



PERIODIC REVIEW REPORT

Prepared for the Middle States
Commission on Higher Education

2012/17



Harvey Kesselman, President

Stockton University | New Jersey's Distinctive Public University

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Section 1: Executive Summary

Institutional Overview:

Founded in 1969, Stockton University is one of eleven senior public colleges and universities in New Jersey, and primarily serves students drawn from the state's eight southernmost counties. Stockton opened as a liberal arts and sciences college, and, in 2015, three years after its most recent Middle States Commission on Higher Education (MSCHE) Decennial Self Study, the state reclassified the institution as a comprehensive university.

Stockton is committed to student learning through effective and innovative teaching, as well as to experiential learning opportunities. The ultimate goal is to educate students as well-rounded citizens, prepared not only to embark on advanced study or employment after graduation, but also to appreciate and value lifelong learning, political engagement, and community service.

The individual attention that each Stockton student receives reflects the campus' strong sense of community, made possible, in large part, by a student to faculty ratio of 17:1. The University encourages, and financially supports, one-on-one research initiatives with faculty as well as opportunities to apply theories and methods learned in the classroom to real or practical situations through structured internship programs, service learning, and community engagement programming.

The means by which these goals are pursued have evolved in important respects since the school was founded. From a campus of 1,000 students and 60 faculty based in one building on the Atlantic City boardwalk, Stockton has grown to an institution of 8,674 undergraduate students and graduate students. Of this number, 94% attend school full-time, and the freshman retention rate is 87%. Four-year and six-year graduation rates are also very strong, at 56% and 70% respectively.

Indeed, the scale of Stockton's growth in the last ten years led the MSCHE 2012 Self Study Team to conclude that the institution was "vibrant and innovative" with "a focus on supporting student learning and success." Several organizations have also recognized Stockton as a key educational leader in the region. The University is ranked as one of the top public colleges and universities in the North by *U.S. News & World Report*, as a "Best in the Northeast" college by *The Princeton Review*, and as sixth in the nation by the *Military Times* "Best for Vets: Colleges 2016," this last the most comprehensive school-by-school assessment of veteran and military student services and rates of academic achievement.

Institutional Approach to Preparing the PRR:

Following submission of the 2012 Self Study, co-chairs for the Periodic Review Report (PRR) attended Middle States Commission programming, including PRR sessions at the Philadelphia spring 2015 and Washington, D.C. fall 2015 conferences. Work on the PRR

began in earnest in fall 2015 when co-chairs convened an Assessment Working Group. As stronger evidence of academic assessment efficacy was one recommendation of the 2012 Self Study team, this area was deemed of principal importance and representative faculty worked through their respective schools with program coordinators to assemble a robust set of assessment technique case studies and analyses; these form the core of Section 5 of this report.

Additional PRR team members came from the Divisions of Academic Affairs, Student Affairs, and Administration and Finance, as well as from the Offices of Service-Learning, Community Engagement, Institutional Research, Institutional Planning, Graduate Studies, and the Faculty Senate. In addition to ensuring input from across campus, co-chairs sought to balance members who had prior MSCHE experience with newcomers, to include both a level of reporting continuity as well as offer opportunities for new participation and input. The full list of those who contributed to the report appear below:

NAME	TITLE	ROLE IN 2012 Self-Study (if applicable)
Sonia Gonsalves Co-Chair	Director of Academic Assessment; Professor of Psychology	Planning Committee and Faculty Committee
Michelle McDonald Co-Chair	Assistant Provost; Associate Professor of History	New to Stockton PRR
Susan Davenport	Executive Vice President and Chief of Staff	New to Stockton PRR
Michael Wood	Director of Budget and Fiscal Planning	Planning and Resources Committee
Jim Tierney	Associate Vice President of Business Services and Chief Budget Officer	New to Stockton PRR
Peter Baratta	Chief Planning Officer	New to Stockton PRR
Jessica Kay	Data Analyst and Assistant to the Chief Planning Officer	New to Stockton PRR
Dennis Furgione	Research Associate, Institutional Research	New to Stockton PRR
Pedro Santana	Dean of Students	Institutional Effectiveness Committee
Dee McNeely Green	Associate Vice President for Student Affairs	Administration Committee and Student Life Committee
John Iacovelli	Dean of Enrollment Management	New to Stockton PRR
Claudine Keenan	Dean of the School of Education	Planning Committee and Planning Resources Committee
Theresa Bartolotta	Dean of the School of Health Sciences	New to Stockton PRR
AmyBeth Glass	Director of the Office of Graduate Studies	Curriculum Committee

Daniel Tomé	Director of the Office of Service Learning	New to Stockton PRR
Merydawilda Colón	Director of the Stockton Center for Community Engagement	New to Stockton PRR
Joseph Toth	Director of Library Services	New to Stockton PRR
Paula Dollarhide	Associate Director of Academic Advising	Faculty Committee
ASSESSMENT WORKING GROUP:		
Norma Boakes	Associate Professor of Education	Curriculum Committee
Debra Busacco	Assistant Professor of Health Science	New to Stockton PRR
Arleen Gonzalez	Associate Professor of Criminal Justice	New to Stockton PRR
Kristin Jacobson	Associate Professor of Literature	Faculty Committee
Marissa Levy	Professor of Criminal Justice	Planning Committee and Self Study Co-Editor
Heather McGovern	Associate Professor of Writing	Faculty Committee
Marc Richard	Associate Professor of Chemistry	New to Stockton PRR

During summer 2016, PRR co-chairs met with different constituencies to discuss the challenges and opportunities ahead. Draft portions of the PRR were made available via the Stockton website to all members of the campus community for review and an electronic mechanism put in place to collect feedback and suggestions through the fall 2016 term. The results are reflected in Sections 2 and 3. Sections 4 and 6 required more specialized work, particularly with Stockton's Chief Planning Officer, Division of Administration and Finance, Office of Enrollment Management, and Office of Institutional Research.

