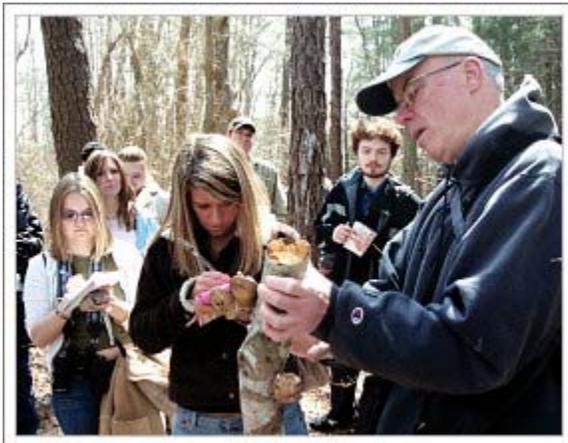


Annual Institutional Profile Report 2008

The Richard Stockton College
of New Jersey



Institutional Research Council
Office of Institutional Research

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MISSION STATEMENT

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

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

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

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

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

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

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

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

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

Annual Institutional Profile Report
The Richard Stockton College of New Jersey
September 15, 2008

A. Accreditation Status

1. Institutional Accreditation

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

2. Professional Accreditation

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

B. Number of Students Served

1. Number of Undergraduates by Attendance Status, Fall 2007

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
5,873	86.8%	894	13.2%	6,767	100%

2. Number of Graduates by Attendance Status, Fall 2007

Full time		Part time		TOTAL	
Num	Pct	Num	Pct	Number	Percent
121	20.6%	467	79.4%	588	121

3. Number of Non-Credit Students Served,

Number of students enrolled in non-credit graduate courses	11,283
Number of students enrolled in non-credit undergraduate courses	5,737
Number of student in noncredit avocational continuing-education courses	4
Total	17,024

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

4. Unduplicated Enrollment, Academic Year 2006-2007

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	7,662	202,232	6,320 [#]
Graduate	742	7,620	318
TOTAL	8,404	209,852	6,638

Source: IPEDS 12-Month Enrollment Survey, # Data is for Academic Year September 1, 2006 thru August 31, 2007, not FY.

C. Characteristics of Undergraduate Students

1. Mean Math and Verbal SAT Scores, Fall 2007

The guidelines of accountability reporting require that institutions report SAT data in two ways: by admit status and for all three admit types combined. In this regard, the mean Fall 2007 Total SAT score for regular admits was 1105, for special admits 932, and for EOF admits 927. Total SAT scores for all admit types combined were 1060.

Mean Math and Verbal SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2007								
	Full-Time Students				Part-Time Students			
	Math	N	Verbal	N	Math	N	Verbal	N
Regular Admits	558.0	522	547.3	522	533.3	3	523.3	3
EOF Admits	471.7	72	455.7	72				
Special Admits	467.2	109	465.1	109				
All Admits	535.1	703	525.2	703	533.3	3	523.3	3
Missing Scores		91		91		0		0

2. Remediation/Development

- Name of basic skills placement test administered and criteria (if any) for selecting test takers in fall 2007? Stockton generally uses the SAT or the ACT for placement purposes but when one is not available we use a Stockton basic skills placement exam.
- Total Number of Undergraduate Students Enrolled in Fall 2007

Total Fall 2007 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
6,767	312	4.6%

- Total number of First-time, Full-time (FTFT) students enrolled in a remedial/developmental course in fall 2007

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Course
794	248	31.20%

- First-time, Full-time students (FTFT) enrolled in a remedial/developmental course in fall 2007 by subject area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Reading	111	14.0%
Writing	112	14.1%
Math Computation	176	22.2%
Elem. Algebra	NA	NA

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2007

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Non-resident Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Full-time	4,608	78.5%	483	8.2%	333	5.7%	283	4.8%	19	0.3%	30	0.5%	117	2.0%	5,873	100.0%
Part-time	687	76.8%	73	8.2%	57	6.4%	52	5.8%	7	0.8%	4	0.4%	14	1.6%	894	100.0%
Total	5,295	78.2%	556	8.2%	390	5.8%	335	5.0%	26	0.4%	34	0.5%	131	1.9%	6,767	100.0%

b. Undergraduate Enrollment by Sex, Fall 2007

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full time	2,457	41.8%	3,416	58.2%	5,873	100%
Part time	336	37.6%	558	62.4%	894	100%
Total	2,739	41.3%	3,974	58.7%	6,767	100%

c. Undergraduate Enrollment by Age, Fall 2007

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Total
		Full time	Num	3	1,361	2,157	1,517	455	138	78	122	40
	Per	0.1%	23.2%	36.7%	25.8%	7.7%	2.3%	1.3%	2.1%	0.7%	0.0%	100.0%
Part time	Num	8	36	70	267	198	80	63	117	52	3	894
	Per	0.9%	4.0%	7.8%	29.9%	22.1%	8.9%	7.0%	13.1%	5.8%	0.3%	100.0%
Total	Num	11	1,397	2,227	1,784	653	218	141	239	92	5	6,767
	Per	0.2%	20.6%	32.9%	26.4%	9.6%	3.2%	2.1%	3.5%	1.4%	0.1%	100.0%

4. Numbers of Students Receiving Financial Assistance Under Each State-funded Aid Program; Need-based, Merit-based, Grants and Loans, Fall 2007

	Recipients	Awards	Dollars(\$)	\$/Recipient	\$/Award
TAG	1,507	2,721	5,816,359	3,859.56	2,137.58
EOF	373	686	442,746	1,186.99	645.40
Bloustein Scholars	79	150	69,750	882.91	465.00
Urban Scholars	90	171	79,515	883.50	465.00
NJCLASS Loans		375	3,537,235		9,432.63
NJ Stars II (2006)	85		175,780	2,068.00	
OSRP		53	139,300		2,628.30

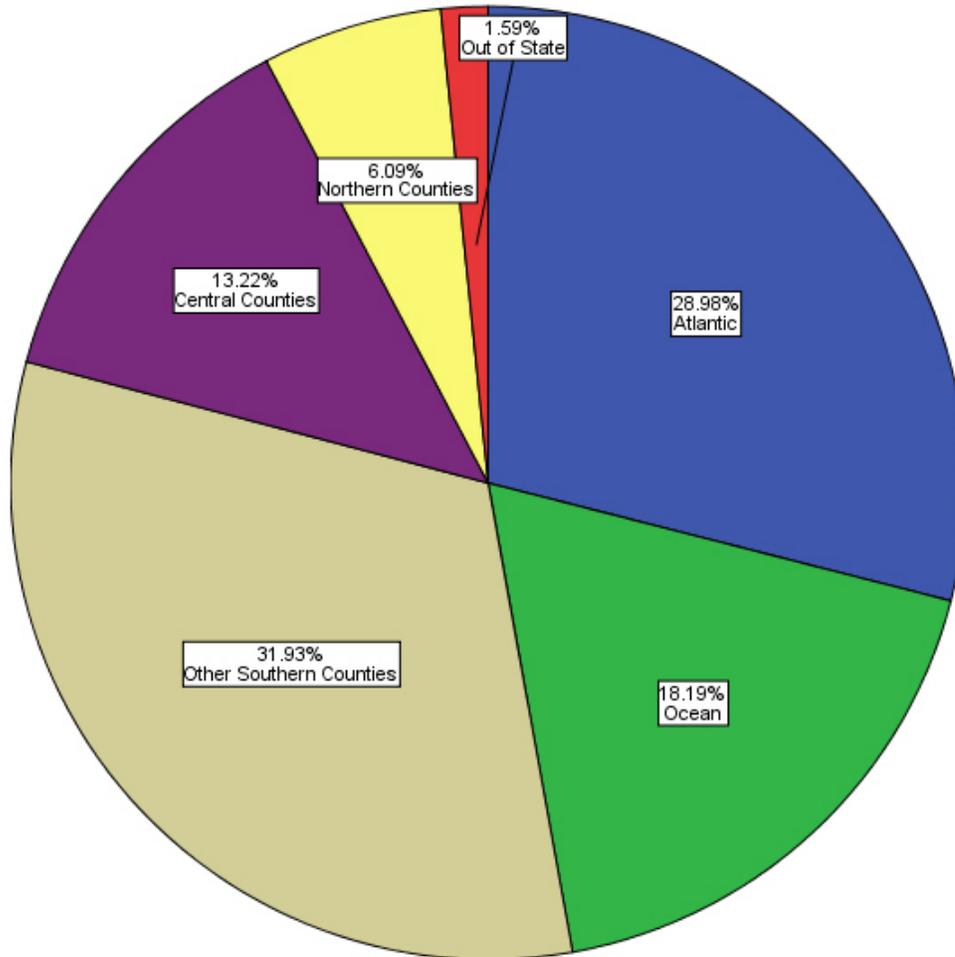
5. First-time Full-time Freshmen in Fall 2007 Enrollment
by State Residence

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

State Residents	Non-State Residents	Total	% State Residents
774	20	794	97.5%

b. Undergraduate Enrollment by Residence, Fall 2007

Percentage of Fall 2007 Full-time Freshmen who are NJ residents is 97.5%. The geographic residence of all undergraduates enrolled in Fall 2007 is illustrated below.



