



Annual Institutional Profile Report 2009

RICHARD STOCKTON COLLEGE
OF NEW JERSEY

INSTITUTIONAL RESEARCH COUNCIL
OFFICE OF INSTITUTIONAL RESEARCH

PREFACE

Richard Stockton College of New Jersey is located on 1,600 acres and has the look and feel of a private college because of our size and our focus on student learning. But we are a public college with one of the lowest costs within the state. In short, we have the educational benefits of a private college and the cultural benefits of a public university.

The Richard Stockton College of New Jersey has been ranked among the nation's top public colleges and universities in the annual survey of *America's Best Colleges*. Our world-class faculty are dedicated to student achievement and include many faculty with national and international accomplishments, such as Stephen Dunn, winner of the Pulitzer Prize for poetry. Our students learn in small classes, taught by full-time faculty, and have many opportunities for internship programs throughout the state and nation, including our noted Washington Internship Program. Our success in student learning is demonstrated by Stockton having one of the highest retention and graduation rates among public colleges in the country. Stockton's clear emphasis is on student success, building leaders for our community, state, and nation. Our graduates contribute to the community and state through their professional commitments, civic engagement, and community leadership.

Based in the liberal arts, we also have strong programs in many professional programs. We graduate the highest number of majors in science and mathematics among the New Jersey state colleges and universities. Our health science programs are enhanced by having two hospitals on our campus, the AtlantiCare Mainland Hospital and the Bacharach Rehabilitation Hospital. The environmental sciences use our 1,600 acre campus as a natural laboratory for field activities. A 400 acre ecological reserve is set aside solely for natural science research. Few colleges can match the diversity of habitats and study areas available on the Stockton campus.

We are "Stockton on the Shore." Located within minutes of the seashore, we are the only four-year public college from Cape May to Monmouth Counties. And we are increasing our presence on the Shore and region through locations at our Carnegie Library facility (Atlantic City), our research at the Wetlands Institute (Stone Harbor), the Coastal Research Center, the Southern Regional Institute and Educational Technology Training Centers (Mays Landing), and through many internship programs in businesses, governmental and civic agencies, health-related facilities, and non-profit organizations.

Richard Stockton College is also committed to building a community that values differences of race, religion, gender, ethnicity, national origin, socio-economic status, affectional or sexual orientation, gender identity or expression, marital status, age, ability or disability. We accept our responsibility to create and preserve an environment that is free from prejudice and discrimination. In addition, Stockton promotes an open exchange of ideas in a setting that embodies the values of academic freedom, responsibility, integrity and cooperation. Recognizing and understanding the significance of our similarities and differences will ultimately foster appreciation for others and enrich the individual, the campus and the community at large.



Dr. Herman J. Saatkamp, Jr.
President

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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
October 1, 2009

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 2008

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
5,902	88.5%	769	11.5%	6,671	100%

2. Number of Graduates by Attendance Status, Fall 2008

Full time		Part time		TOTAL	
Num	Pct	Num	Pct	Number	Percent
153	24.1%	483	75.9%	636	100%

3. Number of Non-Credit Students Served, Fall 2008

Number of students enrolled in non-credit graduate courses	3,828
Number of students enrolled in non-credit undergraduate courses	2,599
Number of student in noncredit avocational continuing-education courses	256
Total	6,683

4. Unduplicated Enrollment, Academic Year 2007-2008

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	7,614	202,201	6,740 [#]
Graduate	817	8,517	355
TOTAL	8,431	210,718	7,095

Source: IPEDS 12-Month Enrollment Survey, # Data is for Academic Year September 1, 2007 thru August 31, 2008, not FY.

C. Characteristics of Undergraduate Students

1. Mean Math and Verbal SAT Scores, Fall 2008

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 2008 Total SAT score for regular admits was 1130, for special admits 938, and for EOF admits 915. Total SAT scores for all admit types combined were 1090.

Mean Math and Verbal SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2008								
	Full-Time Students				Part-Time Students			
	Math	N	Verbal	N	Math	N	Verbal	N
Regular Admits	572.6	624	557.0	624	530.0	1	550.0	1
EOF Admits	463.2	75	452.1	75				
Special Admits	475.9	78	462.1	78				
All Admits	552.3	777	537.4	777	530.0	1	550.0	1
Missing Scores*		62		62		0		0

*ACT Scores provided.

2. Remediation/Development

- a. **Name of basic skills placement test administered and criteria (if any) for selecting test takers in fall 2008?** 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.

b. Total Number of Undergraduate Students Enrolled in Fall 2008

Total Fall 2008 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
6,671	291	4.4%

c. Total number of First-time, Full-time (FTFT) Students Enrolled in a remedial/developmental course in Fall 2008

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
841	261	31.0%

d. First-time, Full-time students (FTFT) Enrolled in a remedial/developmental course in Fall 2008 by Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Reading	105	12.5%
Writing	133	15.8%
Math Computation	167	19.9%
Elem. Algebra	NA	NA