Major Institutional Changes since the 2012 Decennial Evaluation:

The last five years have been a period of tremendous growth, institutional evolution, and self-reflection for Stockton University. Major institutional changes since 2012 have included: an institution-wide self-study, reclassification and name change; expanded and improved campus facilities; a recommitment to shared governance; new leadership; and a number of key community partnerships and cultural alliances.

A. University Status:

In March 2012, Stockton successfully completed its Decennial Self Study, unconditionally and with two commendations. During this process, the college's overall health and growth—at both the undergraduate and graduate levels—prompted visiting team members to ask whether Stockton had considered applying for university status. What followed was a two-year undertaking that began with a Faculty Senate Task Force charged with surveying and compiling reports on the opinions of students, faculty, and staff. This culminated in a Pan-College Task Force that considered this data alongside published scholarship on the impact of such transitions. This same body also conducted an institution-wide self-study to ensure Stockton had the programming, faculty credentialing, and academic resources to support such an undertaking. The campus submitted its petition to the state in October 2014, and received confirmation of its change in both status and name to Stockton University in February 2015 [[Appendix 1--Petition for University Status](#)].

B. Campus Expansion:

As part of its university status application, Stockton had to demonstrate that it had the requisite facilities to support such an institutional change. The range of projects completed over the last several years have transformed the campus and easily demonstrated research and teaching capacity. A new 154,000 square-foot Campus Center had been open less than a year at the time of the 2012 Self Study, and the University was in the process of establishing a satellite educational facility in Woodbine, New Jersey; this was its second such site, as it had operated an instructional site in Atlantic City for over a decade.

The year after re-accreditation, Stockton opened Unified Science Center¹ (USC¹), a 66,350 square-foot, three-story facility to expand facilities for the School of Natural Sciences and Mathematics. This building includes eleven research and teaching labs for the study of chemistry, genetics, microbiology, physical and organic chemistry, as well as classrooms, administrative facilities, and faculty offices.

Campus expansion has continued apace since that time. Stockton is mid-way through construction on two additional buildings on the main campus, an Academic Building and Unified Science Center² (USC²). Additional information is provided in Opportunity #2 in Section 3 of this report [[Appendix 2--Facilities Report, Academic Quad](#)].

The number of Stockton's off-campus instructional sites has grown as well, from one to four (Stockton completed renovation of Woodbine, which came online for academic programming in 2013, and added instructional sites in Hammonton, NJ and Manahawkin, NJ later that year). Each location has developed its own pedagogical identity in response to community and student needs. Additional courses, and some residential housing, are also now available at the Stockton Seaview Hotel and Resort, a historic hotel that the University purchased in 2010. More details about each facility appear in Section 3.

C. Recommitment to Shared Governance:

The 2014-15 academic year tested Stockton's system of self-governance and, while at times difficult, afforded an opportunity to revisit institutional priorities and communication structures, as well as realign as needed. In November 2014, Stockton University (then the Richard Stockton College of NJ) signed a letter of intent to purchase the property of the former Showboat casino for \$18 million in hopes of creating an Atlantic City branch campus. Complicated legal restrictions over property use, however, hampered these endeavors, and resulted in Stockton's sale of the same property a year later.

While Stockton was able to recoup its financial investment, questions about how purchasing and academic programming decisions were made prompted the Stockton Faculty Assembly and the Stockton Federation of Teachers to hold joint meetings and generate a coordinated response to address underlying structural concerns and create a more robust and genuine culture of shared governance.

In April 2015, then President Herman Saatkamp announced to the Board of Trustees his intent to take immediate medical leave from the University, with retirement soon to follow. Dr. Harvey Kesselman, then Provost and Executive Vice President, assumed the position of Acting President of the University. Acting President Kesselman's first official act was to establish a series of University-wide task forces, one of which focused on shared governance and enlisted representation from constituencies across campus: a member from the Board of Trustees, who would also serve as a co-chair of the committee; two members of upper administration; an academic dean; members of faculty leadership; union representatives from both the CWA and SFT (professional staff and faculty); a representative from Student Affairs; a student representative; and other Stockton community appointees. As Stockton remains committed to expanding academic opportunities in Atlantic City, a second task force has provided a forum for broad-based, inclusive, and transparent decision-making about financial investment, facilities design, and academic programming as Stockton moves forward. The AC task force was subsequently replaced with an operations working group formed of seven subcommittees: Academic Affairs; Anchor Institution/Community Engagement; Support Services/Student Life; Housing; Marketing; Safety/Security; and Transportation. More information about the Gateway project appears in Section 3 of this report.

The Task Force on Shared Governance met six times during the 2015-16 academic year; its subcommittees met more often. Initially, the team worked on drafting a definition of shared governance for Stockton, understanding the role of shared governance, and reevaluating the mission statement for the University. Its activities are ongoing [[Appendix 3--Task Force on Shared Governance Website](#)].

D. Changes in Leadership:

At the time of the decennial accreditation in 2012 Dr. Herman J. Saatkamp, Jr. led the University. As we complete the PRR, Dr. Harvey Kesselman, previously Stockton's Provost and Executive Vice President, holds the presidency. Dr. Kesselman has more than 35 years

of experience in higher education, and his other executive leadership roles at Stockton have included: Dean of the School of Education, Interim Vice President for Administration and Finance, CEO of the Southern Regional Institute (SRI) and Educational Technology Training Center (ETTC), and Vice President for Student Affairs.

Stockton also has a new Provost. Following Dr. Saatkamp's retirement in 2015 and Dr. Kesselman's promotion to President, the University conducted a nationwide search before selecting Dr. Lori Vermuelen as its new Provost and Vice President for Academic Affairs. Dr. Vermeulen joined the Stockton community after serving nine years as Dean of the College of Arts & Sciences at West Chester University of Pennsylvania. In this capacity, Dr. Vermeulen managed the university's largest college, overseeing an annual budget in excess of \$30 million, while guiding the efforts of 13 academic departments, six interdisciplinary programs, 280 tenure track faculty, and 6,000 students.

