

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:

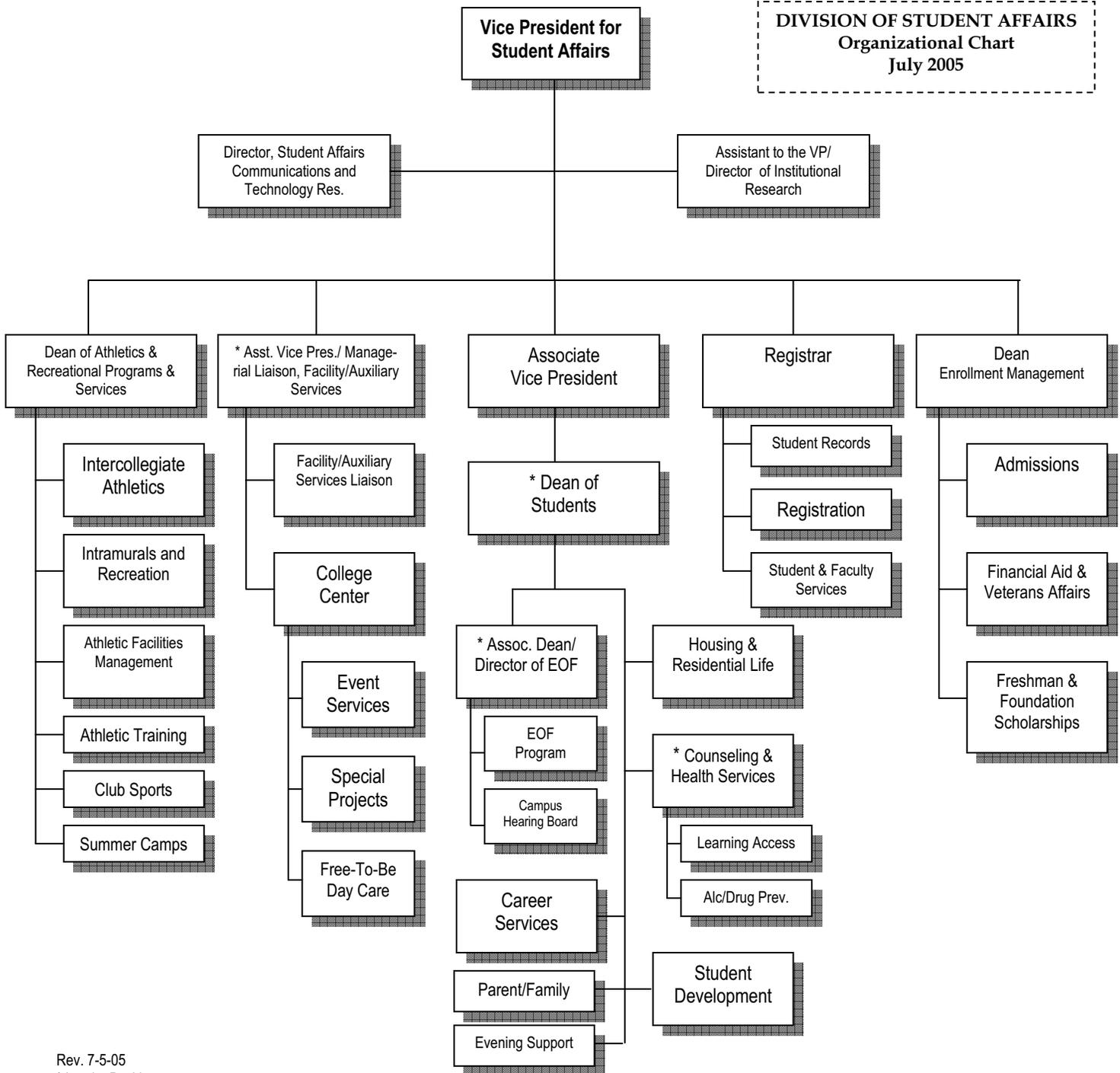
1. Provide organizational leadership and professional development opportunities for all student affairs areas related to the recruitment, enrollment, registration, and retention of qualified students, as well as those offices directly responsible for campus life and student support services.
2. Promote 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.



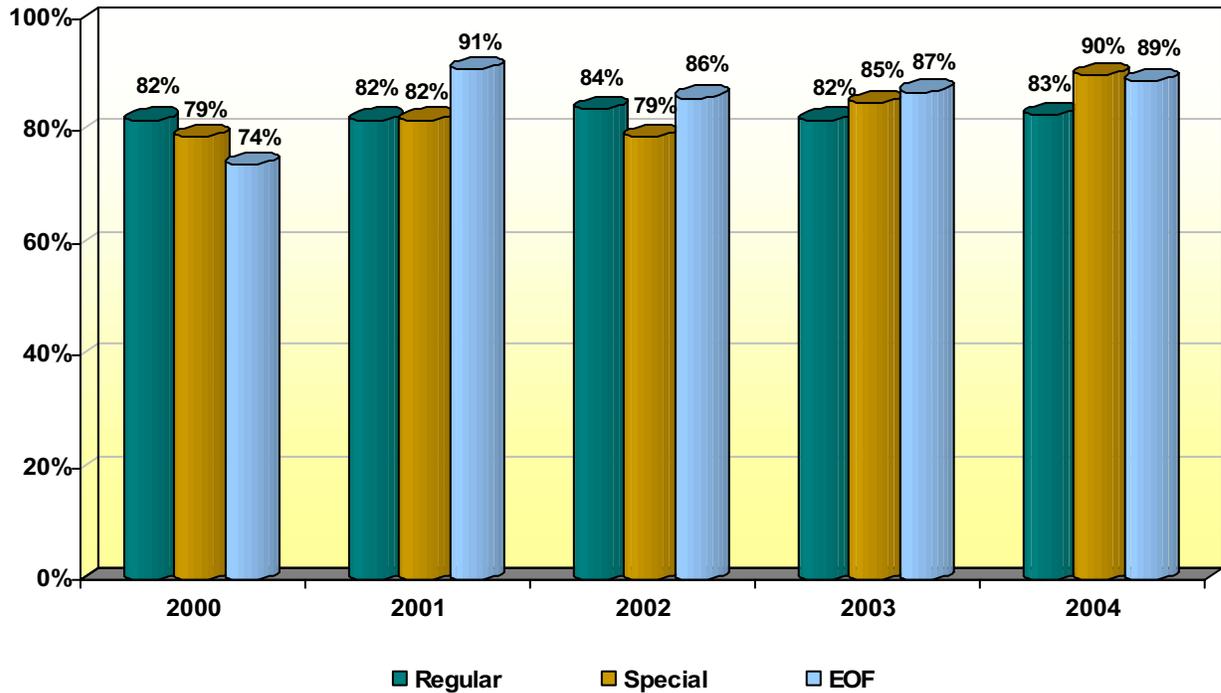
**2005-2006 DIVISIONAL ACCOMPLISHMENTS/OUTCOMES****ACCOMPLISHMENTS:**

- 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

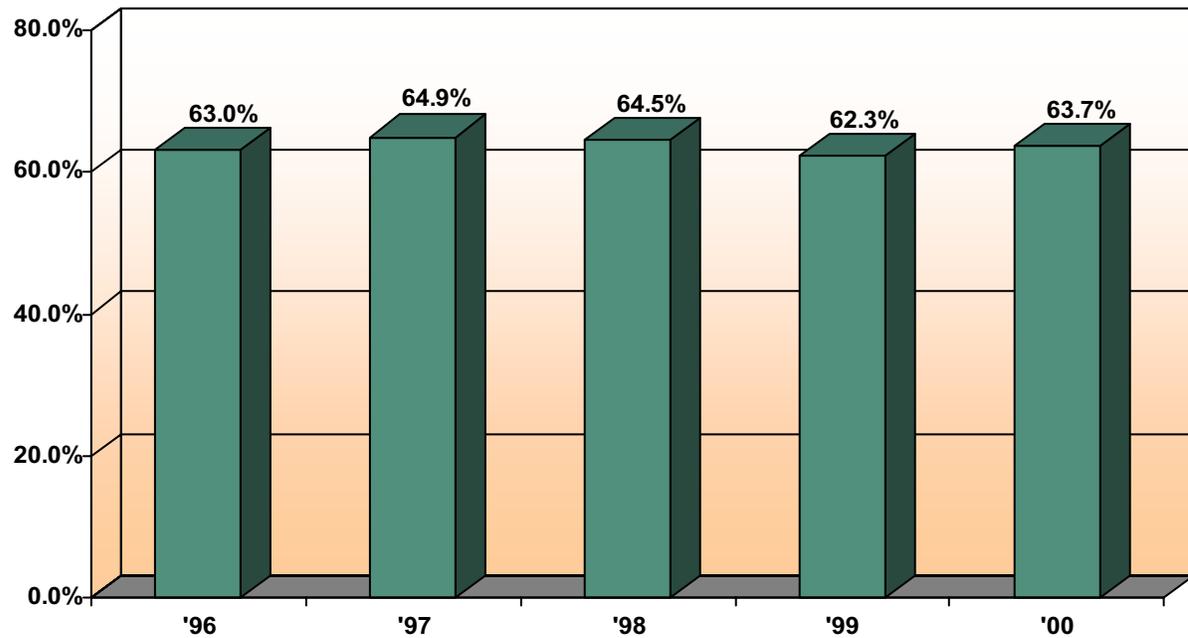


Consistent with Stockton's mission, third semester retention rates have continued to improve and remain strong. It is important to note that this includes all cohorts: regular, special, and EOF. Each cohort has seen improvement.



## GRADUATION RATES (6-YEAR)

First-Time Freshman Cohorts: Fall 1996 to Fall 2000

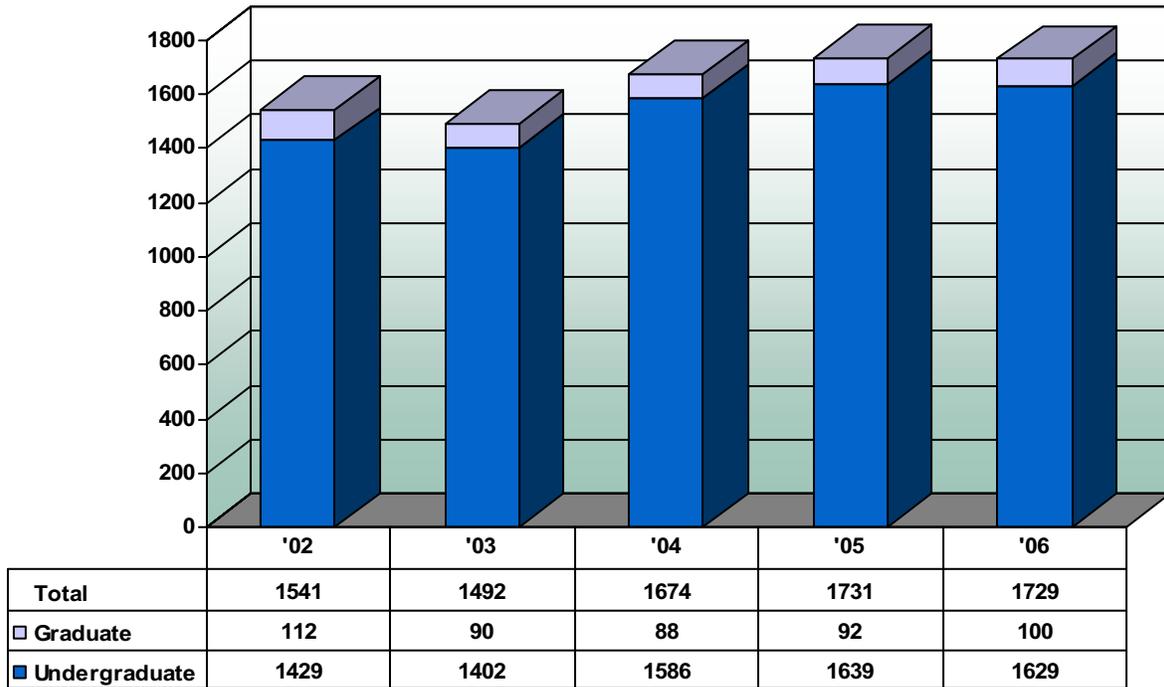


Stockton's 6-year graduation rate remains one of the highest in New Jersey's state's public sector. This figure is significantly higher than the national 6-year rate, which is 52%.



## 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  
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**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"> <li>▪ Continue student learning/development opportunities for student-athletes and student employees.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Held training sessions for student employees on customer service and athletics facilities operation.</li> <li>▪ Provided student employee manuals for further reference.</li> <li>▪ 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.</li> <li>▪ Student employees were given leadership opportunities as Athletics and Recreation Student Leads (ARSL) as well as Intramural and Recreation Council (IRC) officers.</li> <li>▪ Each intercollegiate athletics team was required to perform and document at least one community service program.</li> <li>▪ Stockton submitted application for NCAA CHAMPS/Life Skills Program, a program designed to provide educational experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ All 17 intercollegiate athletics teams participated in at least one community service project that included Stockton’s Day of Service,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 1.</li> </ul>



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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



**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"> <li>Two athletics staff members attended R25/S25 educational training.</li> </ul>	<p>athletics facility requests were entered into the EMS system and distributed appropriately.</p>	
<ul style="list-style-type: none"> <li>Work closely with the Office of Facility Planning and Construction in the further development of the Barlow site.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Key staff members within the Office of Athletics and Recreation were identified and asked for input regarding current and future needs.</li> <li>Experts in athletics field construction were identified and questioned.</li> </ul>	<ul style="list-style-type: none"> <li>There is a plan presently in place with some funding to provide for the development of the site.</li> <li>Athletics coaching staff members and administrators have met with members of the Office of Facilities Planning and with architects, engineers and synthetic grass experts.</li> <li>Stockton has retained an expert in athletics field construction to assist with the project.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to upgrade the equipment in the Trustees Memorial Fitness Room based on use and feedback from User Surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Equipment replacement plan continued for the Trustees Memorial Fitness Room.</li> <li>Contracted with a new vendor for the preventive maintenance program for the equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Purchased six exercise bikes and one treadmill.</li> <li>A preventive maintenance contract was purchased that provided four regular visits, once every three months.</li> <li>Increased the amount of time the cardio exercise equipment was used. Wait time to use equipment was improved.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

\* 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**

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

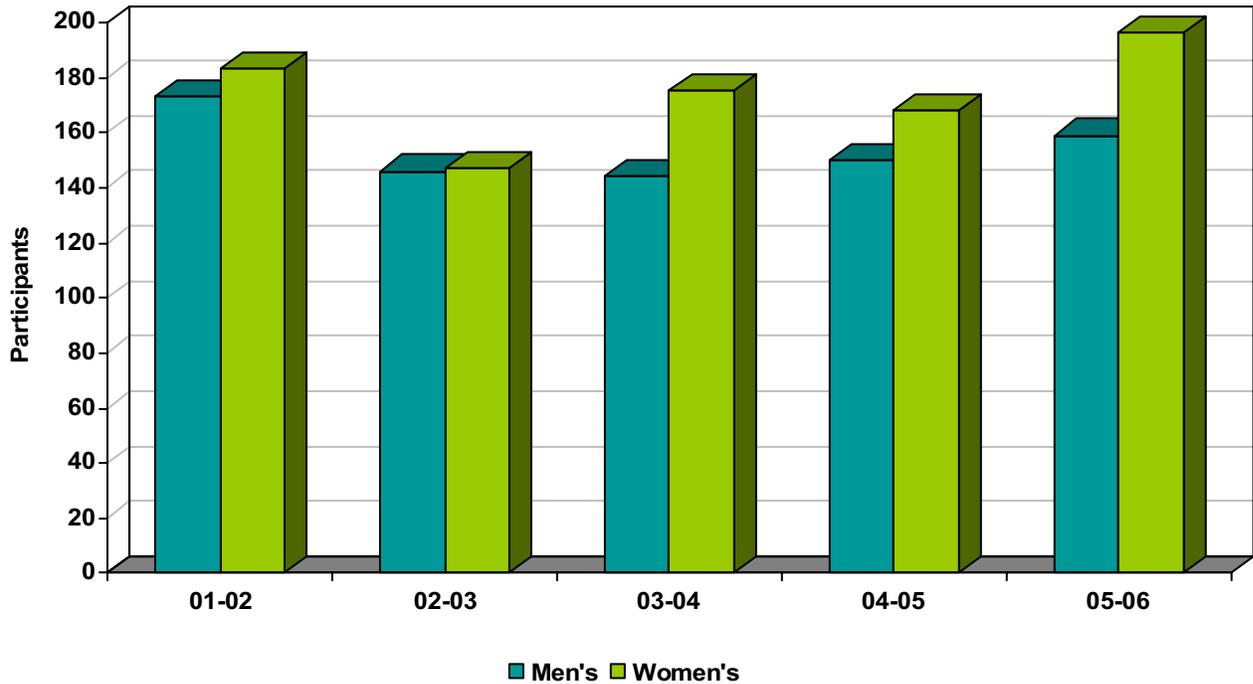
**PROFESSIONAL DEVELOPMENT  
ATHLETICS AND RECREATION STAFF – 2005-06**

- 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**



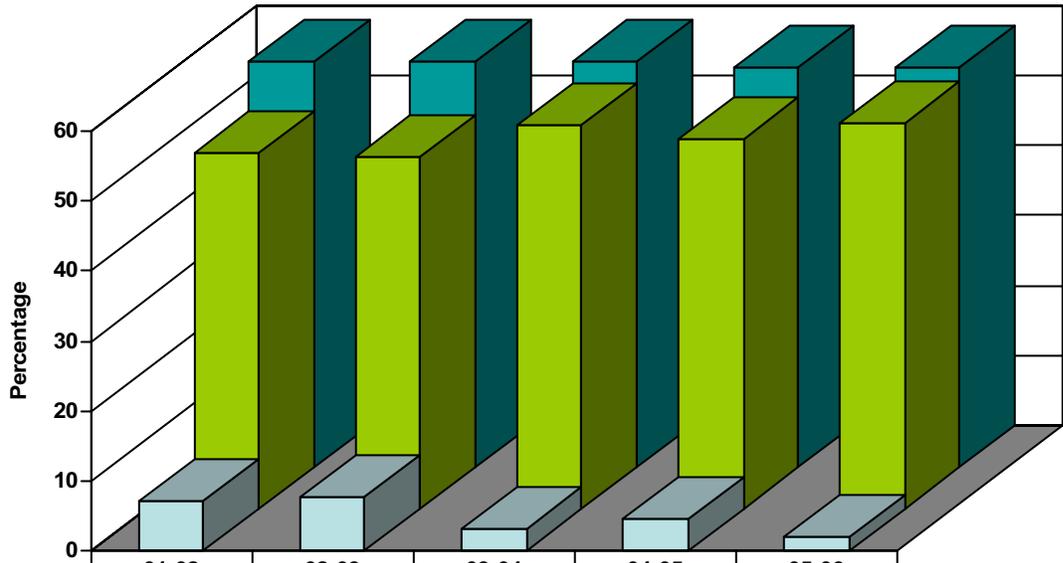
	AY01-02	AY02-03	AY03-04	AY04-05	AY05-06
■ Men's	173	146	144	150	159
■ Women's	183	147	175	168	196
<b>TOTAL</b>	<b>356</b>	<b>293</b>	<b>319</b>	<b>318</b>	<b>355</b>

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.



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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



	01-02	02-03	03-04	04-05	05-06
Proportionality Index	7	7.8	3.1	4.5	2
Female Athletes	51	50.2	54.9	52.8	55.2
Female Undergrad	58	58	58	57.3	57.2

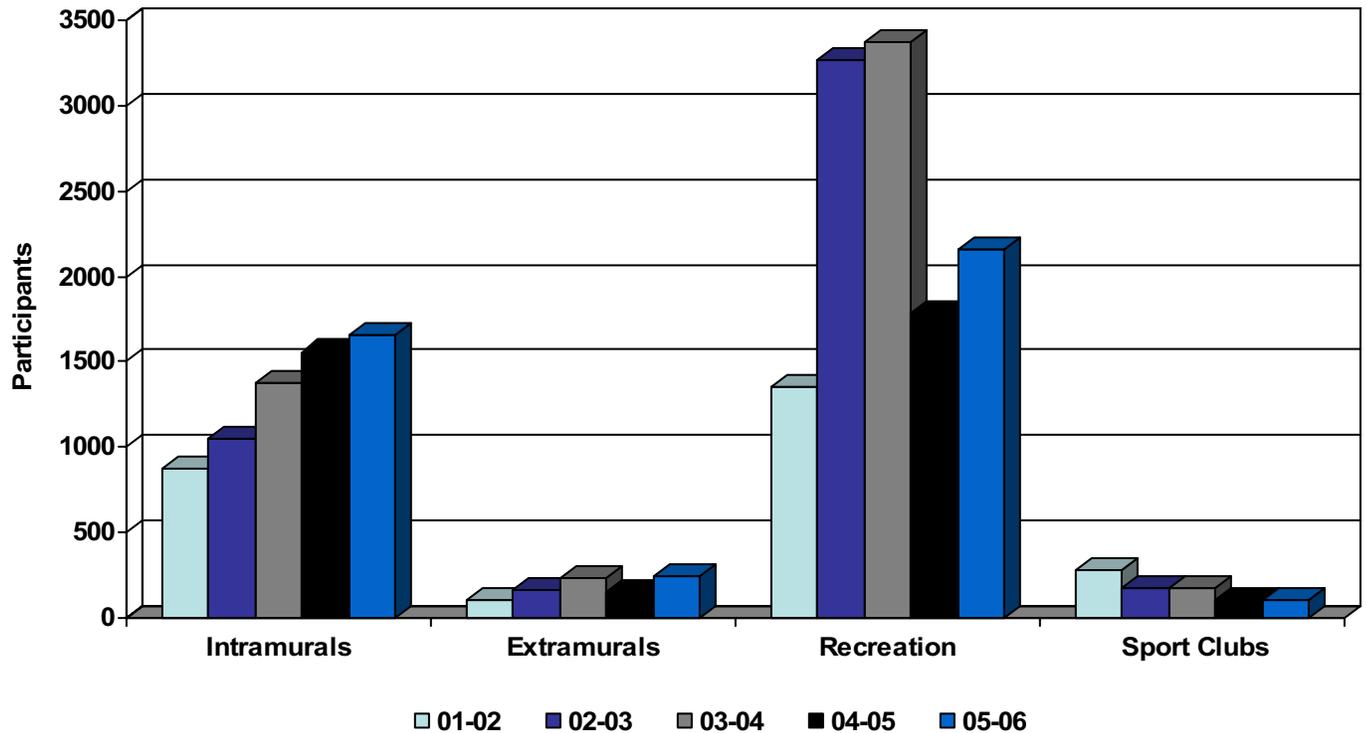
Academic Year

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.



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

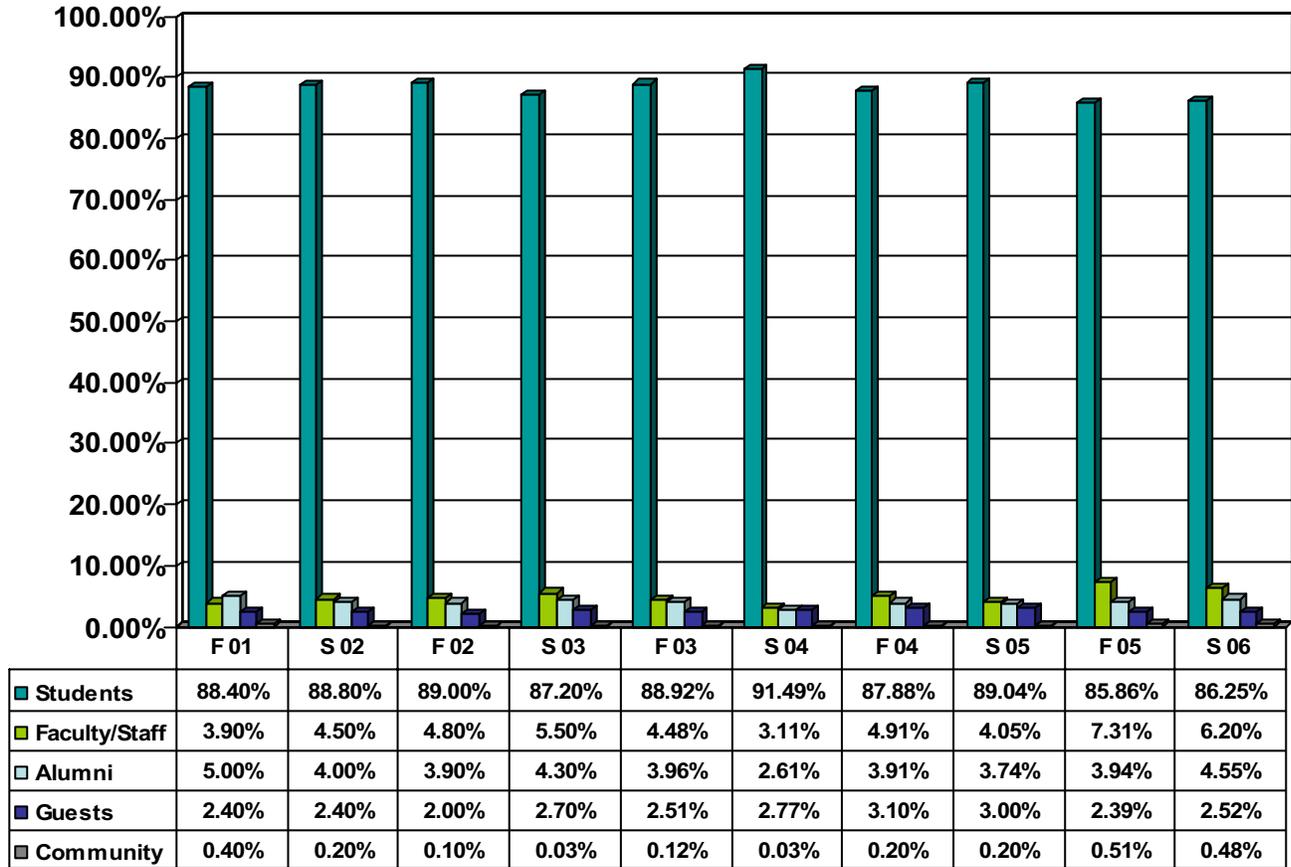


Participation numbers were up in three of the four categories with the fourth (club sports) being just slightly less than last year (105 to 101). Activity and program offerings change periodically based on student feedback and interest. Examples from this past year would include the addition of dodge 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**

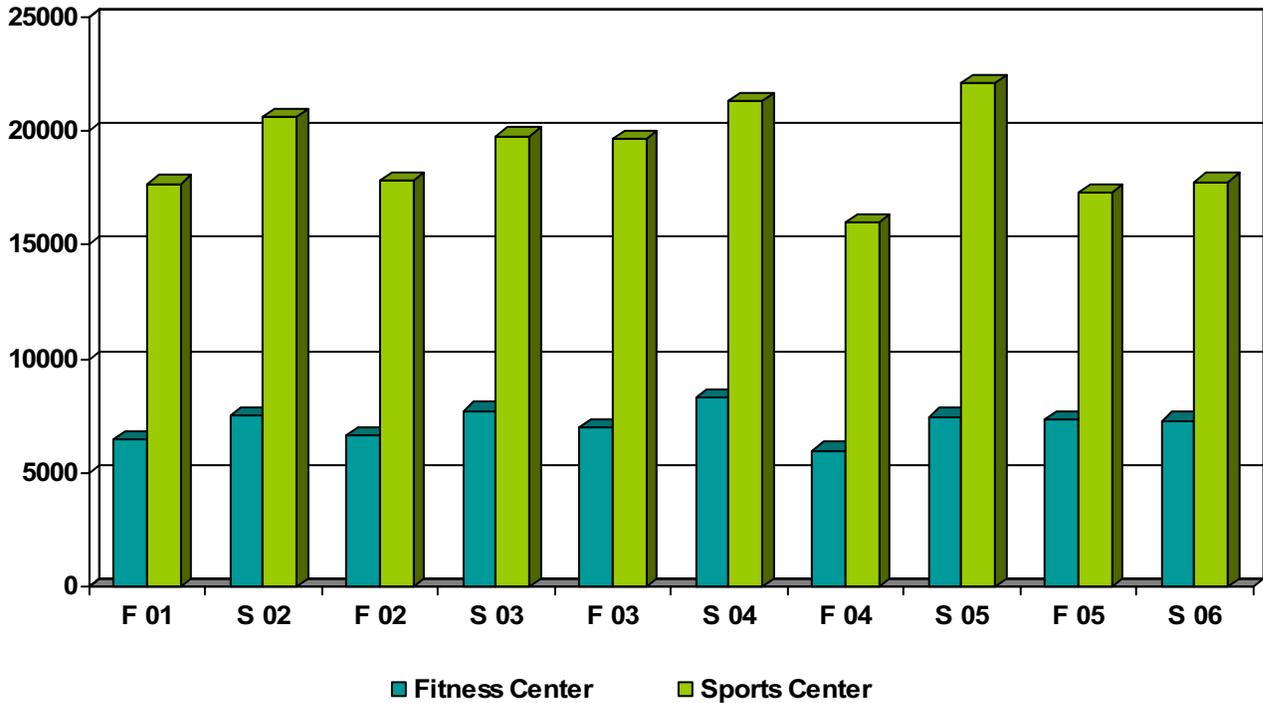


The Office of Athletics and Recreation received an 89% satisfactory appraisal rating from facility users in the user survey taken this past fall and a 91% satisfactory rating on the hours of operation. Students are still the primary users of the facilities (86.25%).



