catalogue of an exhibition at The Autry Museum of Western Heritage.] Los Angeles (Fall 2006).
- Ogden, Kate "Within the Tradition: Photographic Portraits of Holocaust Survivors." Holocaust Survivors of South Jersey: Portraits of Resilience. [Co-published with Holocaust Resource Center.] Richard Stockton College of NJ. (Spring 2007.)
- Ogden, Kate Published nearly 100 add-on pages. Art & Architecture of New Jersey. Available at: www.artofnewjersey.net. (2006 - 2007)

- Ogden, Kate Published website entry, "Charlotte Julie Bonaparte," "Alexander Jackson Davis," "Marion Swinton," and "Julius Golz." <www.AskArt.com> 2006-07.
- Ogden, Kate "California as Kingdom Come." The Yosemite: Art of An American Icon. Autry National Center. Los Angeles, CA. (Jan 2007).
- Ogden, Kate Published website entry, "Charlotte Julie Bonaparte." Wikipedia. <www.wikipedia.org>. Spring 2007.
- Olson, Kory "Aux armes, citoyens: le discours cartographique dans Le plan figuratif des barricades (1830)." Textimage. (Fall 2007): vol 2.
- Privitello, Lucio "S/laughter and Anima-lēthē S/laughter and Anima-lēthē." Reading Bataille, Finally. Ed. Shannon Winnubst. Indiana University Press, Feb 2006.
- Stefans, Brian K. "Make it New." Boston Review. <<http://bostonreview.net/BR31.5/stefans.html>>.
- Ueno-Olsen, Hannah Distribution One, Inc. at: <http://www.Chameleonadvertising.com/distone/>; FreeStep at: <<http://www.freestepping.com>>. (24 Jun 2007).
- Ueno-Olsen, Hannah Designed award medallion coins (minted). NJ State of Military and Veteran's Affairs: New Jersey Prisoner of War/Missing in Action Medallion. (3 Dec 2007)
- Ueno-Olsen, Hannah Designed award medallion coins (minted). Governor Jon S. Corzine's award coin. (Sept 2006)
- Ueno-Olsen, Hannah Designed award medallion coins (minted). The Chief Commander's coin of the 177th Fighter Wing. (21 June 2007)
- White, Wendel Clapp, Kevin. "Return to Israel." [Review of exhibition, "Pictures from a New World."] The Press of Atlantic City. 24 Sep 2006: D1, D2.
- Zucconi, Laura "Medicine and Religion in Ancient Egypt." Blackwell's Religion Compass. Jan 2007. <www.blackwell-compass.com/subject/religion>

Performances and Exhibitions

- Brent, Marilyn Exhibit of work. South Jersey Landscapes. Ocean City Arts Center, Ocean City, NJ. Jan 2007.
- Davidson, Robert Gríos. Philly Fringe Festival. Philadelphia. Sept 2006.
- Davidson, Robert Tossing & Turning. 2007 RDA National Festival, Pittsburgh, PA. 24-28 Apr 2007.
- Davidson, Robert Created an Original work which was selected for performance. Cool NY Dance Festival, NY 26-28 Jan 2007.
- Davidson, Robert Created an Original work which was selected for performance. D.U.M.B.O. Dance Festival, NY 20-22 Oct 2006.
- Davidson, Robert Created an Original work which was selected for performance. Connecticut Meets New York Dance Festival. Norwalk, CT. 29-30 Sep 2006.
- Davidson, Robert “Grios: A Celtic Dance Fantasy.” By Robert Davidson. Philly Fringe 2006: Kinetic Architecture. Featured in Philadelphia City Paper Festival Preview.
- Hendrick, Pamela A Comb and a Prayer Book: A Survivor’s Story.” By Pamela Hendrick. (Based on Elizabeth Blum Goldstein’s memoir.) Performed, Shana Fogarty. Performing Arts Center, Richard Stockton College of NJ. Pomona, NJ. 18-22 Apr 2007.
- Hendrick, Pamela Crumbs From The Table Of Joy. By Lynn Nottage. Pamela Hendrick. Experimental Theatre, Richard Stockton College of NJ. Pomona, NJ. 4-8 Oct 2006.
- Mallett, Mark Lighting Designer, “Arms and the Man.” By G.B. Shaw. Performing Arts Center, Richard Stockton College of NJ. Pomona, NJ. 15-19 Nov 2006.
- Mallett, Mark Production Coordinator, ChoreoProject 28. Experimental Theatre, Richard Stockton College of NJ. Pomona, NJ. 7-9 Dec 2006.
- Mallett, Mark Lighting Designer and Technical Director, A Concert of Dance-By the Stockton Dance Company. Performing Arts Center, Richard Stockton College of NJ. Pomona, NJ. 1-4 Mar 2007.

McGill, Scott New studio album release with his group, McGill/Manring/Stevens, titled “What We Do.” 2006.

Morfit, Jedediah Standing On One Foot. Barrington Center for the Arts at Gordon College. Wenham, MA. Jan 2007.

Morfit, Jedediah Listen, Listen. Woodmere Art Museum, Philadelphia, PA. Jan 2007.

Tompkins, Ken Search for the Grail. <<http://caxton.stockton.edu/grail>>.

Ueno-Olsen, Hannah Juried Exhibition. Halpert Biennial ‘07. Turchin Center for the Visual Arts. Boone, NC. 6 Jul 2007 – 6 Oct 2007.

Ueno-Olsen, Hannah Juried Exhibition. “All Media Landscape.” Foundry Art Center, St. Charles, MO. 20 Jul – 7 Sept 2007.

Ueno-Olsen, Hannah Exhibited. Contemporary Art. Fraser Gallery. MD. 24 Jul – 9 Aug 2007.

Ueno-Olsen, Hannah Exhibited. National Juried Exhibition. Philadelphia Sketch Club. PA. Aug 2006.

White, Wendel Pictures from a New World: An African American Village in Israel. Richard Stockton College Art Gallery, Richard Stockton College of NJ. Pomona, NJ 18 Sep – 14 Oct 2006.

White, Wendel “Pictures from a New World.” Visions. ABC Channel 6, Philadelphia, PA. 23 Sep 2006.

White, Wendel Featured article. Atlantic City Press. “Small Towns, Black Lives,” [on display at the Carriage House Gallery.] Emlen Physick Estate. Cape May, NJ.

White, Wendel “Village of Peace.” NJN State of the Arts Program. Emily Raboteau, [writer and Assistant Professor of Creative Writing] City College of New York. By George Tice and Edward Weston. 30 Mar 2007.

White, Wendel Pictures from a New World (Village of Peace). Court Street School Historic Site and Community Center. Freehold, NJ. Feb 2007.

Presentations

- Allison, Donnetrice “What’s the Message: Using Your Voice to Change the Negativity in Hip Hop.” Black Issues Convention, Somerset, NJ. Oct 2006.
- Allison, Donnetrice “Understanding Hip Hop Culture.” The Family Service Association’s First Annual Multicultural Competence Training Conference, Atlantic City, NJ. May 2007.
- Allison, Donnetrice “Making a Case for Restorative Rhetoric: Mayor Rudolph Giuliani and Mayor Ray Nagin’s Response to Disaster.” The Rhetoric and Public Address Interest Group of the Eastern Communication Association, Providence, RI. Apr 2007.
- Allison, Donnetrice “Motherhood and Academia: The Intersection Between Personal Fulfillment and Professional Development.” The Voices of Diversity Interest Group of the Eastern Communication Association, Providence, RI. Apr 2007.
- Allison, Donnetrice “The Roles of Black Women in Families, as Portrayed on Television.” The 6th Annual State of the Africana Professoriate Conference: The Black Familial Structure, Ramapo College, Mahwah, NJ. Mar 2007.
- Allison, Donnetrice “Creating Sites for Connection: Nonwhite Colleagues Teaching About Race.” The Instructional Development Division of the National Communication Association, San Antonio, TX. Nov 2006.
- Allison, Donnetrice “Balancing Act: Coping with Life’s Personal Disasters, While Pursuing Your Goals.” The Richard Stockton College First Year Residential Experience Lecture Series, Richard Stockton College of NJ. Pomona, NJ. Oct 2006.
- Allison, Donnetrice Chaired panel, “Communication and Popular Culture.” The New Jersey Communication Association 11th Annual Conference. Kean University, Union, NJ. Mar 2007. [Brought a group of 31 students from the Communications Seminar Course; 10 presented papers.]
- Allison, Donnetrice Panel respondent, “Rhetoric, Diversity and Historical Frames.” The Voices of Diversity Interest Group of the Eastern Communication Association, Providence, RI. Apr 2007.

- Allison, Donnetrice Chaired panel, “Top Papers in Intercultural Communication.”
The Intercultural Communication Interest Group of the Eastern
Communication Association, Providence, RI. Apr 2007.
- Birdwhistell, Joanne "Desires of Mountains and Rivers in Chinese Thought." Annual
Conference of the Society for Asian and Comparative
Philosophy, Asilomar, Monterey, CA. 18-21 June 2006.
- Constantelos,
Demetrios “The Hellenic Background of Patristic Thought on Philanthropy
in the early Byzantine Centuries.” Pappas Conference on
Patristics. Brookline, MA. Oct 2006.
- Constantelos,
Demetrios Lectured, “Education and Educational Ideals in Ancient Greece
and the Byzantine Empire.” Greek-American Educators of the
Metropolis of New Jersey. Paramus, NJ. Jan 2007.
- Cordero Román,
Arnaldo Invited presenter, “Colegílogo: Taller de escritura y
pensamiento de Joserramón Melendes.” University of Puerto
Rico, Río Piedras, PR. 28-29 Mar 2007.
- Cordero Román,
Arnaldo Universidad de Puerto Rico, Recinto de Río Piedras
Facultad de Humanidades, Seminario Federico de Onís
Primer Colegílogo JOSERRAMON "CHE' MELENDES,
LITERARIO Miércoles, 28 de marzo 2007
- Cordero Román,
Arnaldo Presentación: Dr. Arnaldo Cordero Román (Richard Stockton
College [New Jersey]) "**Imágenes disen**" (Fotografías en
imitación fono-lógica de **Desimos décimas** [CD/DVD con fotos
acompañadas con texto y música])
- Cordero Román,
Arnaldo Panel Presentation, “Best Practices in World Languages and
International Education in Teacher Preparation Programs.”
Richard Stockton College of New Jersey: New Jersey World
Languages Regional Testing and Training Centers: Fall
Inauguration/Update. William Paterson University, Wayne, NJ.
13 Oct 2006.
- Cordero Román,
Arnaldo New Jersey Department of Education Seminar XI On Teacher
Preparation for World Languages, William Paterson University,
Wayne, NJ. 13 Oct 2006.
- Cordero-Roman,
Arnaldo Panel presentation, “Seminar XI on Teacher Preparation for
World Languages.” NJ Department of Education. William
Paterson University, Wayne, NJ. 13 Oct 2006.

- Davidson, Robert “Paper Dolls: A Locked Away Cabaret,” American College Dance Conference, San Francisco State University, San Francisco, CA. 17-20 Jan 2007.
- Davidson, Robert Invited to teach as a Guest Artist. Midland Festival Ballet, Midland, TX. (2006)
- Davidson, Robert Invited to teach as a Guest Artist. Collin County Ballet, Dallas, TX. (2006)
- Farina, Christine Presented, “Freeing Columbus from the Anachronistic View.” Association for Core Texts and Courses (ACTC) Conference, Williamsburg, VA. Mar/Apr 2007.
- Gussman, Deborah “Using New Media to Teach Early American Women Writers.” Society for the Study of American Women Writers Conference, Philadelphia, PA. Nov 2006.
- Gussman, Deborah Panel Moderator, “Nineteenth-Century Women Writers and Web Resources.” Study of American Women Writers Conference, Philadelphia, PA, Nov 2006.
- Hayse, Michael Invited presenter, “The Structure of Nazi Rule.” The Jewish Auschwitz Center Foundation, Intern Orientation, New York City, NY. Jun 2006.
- Hayse, Michael Invited presenter, “The Machinery of Death at Auschwitz.” The Jewish Auschwitz Center Foundation, Intern Orientation, New York City, NY. Jun 2006
- Hayse, Michael Moderated a panel, “Dissent in Film: Case Studies of the Two Germanys.” German Studies Association 30th Annual Conference, Pittsburgh, PA. 29 Sep 2006.
- Hayse, Michael Served on roundtable, “Germany, Europe, and the World: Transnational, Multicultural, and Comparative Approaches to Classroom Presentations of German History and Culture.” German Studies Association 30th Annual Conference, Pittsburgh, PA. 30 Sep 2006.
- Hayse, Michael “Narratives of Suffering on the Home Front: Postwar Commemoration of Urban Destruction” on the panel, “The Memory of World War II in East and West Germany.” German Studies Association 30th Annual Conference, Pittsburgh, PA. 1 Oct. 2006.

- Hayse, Michael "Histories of the Aftermath: The European Postwar in Comparative Perspective." University of California, San Diego, CA. Feb 2007.
- Hayse, Michael "Narratives of Suffering: Commemoration of Urban Destruction in Postwar Germany." University of California, San Diego, CA. Feb 2007.
- Hayse, Michael Invited presenter, "Remembering War in Germany: An American Perspective," International Conference on The Experience of War in the United States. Eberhard-Karls-Universität Tübingen. Jun 2007.
- Jacobson, Kristin J. "Women's Popular Domestic Cultures at the Extremes: The Rhetoric of Home in The American Woman's Home and Extreme Makeover: Home Edition." Society for the Study of American Women Writers, Philadelphia, PA. Nov 2006.
- Jacobson, Kristin J. "(E) Racing Embattled Whiteness in Chang-rae Lee's Aloft." American Literature Association, Boston, MA. May 2007.
- Jacobson, Kristin J. "Barbara Kingsolver's Imagined Geographies." Twentieth Century Literature and Culture Conference, Louisville, KY. Feb 2007.
- Jackson, Rodger "The Ambiguities of Betrayal." Against the Grain Speaker Series, Frostburg, MD. 12 Oct 2006.
- Jackson, Rodger "Trust and Moral Philosophy." Frostburg State's Philosophy Society, Frostburg, MD. 13 Oct 2006.
- Jackson, Rodger Conducted workshop, "End of Life Issues." Social Work and Mental Health Professionals, Carnegie Library Center. Atlantic City, NJ. 29 Sep 2006.
- Littell, Franklin "Serving God in an Ungodly World." Rubin Wishkin High School of the Trocki Hebrew Academy. Egg Harbor Township, NJ. 18 Jun 2006.
- Littell, Franklin "Serving God in an Ungodly World." Boston University School of Theology, Marsch Chapel, Boston, MA. 14 May 2006.
- Littell, Franklin "The Response of Polish Middle and High School Teachers Mandated to Teach About the Holocaust." Conference, Case Western Reserve University. Cleveland, OH. Mar 2007.

- Littell, Marcia Sachs "Issues and Challenges Facing Higher Education and the Churches in Teaching about the Holocaust." "Think Tank" for The 36th Annual Scholars' Conference on the Holocaust and the Churches, Case Western Reserve University. Cincinnati, OH. 31 May – 1 Jun 2006.
- Littell, Marcia Sachs "Issues and Challenges Facing Higher Education and the Churches in Teaching about the Holocaust," Trocki Hebrew Academy. Egg Harbor Township, NJ. 15 June 2006.
- Littell, Marcia Sachs King, Ida E, & Berenbaum, Michael. "Teaching the Holocaust in the 21st century." Jagiellonian University, Krakow, Poland. 3-7 July 2006.
- Littell, Marcia Sachs "The Effect of Situated Learning on Holocaust Educators." Day of Scholarship, Richard Stockton College of NJ. Pomona, NJ. 1 Mar 2007
- Long, Nathan "Queer Fictions: A Discourse between Theory and Practice." Seeking Queer Alliances: Resisting Dominant Discourses and Institutions, Warsaw, Poland. 29 Aug 2006.
- Lubenow, William "Liberalism, Roman Catholicism and Irish Nationalism in the Nineteenth Century." Western Conference on British Studies, Dallas, TX. 21 Oct 2006.
- Lubenow, William "Liberalism and the Shaping of Identity(ies)." Middle Atlantic Conference on British Studies, Baltimore, MD. Apr 2007.
- Mallett, Mark "Teaching Lighting Design as a Form of Performance." Mid America Theatre Conference, Minneapolis, MN. 1-4 Mar 2007.
- McDonald, Michelle Craig "Imperial Rivalries: Competition and Globalization in the Early Coffee Industry." Cities and Empires Conference, Institute for Historical Research, London, England. Jun 2006.
- McDonald, Michelle Craig "Drinking Freedom? Coffee and 'Freedom' in the Eighteenth and Nineteenth Centuries." Food and Globalization Conference, Cambridge, England. Jun 2006
- McDonald, Michelle Craig "Creative Capitalism: Government Intervention in Post-Revolutionary Trade." Business History Conference, Toronto, Canada. Jun 2006.
- McDonald, Michelle Craig "By Any Other Name: Caribbean Coffee in the American Imagination." Omohundro Institute for Early American History and Culture, Quebec, Canada. Jun 2006.

- McDonald, Michelle Craig “The Drink of Diplomats: U.S. Coffee Re-Exports in Transatlantic Trade.” Society for Historians of the Early American Republic, Montreal, Canada. Jul 2006
- McDonald, Michelle Craig “Culture and Consumption: National Drinks and National Identity in the Atlantic World.” Global Economic History Network Conference, Washington, D.C. 9 Sep 2006.
- McDonald, Michelle Craig Topik, Stephen, “Culture and Consumption: National Drinks and National Identity.” Global Economic History Network, Washington, DC. Sep 2006.
- McDonald, Michelle Craig “Brand New: The Development of Regional Branding in Caribbean Coffee, 1780-1820.” Association of Caribbean Historians, Kingston, Jamaica. May 2007.
- McDonald, Michelle Craig “The People, the Mob, or a Few Persons in Power: Reinterpreting the Meaning of the American Revolution,” Society for Historians of the Early American Republic, Worcester, MA. Jul 2007.
- Mench, Fred “Roman Historical Fiction: and Update.” Classical Humanities Society of South Jersey Conference, Richard Stockton College of NJ, Pomona, NJ. 23 Aug 2007.
- Nichols, Robert Invited presenter, “Pashtun Migration in the Indian Ocean World.” Rutgers University, New Brunswick, NJ. Nov 2006.
- Nichols, Robert “Mullahs in the Assembly: The Muttahida Majlis-e Amal.” 35th Conference on South Asia, University of Wisconsin, Madison. Oct 2006.
- Nichols, Robert Discussant, Penn Economic History Forum paper, “Trade and Industry in the Indian Subcontinent, 1750-1913,” Professor Prasannan Parthasarathi (Boston College), University of Pennsylvania, Philadelphia, PA. Feb 2007.
- Nichols, Robert “The Muttahida Majlis-e Amal and North West Frontier Province (NWFP) Politics.” 59th Annual Meeting of the Association for Asian Studies, Boston, MA. Mar 2007.
- Nichols, Robert Chaired panel, “The Changing Roles of Politicized Islam in Pakistan’s Northwest.” 59th Annual Meeting of the Association for Asian Studies, Boston, MA. Mar 2007.

- Nichols, Robert Invited presenter, “Lives and Lines: The Social and Economic Consequences for the Peoples of the Trans-border Region.” The Durand Line: History, Consequences and Future Conference, The Hollings Center for International Dialogue, Istanbul, Turkey. Jul 2007.
- Nichols, Robert “Retiring the Scaffold: The Peshawar Division ‘Mutiny Report’.” International Conference on War of Independence, 1857. University of Peshawar, Pakistan. Aug 2007.
- Ogden, Kate “The Classical Tradition in Art,” for The Examined Life Summer Program, Hellenic Studies, Richard Stockton College of NJ. Pomona, NJ. 23 Aug 2006.
- Ogden, Kate “American Landscape: The Hudson River School.” Dorothy Zaun Collins Lecture Series at the Evergreens, a Retirement Center, Moorestown, NJ. 21 Sep 2006.
- Ogden, Kate “King Tut and the Art of Egypt,” Pine Shores Art Association, Manahawkin, NJ. 26 Mar 2007.
- Ogden, Kate
Nearpass “Women in the Arts.” Hammonton Arts Center, Hammonton, NJ. 4 Mar 2007.
- Ogden, Kate
Nearpass “A New Paris: Lavant-projet daménagement de Paris (1938).” The Society for French Historical Studies, Rice University. Houston, TX. 16 Mar 2007.
- Olson, Kory Speaker, “A New Paris: L’avant-projet d’aménagement de Paris (1938).” The Society for French Historical Studies, Rice University, Houston, TX. 16 Mar 2007.
- Olson, Kory Speaker, “Out for a Drive: The Guide Michelin 1900.” The International Conference on the History of Cartography, Bern, Switzerland. 13 Jul 2007.
- Olson, Kory “A Guide for Modern Paris: The 1900 Paris Illustré par Paul Joanne Organization: Nineteenth Century French Studies Colloquium.” Indiana University. Bloomington, IN. 28 Oct 2006.
- Privitello, Lucio
Angelo Presented a commentary, “Husserlian Phenomenology as a Method for Determining Shifts within the History of Cubism.” American Society for Aesthetics, Philadelphia. PA. Apr 2006.