Counties:

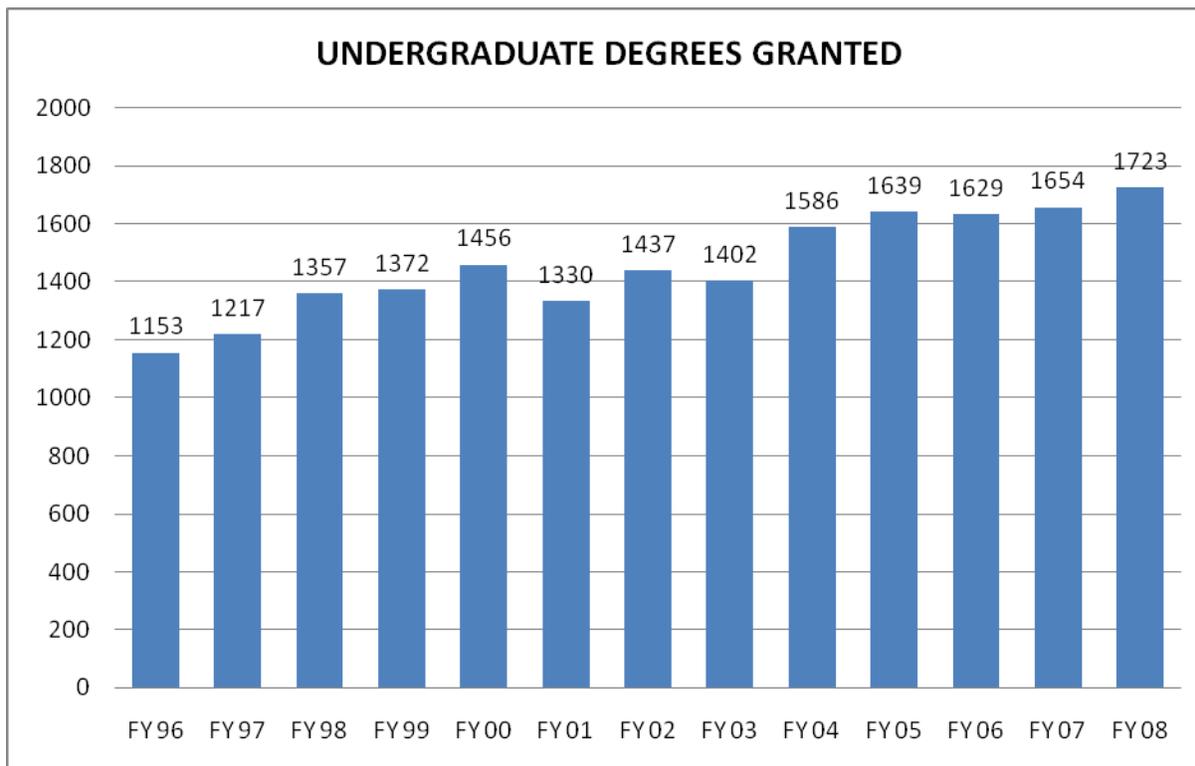
Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union

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

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

D. Degrees Conferred /Characteristics of Graduates

1. Undergraduate Degrees Granted, FY 1996 – FY 2008



a. Degrees Conferred by Race/Ethnicity, FY 2007

		White	Black	Hispanic	Asian	American Indian	Non-resident Alien	Race Unknown	Total
Baccalaureate	Number	1,368	95	74	54	5	11	47	1,654
	Percent	82.7%	5.7%	4.5%	3.3%	0.3%	0.7%	2.8%	100%
Masters	Number	124	7	4	5	0	0	1	141
	Percent	87.9%	5.0%	2.8%	3.5%	0.0%	0.0%	0.7%	100.0%

b. Degrees Conferred by Gender, FY 2007

	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
Baccalaureate	641	38.8%	1,013	61.2%	1,654	100.0%
Masters	53	37.6%	88	62.4%	141	100.0%

2. Degrees Conferred by General Field, FY 2007

IPEDS CIP Code			
<u>Major Category</u>	<u>Bachelor</u>	<u>Master</u>	<u>Total</u>
03 Natural Resources & Conservation	22	0	22
09 Communications	78	0	78
11 Computer Science	32	0	32
13 Education	165	61	226
16 Foreign Languages	16	0	16
23 English/Letters	89	0	89
24 Liberal Arts & Sciences	2	0	2
26 Biological & Biomedical Sciences	167	0	167
27 Mathematics	29	0	29
30 Multi/Interdisciplinary Studies	0	9	9
38 Philosophy/Religion	13	0	13
40 Physical Sciences	30	0	30
42 Psychology	187	0	187
44 Public Administration	64	0	64
45 Social Sciences	244	0	244
50 Visual/Performing Arts	68	0	68
51 Health Professions	77	46	123
52 Business/Management	331	25	356
54 History	40	0	40
TOTAL	1,654	141	1,795

E. Student Outcomes

1. Graduation Rates by Race/Ethnicity and Income

The average six-year graduation rate for students entering as freshmen in 2001 was 67.6%.

a. **Four-, Five- and Six-Year Graduation Rates of Fall 2001 Full-time First-time Freshmen by Race/Ethnicity**

Four-, Five- and Six-Year Graduation Rates of Fall 2001 Full-time First-time Freshmen by Race/Ethnicity														
	White		Black		Hispanic		Asian		Alien		Other *		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2001 Cohort	612		49		56		30		3		1		751	
Graduates after 4 Years	281	45.9%	16	32.7%	21	37.5%	15	50.0%	2	66.7%	0	0.0%	335	44.6%
Graduates after 5 Years	404	66.0%	25	51.0%	32	57.1%	19	63.3%	2	66.7%	1	100.0%	483	64.3%
Graduates after 6 Years	426	69.6%	26	53.1%	34	60.7%	19	63.3%	2	66.7%	1	100.0%	508	67.6%

* Other includes American Indian and Unknown Race

b. **Four-, Five- and Six Year Graduation Rate of Fall 2001 Full-time, First-time Freshmen by Income**

Four-, Five- and Six-Year Graduation Rates of Fall 2001 Full-time First-time Freshmen by Income								
	Low Income*		Non-Low Income		Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2001 Cohort	122		490		139		751	
Graduates after 4 Years	46	37.7%	232	47.3%	57	41.0%	335	44.6%
Graduates after 5 Years	71	58.2%	326	66.5%	86	61.9%	483	64.3%
Graduates after 6 Years	75	61.5%	340	69.4%	93	66.9%	508	67.6%

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

2. Third-semester Retention Rates

a. By Race/Ethnicity

Third Semester Retention of Full-time, First-time Freshmen by Race/Ethnicity, Fall 2006-Fall 2007														
	White		Black		Hispanic		Asian		Amer.Indian		Alien		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Retained	514	81.2%	55	88.7%	38	77.6%	39	83.0%	2	66.7%	0		648	81.6%
Not Retained	119	18.8%	7	11.3%	11	22.4%	8	17.0%	1	33.3%	0		146	18.4%
Total	633	100%	62	100%	49	100%	47	100%	3	100%	0		794	100%

b. For Low-income Students

Third Semester Retention of Full-time First-time Freshmen by Income Fall 2006 - Fall 2007								
	Low Income *		Non-Low Inc.		Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Retained	98	87.5%	445	82.6%	105	73.4%	648	81.6%
Not Retained	14	12.5%	94	17.4%	38	26.6%	146	18.4%
Total	112	100.0%	539	100.0%	143	100.0%	794	100.0%

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

3. Transfer

a. Percentage of Entering Students who are Transfers, Fall 2007

Entering Undergraduates by Admission Status and Attendance Status, Fall 2007						
	New Transfer		First-time		Total	
	Num	Pct	Num	Pct	Num	Pct
Full time	882	52.6%	794	47.4%	1,677	100.0%
Part time	105	97.2%	3	2.8%	108	100.0%
Total	987	55.3%	797	44.7%	1,784	100.0%

F. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2007

Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2007														
	White		Black		Hispanic		Asian		Amer. Indian		Alien		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
TENURED														
Professors	42	12	5	4									47	16
Assoc. Profs.	22	38	2	2	2	2	7	4	1			2	34	48
Asst. Profs.	3	7			1	1		1					4	9
All Others													0	0
TOTAL	67	57	7	6	3	3	7	5	1	0	0	2	85	73
WITHOUT TENURE														
Professors		1											0	1
Assoc. Profs.	3	3					1						4	3
Asst. Profs.	28	39	1	4	3	1	4	3			3	5	39	52
All Others		2											0	2
TOTAL	31	45	1	4	3	1	5	3	0	0	3	5	43	58
TENURED & NON-TENURED														
Professors	42	13	5	4	0	0	0	0	0	0	0	0	47	17
Assoc. Profs.	25	41	2	2	2	2	8	4	1	0	0	2	38	51
Asst. Profs.	31	46	1	4	4	2	4	4	0	0	3	5	43	61
All Others	0	2	0	0	0	0	0	0	0	0	0	0	0	2
TOTAL	98	102	8	10	6	4	12	8	1	0	3	7	128	131