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

<b>Table 1. ULTRA Enrollment Comparison</b>					
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
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
<b>TOTAL</b>	<b>251</b>	<b>278</b>	<b>217</b>	<b>172</b>	<b>163</b>

<b>Table 2. Survey of Athletic Injury Care</b>			
<b>2001-02 to 2005-06</b>			
<b>Overall Experience Rating (1-10 Scale)</b>			
	<b>Score</b>	<b>Women</b>	<b>Men</b>
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
<b>2005-06</b>	<b>8.91</b>	<b>8.94</b>	<b>8.86</b>



**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.

<b>Topic</b>	<b>Score</b>	<b>Women</b>	<b>Men</b>
<b>Athletic Training Room</b>			
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
<b>Evaluations</b>			
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
<b>Rehabilitation</b>			
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
<b>Overall Experience Rating (1-10 Scale)</b>	<b>8.91</b>	<b>8.94</b>	<b>8.86</b>





**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

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.



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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
<b>Totals</b>		<b>127-91-5</b>		<b>134-105-6</b>		<b>164-90-5</b>		<b>150-100-5</b>	
<b>Overall Winning %</b>		<b>58%</b>		<b>56%</b>		<b>64%</b>		<b>60%</b>	
<b>Men's Sports</b>		<b>47%</b>		<b>53%</b>		<b>63%</b>		<b>57%</b>	
<b>Women's Sports</b>		<b>66%</b>		<b>58%</b>		<b>65%</b>		<b>62%</b>	

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



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



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

\* 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.



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**IV. NEW INITIATIVES FOR AY06-07**

<b>GOAL/OBJECTIVE No. 1</b>	Launch and implement the Alumni Career Network Program to provide students access to alumni mentors and exposure to careers through panel presentations.
<b>GOAL/OBJECTIVE No. 2</b>	Increase student utilization of programs and services by expanding the scope of outreach activities via the expansion of the Peer Career Advising Program.
<b>GOAL/OBJECTIVE No. 3</b>	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.
<b>GOAL/OBJECTIVE No. 4</b>	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**

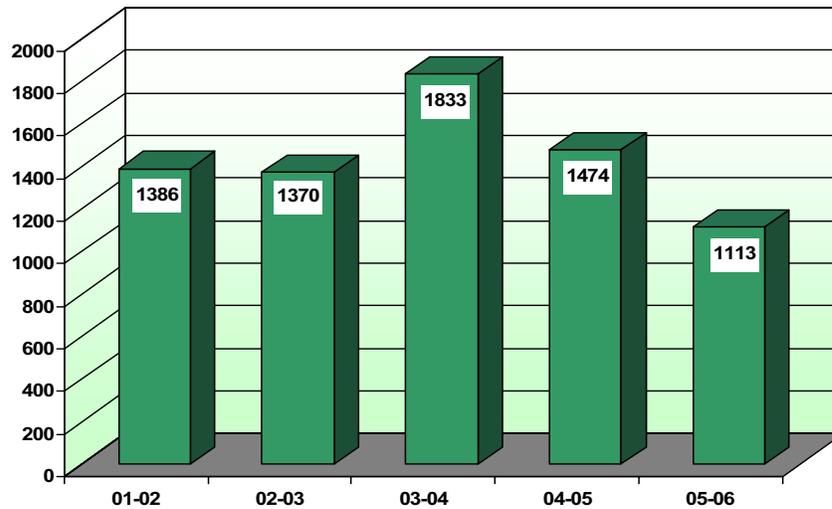
**TABLE 1. USER SATISFACTION SURVEY RESULTS 2005-06**

<b>TOTAL RESPONSES RECEIVED FOR 2005-2006 = 438</b>		
<b><u>1. Greeted promptly &amp; courteously:</u></b>		
<b>Total response</b>	<b>436</b>	<b>99.54%</b>
Strongly disagree	0	0.00%
Disagree	2	0.46%
Agree	45	10.32%
Strongly Agree	389	89.22%
<b><u>2. Staff responded to needs in satisfactory manner or assisted in locating appropriate office or service:</u></b>		
<b>Total response</b>	<b>436</b>	<b>99.54%</b>
Strongly disagree	0	0.00%
Disagree	1	0.23%
Agree	36	8.26%
Strongly Agree	399	91.51%
<b><u>3. Would seek assistance from office again:</u></b>		
<b>Total response</b>	<b>436</b>	<b>99.54%</b>
Strongly disagree	0	0.00%
Disagree	0	0.00%
Agree	31	7.11%
Strongly Agree	405	92.89%
<b><u>Class Level:</u></b>		
<b>Total response</b>	<b>414</b>	<b>94.52%</b>
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 = <b>341</b> <b>82.37%</b>		
<b><u>Gender:</u></b>		
<b>Total response</b>	<b>323</b>	<b>73.74%</b>
Female	212	28.77%
Male	111	15.06%
<b><u>Residence:</u></b>		
<b>Total response</b>	<b>372</b>	<b>40.26%</b>
On-campus	109	29.30%
Off-campus rental	100	26.88%
Commute from home	163	43.82%



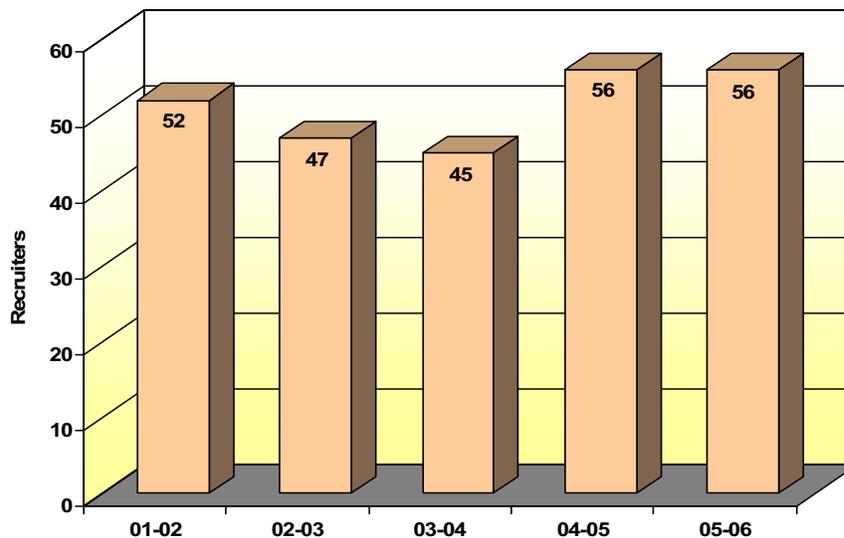
**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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

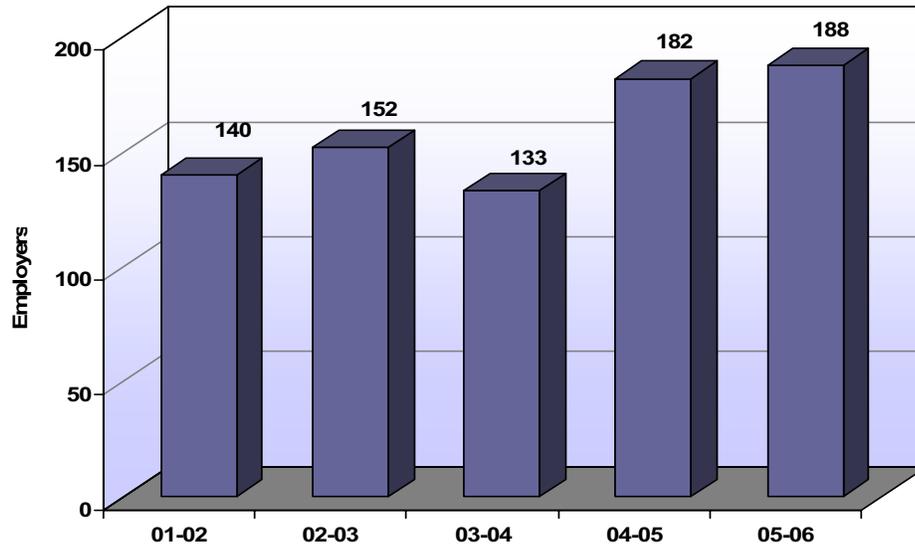


The above chart reflects a consistent but solid pattern in graduate school participation at the Graduate and Professional School Fairs. As a result of targeted marketing strategies and refinements in the graduate and professional school database, combined with new marketing materials, Stockton continues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



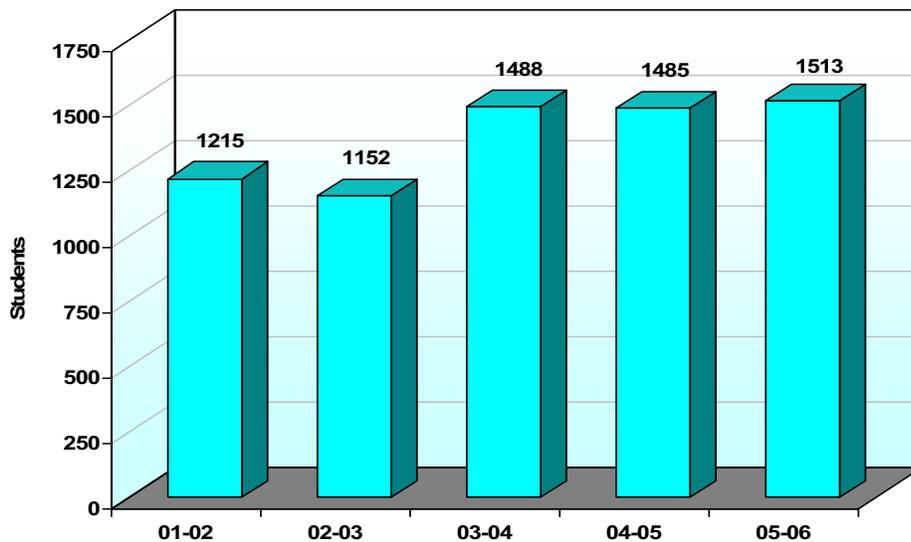
**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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

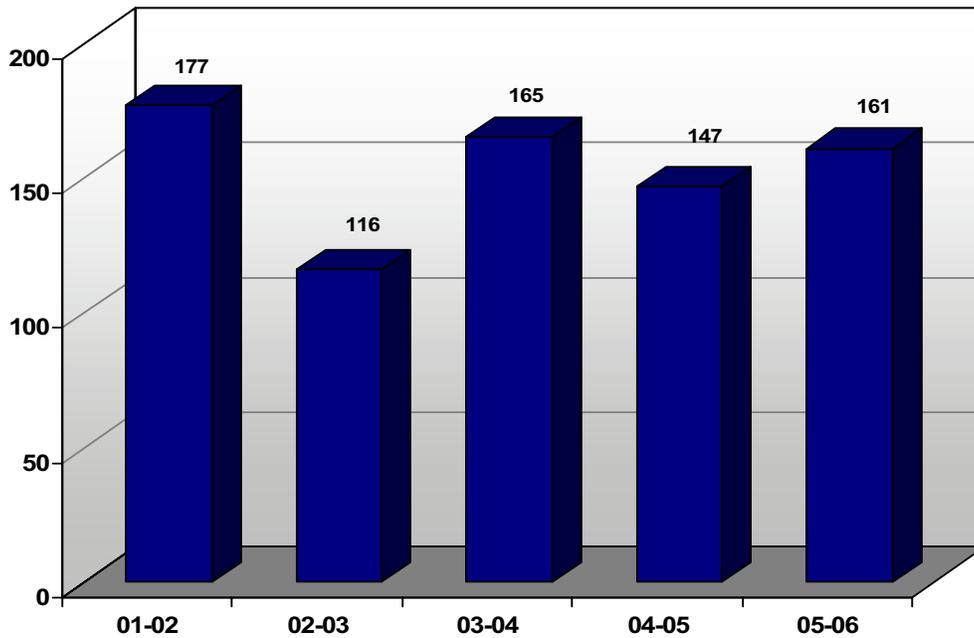


The above chart reflects both stability and overall growth in student attendance at Career Fairs. Student attendance at the Spring 2006 Career Fair reached another all-time high of 1513. This 2% increase was the result of aggressive outreach efforts directed to students and faculty.



**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**

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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

\* 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**

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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

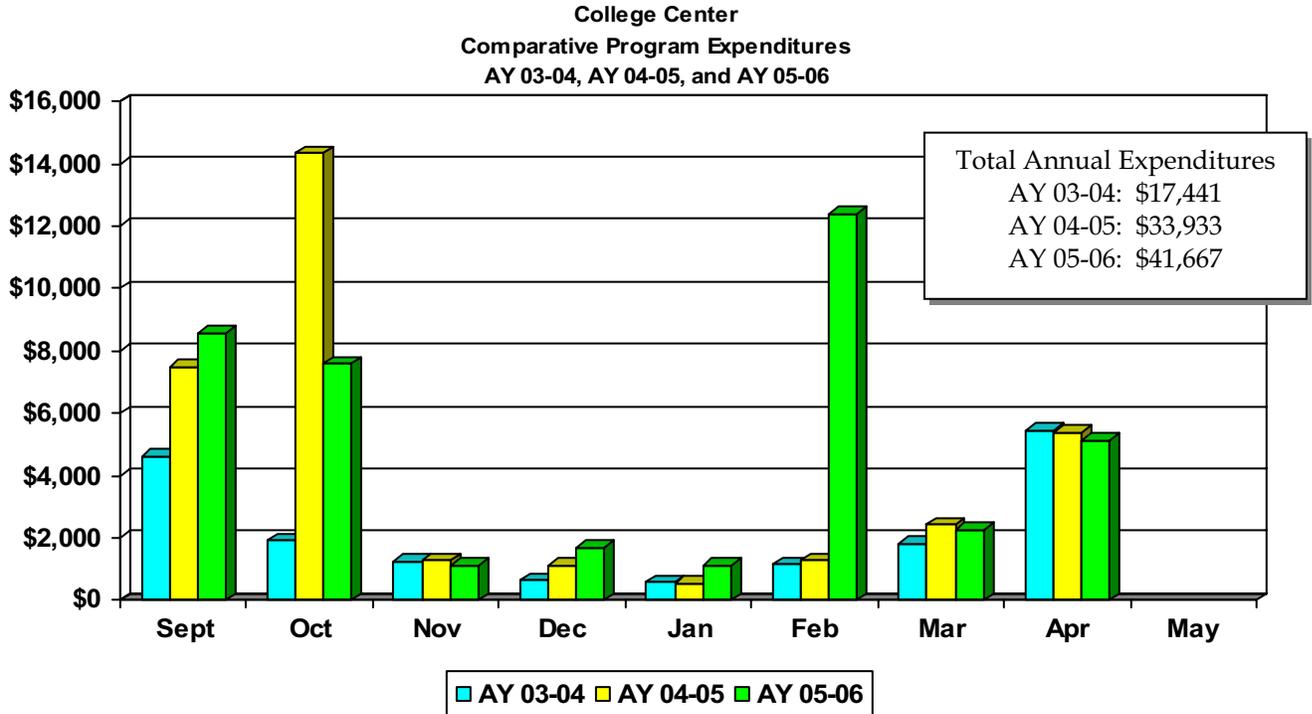
**V. SUPPORTING DATA**

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

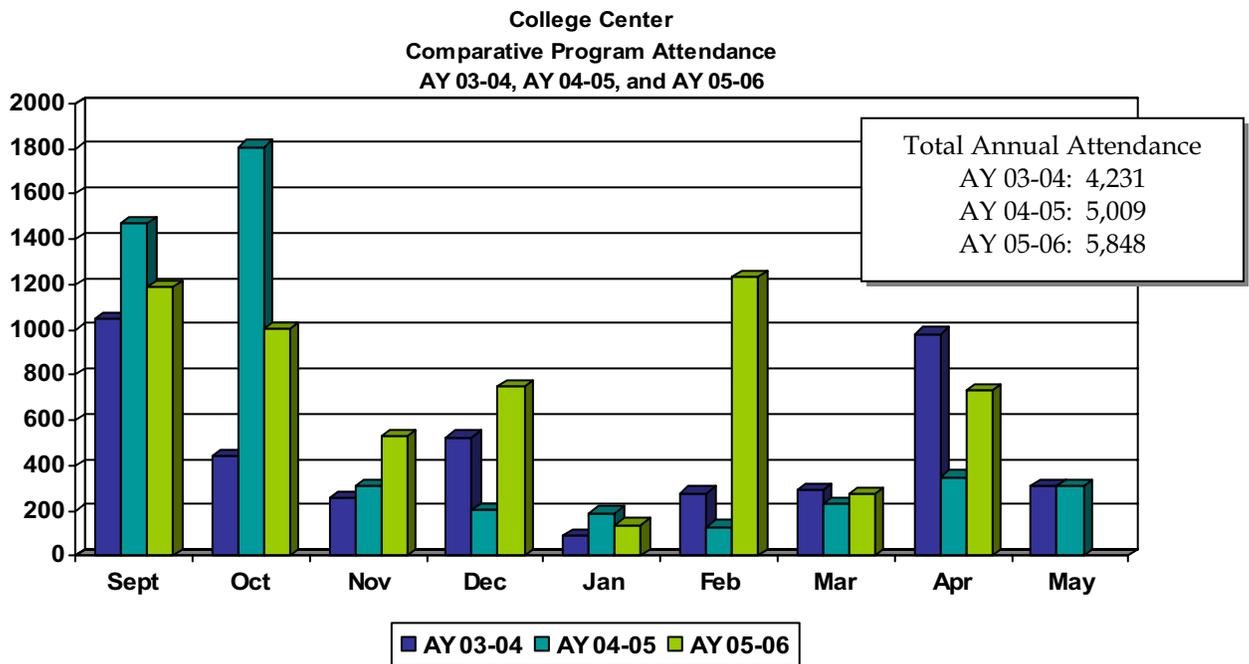


**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**Chart A: Comparative Program Expenditures**



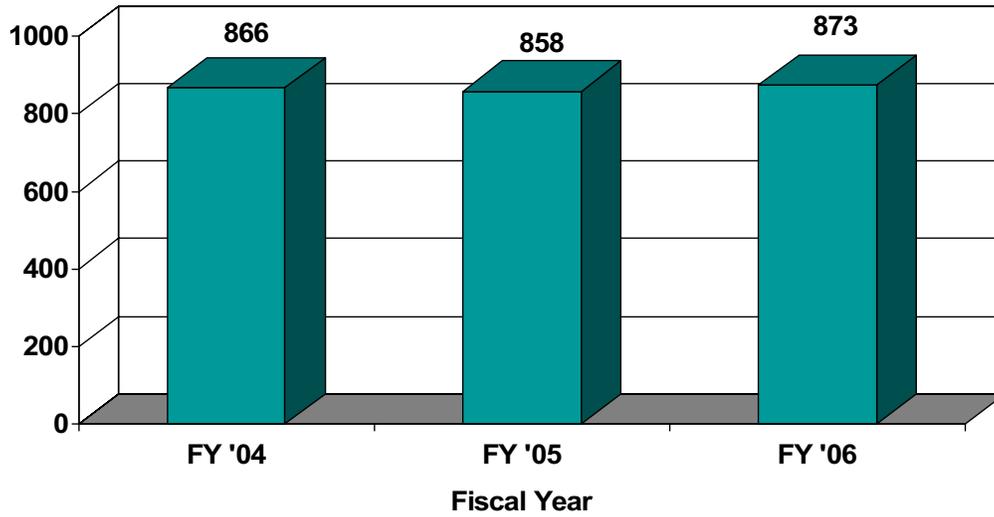
**Chart B. Comparative Program Attendance**



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



**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, &amp; facility renovation).</p>	<ul style="list-style-type: none"> <li>▪ Assisted with the development of a Sexual Assault conference by faculty, staff, and students.</li> <li>▪ Supported the efforts of the Student Senate’s development of a spirit committee and birds of prey.</li> <li>▪ Participated in focus group meeting with Housing V architects.</li> <li>▪ Assisted with the development and implementation of the new leadership certificate program.</li> <li>▪ Participated in the Assessment Task Force.</li> <li>▪ Staff participated in SOAR weekend activities.</li> <li>▪ Provided administrative support for a successful Student Senate semi-formal.</li> </ul>	<p>evaluation.</p> <ul style="list-style-type: none"> <li>▪ Student Senate reports and recommendations were encouraging.</li> <li>▪ Housing V committee and status reports.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 2. Capacity.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhanced Campus Hearing Board and Housing Judicial Data Base.</li> <li>▪ Assisted in developing a pilot for E-Portfolio project.</li> <li>▪ Staff participated in Banner and Microsoft Office training.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Positive program evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 1.</li> </ul>

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**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**

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

<b>GOAL/OBJECTIVE No. 1</b>	<ul style="list-style-type: none"><li>Collaborate with Academic Affairs in an institutional response to Classroom Disruption.</li></ul>
<b>GOAL/OBJECTIVE No. 2</b>	<ul style="list-style-type: none"><li>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)</li></ul>
<b>GOAL/OBJECTIVE No. 3</b>	<ul style="list-style-type: none"><li>Engage the College community in a Community Ambassadorship initiative in support of the College's master plan.</li></ul>
<b>GOAL/OBJECTIVE No. 4</b>	<ul style="list-style-type: none"><li>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.</li></ul>



**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

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

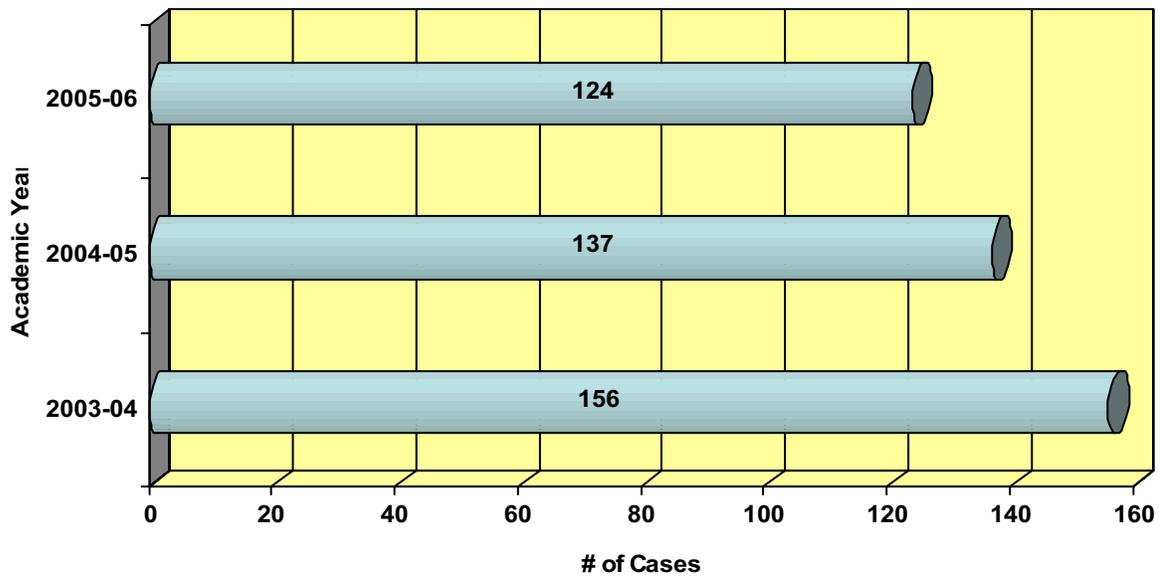
	Jul	Aug	Sep	Oct	Nov	Dec	Sem. Total	Jan	Feb	Mar	Apr	May	Jun	Sem. Total	Yrly Total
<b>Type &amp; # Of Hearings Held</b>															
Sanction Meeting	0	0	10	4	9	3	26	6	5	9	13	3	0	36	62
Campus Hearing Board Panel	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Administrative Hearing Panel	0	2	1	0	10	2	15	14	0	2	0	3	2	21	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
<b>Total Acc. Found NG of all charges</b>	0	0	0	3	1	0	4	0	1	1	0	1	0	3	7
<b>Total Resolved w/o verdict (withdrawn)</b>	0	0	0	0	0	0	0	0	3	1	1	0	0	5	5
<b>Sanctions:</b>															
(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
<b>Total of Unresolved Cases</b>	0	0	0	0	0	0	0	0	0	1	5	1	1	8	8
<b>Abeyance</b>	0	0	0	3	1	1	5	3	0	0	0	0	0	3	8