- Roessel, David “Gladstone, Philhellenism and the Bulgarian Agitation. The Making of Modern Greece: Nationalism, Romanticism, and the Uses of the Past (1797-1896).” Center for Hellenic Studies of King College, London, England. 7-9 Sep 2006.
- Roessel, David “Ezra Pound on His Relationship to Fascism: The Letters to Archibald MacLiesh from St. Elizabeth’s Hospital.” American Literature Associations meeting, Boston, MA. May 2007.
- Roessel, David “The Seige of Corinth, Francesco Morosini, and Vencie’s Empire in the East.” International Byron Association meeting, Venice. 10-14 Jul 2007.
- Stefans, Brian “AUTOSTART – A Festival of Digital Literature.” Celebrating the Electronic Literature Collection, Kelly Writers House, Philadelphia, PA. 26-27 Oct 2006.
- Tompkins, Ken “Learning Technology and Chaucer Pedagogy: The Wiki,” Fifteenth International Congress of the New Chaucer Society Conference at Fordham University, Lincoln Center Campus, NY. 29-30 Jul 2006.
- Vaughn, Beverly “Developing and Maintaining Choral Artistry.” Choral Workshop for the Stockton Oratorio Society, Richard Stockton College of NJ. Pomona, NJ. 21 Aug 2006.
- White, Wendel Jersey City Afro-American Historical Museum. Feb 2007. Presented examples of all projects concerning the African American community.

Boards

- Allison, Donnetrice Conference organizer, Stockton College State of Hip Hop: The Music and Culture Summit.
- Allison, Donnetrice Member, planning committee, Third Annual Fannie Lou Hamer Human and Civil Rights Symposium. Richard Stockton College of NJ. Pomona, NJ. Oct 2006.
- Gussman, Deborah Elected, Vice President for Membership and Finance, Executive Board member. The Catharine Maria Sedgwick Society. 2004-2007.

Gussman, Deborah	Organizer and Facilitator, “ <u>Pedagogy Roundtable.</u> ” <u>De-Domesticating the Rural: The Fifth Catharine Maria Sedgwick Symposium.</u> Stockbridge, MA. Jun 2007.
Gussman, Deborah	Facilitator and Conference Co-organizer. <u>De-Domesticating the Rural: The Fifth Catharine Maria Sedgwick Symposium.</u> Stockbridge, MA. 31 May – 3 June 2007.
Littell, Marcia Sachs	Executive Director, 37th Annual Scholars’ Conference on the Holocaust and the Churches.
Mallett, Mark	Secretary and Webmaster, The Mid-America Theater Conference.
Mallett, Mark	Secretary, The United States Institute for Theater Technology, Chesapeake Section.
Nichols, Robert	Executive Committee member, Board of the American Institute of Afghanistan Studies. 2006-2009.
Nichols, Robert	Board member, renewed, American Institute of Pakistan Studies. 2007-2008.
Roessel, David	Member of advisory committee, Tennessee Williams Festival. Sep 2006.
Roessel, David	Advisory board member, Provincetown Tennessee Williams Festival. 28 Sep -1 Oct 2006.
White, Wendel	Member, Executive Committee Board Treasurer, NJ Council for the Humanities. Nov 2006 – Nov 2009.
White, Wendel	Member of Board, New Jersey Black Cultural and Heritage Initiative Foundation. 2006 – 2007.

Awards and Grants

Codero-Roman, Arnaldo	Mastrangelo, Alysia, Galantino, Mary Lou, and Merydawilda Colon. Co-submitted, First Energy Foundation. “Cultural Competence and Health Care.”
Constantelos, Demetrios	Honorary Award for devotion to education. The Greek Orthodox Metropolis of New Jersey. 2007

Constantelos, Demetrios	Honorary Award for outstanding service. The Pan Hellenic American Federation of Educators and the Greek Teacher's Association. 2007.
Davidson, Robert	Gala Status award. "Paper Dolls: A Locked Away Cabaret." San Francisco, CA 17-20 Jan 2007.
Davidson, Robert	Farina, Christine. Awarded two Telly Awards. "Threadbare." The first award was in the Independent Category and the second award was in the Experimental Category. Jan 2007.
Davidson, Robert	Farina, Christine. Submission, EMPAC. "Pretty Air."
Dunn, Stephen	2007 Paterson Award for Sustained Literary Achievement, "Everything Else in the World."
Farina, Christine	Davidson, Robert. Awarded two Telly Awards. "Threadbare." The first award was in the Independent Category and the second award was in the Experimental Category. Jan 2007.
Farina, Christine	Davidson, Robert. Submission, EMPAC. "Pretty Air."
Grasso, Norma	Nuestro Pueblo Award, Hispanic Alliance of Atlantic County. Mar 2007.
Grasso, Norma	Ivette Rodriguez-McMahon Education Award. [Improving quality of community life and advancing Hispanic cultural heritage.]
Hayse, Michael	The German Studies Association prize for best History/Social Science article. German Studies Review. May 2003.
Hendrick, Pamela	Awarded, Atlantic County Cultural Heritage. "Theatre Productions Guest Artists." January 2007 – December 2007.
Jacobsen, Kristen	Submission, American Council of Learned Societies.
King, David	Received certification as an Oral Proficiency Interview Tester in French. David is the only certified French tester in New Jersey and one of 25 testers in the United States.
Littell, Franklin	Honored, 37th Annual Scholars' Conference on the Holocaust and the Churches Annual Banquet. Case Western Reserve University. Cleveland, OH. Mar 2007.
Long, Nathan A.	Finalist, "Clam." Glimmer Train 2006/2007 Very Short Story contest. (under 3000 words)

Mallett, Mark	Grant. Summer 2007: Friends of Hellenic Studies. “Faculty Development Grant.”
McDonald, Michelle Craig	Postdoctoral Fellowship. “Early American Economy and Society (PEAES).” Philadelphia, PA. Mar 2007.
McDonald, Michelle Craig	K. Austin Kerr Prize for best first paper delivered by a new scholar. The Annual Meeting of the Business History Conference, Toronto, Canada. Jun 2006.
McDonald, Michelle Craig	Semi-finalist. Herman Krooss Prize for the Best Dissertation in Business and Economic History. Business History Conference, Toronto, Canada. Jun 2006.
McDonald, Michelle Craig	Awarded. Winterthur-National Endowment for the Humanities Postdoctoral Fellowship. Winterthur, DE. May 2007.
McDonald, Michelle Craig	Grant Award. “Revolution to Republic: Philadelphia’s Place in Early America.” National Endowment for the Humanities. Jul 2007.
McGarvey, Denise	Awarded, Atlantic County Cultural Heritage. “Society of Illustrators Exhibition and Lecture.” 15 Feb – 31 Mar 2007.
McGarvey, Denise	Grant Award. Society of Illustrators Exhibition and Lecture. NJ State Council on the Arts/ Department of State through the Atlantic County Office of Cultural and Heritage Affairs. 15 Dec 2006 – 15 Dec 2007.
Morfit, Jedediah	Named, Fellow of the Career Development Program at the Center for Emerging Visual Artists. Philadelphia, PA. 2007.
Morfit, Jedediah	Louise Cramer Sculpture Prize. “Listen, Listen”. Woodmere Art Museum, Philadelphia, PA. Jan 2007.
Rosner, Lisa	Awarded, NJ Historical Commission. “Oral History of Edwin Forsythe National Wildlife Refuge.” July 2006 – December 2007.
Ueno, Hannah	Purchase award, “Cityscape – Freedom Street II.” Turchin Center for the Visual Arts, Boone, NC. Aug 2007.
vanKuiken, Henry	Awarded, Atlantic County Cultural Heritage. “Dance Productions Guest Artists.” January 2007 – December 2007.

- White, Wendel Awarded, Jewish Federation Foundation of Atlantic and Cape
May. "Pictures from the New World: An African American
Village in Israel." July 2006 – June 2007.
- White, Wendel Awarded International Service Award, Rotary Club of Greater
Atlantic City. Apr 2007.

GENERAL STUDIES

General Studies

Scholarly Activities 2006-2007

Books Published

- McLoughlin, Maryann (2006). Edited. *But Where Is Tanya? Courage and Loss in the Vilna Ghetto.* (2nd ed.) Stockton Press.
- McLoughlin, Maryann Weitzenhof, Arnold. (2006). Co-authored. *This I Remember: A Polish Youth Survives the Shoah.* Margate, NJ: Comteq Press.
- McLoughlin, Maryann (2006). Edited. *The Photographs in Nona's Album.* Stockton Press..
- McLoughlin, Maryann (2007). Edited. *Through Siberia with Bed and Babies.* Margate, NJ: Comteq Press.

Published Works

- Colijn, Jan (2006). *America vs. Europe: Emerging Divergence in Thinking About the Holocaust.* Diederik Oostdijk and Marka G. Valenta. *Tales of the Great American War-World War II in Politics and Poetics.* Amsterdam: VU University Press.
- Colijn, Jan (Fall 2006). *Contemporary Reflections on the Importance of the Nuremberg Trials.* *Online Dimensions - A Journal of Holocaust Studies.* Vol. 19.
- Colijn, Jan (1 Aug 2006). *Money Isn't There. So How Do We Ease NJ College Squeeze?* *The Press of Atlantic City.*
- Lopatto, Claire (Fall 2007). Review, "The Spirit of Service: Exploring Faith, Service and Social Justice in Higher Education." *National Academic Advising Association's (NACADA) Journal.* 27.1
- McLoughlin, Maryann (Fall 2006). Authored and edited, "Nuremberg Trials, Sixty Years Later." (2nd issue, Winter 2007). *Dimensions On-line.* ADL and Richard Stockton College of NJ.

Presentations

- Colijn, Jan Haines, Jeff. (28 Sep 2006). Co-presented. Soccer: Everything You Wanted to Know. Galloway Library. Galloway, NJ.
- Colijn, Jan (6 Dec 2006) Roots of Genocide, Ruin's Wheel. International House, Philadelphia, PA.
- Colijn, Jan Keynote speaker. (15 Apr 2007) Yom HaShoah Program. Temple Beth Am, Congregation Ahavat Shalom, Lakewood Clergy Association. Lakewood, NJ.
- Colijn, Jan Keynote speaker. (18 Apr 2007). Ocean County College Holocaust Remembrance Day. Ocean County Community College, Toms River, NJ.
- Colijn, Jan (15 Apr 2007). Holocaust Remembrance Day presentation. Temple Beth El, Congregation Ahavat Shalom, Lakewood Clergy Association. Lakewood, NJ.
- Colijn, Jan Panelist. "Roots of Genocide." featuring Dr. Adam Jones, Research Fellow at Yale University and author of Genocide: A Comprehensive Introduction. Richard Stockton College of NJ, Pomona, NJ.
- DiGiorgio, Emari (16 Sept 2006). Pop Culture and Poetry. Atlantic City Free Public Library's 1st Arts, Books, and Culture Festival, Atlantic City, NJ.
- Forbes-Igharo, Paulette (6-9 Sep 2006). Moderated, Putting Together a TRIO Manual. 25th Annual TRIO Conference, New York, NY.
- Lenard, Georgeann (1-4 Nov 2006). Fear and Awe in O'Connor's 'Revelation'. International Conference on Fear and Awe, Atlanta, GA.
- McLoughlin, Maryann (10 Sep 2006). Life After the Holocaust: Meeting the Needs of Survivors and Their Families. NJ Commission on Holocaust Education Conference, Rutgers University, New Brunswick, NJ.
- Rittner, Carol (Oct. 2006). Panel Presentation, Yehuda Bauer: Activist and Scholar. Lessons and Legacies Conference. Claremont McKenna College, Claremont, CA.

- Rittner, Carol (Nov. 2006). Keynote presentation, Rape, Religion and Genocide: An Unholy Silence. Emerging Issues in Holocaust Education Conference, Seton Hill University, Greensburg, PA.
- Rittner, Carol (Feb 2007). The Challenge of the Exception: Rescue During the Holocaust. Rescuers During the Holocaust, Bloomfield Hills, MI
- Rittner, Carol (6 Mar 2007). The Holocaust and the Christian World. Department of Jewish Studies. University of Melbourne, Melbourne, Australia.
- Rittner, Carol (8 Mar 2007). The Christian Churches During the Holocaust. School of Religious Studies. Australian Catholic University, Melbourne, Australia.
- Rittner, Carol (13 Mar 2007). Reconstructing Society After Genocide. Confronting Genocide Seminar. Phnom Penh, Cambodia.
- Rittner, Carol Panelist, Roots of Genocide. Featuring Dr. Adam Jones, Research Fellow at Yale University and author of Genocide: A Comprehensive Introduction. Richard Stockton College of NJ, Pomona, NJ.
- Rosenthal, Gail (10 Sep 2006). Life After the Holocaust: Meeting the Needs of Survivors and Their Families. NJ Commission on Holocaust Education Conference, Rutgers University, New Brunswick, NJ.
- Rosenthal, Gail (3-5 Jun 2007) Contemporary Challenges for Holocaust Education. Association for Holocaust Organizations' Annual Summer 2007 Meeting, Montreal, CA.
- Rosenthal, Gail (Jul 2007) Jewish Resistance during the Holocaust – Daring to Resist. Jewish Foundation for the Righteous, Columbia University, New York City, NY.
- Rosenthal, Gail (Jul 2007) Jewish Resistance during the Holocaust – Daring to Resist. The Museum of Jewish Heritage Summer Institute for Teachers, Columbia University, New York City, NY.

Boards

- Colijn, Jan Alumni Council, International House. Philadelphia, PA.
- Rittner, Carol Appointed member, Board of Trustees of Georgian Court University. Lakewood, NJ.

Rittner, Carol	Member, Board of Trustees of College Misericordia. Dallas, PA.
Mutari, Ellen	Appointed Chair, International Association for Feminist Economics. Rhonda Williams Scholarship Committee. 2006-2008.

Awards and Grants

Colijn, Jan	Donation, Holocaust Resource Center, April 2007.
Colijn, Jan	Recipient of the (inaugural) Sister Rose Thering Award. The New Jersey Commission on Holocaust Education. In recognition of his book <u>Ruin's Wheel</u> . 23 Apr 2007.
Digiorgio, Emari	2006 Ellen LaForge Poetry Prize.
Digiorgio, Emari	2007 New Jersey Council for the Arts Fellowship in Poetry
Fecteau, Lydia	Donald J. Sykes Award. 18 th Annual Donald J. Sykes Luncheon. Mays Landing, NJ. 13 Oct 2006. Presented by the Atlantic County Division of Intergenerational Services and the Disabled Citizens Advisory Board
Forbes-Igharo, Paulette	Awarded to Community of Scholars. Sam's Club Foundation.
Forbes-Igharo, Paulette	18 Apr 2007. Anthony and Rita Mack - A and R Enterprises Award for Entrepreneurship Internship. Awarded to two Community of Scholars Black/African American students.
McGovern, Heather	Submitted, Institute of Education Sciences. "E-Portfolios as Assessment and Pedagogical Tools."
McLoughlin, Maryann	Awarded, NJ Humanities Council. "Holocaust Survivor Portrait Project – From Despair Comes Hope."
Michlic, Joanna	Awarded, Holocaust Educational Trust. "Through the Eyes of Painted Birds: Jewish Children in Poland, 1939-49." 10 Oct 2006 – 30 Sept 2007.
Rosenthal, Gail	Awarded, Jewish Federation of Atlantic and Cape May Counties. "Holocaust Survivor Video Project." Oct 2006 – Jun 2007.

NATURAL SCIENCES AND MATHEMATICS

Natural Sciences and Mathematics

Scholarly Activities 2006-2007

Published Works

- Edwards, Paul (2007) C_{MP} or c_{MP} : The Balance in Chemical Mechanical Polishing. Electrochemical and Solid-State Letters. Vol 10, (7): H213-H216.
- Epstein, Claude M. (2007). Peer-Reviewed Electronic Publication. Stream Restoration Under "Natural" Conditions: The Oswego River at Martha Furnace. Proceedings of the Seventh International Conference on Hydrosience and Engineering. Philadelphia, PA. <http://hdl.handle.net/1860/732>
- Harmer, Tara (2006). The Genome of Deep-Sea Vent Chemolithoautotroph *Thiomicrospira Crunogena* XCL-2. PLOS Biology. 4.12: 2196-2212.
- Hozik, Michael J. Stanley, C. (Southwestern Illinois College). (2007). Paleoseismic Investigation and Long-Term Slip History of the Hurricane Fault in Southwestern Utah. Utah Geological Survey Special Study, Paleoseismology of Utah series. 14: 119, 81.
- Landau, Matthew (2006). Kelly, A. M., & Silverstein, J, Eds. Aquaculture in the 21st Century. The Quarterly Review of Biology. 82, 298.
- Mihalasky, Mark Doebrich, J.L., Wahl, R.W., Ludington, S.D., Orris, G.J., Bliss, J.D., Sutphin, D.M., Schruben, P.G., Bolm, K.S., Hubbard, B.E., Mars, J.C., Peters, S.G., Wandrey, C.J., and Chirico, P. Co-authored. (2007). Non-Fuel Resource Assessment GIS of Afghanistan. Appendix to Peters, S.G., Ludington, S.D., Orris, G.J., Sutphin, D.M., and Bliss, J.D., (eds.) Preliminary Non-Fuel Mineral Resource Assessment of Afghanistan: U.S. Geological Survey Open-File Report. 1214.
- Mihalasky, Mark Farrell, S.C., Barone, D.A., and Koch, R.V. Co-authored. (2007). CD-ROM disk. Beach-Dune System Susceptibility Assessment, Northern Ocean County, New Jersey. Version 1.0: New Jersey Department of Environmental Protection, Office of Engineering and Construction. Bureau of Coastal Engineering. Toms River, NJ.

- Mihalasky, Mark (2006) Chapter 3 - Controls over the regional-scale distribution of sedimentary and volcanic rock-hosted Au-Ag mineral sites in Nevada: A GIS-based weights of evidence analysis. Harris, J.R., (ed.), GIS for the Earth Sciences, Geological Association of Canada, Special Paper . 44: 53-97.
- Mihalasky, Mark (2006). Fuzzy Logic-Based Beach-Dune Assessment Methodology: Development and Applications [ext abs]: American Shore & Beach Preservation Association 2006 Fall Conference Program.
- Mihalasky, Mark Farrell, S. Co-authored. (2006). Just how vulnerable is the New Jersey shoreline?: The Jersey Shoreline. Vol 23 (4): 8-10.
- Mihalasky, Mark DVD-ROM. M.J., Peters, S.G., Carter, J., Dillingham, W.S., Dobbin, J., Hammarstrom, J.M., Lampiotti, F.M.J., Mack, T.J., Sutphin, D.M., Verstraeten I.M., and Mihalasky, F.I. Co-authored. (2006). Anosy Region Dynamic Spatial Analysis GIS, Identification of Three Areas Having Future Mineral Potential, and Summary of Socioeconomic Planning (Version 1.1e) - For the Project: "Study of the Future Impact of Minerals, Hydrology, and Ecology on the Integrated Economic Development in the Anosy Region, Madagascar": U.S. Geological Survey Administrative Report. The Projet de Gouvernance des Ressources Minérales and the World Bank, Reston, VA. (originally published separately in French).
- Mihalasky, Mark Peter, S.G., Cater, J., Dillingham, W., Dobbin, J.A., Hammarstrom, J.M., Lampiotti, F.M.J., Mack, T.J., Sutphin, D.M., Verstraeten, I.M., and Mihalasky, F.I. Co-authored. (2006). Monograph on a Study of the Future Impact of Minerals, Hydrology, and Ecology on Integrated Regional Economic Development in the Anosy Region, Madagascar: U.S. Geological Survey Administrative Proprietary Report. Submitted to the Projet de Gouvernance des Ressources Minérales (PGRM), Madagascar and to the World Bank, Reston, VA., 551.
- Rapatski, Brandy Suppe, F., York, J.A. Co-authored. (Nov 2006). Reconciling Different Infectivity Estimates for HIV-1. Journal of AIDS 43: 253-256.
- Sharon, Yitzhak (2006). Experimental g Factors and B(E2) Values in the Argon Isotopes: Crossing the N=20 Divide. Physics Letters B. 632, 207-211.

- Sharon, Yitzhak (2006). Low-level Structure of ^{52}Ti based on G-factor and Lifetime Measurements. Physics letters B. 633: 133-136. NJSJG-06-617.
- Sharon, Yitzhak Boutachkov, P., Benczer-Koller, N., Kumbartzki, G. J., Escuderos, A., Zamick, L., Robinson, S.J.Q., Ai, H., Chamberlain, M., Gürdal, G., Heinz, A., McCutchan, E.A., Quian, J., Werner, V., Williams, E., Aleksandrova, K., Copos, C.A., Kovacheva, D.A., & Manchev, P. Co-author. (Feb 2007). The sign of the G factor of the 4^+ state in ^{68}Zn . Physical Review. C-75: 021302 – 0213006.
- Sharon, Yitzhak (2007). Lifetime and G factor measurements on coulomb excited ^{36}S beams. Proceedings of the German Physical Society VI. 42:2/22.
- Sharon, Yitzhak (Aug 2006). Low-level structure of ^{70}Ge from lifetime and g factor measurements following alpha transfer to a ^{66}Zn ion beam. Physical Review. C-74: 024315 -024320.
- Sharon, Yitzhak (Oct 2006). A g-factor puzzle for the $n=38$ nuclei: first measurement of the ^{70}Ge 4^+ magnetic moment. Bulletin of the American Physical Society. 51:36. Nashville, TN. 25-28.
- Sharon, Yitzhak (2006). Lifetime and g factor measurements of radioactive ^{52}Ti nuclei following alpha-transfer to ^{40}Ca beams in inverse kinematics. Proceedings of the German Physical Society VI. 41:3/45.
- Sharon, Yitzhak (2006). Low-level structure of ^{70}Ge from lifetime measurements following alpha-transfer to ^{66}Zn ion beams. Proceedings of the German Physical Society VI. 41:3/45.
- Sharon, Yitzhak (2007). Lifetime and g-factor Measurements on Coulomb excited ^{36}S beams. [(S. Schielke, Verhandl.)]. DPG (VI) 42:2/22.
- Straub, Peter Higham, M.L., Phoel, W. C., & Deshpande, Ashok. Co-authored. (2006). Progress Towards a Pseudopufferonectes Americanus Liver Microarray. Bulletin of the MDI Biological Laboratory. 45:133-136. NJSJG-06-617.
- Sullivan, Mark. C (2006). Applying the Basin Model: Assessing Habitat Suitability of Young-of-the-Year Demersal Fishes on the New York Bight Continental Shelf. Continental Shelf Research. 26(14), 1551-1570.
- Sullivan, Mark C. Wuenschel, Mark J, & Able, Kenneth W. Co-authored, Swimming Ability and Condition of American Eel Glass Eels Implications for Cross-Shelf and Up-Estuary Transport.