E. Cultural Partnerships:

Finally, Stockton has built increasingly strong bridges to the south Jersey community by prioritizing support of artistic and cultural endeavors in the last several years. The Campus Art Gallery, which held its inaugural exhibition of work from the Visual Arts faculty the year of the 2012 Self Study, now annually shows faculty and student art, as well as a number of visiting exhibitions. Our Performing Arts Center also continues to grow, producing and hosting over three dozen theater, dance, and music performances each year.

In addition, Stockton's Interdisciplinary Center for Hellenic Studies, founded to promote study and teaching in the many fields that define Greek civilization and culture, received a significant donation of \$1.15 million to support its endeavors in 2016. This has been used to establish the Demetrios Constantelos Hellenic Collection and Reading Room in the Richard E. Bjork Library, as well as the Dean and Zoe Pappas Visiting Scholar Series, which hosted Justice Sandra Day O'Connor as its inaugural address, and featured actress and activist Anna Deavere Smith, currently the artist-in-residence at the Center for American Progress, a progressive policy research and advocacy organization in Washington, D.C.

Stockton has increased its presence in Atlantic City as well, though a collaboration with the Atlantic City Casino Reinvestment Development Authority and the Noyes Museum of Art. Known as the Arts Garage, the enterprise operates as a public arts space and studio facility for emerging artists, and offers monthly, free public events. Stockton has also assumed management of Dante Hall, an Atlantic City historic theatre, which hosts both campus and visiting productions.

Most recently, The Mr. and Mrs. Fred Winslow Noyes Foundation and The Noyes Museum of Art agreed to transfer ownership of the art museum and artwork to Stockton University. The Noyes Museum of Art was the vision of local entrepreneurs Fred and Ethel Noyes, who were avid art and antique collectors. Museum holdings are particularly strong in southern New Jersey natural landscapes and nineteenth- through twenty-first-century fine and folk art. In all, the collection and supporting operating and endowment accounts are valued at nearly \$3 million dollars.

Abstract of the PRR:

Section One is the Executive Summary.

Section Two describes Stockton's response to the recommendations of the Middle States visiting team in 2012, with a particular focus on strategic planning, strategic goals, and academic assessment.

Section Three outlines the challenges and opportunities facing the institution, including, on the one hand, declining state funding and limitations on current campus space, and on the other hand, expansion of academic programming, renewed efforts at civic engagement and experiential learning, state reclassification, and national recognition.

Section Four provides specific detail about enrollment and finance actions and planning for the fiscal years that have elapsed since 2012, including tabular and graphic depictions to illustrate recent trends.

Section Five focuses on Standard 14: Assessment of Student Learning, with particular attention to the processes that link institutional and program-level goals to student learning, as well as how they support and reinforce Stockton's ten Essential Learning Outcomes (or ELOs). Additional sections outline the support systems in place for academic assessment, demonstrate the broad-based nature of assessment beyond Academic Affairs, and articulate the assessment evaluation and strategic planning process.

Section Six demonstrates how the University links institutional planning to budgeting and resource allocation, and how this process connects to the goals in the Strategic Plan.

Links to appendices provide additional documentation to demonstrate and amplify the narrative in each section.

Section 2: Response to the 2012 MSCHE Decennial Self-Study

Self Study Recommendations from the Visiting Team:

Stockton received three recommendations from the 2012 Self Study Visiting Team. These appear below along with our institutional responses.

VISITING TEAM RECOMMENDATION 1: *Document further implementation of an integrated strategic planning process (Standard 2).*

Stockton took several steps to strengthen its planning process and ensure that goals are clearly articulated, integrated, and transparent. First, as noted in Section 2, the University created a Task Force on Shared Governance, co-chaired by the then Interim Provost, Susan Davenport, now Executive Vice President and Chief of Staff, and Madeleine Deininger, Chair of the Stockton Board of Trustees. Additional Task Force members include representative faculty, students, staff, and administration. This group meets regularly, and has been charged with updating the institution's mission statement, last approved in 1982, as well as recommending best practices for the facilitation of ongoing, robust, campus-wide dissemination of information (all agendas and meeting materials are available electronically). In addition, the Task Force held several public forums in fall 2015 and spring 2016 so that all members of Stockton's community could learn more about the institution's progress and provide input. An online feedback form allows an ongoing means of relaying questions or concerns directly to Task Force members [[Appendix 3](#)].

Stockton also appointed a new Chief Planning Officer (CPO), a position that had been vacant during the 2012 Self-Study campus visit. The CPO serves as a member of the President's Cabinet, and is charged with directing, managing, and coordinating the University's strategic planning process. More specifically, the CPO serves as the President's primary liaison for aligning all unit and cross-functional operational plans, initiatives and allocations to the University's strategic plan, as well as connecting all aspects of the planning cycle throughout the institution, including the divisional program review and budget cycle. And, in keeping with the significance of aligning these efforts with long-range, data-driven planning, the CPO oversees Stockton's Office of Institutional Research.

One of the first changes instituted by the CPO was revision of Stockton's annual divisional reporting process. Previously, each of the institution's six divisions (Academic Affairs, Student Affairs, Administration and Finance, Development and Alumni Affairs, External Affairs and Marketing, and Information Technology Services) developed annual goals and objectives in the summer and early fall, and reported out on major accomplishments to the campus community the following spring in separate public forums. Beginning in 2015-16, Stockton inaugurated a new planning calendar intentionally designed to create opportunities for broad-based conversations across campus and assist leadership in setting goals and priorities. The revised timeline also allows closer alignment between the

institution's annual planning and budget cycle to the state's appropriations cycle and Stockton's managerial evaluation system. This integrated structure helps to ensure that divisions work with each other and necessitates that they think strategically—across unit lines—about institutional priorities [[Appendix 4—Strategic Planning Timeline and Institutional Program Review](#)]. More details about these changes are provided in Section 6 of this report.