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2008

	<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>	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	4,586	77.7%	471	8.0%	358	6.1%	313	5.3%	27	0.5%	23	0.4%	124	2.1%	5,902	100.0%
Part-time	595	77.4%	60	7.8%	54	7.0%	38	4.9%	7	0.9%	3	0.4%	12	1.6%	769	100.0%
Total	5,181	77.7%	531	8.0%	412	6.2%	351	5.3%	34	0.5%	26	0.4%	136	2.0%	6,671	100.0%

b. Undergraduate Enrollment by Gender, Fall 2008

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full time	2,521	42.7%	3,381	57.3%	5,902	100%
Part time	284	36.9%	485	63.1%	769	100%
Total	2,805	42.0%	3,866	58.0%	6,671	100%

c. Undergraduate Enrollment by Age, Fall 2008

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Total
Full time	Num	5	1,419	2,091	1,652	417	110	85	92	31	0	5,902
	Per	0.1%	24.0%	35.4%	28.0%	7.1%	1.9%	1.4%	1.6%	0.5%	0.0%	100.0%
Part time	Num	1	22	50	226	190	69	58	107	45	1	769
	Per	0.1%	2.9%	6.5%	29.4%	24.7%	9.0%	7.5%	13.9%	5.9%	0.1%	100.0%
Total	Num	6	1,441	2,141	1,878	607	179	143	199	76	1	6,671
	Per	0.1%	21.6%	32.1%	28.2%	9.1%	2.7%	2.1%	3.0%	1.1%	0.0%	100.0%

4. Numbers of Students Receiving Financial Assistance Under Each State-funded Aid Program; Need-based, Merit-based, Grants and Loans, Fall 2008

	Recipients	Awards	Dollars(\$)	\$/Recipient	\$/Award
TAG	1,505	2,716	5,802,329	3,855.37	2,136.35
EOF	373	685	442,046	1,185.11	645.32
Bloustein Scholars	79	150	69,750	882.91	465.00
Urban Scholars	90	171	79,515	883.50	465.00
NJCLASS Loans		605	5,607,114		9,267.96
NJ Stars II (2006)	109		394,988	3,623.74	
OSRP	35		92,981	2,656.60	

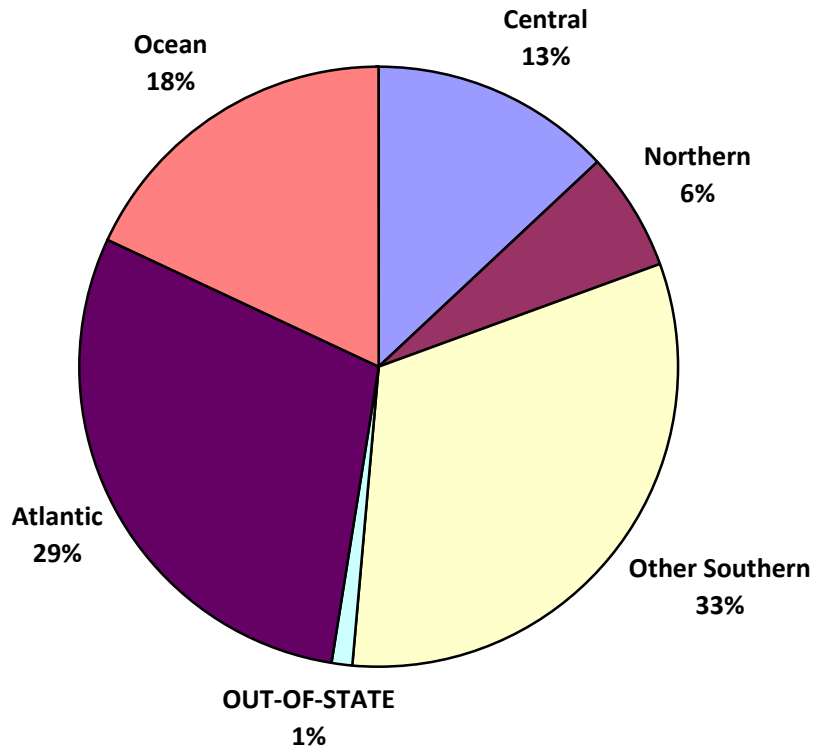
5. First-time Full-time Freshmen in Fall 2008 Enrollment
by State Residence

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

State Residents	Non-State Residents	Total	% State Residents
824	17	841	98.0%

b. Undergraduate Enrollment by Residence, Fall 2008

Percentage of Fall 2008 Full-time Freshmen who are NJ residents is 98.0%. The geographic residence of all undergraduates enrolled in Fall 2008 is illustrated below.



Counties:

Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union = 13.0%

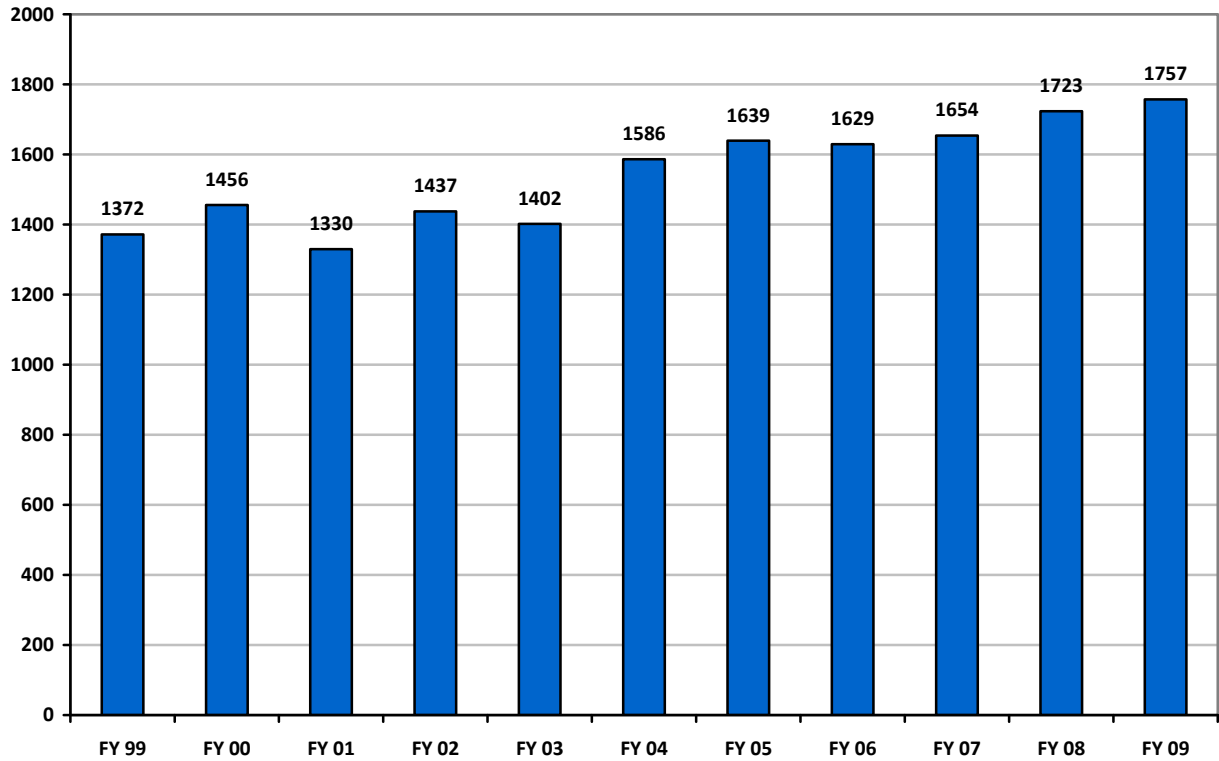
Northern NJ: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Warren = 6.3%

Southern NJ: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, Salem = 79.6%

Out-of-State = 1.1%

D. Degrees Conferred /Characteristics of Graduates

1. Undergraduate Degrees Granted, FY 1999 – FY 2009



a. Degrees Conferred by Race/Ethnicity, FY 2008

		White	Black	Hispanic	Asian	American Indian	Non-resident Alien	Race Unknown	Total
Baccalaureate	Number	1,375	130	84	64	5	21	44	1,723
	Percent	79.8%	7.5%	4.9%	3.7%	0.3%	1.2%	2.6%	100.0%
Masters	Number	79	4	1	2	0	0	3	89
	Percent	88.8%	4.5%	1.1%	2.2%	0.0%	0.0%	3.4%	100.0%
Doctoral	Number	16	0	2	2	0	0	0	20
	Percent	80.0%	0.0%	10.0%	10.0%	0.0%	0.0%	0.0%	100.0%

b. Degrees Conferred by Gender, FY 2008

	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
Baccalaureate	665	38.6%	1,058	61.4%	1,723	100.0%
Masters	20	22.5%	69	77.5%	89	100.0%
Doctoral	7	35.0%	13	65.0%	20	100.0%

2. Degrees Conferred by General Field, FY 2008

IPEDS CIP Code				
<u>Major Category</u>	<u>Bachelor</u>	<u>Master</u>	<u>Doctoral</u>	<u>Total</u>
03 Natural Resources & Conservation	29	0	0	29
09 Communications	74	0	0	74
11 Computer Science	40	0	0	40
13 Education	190	35	0	225
16 Foreign Languages	27	0	0	27
23 English/Letters	82	0	0	82
24 Liberal Arts & Sciences	3	0	0	3
26 Biological & Biomedical Sciences	161	0	0	161
27 Mathematics	26	0	0	26
30 Multi/Interdisciplinary Studies	0	11	0	11
38 Philosophy/Religion	11	0	0	11
40 Physical Sciences	17	0	0	17
42 Psychology	199	0	0	199
43 Protective Services	0	1	0	1
44 Public Administration	67	0	0	67
45 Social Sciences	255	0	0	255
50 Visual/Performing Arts	66	0	0	66
51 Health Professions	83	28	20	131
52 Business/Management	340	14	0	354
54 History	53	0	0	53
TOTAL	1,723	89	20	1,832

E. Student Outcomes

1. Graduation Rates by Race/Ethnicity and Income

The average six-year graduation rate for students entering as freshmen in 2002 was 64.6%.

a. Four-, Five- and Six-Year Graduation Rates of Fall 2002 Full-time First-time Freshmen by Race/Ethnicity

Four-, Five- and Six-Year Graduation Rates of Fall 2002 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 2002 Cohort	677		50		45		25		0		2		799	
Graduates after 4 Years	299	44.2%	11	22.0%	19	42.2%	9	36.0%	0	0.0%	0	0.0%	338	42.3%
Graduates after 5 Years	416	61.4%	21	42.0%	25	55.6%	13	52.0%	0	0.0%	1	50.0%	476	59.6%
Graduates after 6 Years	451	66.6%	25	50.0%	25	55.6%	13	52.0%	0	0.0%	2	100.0%	516	64.6%

* Other includes American Indian and Unknown Race

b. Four-, Five- and Six Year Graduation Rate of Fall 2002 Full-time, First-time Freshmen by Income

Four-, Five- and Six-Year Graduation Rates of Fall 2002 Full-time First-time Freshmen by Income								
	Low Income*		Non-Low Income		Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2002 Cohort	119		533		147		799	
Graduates after 4 Years	33	27.7%	236	44.3%	69	46.9%	338	42.3%
Graduates after 5 Years	55	46.2%	330	61.9%	91	61.9%	476	59.6%
Graduates after 6 Years	59	49.6%	361	67.7%	96	65.3%	516	64.6%