- Sullivan, Mark C. Able, Kenneth W., Bath-Martin, Gretchen (NOAA Fisheries Service, NC), Buckel, Jeffrey A (North Carolina State University), & Hare, Jonathan A. (Northeast Fisheries Science Center, RI). Co-authored, (10-14 Sep 2006). Larval Supply to Estuarine Habitats: Plans/Progress to Develop a Coastal Collaboration on Recruitment (CCOR). Hilton Lake Placid Resort. Lake Placid, NY.
- Werner, Ralph (5 Mar 2007). Reference Hematology and Serum Chemistry Values for the Diamondback Terrapin (*Malaclemys Terrapin*). Herpetological Review. 38.1.

Performances and Exhibitions

- Rajaraman, Shanthi (10 Jun 2006) Performed, South Indian Classical Dances. The Five Gems of Thyagaraja. Middlesex County Culture and Heritage Commission. Plainsboro Arts Partnership and Nrithyanjali Institute of Dance. Plainsboro, NJ.
- Rajaraman, Shanthi (25 Jun 2006) Performed, South Indian Classical Dances. Traditions. Middlesex County Culture and Heritage Commission and Nrithyanjali Institute of Dance. Monroe Township, NJ.
- Rajaraman, Shanthi (Sep 2006, Oct 2006, Nov 2006, Jan 2007, Feb 2007, March 2007, April 2007, June 2007). Performed, South Indian Classical Dances. Nrithyanjali Dance troupe. Young Audiences in New Jersey. The New Jersey State and the New Jersey State School districts Northern, Central, Southern New Jersey and Philadelphia School districts.
- Rajaraman, Shanthi (24 Mar 2007). Performed South Indian Classical Music. Trimurthy Utsavam. Hindu Temple. Bridgewater, NJ.

Presentations

- Carracino, Christine (9 Dec 2006). Estimates for the Szegő Kernel and the $\bar{\partial}_b$ ["d-bar-b"] Equation. Canadian Mathematical Society Winter Meeting, Toronto, Canada.
- Carracino, Christine (1 Mar 2007). Estimating Equations Using Vector Fields and Distances. Day of Scholarship 2007. The Richard Stockton College of New Jersey, Pomona, NJ.

- Carracino, Christine (19 Apr 2007). Nonisotropic Balls and Metrics. University of Montana, Missoula, Department of Mathematical Sciences Colloquium. University of Montana, Missoula. Missoula, MT.
- Chirenje, Tait (10-14 Sep 2006). NSF Catalyzed Innovations in the Undergraduate Curriculum, Integrating Research into the Undergraduate Environmental Chemistry Curriculum. 232nd Meeting of the American Chemical Society. San Francisco, CA.
- Cicirello, Vincent (18 Apr 2007). Coordinating Multiple Heuristic Problem Solvers. Monthly Joint Meeting of the Southern Jersey Professional Societies: American Institute of Aeronautics and Astronautics (AIAA), Institute of Electrical and Electronics Engineers (IEEE), & IEEE Computer Society. Mays Landing, NJ.
- Cromartie, Jamie (3 Mar 2007). Pinelands Insects. 18th Annual Pineland Short Course. Burlington County College. Pemberton, NJ
- Cromartie, Jamie (30 Mar 2007). Student Odysseys: Approaching a Core Science Text in Three Different Courses. Association for Core Texts and Courses. Williamsburg VA.
- Epstein, Claude M. (Summer 2006). Wetlands Hydrology. Cook College School of Continuing Professional Education. Rutgers University. New Brunswick, NJ.
- Epstein, Claude M. (Summer 2006). Introduction to Wetlands. Cook College School of Continuing Professional Education. Rutgers University, New Brunswick, NJ.
- Epstein, Claude M. (Summer 2006). Stream Restoration. Cook College School of Continuing Professional Education. Rutgers University, New Brunswick, NJ.
- Epstein, Claude M. (31 May – 2 Jun 2006) The Continued Warming of the Stockton Geothermal Well Field. Ecstock 2006: The Tenth International Conference on Thermal Energy Storage. Richard Stockton College of NJ, Pomona, NJ.
- Epstein, Claude Session Chaired. (11-13 Sep. 2006). “Stream Restoration Concepts & Application.” Seventh International Conference on Hydrosience & Engineering. Drexel University, Philadelphia, PA.

- Epstein, Claude (11-13 Sep 2006). Stream Restoration under Natural Conditions: The Oswego River at Martha Furnace. Seventh International Conference on Hydrosience & Engineering. Drexel University, Philadelphia, PA.
- Epstein, Claude Moderated. (Nov 2006). “Session 61: Geomorphic Considerations in Watershed Management.” Baltimore, MD.
- Epstein, Claude (Nov 2006). Rosgen Analysis in Resources Conference. Session 61: Geomorphic Considerations in Watershed Management Conference, Baltimore, MD.
- Epstein, Claude (4 May 2007). Wetlands Hydrology. Cook College for the Office of Continuing Professional Education. Rutgers University, New Brunswick, NJ.
- Fan, Weihong (6-11 Aug 2006). Analysis of Environmental Factors Influencing Tree Species Richness Across and Within Eco-regions in Eastern U.S.A. 91st Annual Meeting of Ecological Society of America, Memphis, TN.
- Fan, Weihong (21-25 Aug 2006). Predicting Tree Diversity Across the U.S.A. as a Function of Gross Primary Production: Similar Results with Three Different Models. 2006 Joint Workshop on NASA Biodiversity, Terrestrial Ecology, and Related Applied Sciences, Adelphi, MD.
- Farrell, Stewart (9-11 Oct 2006). Twenty Years of Coastal Monitoring along the New Jersey Shoreline. American Shore and Beach Preservation Association’s 89th Anniversary Meeting, Ocean Place Hotel, Long Branch, NJ.
- Hallock-Waters, Kristen A. (10-14 Sep 2006). Chirenje, T. & Sowers, L. Co-presented in Symposium: NSF Catalyzed Innovations in the Undergraduate Curriculum, Integrating Research into the Undergraduate Environmental Chemistry Curriculum. 232nd meeting of the American Chemical Society, San Francisco, CA.
- Hozik, Michael (29 Mar – 1 Apr 2007). Co-supervised presentation with Jewett, T., (Monroe College, New Rochelle, NY), by students (four from Stockton: Michele Barille, Thomas DiGenno, Emil J. Hibian, and Corrine Wilsey), (four from Monroe College: Patricia Austrie, Jarvis Alexis, Joanne Bastien, and Yuhui Jang). Gambling Casinos: Good or Bad for the Local Society, a Joint Honors Project. Northeast Regional Honors Council Annual Meeting, Providence Hilton Hotel. Providence, RI.

- Hozik, Michael (29 Mar – 1Apr 2007). Jewett, T. Co-presented paper, Lessons Learned from a Joint Honors Project. Northeast Regional Honors Council Annual Meeting, Providence Hilton Hotel, Providence, RI.
- Jevtic, Nada (8-12 Jan 2006). PG 1351+489 Light Curve Power Spectrum Line Amplitudes. 207th Meeting of the American Astronomical Society, Washington, DC.
- Jevtic, Nada (4-7 Jan 2006). Poster. Three-Dimensional Poincare Section Return-Time Amplitude Spectra: Identification of Dynamical Resetting for Efficient Nonlinear Noise Reduction. Chaos Group at the University of Maryland. Bethesda, MD.
- Jevtic, Nada (Jan 2007) Schweitzer, J.S. Co-presented. Quantifying Turbulence: A Nonlinear Approach. 207th Meeting of the American Astronomical Society (AAS). Seattle, WA.
- Jevtic, Nada (22 Feb 2007) Invited presenter. Nonlinear Time Series Analysis of Stellar Light Curves and What We Have Learned Along the Way. Drexel University. Philadelphia, PA.
- Landau, Matthew Hager, R. Co-presented. (Feb 2007). How ‘Introduction to Marine Biology’ is taught in the United States. Annual meeting of the World Aquaculture Society. San Antonio, TX.
- Mihalasky, Mark (2007). Invited speaker. Beach-Dune System Assessment and Shoreline Change Analysis. Board of Chosen Freeholders, County of Cape May, New Jersey, Annual Beach Conference, Cape May, NJ.
- Mihalasky, Mark (2007) Invited speaker. Update on Oceanfront Coastal Zone Management - Current Activities & New Developments. Long Beach Island Men’s Forum, Ship Bottom, NJ.
- Mihalasky, Mark (2007). Invited speaker. Regional Dredged Material Management: Coastal New Jersey Bay Waters. Mid-Atlantic Sea Grant Extension Annual Meeting, Chincoteague, VA,
- Mihalasky, Mark (2007). Invited speaker. Oceanfront and Bayfront Coastal Zone Management - Coastal Research Center Activities & New Developments. U.S. Army Corps of Engineers, Annual Briefing on Richard Stockton College, Coastal Research Center, Coastal Zone Management Projects, Philadelphia, PA.

- Mihalasky, Mark (2007). Invited speaker. Oceanfront and Bayfront Coastal Zone Management - Coastal Research Center Activities & New Developments. New Jersey Department of Environmental Protection, Governor's Advisory Board on Coastal Protection and Vulnerability, Trenton, NJ.
- Mihalasky, Mark (2007). Invited speaker. Beach-Dune System Monitoring & Assessment - Current Activities & New Developments, Natural Resources Conservation Service. U.S. Department of Agriculture, and, New Jersey Sea Grant, New Plant Sciences for Frontal Dunes and Beach Replenishment Projects Workshop, Avalon, NJ.
- Mihalasky, Mark (2007). Invited speaker. Regional Dredged Material Management, Coastal New Jersey Bay Waters. New Jersey Sea Grant Extension Program & the Urban Coast Institute. Stakeholder Workshop on Sustainable Coastal Communities, Monmouth University, West Long Branch, NJ.
- Mihalasky, Mark (2006). Invited speaker. Three Areas of Mineral Potential, Anosy Region, Southeast Madagascar. Organisé par le Ministère de l'Énergie et des Mines (MEM), le Projet de Gouvernance Des Ressources Minérales (PGRM), la Région de l'Anosy, et le Service Géologique des États Unis (U.S. Geological Survey), Atelier sur Une Évaluation Des Ressources Minérales Pour La Mise En Évidence D'un Pôle Minier De Développement Dans La Région De L'Anosy, Fort Dauphin. Anosy Region, Madagascar.
- Mihalasky, Mark (2006). Invited speaker. GIS-Based Spatial Data Analysis & Modeling: An Overview of Applications in the Earth & Environmental Sciences. Department of Civil and Architectural Engineering Lecture Series. Drexel University, Philadelphia, PA.
- Mihalasky, Mark (2006). Invited speaker. Sediment Characterization & Management of New Jersey's Coastal Waterways - Status and Progress to Date. New Jersey Department of Transportation, Office of Maritime Resources. 21st I Boat New Jersey Grant Coordination and Guidance Meeting. Richard Stockton College of NJ. Pomona, NJ.
- Mihalasky, Mark (2006). Invited co-speaker. Harvey Cedars Dune-Beach System Evaluation. Borough of Harvey Cedars Board of Commissioners. Harvey Cedars, NJ.
- Mihalasky, Mark (2006). Invited speaker. Beach/Dune System Surf City - Overview of Monitoring Activities. Surf City Taxpayers Association. Surf City, NJ.

- Mihalasky, Mark (2006). Invited co-speaker. The Bay Waters Alliance: What it is and what it does to help achieve navigable waterways in southern NJ. Coalition of Civic Associations of Cape May County. Cape May Court House, NJ.
- Mueller, Raymond (24-25 Oct 2006). Paleolimnological Evidence for Early Formative Occupation of the Rio Verde Valley, Oaxaca, Mexico. Annual Conference of the Geological Society of America. Philadelphia, PA.
- Mueller, Raymond (24-25 Oct 2006). Pre-Hispanic Anthropogenic Landscape Change in the Rio Verde Drainage, Oaxaca, Mexico: The Interaction of Upper and Lower Regions of a Drainage Basin. Annual Conference of the Geological Society of America. Philadelphia, PA.
- Mueller, Raymond (Mar 2007). Joyce, A.A., and M. Goman. Co-presented paper, The Macroregional Effects of Prehispanic Land Use in Oaxaca, Mexico. 14th Annual Mixtec Gateway Conference. Las Vegas, NV.
- Mueller, Raymond (Apr 2007). Joyce, A.A. Invited presenters. Environmental Degradation and Erosion Related to Demographic Changes: Nochixtlan Valley, Oaxaca, Mexico. Annual Meeting of the Society for American Archaeology. Austin, TX.
- Mueller, Raymond (Apr 2007). Invited discussant. "Looking for Common Ground: Technical and Analytical Developments in the Sourcing of Mesoamerican Ceramics." Annual Meeting of the Society for American Archaeology, Austin, TX.
- Nightingale, J. (21-25 Aug 2006). Predicting Tree Diversity Across the U.S.A. as a Function of Gross Primary Production: Similar Results with Three Different Models. 2006 Joint Workshop on NASA Biodiversity, Terrestrial Ecology, and Related Applied Sciences, Adelphi, MD.
- Paul, Edward (29 Sep 2006). A Model of Chemical Mechanical Polishing. Rohm and Haas Electronic Materials Research and Development Center. Newark, DE.
- Paul Edward (4 Oct 2006). Modeling Chemical Mechanical Polishing. University of North Carolina. Charlotte, NC.
- Paul, Edward (17 Oct. 2006). A Chemical Mechanical Polishing Model. Massachusetts Institute of Technology (MIT). Cambridge, MA.

- Phoel, William C. (29-30 Nov 2006). Straub, P. Co-presented. Habitat-Specific Chemical and Gene Expression Signatures in Winter Flounder. 10th Flatfish Biology Conference, Sponsored by NOAA and NMFS. Westbrook, CT.
- Rajaraman, Shanthi (30 Nov 2006). Invited presenter. From Medicinal Chemistry to Understanding Ayurveda: Organic Synthesis as a Tool. Temple University Department of Chemistry, Philadelphia, PA.
- Rajaraman, Shanthi (29 Jan 2007). Invited lecturer. Life in India versus United States. Sisterhood, a Community Organization. Atlantic County, NJ.
- Rajaraman, Shanthi (May 2007). Synthesis of Novel Delta Receptor Opioids. 39th Mid Atlantic Regional Meeting, American Chemical Society. Ursinus College, PA.
- Rajaraman, Shanthi (May 2007). Isolation and Characterization of Alkaloids in Egyptian Blue Lotus, *Nymphaea Caerulea*. 39th Mid Atlantic Regional Meeting, American Chemical Society. Ursinus College, PA.
- Rapatski, Brandy (23 Apr 2007). HIV Modeling: My Journey Toward Saving Thousands of Lives. MATH Seminar. Richard Stockton College of NJ, Pomona, NJ.
- Rapatski, Brandy (1 Oct 2007). Modeling Infectious Diseases. MATH Seminar. Richard Stockton College of NJ, Pomona, NJ
- Rapatski, Brandy (13 Apr 2007) Panel Discussion. Life After Graduate School. University of Maryland. College Park, MD.
- Rapatski, Brandy (20 Apr 2007). The Infectivity of HIV. Center For Disease Control. Atlanta, GA.
- Rapatski, Brandy (1 Mar 2007). Determining the Probability of Transmitting HIV/AIDS. Scholarship Day. Richard Stockton College of NJ, Pomona, NJ.
- Sharon, Yitzhak (2006). Presented paper. Lifetime and g Factor Measurements of Radioactive ⁵²Ti Nuclei following Alpha-transfer to ⁴⁰Ca Beams in Inverse Kinematics. 2006 Annual Meeting of the German Physical Society. Munich, Germany.
- Sharon, Yitzhak (2006). Low-level Structure of ⁷⁰Ge from Lifetime Measurements following Alpha-transfer to ⁶⁶Zn ion Beams. 2006 Annual Meeting of the German Physical Society. Munich, Germany.

- Sharon, Yitzhak (13-18 Mar 2007). Lifetime and G Factor Measurements on Coulomb Excited s36 Beams. Annual National Meeting of the German Physical Society. Giessen, Germany.
- Sharon, Yitzhak (2006). A g-factor Puzzle for the n=38 Nuclei: First Measurement of the 70ge 4+ Magnetic Moment. 2006 Annual Meeting of the Division of Nuclear Physics of the American Physical Society.
- Sharon, Yitzhak (2006) Magnetic Moments: Study of the Interplay Between Single-Particle and Collective Excitations. International Conference on Nuclear Structure and Related Topics. Dubna, Russia.
- Slocum, Carol (29 Mar 2007). Invited speaker. Conference on New Jersey Wildlife Action (Coastal Conservation). The Natural Sciences and Mathematics Division, Richard Stockton College of NJ, Pomona, NJ.
- Sowers, Louise (31 May – 2 Jun 2006). The Continued Warming of the Stockton Geothermal Well Field. Ecstock 2006: The Tenth International Conference on Thermal Energy Storage, Richard Stockton College of NJ, Pomona, NJ.
- Sowers, Louise (31 May – 2 Jun 2006). Impact of Thermal Buildup on Groundwater Chemistry and Aquifer Microbes. Ecstock 2006: The Tenth International Conference on Thermal Energy Storage, Richard Stockton College of NJ. Pomona, NJ.
- Sowers, Louise (10-14 Sep 2006). Chirenje, T., Hallock-Waters, K. Co-presented in Symposium: NSF Catalyzed Innovations in the Undergraduate Curriculum, “Integrating Research into the Undergraduate Environmental Chemistry Curriculum.” 232nd meeting of the American Chemical Society. San Francisco, CA.
- Stiles, Lynn (31 May – 2 Jun 2006). Impact of Thermal Buildup on Groundwater Chemistry and Aquifer Microbes. Ecstock 2006: The Tenth International Conference on Thermal Energy Storage. Richard Stockton College of NJ. Pomona, NJ.
- Stiles, Lynn (31 May – 2 Jun 2006). Several Examples of Underground Thermal Energy Storage (UTES) in the United States. Ecstock 2006: The Tenth International Conference on Thermal Energy Storage. Richard Stockton College, Pomona, NJ.

- Straub, Peter (5-7 Oct 2006). Straub, P. F., Higham, M. L., Phoel, W. C., Deshpande, A. D. Co-presented paper. Genetic and Chemical Analysis of Winter Flounder (*Pseudopleuronectes americanus*) from Urban and Non-Urban Estuaries. Fall meeting of the Atlantic Estuarine Research Society. Catonsville Campus of the Community College of Baltimore County, Catonsville, MD.
- Straub, Peter (29-30 Nov 2006). Habitat-Specific Chemical and Gene Expression Signatures in Winter Flounder. 10th Flatfish Biology Conference. Sponsored by NOAA and NMFS. Westbrook, CT.
- Sullivan, Mark (19 Jul 2006). Is the American Eel an Endangered Species? Monhegan Associate's Ecology Lecture Series, Monhegan Island, ME.
- Sullivan, Mark (10-14 Sep 2006). Able, Kenneth W. (Rutgers University), presented paper. Spatial and Temporal Variability of American Eel Glass Eels and Elvers in Two Southern New Jersey Watersheds. 136th Annual American Fisheries Society Conference: "Fish in the Balance." Lake Placid, NY.
- Sullivan, Mark (8 Mar 2007). Slipping away? What Can Glass Eel Stages Reveal About the Status of the American Eel in New Jersey Estuaries? The fisheries scientists and Marine Academy of Science and Technology (MAST) students. James J. Howard Marine Sciences Laboratory. Sandy Hook, NJ.
- Sullivan, Mark (Jun 2007). An unwelcome guest? Is the prevalence and intensity of the American eel swim bladder parasite *Anguillicola crassus* increasing in New Jersey estuaries? 2nd International Symposium on Diadromous Fishes. Halifax, Nova Scotia.
- Tolosa, Juan (4 May 2007). Invited speaker. Lyapunov Functions and Persistence of Dynamical Systems. 31st Society for Industrial and Applied Mathematics (SIAM) Southeastern-Atlantic Section Meeting, the special session Dynamical Systems and Applications. University of Memphis. Memphis, TN.
- Werner, Ralph E. (Sep 2006) Reference Hematology and Serum Chemistry Values for the Diamondback Terrapin (*Malaclemys terrapin*). American Association of Zoo Veterinarians. Tampa, Fl.
- Werner, Ralph E. (5 Mar 2007) Reference Hematology and Serum Chemistry Values for the Diamondback Terrapin (*Malaclemys terrapin*). St. George's University School of Veterinary Medicine. Grenada, West Indies.