VISITING TEAM RECOMMENDATION 2: *Document further implementation of a comprehensive, organized, and sustained process for the assessment of student learning, including general education (Standards 12 and 14).*

In January 2013, Stockton established the Office of Academic Assessment, led by a senior member of the faculty. The inaugural director, Sonia Gonsalves, Professor of Psychology, joined the psychology faculty at Stockton in 1990. She had previously served as Director of the Institute for the Study of College Teaching from 1999 to 2002 and as Director of the Institute for Faculty Development from 2006 to 2009. During the most recent Middle States Review, Dr. Gonsalves co-chaired the Committee for Assessment and served on the planning committee. Under her leadership, the Office of Academic Assessment supports student-learning outcomes by providing resources for faculty and administrators to assist in the design, use, and analysis of assessments of learning, performances, attitudes, motivations, and skills. Two means of doing so are a Summer Assessment Institute and the monthly e-zine *Evidence*.

The Summer Assessment Institute program began in 2007, in part motivated by the experiences of six faculty who had attended the Middle States “Student Learning Assessment Institute” the year before. It came under the authority of the Office of Academic Assessment in 2013 and has become an annual event.¹ Calls for participation are issued each fall, and in accordance with a local agreement governing the terms and conditions of all such summer institutes, Stockton provides a modest stipend to 10 to 12 attendees who meet several times in August. Topics have ranged from demystifying the Collegiate Learning Assessment (CLA) and writing, to effective incorporation of college Essential Learning Objectives (ELOs), and provide an excellent forum for sharing teaching and learning strategies in an inter-disciplinary environment.

The results of each workshop appear in articles written by participating faculty in Stockton's newsletter about assessment questions and concerns, *Evidence*. Initially published quarterly, *Evidence* first appeared in the summer of 2002, and has proved an informal and engaging vehicle for sharing information about best pedagogical practices, in-class experiences; it is now published monthly. The attached appendix provides more details about both programs, as does Section 5 of this report. [[Appendix 5—Office of Academic Assessment Website](#)].

¹ Kathleen Klein, “Assessment Can be Fun, Meaningful, and Painless—Really!,” *Evidence: Program Assessment for Continuous Improvement*, February 2006, p. 1.

The second half of this recommendation, a review of Stockton's general education programming, is also complete. For over three decades, the Basic Skills (BASK) Program, housed in the School of General Studies, provided support for first-year, at-risk students who entered Stockton in need of additional resources in academic reading, writing, and mathematics. At the same time, program faculty developed a wide variety of other courses, primarily in the University's General Studies, or "G" curriculum, in these academic skills, in order to serve two other audiences: first-year students who placed out of required BASK courses and students who completed BASK courses and were ready for intermediate level work. After much discussion, faculty decided to broaden the program's scope in order to recognize the expanded nature of their work.

In the fall of 2011, the Faculty Senate reviewed a proposal for a First-year Studies (FRST) program, as developed by an ad-hoc working group. In December 2011, the final report of the working group was submitted to the Faculty Senate and Dean's Council, both of which unanimously accepted the proposal's recommendations [[Appendix 6—FRST Year Studies Report](#)]. In fall 2012 the FRST Program officially launched, and, the following fall, courses were available to incoming first-year students. The FRST program now includes 1000-level courses (formerly BASK) and 2000-level courses that are open only to first-year students, as well as special F-designated courses taught by faculty members across the University.

Two assumptions shaped the BASK Program and continue to apply to 1000-level FRST courses. First, the faculty holds that students placed into 1000-level FRST courses are not incapable of succeeding at Stockton, but, rather, are under-prepared. Almost every new student at Stockton can develop the skills necessary for academic success, if willing to work hard within an environment of strong support. Consequently, Stockton refers to 1000-level FRST courses as developmental, not remedial.

The second assumption is that an academic skills program is most effective when it is embedded as deeply as possible in the college experience. Success depends upon how the program is perceived by students, faculty, and administrators. Consequently, students receive full academic credit for all but one of their 1000-level FRST courses (FRST 1100, Developmental Mathematics), a policy that communicates to students that these courses are as valuable as any other at the University. This ideology also shapes faculty participation. Faculty from many schools in the University may teach these courses as a part of their normal teaching load, demonstrating that, at Stockton, skills education is a shared responsibility.

VISITING TEAM RECOMMENDATION 3: *File a substantive change request with Middle States for the Doctor of Physical Therapy degree program.*

Stockton completed and filed the required substantive change request for its Doctor of Physical Therapy on July 2, 2012. Three additional substantive change requests have been filed since the 2012 Self Study: 1) a request to include the online Bachelor of Science in Nursing Degree Completion program within the scope of the institution's accreditation (March 5, 2013); 2) a request to approve the new Ed.D. in Organizational Leadership (July 29, 2013); and 3) a request to approve the Bachelor of Science Accelerated Nursing (or Transcel) program offered at an off-campus instructional site (June 29, 2016).

Campus Suggestions Resulting from the Self Study:

In addition to the three recommendations made by the Visiting Team, the campus articulated ten suggestions in its Self Study. The remaining portion of this section presents the University's response to these internal suggestions.

CAMPUS SUGGESTION 1: *Evaluate the efficacy of the Faculty Senate as a representative governing body.*

Prior to 2009, Stockton's institutions of faculty leadership consisted of a General Assembly of the Faculty and the Faculty Union (SFT). That year, however, the Faculty Senate replaced the General Assembly in an effort to streamline the governance structure. According to their Constitution, the Faculty Senate serves "as the representative body elected by the Faculty to provide a Faculty voice in the formulation of College policy." (Article I) "The Senate may consider any College matter on its own initiative or at the request of the Faculty Assembly, the Committees, individual Faculty members, students, the College administration, the Board of Trustees, or any campus organization. It may review any College policies and make recommendations concerning them." (Article III) The Senate, therefore, is composed of members of the Faculty Assembly and represents the interests of that larger body [[Appendix 7—Faculty Senate Constitution](#)].

Since the 2012 Self Study, the efficacy of the Faculty Senate as a representative governing body has been amply demonstrated through the composition of its membership, meeting structure, and significance of tasks completed. The Senate's membership is specifically designed to ensure broad-based disciplinary participation by including both School Senators (one per school) as well as At-Large Senators, the former elected by School-wide elections and the latter by campus-wide elections. The total number of senators is tied to the number of Faculty Assembly members such that there is one senator per ten faculty members. Additional elected members include the President, Vice President, and Secretary. The President of the Union serves on the Senate in an ex-officio capacity. The President of the Senate appoints an adjunct faculty member to serve as an Adjunct Liaison.