* 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 2007-Fall 2008																
	White		Black		Hispanic		Asian		Amer.Indian		Alien		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Retained	512	83.4%	49	73.1%	53	89.8%	37	90.2%	2	100.0%	2	50.0%	6	75.0%	661	83.1%
Not Retained	102	16.6%	18	26.9%	6	10.2%	4	9.8%	0	0.0%	2	50.0%	2	25.0%	134	16.9%
Total	614	100%	67	100%	59	100%	41	100%	2	100%	4	100%	8	100%	795	100%

b. For Low-income Students

Third Semester Retention of Full-time First-time Freshmen by Income Fall 2007 - Fall 2008								
	Low Income *		Non-Low Inc.		Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Retained	111	86.7%	456	83.5%	94	77.7%	661	83.1%
Not Retained	17	13.3%	90	16.5%	27	22.3%	134	16.9%
Total	128	100.0%	546	100.0%	121	100.0%	795	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 2008

Entering Undergraduates by Admission Status and Attendance Status, Fall 2008						
	New Transfer		First-time		Total	
	Num	Pct	Num	Pct	Num	Pct
Full time	783	48.1%	845	51.9%	1,628	100.0%
Part time	63	50.8%	61	49.2%	124	100.0%
Total	846	48.3%	906	51.7%	1,752	100.0%

F. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2008

Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2008																
	White		Black		Hispanic		Asian		Amer. Indian		Alien		Unknown		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
TENURED																
Professors	38	12	5	5	1		1								45	17
Assoc. Profs.	22	42	3	1	2	2	7	6	1						35	51
Asst. Profs.	3	6				1		2							3	9
All Others															0	0
TOTAL	63	60	8	6	3	3	8	8	1	0	0	0			83	77
WITHOUT TENURE																
Professors		1													0	1
Assoc. Profs.	3	3			1		1								5	3
Asst. Profs.	34	38	1	3	3	1	3	5	1		2	1			44	48
All Others		3													0	3
TOTAL	37	45	1	3	4	1	4	5	1	0	2	1			49	55
TENURED & NON-TENURED																
Professors	38	13	5	5	1	0	1	0	0	0	0	0	0	0	45	18
Assoc. Profs.	25	45	3	1	3	2	8	6	1	0	0	0	0	0	40	54
Asst. Profs.	37	44	1	3	3	2	3	7	1	0	2	1	0	0	47	57
All Others	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3
TOTAL	100	105	9	9	7	4	12	13	2	0	2	1	0	0	132	132

2. Percentage of Courses Taught by Full-time Faculty, Fall 2008

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
1,332	1019	76.5%	283	21.2%	30	2.3%

3. Ratio of Full to Part time Faculty, Fall 2008

Full time		Part time		Total	
Num	Pct	Num	Pct	Num	Pct
264	55.2%	214	44.8%	478	100.0%

G. Characteristics of the Trustees or Governors

1. Race/Ethnicity and Gender, the Board of Trustees, 2008 - 2009

NAME	TITLE	OCCUPATION	ETH	GEN
Dr. James Yoh	Chairperson	President & CEO Galaxy Technology, Inc.	A	M
Mr. Stanley Ellis	Vice Chairperson	Vice President & Director of Strategy	W	M
Mr. Curtis J. Bashaw	Secretary	Co-chief Executive Officer, Cape Advisors, Inc.	W	M
Ms. Emma N. Byrne	Trustee	Consultant, PSEG	W	F
Ms. Madeleine Deininger (80)	Trustee	Founder and President, Kismet Wines, Inc.	W	F
Mr. Albert I. Gutierrez	Trustee	President & CEO, Shore Memorial Hospital	H	M
Dr. Clarence C. Hoover, III	Trustee	Superintendent, East Orange Public Schools	B	M
Michael Jacobson, Esq.	Trustee	Attorney-at-Law Cooper Levenson, P.A.	W	M
Ms. Barbara Morvay	Trustee	Superintendent (retired) Atlantic County Special Services School District	W	F
Mr. Dean C. Pappas	Trustee	Chairman and Co-Chief Executive Officer Clement Pappas and Co, Inc.	W	M
Mr. Dennis Coyle	Student Trustee	Student	W	M
Mr. Conor Sullivan	Student Trustee Alternate	Student	W	M
Dr. Herman J. Saatkamp, Jr.	President and Ex Officio	President, Richard Stockton College	W	M
Mr. Brian K Jackson	Assistant Secretary	Chief of Staff, Richard Stockton College	B	M

URL for The Richard Stockton College Bd. Of Trustees- <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 2008