- Werner, Ralph (Jan/Feb/Mar 2007). Instructed, Turtle Wet Lab. St. George's University School of Veterinary Medicine. Grenada, West Indies.
- York, Karen (31 May – 2 Jun 2006). Impact of Thermal Buildup on Groundwater Chemistry and Aquifer Microbes. Ecostock 2006: The Tenth International Conference on Thermal Energy Storage, Richard Stockton College of NJ, Pomona, NJ.

Boards

- Cromartie, Jamie Outside evaluator. The Academy of Natural Sciences of Philadelphia, Research Experiences for Undergraduates Program. Philadelphia, PA. 2007.
- Cicirello, Vincent Member, program committee of The 2007 IEEE Symposium on Computational Intelligence in Scheduling. 2007.
- Cicirello, Vincent Reviewer, 2007 Conference of the Consortium for Computing Sciences in Colleges-Eastern Region.
- Cicirello, Vincent Reviewer, 2007 Conference of the Consortium for Computing Sciences in Colleges-Northeastern Region.
- Cicirello, Vincent Reviewer, 2007 International Joint Conference on Artificial Intelligence.
- Epstein, Claude Environmental Education Consultant, Wissahickon Charter School Philadelphia, PA.
- Evert, Steve Member of board, New Jersey Marine Educator's Association's Board of Directors. Dec 2006.
- Mueller, Raymond Reappointed Chair-person, Cape Atlantic Conservation District Annual reorganization. Mays Landing, NJ. Feb 2007.
- Mueller, Raymond Judge. New Jersey Envirothon. Sponsored by New Jersey Department of Agriculture and the New Jersey Association of Conservation Districts. Waretown, NJ. 12 May 2007.
- Mueller, Raymond Organizer. New Jersey Envirothon. Sponsored by New Jersey Department of Agriculture and the New Jersey Association of Conservation Districts. Waretown, NJ. 12 May 2007.

Rajaraman, Shanthi	Elected Board Member. Nrithyanjali Institute of Dance. April 2006.
Rajaraman, Shanthi	Science fair judge. INTEL North East regional Science Fair Contest. Mar 2007.
Sharon, Yitzhak	Member of the Executive Board, New Jersey Section of the American Association of Physics Teachers. 2006 – 2007.
Sharon, Yitzhak	Member of the Program Committee, 2007 Annual Section Meeting. Princeton University. Princeton, NJ. 16-17 Mar 2007.
Sharon, Yitzhak	Member, College Outreach Committee of the Federation of Jewish Agencies of Atlantic and Cape May Counties. 2006-2007.
Slocum, Carol J.	Invited participant, Annual meeting of the Northeast Region Stranding Network (marine mammals and sea turtles). Atlantic City, NJ. 3 May 2007.

Awards and Grants

Burleigh, David	Submitted, Merck/AAAS. “Undergraduate Student Research.” May 2007 – Mar 2010.
Chirenje, Tait	Cromartie, William. 1st Research Project Grant. Awarded by Dr. Jassel, Interim Director of the William J. Hughes for Public Policy and Professor of Political Science from the William J. Hughes for Public Policy. 4 May 2007.
Chirenje, Tait	Awarded, Smart Growth. “Student Internships for Brownfields Assessment.” Jul 2006 – Sep 2006.
Chirenje, Tait	Awarded, NJDEP. “Hammonton Lake Characterization.” Aug 2006 – Mar 2008.
Chirenje, Tait	Submitted, NSF-CCLI. “Enhancing Experiential Learning in Environmental Chemistry Curricula and fostering collaboration with ACCC.”
Evert, Steve	Awarded, NOAA to Rutgers. “Jacques Cousteau Nat. Estuarine Research Reserve Systemwide Monitoring Program and data collection.” Oct 2006 – Mar 2008.
Farrell, Stewart	Awarded, Mantoloking. “Assist Storm Event Maintenance.” Jan 2007 – Jun 2007.

Farrell, Stewart	Awarded, Borough of Avalon. "ACOE and NJDEP Permits for Avalon." 20Aug 2006 – 31May 2007.
Farrell, Stewart	Awarded, Mantoloking. "Emergency Evaluation of Mantoloking Dune System." Apr 2007 – Jun 2007.
Farrell, Stewart	Awarded, Stone Harbor. "Survey Stone Harbor Beaches once for 2007." Jan 2007 – Dec 2007.
Farrell, Stewart	Awarded, Mantoloking. "Develop Community Dune System (Task Two)." Jan 2007 – Jun 2007.
Farrell, Stewart	Awarded, North Wildwood. "Beach Restoration Project." Jan 2007 – Jun 2007.
Farrell, Stewart	Awarded, Ocean and Coastal Consultants, Inc. "Sediment Analysis for Mordecai Island." 20 Dec 2006 – 15 Jan 2007.
Farrell, Stewart	Awarded, Ocean and Coastal Consultants, Inc. "Core Sampling and Bathymetry Study in Sandy Hook." Feb 2007 – Mar 2007.
Farrell, Stewart	Awarded, Wetlands Institute. "Innovative Use of Dredged Materials and Disposal Sites to Reduce Terrapin Mortality and Enhance Nesting Habitats." Oct 2006 – Sep 2009.
Farrell, Stewart	Awarded, NJDEP. "New Jersey Beach Profile Network – 2007." Jan 2007 – Mar 2008.
Farrell, Stewart	Submitted, Mantoloking. "Updating Beach-dune assessment for a 25 Year Storm Event."
Farrell, Stewart	Submitted, Borough of SeaGirt. "Assist SeaGirt Develop a Community Wide Dune System."
Farrell, Stewart	Submitted, North Wildwood. "Beach Restoration Project."
Farrell, Stewart	Submitted, NJDEP Div Fish & Wildlife. "Develop a Geospatial Database for the Distribution of Shellfish Resources."
Farrell, Stewart	Submitted, Mantoloking. "Dune Vulnerability Assessment."
Haresign, Tim	Submitted, American Association of Colleges & Universities. "Core Commitment Initiative."
Lague, Michael	"Postcranial Dimorphism in Primates," National Science Foundation (Physical Anthropology Division). 01 Jul 2007- 30 Jun 2010.

- Landau, Matthew Submitted, USDA – Higher Ed Challenge. “Collaborative Development of Model Undergraduate Aquaculture Courses.”
- Mihalasky, Mark Grant Award. “Dune Assessment for Surf City and Harvey Cedars, NJ.” NJ Department of Environmental Protection. Coastal Research Center, Richard Stockton College, NJ. Pomona, NJ. 2007.
- Mihalasky, Mark Grant Award. “Kimberley Certification Process Scheme Assessment of Placer Diamond Potential in the North African Countries of Mali and the Central African Republic.” U.S. Geological Survey. Coastal Research Center, Richard Stockton College of NJ. Pomona, NJ. 2007.
- Mihalasky, Mark Grant Award. “Georeferencing of 1920 Historical Aerial Photographs, Task 8, New Jersey Beach Profile Network.” New Jersey Department of Environmental Protection. Coastal Research Center, Richard Stockton College of NJ. Pomona, NJ. 2007.
- Mihalasky, Mark Grant Award. “Innovative Use of Dredged Materials and Disposal Sites to Reduce Diamondback Terrapin Mortality and Enhance Nesting Habitats.” New Jersey Department of Transportation, Office of Maritime Resources, I Boat NJ. Coastal Research Center, Richard Stockton College of NJ. Pomona, NJ. 2007.
- Mihalasky, Mark Grant Award. “Congressional Appropriations.” National Oceanic & Atmospheric Administration, National Ocean Service, Coastal Services Center. Coastal Research Center, Richard Stockton College of NJ. Pomona, NJ. 2006.
- Mihalasky, Mark Grant Award. “Dune System Evaluation.” Borough of Mantoloking. Coastal Research Center, Richard Stockton College of NJ. Pomona, NJ 2006.
- Mihalasky, Mark Grant Award. “Beach-Dune System Assessment – 25-Year Storm Event Up-Date.” Borough of Mantoloking, New Jersey. Coastal Research Center, Richard Stockton College of NJ. Pomona, NJ. 2006.
- Mueller, Raymond Outstanding Service Award. NJ Department of Agriculture and the NJ Association of Conservation District meeting, Vernon, NJ. 2 Nov 2006.

Pollock, Elizabeth	Rajaraman, Shanthi. Co-submitted, NSF-MRI. “MRI: Acquisition of a 400 MHz Nuclear Magnetic Resonance Spectrometer.”
Pollock, Elizabeth	Sullivan, Mark. Co-submitted, Sea Grant – New Jersey. “Is the prevalence and intensity of the American eel swim bladder parasite increasing in NJ estuaries?”
Rajaraman, Shanthi	Submitted, on behalf of the Nrithyanjali Institute of Dance. Middlesex County Culture and Heritage Commission and Plainsboro Arts Partnership and The State of New Jersey. “Artistic Expose of Emotions.”
Rajaraman, Shanthi	Patent application filed. US and ICT Patent. “Processes for Nitration of N-substituted Imidazoles.” May 2007.
Rajaraman, Shanthi	Submitted, Research Corp/Cottrell. “Identification and Synthesis of Potent Analogs of Anti-Stress Components in the Ayurvedic Medicine Ashwagandha.”
Rajaraman, Shanthi	Pollock, Elizabeth. Submission, NSF-MRI. “MRI: Acquisition of a 400 MHz Nuclear Magnetic Resonance Spectrometer.”
Stiles, Lynn	Awarded, NJ Board of Public Utilities. “Thermal Storage Conferences and Workshops 2006.” May 2006 – Dec 2006.
Straubs, Peter	Submitted, Margate City. “Shellfish Stock Assessment Study, Beach Thorofare, Margate.”
Sullivan, Mark	Pollock, Elizabeth. Co-submitted, Sea Grant – New Jersey. “Is the prevalence and intensity of the American eel swim bladder parasite increasing in NJ estuaries?”
Sullivan, Mark	Mid-Atlantic Bight National Undersea Research Program. Awarded vessel time on the NOAA Research Vessel Ronald Brown. “Characteristics of Essential Fish Habitat in Hudson Submarine Canyon”. 8 – 23 Aug 2007.

PROFESSIONAL STUDIES

Professional Studies

Scholarly Activities 2006-2007

Published Works

- Albano, Donna Scales, Michael. (1 Aug 2006). Introduction. Hospitality and Tourism, 12th Edition. Kendall/Hunt. Publishing Co.
- Chhatwal, Gurprit (Feb 2007). Reading Financial Statements for Better Investment Decisions. Journal of Taxation of Investments, Civic Research Institute. J. Ensminger, ed. 24.2:117-130.
- Durham, Diane Gutman, S. A., Schindler, V. P., Klein, K., Lisak, J. M., and Furphy, K. Co-authored. (2007). The Effectiveness of a Supported Education Program for Adults with Psychiatric Disabilities: The Bridge Program. Occupational Therapy in Mental Health. 23.1: 21-38.
- Furphy, Kimberly Gutman, S. A., Schindler, V. P., Klein, K., Lisak, J. M., & Durham, D. P. Co-authored. (2007). The Effectiveness of a Supported Education Program for Adults with Psychiatric Disabilities: The Bridge Program. Occupational Therapy in Mental Health. 23.1: 21-38.
- Furphy, Kimberly (2007). Assessments of Activities of Daily Living and Instrumental Activities of Daily Living. I.E. Asher (Ed.), Occupational Therapy Assessment Tools: An Annotated Index, 3rd Edition (pp. 55-136). Bethesda, MD: AOTA Press.
- Galantino, Mary Lou Brown, Dorothy Cimino (University of Pennsylvania), Stricker, Carrie Tompkins (University of Pennsylvania), and Farrar, John T (University of Pennsylvania). (2006). Co-authored, Development and Testing of a Cancer Cognition Questionnaire. Rehabilitation Oncology. American Physical Therapy Association. 24.22.
- Galantino, Mary Lou (Winter 2006). Complementary and Alternative Therapies for Women Transitioning through Menopause. Journal of Women's Health Physical Therapy. 30.3.

- Galantino, Mary Lou (Winter 2006). Quality of Life Issues During Menopause Transition. Journal of Women's Health Physical Therapy. 30.3.
- Galantino, Mary Lou (2007). A Case Series. Explore: The Journal of Science and Healing. 3.1: 42-45.
- Gerhardt-Powals, Jill Vogel, Judith, and Wu, Chi-Lin. Co-authored. (2006) Why Do I Have to Take Calculus? Information Systems Education Journal (ISEDJ). Don Colton and Tom Janicki, Eds. 4.
- Herath, Ajantha Herath, S. Co-authored. (Nov 2006). Computer Forensics Learning Modules to Enhance Undergraduate Computer Security Curriculum. Journal Of Computing Sciences in Colleges 2007. Consortium for Computing Sciences in Colleges, Rocky Mountain 16th Annual Conference 2007. Utah Valley State College. Orem, UT.
- Herath, Ajantha Goonatilaka, R., Herath, S. Co-authored. (Oct 2006) Intrusion Detection using the Chi-Square Goodness of Fit Test to Enhance Information Assurance Network and Software Security Curricula. Journal of Computing Sciences in Colleges 2007. Consortium for Computing Sciences in Colleges. Rocky Mountain 16th Annual Conference 2007. Utah Valley State College. Orem, Utah.
- Holtzman, Diane (Oct 2006). Generational Diversity Role-Play Exercise. Publications of New Jersey's Business Faculty 5th edition. The New Jersey Policy Research Organization Foundation and the Stillman School of Business at Seton Hall University, So.Orange, NJ.
- Holtzman, Diane Dagavarian, D. Co-authored. (Winter 2007). The Use of Electronic Portfolios in the Assessment of Student Learning Outcomes. The Journal of Continuing Higher Education. 55.1.
- Ingulli, Elaine (2007). Teaching Guantanamo: Reflections on Guantanamo. Politics and Culture. Amitava Kumar and Michael Ryan, Ed. Vol 1. <<http://aspen.conncoll.edu/politicsandculture/list.dfm>>.
- Jauregui, Maritza Schnall, P, Su, T.C., & Baker, D. Co-authored. (2006 Oct). Work Hours and Self-Reported Hypertension among Working People in California. Hypertension. 48.4, 744-750.

- Klein, Kathleen Gutman, S. A., Schindler, V. P., Durham, D. P., Lisak, J. M., and Furphy, K. Co-authored. (2007). The Effectiveness of a Supported Education Program for Adults with Psychiatric Disabilities: The Bridge Program. Occupational Therapy in Mental Health. 23.1:21-38.
- Latourette, Audrey (2006). Copyright Implications for Online Distance Education. Published by The University of Notre Dame Law School and The National Association of College and University Attorneys. The Journal of College and University Law. 32: 613-654.
- Latourette, Audrey (2007). Abstract, Copyright Implications for Online Distance Education. Network: a Journal of Faculty Development. Faculty Resource Network at New York University, New York, NY.
- Latourette, Audrey (2006). Abstract, Sex Discrimination in the Legal Profession: Historical and Contemporary Perspectives. Fifth Annual Volume, Publications of New Jersey's Business Faculty. New Jersey Policy Research Organization Foundation, New Jersey Business Magazine and Stillman School of Business at Seton Hall University. South Orange, NJ. 64,154,168.
- Lebak, Kimberly (2006). Chapter, Using Field Trip Experiences to Further the Participation and Learning of Science. K. Tobin, Ed. Teaching and Learning Science: A Handbook. 385-391.
- Lisak, Janet Gutman, S. A., Schindler, V. P., Durham, D. P., Klein, K., and Furphy, K. Co-authored. (2007). The Effectiveness of a Supported Education Program for Adults with Psychiatric Disabilities: The Bridge Program. Occupational Therapy in Mental Health. 23.1: 21-38.
- Mastrangelo, M. (Winter 2006). Complementary and Alternative Therapies for Women Transitioning through Menopause. Journal of Women's Health Physical Therapy. 30.3.
- Mastrangelo, M. (Winter 2006). Quality of Life Issues During Menopause Transition. Journal of Women's Health Physical Therapy, 30.3
- Mastrangelo, M. (2007). A Case Series. Explore: The Journal of Science and Healing. 3.1: 42-45.
- McGinnis, Patricia (2006). Multi-dimensional Exercise for People with Parkinson's Disease: Physiotherapy Theory and Practice. 22(3): 153-162.
- Quinn

- McGinnis, Patricia Quinn (2006) Factors that Influence the Decision Making Process of Clinicians in Choosing a Balance Assessment Approach. The Journal of Geriatric Physical Therapy. 29.3: 118.
- McGinnis, Patricia Quinn Hack, L.M. (Temple University), Nixon-Cave, K. (Temple University), Michlovitz, S.M. (Temple University). Co-authored abstract. (Jun 2007). Factors that Influence the Decision Making of Clinicians in Choosing a Balance Assessment Approach. Congress Proceedings; Physiotherapy.
- McGinnis, Patricia Quinn Hack, L.M. (Temple University), Nixon-Cave, K. (Temple University), Michlovitz, S.M. (Temple University). Co-authored. (2006). Factors that Influence the Decision Making Process of Clinicians in Choosing a Balance Assessment Approach. Journal of Geriatric Physical Therapy. 29.3:118.
- Mukherjee, Amit E.M. Ekanayake. Co-authored. (Oct 2006). Valuable and Trustworthy? Toward an Understanding of Trust-Value Dilemmas of Market Relationships. Proceedings of the Annual Conference of the Northeast Business & Economics Association. Oakdale, NY.
- Mukherjee, Amit E.M. Ekanayake. Co-authored. (Oct 2006). Epistemic Communities and the Global Alliance against Tobacco Marketing. Proceedings of the Annual Conference of the Academy of International Business- Northeastern Region. Boston, MA.
- Mukherjee, Amit E.M. Ekanayake, Bala Veeramacheneni. Co-authored. (Oct 2006). Trade Blocks and the Gravity Model: Evidence from Western Hemispheric Countries. Proceedings of the Annual Conference of the Academy of International Business- Northeastern Region. Boston, MA.
- Poole, Robyn (2006). A Taxonomy Based on Revenue Dependency for Private Master's Universities. International Journal of Educational Advancement. 6(1), 20-38.
- Portfilio, Bradley (Oct 2006). The Possibilities of Transformation: Critical Research and Peter McLaren. International Journal of Progressive Education. 2.3.
- Porfilio, Bradley (Nov 2006). Book review, In the Color of Success: Race and High Achieving Urban Youth. Teacher's College Press Online. <www.teacherscollegepress.com>.

- Puentes, William J. Buckwalter, K., and Evans, L.K. Co-authored. (Sep 2006). Geropsychiatric Nursing: Planning for the Future. Journal of the American Psychiatric Nurses Association. 12.3:161-164.
- Puentes, William J. Evans, L.K. Co-authored. (Sep 2006). A Dialogue with Senior Thought Leaders in Geropsychiatric Nursing: Summary and Synthesis. Journal of the American Psychiatric Nurses Association. 12.3: 165-169.
- Rundio, Jr., Albert (Feb 2007). Spindle Cell Variation, Squamous Cell Carcinoma of the Glans Penis. The Nurse Practitioner Journal. Wolters Kluwer, Ed. Lippincott Williams, Wilkins. 32.2:11-17.
- Scales, Michael Albano, Donna. (1 Aug 2006). Introduction, Hospitality and Tourism, 12th Edition. Kendall/Hunt. Publishing Co.
- Scales, Michael (Fall 2006). Student's Perceptions of Service Learning as a Group Project. Journal for Civic Commitment. 8: 2-12.
- Schindler, Victoria (Nov 2006). Role Development Applied to Art Therapy Treatment of an Artist Diagnosed with Schizophrenia. Journal of the American Art Therapy. 23.3: 126-131.
- Schindler, Victoria Gutman, S. A., Lisak, J., Durham, D. P., Klein, K., and Furphy, K. Co-authored. (2007). The Effectiveness of a Supported Education Program for Adults with Psychiatric Disabilities: The Bridge Program. Occupational Therapy in Mental Health. 23.1: 21-38.
- Schindler, Victoria Sharon Gutman (Columbia University). Co-authored. (Mar 2007). Supported Education for Adults and Adolescents with Psychiatric Disabilities: Occupational Therapy's Role. Occupational Therapy Practice. Edited by the American Occupational Therapy Association. 12.5 19: CE1-CE8.
- Thomas, Francis (Feb 2007). Reading Financial Statements for Better Investment Decisions. Ensminger, Ed. The Journal of Taxation of Investments, Civic Research Institute. J. 24.2:117-130.
- Tinsley, Ronnie (2006). National Accreditation of Teacher Education Programs in the USA: Abdication of Program Authority or Program Empowerment? R. Naqvi, Ed. How Might Teacher Education Live Well in a Changing World? Complicated Conversations. University of Calgary and McGill University, Canada. 69-70.