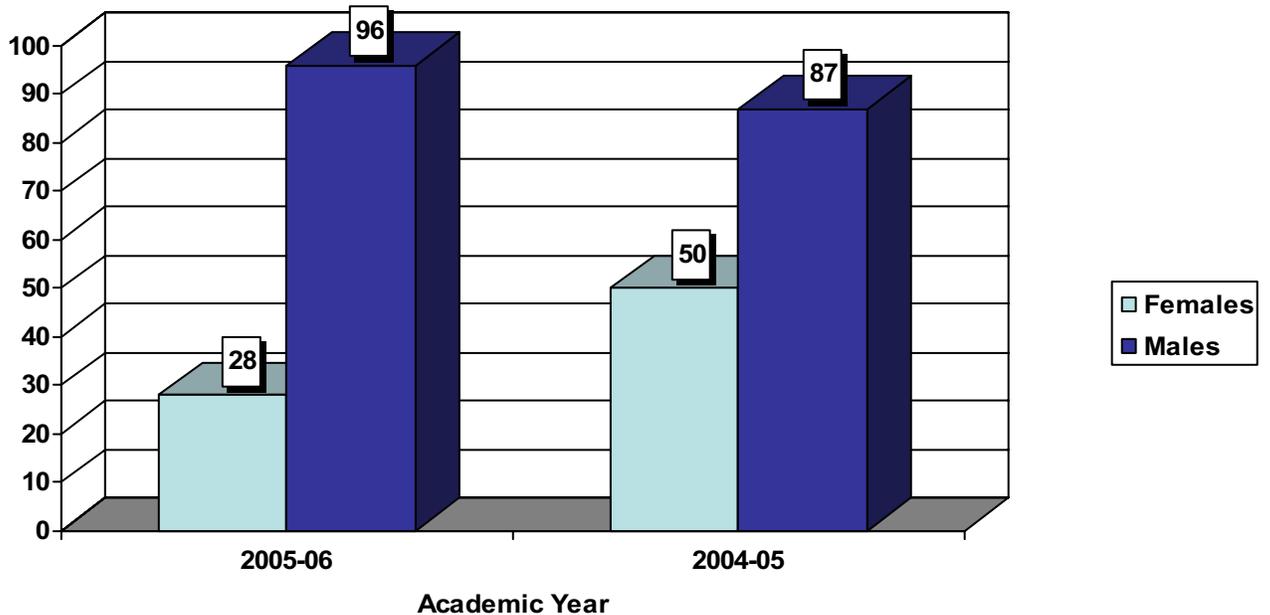
**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**CAMPUS HEARING BOARD  
AY2005-06**

**Comparison of Cases Accepted**



**Gender Comparison**

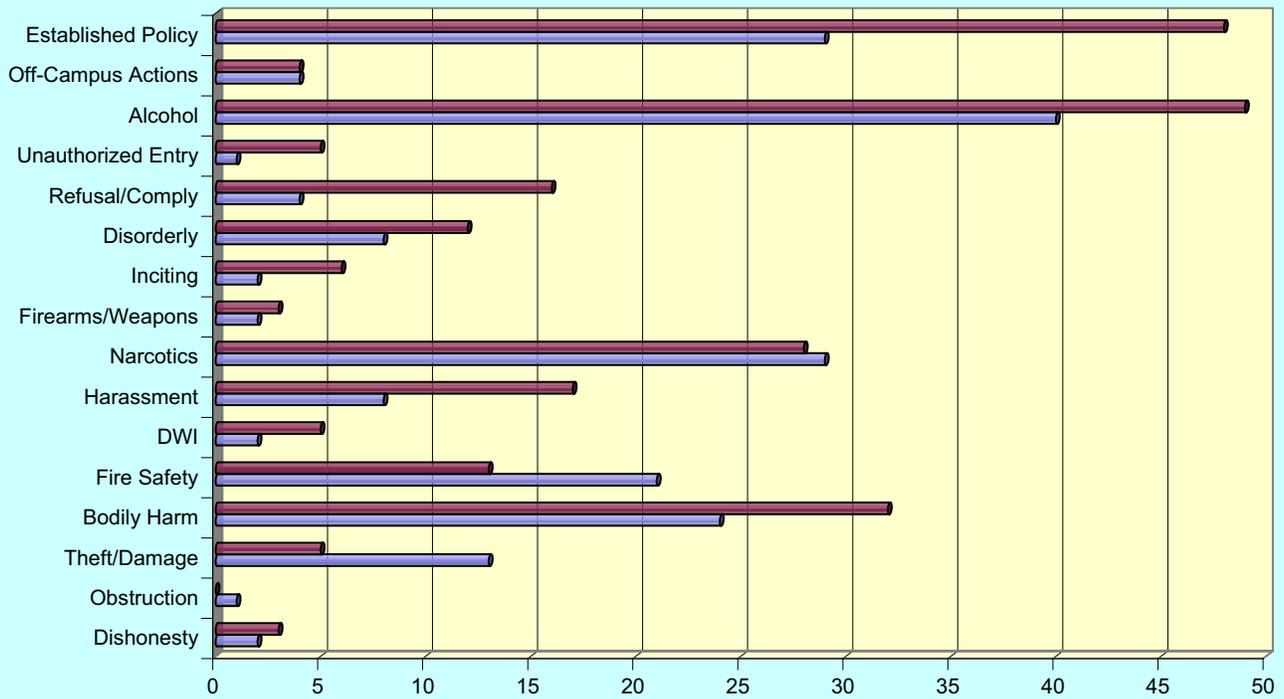


**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**CAMPUS HEARING BOARD  
AY2005-06**

**Violation Comparison - Last 2 Years**

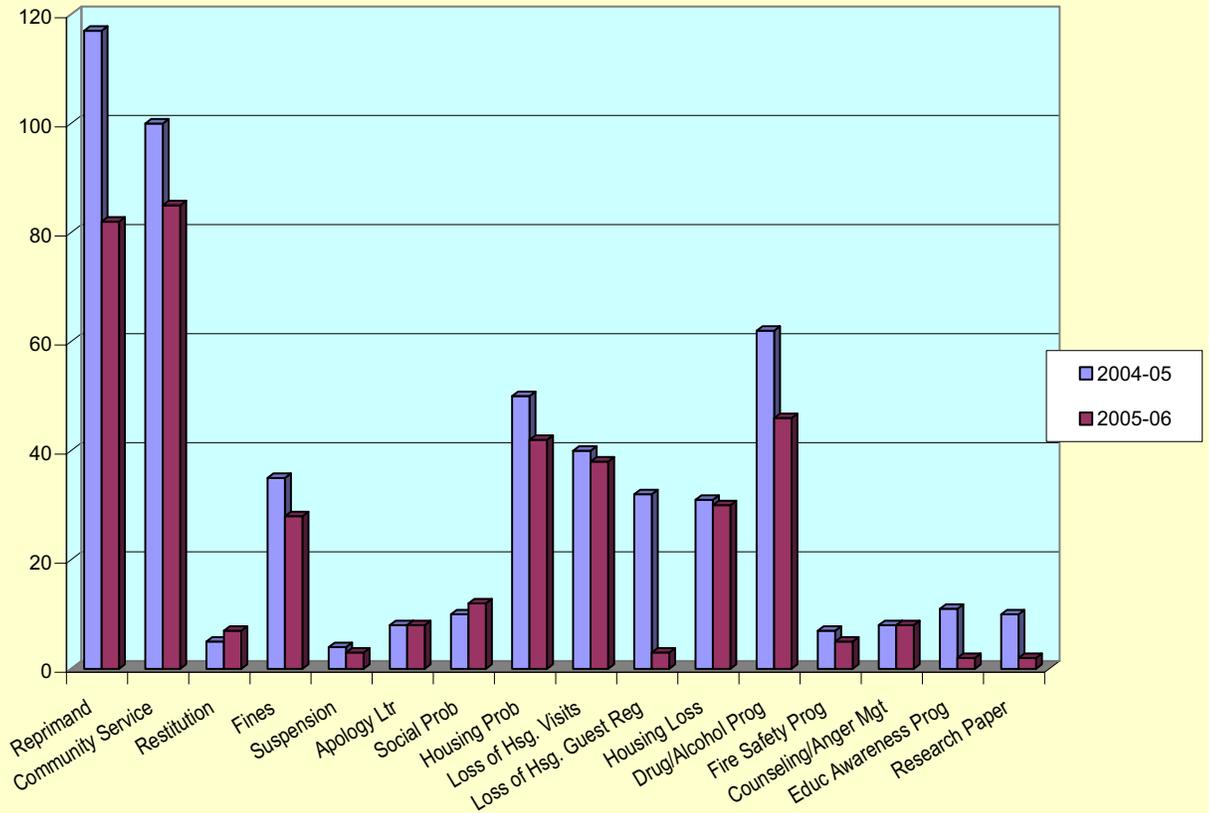
■ 2005-06  
■ 2004-05



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



**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**

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

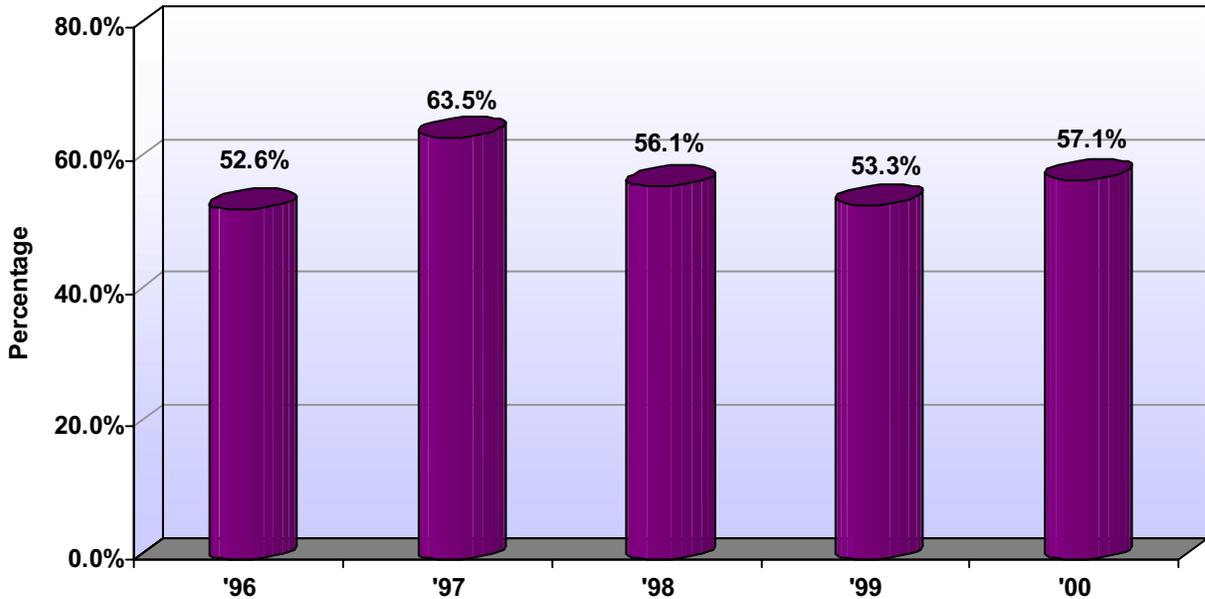
**V. SUPPORTING DATA**

- 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



**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)

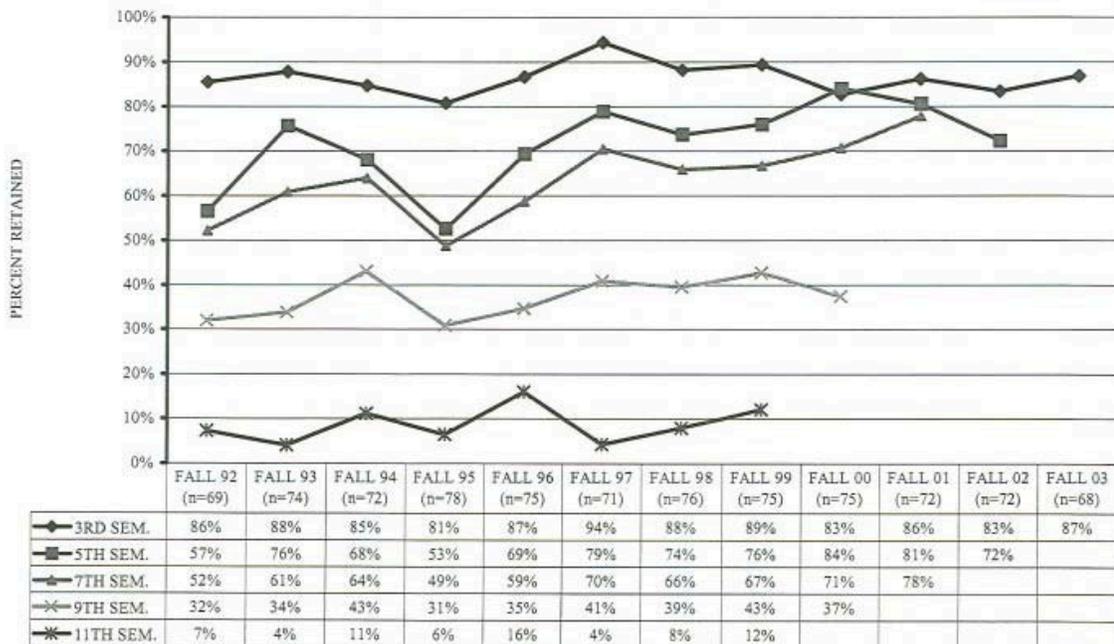
**INDICATOR 3 - % OF EOF STUDENTS MAKING SATISFACTORY PROGRESS**  
..... 87%

**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 3<sup>rd</sup> 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.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

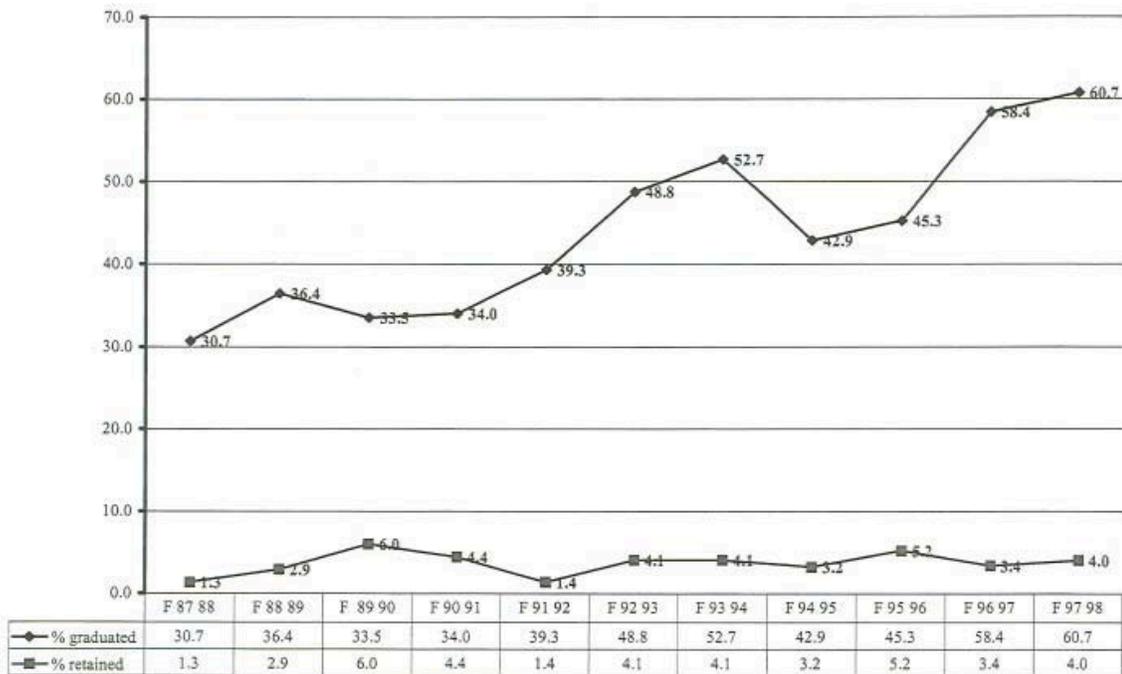
**PROGRAM PERFORMANCE CRITERIA  
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY**

**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



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



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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**

- 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**

<b>GOAL/OBJECTIVE No. 1</b>	Increase yield of scholarship offers to enrollment.
<b>GOAL/OBJECTIVE No. 2</b>	Increase size and scope of prospect pool.
<b>GOAL/OBJECTIVE No. 3</b>	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**

<b>STUDENT PROFILES: Fall Semesters 2004, 2005, 2006</b>						
	<b>Fall 2004</b>		<b>Fall 2005</b>		<b>Fall 2006</b>	
<b>NEW FRESHMEN</b>						
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%)
<b>Regular Admissions</b>						
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)	
<b>Characteristics</b>						
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%)
<b>NEW TRANSFERS &amp; READMITS</b>						
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%)
<b>NEW GRADUATE STUDENTS</b>						
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%)
<b>TOTAL NEW STUDENTS</b>						
Applicant Pool	5852		5599		6210	
Total New Students	1881		1879		2053	
<b>TOTAL UNDERGRADUATE ENROLLMENT</b>						
Headcount	6579		6571		6727	
FTE (Full Time Equivalent) <sup>1</sup>	5689		5728		5885	
Full Time	5532	(84%)	5650	(86%)	5734	(85%)
Part Time	1047	(16%)	921	(14%)	993	(15%)

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



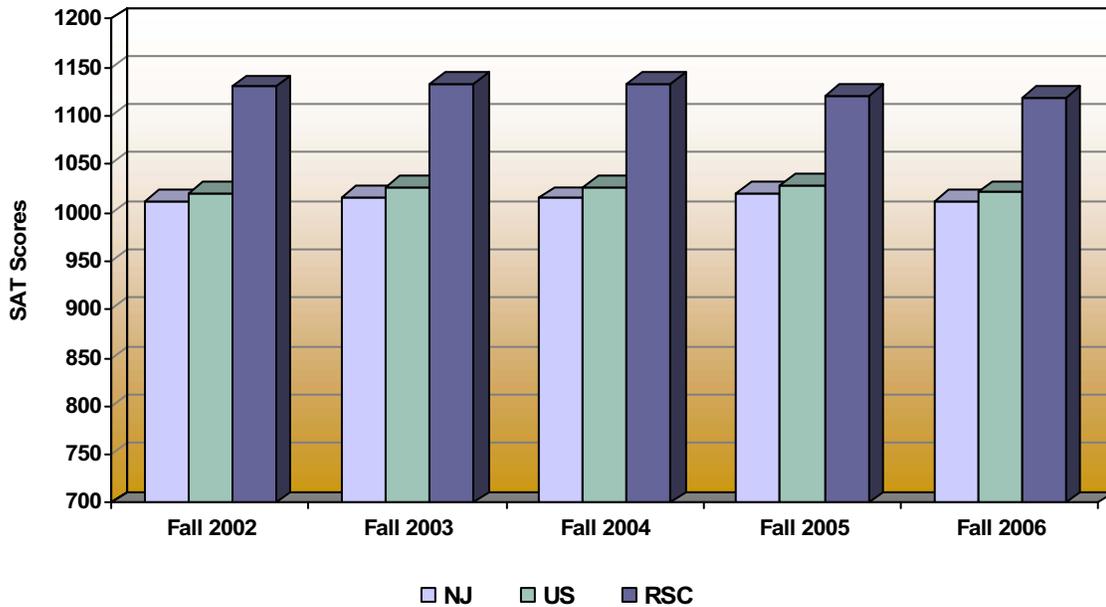
**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

<b>STUDENT PROFILES: Fall Semesters 2004, 2005, 2006 (continued)</b>						
	<b>Fall 2004</b>		<b>Fall 2005</b>		<b>Fall 2006</b>	
<b>Class Level (matriculated)</b>						
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%)
<b>Characteristics Admissions</b>						
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%)
<b>GRADUATE ENROLLMENT</b>						
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	
<b>Characteristics</b>						
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%)
<b>TOTAL POPULATION</b>						
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	
<b>DEGREES CONFERRED <sup>2</sup></b>	1674		1731		1729	
<b>UNDERGRADUATE RETENTION</b>						
3 <sup>rd</sup> Semester Retention	83%		84%		84%	
<sup>2</sup> 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**



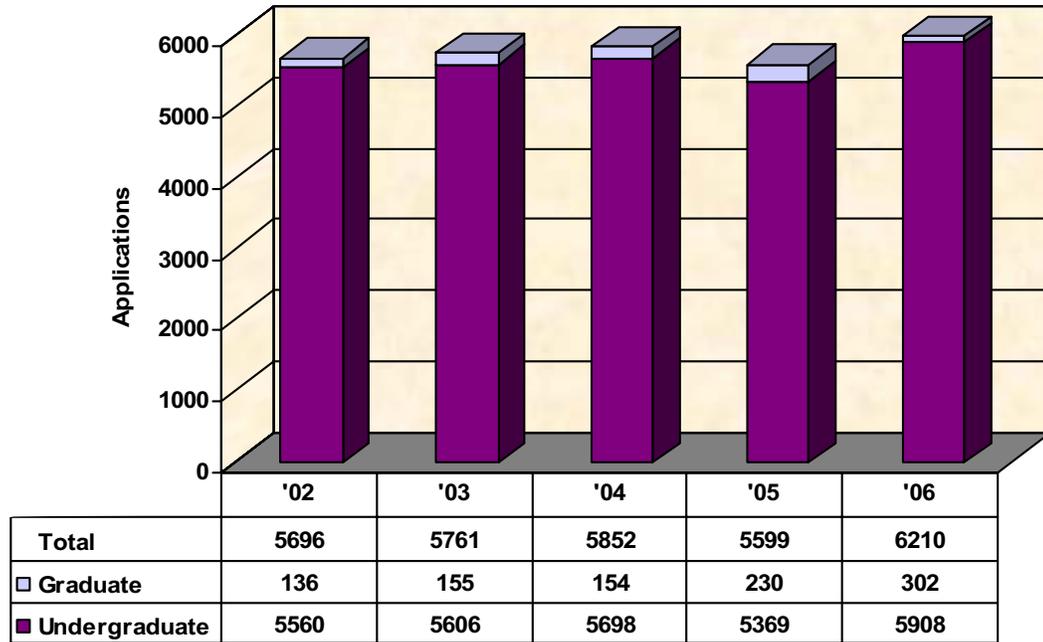
Stockton’s total SAT scores for its regularly admitted Fall 2006 freshmen averaged 1118. As a frame of reference, the total average SAT score for national college-bound freshmen was 1021, while the average for New Jersey college-bound freshmen was 1011.



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

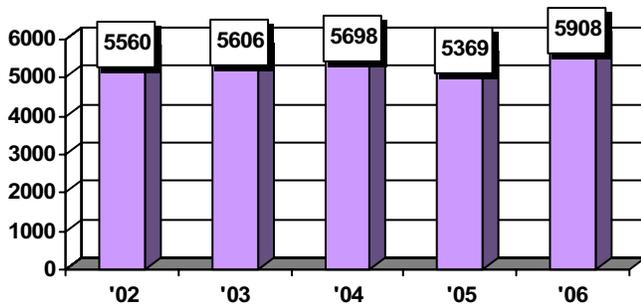
**APPLICANT POOL**

Total Undergraduate & Graduate Applications: Fall 2002 – Fall 2006

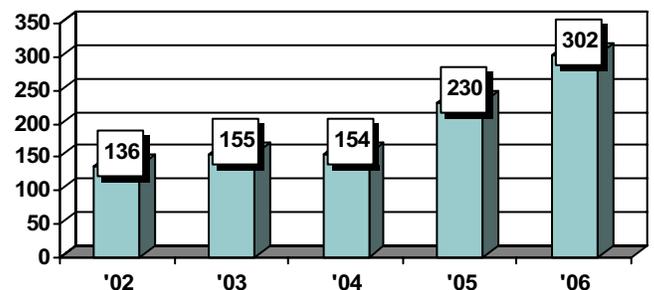


Stockton’s total applicant pool for fall 2006 reflects an increase of 10.9% over fall 2005. Undergraduate applications increased 10% while graduate applications increased 31%.

**Undergraduate Applicant Pool**



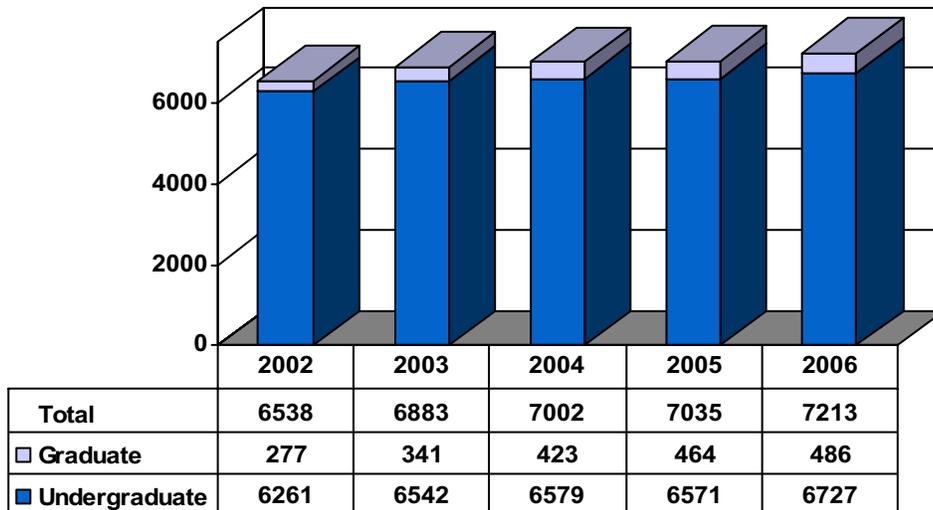
**Graduate Applicant Pool**



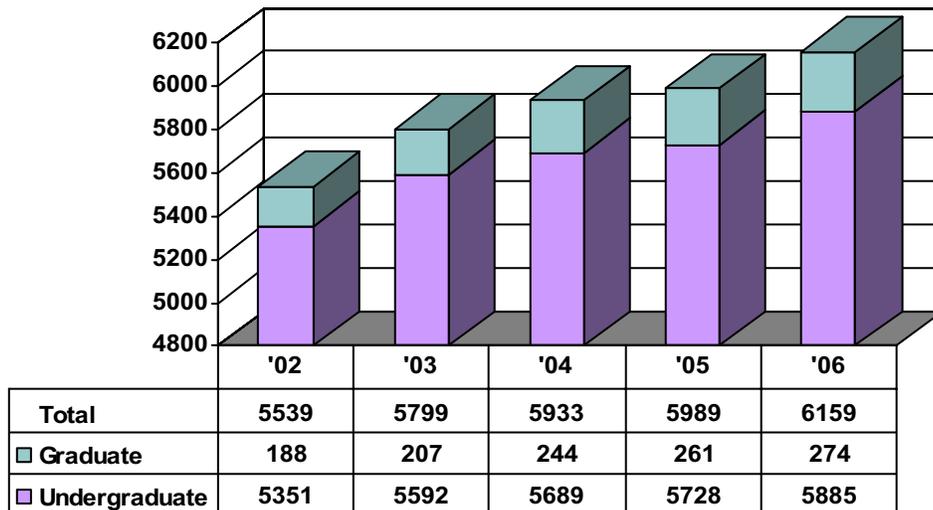
**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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**



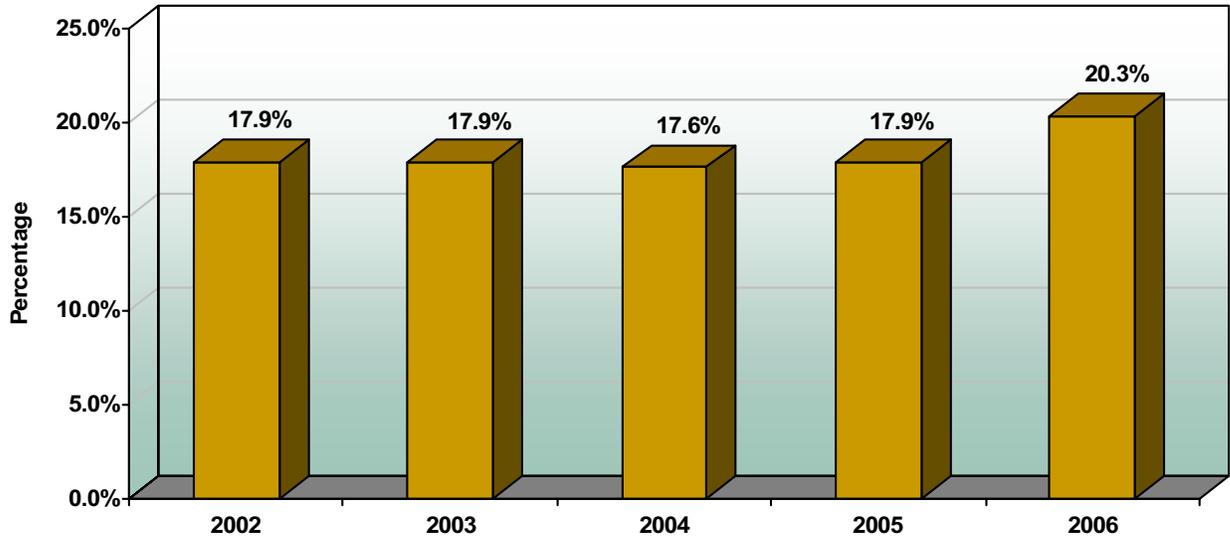
Stockton’s Total Headcount has increased steadily over the past five years by approximately 2% on average. The fall 2006 headcount of 7,213, represents an increase of 178 students over last fall’s total headcount of 7,035. Total Full Time Equivalents (FTE) increased by approximately 3.0% to 6,170.