2. Percentage of Courses Taught by Full-time Faculty, Fall 2007

Total Number of Course Sections (UG and GR)	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
1,322	995	75.3%	282	21.3%	45	3.4%

3. Ratio of Full to Part time Faculty, Fall 2007

Full time		Part time		Total	
Num	Pct	Num	Pct	Num	Pct
259	57.8%	189	42.2%	448	100.0%

G. Characteristics of the Trustees or Governors

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

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

If your organization has a web site that includes information on your governing board, please report the URL- <http://president.stockton.edu/board.html>

H. A Profile of the Institution

1. Degree and certificate programs, Fall 2008

BACHELOR OF ARTS

Arts, Studies in the
Biology
Business Studies
Chemistry
Communications
Computer Science and Information Systems
Criminal Justice
Economics
Education
Environmental Studies
Geology
Historical Studies
Hospitality and Tourism Management Studies
Languages and Culture Studies
Liberal Studies
Literature
Marine Science
Mathematics
Philosophy and Religion
Physics, Applied
Political Science
Psychology
Sociology and Anthropology Studies

POST-BACC CERTIFICATE PROGRAMS

Preparation for the Health Professions
Paralegal Studies
Summer-to-Summer Teacher Education
English as a Second Language Endorsement
New Jersey Supervisor Endorsement (post-masters
Certificate)

BACHELOR OF SCIENCE

Biochemistry/Molecular Biology
Biology
Business Studies
Chemistry
Computer Science and Information Systems
Environmental Science
Geology
Hospitality and Tourism Management Studies
Marine Science
Mathematics
Physics, Applied
Psychology
Public Health
Social Work
Speech Pathology and Audiology
Nursing (B.S.N.)

GRADUATE DEGREES

Doctor of Physical Therapy
Master of Arts in Criminal Justice
Master of Arts in Holocaust and Genocide Studies
Master of Arts in Education
Master of Arts in Instructional Technology
Master of Business Administration
Master of Science in Computational Science
Master of Science in Nursing
Master of Science in Occupational Therapy
Master of Social Work
Professional Science Masters

I. Major Research and Public Service Activities

R&D EXPENDITURES : YEAR 2007

Institution The Richard Stockton College of New Jersey

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$7,341,978
Institutionally Financed Academic R&D Expenditures	\$930,664
Total Academic R&D Expenditures	\$8,272,642

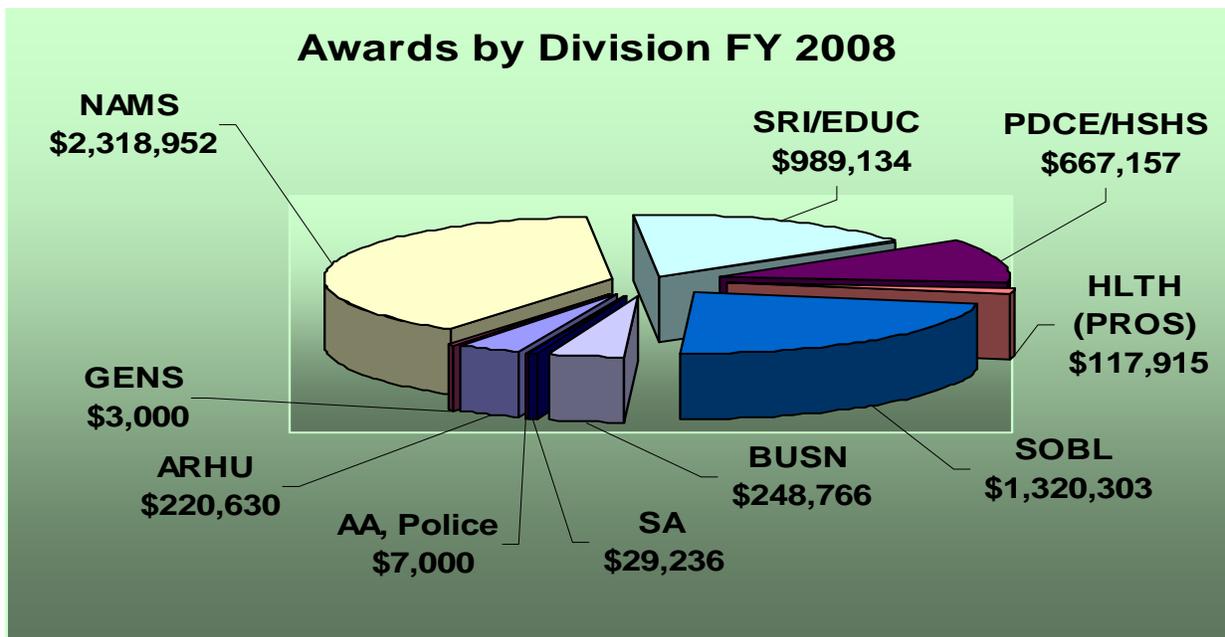
Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (*Survey of Research and Development Expenditures at Colleges and Universities*).

Source: **FY 2007 Audited Financial Statements**

2007-08 Grants Report Summary

By Funding source	Number Submitted	Amount of Total Request	% of Total Requested	Amount Funded	% of Total \$ Funded	#of Awards	% of Total Awards
Municipal /City	20 (18%)	\$453,694	4%	\$300,847	5%	14	21%
State	36 (32%)	\$4,570,368	38%	\$3,991,236	67%	30	45%
Federal	30 (27%)	\$5,519,624	46%	\$1,532,753	26%	12	18%
Private	25 (22.5%)	\$1,379,361	12%	\$97,257	2%	11	16%
Total	111 (100%)	\$11,923,047	100%	\$5,922,093	100%	67	100%

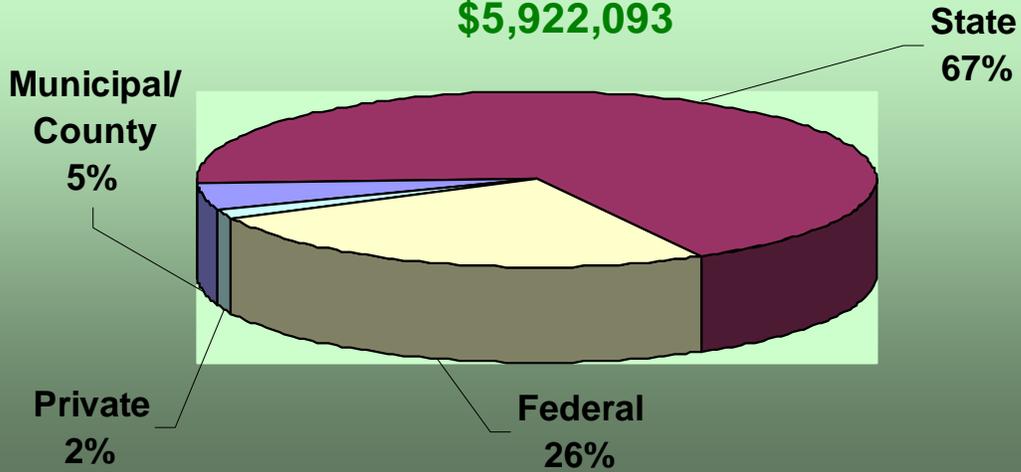
Source: The Richard Stockton College of New Jersey, Grants Office End-of-Year Report



Awards by Source FY 2008

Total Grants Awarded

\$5,922,093

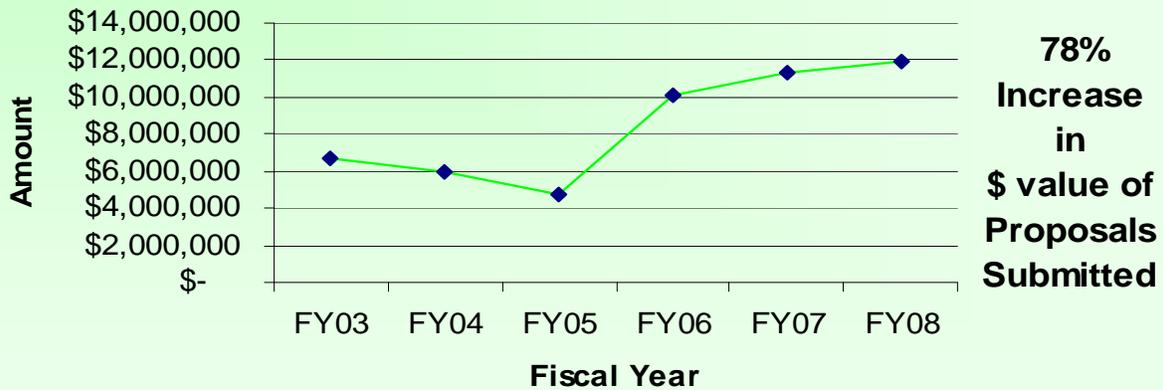


Grant Awards FY 2003-2008

204% increase



Grant Submissions FY 2003-2008



Faculty Scholarly Activity Statistical Overview

2007 - 2008

	Total	ARHU	BUSN	EDUC	GENS	NAMS	HLTH (PROS)	SOBL	LIB, SA, AA
Books Published	20	4	3	0	5	1	1	5	1
Published Works	197	21	19	7	12	22	9	97	10
Performances & Exhibitions	30	22	0	0	2	3	1	2	0
Presentations	328	64	34	30	30	54	24	60	32
Boards	62	2	6	4	3	6	2	13	26
Awards & Grants	152	20	18	1	12	41	12	26	22
Other	9	4	0	1	1	0	0	3	0

Faculty Scholarly Activity Highlights 2007-08

During FY 08 Stockton's external funding increased by 11% over FY 07 to total nearly \$6 million in new awards. During FY08 faculty and staff submitted 111 proposals and of those requesting support from FY08 budgets, 62% received funding.