- Tinsley, Ronnie (2006). Challenging The Professional Development School Model: Effectively Utilizing Multiple Fieldwork Placements in Diverse Settings. R. Naqvi, Ed. How Might Teacher Education Live Well in a Changing World? Complicated Conversations. University of Calgary and McGill University, Canada. 70-71.
- Tinsley, Ronnie (2006). Connective and Inclusive Teacher Development: Promoting a Culture of Inclusion in Teacher Education. R. Naqvi, Ed. How Might Teacher Education Live Well in a Changing World? Complicated Conversations. University of Calgary and McGill University, Canada. 70.
- Vito, Marilyn (Feb 2007). Reading Financial Statements for Better Investment Decisions. Journal of Taxation of Investments, Civic Research Institute. 24.2:117-130.
- Vogel, Judith Gerhardt-Powals, Jill, and Wu, Chi-Lin. Co-authored. (2006). Why Do I Have to Take Calculus? Don Colton and Tom Janicki, eds. Information Systems Education Journal (ISEDJ). 4
- Wang, Jinchang T. Kaempke (Univ. of Ulm, Germany). Co-authored. (2006). The Fastest Itinerary in Time-Dependent Decentralized Travel Information Systems, Journal of Combinatorial Optimization (JOCO). Springer Science and Business Media, LLC. 12: 167-185.
- Wang, Jinchang (March 2007) "Implementing Guided-Inference for Bayesian Intelligent Systems. Proceedings of NEDSI 2007 Annual Meeting." Baltimore, MD. Douglas White, Ed, Roger Williams University.
- Wang, Jinchang G. Chhatwal, S. Zhao Co-reviewed. (Nov 2006). "The SAT Sampling Approach for Assessment of Quantitative Aptitude of College Students, Proceedings of DSI 2006 Annual National Conference." Melinda Cline, Ed. Texas Wesleyan University. San Antonio, TX. 26871-26875.
- Wu, Chi-Lin Gerhardt-Powals, and Vogel, Judith. (2006). Co-authored. Why Do I Have to Take Calculus? Information Systems Education Journal (ISEDJ). Don Colton and Tom Janicki, Eds. 4.

Presentations

- Albano, Donna Scales, Michael. Co- presented. (27 July 2006). The Tools You Need to Teach Hospitality Facilities Management. International Council of Hotel, Restaurant, and Institutional Educators Annual Conference. Dallas, TX.
- Albano, Donna Scales, M. Co-presented. (27 Jul 2006).Hospitality Industry Perceptions of Hospitality Management Graduates. International Council of Hotel, Restaurant, and Institutional Educators Annual Conference. Dallas, TX.
- Arora, Anjana (1 Mar 2007). Conceptual Change in How We Learn and Teach. Day of Scholarship. Richard Stockton College of NJ, Pomona, NJ.
- Blecker, Norma (1-5 Nov 2006). What’s Essential? From Standards to Concepts to Essential Questions. National Association of Gifted Children (NAGC) Annual Conference.
- Blecker, Norma (1 Mar 2007). The Effect of Situated Learning on Holocaust Educators. Day of Scholarship. Richard Stockton College of NJ, Pomona, NJ.
- Blecker, Norma (11-13 Mar 2007). The Effect of Situated Learning on Holocaust Educators. 37th Annual Scholars’ Conference Holocaust and the Churches. Cleveland, OH.
- Blecker, Norma (1 Mar 2007). Training Mentors of Stockton Pre-service Teachers: Experiences & Frustrations. Day of Scholarship. Richard Stockton College of NJ, Pomona, NJ.
- Boakes, Norma (8-10 Sep 2006). The Effects of Origami Lessons on Students’ Spatial Visualization Abilities and Mathematics Achievement in a Seventh-grade Classroom. Fourth International Conference on Origami in Science, Mathematics, and Education, Origami USA. Pasadena, CA.
- Calamidas, Elizabeth G. (May 2007). Communicating about Health Risks with Adolescents. Internal Medicine Residents Clinical Seminar. Atlanticare Regional Medical Center, Atlantic City, NJ.

- Calamidas, Elizabeth G. (May 2007). Sexuality and Aging. Stockton Center on Successful Aging Initiative, Clinician Classroom Series. The Richard Stockton College, Carnegie Library Center, Atlantic City, NJ.
- Caplan, Ronald (21 Jul 2006). Medicare Part D: Is It Fair? Temple Emeth Shalom, as part of the Salute to Stockton Lecture Series. Ventnor, NJ.
- Caplan, Ronald (24-25 Aug 2006). Benchmarks of Fairness for Health Care Reform. Health Policy Fellowship Conference. New York Institute of Technology.
- Caplan, Ronald (Mar 2007) Chiropractic and the Changing Medical Marketplace: Where We Are and What Needs to be Done. Association of Chiropractic Colleges Academic and Research Conference (ACC-RAC), Phoenix, AZ.
- Chhatwal, Gurprit Vito, Marilyn. Co-presented. (24 - 26 June 2007). Effects of Cash Flows on Share Intrinsic Values. Oxford Business and Economics Conference. Sponsored by the Association for Business and Economics Research International Journal of Business and Economics, Oxford, England.
- Chhatwal, Gurprit Vito, Marilyn. Co-presented. (24 - 26 Jun 2007). Multi-Media Resource Utilization in Experiential Learning Exercises for Business Courses. Oxford Business and Economics Conference. Sponsored by the Association for Business and Economics Research International Journal of Business and Economics, Oxford, England.
- Furphy, Kimberly Co-presented. (15 Oct 2006). The Bridge Program: Internet, Basic Computer, Basic Writing Skills. New Jersey Occupational Therapy Association Annual Conference, Edison, NJ.
- Galantino, Mary Lou (31 May 2006). Complementary and Alternative Therapy Instruction in the Physical Therapy Curriculum. Rehabilitation Research Day sponsored by the University of Pennsylvania, Philadelphia, PA.
- Galantino, Mary Lou (24 May 2006). Effect of Mindfulness Meditation on Healthcare Burnout, Mood and Patient Satisfaction. Complementary and Integrative Medicine Conference: Consortium of Academic Health Centers for Integrative Medicine at the North American Research Conference, Edmonton, Alberta, Canada.

- Galantino, Mary Lou Invited presenter. (20 Dec 2006). Integration of Yoga into Rehabilitation Research Translated into Clinical Practice. Complementary and Alternative Medicine Fellows. University of Pennsylvania, Philadelphia, PA.
- Galantino, Mary Lou Invited lecturer. (3 Jan 2007). Spirituality and Rehabilitation. University of Pennsylvania, Philadelphia, PA.
- Galantino, Mary Lou Mastrangelo, Alysia M. (17 May 2007). Co-presented poster. Rehabilitation Research Day at the University of Pennsylvania. Philadelphia, PA.
- Gerhardt Powals, Jill (27-28 Oct 2006). How Can We Help Our Students with Calculus? Consortium for Computing Sciences in Colleges Eastern Regional Conference, Fredericksburg, VA.
- Gerhardt Powals, Jill (April 2007). An Equal Playing Field in the Classroom. The Conference on Equity and Social Justice in Education. Richard Stockton College, Pomona, NJ.
- Gerhardt-Powals, Jill (Oct 2006). Panelist, student poster session. The 22nd Annual Eastern Regional Conference for the Consortium for Computing Sciences in Colleges (CCSC), Fredericksburg, VA.
- Hadley, Amy J. (19 Nov 2006). Medically Fragile Students and the Role of the Speech-Language Pathologist. Florida Association of Speech-Language Pathologists and Audiologists Conference, Miami, FL.
- Herath, Ajantha (27-28 Apr 2007) Mathematical Modeling of Cyber Attacks: A Learning Module to Enhance Undergraduate Security Curricula. Journal for Computing Sciences in Colleges 2007. Consortium for Computing Sciences in Colleges, South Central Region 18th Conference, Midwestern State University, Wichita Falls, TX.
- Herath, Ajantha (27-28 Apr 2007) Information Technologies, Data Sanitization Schemas, and their Inherent Impact. Journal for Computing Sciences in Colleges 2007. Consortium for Computing Sciences in Colleges, South Central Region 18th Conference, Midwestern State University, Wichita Falls, TX.
- Hight, Virginia (29 Jan - 4 Feb 2007). Time Use: An Outcome Measure for Participation in Life Activities. Habits Conference, Asilomar, CA.

- Holtzman, Diane (Nov 2006). Roundtable discussion, Alternative Uses of the Portfolio for Adult Students. Council for Adult and Experiential Learning Conference, Boston, MA.
- Holtzman, Diane (20 Jan 2007). Electronic Portfolios in Teaching and Learning: Bridging the Digital Divide. American Association of Colleges and Universities Annual Conference. New Orleans, LA.
- Holtzman, Diane (May 2007). Podcasting: Enhancing Marketing Communications. International Association of Online Communicators. Bridgeport, NJ.
- Holtzman, Diane (Jun 2007). Electronic Portfolios in Teaching and Assessing Adult Student Learning. National Institute on the Assessment of Experiential Learning. Princeton, NJ.
- Ingulli, Elaine (1 Mar 2007). Panelist, Bright Ideas for Teaching Business. Day of Scholarship. Richard Stockton College of NJ. Pomona, NJ.
- Klein, Kathleen (15 Oct 2006). A Review of Current Practices in Pediatric Evaluation. New Jersey Occupational Therapy Association Annual State Conference. Sheraton- Edison. Edison, NJ.
- Klein, Kathleen Baldino, C., student. Co-presented. (15 Oct 2006). Pediatric Assessment Tool Instruction in Occupational Therapy Educational Programs. New Jersey Occupational Therapy Association Annual State Conference, Sheraton-Edison. Edison, NJ.
- Latourette, Audrey W. (26 Jan 2007). Sex Discrimination in the Legal Profession. The Continuing Education for the Pennsylvania Bar Association. Sponsored by the Pennsylvania Bar Institute, Philadelphia, PA.
- Latourette, Audrey W. (24 Mar 2007). Sex Discrimination in the Legal Profession: Historical Perspectives and Contemporary Realities. Women and Work 2007 Conference: Myths, Realities and Representations. Sponsored by the City University of New York and the Center for Worker Education, New York, NY.
- Latourette, Audrey W. (29 Apr 2007). Copyright Implications of Distance Education. North East Academy of Legal Studies in Business Annual Conference, Seaview Marriott. Galloway Township, NJ.
- Latourette, Audrey W. (1 Mar 2007). The TEACH Act of 2002. Day of Scholarship. Richard Stockton College of NJ, Pomona, NJ.

- Latourette, Audrey W. (22 Feb 2007). Copyright Implications for Distance Education. The Richard Stockton Faculty Forum. Richard Stockton College of NJ, Pomona, NJ.
- Latourette, Audrey W. (18 Nov 2006). Distance Education and the Millennial Student: Copyright Implications for the University Community. The Millennial Student National Symposium by the Faculty Resource Network of New York University and the University of Puerto Rico. San Juan, Puerto Rico.
- Martin, Rachel (Nov 2006). Pushing the Boundaries of Critical Multicultural Education. Honoring Multicultural Communities: Stories and Struggles in a Contested Land Conference, Phoenix, AZ.
- Martin, Rachel (Jan 2007). What's This Book Doing in a Literacy course? International Conference on Teacher Education and Social Justice, Chicago, IL.
- Martin, Rachel (1 Mar 2007). The Role of the Unconscious in Teacher Education. Day of Scholarship. Richard Stockton College of NJ, Pomona, NJ.
- McGinnis, Patricia Quinn (1 Apr 2006). Efficacy of 24-hour Post Treatment Instructions for Benign Positional Vertigo. New Jersey American Physical Therapy Association's Annual Conference, West Windsor, NJ.
- McGinnis, Patricia Quinn (14-18 Feb 2007). Factors That Influence the Decision Making Process of Clinicians in Choosing a Balance Assessment Method. The Combined Sections Meeting sponsored by the American Physical Therapy Association, Boston, MA.
- McGinnis, Patricia Quinn Hack, L.M. (Temple University), Nixon-Cave, K. (Temple University), and Michlovitz, S.M. (Temple University). Co-presented a platform. (14-17 Feb 2007). Factors that Influence the Decision Making Process of Clinicians in Choosing a Balance Assessment Approach. National Conference. Sponsored by the American Physical Therapy Association: Combined Sections Meeting, Boston, MA.
- McGinnis, Patricia Quinn Hack, L.M. (Temple University), Nixon-Cave, K. (Temple University), and Michlovitz, S.M. (Temple University). Co-presented a platform. (2-6 June 2007). Factors that Influence the Decision Making of Clinicians in Choosing a Balance Assessment Approach. International Conference. Sponsored by the World Congress of Physical Therapy, Vancouver, Canada.

- Mukherjee, Amit E.M. Ekanayake (Bethune-Cookman College). Co-presented paper. (12-14 Oct 2006). Valuable and Trustworthy? Toward an Understanding of Trust-Value Dilemmas of Market Relationships. Northeast Business and Economics Association Annual Conference, Oakdale, NY.
- Mukherjee, Amit E.M. Ekanayake (Bethune-Cookman College). Co-presented paper. (5-7 Oct 2006). Epistemic Communities and the Global Alliance against Tobacco Marketing. Academy of International Business-Northeastern Region, Boston, MA.
- Mukherjee, Amit E.M. Ekanayake (Bethune-Cookman College) and Bala Veeramacheni (State University of New York-Farmingdale). Co-presented paper. (5-7 Oct 2006). Trade Blocks and the Gravity Model: Evidence from Western Hemispheric Countries. Academy of International Business-Northeastern Region, Boston, MA.
- Mukherjee, Amit E.M. Ekanayake and Robin Rance. (May 2007). Co-presented paper, Trade Creation and Trade Diversion of the Asian Regional Trade Agreements. Summer 2007 Global Conference on Business and Finance, San Jose, Costa Rica.
- Mulholland, Rita Presented an update on the Teacher Education USAID Project in Macedonia to the Ministry of Education. Skopje, Macedonia. 11 Dec 2006.
- Porfilio, Bradley (1-5 Nov 2006). Punk Rock, Hip-Hop, and the Politics of Human Resistance: The Role of Alternative Subcultures in the Foundations of Education. American Educational Studies Association Conference, Spokane, WA.
- Quinn, John (11-13 Mar 2007). The Effect of Situated Learning on Holocaust Educators. 37th Annual Scholars' Conference Holocaust and the Churches, Cleveland, OH.
- Rundio, Jr., Albert (8 Feb 2007). The Art & Science of Assessment and Treatment of Substance Abuse. Women's Health Nurse Practitioner Conference. Sponsored by Drexel University, Valley Forge, PA.
- Scales, Michael Albano, Donna. Co-presented. (27 July 2006). Hospitality Industry Perceptions of Hospitality Management Graduates. International Council of Hotel, Restaurant, and Institutional Educators Annual Conference (I-CHRIE), Dallas, TX.

- Scales, Michael Whithem, Clifford J. Co-presented. (8 June 2007). Increasing Civic Engagement through Incorporating Service Learning into Business Courses. American Democracy Project Annual Conference, Philadelphia, PA.
- Schindler, Victoria (20 Sep 2006). The Effectiveness of a Supported Education Program for Adults of Psychiatric Disability: The Bridge Program. National State of the Knowledge Conference on Increasing Community Integration of Individuals with Psychiatric Disabilities. Sponsored by the University of Pennsylvania, Philadelphia, PA.
- Schindler, Victoria (20 Apr 2007). Panelist, Supported Education: Programs and Outcomes for Individuals Diagnosed with Mental Illness. American Occupational Therapy Association National Convention and Expo, St. Louis, MO.
- Schindler, Victoria (23 Mar 2007). Role Development: Using an Evidenced-Based Intervention in Mental Health Practice. New York/New Jersey Annual Mental Health Partnerships Workshop, Kean University, Union, NJ.
- Tinsley, Ronnie (May 2006). From Backwards Design to That's Just How We Do It—Fostering Assessment Driven Instruction in New Teachers. New Jersey Council for Exceptional Children Annual Conference, Kean University, Union, NJ.
- Tinsley, Ronnie (Oct 2006). Keynote speaker, What Is Writing? How Do We Know If We Are Doing It? Fall Conference of the Reading Council of Southern New Jersey, Petersburg, NJ.
- Tinsley, Ronnie (Nov 2006). National Accreditation of Teacher Education Programs in the USA: Abdication of Program Authority or Program Empowerment? International Conference on Teacher Education, Calgary-Alberta, Canada.
- Tinsley, Ronnie (Nov 2006). Challenging the Professional Development School Model: Effectively Utilizing Multiple Fieldwork Placements in Diverse Settings. International Conference on Teacher Education, Calgary-Alberta, Canada.
- Tinsley, Ronnie (Nov 2006). Connective and Inclusive Teacher Development: Promoting a Culture of Inclusion in Teacher Education. International Conference on Teacher Education, Calgary-Alberta, Canada.

- Tinsley, Ronnie (4 May 2007). Developing Communication Skills for Self-advocacy. New Jersey Council for Exceptional Children 2007 Annual Conference. Edison, NJ.
- Tinsley, Ronnie (4 May 2007). Prep for the Present Levels of Academic and Functional Performance Report. New Jersey Council for Exceptional Children 2007 Annual Conference. Edison, NJ.
- Tinsley, Ronnie (7 Jun 2007). Looking Back, Planning Ahead. Workshop for Novice Teachers. SRI/ETTC, Mays Landing, NJ.
- Tyska, Claudia R. (5-6 Oct 2006). Forging Financial Accounting Standards: An Analysis of Management's Input. Association of Pennsylvania University Business and Economics Faculty Annual Meeting. Sponsored by the Association of Pennsylvania University Business and Economics Faculty (APUBEF), State College, PA.
- Vito, Marilyn E. Chhatwal, Gurprit. Co-presented. (24 - 26 June 2007). Effects of Cash Flows on Share Intrinsic Values. Oxford Business and Economics Conference. Sponsored by the Association for Business and Economics Research International Journal of Business and Economics. Oxford, England.
- Vito, Marilyn E. Chhatwal, Gurprit. Co-presented. (24 - 26 June 2007). Multi-Media Resource Utilization in Experiential Learning Exercises for Business Courses. Oxford Business and Economics Conference. Sponsored by the Association for Business and Economics Research International Journal of Business and Economics, Oxford, England.
- Wang, Jinchang (29 Mar 2007) Implementing Guided-Inference for Bayesian Intelligent Systems. 2007 NEDSI Annual Meeting, Baltimore, MD.
- Wang, Jinchang (1 Mar 2007) Prisoner's Dilemma and Disorder. Day of Scholarship, Richard Stockton College of NJ, Pomona, NJ.
- Wang, Jinchang (20 Nov 2006) The SAT Sampling Approach for Assessment of Quantitative Aptitude of College Students. Authors: Chhatwal, G., Zhao, S. 37th Annual National Meeting of Decision Science Institute, San Antonio, TX.
- Whithem, Clifford J. Scales, Michael. Co-presented. (8 June 2007). Increasing Civic Engagement through Incorporating Service Learning into Business Courses. American Democracy Project Annual Conference, Philadelphia, PA.

Boards

Albano, Donna	Inducted member, International Association of Travel and Tourism Professionals (SKAL). Mar 2007.
Albano, Donna	Appointed advisor, Eta Sigma Delta (Hospitality Management Honor Society). Nov 2006.
Albano, Donna	Member, Atlantic City Host Awards Selection Committee. May 2007.
Blecker, Norma	Reappointed member, New Jersey Special Education Advisory Council. 2006-2008.
Boakes, Norma	Elected member, Executive Council of the Association of Mathematics Teachers of New Jersey. 2006-2007.
Boakes, Norma	Organizer. <u>Heads Up: Preparing For NJ State Assessments</u> . 11 Jan 2007.
Calamida, Elizabeth G.	Member, Program Planning Committee, Atlanticare Internal Medicine Residents' Annual Retreat. 2004-present
Calamida, Elizabeth G.	Member, Cardiovascular Institute Program Planning Committee. Heart Health Education Conference, Philadelphia, PA. 2006-present.
Calamida, Elizabeth G.	Advisor, Adolescent Health Conference. Atlantic City High School, Atlantic City, NJ. May 2007.
Calamida, Elizabeth G.	Member, Diabetes Self Management Program. Shore Memorial Hospital. Somers Point, NJ. 2007-present.
Cicirello, Vincent	Program Committee Member, European Conference on Complex Systems Workshop on Multi-Agents for Modeling Complex Systems. 2006.
Cicirello, Vincent	Program Committee Member, 2007 Systemics and Informatics World Network (SIWN) International Conference on Complex Open Distributed Systems and a member of the 9 th International Genetic and Evolutionary Computation Conference. Dec 2006 – April 2007.
DeThy, Virginia	Invited member/reviewer, New Jersey Higher Education Taskforce. 2006-2007.

DeThy, Virginia	Member of board, New Jersey Higher Education Taskforce. 2006-2007.
DeThy, Virginia	Member of board, Elementary Teacher Education Committee. 2006-2007.
Gerhardt Powals, Jill	Judge's panel, <u>The 22nd Annual Eastern Regional Conference for the Consortium for Computing Sciences in Colleges (CCSC)</u> , Fredericksburg, VA. Oct 2006.
Gerhardt-Powals, Jill	Member of Speakers Bureau, The William J. Hughes Center for Public Policy. 2007-2008.
Hadley, Amy J.	Vice President, Professional Practices in Speech-Language Pathology for the Florida Association of Speech-Language Pathologists and Audiologists. 2003-2006.
Holtzman, Diane	Chair, Public Relations committee, Children's Learning Garden. Rowan University, Glassboro, NJ. May 2007.
Latourette, Audrey W.	Appointed Scholar in Residence, Faculty Resource Network. New York University, New York, NY. Summer 2007.
Rundio, Albert	Board of Directors, International Society of Addictions. Oct 2006 – Oct 2008.
Scales, Michael	Member of Planning Committee, 2006 New Jersey Governor's School. 5-7 Apr 2006.
Scales, Michael	Nominated President. Hospitality Educators Mid-Atlantic Region (HEMAR). 2006-2008.
Thomas, Francis	Member, American Institute of Certified Public Accountants REG Committee. 1 Sep 2006 - 31 Aug 2007.
Whithem, Cliff	Elected International Chair of Membership. International Membership of Hospitality and Tourism Educators, Council on Hotel, Restaurant and Institutional Education (I-CHRIE) Board of Directors. July 2006 - July 2008.
Whithem, Cliff	Elected Vice Chairman. The Greater Atlantic City Region Tourism Council. Mar 2006-Mar 2007.
Whithem, Cliff	Elected Member. Board of the Atlantic County Tourism Commission. 2006-2008.