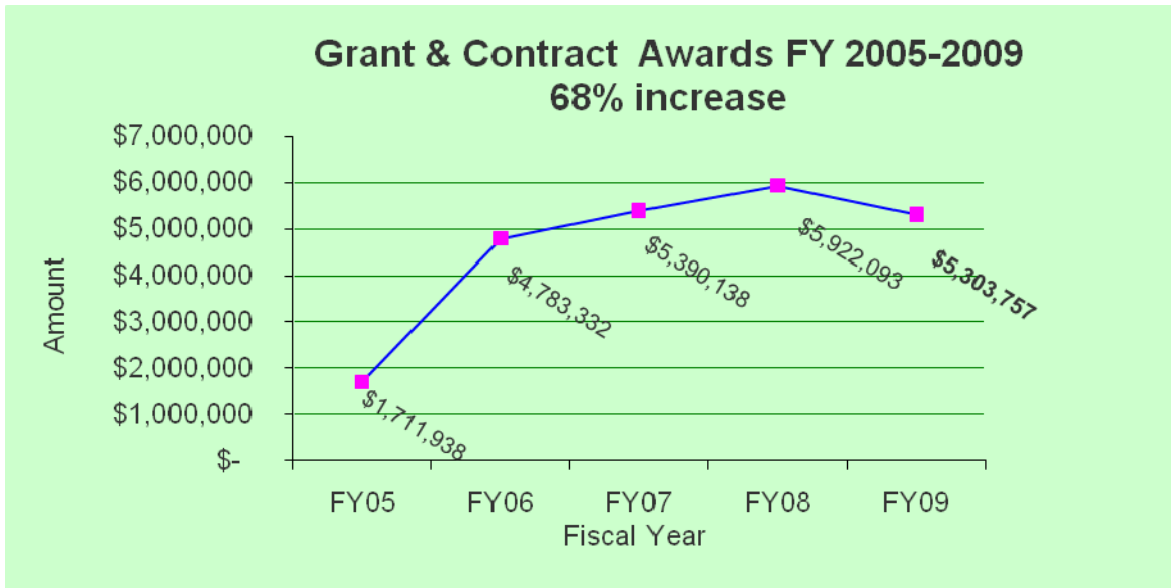
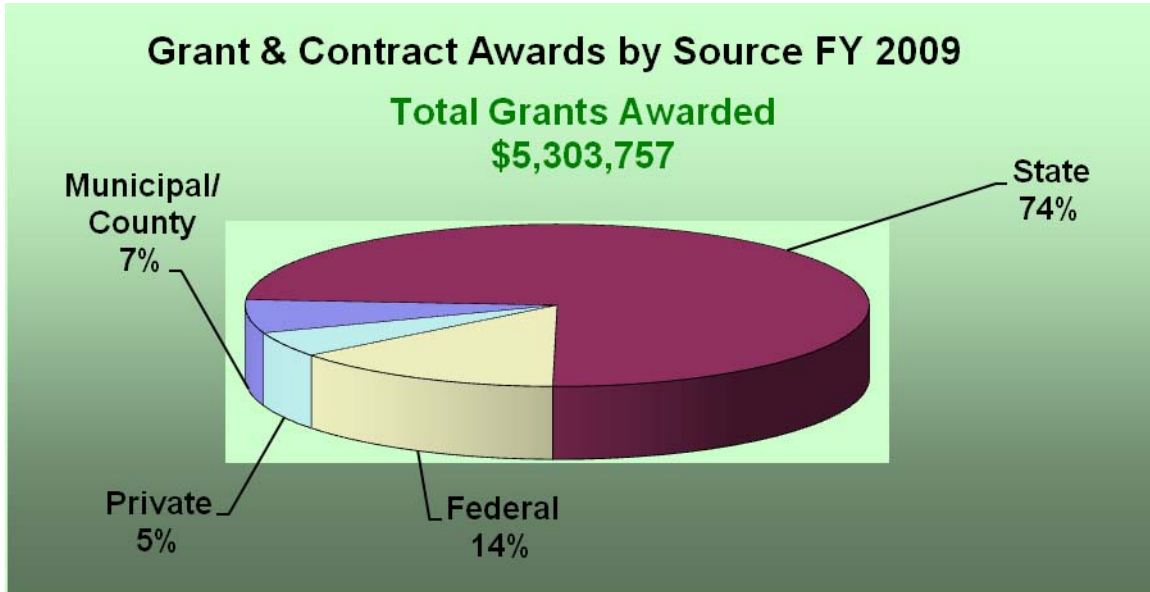
	Amount (\$)
Federally Financed Academic R&D Expenditures	\$7,736,778
Institutionally Financed Academic R&D Expenditures	\$ 953,417
Total Academic R&D Expenditures	\$8,690,195