- The School of Mathematics and Natural Sciences received a \$335,000 Congressional appropriation from the United States Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE) to develop curriculum and enhance a computer lab for computational science, modeling and simulation activities to support the Aviation Research and Technology Park and the FAA's William J. Hughes Technical Center. Project director is Dr. Russell Manson.
- The School of Graduate and Continuing Studies, Continuing Studies for Health Sciences and Human Services has received a sub grant for \$650,757 for responsibilities connected to the New Jersey Child Welfare Training Partnership. The multi-year award comes from NJ Department of Health Services, Division of Youth and Family Services. The project involves developing curriculum and training programs for staff in the child welfare system. Principal investigator is Dr. Diane Falk, Professor of Social Work, School of Social and Behavioral Sciences.
- The School of Education was awarded \$15,000 from the Woodrow Wilson Foundation to help support the Teachers as Scholars program. The program provides opportunities for teachers in southern New Jersey school districts to engage in challenging conversations about current and intellectually stimulating scholarship in a wide variety of disciplines. Seminar participants are expected to return to their classrooms renewed by intellectual excitement. Project Director is Dr. Harvey Kesselman, Dean of the School of Education.
- The School of Social and Behavioral Sciences was awarded a \$10,000 contract with the Atlantic County Government's Department of Intergenerational Services to provide an Older Adult Education Series throughout Atlantic County. These seminars are provided through Stockton's Center on Successful Aging, and include topics such as safe driving, technology skill building and disaster preparedness training. Project director is Dr. David Burdick.
- The New Jersey Commission on Cancer Research awarded the School of Health Sciences \$49,493 for Year 1 funding for the research project, "Effects of Yoga on Cognition and Quality of Life during Chemotherapy in Women with Breast Cancer." The researchers have developed a specific Iyengar yoga protocol for women with breast cancer who are receiving chemotherapy. The protocol was designed to reduce the side effects of chemotherapy and improve the quality of life for these women while they are undergoing treatment. Project director is Dr. Mary Lou Galantino.
- The School of Social and Behavioral Sciences was awarded a contract by the Third Federal Reserve District Bank in Philadelphia to prepare profiles for its metropolitan statistical areas. Information collected for the profiles include geographic, historical and economic data on each area. Project director is Dr. Oliver Cooke.
- The School of Mathematics and Natural Sciences received a \$103,683 grant award from the New Jersey Sea Grant College Program to research the effects of *A. crassus* infections on recruitment of the eel population in New Jersey ecosystems. Project director is Dr. Mark Sullivan.
- Dr. Michelle McDonald in the Historical Studies Program of the School of Arts and Humanities was awarded a semester-long fellowship from the Program in Early American Economy and Society (PEAS) to research the holdings at The Library Company of Philadelphia and another semester-long fellowship by the National Endowment for the Humanities to spend time at Winterthur. These

fellowships support her work on the project titled, "Brand New: Advertising Place and Taste" which is a book-length study of the American coffee industry from the mid-1700s to the mid-1800s.

- The Southern Regional Institute (SRI) within the School of Education was awarded a grant for \$689,309 for a Math/Science Partnership with local area schools. The program provides schools whose students are struggling with science test scores with the tools to help promote student achievement and provide professional development activities in mathematics and sciences for teachers in elementary grades. Project director is Patty Weeks.
- The School of Mathematics and Natural Sciences Coastal Research Center received a \$705,000 Congressional appropriation from the National Oceanic and Atmospheric Administration for the project, New Jersey Beach-Dune Storm Vulnerability Assessment Analysis. This project will study the potential for storm breaching of the primary dune system along the New Jersey coastline utilizing modeling technology to evaluate the dunes' resistance to specific levels of storms. Project director is Dr. Stewart Farrell.

Service Learning and Community Engagement

The Service-Learning Program at Stockton began in 1991 with a small group of students serving as science and math tutors in the Pleasantville School District. Since then, nearly **5,000 students have contributed more than 130,000 hours** to improving communities all over New Jersey! Service-learning carries with it benefits for all who participate in the program: faculty, community-based organizations, and of course, students. Some reasons students get involved in service-learning include: Gaining practical, hands-on experience with academic coursework; Providing valuable help to local nonprofits and schools; Creating a network of community contacts that may later aid in the job search; Receiving credit on their academic transcripts; and Pursuing further information about potential career paths. Faculty also speaks highly of choosing to incorporate an experiential education component into their courses. They report the following benefits: Students who are more deeply engaged in academic coursework; increased communication among students in the classroom; deeper reflections on the part of students regarding social issues and community involvement; and increased relevance of coursework to students' lives. And, of course, our community partners are always grateful for the added help that service-learning students provide their organizations. They report that students bring special insight and experience to the community setting, and the community-based organizations are eager to help teach students in a real-world setting.

Service-Learning Program History 1998 - 2008

Year	Hours	Students	Faculty	Course Sections	Agencies	Independent Sector Value	Independent Sector Value for New Jersey
1998-99	7,830	221	29	29	100	\$114,004.80	Unavailable
1999-00	5,610	187	13	13	100	\$84,654.90	Unavailable
2000-01	3,420	182	16	16	80	\$53,625.60	Unavailable
2001-02	4,482	194	14	15	100	\$72,922.14	Unavailable
2002-03	9,181	297	20	22	100	\$153,689.94	Unavailable
2003-04	10,588	410	27	29	150	\$182,007.72	Unavailable
2004-05	7,995	375	19	22	150	\$140,312.25	\$170,693.25
2005-06	15,565	518	21	35	156	\$281,792.60	\$332,312.75
2006-07	10,436	494	25	34	153	\$195,883.72	\$228,339.68
2007-08	9,870	398	27	30	91	\$192,563.70	\$233,129.40
TOTALS	137,664	5,019	303	351	n/a	\$2,159,729	\$503,006

In addition to Stockton's service-learning program, the College is also involved in a national political engagement project; the American Democracy Project. Six Stockton faculty, Professors Marilyn Vito, Lisa Honaker, Tait Chirenje, Linda Wharton, Michael Hozik and Michael Scales, have been named Carnegie-AASCU Political Engagement Fellows for staggered terms spanning 2007 – 2010. Stockton is one of eight colleges and universities across the nation specifically chosen to participate in the project, directed by the Carnegie Foundation for the Advancement of Teaching. PEP is a special initiative of the American Democracy Project, a multi-campus program that fosters civic engagement of undergraduates enrolled at member institutions of the American Association of State Colleges and Universities (AASCU).

The work done by Honaker, Vito, Chirenje, Wharton, Hozik and Scales to help faculty incorporate political engagement topics into the co-curricular and extra-curricular events at Stockton continues to generate a positive reaction from both faculty and students. Professors and instructors are encouraged to engage students in activities and discussions that focus on how the political process impacts the particular subject of the class.

A new initiative for the College is the new Living Learning Communities (LLCs) in Residence Life. These LLCs are designed to connect students, faculty and staff around activities both in and out of the classroom. These themed communities support and enhance student success in academic, personal and social development, by providing related activities both on and off campus. For the 2008-09 year there are four LLCs around the following themes; Diversity, Global Citizenship, Sustainability, and Wellness (more information at <http://inraweb.stockton.edu/eyos/page.cfm?siteID=128&pageID=58>).

J. Major Capital Projects

Projects Under Construction

Alton Auditorium

This project will renovate and upgrade the 3,948 net square foot area of the Alton Auditorium located in A-Wing. The project includes lighting, HVAC quality, room acoustics, public entry, and the addition of smart classroom technology. Construction is scheduled to be completed December 2008.