Awards and Grants

Albano, Donna Marie	Earned Ed.D. in Educational Leadership. Rowan University, Glassboro, NJ. May 2007.
Albano, Donna Marie	Recipient of the Larry Marcus Medallion for Excellence in Educational Leadership in Doctoral Studies. May 2007.
Beverly, Adele	Nurse of the Day, “Nurse Workforce Solution Project” in collaboration with WAYV, 95.1 FM. 23 May 2006.
Beverly, Adele	Commendations from Congressman Frank LoBiondo, Assistant New Jersey Assembly Majority Leader Jeff Van Drew, and Atlantic County Executive Dennis Levison, and The Nurse Workforce Solution Project. Shore Memorial Hospital. Somers Point, NJ. 6 June 2006.
Boakes, Norma	Grant award, “Project Faculty for the South Jersey Coastal Consortium Project.” Mathematics and Science Partnership Grant of the NJ Department of Education. Jul 2007.
Cicirello, Vincent	Submitted, National Science Foundation – CAREER. “Towards an Effective Integration and Coordination of Multiple Heuristic Problem Solvers.”
Galantino, Mary Lou	Awarded, New Jersey Commission on Cancer Research. “Impact of Yoga on Chemotherapy in Women with Breast Cancer.”
Galantino, Mary Lou	Mastrangelo, Alysia, Codero-Roman, Arnaldo, and Merydawilda Colon. Co-submitted, First Energy Foundation. “Cultural Competence and Health Care.”
Herath, Ajantha	Mentored Demetrious Robus (Richard Stockton College student), who received the Best Student Paper Award for his presentation “A Study of Information Privacy and Data Sanitization Problems.” <u>Consortium for Computing Sciences in Colleges South Central 18 Annual Conference</u> . Midwestern State University, Wichita Falls, TX. 27 Apr 2007.
Klein, Kathleen	Achieved Board Certification in Pediatrics. American Occupational Therapy Association Board for Advanced and Specialty Certification. 2007.

Latourette, Audrey W.	Best Paper Award, "Copyright Implications of Online Distance Education." Association for Business & Economics Research and the International Journal of Business and Economics. 29 Apr 2007.
Latourette, Audrey W.	Nominated, Marquis Who's Who of American Women. 2007.
Latourette, Audrey W.	Best Paper Award of 2007. "Copyright Implications for Distance Education." North East Academy of Legal Studies in Business. Seaview Marriott. Galloway Township, NJ. Apr 2007.
Latourette, Audrey W.	Appointed Scholar in Residence. Faculty Resource Network, New York University. New York, NY. Summer 2007.
Mastrangelo, Alysia	Received award for "Research Scholar Travel Award." Section on Women's Health of the American Physical Therapy Association. Feb 2007.
Mastrangelo, Alysia	Galantino, Mary Lou, Codero-Roman, Arnaldo, and Merydawilda Colon, M. Co-submitted, First Energy Foundation. "Cultural Competence and Health Care."
McDonald, Michelle	Grant Award, "One Nation, Many Americans." US Department of Education's Teaching American History Program. Jun 2007 – Jun 2010.
Mulholland, Rita	Awarded, "Software Grants for Special Education" software package license, Laureatte Software for the Special Education Program. Fall 2006.
Mulholland, Rita	Received a Software Grant, Premier Assistive Technology, Inc. for Special Education. Fall 2006.
Palogod, Nora	Submitted, Department of Education. "Enhancing Business Capacity in a Global Economy."
Scales, Michael S.	Awarded, "The First Annual Faculty Community Service Award." The Richard Stockton College of New Jersey. 16 Jan 2007.
Scales, Michael S.	The Award of Excellence from The Atlantic County Institute of Technology. 29 March 2007.
Scales, Michael	Named to the 11 th Edition of <u>Who's Who Among American Teachers & Educators.</u>

- Schindler, Victoria Awarded Board Certification in Mental Health. American Occupational Therapy Association.
- Schindler, Victoria Submitted, NJ Department of Labor. “Bridge Program.” Jan 2007 – Dec 2007.
- Schindler, Victoria Submitted, Learn & Serve thru Princeton/Bonner Foundation. “Bridge Program.” Sept 2007 – August 2011.
- Tyrell, Brian Submitted, AC Coin and Slot. “Analysis of International Gaming Markets.”
- Vito, Marilyn 2007 Edition of Marquis Who’s Who of American Women.

SOCIAL AND BEHAVIORAL SCIENCES

Social and Behavioral Science

Scholarly Activities 2006-2007

Published Works

- Avery, James (2006). The Sources and Consequences of Political Mistrust among African Americans. (Gimpel, James, Ed.). American Politics Research. Thousand Oaks, CA: Sage Publications. 34.5: 653-682.
- Burdick, David (2006). Gerontechnology. (Birren, James, Ed.). Encyclopedia of Gerontology. London, UK: Elsevier Publishers.
- Cox, Lisa Locke, Barry (MSW, Ed.D.), Majewski, Virginia (MSW, Ph.D Ed.). Co-authored, (2006). Effectiveness of Using Films and Focus Groups with Older Adults. Proceedings of Selected Readings from the 30th National Institute on Social Work and Human Services in Rural Areas. West Virginia University. Shepherdstown, WV. 36-47.
- Cronin, Michael (2006). Social Work and the United Nations. (Hall, Nigel, Ed.). Making a World of Difference, Social Work Around the World IV. IFSW Press: Berne, Switzerland. 209-224.
- Cronin, Michael Ryan, D. & Brier, D. Co-authored. (2007). Support for Staff Working in Disaster Situations: A Social Work Perspective. International Social Work. 50(3): 370-382.
- Cronin, Michael Abstract proceedings published. (Jan 2007). Practice Perspectives of Disaster Work. International Seminar on Disaster Planning, Management & Relief: New Responsibilities for Social Work Education. International Association of Schools of Social Work, Bridgetown, Barbados.
- Duntley, Joshua Shackelford, T.K. Co-authored. (2006). Toward an Evolutionary Forensic Psychology. Social Biology. 51: 161-165.
- Duntley, Joshua Buss, D.M. Co-authored. (2006). Evolution of Aggression. Schaller, M., Simpson, J.A., Kenrick, D.T. (eds.) Evolution and Social Psychology. New York: Psychology Press. 263-286.

- Falk, Diane (Spring 2007). Editorial, Censorship at NASW? (Marston, Stephen M. and Finn, Jerry, Eds.) Journal of Social Work Values and Ethics. 4.1.
<<http://www.socialworker.com/jswve/content/view/50/50/>>.
- Fleck, Jessica I. (2007). Working Memory Demands in Insight Versus Analytic Problem Solving. The European Journal of Cognitive Psychology.
- Fleck, Jessica I. (2007). The Transliminal Brain at Rest: Baseline EEG, Unusual Experiences, and Access to Unconscious Mental Activity. Cortex.
- Lester, David (2006). Suicide and Islam. Journal of the Islamic Organization of Forensic Medicine. 1: 40-63.
- Lester, David Walker, R. L., Joe, S. Co-authored. (2006). Lay Theories of Suicide. Journal of Black Psychology. 32:320-344.
- Lester, David Tartaro, C. Co-authored. (2006). Self-execution and State Execution. Psychological Reports. 99:306.
- Lester, David (2006). Absolutism in Diaries of Suicides. Psychological Reports. 99:305.
- Lester, David Pompili, M., Galeandro, P. M., Tatarelli, R. Co-authored. (2006). Suicidal Behavior in Surviving Co-twins. Twin Research & Human Genetics. 9:642-645.
- Lester, David Yang, B. Co-authored. (2006). Should Suicide Prevention Programs Target Individuals or Society as a Whole? Crisis. 27:200-201.
- Lester, David Krysinska, K. Co-authored. (2006). The Contribution of Psychology to The Study of the Holocaust. Dialogue & Universalism. 16(5-6):141-156.
- Lester, David Yang, B., Wong, W. W. M., Cappelletti, D., Jimenez, A. R. Co-authored. (2006). Some Personality Correlates of Using E-Bay. Psychological Reports. 99:762.
- Lester, David Spinella, M., Yang, B. Co-authored. (2006). A Paper-and-Pencil Measure of Prefrontal Subcortical Dysfunction. Perceptual & Motor Skills. 103:676.
- Lester, David Zeyrek, E. Y. Co-authored. (2006). Arthur Schopenhauer and Andras Angyal. Psychological Reports. 99:799-802.

- Lester, David Yang, B., Spinella, M. Co-authored. (2006). Depression, Anxiety, and Personal Finance Behavior. Psychological Reports. 99:833-834.
- Lester, David Al-Tarrah, A. Co-authored. (2006). Authoritarian Attitudes and the Expression of Aggression in Kuwaiti and U.S. Students. Perceptual & Motor Skills. 103:767-770.
- Lester, David (2006). E-Therapy. Psychological Reports. 99:894-896.
- Lester, David Zeyrek, E. Y., Alpan, E. Co-authored. (2006). Death Anxiety and A Taoist Orientation in Two Cultures. Perceptual & Motor Skills. 103:778.
- Lester, David (2006). Sexual Orientation and Suicidal Behavior. Psychological Reports. 99: 923-924.
- Lester, David Pompili, M., Tatarelli, R., Girardi, P. Co-authored. (2006). Incomplete Oedipism and Chronic Suicidality In Psychotic Depression With Paranoid Delusions Related To Eyes. Annals of General Psychiatry. 5:18.
- Lester, David Leenaars, L. Co-authored. (2006). Perfectionism, Depression, and Academic Performance. Psychological Reports. 99:941-942.
- Lester, David Abdel-Khalek, A. M. Co-authored. (2006). Anxiety in Kuwaiti and American College Students. Psychological Reports. 99:512-514.
- Lester, David McCollaum, B., Zeyrek, E. Y. Co-authored. (2006). Correlates of A Taoist Orientation. Perceptual & Motor Skills. 103:846.
- Lester, David Yang, B. Co-authored. (2006). Attitudes Toward Online Shopping. Perceptual & Motor Skills. 103:834.
- Lester, David Spinella, M. Co-authored. (2006). Can Money Buy Happiness? Psychological Reports. 99:992.
- Lester, David Pompili, M., Tondo, L., Grispini, A., De Pisa, E., Angeletti, G., Bonocore, L., Girardi, P., Tatarelli, R. Co-authored. (2006). Suicidal Attempts in Bipolar Disorder Patients. Clinical Neuropsychiatry. 3:327-331.
- Lester, David (2006). Hopelessness and Suicide in Schizophrenia. (R.Tatarelli, M. Pompili, P. Girardi, Eds.). Suicide in Schizophrenia. Hauppauge, NY: Nova Science.

- Lester, David (2006). Suicide Mortality in Schizophrenics. (R. Tatarelli, M. Pompili, P. Girardi, Eds.). Suicide in Schizophrenia. Hauppauge, NY: Nova Science.
- Lester, David Pompili, M., Tatarelli, G., Rinaldi, G., & Lester, D. Co-authored, (2006). Medical Staff and Suicide Risk in Schizophrenia. (R. Tatarelli, M. Pompili & P. Girardi ,Eds.). Suicide in Schizophrenia. Hauppauge, NY: Nova Science.
- Lester, David Pompili, M., Girardi, P., Lester, D., & Tatarelli, R. Co-authored, (2006). Stigma and Suicide Risk. (R. Tatarelli, M. Pompili & P. Girardi, Eds.). Suicide in Schizophrenia. Hauppauge, NY: Nova Science.
- Lester, David Pompili, M., Innamorati, M., Lester, D., Galeandro, P. M., & Tatarelli, R. Co-authored. (2007). Suicide Risk in Dissociative Disorders. (R. Tatarelli, M. Pompili & P. Girardi, Eds.). Suicide in Psychiatric Disorders. Hauppauge, NY: Nova Science.
- Lester, David Pompili, M., & Lester, D. Co-authored. (2007). Suicide Risk in Schizophrenia. (R. Tatarelli, M. Pompili & P. Girardi, Eds.). Suicide in Psychiatric Disorders. Hauppauge, NY. Nova Science.
- Lester, David Pompili, M., Lester, D., Girardi, P., De Vanna, M., & Connolly, J. Co-authored, (2007). Suicide Risk Among Epileptic Patients. (R. Tatarelli, M. Pompili & P. Girardi, Eds.). Suicide in Psychiatric Disorders. Hauppauge, NY: Nova Science.
- Lester, David Pompili, M., Lester, D., Grispini, A., Calandro, F., & Innamorati, M. Co-authored. (2007). Suicide and Attempted Suicide in Anorexia Nervosa, Bulimia Nervosa, Obesity and Weight-image Concern. (R. Tatarelli, M. Pompili & P. Girardi, Eds.). Suicide in Psychiatric Disorders. Hauppauge, NY: Nova Science.
- Lester, David (2007). Suicide. Cambridge Handbook of Psychology, Health and Medicine, 2nd Edition. Cambridge, UK: Cambridge University Press. 904-906.
- Lester, David Zonda, T. Co-authored. (2006-2007). Preventing Suicide by Educating General Practitioners. Omega 54:53-57.
- Lester, David Pompili, M., Iliceto, P., Tatarelli, R., Girardi, P. Co-authored. (2007). No Increase in Suicide Risk Among Cardiopathic Patients. American Heart Hospital Journal. 5:103-106.

- Lester, David Spinella, M., Yang, B. Co-authored. (2007). Development of the Executive Personal Finance Scale. International Journal of Neuroscience. 117: 301-313.
- Lester, David Yang, B. Co-authored. (2007). Who Buys Textbooks Online? Psychological Reports. 100:30.
- Lester, David Abdel-Khalek, A. Co-authored. (2007). Some Correlates of Subjective Life Expectancy. Psychological Reports. 100:57-58.
- Lester, David (2007). Exploration of Thalbourne's Manic-Experience Scale. Psychological Reports. 100:66.
- Lester, David Leenaars, L. Co-authored. (2007). Construct Validity of the Helplessness/Hopelessness/Haplessness Scale. Perceptual & Motor Skills. 104:152.
- Lester, David Rogers, J. R., Bromley, J. L., McNally, C. J. Co-authored. (2007). Content Analysis of Suicide Notes as a Test of the Motivational Component of the Existential-Constructivist Model of Suicide. Journal of Counseling & Development. 85:182-188.
- Lester, David Yang, B. Co-authored. (2007). Recalculating the Economic Cost of Suicide. Death Studies. 31:351-361.
- Lester, David Stack, S. Co-authored. (2007). Body Mass and Suicide Risk. Crisis. 28:46-47.
- Lester, David Pompili, M., Tatarelli, R., Rogers, J. R. Co-authored. (2007). The Hopelessness Scale: A Factor Analysis. Psychological Reports. 100:375-378.
- Lester, David Templer, D. I., Abdel-Khalek, A. Co-authored. (2006-2007). A Cross-Cultural Comparison of Death Anxiety. Omega. 54:255-260.
- Lester, David Templer, D. I., Connelly, H. J., Arikawa, H., Mancuso, L. Co-authored. (2007). Relationship of IQ To Suicide and Homicide Rate. Psychological Reports. 100:108-112.
- Lester, David Yang, B., James, S. Co-authored. (2007). Attitudes Toward Buying Online as Predictors of Shopping Online for British and American Respondents. CyberPsychology & Behavior. 10:198-203.

- Lester, David Pompili, M., Girardi, P., Tatarelli, R. Co-authored. (2007). High Suicide Risk After Development of Cognitive and Working Memory Deficits Caused by Cannabis, Cocaine and Ecstasy Use. Substance Abuse. 28(1):25-30.
- Lester, David Pompili, M., Amador, X. F., Girardi, P., Harkavy-Friedman, J., Harrow, M., Kaplan, K., Krausz, M., Meltzer, H. Y., Modestin, J., Montross, L. P., Mortensen, P. B., Munk-Jorgensen, P., Nielsen, J., Nordentoff, M., Saarinen, P. I., Zisook, S., Wilson, S. T., & Tatarelli, R. Co-authored. (2007). Suicide Risk in Schizophrenia. Annals of General Psychiatry. 6: #10.
- Lester, David Gençöz, F., Sevginar, V. Co-authored. (2006). Umutsuzluk, Çaresizlik ve Talihsizlik Ölçeği'nin Türk Örnekleminde Güvenirlilik ve Geçerlik Çalışması (Reliability and Validity Study of Hopelessness, Helplessness and Haplessness Scale in a Turkish sample). Kriz Dergisi. 14:21-29.
- Lester, David Spinella, M., Yang, B. Co-authored. (2007). Prefrontal Systems in Financial Processing. Journal of Socio-Economics. 36:480-489.
- Lester, David Walker, R. L. Co-authored. (2007). Hopelessness and Helplessness as Predictors of Suicidality. (J. R. Rogers, Ed.). Proceedings of the 39th Annual AAS Conference. Washington, DC: AAS.:152-153.
- Lester, David Park, B. C. B., Zeyrek, E. Y. Co-authored. (2007). Correlates of a Taoist Orientation Among Korean Students. Perceptual & Motor Skills. 104:1042.
- Lester, David (2007). Life Span Issues and Traumatic Death. (D. Balk, Ed.). Handbook of Thanatology. Association for Death Education & Counseling. Northbrook, IL. 277-281.
- Lester, David Stone, L. D. Co-authored. (2007). The Content of Suicide Notes from Attempters and Completers. Crisis. 28.
- Lester, David Sex Differences in Surviving Suicide Attempts by Jumping. Psychological Reports. 100 (2007): 1121-1122.
- Lester, David (2007). The Causes of Changing Suicide Rates. Psychological Reports. 100:1140.

- Lester, David Abdel-Khalek, A. Co-authored. (2007). The Psychometric Properties and Correlates of the Reynolds' Suicide Ideation Questionnaire with Kuwaiti and American Students. Archives of Suicide Research. 11.
- Lester, David Barnes, D. M., Lawal-Solarin, F. W. Co-authored. (2007). Letters from a Suicide. Death Studies. 31.
- Levy, Marissa (Feb 2007). Contributed to report published, A Snapshot of Homelessness and Housing Issues Point-In-Time Survey: Southern Ocean County, New Jersey – Fall 2006. Compassion Capital Fund: Communities Empowering Youth Program HHS-2006-ACF-OCF-IC-0141.
- Martino, Sara (31 Aug 2006). Helping Women through Divorce. American Psychological Association's PsycCRITIQUES Contemporary Psychology. (Apa Review of Books.) Apa Online. 51.
- Martino, Sara (2007). The Relationship Between Self-Esteem and Indirect Aggression In The Workplace. The Journal of Humanities and Social Sciences: Scientific Journals International. 1.1.HTML.
- Martino, Sara (2006). Perceptions of Single Parenthood: Have We Had a Paradigm Shift? PsycCRITIQUES Contemporary Psychology. (Review of Books.) Vol 51 (49), Article 10.
- Martino, Sara (2006). Therapy with Single Parents: A Social Constructivist Approach. PsycCRITIQUES Contemporary Psychology. (Review of Books.) Vol 51.
- Martino, Sara (2006). How Specialized Do Counselors Need To Be? PsycCRITIQUES, Contemporary Psychology. Vol 51 (45), Article 15.
- Martino, Sara (2006). Review of VISTAS: Compelling Perspectives on Counseling 2006. PsycCRITIQUES, Contemporary Psychology. Vol 51 (45), Article 15.
- Rodriquez, Michael (Summer 2007). Waldman, Sidney R. America and the Limits of the Politics of Selfishness. Rowman & Littlefield. New York: Choice Magazine.
- Rodriquez, Michael (Summer 2007). Danforth, John. Faith and Politics: How the "Moral Values" Debate Divides America and How to Move Forward Together. Viking Press, New York: Journal of Faith & International Affairs.

- Saunders, Jeffrey Backus, Benjamin T. (University of Pennsylvania), Paper co-authored. (2007). Both Parallelism and Orthogonality are used to Perceive 3-D Slant of Rectangles from 2-D Images. Journal of Vision. 7.6:7, 1-11.
<<http://journalofvision.org/7/7/7/doi:10.1167/7.6.7>>.
- Tang, Connie (2007) Trial Venue Decisions in Juvenile Cases: Mitigating and Extralegal Factors Matter. Legal and Criminological Psychology. 12.1: 21-39.
- Wharton, Linda (Winter 2007). Preserving the Core of Roe: Reflections on Planned Parenthood v. Casey. Yale Journal of Law and Feminism. Yale University. New Haven, CT. 18.2.:317-387.
- Wharton, Linda (2007). The Role of Government in Advancing Gender Equity in Education. Handbook for Achieving Gender Equity through Education. (Susan Klein, ed.). Lawrence Erlbaum Associates.
- Williams, Keith (2006). The Effects of Stereotype Threat on Test Performance of Male and Female College Students. College Student Journal. 40 (3): 679-684.