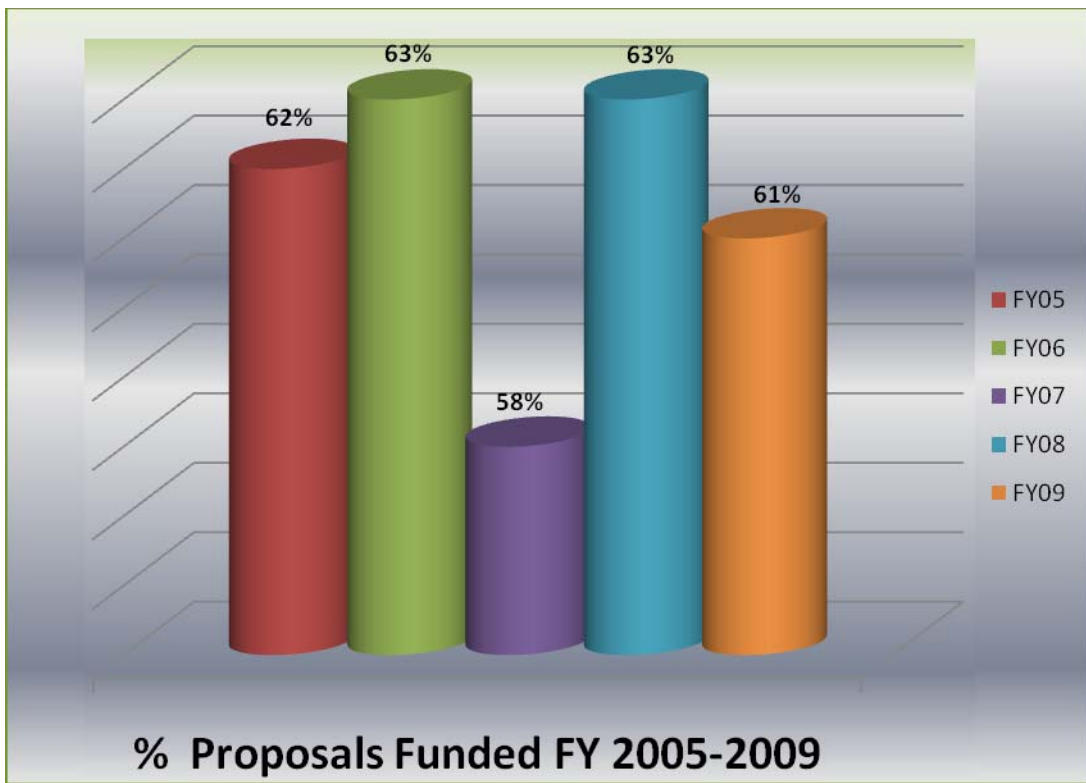
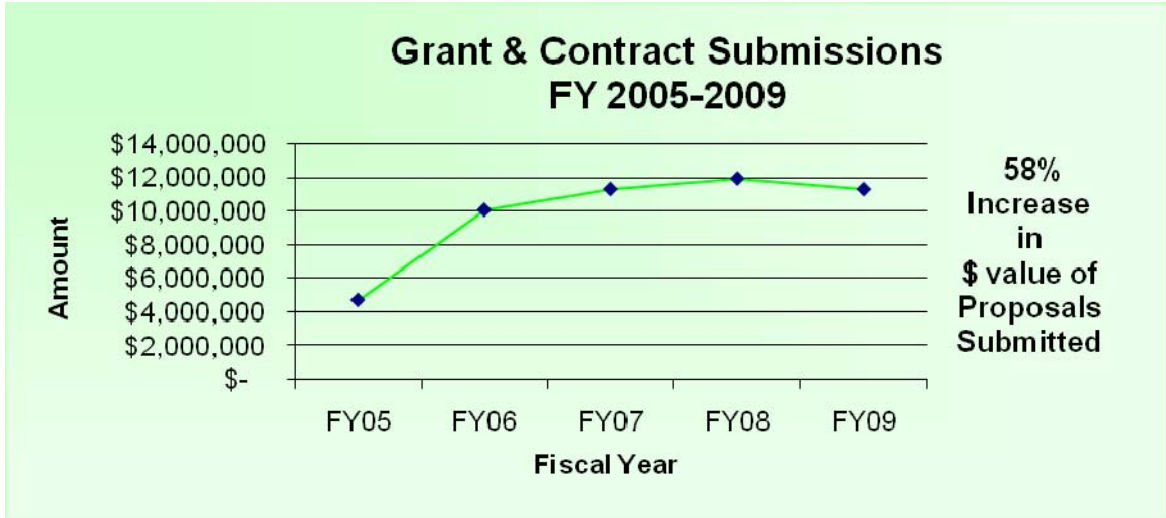
Research and Development Expenditures at Colleges and Universities).

Source: FY 2008 Audited Financial Statements

2008-09 Grants Report Summary						
Funding Source	\$ Value of submissions	% awarded of total \$ requested	Awarded	# submitted	% submitted receiving awards	Still Pending
Federal	\$ 5,774,684	51%	\$ 751,957	29		
Private	\$ 1,219,497	11%	\$ 257,386	26		
State	\$ 3,938,622	35%	\$ 3,932,422	20		
Municipal/Local	\$ 325,311	3%	\$ 352,311	11		
Total	\$ 11,258,114	47%	\$ 5,294,076	86	63%	\$2,662,660*
*Includes \$1,017,000 in appropriation requests						

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





Faculty Scholarly Activity Statistical Overview										
2008– 2009										
	Total	ARHU	BUSN	EDUC	GENS	GRAD	HLTH	NAMS	SOBL	Library, SA Provost Staff
Books Published	21	3	1	0	7	0	2	0	5	3
Published Works	257	29	37	6	8	2	20	20	128	7
Performances & Exhibitions	49	47	0	0	0	0	0	0	2	0
Presentations	475	118	64	30	16	6	39	49	102	51
Boards	94	6	9	6	2	8	8	5	20	30
Awards & Grants	164	41	22	8	12	2	11	35	28	5

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.

In addition to promoting service-learning on campus through the recruitment of faculty and students, the Service-Learning Program constantly collaborates with other on-campus and off-campus programs to encourage civic engagement, citizenship, and service. Some of our current projects include:

- **Ordinary Lives of Engagement** (funded by a [Bringing Theory to Practice Start-Up Grant](#) from the American Association of Colleges & Universities): Through this program, a core group of faculty and staff are examining the impact of service-learning on first-year students' emotional well-being. The SL Office is involved in supporting the mandatory service-learning component that accompanies the study.
- **Political Engagement Project** (funded by a grant from the [Carnegie Foundation for the Advancement of Teaching](#)): The SL Office assists the PEP Committee with increasing the political engagement of students at Stockton through voter registration drives, public lectures, and other events throughout the year.
- **New Student Days of Service**: Since 2004, the SL Office has assisted the Office of Student Development in planning for the New Student Day of Service in September.
- **MLK Day of Service**: Since 2005, the Office has co-chaired the planning committee for the MLK Day of Service in January.
- **Working Group on Carnegie Classification for Community Engagement**: Recently started by the Division of Academic Affairs, this group intends to pursue the newest elective Carnegie classification for undergraduate institutions, which signifies institutionalized community engagement. Service-learning is instrumental in engagement efforts on campus.
- **New Jersey Higher Education Service-Learning Consortium**: The Consortium, including Stockton as a founding member, has been promoting service-learning among New Jersey's higher education institution's since 1992. The current SL Coordinator also functions as the Consortium's secretary.