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**MINORITY ENROLLMENT**  
**Undergraduates – Fall 2002–Fall 2006**

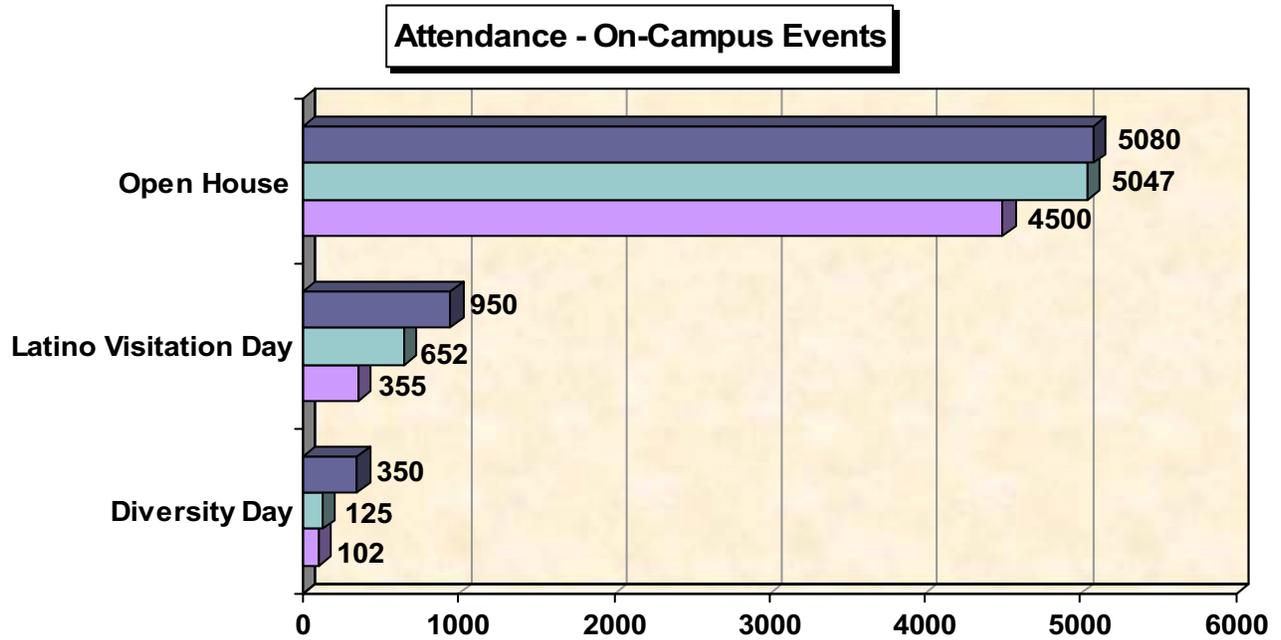
**Minority Enrollment**  
**Undergraduates Fall 2002 - Fall 2006**



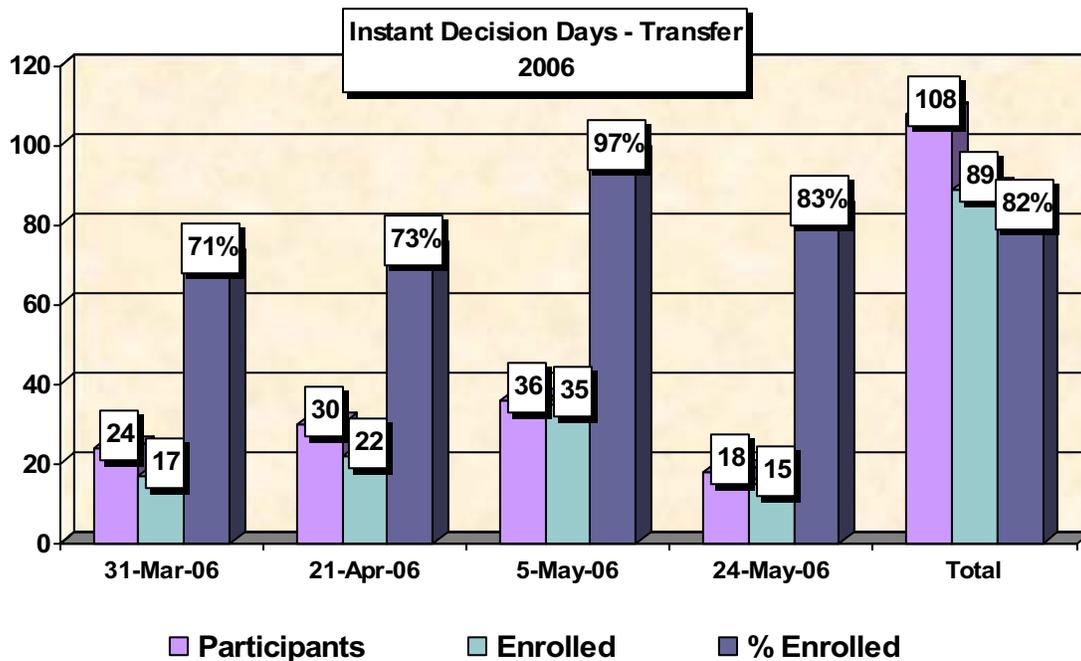
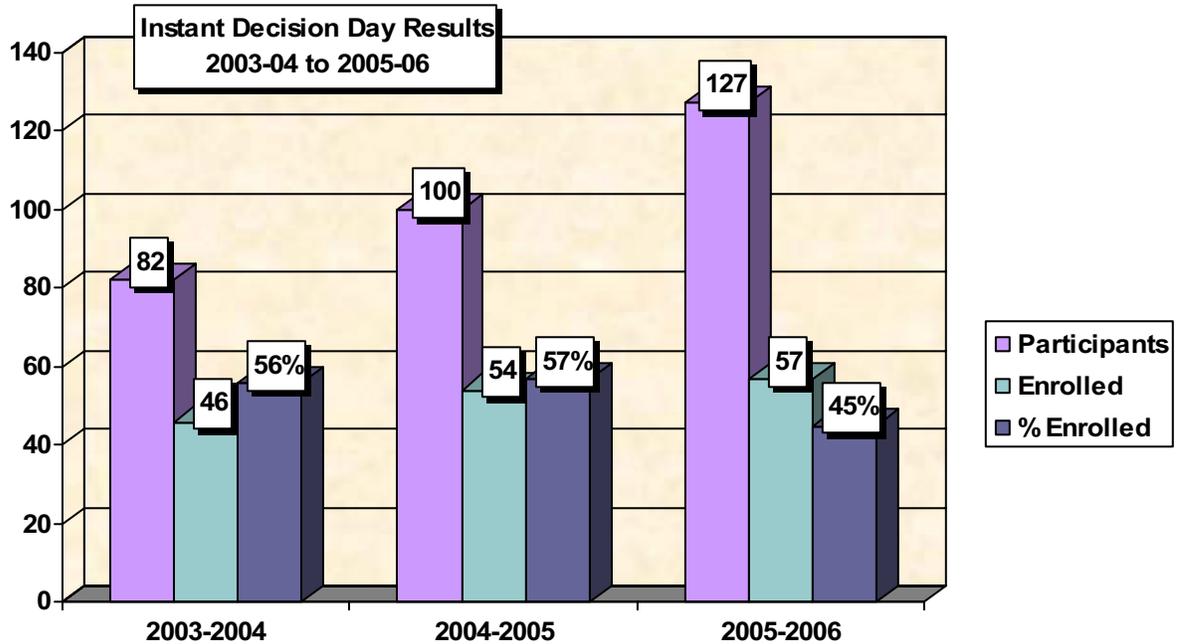
Stockton continues to enroll a substantial and representative cohort of minority students, emphasizing Stockton’s commitment to the mission of diversity, access and affordability.



**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
<b>ATLANTIC</b>					
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%
<b>BERGEN</b>					
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%
<b>BURLINGTON</b>					
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%
<b>CAMDEN</b>					
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%
<b>CAPE MAY</b>					
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%
<b>CUMBERLAND</b>					
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%
<b>ESSEX</b>					
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
<b>GLOUCESTER</b>					
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%
<b>HUDSON</b>					
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%
<b>HUNTERDON</b>					
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	
<b>MERCER</b>					
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%
<b>MIDDLESEX</b>					
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%
<b>MONMOUTH</b>					
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%
<b>MORRIS</b>					
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%



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COUNTY	2002	2003	2004	2005	Change
<b>OCEAN</b>					
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%
<b>PASSAIC</b>					
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%
<b>SALEM</b>					
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	
<b>SOMERSET</b>					
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
<b>SUSSEX</b>					
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%
<b>UNION</b>					
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	
<b>WARREN</b>					
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**

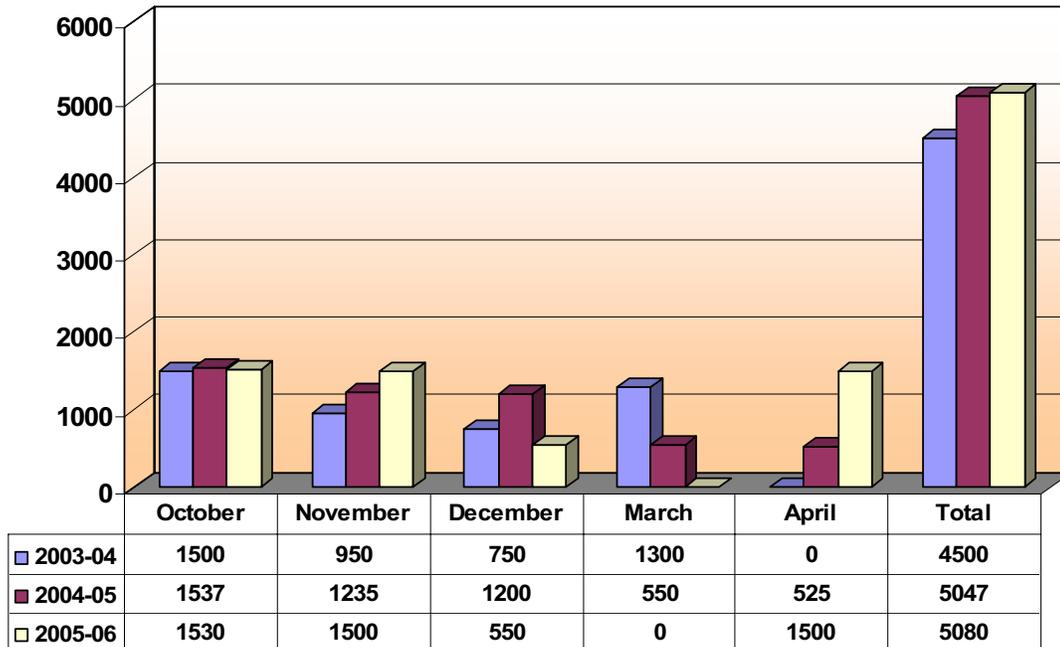
DATE	PUBLICATION	SIZE
September	School Guide ( NJ National Fair)	Full Page
August	Union County/Monmouth County Voice	1/2 page
March	Union County/Monmouth County Voice	1/2 page
October	Caribbean Business Journal	1/2 page
October	School Guide ( MD National Fair)	Full Page
November	Courier-Post, Ed supplement	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



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**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"> <li>▪ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participated in student leader training.</li> <li>▪ Streamlined Housing staff requests which involve service provider resources.</li> <li>▪ Continued to utilize Maximo to communicate requests for Plant Management support for events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student leaders realized a better understanding and a higher percentage of events received a higher degree of planning.</li> <li>▪ Improved communication through Maximo ensured that Plant Management had accurate setup information and that setups were not missed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 2. Progress has been made, but additional consolidation is possible through collaboration.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Develop and refine technological resources to deliver more efficient services to customers and event support service providers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Viewed two proposals for upgrades to AXIS TV, which feeds gallery monitors.</li> <li>▪ Explored possibilities of two computerized drawing programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Realized that an upgrade to AXIS TV would be a better means of posting event related information and college-wide announcements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 3. Funding resources will be sought for the purchase of an upgrade to AXIS TV in FY07.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Serve as an information resource and communication liaison on matters related to the impact of construction and campus-wide events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participated in construction job meetings concerning PAC, N-Wing, F-Wing, and proposed parking garage and Campus Center.</li> <li>▪ Coordinated FROG meeting to outline summer conference and construction schedules.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Defined pedestrian routing and signage needed.</li> <li>▪ Improved communication regarding event impact on work schedules (i.e., graduations, Homecoming).</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Continue to identify funding and staffing resources in order to meet the increased demand for services.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recommended additional equipment and resource fees for 2006 College Facility Usage and Resources Fee document.</li> <li>▪ Utilized College Center</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implemented a fee structure for use of standard event equipment such as tables and chairs.</li> <li>▪ Initiated development of a more efficient tracking of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 2. In order to protect College Center funding balances, alternate funding sources will be sought in FY07.</li> </ul>



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

\* 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**

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

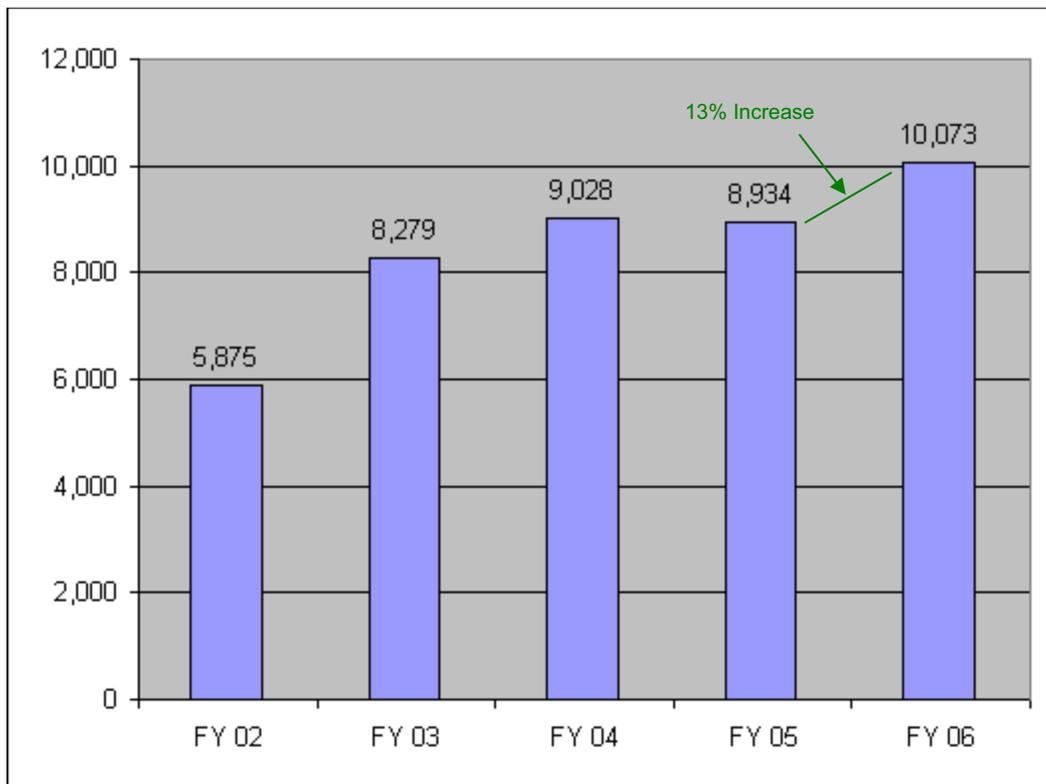
**V. SUPPORTING DATA**

- 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**

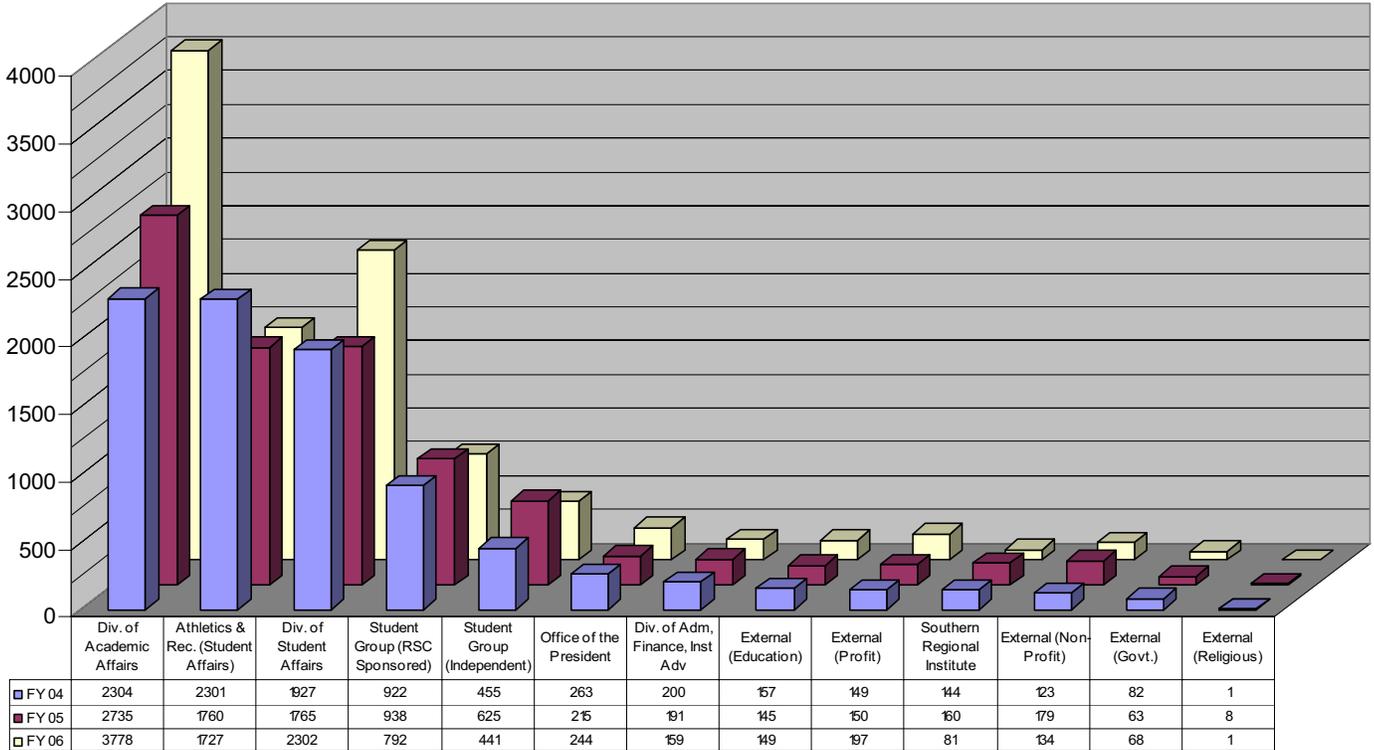
**GROWTH OF EVENT BOOKINGS  
FY 2002 – FY 2006**



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

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	—
<b>TOTAL BOOKINGS</b>	<b>2296</b>	<b>2662</b>	<b>2547</b>	<b>2506</b>	<b>2740</b>	<b>+ 9.34%</b>

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%
<b>TOTAL BOOKINGS</b>	<b>4446</b>	<b>5717</b>	<b>6798</b>	<b>6457</b>	<b>7340</b>	<b>+ 13.68%</b>

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%
<b>TOTAL BOOKINGS</b>	<b>2296</b>	<b>2662</b>	<b>2547</b>	<b>2506</b>	<b>2740</b>	<b>+ 9.34%</b>

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"> <li>▪ Prepare graduating seniors with financial life skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identified appropriate financial life skills for seniors through collaborative efforts with the Student Senate Finance Committee.</li> <li>▪ Expanded the program to include the entire student population, not just seniors.</li> <li>▪ Researched various financial aid publications to assess and confirm financial literacy topics and the availability of speakers and materials.</li> <li>▪ Met with financial aid staff and the Student Senate to determine methods of delivering financial life skills.</li> <li>▪ Partnered with the Student Senate, Academic Affairs faculty and community professionals to advertise the financial literacy workshop series and actually deliver the programs.</li> <li>▪ Evaluated the effectiveness of the financial literacy workshops through participant surveys.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 1.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Create a customized private loan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identified lenders that offer private (alternative)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initially the goal was to create one custom private</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 1.</li> </ul>



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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

\* 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**

<b>GOAL/OBJECTIVE No. 1</b>	Implement the academic competitiveness grants for eligible Pell grant recipients.
<b>GOAL/OBJECTIVE No. 2</b>	Implement the national science access to retain talent grants (SMART grants) for eligible Pell grant recipients.
<b>GOAL/OBJECTIVE No. 3</b>	Expand third party scholarship opportunities for all students.
<b>GOAL/OBJECTIVE No. 4</b>	Implement the expansion of PLUS loans to graduate students.
<b>GOAL/OBJECTIVE No. 5</b>	Implement the NJSTARS II scholarship program.
<b>GOAL/OBJECTIVE No. 6</b>	Expand the financial literacy program at Stockton.
<b>GOAL/OBJECTIVE No. 7</b>	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

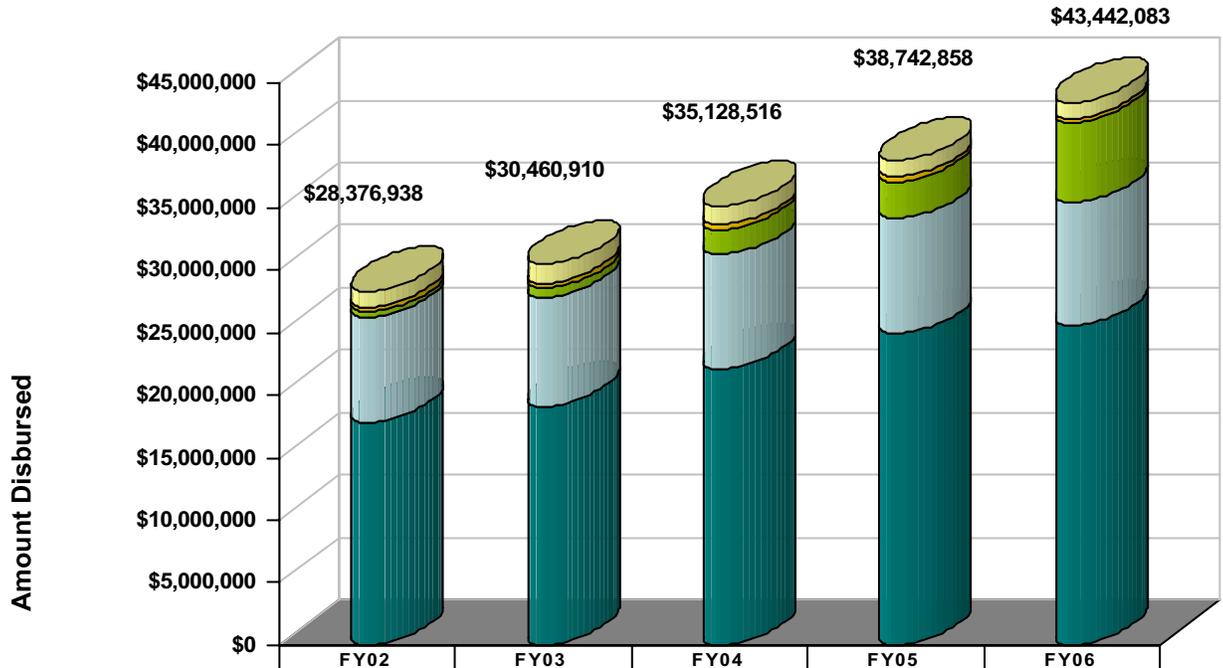
Other supporting data available in the Financial Aid Office

- 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
<b>TOTAL</b>	\$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*

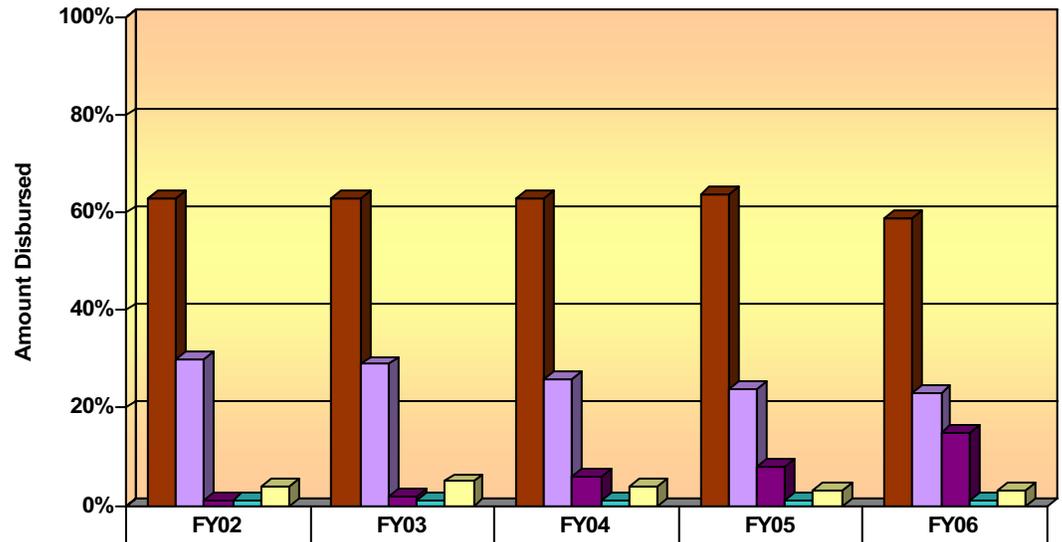
***Federal and State Grants** include: PELL grant, Supplemental Educational Opportunity Grant (SEOG), Tuition Aid Grant (TAG) and Educational Opportunity Fund (EOF)*