Performances and Exhibitions

- Helsabeck, Robert (Jul 2007) Performed, Professional Community Wind Quintet. St. Peters Methodist Church Summer Concert Series. Ocean City, NJ.

Presentations

- Arcuri, Alan (12 Oct 2006). Lecture, Police Behavior and the Bill of Rights. Cape May County Police Academy, Cape May Court House, NJ.
- Arcuri, Alan (7 Sept 2006). Why They Hate Us; Criticisms of US Policies. Jewish Family Services of Atlantic and Cape May Counties, Margate, NJ.
- Arcuri, Alan (07 May 2007). President George W. Bush and the Iraqi War. Atlantic City Free Public Library. Atlantic City, NJ.

- Avery, James (31 Aug- 2). Sep Fine, J. (Clemson University). Co-authored paper, The Effect of Black Mobilization on Substantive Representation in Congress. American Political Science Association Meeting, Philadelphia, PA. 2006.
- Avery, James Fine, J. (Clemson University). Co-presented. (Apr 2007). Candidate Ideology in Presidential Elections. Midwest Political Science Association, Chicago, IL.
- Colón, Merydawilda (1 Mar 2007). Acculturation and Attitude of Latinos toward Hospice. Day of Scholarship, Richard Stockton College of NJ, Pomona, NJ.
- Cox, Lisa Liszczak, Melanie. Co-presented, (23-25 Apr 2006). Helping Families Cope with Divorce: An Integrative Model. National Association of Social Workers (NASW-NJ Chapter) Annual Conference. East Brunswick, NJ.
- Cox, Lisa Batten, Diana. Co-presented. (Apr 2006). Aging and Spirituality. NASW- NJ Chapter's Unit Meeting, Northfield, NJ: Family Services Association's English Creek Office.
- Cox, Lisa (27 May 2006). The Effects of AIDS Service Organization Volunteerism on Students Enrolled in an Undergraduate HIV/AIDS Class. 18th Annual National Conference on HIV/AIDS and Social Work, Miami, Fl: Boston College.
- Cox, Lisa (21 June 2006). Senior Social Work Fieldwork Evaluations. Field Instructor's Orientation, Atlantic City, NJ: Carnegie Library Center.
- Cox, Lisa Evelyn Tomaszewski (NASW). Co-presented paper. (8 May 2007). Addressing Ethical Dilemmas in an Era of Complex Practice Issues: HIV/AIDS as a Case Study. National Association of Social Workers (NASW) HIV/AIDS Spectrum: Mental Health Training and Education of Social Workers Project. (NASW) NJ Chapter Annual Conference, Atlantic City, NJ: Trump Taj Mahal.
- Cox, Lisa (28 Mar 2007). Tomaszewski, Evelyn and Gallego, Sue (MSSW, LMSW-ACP, San Francisco AIDS Foundation). Co-presented, Working with Multiple Diagnosed Clients with HIV/AIDS: Promoting Treatment Adherence Through Use of the ADHERE Model. 2nd International Conference on HIV Treatment Adherence, Jersey City, NJ: Hyatt Regency Hotel.

- Cronin, Michael (30 Jul - 3 Aug 2006). Social Work Advocacy in the United Nations System. A World Out of Balance: Working for a New Social Equilibrium Conference, Sponsored by the International Federation of Social Workers (IFSW). Munich, Germany.
- Cronin, Michael (28-29 Sep 2006). Enhancing Cultural Competence through Participation in CIF Exchange Programs. International Board Meeting of the Council of International Fellowship. Paris, France.
- Cronin, Michael Cox, L. and Hines-Smith, S. Co-presented. (February 2007) Poster presentation. How to Excite Faculty to Infuse Gerontology in 3 Years or Less. (Gero-Ed). Forum: Infusing Gerontology across the Classroom and Field: Planning, Implementing & Resourcing, Council on Social Work Education. Charleston, SC.
- Cronin, Michael (Jul 2007). Enhancing Cultural Competence through Participation in International Exchange Programs. Training Builds Bridges for a Changing World: Transforming Lives, Transforming Communities, Transforming Yourself. 27th Council of International Fellowship (CIF) Conference. Cleveland, OH.
- Cronin, Michael (Jul 2007). Psychological Support and Self Care for Emergency Service Workers: Train the Trainers Workshop. Training Program for Emergency Service Instructors of the Magen David Adom. Jerusalem, Israel.
- Cronin, Michael (Jan 2007) Practice Perspectives of Disaster Work. International Seminar on Disaster Planning, Management & Relief: New Responsibilities for Social Work Education. Katherine Kendall Institute for International Social Work Education of the Council on Social Work Education, International Association of Schools of Social Work., Bridgetown, Barbados.
- Duntley, Joshua (2007 Jun). Paper presented. Backup Mates. Annual Meeting of the Human Behavior and Evolution Society. The College of William and Mary, Williamsburg, VA.
- Duntley, Joshua Duggan, M. Paper co-presented. (2007 Jun). Amplified Signals and Unwanted Attention. Annual Meeting of the Human Behavior and Evolution Society. The College of William and Mary, Williamsburg, VA.
- Duntley, Joshua Buss, D. M. Paper co-presented. (2007 Jun). Exploitability: From Sexual Manipulability to Rival Killability. Annual Meeting of the Human Behavior and Evolution Society. The College of William and Mary, Williamsburg, VA.

- Elmore, Elizabeth (3 Mar 2007). Blending Technology and Pedagogy to Promote Mentorship: The Dyad, Triad and Beyond. 33rd Annual Meeting and Educational Leadership Conference, Mentorship – the Dyad, Triad and Beyond. The Association for Gerontology in Higher Education (AGHE), Task Force on K-12 Education. Portland, OR.
- Elmore, Elizabeth (7 Mar 2007). Linking Research, Practice and Policy: Applying Economic Concepts and Methods to Change Past Responses to Aging. Emerging Issues 2007 Joint Conference of the American Society on Aging and the National Council on Aging, Chicago, IL.
- Elmore, Elizabeth (27-29 Sep 2006). Poster Session, Lifelong Learning for Personal Responsibility in an Ownership Society using Digital Resources and Intergenerational Learning. 2nd World Aging and Generations Congress, The World Demographic Association. St. Gallen, Switzerland.
- Falk, Diane (1 Sep 2006) Co-presented, Social Work as a Human Rights Profession: Raising Awareness Among Undergraduate Social Work Students in the United States to Transform Practice. 33rd World Conference of Schools of Social Work. Sponsored by, International Association of Schools of Social Work. Santiago, Chile.
- Falk, Diane (9 Feb 2007). Ethical Engagement: Critical Foundation for Social Work Leadership in the 21st Century. The Leadership Seminar, Council on Social Work Education. Phoenix, AZ.
- Ferri, Christine Tartaro, C., Levy, M., Frank, M., and Tang, C. Co-presented. (14 Mar 2007). The Effectiveness of a Jail-based Transition Planning Program in Reducing Recidivism. Association of Criminal Justice Science Conference, Seattle, WA.
- Fleck, Jessica I. (May 2007). Poster, Handedness Moderates Schizotypy-Creativity Relationship. 19th Annual Convention of the Association for Psychological Science, Washington, DC.
- Frank, Michael Tartaro, Christine, Levy, M., Tang, C., and Ferri, C. Co-presented. (14 Mar 2007). The Effectiveness of a Jail-based Transition Planning Program in Reducing Recidivism. Association of Criminal Justice Science Conference, Seattle, WA.
- Greene, Laurie (19 July 2006). Diversity training for volunteers. Court Appointed Special Advocates (CASA) of Atlantic and Cape May Counties, The Baptist Church. Marmora, NJ.

- Greene, Laurie (24 Aug 2006). Long Term Success. Atlantic County Women's Center's Day for Women Workshop, Linwood, NJ.
- Gonsalves, Sonia (1 Mar 2007). The Millennial Student: their Strengths and Needs in the Classroom and in Cyberspace. Day of Scholarship, Richard Stockton College of NJ. Pomona, NJ.
- Joseph, Janice (14 May 2006). Marital Rape and HIV. South London African Women Organization, London, England.
- Joseph, Janice (20-25 Aug 2006). Black Victims of Femicide. 12th International Symposium on Victimology, Orlando, FL.
- Joseph, Janice (20-25 Aug 2006). Female Victims of Human Trafficking for Sexual Exploitation. 12th International Symposium on Victimology, Orlando, FL.
- Joseph, Janice (9-11 Aug 2006). Gangs and Transnational Crimes. The NGCRC 2006 Ninth International Gang Specialist Training Program, Chicago, IL.
- Joseph, Janice (1 Mar 2007). A Comparative Study of Female Victims of Domestic Violence in England and the United States. Day of Scholarship, Richard Stockton College of NJ. Pomona, NJ.
- Joseph, Janice (26 May 2007). Rape and Sexual Assault: International Perspective. South London African Women's Organization, London, England.
- Joseph, Janice (6-9 Jun 2007). Community-Based Corrections and Technology. Northeast Association of Criminal Justice Science. Bristol, RI.
- Joseph, Janice (14-26 May 2007). Team-Teach graduate course, Victimology, Victim Assistance, and Criminal Justice. Sponsored by the World Society of Victimology, Inter University Centre Dubrovnik, Croatia.
- Joseph, Janice (14-16 Jun 2007). Child Trafficking. Democracy and Global Security. Istanbul, Turkey.
- Joseph, Janice (14 Mar 2007). Human Trafficking: Issues of Gender, Class, and Race/Ethnicity. Academy of Criminal Justice Science Conference, Seattle, WA.

- Joseph, Janice (14 Mar 2007). Family Factors and Female Delinquency: Racial Differences. Academy of Criminal Justice Science Conference, Seattle, WA.
- Lakew, Melaku (26 Feb 2007). Immigrants Contribution to Economic Growth: Comparative Study of United States and South Africa. Eastern American Economic Association, New York.
- Lakew, Melaku Assessing the Positive Economic Impacts of African Immigrants in Philadelphia Metro Area. Mayor's Commission on African and Caribbean Immigrants Affairs, Philadelphia, PA.
- Levy, Marissa (1 Mar 2007). Place-based Crime Prevention in Atlantic City: Testing the Watcher, Activity Nodes, Location, Lighting and Security (W.A.L.L.S.) Variables at Auto Theft Locations. Day of Scholarship, Richard Stockton College of NJ. Pomona, NJ.
- Levy, Marissa Tartaro, Christine, Frank, Michael, Tang, Connie, and Ferri, Christine. Co-presented. (14 Mar 2007). The Effectiveness of a Jail-based Transition Planning Program in Reducing Recidivism. Academy of Criminal Justice Science Conference, Seattle, WA.
- Lyons, Paul (10 Oct 2006). Lecture, Reflections on Disaster: How to Keep the Faith. Upper Class Lecture Series. Sponsored by Housing. Lakeside Center, Richard Stockton College of NJ. Pomona, NJ.
- Martino, Sara (2006). Keynote Speaker. Narrative Therapy Intervention for Adolescents Who Self-mutilate. Alcoholism and Drug Abuse Council of Ocean County (ADACO). Lakewood, NJ
- Martino, Sara (21 Mar 2007). Sunsets and My Bed: Gender Differences in Gratitude. Mid-Atlantic Women Studies Association (MAWSA) Annual Conference, Bucks County Community College, Newtown, PA.
- Martino, Sara (7-11 Mar 2007). The Rise of Obesity Among Adolescent Girls: Can the Media Be to Blame? The Waves of Change: Beyond Dualities Workshop, The Association for Women in Psychology. Holiday Inn Golden Gateway. San Francisco, CA.
- Rodriquez, Michael (1 Mar 2007). Internships Matter. Day of Scholarship, Richard Stockton College of NJ. Pomona, NJ.
- Searight, John (9 Feb 2007). Ethical Engagement: Critical Foundation for Social Work Leadership in the 21st Century. The Leadership Seminar, The Council on Social Work Education. Phoenix, AZ.

- Tang, Connie Tartaro, Christine, Levy, Marissa, Frank, Michael, and Ferri, Christine. Co-presented. (14 Mar 2007). The Effectiveness of a Jail-based Transition Planning Program in Reducing Recidivism. Academy of Criminal Justice Science Conference, Seattle, WA.
- Tang, Connie (1 Apr 2007). Karen Bartsch and Narina Nunez, (University of Wyoming). Co-authored, Young Children's Reports of When Learning Occurred. Biennial Meeting of the Society for Research in Child Development (SRCD), Boston, MA.
- Tartaro, Christine (Mar 2007). Place-based Crime Prevention in Atlantic City: Testing the Watcher, Activity Nodes, Location, Lighting and Security (W.A.L.L.S.) Variables at Auto Theft Locations. Day of Scholarship, Richard Stockton College of NJ. Pomona, NJ.
- Tartaro, Christine (1 Mar 2007). Trouble in Mayberry: A National Analysis of Suicide Attempts in Small Jails. Day of Scholarship, Richard Stockton College of NJ. Pomona, NJ.
- Tartaro, Christine (14 Mar 2007). Jail Inmate Rights, Needs and Programming. Academy of Criminal Justice Sciences (ACJS) Conference, Seattle, WA.
- Tartaro, Christine Levy, Marissa, Frank, Michael, Tang, Connie, and Ferri, Christine. Co-presented. (14 Mar 2007). The Effectiveness of a Jail-based Transition Planning Program in Reducing Recidivism. Academy of Criminal Justice Sciences (ACJS) Conference, Seattle, WA.
- Wharton, Linda (21 Jul 2006). Using State Anti-Discrimination Laws to Address Sexual Harassment in Schools. Association for Gender Equity Leadership in Education Annual Conference, Minneapolis, MN.
- Wharton, Linda (26 Aug 2006). Why Do We Still Need a Federal Equal Rights Amendment? Women's Equality Day Celebration. Alice Paul Institute, Mount Laurel, NJ.
- Wharton, Linda (20-Oct 2006). The Federal Equal Rights Amendment. National Women's History Project's 2006 Networking Conference: Generations of Women Moving History Forward, University of Arkansas. Little Rock, AK.
- Wharton, Linda (1 Mar 2007). Evaluating the Judicial Implementation of the 'Undue Burden' Standard of Planned Parenthood v. Casey. Day of Scholarship, Richard Stockton College of NJ. Pomona, NJ.

- Wharton, Linda (13 Apr 2007). Evaluating the Scope of Protection against Sexual Harassment Under Title IX. Changing Social Norms? Title IX and Legal Activism Conference, Harvard Journal of Law & Gender. Harvard Law School. Cambridge, MA.
- Wharton, Linda (13 Apr 2007). Title IX's Effectiveness in Protecting Students against Sexual Harassment in School. Harvard Journal of Law & Gender Conference: Changing Social Norms? Title IX and Legal Activism, Harvard Law School. Cambridge, MA.
- Wharton, Linda (26 Jun 2007). State Equal Rights Laws and the Federal Women's Equality Amendment. Clearinghouse on Women's Issues. Washington, DC.
- White, John Gentile, Matt and Rosenbleeth, Juliana (Stockton graduate students). Co-authored. (13-18 Mar 2007). The Roles of Forensic Science and Forensic Psychology in the Capture of Serial Killers. Academy of Criminal Justice Sciences (ACJS) Conference, Seattle, WA.
- White, John (9 Mar 2007). Juvenile Sexual Offenders and Victims in a School Setting. Coastal Learning Center, Robert Meyner Reception Center. PNC Arts Center. Holmdel, NJ.
- Williams, Keith (Aug 2006). Dollars and Sense: Providing Pathways to the Ph.D. for the Talented and Under-Served Through Trio Program Grants. U.S. Department of Education. Educational Testing Service-Policy Evaluation and Research Center. Princeton. NJ.

Boards

- Burdick, David Editorial Board, Gerontology and Geriatrics Education. Official Journal of the Association for Gerontology and Geriatrics Education. Haworth Press. 2006-present.
- Burdick, David Convener. Formal Interest Group on Technology and Aging. Gerontological Society of America (GSA-TAG). 2006-2008.
- Cox, Lisa Invited member, National Association of Social Workers (NASW) HIV/AIDS Spectrum: Mental Health Training and Education of Social Workers Advisory Committee. 11 July 2006.
- Cox, Lisa Liaison. Influencing State Policy Organization (ISP) national network. 2002-present.

Cox, Lisa	Stockton's Policy Representative. Association for Gerontologists in Higher Education (AGHE). 2006.
Cox, Lisa	Invited advisor and modifier, Washington, DC. "Train the Trainer" curriculum, NASW National HIV/AIDS Spectrum Project. NASW National Office. 13-15 Apr 2007.
Cox, Lisa	Member, Board of Directors. Hispanic Alliance of Atlantic County. Jul 2007.
Cronin, Michael	Re-elected President. Council of International Fellowship-USA. 2007-2009.
Cronin, Michael	International Board of Directors member, Council of International Fellowship. 2007-2009.
Elmore, Elizabeth	Invited participant. 23 Aug 2006. <u>Teleconference of the AARP sponsored Aging and Business Education Initiative.</u>
Elmore, Elizabeth	Chair. South Jersey Notre Dame Alumni Club. University of Notre Dame Alumni Association. <u>Community Service Committee.</u> 2001-present.
Elmore, Elizabeth	Chair. South Jersey Notre Dame Alumni Club. University of Notre Dame Alumni Association. <u>Hesburgh Lecture Series.</u> 2004-present.
Elmore, Elizabeth	Participant, 9 Apr 2007. <u>AGHE conference call, "Role of the Institutional Representative."</u>
Elmore, Elizabeth	Reviewer. <u>Real Money Board Game Project of the New Jersey Coalition for Financial Education.</u> Apr 2007.
Elmore, Elizabeth	Member. AARP Office of Academic Affairs, Aging and Business Education initiative. 2007-2008.
Elmore, Elizabeth	Member. American Society on Aging (ASA), Business Forum on Aging, Leader's Circle. 2007-2008.
Elmore, Elizabeth	Recording Secretary. Task Force on Business and Aging, AGHE. 2007-2008.
Elmore, Elizabeth	Recording Secretary. Academic Program Committee, AGHE. 2007-2008.

Ferri, Christine	Elected Co-Vice President. Education of the Society on Aging of New Jersey (SANJ). 2007.
Ferri, Christine	Education Chair. Stockton Center On Successful Aging (SCOSA). Jan 2007.
Joseph, Janice	Elected Second Vice President. The Academy of Criminal Justice Sciences (ACJS). 2007.
Joseph, Janice	Representative. 23-27 Apr 2007. Academy of Criminal Justice Sciences. <u>United Nations Crime Commission meeting</u> . Vienna, Austria.
Joseph, Janice	Elected future president. Academy of Criminal Justice Sciences. 2009.
Lakew, Melaku	Chair and board member. Society of Ethiopian Established in Diaspora (SEED). 2006-2007.
Tartaro, Christine	Online mentor. <u>American Society of Criminology (ASC)</u> mentoring program. 2006.
Tartaro, Christine	Appointed Member. Atlantic County Department of Public Safety Advisory Board. 2006-2007.
Tartaro, Christine	Reappointed member. Atlantic County Criminal Justice Advisory Board. 2007-2008.
Wharton, Linda	Member. Gender Equity Advisory Committee. NJ Department of Education. 2005 – Present.
Wharton, Linda	Vice President, Board of Directors. <u>National Women’s History Project</u> . 2007 – 2009.

Awards and Grants

Avery, James	Received best paper presented, Pi Sigma Alpha Award. Southern Political Science Association. “Studying the Effects of Voter Turnout: Data and Measurement.” (With Jeff Fine and Steve Voss) 2006
Burdick, David C.	Awarded, US Administration on Aging. NJ Department of Health and Senior Services. “Mission Nutrition: Planning Grant Project.” Oct 2006 – Sept 2007.

- Burdick, David C. Awarded, US Administration on Aging; The Atlantic County Division of Intergenerational Services. Educational Programs. “Older Adult Education Programs & Nutrition Staff Training.” 1 May – 31 Dec 2007.
- Chirenje, Tait Hossay, Patrick. Co-awarded, NJHEPS. “Developing student environmental assessment teams.” Feb 2007 – Jan 2008.
- Colon,
Merydawilda Mastrangelo, Alysia, Codero-Roman, Arnaldo, and Galantino, Mary Lou. Co-submitted, First Energy Foundation. “Cultural Competence and Health Care.”
- Cronin, Michael International Federation of Social Workers. Berne, Switzerland, Representative to United Nations, New York. 1997 – present.
- Elmore, Elizabeth Proposal, Annual AGHE Book Award, The Executive Committee of the AGHE. “To Promote Intergenerational Relations and Greater Gerontological Awareness in K-12 Education.” Mar 2007.
- Elmore, Elizabeth Blackboard Instructor Certification. The Art of E-Learning. Sep 2006.
- Falk, Diane Co-awarded. “New Jersey Department of Children and Families, Baccalaureate Child Welfare Education Program (BCWEP).” 2006-2007.
- Falk, Diane 2006 New Jersey Trailblazer of the Year Award. The New Jersey Chapter of the National Association of Social Workers. 7 May 2006.
- Falk, Diane Searight, John. Co-awarded, continuation grant. The Federal Children’s Bureau.
- Falk, Diane Awarded State sub-contract. The New Jersey Department of Children and Families, (New Jersey Child Welfare Training Partners project) lead by Rutgers University. 2007.
- Falk, Diane Contract renewal. The Baccalaureate Child Welfare Education Program (BCWEP). Academic Year 2007-2008.
- Fleck, Jessica Submitted, National Institute of Health. “Electrophysiology of Semantic Processing in Schizotypy.”
- Gonsalves, Sonia Awarded, Teagle Foundation. “Connecting Assessment Data to Institutional Change: Using findings from national assessment to inform pedagogy and decision making.” Jul 2007 – Jun 2008.