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://intraweb.stockton.edu/eyos/page.cfm?siteID=128&pageID=58>).

J. Major Capital Projects

New Jersey's Green College is celebrated through its award-winning building projects

Keeping its promise to be a steward of the environment, Stockton's first commitment in construction is to the use of environmentally appropriate systems and materials to enhance the campus and remain true to its unique unspoiled environs. Stockton has continued to lead in the development of buildings that use alternative energy systems and sustainable designs.

Stockton received the prestigious *2008 Green Project of Distinction Award* from [Education Design Showcase](#) for its Housing V residence hall project that incorporated geothermal heating and cooling using closed-loop technology and a design that would accommodate future solar thermal heating systems. This newest residence hall exemplifies the goal of the 2006 Facilities Master Plan that demonstrates Stockton's commitment to plan and develop the campus in a way that celebrates and preserves the College's unique natural environment and which reflects the College's culture and programs.

Each construction project for academic buildings and residential life undertaken by the College strives to refresh the vision for the campus and capitalize on the essence of Richard Stockton College as New Jersey's Green College in the Pinelands that will create a compelling choice for high quality students.

Projects Completed During the Past Year

Alton Auditorium

This project entailed the renovation and upgrade of the 3,948 net square foot area of the Alton Auditorium located in A-Wing. The project included lighting, HVAC quality, room acoustics, public entry, and the addition of smart classroom technology

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 took place in December 2008 when 18 replacement geothermal heat pumps were installed on Building 30 rooftop. These heat pumps were tied into the new geothermal lines to the Gateway Building and the replacement of new valves for the chilled water lines feeding F-Wing also took 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 encompassed the preparation of the site for the footprint of the new building and staging areas. This phase included the installation of gas, electric, sewer, and storm water utilities required to support the new structure.

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

In addition to the playground equipment upgrade, the playground was 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.

Holocaust Resource Center Addition

The construction portion of this project was completed on schedule. The Graduate Office suite renovation is complete.

Housing V - Reforestation

Reforestation was completed during spring 2009. To date, 829 trees have been planted. Coordination between Plant Management and Facilities Planning & Construction took 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 included the renovation and upgrade of the existing facilities. This project was completed in spring 2009.

Sports Center Photovoltaic

This project was structured as a public/private partnership. The contractor built, installed, owns, operates and maintains the solar photovoltaic array on the Sports Center roof. The College purchases the electricity at a contractual price. Additionally, the contractor retrofitted the Sports Center arena lighting with energy efficient lighting thus improving light levels and saving energy.

Projects Under Design

Analysis for Combined Heat & Power (Co-Generation)

Project Description:

The project entails the analysis of a co-generation facility to produce combined heat and power (CHP). The system will produce two (2) forms of usable energy from one power source - electric and heat. The engineer on this project is an SBE professional consultant.

Project Update:

Discussions with AtlantiCare Medical Center and the Betty Bacharach Rehabilitation Center for partnership in this endeavor are ongoing. The facility would provide heat to the AtlantiCare Medical Center and electrical power to the College. The engineer's report on the feasibility of this project is currently under review by the College.

Athletic Fields at Pomona Road

Project Description:

A synthetic grass athletic field will be constructed adjacent to the existing baseball/softball fields along Port Republic Road. The project will also include lighting, parking and storage.

Project Update:

This project was approved by the Pinelands Commission at their August Meeting. The College anticipates awarding a construction contract soon.

Building 10 – Romanoff House Improvements

Project Description:

This project consists of the analysis of the existing building to bring it up to code for future occupancy. A second building which would be brought to the location from another site is also included in the site improvement plan.

Project Update:

The architect is investigating the existing conditions of the site, utilities, buildings and accessibility of this building and will provide the College with a building analysis and site improvement plan for the property.

Campus Center

Project Description:

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 II Construction:

This phase of the project encompasses the actual construction of the building. Construction has commenced and it is anticipated that completion will occur during winter 2011.

Phase II Project Update:

Construction for this phase of the project has commenced and the perimeter footings for the building are nearing completion. Foundation walls are being constructed and the building's steel erection commenced during the summer.

Campus-Wide Signage

Project Description:

This project consists of (6) new signs, Sign Type I – one (1) main sign at the main entrance; Sign Type I – Three (3) monument signs; and, Sign Type III – two (2) LED signs for posting college activities, special events and police emergency messages. These signs will be strategically placed throughout the campus to aid and inform the College Community and visitors entering and exiting the campus.

Project Update:

A contract has been issued for this project and the project is scheduled for completion during fall 2009.

C/D-Wing Courtyard Renovations

Project Description:

Renovation of the under-utilized C/-D-Wing courtyard will transform this area into additional academic and student life support space.

Project Update:

This project is currently in the design concept phase. Drawings for this project were submitted to the New Jersey Department of Community Affairs (NJCA) in August for permitting purposes.