***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*

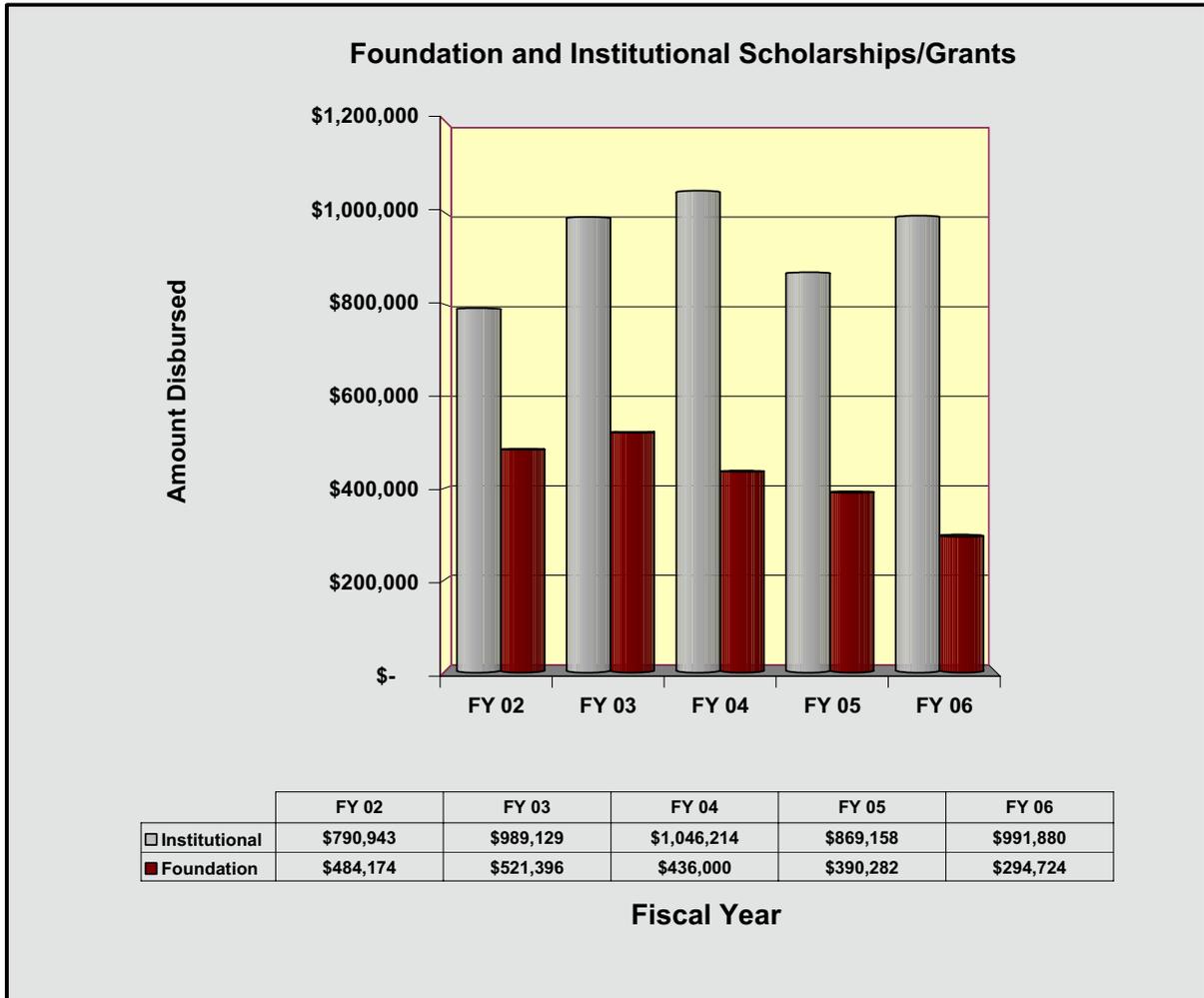
***Federal and State Grants** include PELL grant, Supplemental Educational Opportunity Grant (SEOG), Tuition Aid Grant (TAG) and Educational Opportunity Fund (EOF)*

***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:**

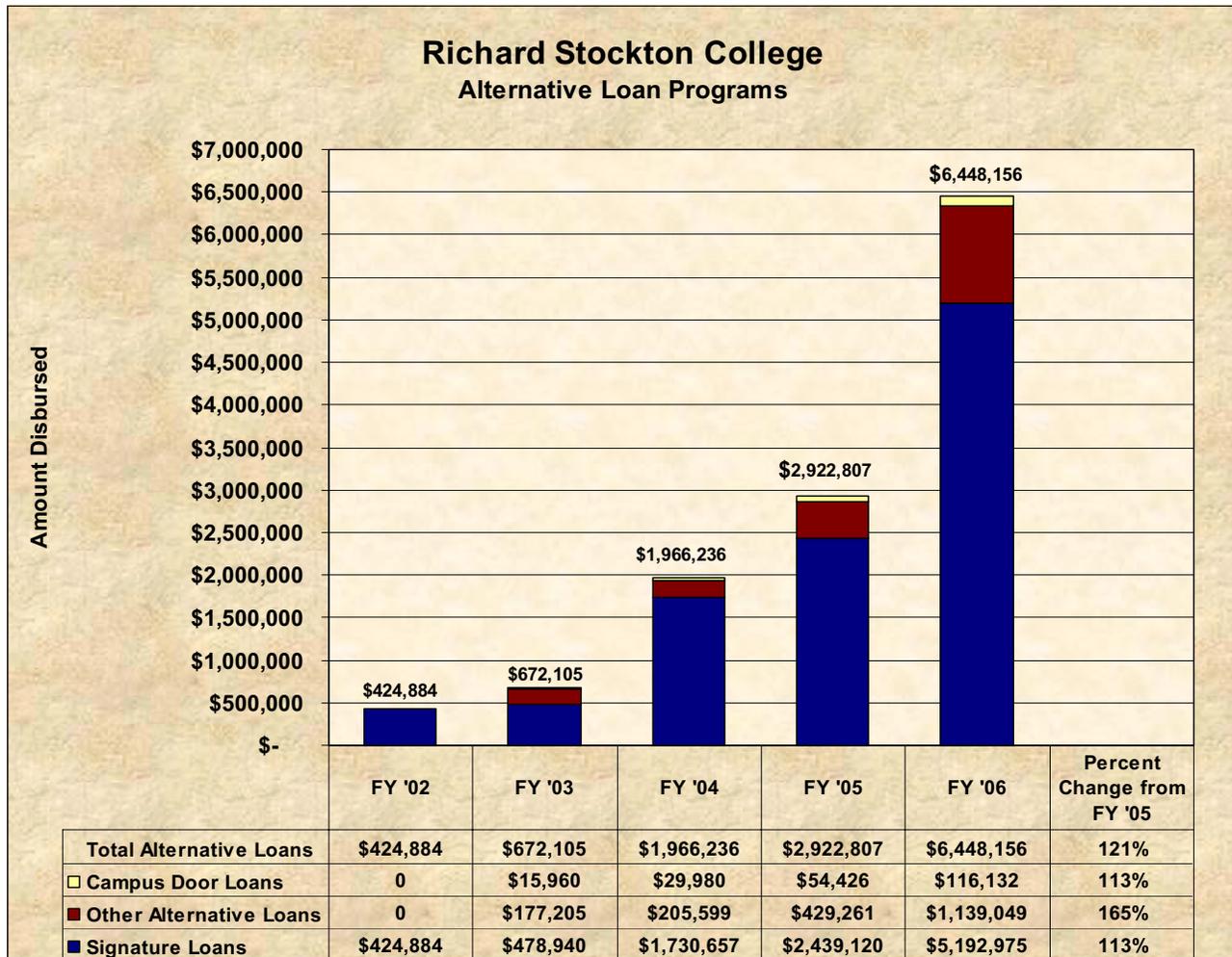
*Foundation scholarships also include Stockton scholarships*

*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**



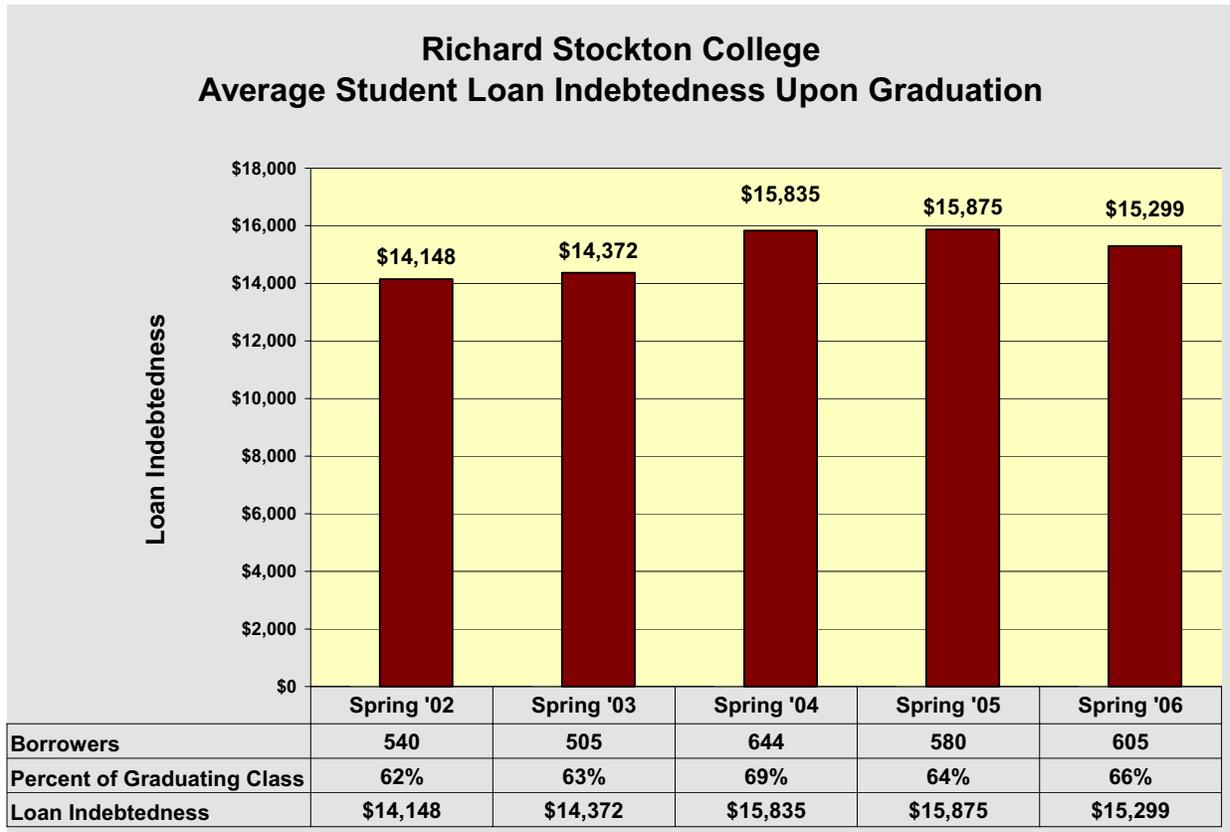
**Campus Door and other alternative loans - inception date FY 03**

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 \*

	<b>Strongly Agree</b>	<b>%</b>	<b>Agree</b>	<b>%</b>	<b>Disagree</b>	<b>%</b>	<b>Strongly Disagree</b>	<b>%</b>
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.*

<b>Class Level</b>	<b>N</b>	<b>%</b>	<b>Residence</b>	<b>N</b>	<b>%</b>
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

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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"> <li>Complement the academic mission of the College through increased collaboration with Academic Affairs using the student learning outcomes model to shape residential programming.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Focus groups and surveys were conducted with the majority responding positively to the programs.</li> <li>The following areas of the Learning Outcomes model were addressed:                             <ul style="list-style-type: none"> <li>Humanitarianism, Civic Engagement, Inter/Intra-personal competence, Cognitive complexity, Knowledge acquisition, Humanitarianism, Practical competence, and Persistence and achievement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Level 1. Approximately 50% of programming efforts; Level 2 approximately 25% of programming.</li> </ul>
<ul style="list-style-type: none"> <li>Provide continuous support to students through high quality service and the maximization of the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>Created/updated Housing Brochure and marketing pieces, and Housing &amp; Residential Life (HRL) Events Calendar.</li> <li>Upgraded the Housing Website, Housing Web services, and HousingNet to work in conjunction with the Banner system.</li> <li>Participated in Banner conversion; Open House slide show; Educational Benchmarking Surveys (EBI)</li> </ul>	<ul style="list-style-type: none"> <li>Focus group evaluations from students, faculty, staff and parents.</li> <li>Surveys provided data for the expansion of programs and development of mission and goals for the proceeding year.</li> </ul>	<ul style="list-style-type: none"> <li>Level 1. Housing Brochure, Housing Website, Banner Conversion, Open House; Level 2. EBI Survey, Events Calendar</li> </ul>
<ul style="list-style-type: none"> <li>Continue working with Facilities Planning and Administration and</li> </ul>	<ul style="list-style-type: none"> <li>Housing I renovations</li> <li>P-Building renovations</li> <li>Maximo Work Order System</li> </ul>	<ul style="list-style-type: none"> <li>An indicator for performance is the amount of time that is necessary for the building to be</li> </ul>	<ul style="list-style-type: none"> <li>Level 1. Working with Maintenance Department; Level 1 handling Maximo/</li> </ul>



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

<p>Finance on building new apartments or residence halls.</p>	<ul style="list-style-type: none"> <li>▪ Handling Damage Billing/ Cost Outs</li> <li>▪ Monthly Health and Safety Inspections</li> <li>▪ Judicial Processes</li> <li>▪ Parking Administration</li> <li>▪ Damage Billing System</li> <li>▪ Work with Plant Mgt.</li> <li>▪ Work on Construction Projects</li> </ul>	<p>inhabitable once it is taken off-line.</p> <ul style="list-style-type: none"> <li>▪ The Maximo Work Order System increased the quality of service the students are receiving.</li> </ul>	<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"> <li>▪ <u>Elaine Grant:</u> <ul style="list-style-type: none"> <li>▪ NASPA Conference</li> <li>▪ Penn State Assessment Conference</li> <li>▪ Delaware Valley Student Affairs Conference</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ <u>Pedro Santana:</u> <ul style="list-style-type: none"> <li>▪ ACPA Conference, ACPA Assessment Conf.</li> <li>▪ Dr. Brian Terrel, Carnegie Library</li> <li>▪ NJ CORE VII Professional Housing Conference</li> </ul> </li> </ul> |
|--|--|



**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**

<b>GOAL/OBJECTIVE No. 2</b>	Complement the academic mission of the college through increased faculty involvement.
<b>GOAL/OBJECTIVE No. 3</b>	Continue development of the First Year Experience and Upper Class Experience areas with programming and educational support.
<b>GOAL/OBJECTIVE No. 4</b>	Expand weekend programming and PAC initiatives.
<b>GOAL/OBJECTIVE No. 5</b>	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.)

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

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

<b>Spring 2006</b>	<b>Released</b>	<b>Not Released</b>
Request for Housing Termination	94	0

- Fall Request for Spring Room Changes

<b>Spring 2005</b>	<b>Requested</b>	<b>Processed</b>
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.

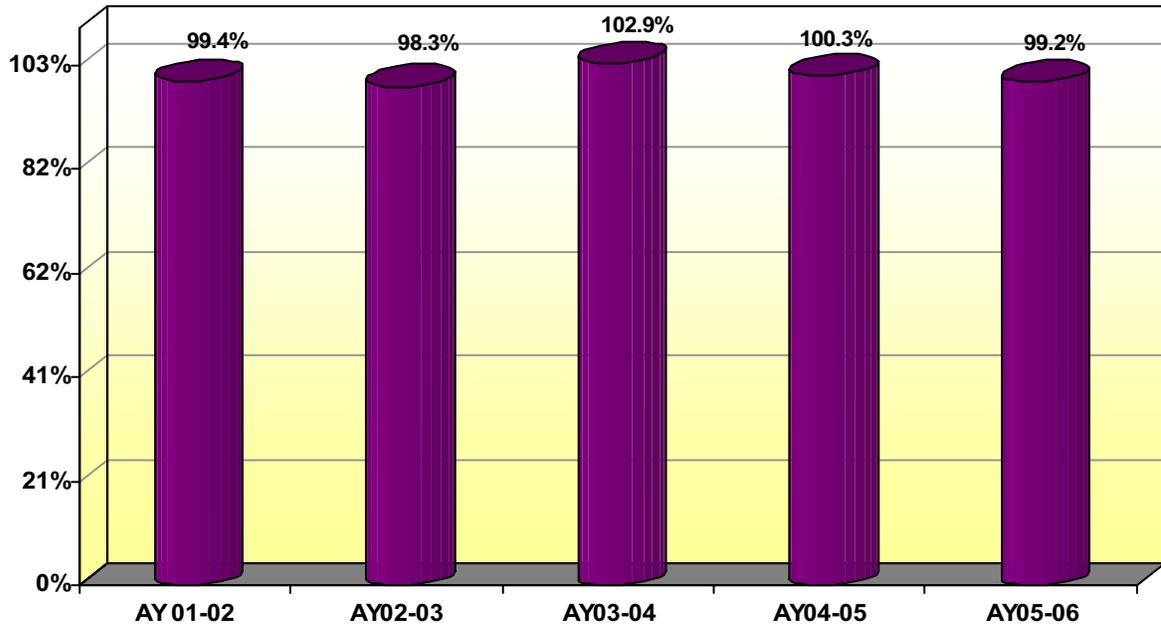
**2005-06 Improvements/changes:**

- 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**

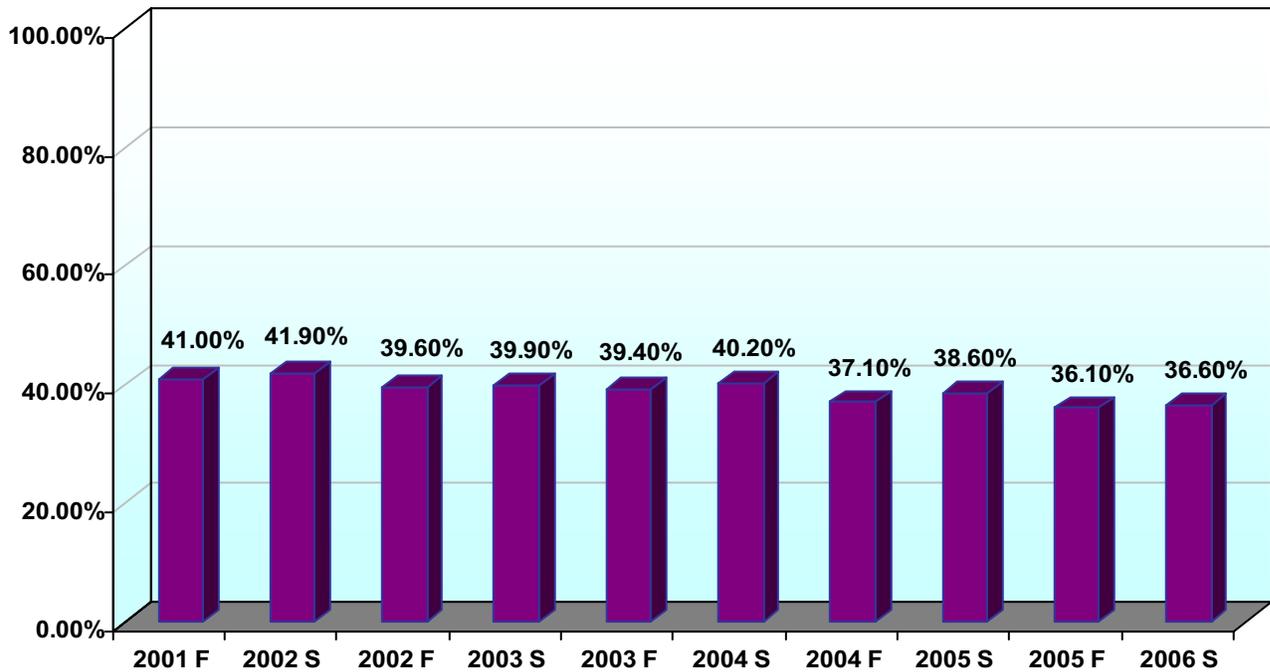


The On-Campus Occupancy chart reflects a continued demand for on-campus housing. The Office of Housing and Residential Life (H&RL) continues to maintain a waiting list of students requesting on-campus housing each semester, due to consistent occupancy rates of over 98%. This chart clearly indicates a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



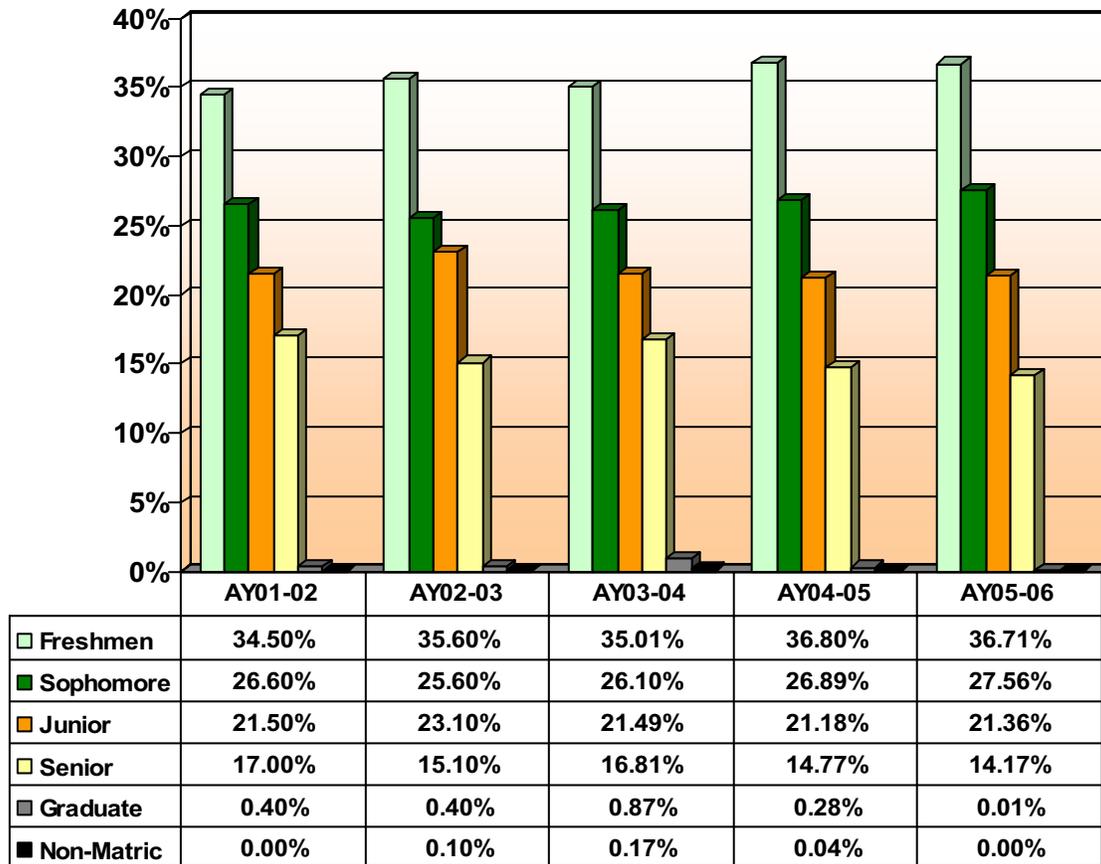
This chart reflects the percentage of the total student population that reside in on-campus housing. \* This chart does not reflect the demand for on-campus housing units which continues to rise with the increase in the total student population.