Buildings 30, 31 & 32 HVAC Rooftop Units Replacement

The first phase of this project consisted of the replacement of all rooftop HVAC units on Buildings 30, 31 & 32, which has been completed. The second and final phase of this project will take place in December 2008 when 18 replacement geothermal heat pumps will be installed on Building 30 rooftop. These heat pumps will be tied into the new geothermal lines to the Gateway Building and the replacement of new valves for the chilled water lines feeding F-Wing will also take place.

Campus Center

The Campus Center Building will include food service, event and dining facilities, as well as lounges, offices, Student and Campus Center offices, meeting rooms, a small theater and facility support. The project's construction has been split into two (2) phases in order to establish an orderly and efficient schedule. The phases include the following:

Phase I Site Development:

This phase of work will encompass the preparation of the site for the footprint of the new building and staging areas. This phase will include the installation of gas, electric, sewer, and storm water utilities required to support the new structure. This phase of the project has begun and is 80% complete.

Phase II:

This phase of the project will encompass the actual construction of the building. Following the bidding process, it is anticipated that construction will commence January 2009.

Free-To-Be Playground Equipment Upgrade

Bids for the construction phase of this project have been received by the College. In addition to the playground equipment upgrade, the playground will be brought into compliance under the Playground Safety Subcode. The project was reviewed by the State of New Jersey, Department of Children & Families, Office of Licensing, Child Care Centers. Construction is scheduled to be completed in November.

Holocaust Resource Center Addition

The construction portion of this project has begun and is on schedule. The Graduate Office suite renovation is complete. A completion date of December 2008 is anticipated

Housing V - Reforestation

Reforestation has commenced and will be completed during spring 2009. To date, 829 trees have been planted. Coordination between Plant Management and Facilities Planning & Construction is taking place regularly regarding types and times of planting, as well as coordination with the contractor regarding maintenance of the plantings

Nacote Creek Rehabilitation

Located in Port Republic, New Jersey, this building houses the College's marine science teaching and researching facilities, as well as the Coastal Research Center. This project entails the renovation and upgrade of the existing facilities. Construction has begun and is scheduled to be completed in spring 2009.

New Jersey Trails Grant (Bicycle Way-Finding Signage)

This project consists of exterior trail signage to identify a 4-mile intra-campus loop which will provide multiuse recreation for the campus community and its visitors.

Professional Services for Environmental Assessment

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

Sports Center Photovoltaic

This project is structured as a public/private partnership. The contractor will build, install, own, operate and maintain the solar photovoltaic array on the Sports Center roof. The College will purchase the electricity at a contractual price. Additionally, the contractor will retrofit the Sports Center arena lighting with energy efficient lighting thus improving light levels and saving energy.

Projects Under Design

Athletic Fields and Parking

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

L-Wing & C/D-Wing Courtyard Renovations

The College has received and is currently reviewing proposals received for the conversion of the L-Wing pool into academic space. Additionally, the renovation of the underutilized C/D-Wing courtyard will transform this area into academic and student life support space

Signalized Intersection (Traffic Light)

This project will consist of the design for a new traffic signal at the intersection of Jimmie Leeds Road, Vera King Farris Drive and Redwood Avenue. Design will include technical engineering services for plans and specifications to reconstruct the intersection, as well as the installation of a traffic signal and required right-of-way acquisitions. Additionally, the project will include roadway widening, utility coordination, geometric revisions, drainage improvements, signing, resurfacing the intersection and the required environmental permits. This traffic signal will abate increasingly serious life/safety issues that currently exist at these intersections.

Traffic Signal Timing on Jimmie Leeds Road

The College is currently in the process of engaging professional engineering services to provide a traffic study to determine the best traffic signal coordination for Jimmie Leeds Road between Chris Gaupp Road and the Garden State Parkway intersection. The traffic signal timing adjustment would maximize gaps on Jimmie Leeds Road allowing safe maneuvering from side streets onto Jimmie Leeds Road.

Potable Water Feasibility Study

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

Projects Under Study, Programming and Planning

Unified Science Building

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

Campus-Wide Signage

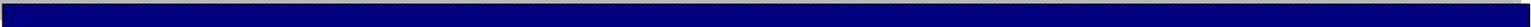
This project consists of upgrading the College's signage system which is consistent and reinforces a unified and positive image. Additionally, this signage will provide organized information that provides a clear understanding of the campus, especially for the first time visitor.

Northwest Parking Pavilion

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

Wind Turbine

A 1.5 Megawatt turbine would be 240 feet tall and provide power to the main academic campus. Stockton will perform the required environmental impact evaluations (i.e. wildlife study) with the utmost scientific rigor and under close supervision of the responsible State agencies. A feasibility study will be completed in the near future.



Other Institutional Information

- A. Executive Summary of the Student Affairs Annual Report 2006-2007
- B. Academic Affairs Highlights 2007-2008

STOCKTON COLLEGE

DIVISION OF STUDENT AFFAIRS

ANNUAL REPORT
2006-2007



Housing V

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY



SECTION I
EXECUTIVE SUMMARY

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.

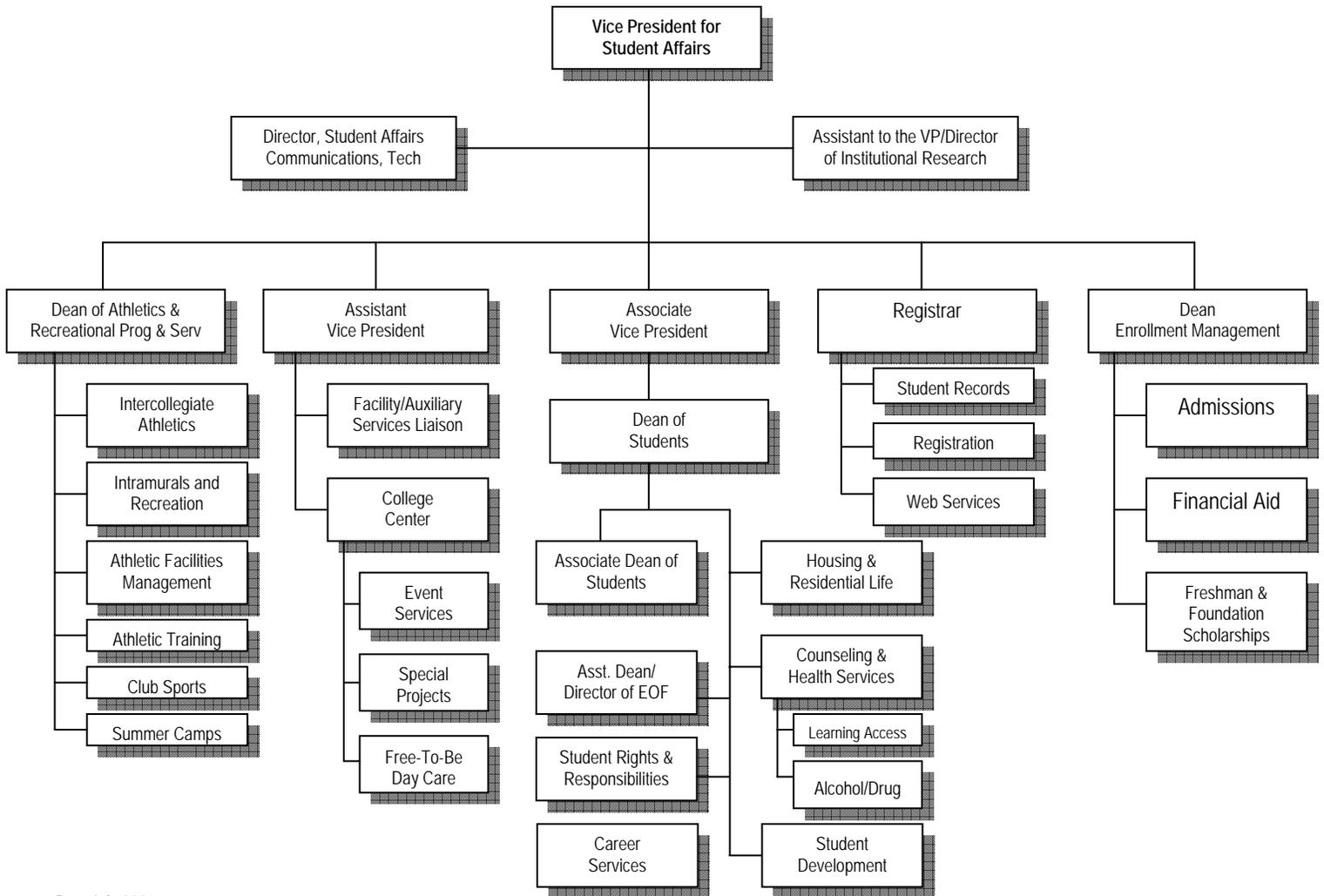
The overall mission of the Division of Student Affairs is to provide comprehensive, student-centered programs and services intended to enhance campus life and enrich the academic programs of the College.

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 a comprehensive divisional structure as outlined in the attached divisional organizational chart.