Clean Energy Audit Program

Project Description:

This project would consist of an energy audit on existing lights, motors, boilers and chillers at both Stockton's on and off-campus facilities. The New Jersey Board of Public Utilities has authorized an incentive program to subsidize a portion of the cost to various New Jersey agencies who have applied and been selected to participate in the program.

Project Update:

The Office of Facilities Planning and Construction submitted an application to become a participant in this program. There are two parts to the application submission and the College has submitted the 2nd portion of the application.

College Walk Reconstruction

Project Description:

This project would renew and/or replace College Walk.

Project Update:

Several architectural firms were asked to give presentations to the College's administrators on their architectural ideas for how best to transform College Walk into an inviting pedestrian space.

The project is scheduled for completion in conjunction with the completion of the Campus Center in 2011.

Field #4 Surface Parking

Project Description:

This project will consist of a paved parking lot on the existing athletic field #4 for approximately 250 cars, as well as the construction of an underground water retention system.

Project Update:

This project consists of a paved parking lot on Athletic Field #4 for approximately 250 cars, as well as the construction of an underground water retention system. The project is pending until the completion of the Athletic Fields at Pomona Road.

Lakeside Lodge Kitchen

Project Description:

This project consists of converting the The Lakeside Center Lodge kitchen area into a Pizza Express, as well as remediate the kitchen's ventilation system.

Project Update:

Architectural drawings were submitted to the New Jersey Department of Community Affairs (NJDC) for permitting purposes during the summer. It is anticipated that this project will be completed during January 2010.

L-Wing Adaptive Reuse

Project Description:

The College has hired an architect to design the adaptive re-use/renovation of the L-Wing swimming pool area into academic and administrative space along with an art gallery.

Project Update:

The project is in the design phase and has been submitted to the New Jersey Department of Community Affairs for its review. Construction is anticipated to commence fall 2009 with a completion date of fall 2010.

Parking Lot #7 Photovoltaic

Project Description:

This project has been divided into two (2) phases. The first phase of the project, which is now complete, consisted of a Photovoltaic array canopy over one half of Parking Lot #7. The second phase, will install Photovoltaic panels over the remaining half of Parking Lot #7. Phase I system is 378 kWh in size and Phase II's system is 457 kWh in size. The Photovoltaic arrays will provide the College with a reduced rate for electrical power and will exemplify the College's ongoing commitment to becoming New Jersey's GREEN College.

Project Update:

The College awarded a contract for this project in June. Construction has commenced for the installation of the Photovoltaic panels for the 2nd half of Parking Lot #7. Installation of the solar array panels began prior to the students return to campus for the fall 2009 semester and if necessary, completion will take place during winter break.

Housing I, Housing V – North & West Parking Lots Photovoltaic Array

Project Description:

This project entails the installation of Photovoltaic panel arrays on a portion of the parking lot in Housing I as well as the North & West Parking Lots located in Housing V. This total size of this array is 1,097 kWh and will provide the College with a reduced rate for electrical power and exemplify the College's ongoing commitment to becoming New Jersey's GREEN College.

Project Update:

This project is currently in the design and development stages and is scheduled to commence summer 2010.

Plant Management Storage Facility

Project Description:

This project involves removing the existing small and out-dated storage sheds in the Plant Management storage yard with a pre-engineered secured storage facility. The firm used on this project is an SBE professional firm.

Project Update:

The consultant has provided a proposal for the design services of the facility. For cost purposes, the proposal was divided into two (2) parts. The 1st part consisted of the schematic design Phase/Pinelands Commission review. The 2nd phase incorporates the remainder of the design and specification production for bidding purposes.

Signalized Intersection (Traffic Light)

Project Description:

An engineer has been retained and has submitted a design for a new traffic signal at the intersection of Jimmie Leeds Road, and Vera King Farris Drive at the main academic entrance of the campus. The design includes technical design services for the planning and specification development to reconstruct the intersection and include the installation of a traffic signal and required right-of-way acquisitions, if required. Additionally, the design includes roadway widening, utility coordination, geometric revisions, drainage improvements, signage, resurfacing the intersection and the required environmental permits. This traffic signal will abate increasingly serious life/safety issues that currently exist at this intersection.

Project Update:

Presently, the project is under review with the Atlantic County Traffic Engineering Department and will then proceed to the Pinelands Commission for its approval. Once the project has retained the necessary approvals, construction will begin. It is anticipated that construction will commence during fall 2009.

Unified Science Center

Project Description:

This project consists of a four-story building to provide facilities that will support the College's Science Programs. It will include wet and dry teaching and research laboratories, support facilities, chemical and general storage facilities, shop support and preparation rooms to support Natural Science and Mathematics Programs. The project also includes the site work, furnishings and equipment.

Project Update:

The project is currently in the programming phase. The College met with the architects during the summer to discuss schematic drawings which had been submitted and to make any necessary revisions.

Solar Projects:

1. Arts & Sciences Building Photovoltaic (Solar Panels) Upgrade: The College moved forward with the replacement and/or upgrades of the existing solar panels located on the Arts & Sciences Building rooftop.

2. Parking Lot #7 Photovoltaic (Solar Panels) Upgrade: Solar panels have been installed across a substantial portion of the parking lot, thus providing covered parking those areas and exemplifying the College's commitment to going GREEN.
3. Sports Center Photovoltaic (Solar Panels): Solar panels were installed on top of the athletic facility and will assist in defraying the College's cost of electrical power.

Other Institutional Information

- A. [Executive Summary of the Student Affairs Annual Report 2007-2008](#)
- B. [Academic Affairs Highlights 2008-2009](#)