\* 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

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

**INCIDENT BREAKDOWN**

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

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

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

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

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

*\* 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
<b>Sub-Total</b>	<b>408</b>	<b>124</b>	<b>532</b>
<b>Total Students</b>	<b>532</b>		

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
<b>Sub-Total</b>	<b>322</b>	<b>83</b>	<b>405</b>
<b>Total Students</b>	<b>405</b>		

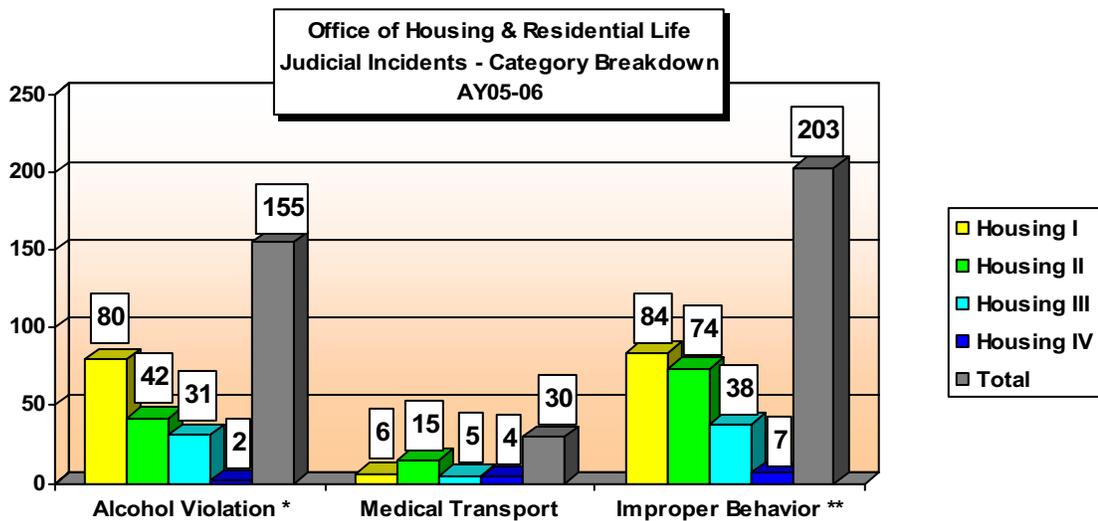
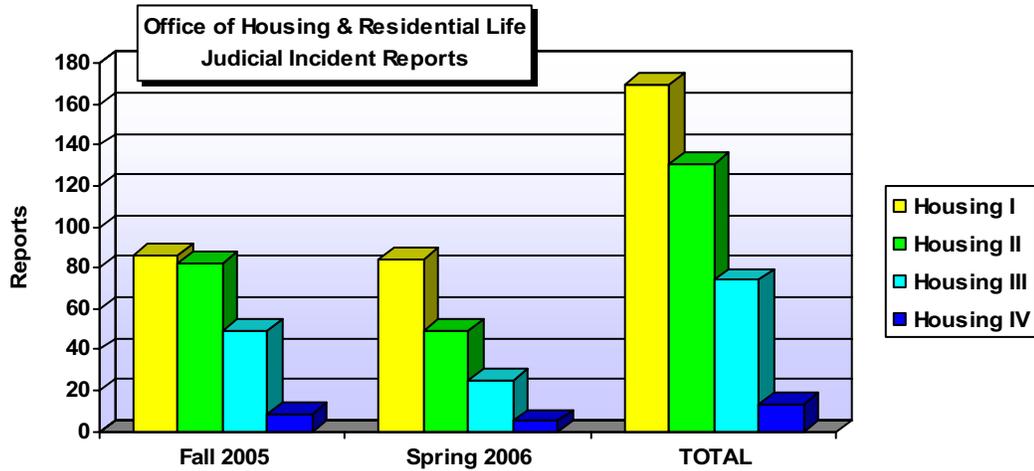
AY 05-06	AGE		Total
	Under 21	Over 21	
Housing I	299	170	469
Housing II	285	6	291
Housing III	136	6	142
Housing IV	10	25	35
<b>Sub-Total</b>	<b>730</b>	<b>207</b>	<b>937</b>
<b>Total Students</b>	<b>937</b>		

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

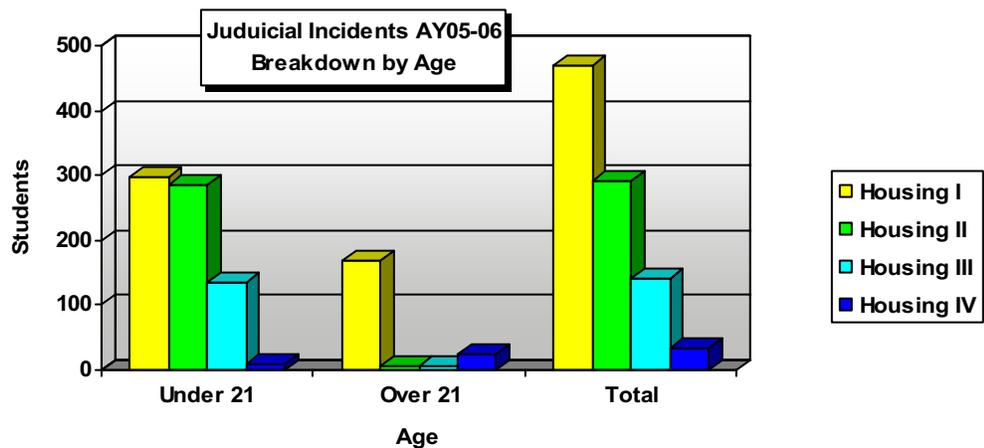


**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**GRAPHICAL SUMMARY OF JUDICIAL INCIDENTS**



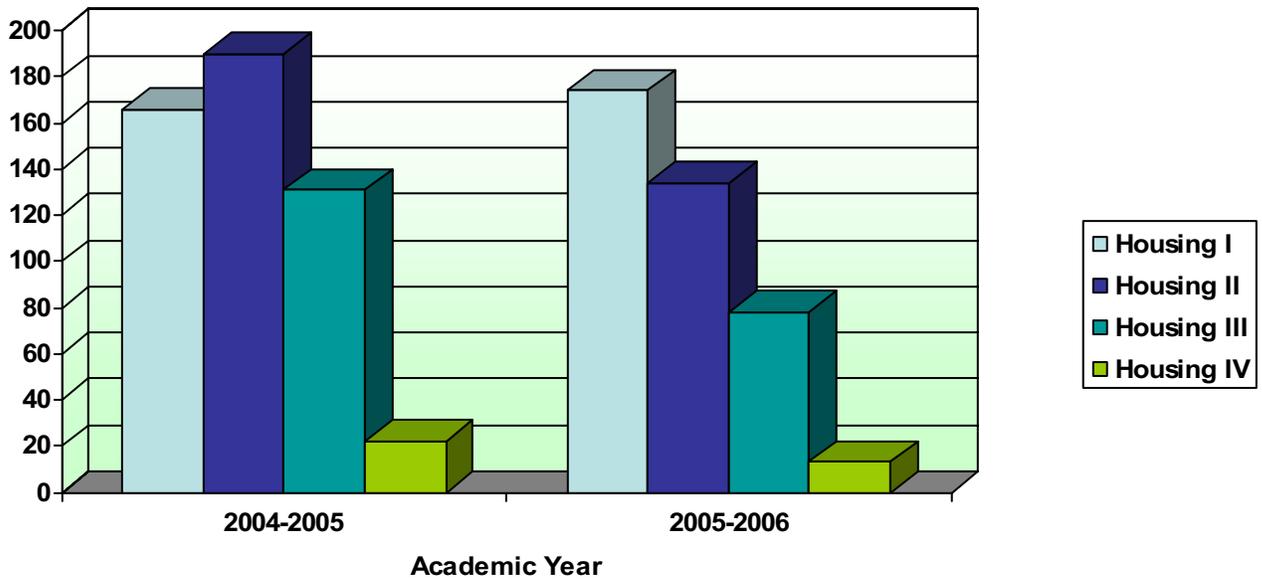
\* Alcohol Violations requiring transport = 15 \*\* Improper Behavior involving Fighting = 4



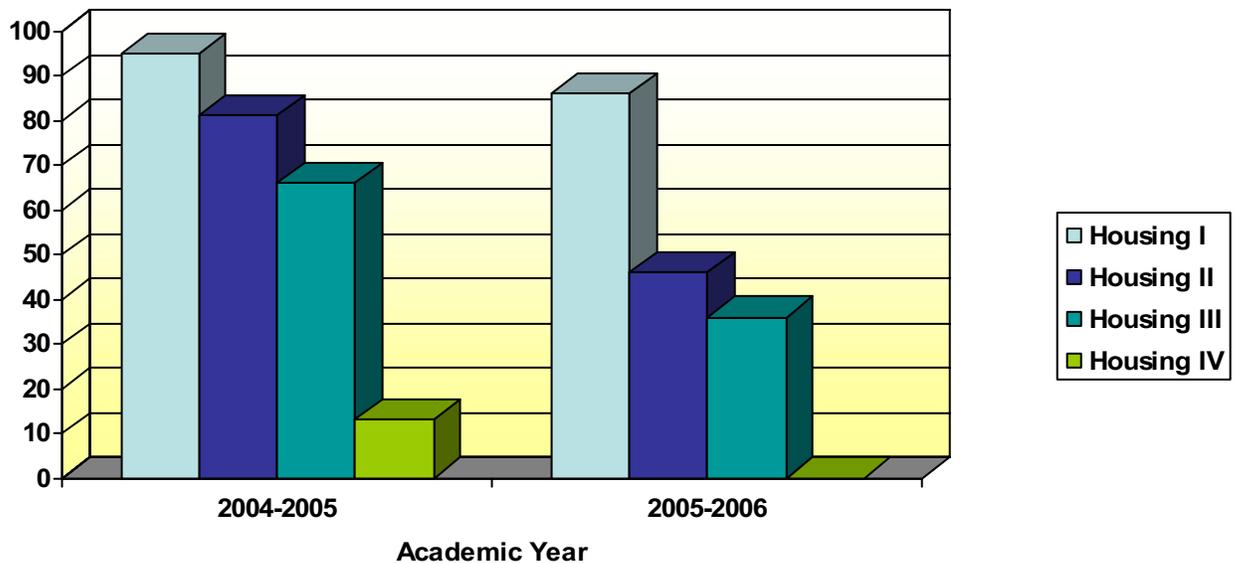
**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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
<b>Total Programs</b>	<b>395</b>
<b>Total Students Attended</b>	<b>9,405</b>



**STUDENT  
DEVELOPMENT**

**2005-2006  
ANNUAL REPORT**



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**OFFICE OF STUDENT DEVELOPMENT**

**I. AY05-06 GOALS AND OBJECTIVES**

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

\* 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**

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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

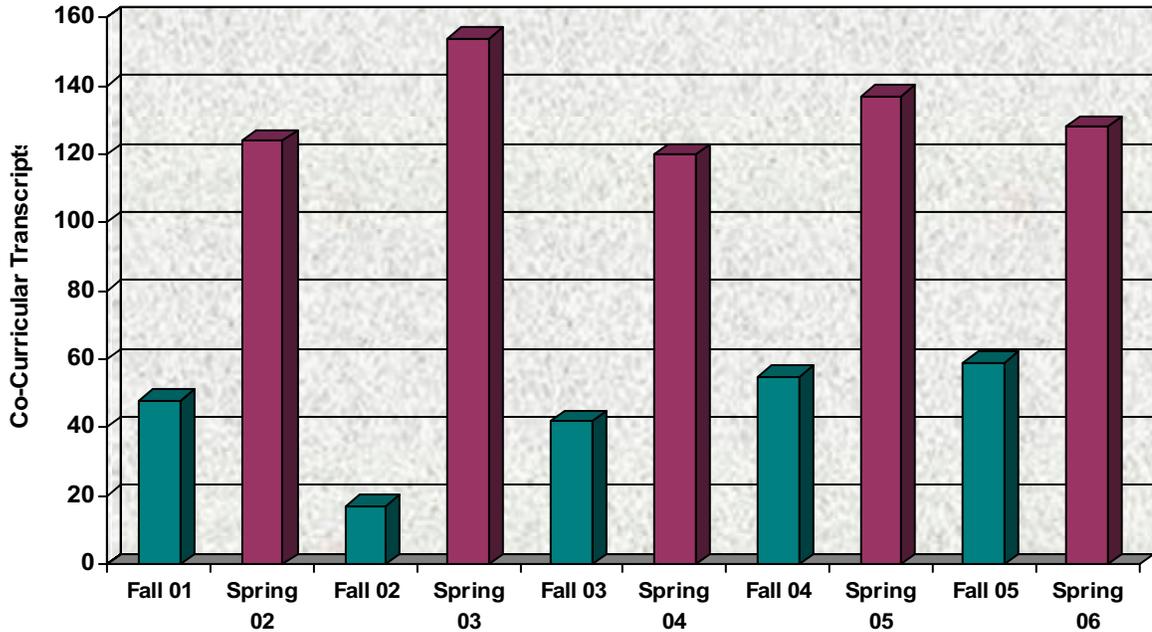
**V. SUPPORTING DATA**

- 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



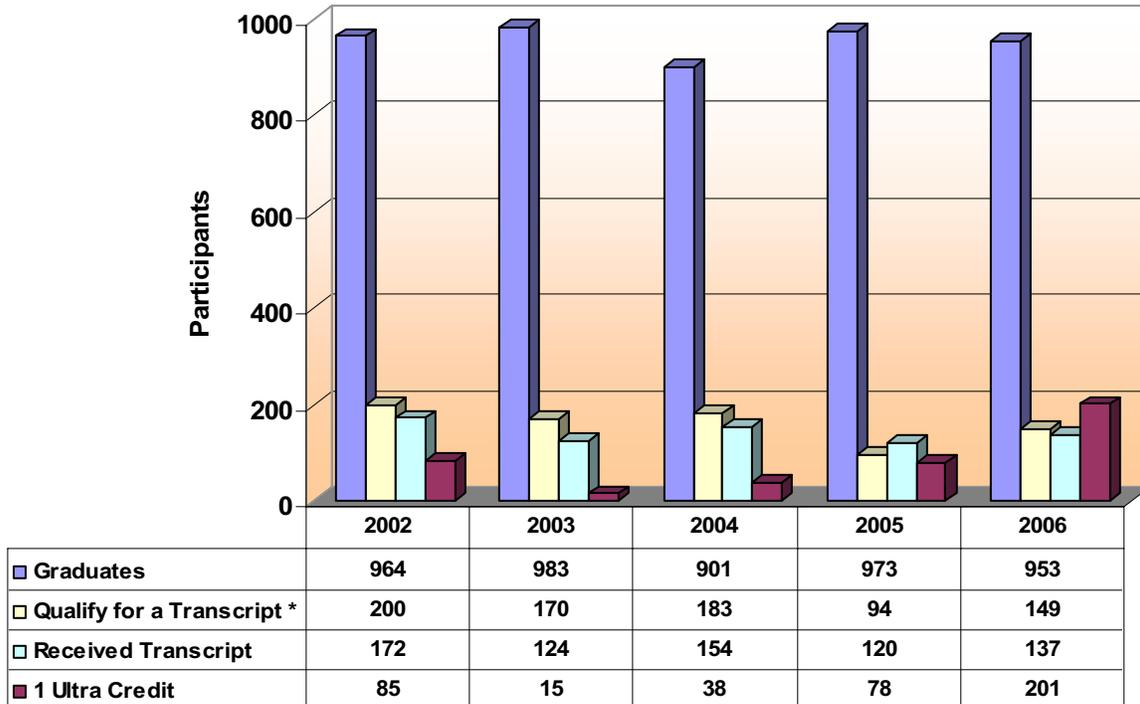
**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

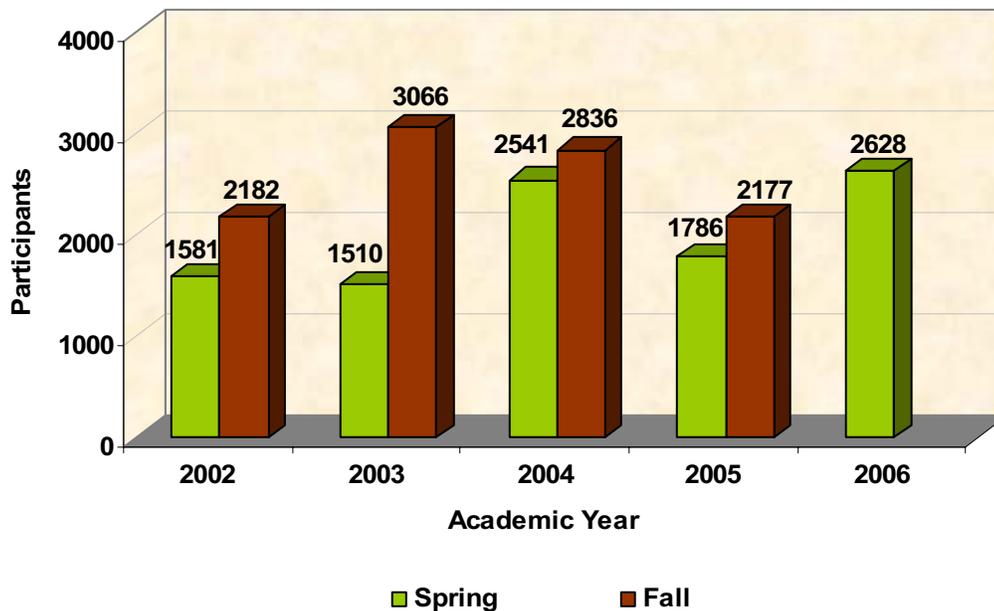


**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

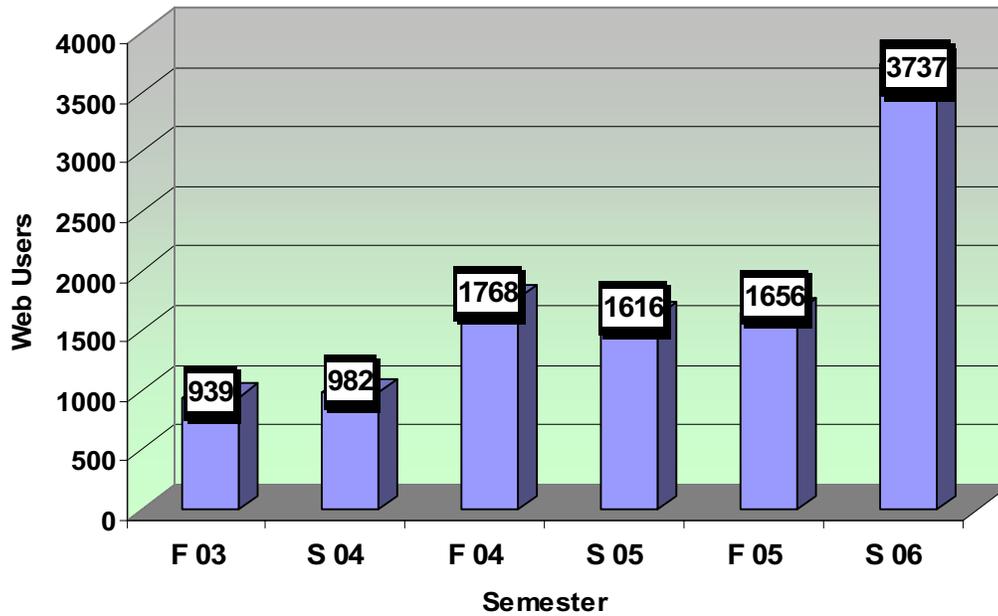


**ULTRA Workshops  
Spring/Fall Attendance Comparison**

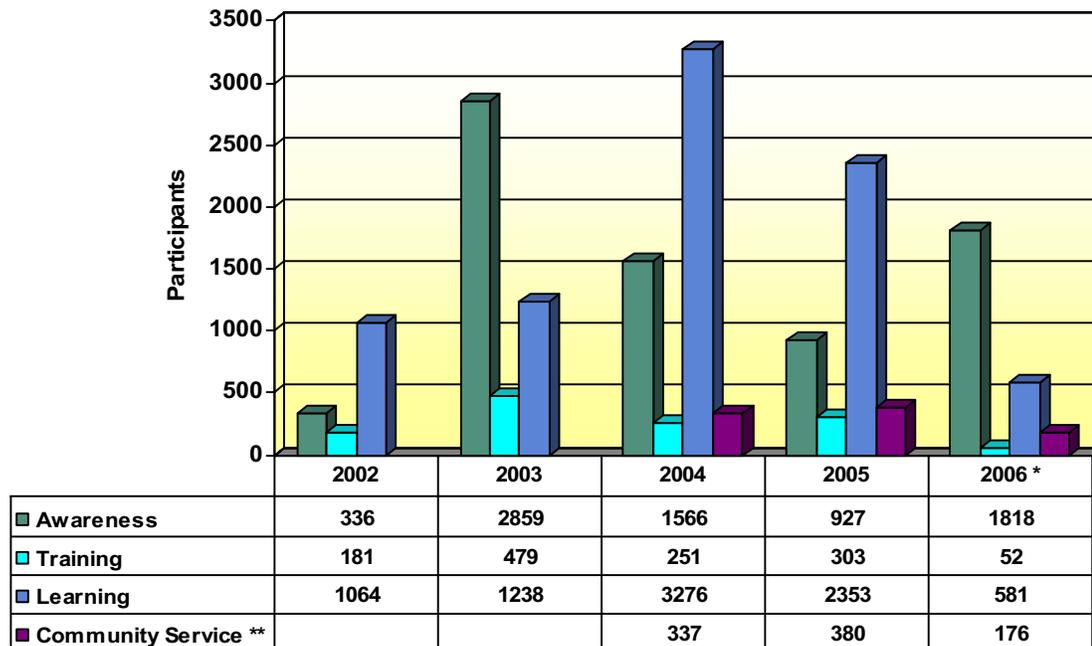


**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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



**ULTRA Component Participation Comparison**



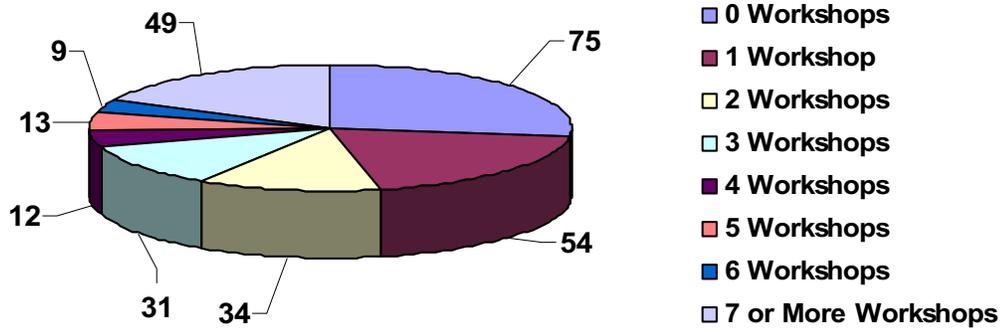
\* Represents total from Spring Semester 2006 only

\*\* Community Service component added in AY03-04

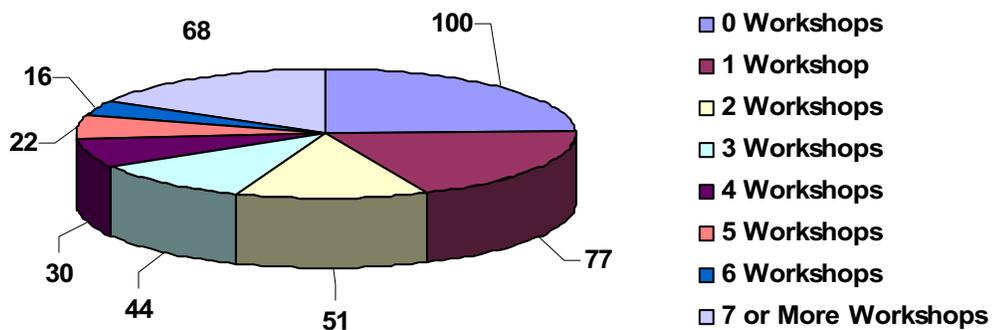


**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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



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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

<b>Spring 2006 Community Service Projects</b>			
<b>Club/ Organization</b>	<b>Project Name</b>	<b>Date/Hours Participated</b>	<b># Members Attendance</b>
<i>Water Watch</i>	<b>Beach Sweep</b> Volunteers picked up trash and debris	April 29 4 hrs	6
<i>Caribbean Student Association (CSA)</i>	<b>Family Service Association</b> Students cleaned sheds filled with furniture	March 25 4 hrs	10
<i>Caribbean Student Association (CSA)</i>	<b>Family Service Association</b> Students cleaned sheds filled with playground toys	February 18 4 hrs	4
<i>MALES</i>	<b>Pleasantech Academy</b> Painting	February 20 6 hrs	6
<i>Books without Borders</i>	<b>Service Project</b> Packed Books	February 24 4 hrs	13
<i>Day of Service</i>	<b>2<sup>nd</sup> Annual MLK Day of Service</b> Assisted at various locations with different projects	January 16 6 hrs	142
<i>Circle K International</i>	<b>Atlantic City Rescue Mission</b> 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>	<b>Project Linus</b> 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>	<b>Atlantic City Rescue Mission</b> 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>	<b>Animal Shelter</b> Grooming dogs and cats	February 12 4 hrs	2
<i>Circle K International</i>	<b>Atlantic City Rescue Mission</b> 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>	<b>ARCH</b> Atlantic Riding Center for the Handicapped, Mucking horse stalls and assisting with lessons	March 4 6 hrs	3
<i>Circle K International</i>	<b>Special Olympics</b> 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>	<b>Animal Shelter</b> Grooming dogs and cats	March 5, 28 26 hrs	10
<i>Circle K International</i>	<b>Boys and Girls Club</b> 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>	<b>Boys and Girls Club</b> 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>	<b>Atlantic City Rescue Mission</b> 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>	<b>Stockton Service-a-thon</b> 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**

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

\* 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**

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

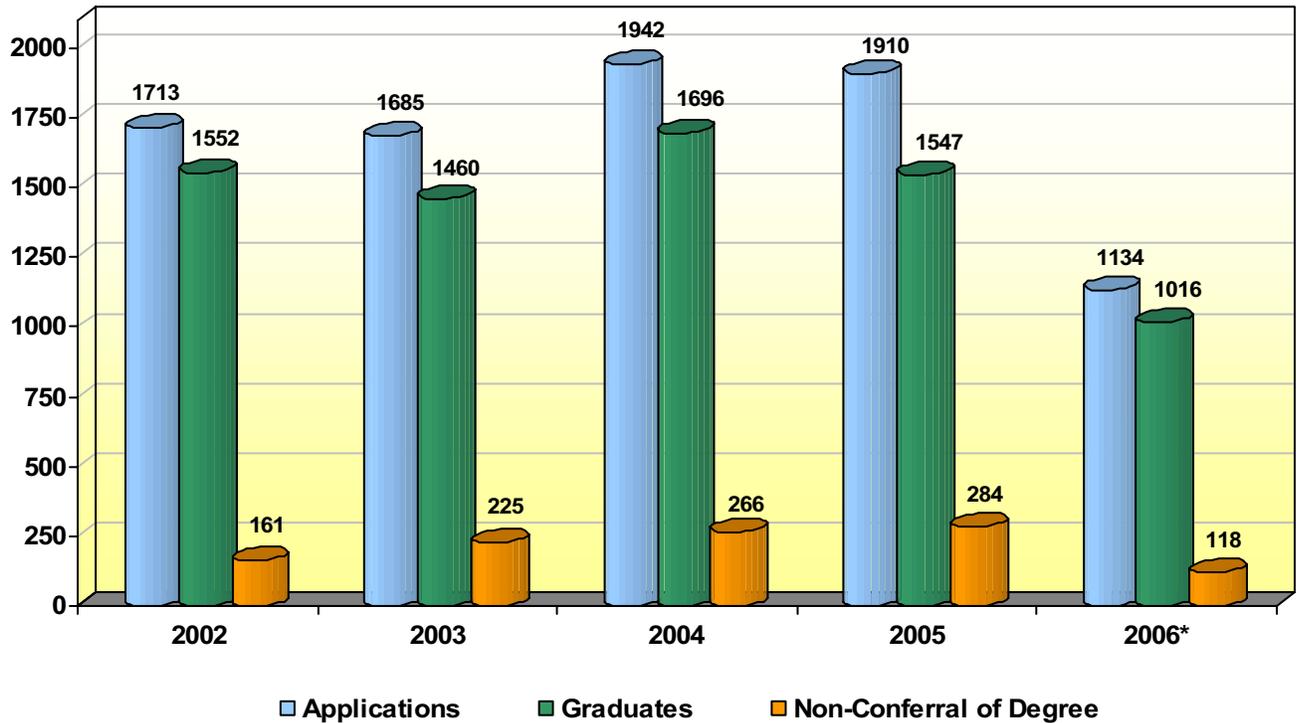
**V. SUPPORTING DATA**

- 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**



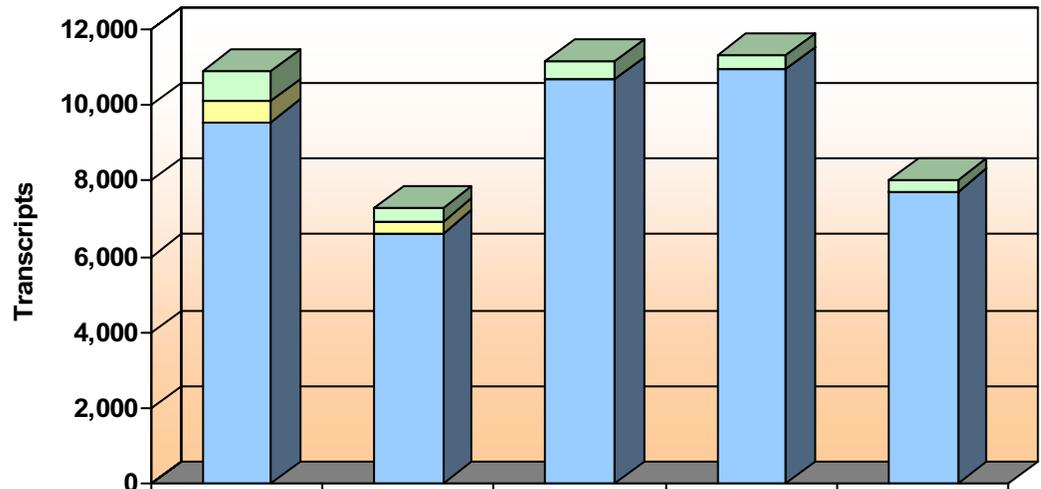
*\* Note: For calendar year 2006, the Applications total reflects the period January until June while the Graduates and Non-Conferral of Degree totals are from January until May.*