ORGANIZATIONAL CHART



Rev. July 2006

2006-2007 DIVISIONAL GOALS

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 Campus 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 the Banner system and continue preparation for CollegeNet R25/S25 from EMS
 - Implement new R25 scheduling software, improve efficiencies of event planning through use of additional technology, and evaluate and refine billing and revenue tracking procedures

2006-2007 DIVISIONAL GOALS

(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 Web sites
- 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

DIVISIONAL ACCOMPLISHMENTS/OUTCOMES

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*

ACCOMPLISHMENTS:

- Acquired Hobson's Connect enrollment management technology tool.
- Implemented an aggressive advertising campaign that encompassed web, print, instant messaging, and billboards to convey the Stockton message.
- Increased headcount (annualized) for undergraduate (2.5%) and graduate (10.6%) students.
- Increased FTE (annualized) for undergraduate students (3.5%) and graduate students (5.1%).
- Implemented the National Science Access to Retain Talent (SMART) grants as well as the Academic Competitiveness Grants for eligible Pell grant recipients.
- Implemented the NJSTARS II Scholarship Program.
- Expanded the Financial Literacy Program.
- Secured graduate-level EOF funding for five full-time graduate students.
- Piloted the Level EOF Pre-Graduate School summer bridge program and secured \$27,000 in funding from the state EOF office for the first 10 students to complete in Summer 2007.
- Secured \$300,000 in additional scholarship monies for FY08 disbursement.

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 Campus 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*

DIVISIONAL ACCOMPLISHMENTS/OUTCOMES

(continued)

- *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*

ACCOMPLISHMENTS:

- Negotiated contract with SJTA for Shuttle Services, which included a \$5,000 grant to offset expenses related to this program.
- NCAA Initiatives Grant funds were used to bring a national speaker on understanding and valuing diversity to campus. Sessions were held for student-athletes and members of the Division of Student Affairs staff.
- In cooperation with the Office of Alumni relations and the RSC Alumni Association, established the Alumni Career Network Program, which resulted in the first-ever Alumni/Student Networking Night. Twenty Alumni Mentors and 43 students participated. Created a database of 200+ alumni mentors, and provided 40 mentor contacts to 25 students.
- The Peer Career Advisors launched the Career Services On-The-Go Student Outreach Program, which exposed 451 students to Career Services and provided specific career advising to 71 students at various locations throughout the campus. Advisors saw 154 additional students for career advising sessions in the office.
- Initiated upgrades for the N-Wing College Center including the installation of new floor and paint scheme for N-Wing dining hall.
- Served as College lead on facilitating design of the new Campus Center.
- Facilitated a new student persistence initiative (S.Q.U.A.R.E, Student Quality Undergraduate Active Response Effort) that provided support for “at-risk” students from the judicial and academic realm.
- Adopted the L.E.A.D. (Leadership Education Awareness Development) certification program.
- Co-sponsored “Pass the Keys,” Stockton’s campaign to combat drunk driving.
- Hosted First-Year Residential Experience and Upper-Class Experience Lecture Series, which included talks by 12 faculty and staff members.
- Through the Stockton Entertainment Team (SET), facilitated the first major joint collaboration (Stockton, The College of New Jersey, Georgian Court University, Monmouth University, and Rowan University) concert in the state of New Jersey.
- Sponsored two successful Alternative Spring Break Programs, one to Erie, PA, and one to New Orleans, LA.
- Developed and implemented a Classroom Disruption Protocol and presented a workshop for faculty.
- Developed and implemented health warnings for the Stockton Community on MRSA infections and meningitis.
- Developed and implemented first Stay Safe and Graduate luncheon for students, staff, local law enforcement agencies and local bar and tavern owners for lunch and discussion.
- Offered increased counseling evening hours to Monday through Thursday until 7 p.m.

DIVISIONAL ACCOMPLISHMENTS/OUTCOMES

(continued)

- Collaborated with ARHU to increase student involvement in the PAC (e.g., Beatlemania).
- Devised a process for graduate students to obtain support for specific activities through the Student Senate.
- Transferred graduate orientation fees to the Graduate Studies Office to support graduate orientation.

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*
- *Implement new R25 scheduling software, improve efficiencies of event planning through use of additional technology, and evaluate and refine billing and revenue tracking procedures*
- *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*

ACCOMPLISHMENTS:

- Implementation of both the EMS Version 10 upgrades, as well as training of users, and the next phase of the R25 scheduling software to schedule Spring and Summer 07 courses. Completed configuration of the R25 software for event environments.
- Implemented EDI connection with the University of Texas server to process electronic Banner transcripts.
- Implemented Banner 7.3, which provided a new graphical user interface with faculty and student self-service enhancements.
- Converted the academic history of legacy data of more than 2 million records to Banner Student system.
- Implemented R25 classroom scheduling software in spring 2007.

4. Continue with the integration of technology into student learning opportunities and experiences.

- *Refine or integrate the First-Year Experience and Upper-Class Experience Web sites*
- *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*

DIVISIONAL ACCOMPLISHMENTS/OUTCOMES

(continued)

ACCOMPLISHMENTS:

- Initiated the One Card Committee, which resulted in the development of an RFP and award to vendor for a major upgrade to our C-BORD System.
- With representatives from Academic Affairs and Computer Services, customized, implemented and piloted the first phase of electronic portfolio use at the College using an open-source software product.
- Worked with College representatives on a core portal team in developing content structure for the Luminis portal product, which will serve students, staff, faculty, and alumni.
- Coordinated the purchase and distribution of USB/flash drives to new incoming undergraduate students, which featured electronic versions of Student Affairs' publications, the College bulletin, and links to other important information.
- Further developed the "Current Students" Web pages (and traditional student publications) to improve informational resources for current students.
- Redesigned the Housing and Residential Life Web site; worked with Computer Services to develop a panoramic housing virtual tour, to better serve the informational needs of residential students.
- Worked with Computer Services to provide descriptive text in the College's virtual tour.
- Implemented online surveys on the Wellness homepage for depression, generalized anxiety disorder (GAD), bi-polar disorder, bi-polar threshold, alcohol, and post traumatic stress disorder.

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*

ACCOMPLISHMENTS:

- Conducted five-year NCAA Division III Self-Study utilizing comprehensive campus team approach.
- Facilitated a Housing consultant visit which resulted in a task force to address recommendations of report findings.
- Organized and hosted IPEDS workshop attended by more than 70 human resource, institutional research and financial professionals from private and public institutions of higher education in New Jersey.
- Co-chaired Middle States PRR.
- Created a division-wide synopsis of all survey instruments/activities.
- Extracted assessment data to a separate divisional publication.

DIVISIONAL ACCOMPLISHMENTS/OUTCOMES

(continued)

6. Promote professional development opportunities for divisional staff.

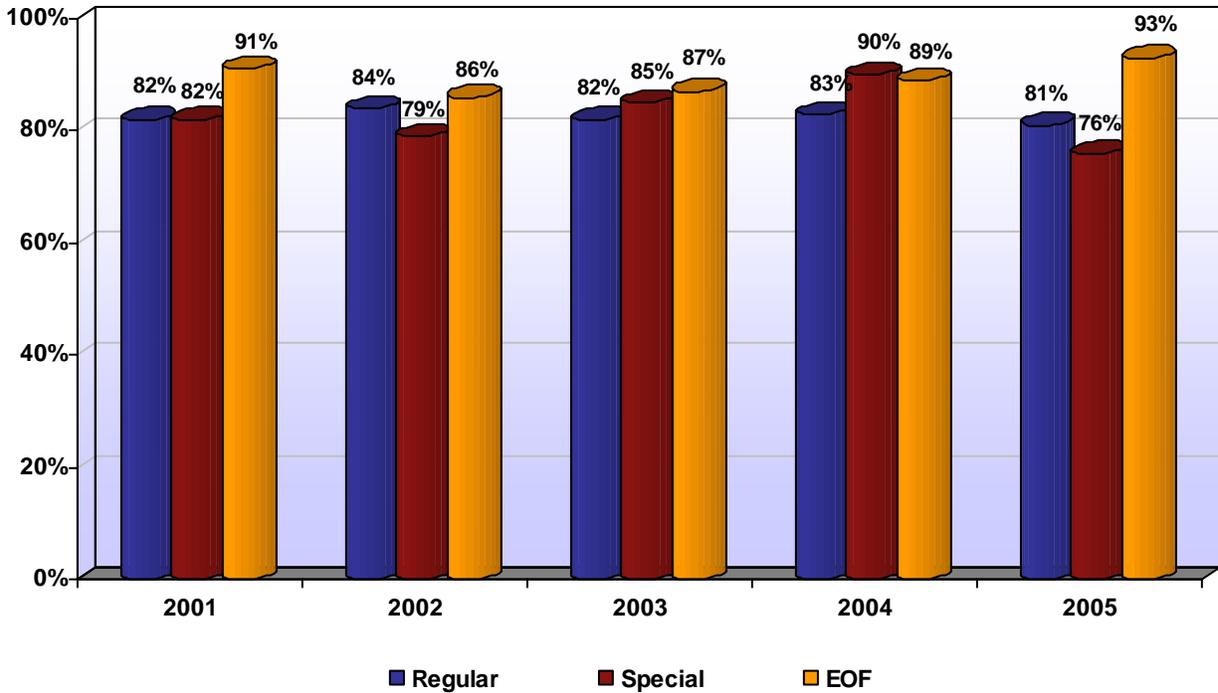
- *Encourage increased professional development opportunities*
- *Expand training and responsibilities for student employees*
- *Assess professional development needs of the new managers in the division*
- *Encourage participation in workshops offered by the Office of Human Resources*