Hossay, Patrick	Chirenje, Tait. Co-awarded, NJHEPS. “Developing student environmental assessment teams.” Feb 2007 – Jan 2008.
Kaus, Cheryl	Awarded. US Administration on Aging via the NJ Department of Health and Senior Services. “Mission Nutrition: Planning Grant Project.” 2006.
Lyons, Paul	Awarded, “We the People” program. “American Heroes: A Seminar for Southern New Jersey Teachers.” New Jersey Council for the Humanities. 1 Sept 2006 – 31 Aug 2007.
Searight, John	Contract renewal. The Baccalaureate Child Welfare Education Program (BCWEP). Academic Year 2007-2008.
Searight, John	Falk, Diane. Co-awarded, continuation grant. The Federal Children’s Bureau.
Williams, Keith	Submitte, TRIO/McNair. “McNair Post-Bac Achievement Program.”

LIBRARIANS AND OFFICE OF THE PROVOST STAFF

Librarians and Office of the Provost Staff

Scholarly Activities 2006-2007

Books Published

Figart, Deborah M. Ethics and the Market: Insights from Social Economics. Ed. Betsy Jane Clary, Wilfred Dolfsma. London: Routledge, 2006.

Published Works

Dagavarian, Debra Holtzman, D. Co-authored, "The Use of Electronic Portfolios in the Assessment of Student Learning Outcomes." The Journal of Continuing Higher Education. (Winter 2007) 55.1.

Fayter, Tara Galantino, M.L., House, L., Olsen, B., Fran, M. Co-authored, "Multifaceted Aspects of Assessment in Service-Learning: Lessons Learned." Journal of Physical Therapy Education. 20(3), (2006) 49-54.

Fayter, Tara "Measuring a Life." New York Spirit. (2006) December/January.

Gutierrez, Carolyn Trail, M.A., and Lechner, David. Co-authored, "Reconsidering a Traditional Instruction Technique: Reassessing the Print Workbook." Journal of Academic Librarianship. 32.6 (Nov 2006): 632-640.

Gutierrez, Carolyn Trail, M.A. Co-authored. "Familiarity Breeds Misconceptions? Information Technology Savvy Millennials Show Surprising Information Literacy Deficits." Network: A Journal of Faculty Development. (Spring 2007)
<<http://www.nyu.edu/frn/publications/millennial.student/network-journal/index.html>>.

Lechner, David Gutierrez, Carolyn, and Trail, M.A. Co-authored, "Reconsidering a Traditional Instruction Technique: Reassessing the Print Workbook." Journal of Academic Librarianship. 32.6 (Nov2006): 632-640.

- Lechner, David “Graduate Student Research Instruction: Testing an Interactive Web-Based Library Tutorial for a Health Sciences Database.” Research Strategies. 20.4 (2007): 469-481.
- Olsen, Beth Galantino, M.L., House, L., Fayter, Tara, and Fran, M. Co-authored, “Multifaceted aspects of assessment in service-learning: Lessons learned.” Journal of Physical Therapy Education, 20(3), (2006) 49-54.
- Trail, Mary Ann Gutierrez, Carolyn, and Lechner, David. “Reconsidering a Traditional Instruction Technique: Reassessing the Print Workbook.” Journal of Academic Librarianship. 32.6 (Nov 2006): 632-640.
- Trail, Mary Ann Gutierrez, C., co-authored, “Familiarity Breeds Misconceptions? Information Technology Savvy Millennials Show Surprising Information Literacy Deficits.” Network: A Journal of Faculty Development.. (Spring 2007).
<<http://www.nyu.edu/frn/publications/millennial.student/network-journal/index.html>>.

Presentations

- Dagavarian, Debra “Electronic Portfolios in Teaching and Learning: Bridging the Digital Divide.” American Association of Colleges and Universities Annual Conference. New Orleans, LA. 20 Jan 2007.
- Dollarhide, Paula Grites, T. Morey, Dr. Mark ,T. (SUNY. Oswego, NY), Co-presented, “Transfer Student Seminars: Making Smooth Transitions.” NACADA Conference. Indianapolis, IN. 20 Oct 2006.
- Chang-Fitzgibbon, Kerry Gutierrez, Carolyn. Co-presented, International Students and their Use of Stockton Library. Day of Scholarship. Richard Stockton College of New Jersey of NJ, Pomona, NJ. 1 Mar 2007.
- Fayter, Tara “Engaging the Non-Traditional Student in Service-Learning: New Directions for Research.” Portland State University. Sixth Annual International Service-Learning Research Conference. Portland, OR. 13-16 Oct 2006.

- Figart, Deborah M. “More Than Provisioning: Redefining the Meaning of Good Jobs. Rethinking Political Economy: Class, Race, Gender and Nation.” A Conference in Honor of Joan Smith’s Contribution to Scholarship. University of Vermont. Burlington, VT. 10 Nov 2006.
- Figart, Deborah M. “Social Responsibility for Living Standards: Association for Social Economics Presidential Address.” Allied Social Science Association, Chicago, IL. 6 Jan 2007.
- Figart, Deborah M. “A Social Economics Perspective on Job Quality.” The Eastern Economic Association annual meeting. New York, NY. 23 Feb 2007.
- Figart, Deborah M. “Gender Discrimination.” Twelfth World Congress of Social Economics. Amsterdam, The Netherlands. 9 June 2007.
- Grites, Thomas “Academic Advising: The Critical Link in Student Success.” Wilkes University, PA. 15 Aug 2006.
- Grites, Thomas “Assessing the Financial Worth of Academic Advising at Your Institution.” National Academic Advising Association’s (NACADA) National Conference, Indianapolis, IN. 18-21 Oct 2006.
- Grites, Thomas Dollarhide, P., Morey, Dr. Mark T. (SUNY. Oswego, NY) Co-presented, “Transfer Student Seminars: Making Smooth Transitions.” NACADA Conference, Indianapolis, IN. 20 Oct 2006.
- Grites, Thomas “Transfer Student Seminars: Facilitating Smooth Transitions.” Tysons Corner, VA. 29-31 Mar 2007.
- Grites, Thomas Panelist, “The Past Presidents’ Forum – Toward a New Concept of Academic Advising.” panel with Troy Holaday (Ball State University). “More Transfer Students Means New Roles for Providers of Higher Education.” NACADA Conference, Indianapolis, IN. Oct 2006.
- Grites, Thomas. Hagen, Peter L. Inquiry and Writing for the National Academic Advising Association (NACADA) Journal. The New Jersey State meeting at the NACADA Region 2 Conference. Indianapolis, IN. 18-21 Oct 2006.
- Hagen, Peter Grites, Thomas J. Inquiry and Writing for the National Academic Advising Association (NACADA) Journal. The New Jersey State meeting at the NACADA Region 2 Conference. Indianapolis, IN. 18-21 Oct 2006.

- Gutierrez, Carolyn “Familiarity Breeds Misconceptions? Information Technology Savvy Millennials Show Surprising Information Literacy Skill Deficits.” NYU Faculty Resource Network National Symposium, San Juan, PR. 17-18 Nov 2006.
- Gutierrez, Carolyn Chang-Fitzgibbon, Kerry. Co-presented, International Students and their Use of Stockton Library. Day of Scholarship. Richard Stockton College of NJ, Pomona, NJ. 1 Mar 2007.
- Gutierrez, Carolyn Trail, Mary Ann. Co-presented, “Familiarity Breeds Misconceptions? Information Technology Savvy Millennials Show Surprising Information Literacy Deficits.” New York University (NYU) Faculty Resource Network’s symposium. New York City, NY. Spring 2007.
- Hagan, Peter “Ghostwriting Autobiographies: Academic Advising and the Humanities.” 14th Annual New Jersey Advisors Conference, Kean University. Union, NJ. 15 June 2006.
- Hagan, Peter “Is Seamless Transfer Possible in New Jersey?” 14th Annual New Jersey Advisors Conference, Kean University, Union, NJ. 15 June 2006.
- Hagen, Peter Conducted meeting, “Inquiry and Writing for the National Academic Advising Association (NACADA) Journal.” New Jersey State NACADA Region 2 Conference, Indianapolis, IN. 18-21 Oct 2006.
- Olsen, Beth “Establishing a New Grants Office.” National Council of University Research Administrators Annual Meeting, Washington, DC. 5 – 8 Nov 2006.
- Olsen, Beth “Developing a Funding Guide for Civic Engagement.” American Democracy Project, Philadelphia, PA. 7 – 9 Jun 2007.
- Olsen, Beth “Research Administrators as Change Agents at PUIs (Predominantly Undergraduate Institutions).” Society of Research Administrators International Conference, Quebec, Canada. 14-17 Oct 2006.
- Olsen, Beth “Evaluating the Small Grants Office: A Case Study.” Society of Research Administrators International Conference, Quebec, Canada. 14-17 Oct 2006.

- Olsen, Beth Lead a discussion, “Toward a State-wide Partnership for Service-Learning: The NJ Campus Compact.” Building Better Communities Through Service-Learning Conference, Montclair State University. Montclair, NJ. 1 Dec 2006.
- Sosnowski, Cynthia B. Keynote speaker for the Partnership for a Healthier Carroll County Annual Conference, Westminster, MD. 10 May 2006.
- Trail, Mary Ann “Familiarity Breeds Misconceptions? Information Technology Savvy Millennials Show Surprising Information Literacy Skill Deficits.” NYU Faculty Resource Network National Symposium, San Juan, PR. 17-18 Nov 2006.
- Trail, Mary Ann “The Millennial Student: their Strengths and Needs in the Classroom and in Cyberspace.” Day of Scholarship. Richard Stockton College of NJ. Pomona, NJ. 1 Mar 2007
- Trail, Mary Ann Gutierrez, C. Co-presented, “Familiarity Breeds Misconceptions? Information Technology Savvy Millennials Show Surprising Information Literacy Deficits.” New York University (NYU) Faculty Resource Network’s symposium. Spring 2007.

Boards

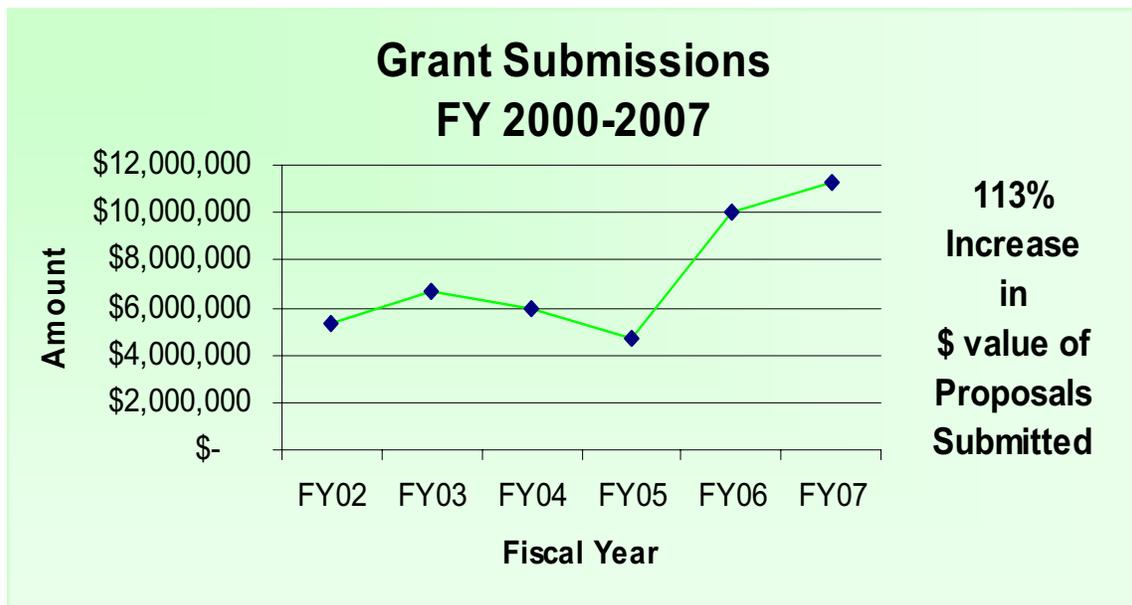
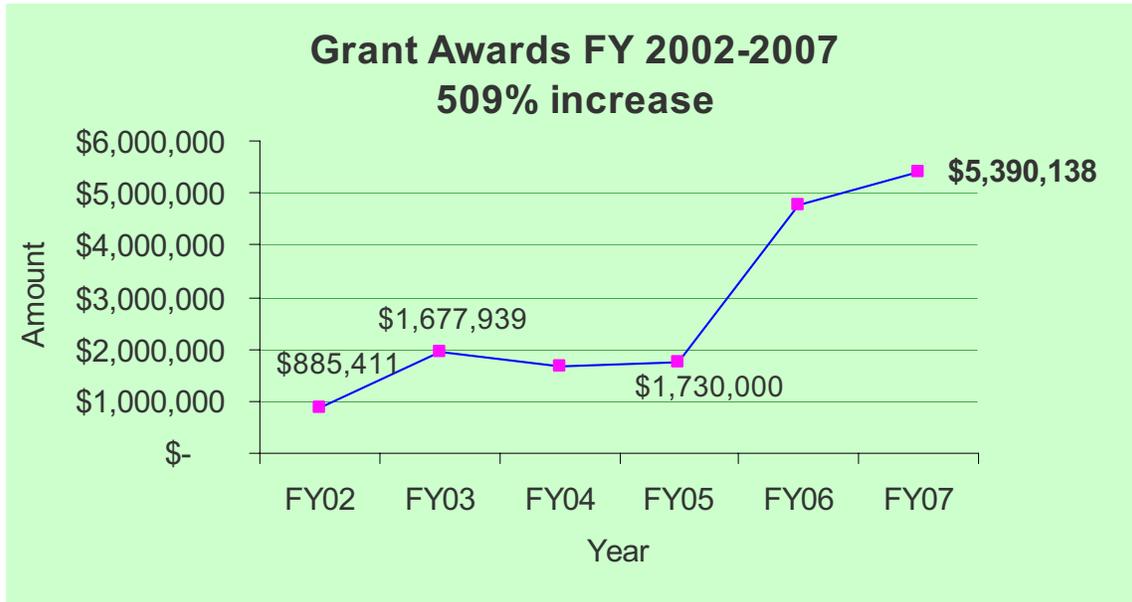
- Dagavarian, Debra Appointed Member, Marlowe Froke Publications Award Selection Committee. 2006.
- Fayter, Tara Reviewer, *Advances in Service-Learning Research* (Vol. 7), edited by Shelley Billig, et al. Information Age Publishing. 2007
- Fayter, Tara Review Board, *Journal of Cognitive-Affective Learning* (Emory University). 2006-present.
- Fayter, Tara Reviewer, Youth Service America Youth Venture Grants. 2006-present.
- Fayter, Tara Reviewer, *Journal of Service-Learning in Education* (University of Central Florida). 2006-present.
- Fayter, Tara Board member, *Quixote Quest*. 2006-present.
- Fayter, Tara Member, Advisory Board of The Freechild Project. 2006-07.

- Fayter, Tara Invited member, Planning Committee of the 3rd Annual University-Community Partnership Conference at Virginia Tech, Blacksburg, VA. 2006-07.
- Fayter, Tara Reviewer, 7th Annual International Research Conference on Service-Learning & Civic Engagement. 2006.
- Fayter, Tara Reviewer, 10th Annual Western Region Campus Compact Consortium Conference. 2006.
- Figart, Deborah M. President, Association for Social Economics. January 2006 – January 2007.
- Figart, Deborah M. Past-President and Board Member, Association for Social Economics. Jan 2007 – Jan 2008.
- Figart, Deborah M. Co-Editor, Review of Social Economy. 2005 – present.
- Figart, Deborah M. Editorial Board, Feminist Economics. 2005 – present.
- Figart, Deborah M. Editorial Advisory Board, Review of Political Economy. 2000 – present.
- Grites, Thomas Program reviewer of the Office of Undergraduate Studies, College of Business Administration at the University of Nebraska-Lincoln. 7-8 Aug 2006.
- Grites, Thomas Faculty of the Assessment of Academic Advising Institute for the National Academic Advising Association. San Antonio, TX. 31 Jan – 2 Feb 2007.
- Olsen, Beth Nominated conference committee, International conference for the Society of Research Administrators (SRA). Nashville, TN. 2007.
- Olsen, Beth Statewide Task Force, NJ Higher Education Service-Learning Consortium, 2007.
- Olsen, Beth Member, National Advisory Board. American Association of State Colleges and Universities (AASC&U). Grants Resource Center. 2003-2007.

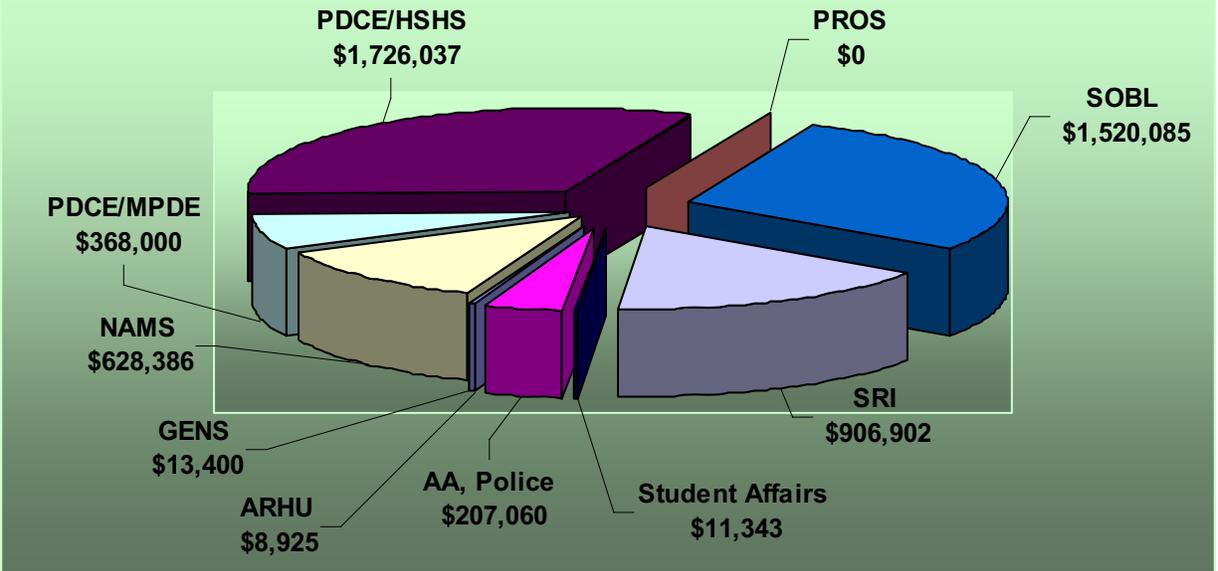
Awards and Grants

Falk, Diane	Sosnowski, Cynthia. Co-awarded, NJ Department Children and Families. "Child Welfare Training Partnership." Feb 2007 – Jan 2009.
Hagen, Peter	Submitted, US Department of Ed – Title III. "Increasing Systematic Capacity."
Leitner, Lewis	Posner, Israel. Co-awarded, NJ Department of Labor and Workforce Development. "Hospitality Management and Customer Services Training Skills – CLASS." Jul 2006 – Jun 2007.
Lepore, Dennis	Submitted, BullEx Digital Safety. "Fire Safety & Fire Extinguisher Training."
Millman, Aaron	Submitted, Eli Lilly. "Depression Screening Day."
Molineaux, Joseph	Awarded, Small Business Administration. "Small Business Development Administration." Jan 2007 – Dec 2007.
Perone, Cora	Awarded, Target. "Leadership Development." Oct 2006 – Jun 2007.
Posner, Israel	Leitner, Lewis. Co-awarded, NJ Department of Labor and Workforce Development. "Hospitality Management and Customer Services Training Skills – CLASS." Jul 2006 – Jun 2007.
Shields, Patrick	Awarded, Div Highway Traffic Safety. "Stay Safe and Graduate Program." Oct 2006 – Oct 2007.
Sosnowski, Cynthia	Falk, Diane. Co-awarded, NJ Department Children and Families. "Child Welfare Training Partnership." Feb 2007 – Jan 2009.
Sosnowski, Cynthia	Obtained a contract to partner with the New Jersey Prevention Network, NJ Department of Addiction Services.
Sosnowski, Cynthia	Obtained a grant, The US Department of Health Human Services Administration for Children and Families to develop a community project in collaboration with Atlantic Cape Community College.
Sosnowski, Cynthia	Awarded, US Health and Human Services – Adm Children and Family Services. "Atlantic-Cape Safe Youth Partnership – Communities Empowering Youth." Oct 2006 – Sep 2009.

Sosnowski, Cynthia	Awarded, NJ Department of Human Services. “Addictions Treatment and Workforce Development Training Program.” Sep 2006 – Aug 2007.
Weeks, Patty	Awarded, “Mathematics and Science Partnership Program Yr 1.” NJ Department of Education. Jul 2007 – 30 Jun 2008.
Weeks, Patty	Awarded, “Improving Teacher Quality Partnership Yr 1.” NJ Department of Education. 1 Sep 2006 – 31 Aug 2007.



Awards by Division FY 2007



Awards by Source FY 2007

Total Grants Awarded

\$5,390,138