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 *
<b>Total Transcripts Processed</b>	<b>10,925</b>	<b>7293</b>	<b>11174</b>	<b>11315</b>	<b>8040</b>
<b>For Campus Use</b>	<b>787</b>	<b>353</b>	<b>464</b>	<b>370</b>	<b>312</b>
<b>Unofficial</b>	<b>572</b>	<b>308</b>	<b>7</b>	<b>0</b>	<b>0</b>
<b>Official</b>	<b>9,566</b>	<b>6,632</b>	<b>10,703</b>	<b>10,945</b>	<b>7728</b>

**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:**

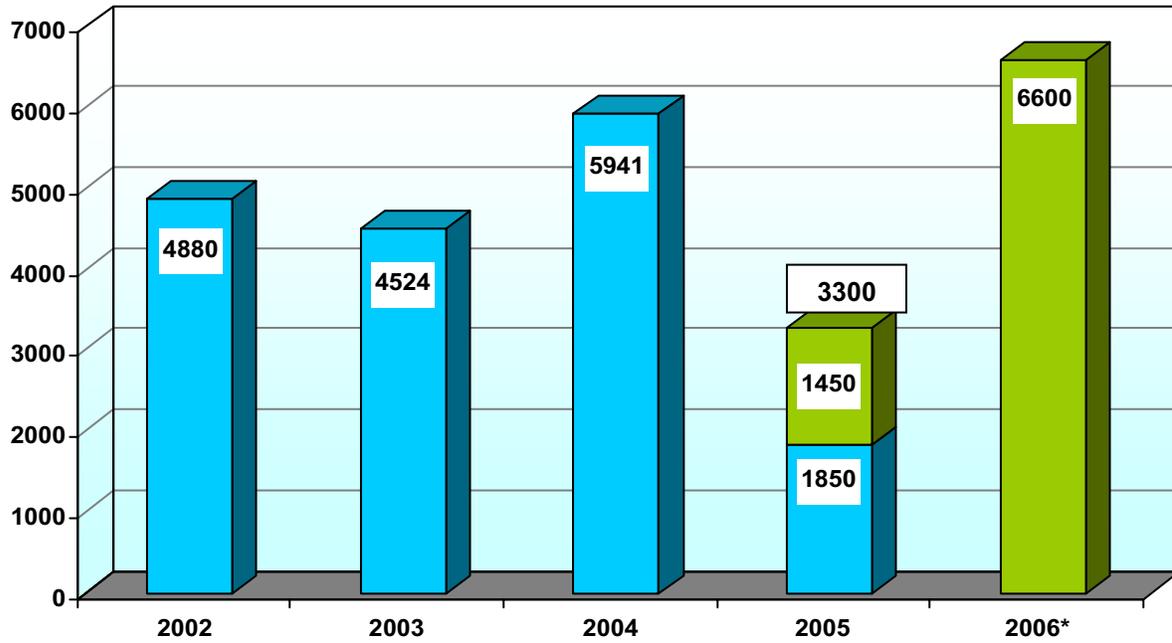
- Beginning 2002, graduates no longer receive one complimentary unofficial transcript.

*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"> <li>▪ Apply for increased staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conducted search for counselor with a specialization in substance abuse awareness.</li> <li>▪ Wellness support staff duties were shifted to streamline responsibilities of the Alcohol and Drug Program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newly hired counselor will provide additional resources for students related to substance use/abuse.</li> <li>▪ Support personnel position with specific duties for the Alcohol and Drug Prevention Program established in Fall 2006.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 1.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Emphasize the negative consequences of drinking and driving through the Stay Safe and Graduate Program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff member taught class, <i>Peer Education : Alcohol and Drugs</i>.</li> <li>▪ 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.</li> <li>▪ Encouraged participation of tavern managers to enhance safety measures concerning alcohol.</li> <li>▪ Requested additional funding to continue the program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.)</li> <li>▪ Visited 11 establishments with the following results:                             <ul style="list-style-type: none"> <li>▪ Completed surveys at each establishment.</li> <li>▪ Received positive verbal feedback from majority of the establishments’ managers.</li> <li>▪ Nearly all (8 of 11) establishments agreed to display posters of the Stay Safe and Graduate Program.</li> <li>▪ Nearly all (8 of 11) agreed to participate further with the Alcohol Safety and Prevention Committee.</li> <li>▪ Received funding to continue the program.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 1. Will continue to develop the Stay Safe and Graduate Program next year.</li> </ul>



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



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



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<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"> <li>▪ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information provided about available services was well-received by the student body.</li> <li>▪ 79 students attended the workshop, of which 20 were students who lived off-campus.</li> </ul>	<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.



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**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**

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



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- 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



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**Document 1. – Alcohol/Drug Prevention Program Professional Development**

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



**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)

<b>Gender:</b>	<b>Class status:</b>	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		

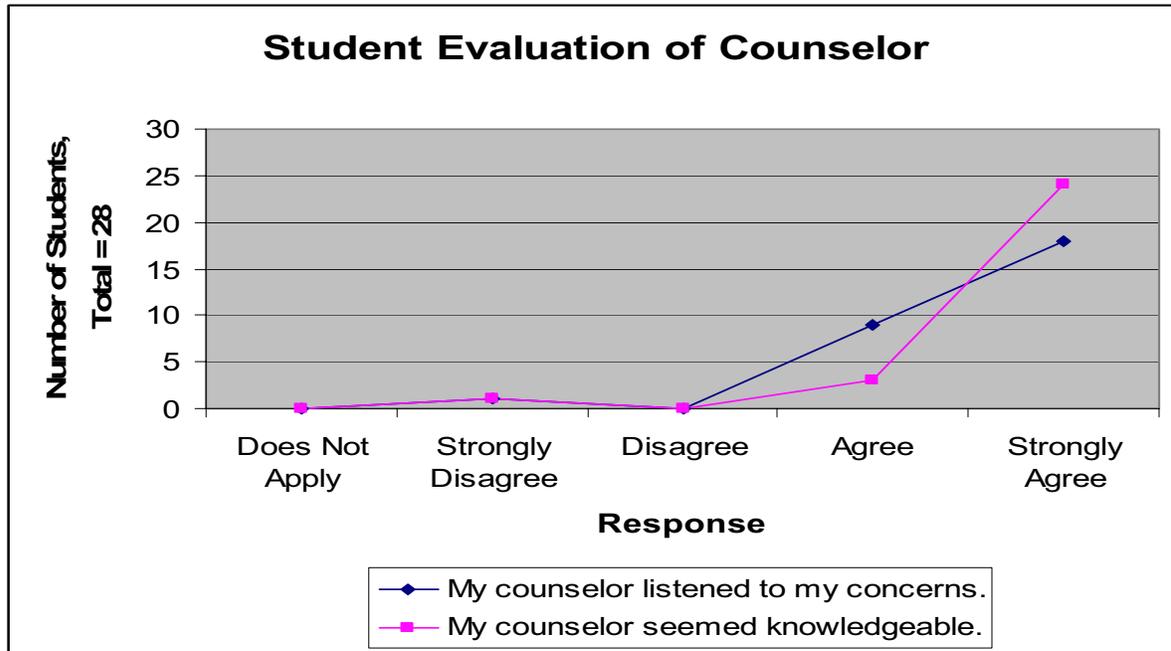
\* No Response = 1

- 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.”

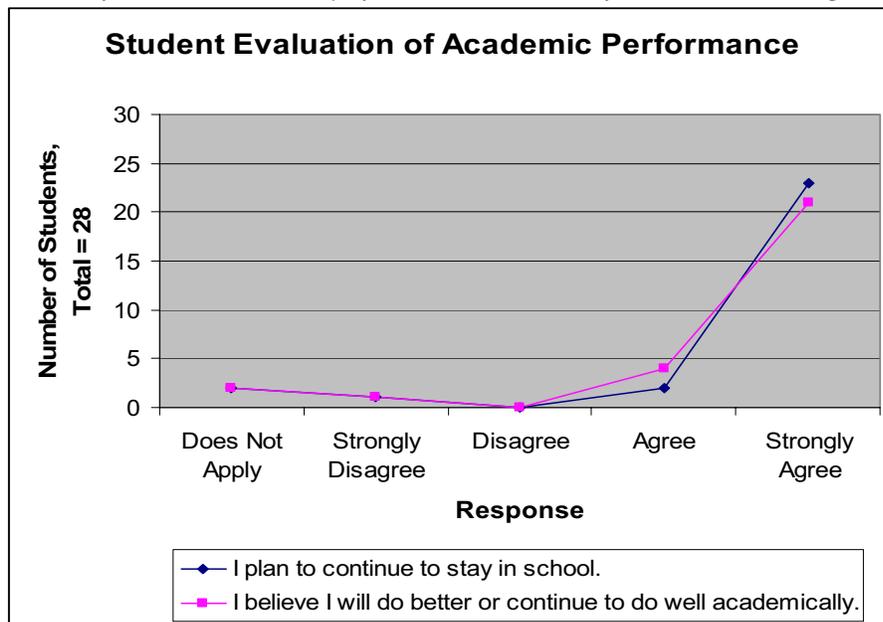


**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

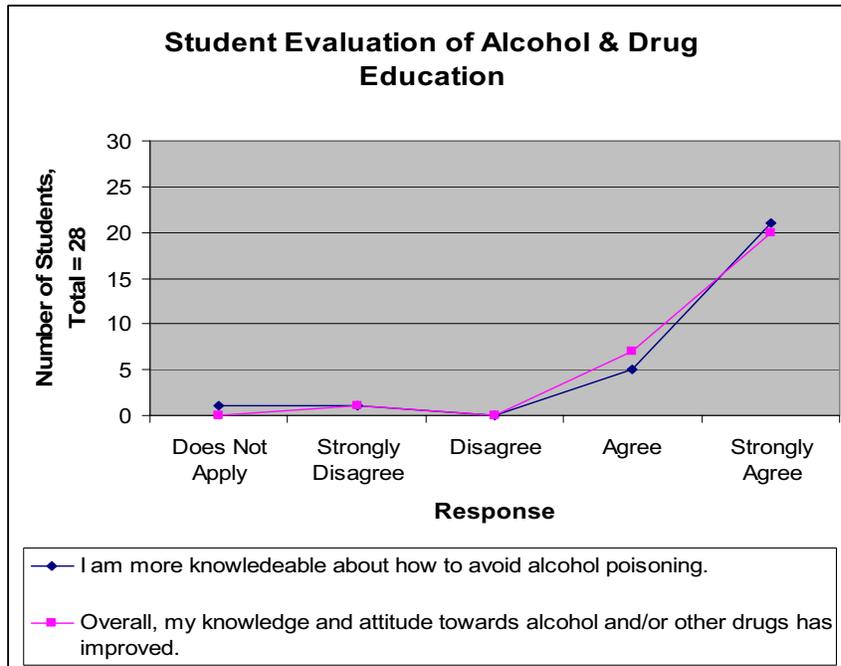


**Document 4. - Student Evaluation of Academic Performance**  
*Portrays student estimates of their own academic performances as a result of the alcohol and drug education they received.*



**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
<b>Business</b>	<b>13</b>
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
<b>Undecided</b>	<b>15</b>
Unknown	1

3. **Number of Students who Graduated: 3**

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

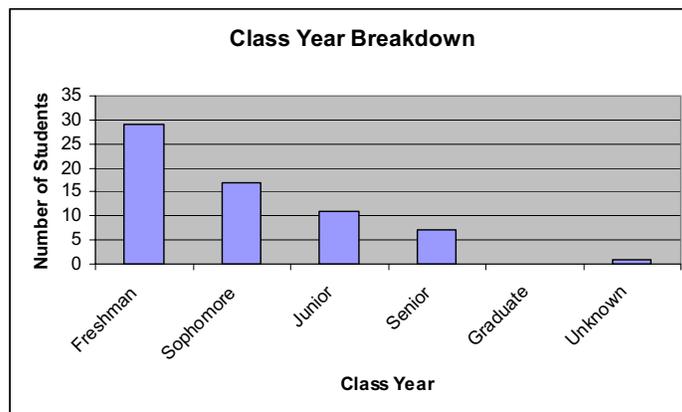
5. **Number of Students by GPA**

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.

	<b>Establishments visited in 2004-2005</b>	<b>Establishments visited in 2005-2006</b>
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 <sup>th</sup> 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)

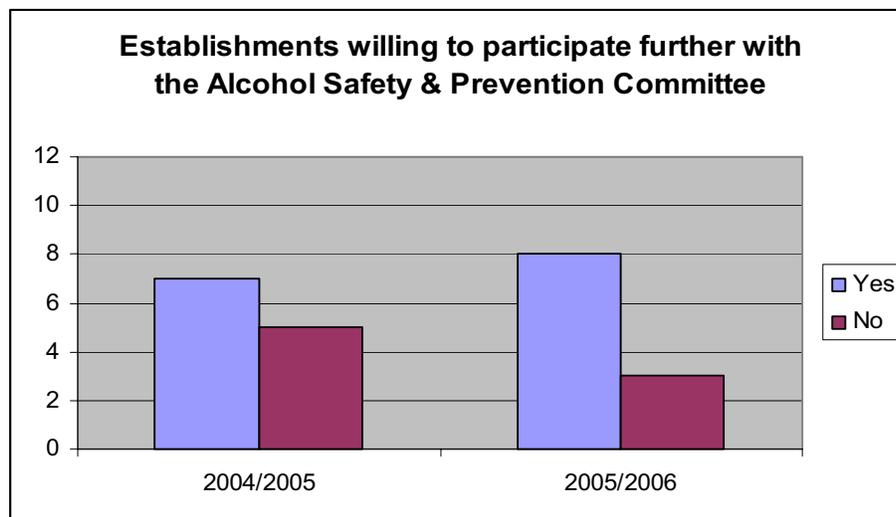


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- “Do the establishments offer free, salty bar snacks?”
  - There appears to be a decrease in the number of establishments serving free, salty bar snacks to their patrons. This decrease is important as salty foods are often utilized by bar owners to 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.*



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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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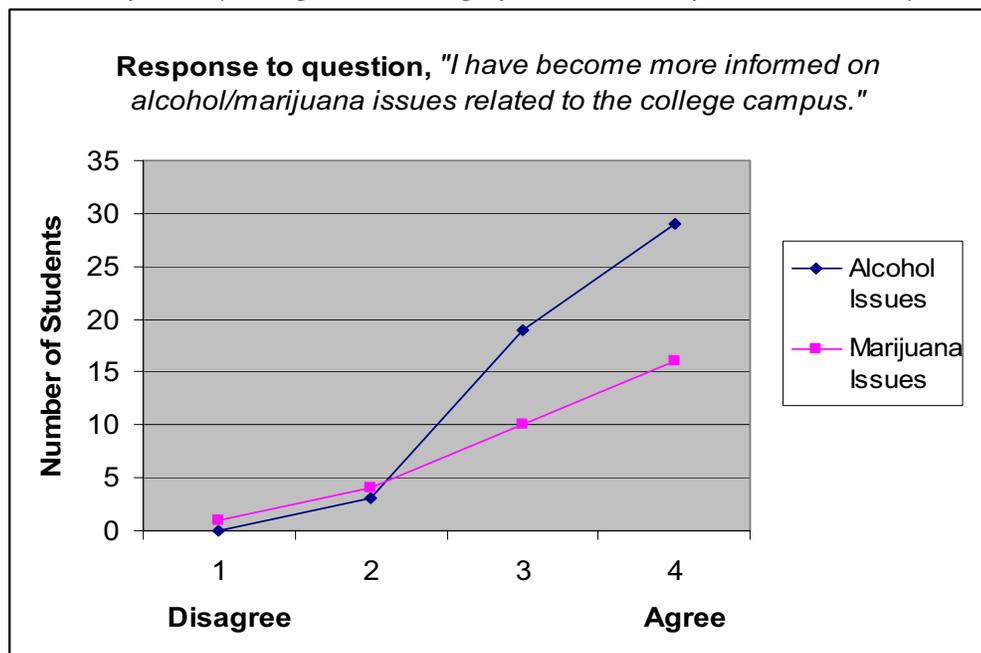
- Response to question, "I have become more informed on marijuana issues related to my physical well-being."
  - Majority (n = 16) agreed strongly with this statement
- Response to question, "This program will help me consider more responsible approaches to marijuana consumption."
  - Majority (n = 15) 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"> <li>▪ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff coordinators met several times throughout the year to collaborate on civic engagement projects.</li> <li>▪ Five members of the Stockton community from various departments met to form the Civic Engagement Committee.</li> <li>▪ The Civic Engagement Committee reviewed a PowerPoint presentation provided by the Bonner Foundation which outlined goals for participating in this program.</li> <li>▪ The Wellness Center sponsored many effective community service projects this year, e.g., Day of Service, and Lolla No Booza.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A timeline was established by the Civic Engagement Committee for establishing the program with the following goals:                             <ul style="list-style-type: none"> <li>▪ Focus on recruitment of student volunteers.</li> <li>▪ Have established students begin volunteering in community agencies.</li> </ul> </li> <li>▪ 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.</li> <li>▪ In collaboration with a faculty member, Lolla No Booza participants raised \$100 to aid homeless pets victimized by Hurricane Katrina.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 1. Goal met but will continue this goal for the next year.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Continue encouraging staff to take advantage of professional development opportunities and scheduling the time taken for professional development equally among the staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff attended 19 seminars/workshops over the year. (See Supporting Data Document 1.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 1. Goal met, will continue this goal next year.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Encourage staff to research requirements to obtain licensure in their respective fields</li> </ul>	<ul style="list-style-type: none"> <li>▪ One staff member is a certified Guidance Counselor and is beginning the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Certification completed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 2. Goal partially met. Not all staff are licensed at</li> </ul>



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

\* 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**

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

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



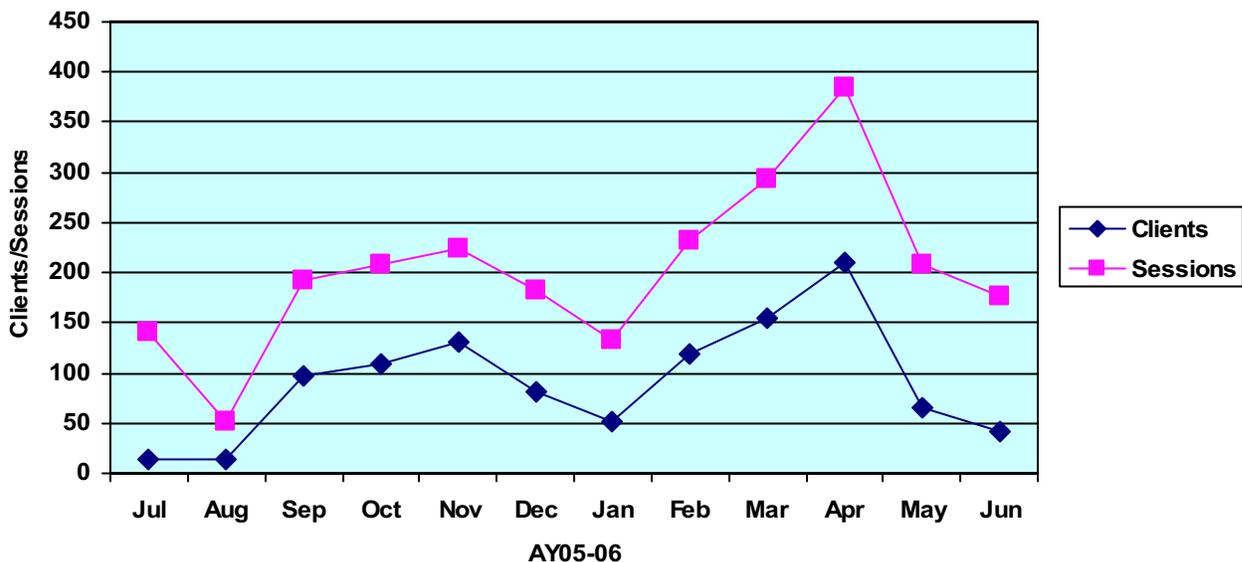
**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

**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**

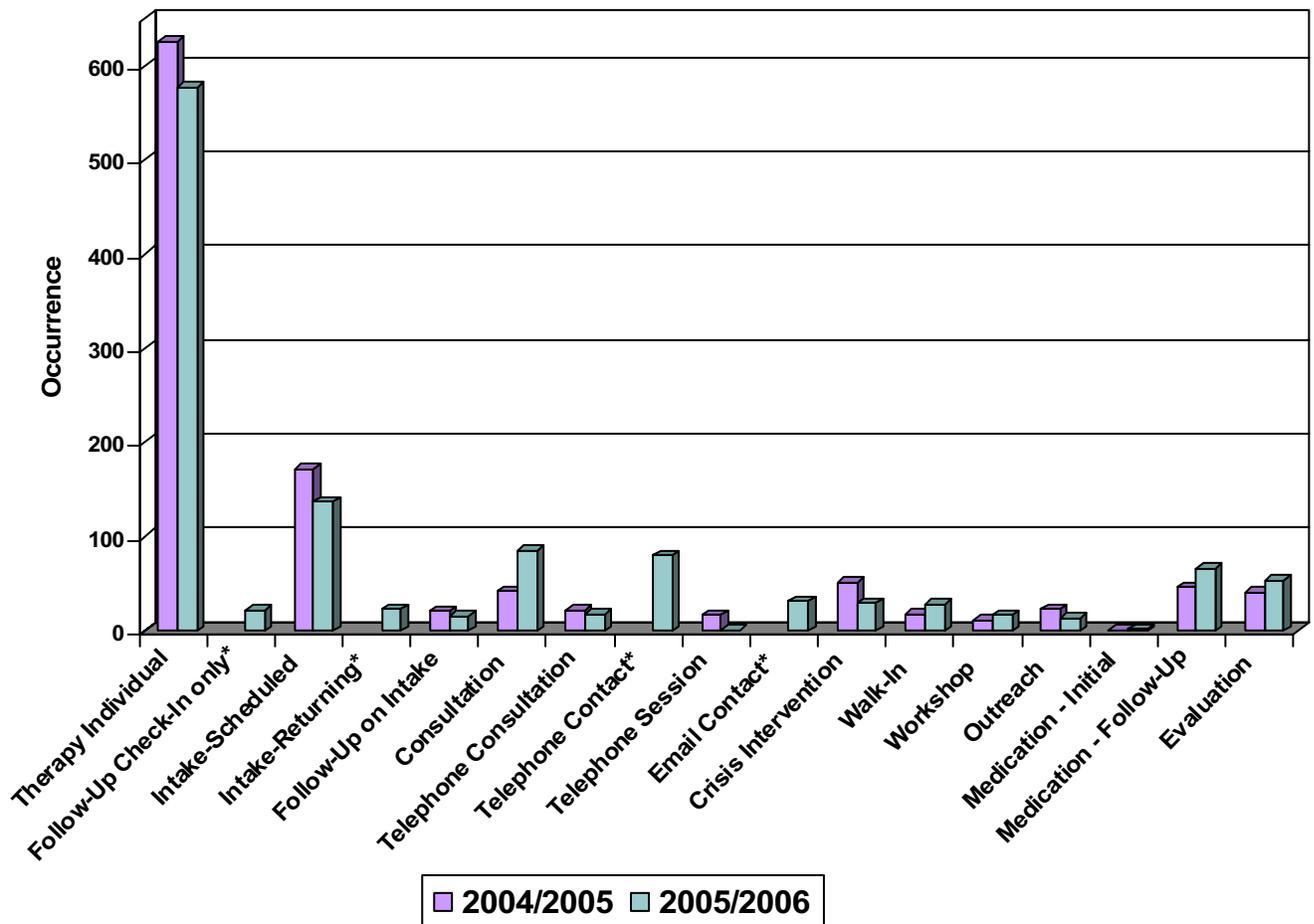


**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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**



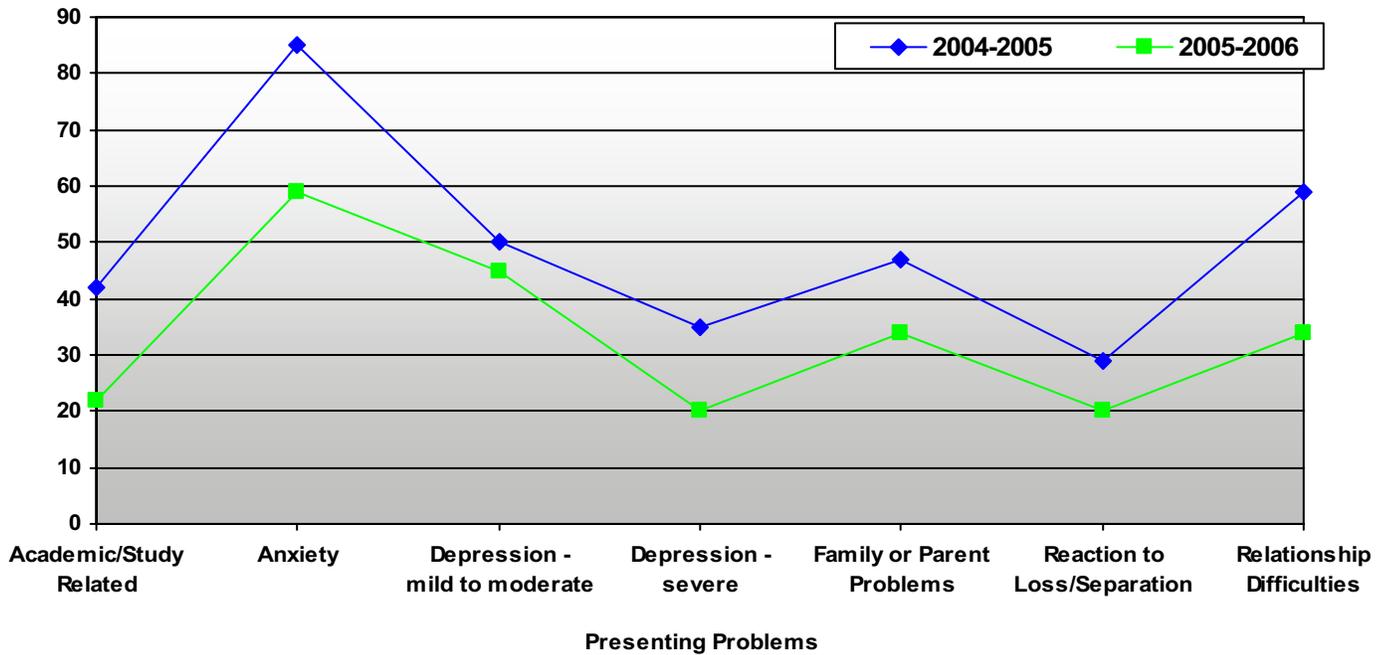
\* New for AY05-06



**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**



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**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)

<b>Gender:</b>	<b>Class status:</b>	<b>Heard about Counseling Services:</b>
Female = 10	Freshman = 5	Campus or web literature = 9
Male = 6	Sophomore = 1	Faculty/Staff = 2
<b>Ethnicity:</b>	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.