ACCOMPLISHMENTS:

- Implemented new staff structure including: Assistant Dean of Students/EOF Director, Director of Student Rights and Responsibilities, Assistant to the Dean of Students, Associate Dean of Students, and Dean of Students.
- Acted upon recommendations to restructure professional responsibilities in Housing: Changed Complex Director hours to daytime, restructured job responsibilities of managers (Director and Associate Director), upgraded one Assistant Director position to supervise all Complex Directors and changed the title of the paraprofessionals (Community Advisors/Assistant Community Advisors to Resident Assistants).
- Delineated professional development targeted to the individual needs of new middle managers.
- Participated in two College-wide Emergency Preparedness drills.
- Provided the following webinars for divisional staff and invited guests:
 - Level Red: A Community Approach to Mitigating Campus Terrorism
 - Facing Transgender: Inclusion, Advocacy, and Empowerment
 - Streamlining the Transfer Student Admission Process
 - Mining Student Data to Support Early Intervention Initiatives
 - Serving Students with Disabilities: A Higher Education Legal Brief
 - Design and Administer Effective Web Surveys
 - Understanding and Recruiting Latino Students
 - Usability-Driven Homepage Design
 - Best Practices: Criminal Background Checks for Staff and Students
 - Residential Learning Communities and the First-Year Student Experience
 - Reorganizing Student Affairs Divisions: 11 Models of Practice
 - Using Surveys in Student Affairs Assessment

THIRD SEMESTER RETENTION RATES

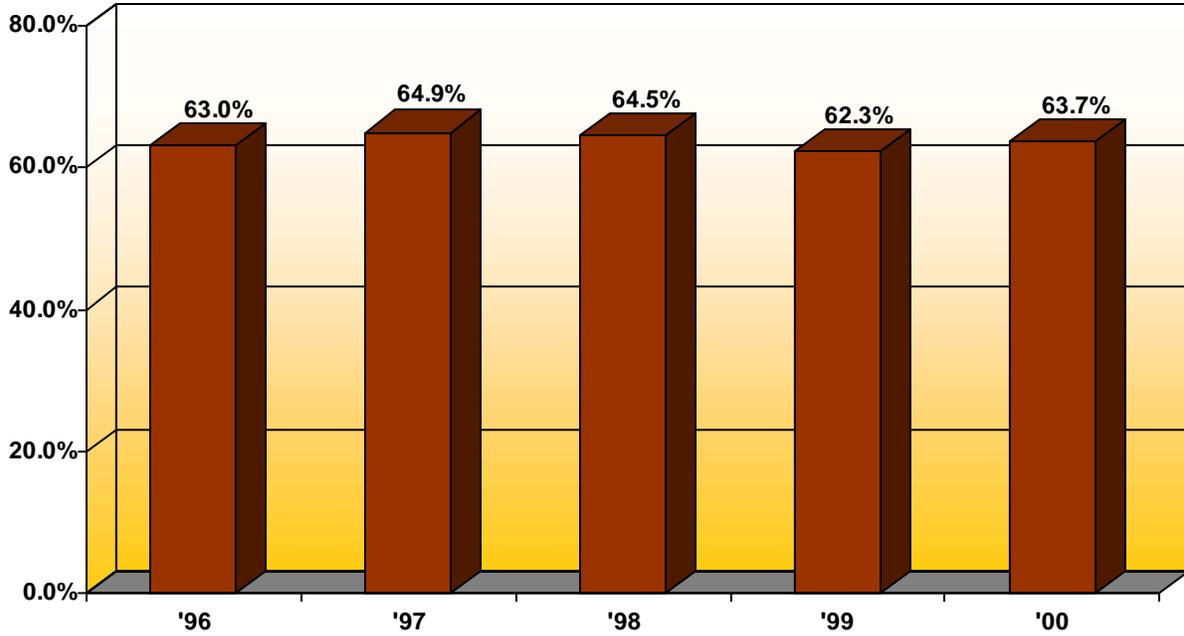
Freshman to Sophomore: Fall 2001 to Fall 2005



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)

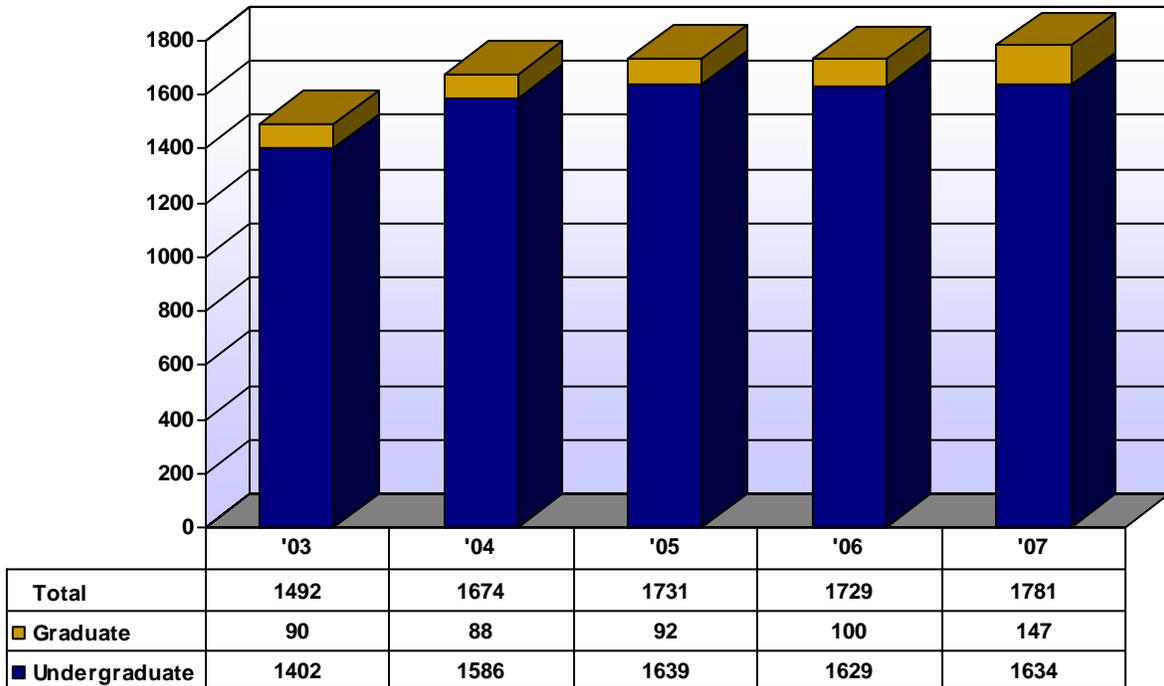
First-Time Freshman Cohorts: Fall 1997 to Fall 2001



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: 2003 - 2007



Degrees granted are reported in fiscal years. The FY07 degrees include the total of those conferred in Summer of 2006, Fall of 2006, and Spring of 2007. There has been a 19% increase in the number of undergraduate degrees conferred in the past five years. Graduate degrees remain relatively consistent.

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Faculty

- 259 full time faculty, more than 93% holding the terminal degree in their field
- Active scholars (see report on scholarly and professional activities)
- Full time faculty members teach more than 70% of all classes
- A Pulitzer Prize winner, a Guggenheim fellow, a Fulbright Fellow, and six Carnegie/AASCU Fellows in Political Engagement

Academic Programs

- 30 undergraduate major and 12 minor/certificate programs
- 11 graduate degree and six certificate programs, including our first doctoral program: Physical Therapy and New Jersey's first Professional Science Masters degree.
- 4+1 Bachelor/Masters programs that allow qualified students to complete both degrees in five years. Already operational 4+1 programs include: Computational Science, Criminal Justice, and Environmental Science. In the planning/development stages are: Business, Education, and Holocaust and Genocide Studies.
- 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, Social Work, and Education.
- Institute for Faculty Development recognized by Middle States Accreditation Reviewers for excellent work in outcomes assessment

Grants, Contracts and Applied Research

- \$5,922,093 in external funding in FY08, a 204% increase over FY03 (five years)
- 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 Research Center
 - The Center on Successful Aging
 - The Small Business Development Center
 - The Center for Hellenic Studies
- Leading the development of an Aviation Research and Technology Park (working with the FAA's William J. Hughes technical Center, NJ Economic Development Authority, Casino Reinvestment Development Authority, the County of Atlantic, and the South Jersey Economic Development District) including acquiring of federal and state funding in excess of \$3.4 million.