The Senate maintains eight Standing Committees:

- Committee on Academic Policies
- Committee on Academic Programs and Planning
- Committee on Administration and Finance
- Committee on General Studies
- Committee on the Library
- Committee on Research and Professional Development
- Committee on Student Affairs
- Committee on Information Technology and Media Services

Standing Committees of the Senate are likewise composed of School Senators and At-Large Members, as well as one or more ex-officio positions, most often drawn from campus

administration, to ensure access to requisite information and resources for informed decision-making.

The Senate's meeting structure also works to safeguard transparency of governance. Meetings are held monthly, publicized well in advance through all-faculty email communications, and are open to the public (including both faculty and non-faculty members of campus), unless voted into closed session. Moreover, the Senate is constitutionally required to convene Faculty Assembly meetings at least three times annually. Minutes of all meetings are posted on the Faculty Senate website, which was updated in 2014, as are all task force reports and standing committee annual reports [[Appendix 8—Faculty Senate Website](#)].

Perhaps the best evidence of the Senate's effectiveness has been the central role it has played in recent campus initiatives. In addition to the central role played by the Senate in reforming shared governance noted above, the Senate has overseen a number of special issue Task Forces since the 2012 Self Study. In 2012, a Task Force assessed and made recommendations about Stockton's IDEA course rating system. The following year, the Senate completed what had been a two-year study about the viability of reclassifying from a liberal arts college to a comprehensive university (a study which was reviewed and expanded on by a Pan-Campus Committee on the same topic, ultimately leading to the state's decision to rename the institution as Stockton University in 2014; [Appendix 1](#)). That same year, the Senate Task Force on Accessibility also completed its report, which has served as the template for facilities and instructional access upgrades [[Appendix 9—Faculty Senate Task Force on Accessibility Final Report \(2014\)](#)], as did the Faculty Senate Task Force on Creation of a Women's, Gender & Sexuality Center, established by Stockton in 2014 [[Appendix 10—Task Force on WGSC Final Report \(2014\)](#)].

CAMPUS SUGGESTION 2: *Strategically plan off-campus expansion and facilities and integrate into Stockton's 2020 plan, including facilities master plan, enrollment plan, and academic plan.*

As noted in Section 1, the number of Stockton's satellite facilities has grown appreciably since the Self Study, from two to four (buildings in Woodbine, Hammonton, and Manahawkin joining that in Atlantic City). Each location has developed its own pedagogical identity, informed by community and student needs.

Hammonton serves as a center for cultural and historical endeavors, housing the South Jersey Cultural Alliance, the Murphy Writing Center (which joined Stockton University in fall 2014), the Noyes Museum of Art (which became part of Stockton University in August 2016), and the Stockton Center for South Jersey Culture and History.

Manahawkin has become a center for health sciences; it hosted the inaugural class of the B.S. in Accelerated Nursing Program in fall 2016, and is slated to become the site for expanded programming in B.S. in Health Sciences and the M.S. in Communication Disorders during the 2017-18 academic year.

The Carnegie Center in Atlantic City, Stockton's oldest satellite facility, houses the Physician Assistant Program developed in coordination with Philadelphia University, as well as Stockton's own M.A. in Social Work. It also serves as the site for Continuing Studies programming in Workforce Redevelopment Training, a crucially needed program in light of Atlantic City's current economic climate.

Woodbine includes the Sam Azeez Museum of Woodbine Heritage, as well as NSF-funded training programs offered through Stockton's Southern Regional Institute/Educational Technology Training Center (SRI/ETTC) in math and science for K-12 teachers. In fall 2016, it also launched the Woodbine Student Scholarship Fund, a three-year initiative of up to \$135k designed to support area teachers interested in completing a graduate degree in education.



CAMPUS SUGGESTION 3: *Develop a formal Enrollment Management Plan with defined targets by academic program, attending to both the retention of residential and commuter students.*

Stockton's Division of Student Affairs spent 2015-16 updating and refining its Strategic Enrollment Management Plan, utilizing support from both internal and external institutions. In the fall of 2015, the University contracted the consulting firm of Ruffalo Noel Levitz to provide an institutional survey of current enrollment processes across the campus. Their report highlighted two areas of future growth: a) direct faculty involvement in the recruitment process; b) upgrading and standardizing the University identity (i.e. through the University's website and social media identity) [[Appendix 11—Ruffalo Noel Levitz Report \(2016\)](#)].

The first concern was addressed in a campus-wide Strategic Enrollment Management Summit held in summer 2016, which resulted in a series of working groups to address how schools and programs can become partners in student recruitment and retention. More information about the University's enrollment management plans appears in Section 6 of this report. Stockton's Office of University Relations and Marketing, which is aggressively growing the campus' social media presence via Facebook, Twitter, Instagram, YouTube, Pinterest, Flickr, and Snapchat, and is spearheading the effort to create a more cohesive institutional identity, have addressed the second recommendation.

Stockton's approach to Enrollment Management is also benefitting from its inclusion in the American Association of State Colleges and Universities (AASCU) "Re-imagining the First Year" Initiative, a three-year program that brings together 44 colleges and universities across the country in a coordinated effort to improve retention and graduation rates nationwide. Each campus has to commit to at least one strategy at four levels: institutional intentionality, curriculum, faculty/staff, and students. While Stockton's first-year retention rates are already high (87% across the student body), the University is using this opportunity to explore in more depth the students it attracts and the support structures in place to ensure their success. Consequently, research from this initiative will necessarily inform enrollment management strategy moving forward. More information about RFY appears in Section 3, under opportunities [[Appendix 12—AASCU: Reimagining the First Year \(2016\)](#)].