<b>Total respondents</b> = 67	<b>Gender:</b>	<b>Class status:</b>	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
<b>Arts</b>	<b>14</b>
Biology	11
Biochemistry	1
<b>Business</b>	<b>18</b>
Chemistry	2
Communications	10
Computer Science	6
Criminal Justice	10
Environmental Studies	4
Geology	2
History	5
Liberal Studies	1
<b>Literature</b>	<b>13</b>
Marine Science	6
Math	4
Non-matriculated	1
Physics	1
Political Science	9
<b>Psychology</b>	<b>35</b>
Public Health	6
Romantic Languages	3
Social Work	12
Sociology	2
Speech Pathology	10
Teacher Education	8
<b>Undecided</b>	<b>23</b>

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*



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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.



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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**  
*No comments given* **Average Score: 3.8**
  
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."



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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



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

\* 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.



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

- 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**

<b>GOAL/OBJECTIVE No. 1</b>	Develop and implement procedures to notify the Stockton community regarding infectious disease health threats such as mumps and avian flu.
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**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

<b>GOAL/OBJECTIVE No. 2</b>	Fulfill requests for well physicals for active degree programs in graduate studies.
<b>GOAL/OBJECTIVE No. 3</b>	Continue collaboration with other departments.
<b>GOAL/OBJECTIVE NO. 4</b>	Encourage staff to participate in professional development.
<b>GOAL/OBJECTIVE NO. 5</b>	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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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

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!**



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**



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
<b>RUBELLA IMMUNE</b>	_____	_____
<b>MEASLES IMMUNE</b>	_____	_____

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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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					



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Bladder			Genitals			Nervous Breakdown			Frequent or Painful Urination		
Bone			Headaches (Frequent)			Nose					
Joints			Heart			Paralysis			<b>WOMEN ONLY</b>		
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)			<b>INJURIES</b>		
			High Blood Pressure								
			Intestines			Skin			<b>OPERATIONS</b>		
Hemorrhoids / Piles						Spleen			<b>OTHER</b>		

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><b>Average*</b></td> <td><b>4.07</b></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	<b>Average*</b>	<b>4.07</b>		<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><b>Average</b></td> <td><b>4.42</b></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	<b>Average</b>	<b>4.42</b>	
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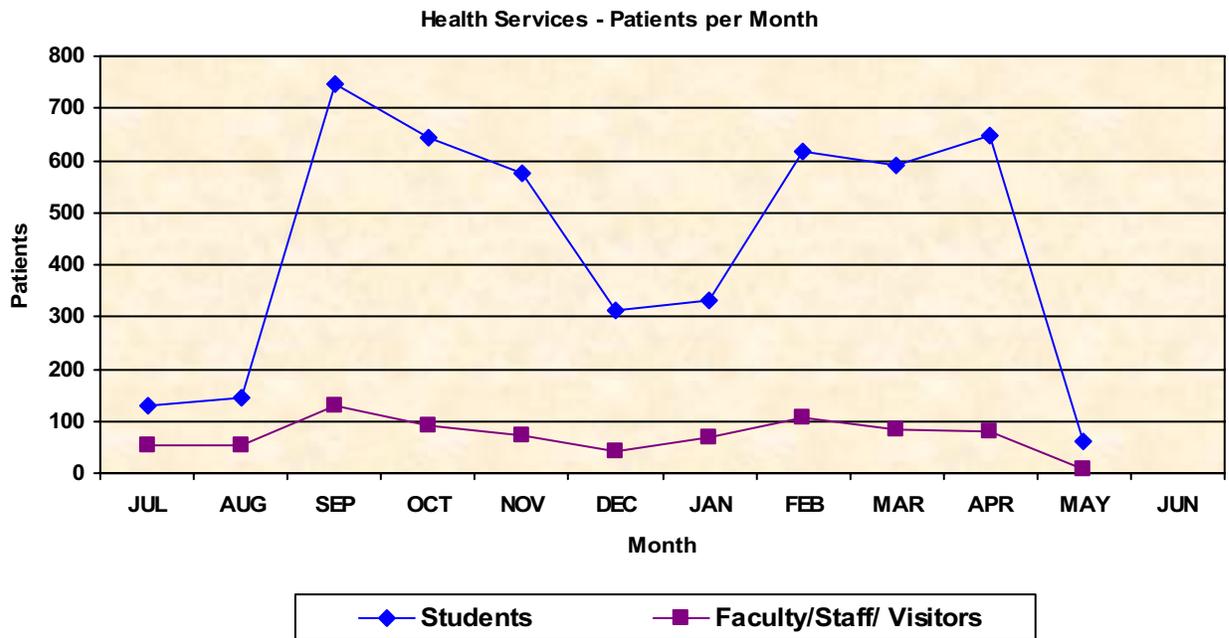
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<p>5. Please rate the length of time you waited for your Physician/Nurse Practitioner after being taken to the exam room.</p> <table border="1"> <thead> <tr> <th></th> <th>%</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Poor</td> <td>0.00%</td> <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><b>Average</b></td> <td><b>4.23</b></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	<b>Average</b>	<b>4.23</b>		<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><b>Average</b></td> <td><b>4.52</b></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	<b>Average</b>	<b>4.52</b>	
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<p><b>NUMBER OF SURVEYS COLLECTED: 27</b>  <b>SURVEYS COLLECTED: 7/1/05 - 6/30/06</b>  <b>DATE OF REPORT: 7/13/06</b></p> <p><b>Average</b> - 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.</p>																																											

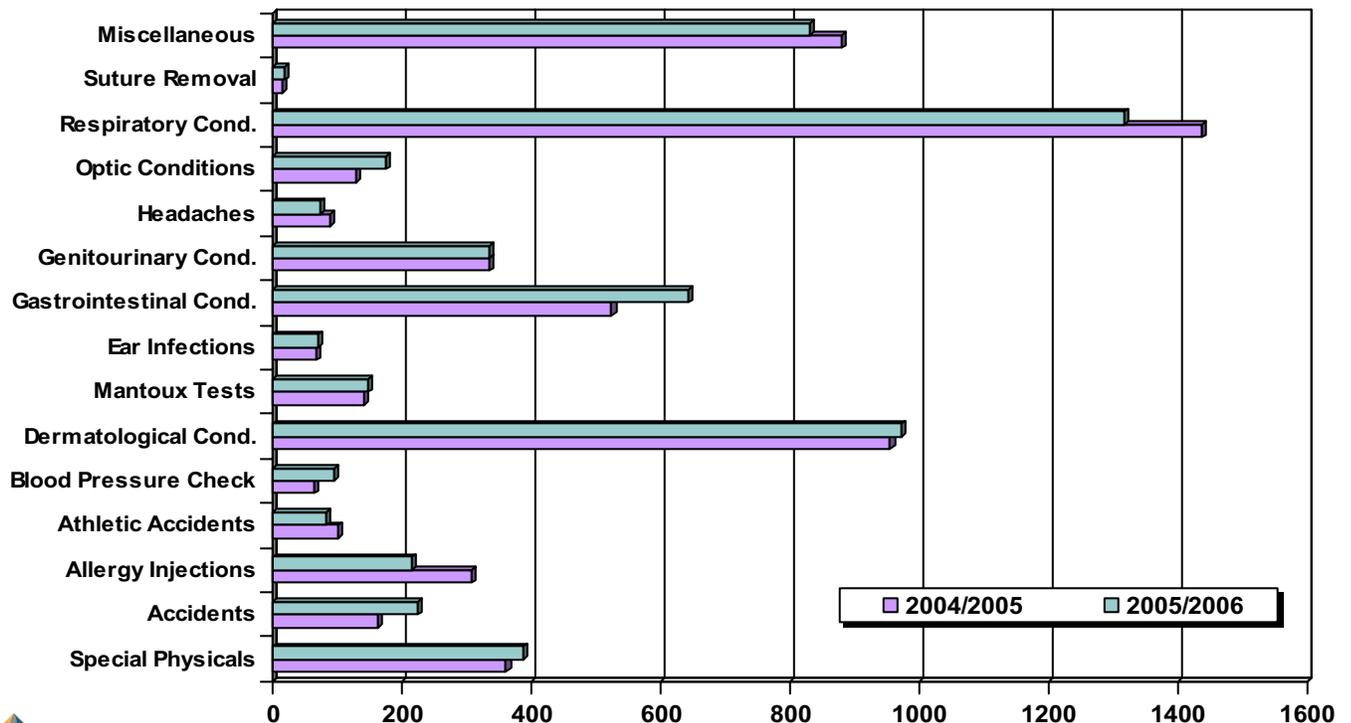


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**Document 3. Patients Per Month  
July 2005 through June 2006**

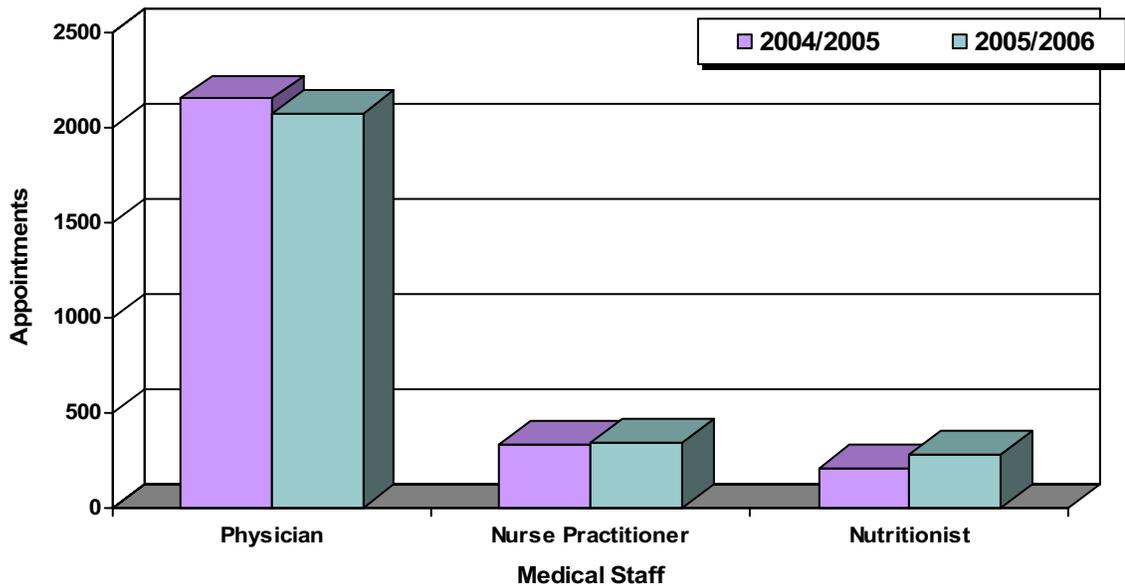


**Document 4. Presenting Problems/Conditions 2004-05 vs 2005-06**

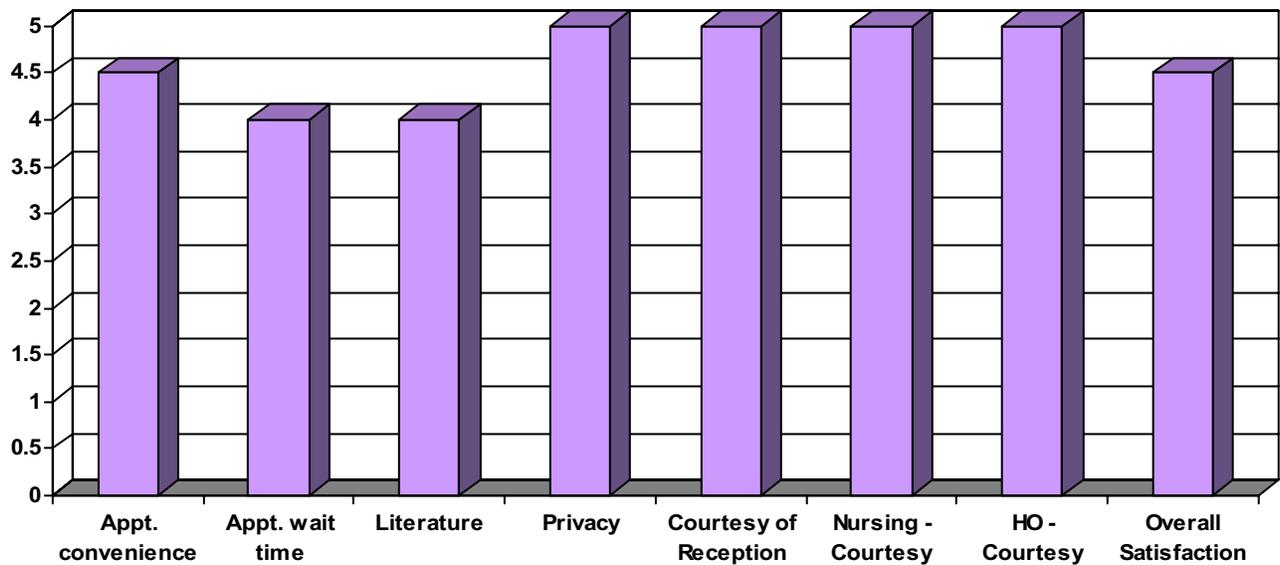


**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**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.

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**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"> <li>▪ Provide faculty and staff training regarding disability laws, rights of students, rights of faculty, and information about specific disabilities including instructional techniques.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Delivered New Faculty Orientation Workshop on the Learning Access Program (LAP), disabilities, and disability laws applicable to college.</li> <li>▪ Provided faculty workshop at invitation of Professor R. Caplan on LAP and disabled students.</li> <li>▪ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ New faculty contacts, requests for information and assistance dramatically increased.</li> <li>▪ Referrals by faculty to LAP increased.</li> <li>▪ Improved open communication by faculty concerning student issues and brainstorming resolutions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 1. Faculty interactions were positive and many student problems were effectively resolved to the satisfaction of both student and faculty member.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Streamline and improve delivery of services to students with disabilities yet stay engaged on a personal level with the students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty notified in advance when placing an interpreter in the classroom with some guidelines about the use of interpreters.</li> <li>▪ LAP staff handled different clients to improve efficiency of operations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advance notification allowed ease of transition and eliminates fear of the unknown.</li> <li>▪ 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.</li> <li>▪ Students were seen more quickly, eliminating frustration and anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 1. Students were seen in a timely manner, obtained the necessary documentation for accommodations. Allowed more time to handle immediate crises.</li> </ul>



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

<ul style="list-style-type: none"> <li>▪ Continue developing connections to the different divisions of the college to market LAP programs and services and increase awareness of disabilities and disability law.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participated in the New Faculty Dinner held by Housing and Residential Life.</li> <li>▪ Addressed Pam Cross' class for new writing tutors on the topic of working with students with disabilities.</li> <li>▪ 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.</li> <li>▪ Provided a workshop for a master's level class on Disability Etiquette.</li> <li>▪ Met with new Divisional Administrator of SOBL to discuss disability services offered on campus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ New faculty dinner allowed LAP staff to further strengthen bond with new and existing faculty.</li> <li>▪ Tutors gained a greater perspective of types of presenting problems and some techniques to employ when dealing with disabled students.</li> <li>▪ Were able to assist OT in successfully completing an evaluation of program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Investigate ways to introduce more students to available technology to promote intellectual and academic independence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developed plan for an adaptive technology lab for use by Stockton students.</li> <li>▪ Purchased computers to be used in the adaptive tech lab.</li> <li>▪ Met with the Commission for the Blind and Visually Impaired to determine software for Stockton student clients.</li> <li>▪ Purchased new Victor Vibe machines to be used with recorded books borrowed from Recording for the Blind and Dyslexic to allow</li> </ul>	<ul style="list-style-type: none"> <li>▪ 89 recorded books were used this year by students.</li> <li>▪ Commission was unable to fulfill the request in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

<b>GOAL/OBJECTIVE No. 1</b>	Promote student-centered services via professional staff and resources that result in reasonable accommodations promoting student retention and graduation and preempt crisis management.
<b>GOAL/OBJECTIVE No. 2</b>	Create opportunities to present LAP services to faculty and staff via workshops, faculty orientation, classroom presentations, and advertising.
<b>GOAL/OBJECTIVE No. 3</b>	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.
<b>GOAL/OBJECTIVE No. 4</b>	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**

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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

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



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

**Document 2. Learning Access Program Population Report 2005-2006**

<b>Disability Category</b>	<b>Count</b>	<b>Percent</b>
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
<b>Total</b>	<b>201</b>	

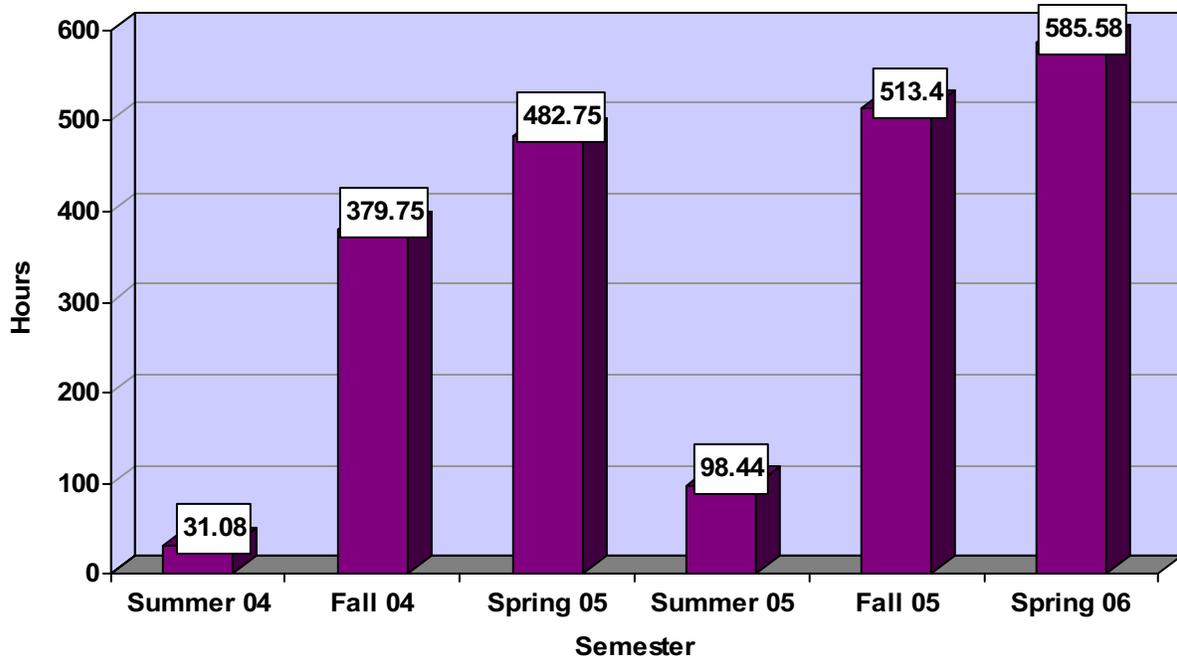
**Document 3. Learning Access Program Contact Data Report AY 05-06**

<b>Contact Category</b>	<b>Hours</b>
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
<b>Total</b>	<b>1706.25</b>

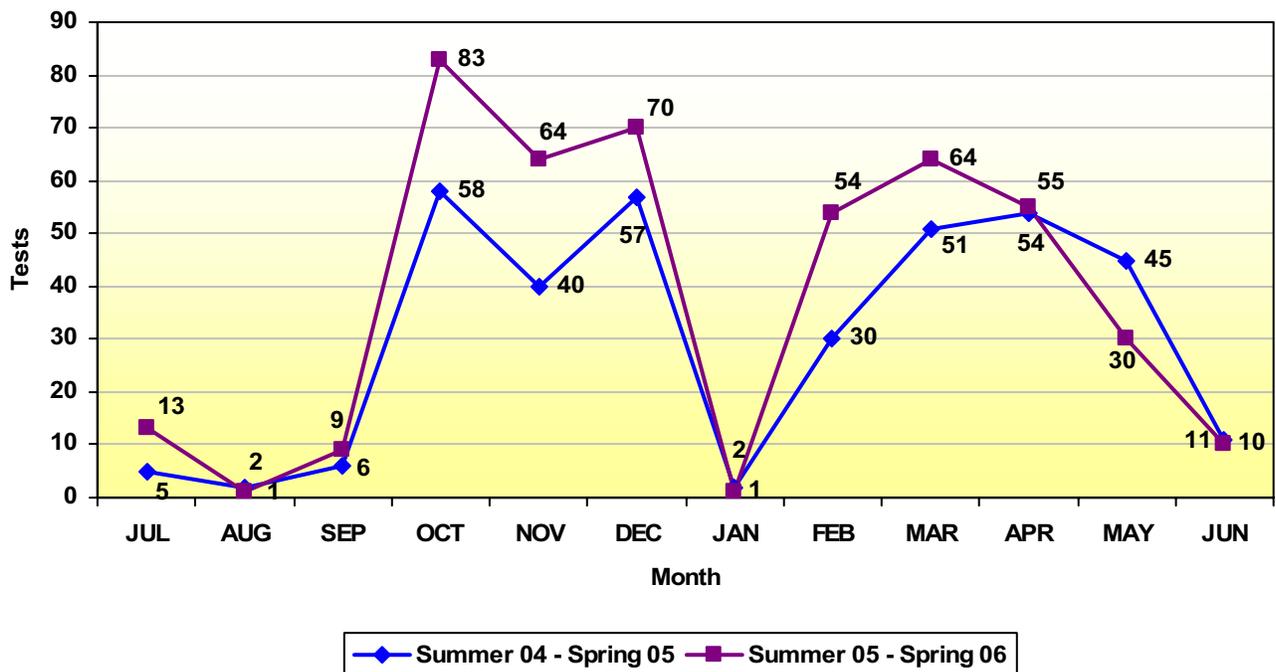


**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

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

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.



**ANNUAL REPORT – ACADEMIC YEAR 2005-2006**

- 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  
ANNUAL REPORT**



**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.



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CHARTS, AND  
GRAPHS**

**2005-2006  
ANNUAL REPORT**



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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

# STOCKTON COLLEGE

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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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## ACADEMIC AFFAIRS HIGHLIGHTS - 2007

### **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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## ACADEMIC AFFAIRS HIGHLIGHTS - 2007

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.

# STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

## 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.

# STOCKTON COLLEGE

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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.

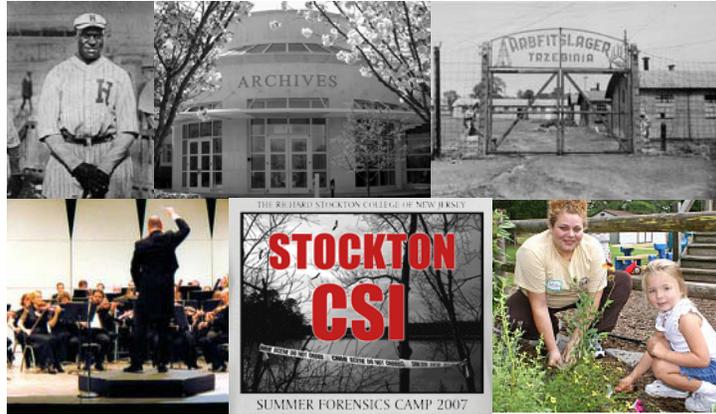
**Southern Regional Educational Technology Training Center**, located in Mays Landing, aims to enhance education through instructional technologies. The ETTC provides K-12 teachers and school administrators with training opportunities on the New Jersey Core Curriculum Content Standards, instructional 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

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

## 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

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

## 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.

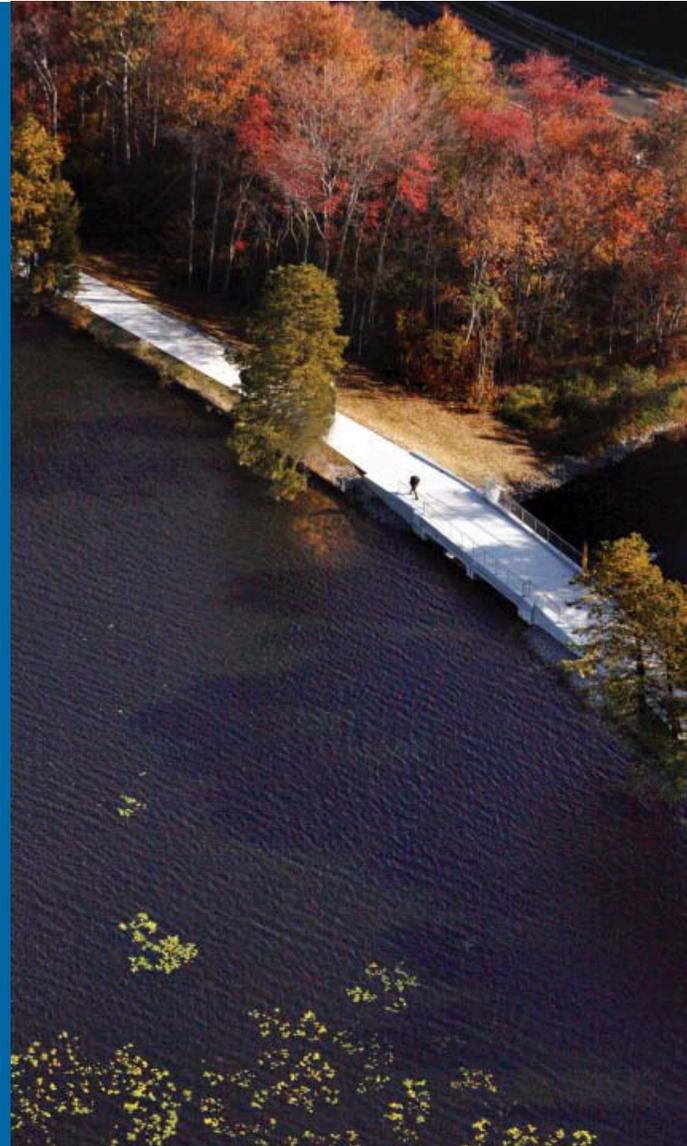
# STOCKTON COLLEGE



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.