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

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program, an expanding Honors Program, a First Year Experience/Freshmen Seminar Program, a Political Engagement Project and an Information Literacy Project

- Voluntary participation in the Voluntary Support of Education (College Portrait) initiative in conjunction with the Association of State Colleges/Universities (AASCU and NASULGC). 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 (CLA) of student learning outcomes; and ongoing use of the 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

2007 - 2008 Highlighted Achievements by Academic Unit

The School of Arts and Humanities' Pulitzer prize-winning poet Stephen Dunn has offered several seminars for current students and for the neighboring community. Performances of the original Holocaust play Comb and a Prayer Book were well-received throughout the community. In addition, Associate Professor David Roessel has helped students to unearth, edit, and provide public readings of previously unperformed works by major playwrights, such as Tennessee Williams. Through the Text Editing Center developed by the School of Arts and Humanities, one student has gone on to co-edit the Letters of Langston Hughes (forthcoming).

The School of Business hired its founding Dean, completed a program review, created an Advisory Board and launched its Hospitality and Tourism Management degree. The School's NJ Center for Tourism and Hospitality Research released its inaugural survey of Tourism Promotion Effectiveness in New Jersey at the Governor's Conference on Tourism. The Small Business Development Center also counseled 505 individual clients, offered 64 events for 1,397 attendees and assisted clients in securing \$2,985,500 in loans.

The School of Education expanded enrollment overall. The School's MAED program also launched a school district-based cohort. Finally, the School has attained nationally-recognized TEAC Accreditation. The SRI-ETTC also received an Improving Teacher Quality Partnership Grant in the amount of \$267,000 to fund customized professional development to teachers in two high needs school districts. School-based workshops and year round coach/mentoring activities were offered in mathematics and technology integration.

The School of General Studies welcomed news that President Saatkamp secured nearly \$1 million for the expansion of the Holocaust Resource Center. The School of General Studies also garnered over \$100,000 in endowments for student scholarships. The College realized record enrollments and net

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revenues in summer school. Finally, the Jewish Studies and Liberal B.A. program received outstanding external reviews.

The School of Graduate and Continuing Studies conferred 140 graduate degrees: 8 MAHG, 25 MBA, 42 MAIT, 19 MSOT, 13 MSN, 19 MAED and 14 MPT. The School also restructured to include Continuing Studies (CSTU): Health Sciences and Human Services (HSHS) and Management Development and Professional Services (MDPS).

HSHS launched three sub-units to coordinate three major grant/contract funded initiatives - the \$728,000 DHHS-funded Atlantic Cape Safe Youth Partnership, the \$142,000 NJDHS funded Addictions Professionals training program, and the \$636,000 NJDCF funded DCF staff training program. HSHS also launched two new non-credit post-baccalaureate certificate programs in Assistive Technology and in Clinical Supervision.

MDPS Expanded Consortium for Leadership and Service Superiority (CLASS) program with two grants received from the NJ Department of Labor and Workforce Development totaling almost \$500,000, and over a million dollars worth in grants from the NJ Department of Labor and Workforce Development have been awarded over the past 3 years.

The School of Natural Sciences and Mathematics welcomed home participants in the first Stockton College-Wetlands Institute expedition to Tierra del Fuego studied Red Knot migrations, which developed programs with local Chileans and maintained a web log with schools in New Jersey. NSF awarded several equipment grants to the School of Natural Sciences and Mathematics. The 4+1 BS/MS degree program in Computational Science began its first classes. The College continues to lead development with the FAA for an Aviation Research and Technology Research Park. Dean Dennis Weiss serves as the founding president of the Park's corporation and President Saatkamp is the Park's founding chairman of its Board of Trustees.

The School of Health Sciences' Nursing program enrolled the first cohort of students for its new four-year baccalaureate program. With the addition of two new faculty members the Public Health program was able to make significant revisions in its curriculum. Stockton inaugurated its first doctoral program, the entry-level Doctor of Physical Therapy, and at the same time initiated a post-professional Transitional Doctor of Physical Therapy so that practitioners with bachelors or masters degrees can upgrade their knowledge. Occupational Therapy and Speech Pathology offered combined interdisciplinary therapy through the Speech Clinic.

The School of Social and Behavioral Sciences announced that Visiting Specialist and Associate Professor Mark Anarumo, Ph.D., Stockton College, is now a member of the Naval Postgraduate School Center of Homeland Defense and Security, the nation's premiere homeland security executive program. Locally, the Master of Arts in Criminal Justice Program has grown from 26 to 44 students in the last year. The School of Social and Behavioral Sciences has also instituted a new summer program for high school students: Stockton CSI, delivered through the Criminal Justice Program, is a residential experience that orients students to criminal investigation and procedure, forensic psychology, and our legal system. In addition, the Psychology Program has been awarded one of 16 national grants given by Psi Chi, the National Honor Society in Psychology, to host an undergraduate research conference.

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The Stockton chapter has grown from 22 to 58 inductees last year. Finally, Stockton was identified by the National Association of Social Workers for its laudable work as the lead institution in the New Jersey consortium's project, Baccalaureate Child Welfare Education Program. The project has placed 113 new professionals into the child welfare system.

Advising: National Association for College Advising Association (NACADA) awarded its highest honor, the Virginia N. Gordon Award for Excellence in the Field of Advising, to Director Peter Hagen. The unit also launched CAPP automated degree audit services to students.

Computer Services: Expanded the number of electronic classrooms by 10 to a total of 81, with more planned for the upcoming year. The unit also provided full support to a Faculty Summer Technology Academy, providing a podcasting server, Personal Response System (PRS) "clickers" and network infrastructure upgrades to match the new faculty-based project goals. In addition, the College signed an agreement with Wimba Live Classroom, a nationally prominent, cutting-edge audio-video enhancement to distance learning. The unit also implemented complex projects College-wide such as the One Card System, Web-based laundry monitors, Web-based food orders, the Luminis Portal Project, Plug and go networking for student computers, a Web Help Desk Knowledge Base, an Emergency Text Messaging System, updated Emergency Telephone Stanchions and Safety/Security Cams, Electronic Locks and a Classroom Emergency Notification System. Finally, Computer Services reorganized its services to offer the community a Unified Help Desk that handles all incoming requests for technical assistance.

Library: The John Henry "Pop" Lloyd Committee Archives were established. Central Search, the federated search engine enabling the searching of up to 75 databases at one time, was activated in December 2006. VALE NJ, New Jersey's academic library consortium, elected Library Director David Pinto to lead the organization.

Media: Supported nearly 200 special events and produced specialized video productions that have aired locally, on cable and on YouTube.

Carnegie Library Center: Served as the venue for more than 240 collegiate sponsored or supported retreats, conferences, workshops, and seminars, and hosted more than 75 events produced by businesses, governmental agencies, and non-profit organizations. In terms of academic load, Carnegie was the venue for 39 undergraduate courses with 742 student registrations, and 14 graduate courses with 173 student registrations. Thus, the 53 total courses held 915 total student registrations.

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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 \$6 million in 2008.

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

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

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

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

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

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

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

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

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

2. Professional Development



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

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

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

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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.

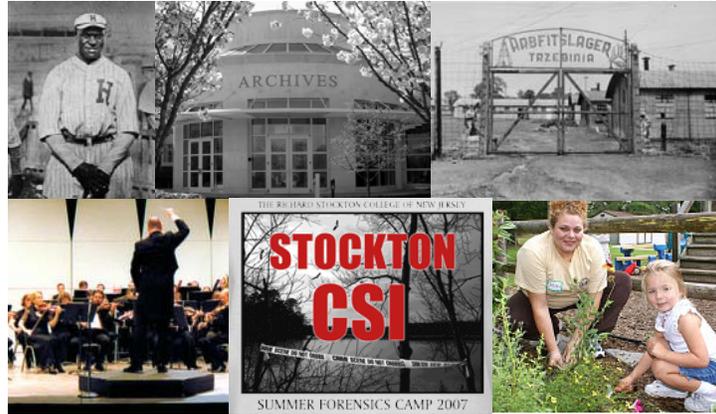
Southern Regional Educational Technology Training Center, located in Mays Landing, aims to enhance education through instructional technologies. The ETTC provides K-12 teachers and school administrators with training opportunities on the New Jersey Core Curriculum Content Standards, instructional and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

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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 bestowed 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.

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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.

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.

News about Stockton at the Beach The annual Stockton Goes to the Beach Summer Concert Series is enjoying its new home – **The Music Pier in Ocean City, NJ**. Tickets are available from the Performing Arts Center and from the Ocean City Music Pier box offices.

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, the Jersey Shore Science Fair, the Youth Leadership Conference, and the Teen Arts Festival.

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. Stockton CSI: Crime Scene Investigation residential camp for aspiring criminal investigators is also offered several times each summer.