While RFY focuses on more traditional first-year students, nearly half of Stockton's students transfer to campus from community colleges. To more specifically address these concerns, Stockton formed a Transfer Student Working Group in fall 2015, including members of the Faculty, Academic Advising, Media Relations, Planning and Institutional Research, and the Office of the Provost. The subsequent report recommended strengthening attendance at regional Open Houses (through the inclusion of key faculty members and Academic Advising staff), holding specific "transfer only" sessions at campus Open House event, building a social student club that supports transfer needs, and enhancing web-based information about transfer student curricular options and enrollment processes to facilitate pathways to graduation. These initiatives are already underway [[Appendix 13—Transfer Working Group Final Report \(2015\)](#)].

CAMPUS SUGGESTION 4: *Maintain small classroom size, low student to faculty ratios, and high percentage of courses taught by full-time faculty.*

The University continues to ensure that the small-scale, personal pedagogical model in operation before the 2012 Self Study remains in place. Although enrollment has steadily increased approximately 2% a year, most classes are limited to 30 to 35 students, writing and other seminar classes at 25 or less, with many senior capstone experiences capped at far fewer (15 students or less). To maintain this balance, Stockton has increased the size of its full-time faculty. Over 335 faculty members now teach in the University's over 40 academic programs. Of these, 95% hold doctoral or other terminal degrees, and 97% are tenured or tenure-track. This is the highest number of courses taught by full-time faculty of New Jersey's senior public colleges and universities.

CAMPUS SUGGESTION 5: *Assess the efficacy of IDEA as an assessment instrument.*

In 2010, Stockton piloted the online administration of Individual Development and Educational Assessment (IDEA) and in 2012 began administering IDEA online for all online classes and face-to-face classes, unless a faculty member designated otherwise. The average response rate for online surveys was 60% and for in-class paper surveys was 83%.

That same year, an eleven-member Faculty Senate Task Force reviewed the IDEA Student Rating to determine its utility as a source of feedback about students' learning experiences and faculty's instructional practices. In their report, the Task Force recommended that Stockton:

1. Continue using the IDEA instrument to provide data for teaching portfolios (although they also noted that IDEA data should contribute no more than 30% of the teaching portfolio assessment).
2. Increase knowledge of how to interpret IDEA statistics by increasing participation by faculty and administrators in campus workshops (organized through Stockton's Institute for Faculty Development).
3. Review the IDEA instrument again in five years.

There was broad consensus that the IDEA Instructor and Course Rating Form is a useful and informative instrument that represented a significant improvement over the previous Student Evaluation of Teaching (SET) process. The committee noted that not all faculty members, however, were aware of best practices for administering and interpreting IDEA surveys and reports, and suggested that all reviewers of personnel files should have refresher training in the contextual interpretation of such reports.

A summary of the 2012 IDEA report is attached [[Appendix 14—Faculty Senate Task Force on IDEA \(2012\)](#)].

In accordance with the primary suggestion from the 2012 review, and particularly in light of IDEA's decision to discontinue the paper option and move fully online in its administration by fall 2018, a follow-up review of IDEA began in the fall 2016 and was presented to the Faculty Senate for their review and endorsement in spring 2017. That body voted to continue IDEA as the University's teaching assessment vehicle this past May.

CAMPUS SUGGESTION 6: *Create a more consistent classroom teaching observation procedure.*

To expand the number of tenured faculty trained to observe and evaluate colleagues' teaching and create an environment in which the value of peer evaluation of teaching is enhanced and supported, the Stockton Federation of Teachers (SFT) and Stockton's Administration established and funded a Summer Institute for Peer Evaluation of Teaching (SIPET). This initiative began in 2012 and is administrated through the campus'

Institute for Faculty Development (IFD). The inaugural class of twelve Teaching Fellows received instruction in how to prepare for, conduct, and write up professional peer-classroom evaluations. The IFD director is also responsible for ensuring that School Deans and faculty are aware of this program as well as the names of those who complete the SIPET experience and are available to conduct peer evaluations.

Tenured faculty selected as Teaching Fellows through an application process are charged with the responsibility of completing at least four peer evaluations (as described in the relevant section of the Procedure for Faculty Evaluation) and agree to be available, during the two years following their participation, for no more than three brief consultations with faculty who are carrying out peer evaluations, but have not attended SIPET training. A full description of the program and its outcomes is attached [[Appendix 15—Institute for Faculty Development Classroom Observation Program Website](#)].

CAMPUS SUGGESTION 7: *Update curricula to meet student and market demand.*

Since the 2012 Self Study, the campus has initiated four new undergraduate programs or concentrations and three graduate programs. These include: both a B.A. and a B.S. in Sustainability (including a new concentration in Conservation and Agroecology); a B.S. in Exercise Science; and a B.S. Accelerated Nursing Program. At the graduate level, Stockton now offers: an M.A. in American Studies; a Certificate in Holocaust and Genocide Studies; and an Ed.D. in Organizational Leadership; the last is Stockton's second doctoral program.

In addition, the University has launched programs in collaboration with other institutions. An agreement with Rowan University, for example, enables students to earn a B.S. degree in Chemistry, Mathematics, or Physics from Stockton and a B.S. in Engineering from Rowan in five years, while a dual degree program between the two schools provides students with the opportunity to earn a bachelor's degree from Stockton and a Doctor of Osteopathic Medicine degree from Rowan School of Medicine at an accelerated pace. Stockton also launched a new dual-degree (B.S.H.S./MSPA) Physician Assistant Program in collaboration with Philadelphia University in the fall of 2015, which is based in its Carnegie facility in Atlantic City.

CAMPUS SUGGESTION 8: *Reevaluate the Basic Skills program and revamp its curriculum.*

For a review of the Basic Skills program, and Stockton's formation of the FRST Year Studies Curriculum, please see Section 2 above, specifically the response to the Visiting Team's second recommendation (see also: [Appendix 6](#)).

CAMPUS SUGGESTION 9: *Focus on Experiential Learning through several arenas including community engagement, global studies, internships, and service learning.*

Stockton's Office of Service-Learning and Center for Community Engagement (SCCE) are the leading progenitors of civic engagement within Academic Affairs. The University's commitment to service learning dates from 1994, and has grown exponentially in the last few years. From 30 courses offered just five years ago, the office now manages 112 such courses each academic year. Better still, the number of faculty teaching these courses has

grown from 30 full-time and part-time instructors, to a committed cohort of 70 faculty who rotate this responsibility. A review of enrollment data for the same period demonstrates that service-learning courses average between 30 and 35 students per class. Consequently, the number of students who contribute to civic engagement through service-learning opportunities has grown since 2011 from 960 students to 2,412 students—or 150%.

During the same period, the number of faculty who are incorporating civic activism into their classrooms has more than doubled, and the total number of service hours completed is now 55,240 in collaboration with 187 community partners. Finally, not only does the office sponsor service opportunities for students, but it also holds reflection sessions to help students grasp the significance of these activities, including 31 dialogue programs and 16 reflection sessions just this year, that gathered data from 1,261 participants. And, in August 2016, the Office of Service-Learning successfully led an initiative for Stockton to become a Bonner Leader Program, allowing Stockton students engaged in such work to have access to the resources and conferences of a nationally-recognized authority in the field of civic engagement [[Appendix 16—Stockton Office of Service Learning Website](#)].

SCCE, founded just two years before the 2012 Self Study and designed a Community Engaged Institution by the Carnegie Foundation in 2010, came under new leadership in 2014 with an expanded mission to:

- Promote the ideals of public service and social responsibility by fostering community-based experiential learning and civic engagement for students, faculty and staff.
- Facilitate training, research and educational enrichment through collaborative efforts with campus groups, as well as local, state and regional community organizations and government agencies.
- Cultivate connections between scholarship and the public interest.

SCCE's Student and Faculty Fellows, the latter a competitive internal funding grant to which faculty apply to further civically-orientated research projects, have made their mark in surrounding communities through several initiatives, including: the Homework Completion Program at Stanley S. Holmes Village in Atlantic City; Stockton's Food Drive, Naturalization courses; an English Learner's Program; and the Pilot Adopt-A-Town initiative. The SCCE has also launched a one-year Diversity and Professionalism training for staff of the Atlantic County Department of Family and Community Development, and has successfully maintained the Campus Kitchen at Atlantic City, in partnership with the Atlantic City High School System. The SCCE website offers additional details of the specific programs at each site [[Appendix 17—Stockton Center for Community Engagement Website](#)].

Stockton has also successfully engaged students in experiences that are scholarly and instructive from a global perspective. Stockton was one of eight new institutions selected by the U.S. Department of State's Office of Global Partnerships as a Diplomacy Lab partner institution to work on the following research projects in 2016-17 [[Appendix 18—Stockton Diplomacy Lab](#)]:

- Economic and Social Impacts of Labor Migration to Gulf Countries from the States of Telangana and Andhra Pradesh (AP)
- 70 Years of Diplomatic Relationship Between The U.S. and Federal Democratic Republic of Nepal
- Namibia's Voting Behavior in International Bodies
- The Influence of Student Activism on Domestic and Foreign Policy
- Economic Factors of Violent Extremism
- Marine Policy at the Bottom of the Planet
- Social Media's Butterfly Effect: How to Clip Terrorists' Wings Online

Launched by Secretary Kerry in 2013, the Diplomacy Lab is a public-private partnership that enables the State Department to "course-source" research and innovation related to foreign policy challenges by harnessing the efforts of students and faculty experts at colleges and universities across the U.S. Students participating in Stockton's Diplomacy Lab explore real-world challenges identified by the Department and work under the guidance of faculty members who are authorities in their fields. This initiative allows students to contribute directly to the policymaking process while helping the State Department tap into an underutilized reservoir of intellectual capital.

Stockton students have also participated in a range of international ventures. In 2014, Stockton's Model U.N. traveled to NMUN-Rome, Italy. In November 2016, they traveled to the National Model United Nations (NMUN) Conference in Kobe, Japan. And in September 2016, Stockton was one of only four institutions of higher education invited by the New Jersey Department of Education to represent the state at a "Peace Day Youth Summit" program at the U.N. in New York City.

Finally, Stockton's Division of Student Affairs supports engagement through several avenues, including student organizations as well as several large-scale engagement and volunteer programs throughout the year. These include: Day of Leadership to help students hone strong leadership skills (264 participants in 2015/16); Stockton's Get Involved Fair (held once a term, 163 and 141 participating organizations respectively in 2015/16); and Alternative Spring Break Trip with Habitat for Humanity. Together, these same campus divisions support Stockton's American Democracy and Political Engagement Project (PEP) and sponsor events like the Constitution Day Series, through which well-known advocates (recently Nina Totenberg, Bryan Stevenson, and Anita Hill) deliver keynote addresses on public policy and economic issues. They also sponsor the Dr. Martin Luther King, Jr. Day of Service, which, this past January, involved 1,400 volunteers for a day-long series of service opportunities and reflection. The motto for this year's MLK Day of Service, "Take a Day On!," exemplifies Stockton's commitment that the responsibility of all campus members to not only share the work, but also reap the rewards of recognizing service as more than something we do. To succeed, it needs to become who we are.

CAMPUS SUGGESTION 10: *Pilot Essential Learning Outcomes (ELOs) as a means of articulating institutional level goals for all Stockton undergraduate students.*

Stockton has conducted two pilot studies of Essential Learning Outcomes since the 2012 Self Study. The first, in fall 2014, involved 11 faculty members teaching 12 primarily first-year courses. The second, in fall 2015, involved 8 major and minor programs (a total of 52 faculty teaching 70 courses). Each pilot included professional development opportunities, a community space in Stockton's Learning Management System, an end-of-semester focus group with students and another with faculty members, student pre- and post-self-perception questionnaires, faculty and student reflections, and assessment of the pilots. A preparatory summer institute attended by 45 faculty members preceded the second pilot. During each pilot, participating faculty members and students experimented with two electronic portfolio platforms, Blackboard and Digication.

Following the 2014 pilot, Stockton conducted a University-wide survey to gauge the success of the Essential Learning Outcomes. Review of the materials submitted by participants indicated the following:

- 82% of faculty and professional staff who took the spring 2015 ELO survey have elected to incorporate ELOs into their courses and learning experiences; a smaller number (21%) use eportfolios.
- Students perceived themselves as acquiring proficiency in all ELOs, except Adapting to Change, over the course of the semester, with average increases of 6 points in students' self-perception.
- Students reported overwhelmingly positive comments about ELOs and the pilots in their course reflections and appear to understand ELOs, comprehend the value of ELOs both in and outside of the classroom, and appreciate the opportunity to develop ELOs throughout their time at Stockton.
- Faculty members noted pedagogical success teaching reflection in relation to ELOs, designing assignments that incorporated ELOs, and using ELOs to reinforce students' learning and metacognitive awareness of their learning, although they also noted more opportunities to develop Communication Skills, Critical Thinking, and Information Literacy & Research Skills than the other seven ELOs.
- Not every academic program has included ELOs in their curriculum map, although a larger number has begun to do so since last year.

Additional details about the ELO project and pilots studies is available online [[Appendix 19—Stockton's Essential Learning Outcomes Website](#)].

Section 3: Major Challenges and/or Opportunities

Opportunities:

This section of the PRR reviews Stockton's major accomplishments, as well as those challenges and opportunities which yet lie ahead. As noted in discussion about the approach to the PRR in Section 1, this information has been vetted by the full campus community and represents our institutional consensus about significant areas of growth and potential obstacles.

OPPORTUNITY 1: *Stockton's Atlantic City Gateway Campus (Standards 1, 2, 3, 9, and 11)*

Despite difficulties raised during the University's 2014-15 efforts to expand into Atlantic City, Stockton remains committed to its neighboring community. So is the state of New Jersey, which recently designated Stockton as an anchor institution because of its potential to contribute to the intellectual, social, cultural, and economic aspirations of a diverse population and serve as a catalyst for economic development in Atlantic City and the south Jersey region.

During the 2015-16 academic year, Stockton began planning its revised coastal campus project. The new location is the site of the old Atlantic City High School, at the intersection of Atlantic, Albany, and Pacific avenues. Projected facilities include: a housing and student center on the Boardwalk for 533 students; a parking garage topped by new the corporate headquarters for South Jersey Gas, with 879 parking spaces for use by the University, South Jersey Gas and the public; and an academic building that can accommodate up to 1,800 students.

Support for this undertaking comes from a public-private partnership with Atlantic City Development Corp., or AC Devco, a non-profit modeled from the New Brunswick Development Corp., which expanded Rutgers' New Brunswick campus. Additional funding includes \$50.4 million in bonds from the Atlantic County Improvement Authority from proceeds of almost \$70 million in tax credits issued by the New Jersey Economic Development Authority; \$17 million from the Casino Reinvestment Development Authority (CRDA); state bond funds for higher education construction; and \$18 million from Stockton [for more information, see: [**Appendix 20—Atlantic City Gateway Campus Website**](#)].

Academic programming for this initiative will continue to be shaped by research conducted on the University's Task Force on Atlantic City, a shared initiative of the Office of the President and the Faculty Senate, as well as a tiered planning process overseen by the Office of the Provost that allows input from academic programs and schools, as well as market research conducted by Hanover Research, an external consulting firm. The University is schedule to open the Atlantic City campus in 2018 with about 1,000 students and grow from there.

OPPORTUNITY 2: *Galloway Campus Expansion (Standards 2, 3, 9, 11, and 13)*

In summer 2016, the first phase of a major facilities expansion to expand Stockton's Galloway Campus began. The academic quad expansion includes a \$28.62 million dollar Unified Science Center² (USC²) and an \$18 million dollar Health Sciences Building. Funding from the "Building Our Future Bond Act," which was overwhelmingly approved by New Jersey voters in 2012, supported construction of these buildings. The bond act provides \$21.465 million dollars in funding for the USC², and the University contributed roughly 25%, or \$7.155 million. The academic building received \$13.5 million in funding from the bond issue and the University paid 25%, or \$4.5 million.

The 58,210 thousand square foot, three-story USC² will house teaching and research labs for various disciplines in the sciences, a vivarium, a large greenhouse, a multi-purpose room, and faculty offices. The 37,720-square-foot Health Sciences Building will include space for the Sustainability program, an exercise science lab and a simulation lab that will be used by multiple programs across the campus, classrooms, faculty offices, and collaboration areas. The main entrance of the academic quad formed between these buildings will provide a central location for all students to study and meet between classes, as well as space for the University community to gather for campus events. Construction for both buildings began in summer 2016 and is scheduled to be complete by late fall 2017.

OPPORTUNITY 3: *Participation in AASCU's "Re-imagining the First Year" Initiative and "Global Engagement" Initiative (Standards 8, 10, 11, 12, and 13)*

As noted in Section 2, Stockton is participating in AASCU's "Re-imagining the First Year" Initiative, a three-year program that brings together 44 colleges and universities across the country in a coordinated effort to improve retention and graduation rates nationwide. In spring 2016, Stockton formed its RFY Working Group (some 42 members drawn from all parts of campus) and systematically reviewed its retention and graduation data. According to the National Center for Education Statistics (NCES), only 58 percent of the students who enrolled in public, four-year colleges as freshmen in 2007 had completed a bachelor's degree by 2013. Stockton's retention rates are much higher. On average, 87 percent of our students return, regardless of gender, race and ethnicity, or financial aid status. This holds true whether a student commutes or chooses to live on campus.

In March 2016, Stockton held two campus conversations that brought together staff, faculty, and administration from across the institution to begin discussing what RFY means to us. Participants included full- and part-time faculty, Deans and Assistant Deans, as well as members of the Provost Office, Student Affairs, Academic Advising, Financial Aid, the Writing Center, the Career Center, the Tutoring Center, the Institute for Child Welfare Education, the Educational Opportunity Fund, the Office of Global Engagement, and Service-Learning.

A vibrant series of discussions followed that began with how to define "first-year" and "success" over the next three years. Fairly quickly, several participants recommended that

Stockton consider the “first-year” experiences of both traditional as well as transfer students, since the latter comprise roughly half of our undergraduate population.

Defining “success” proved more complicated. Stockton’s retention rate is, as already noted, quite high. Several other possible goals were suggested, including increasing 4-year graduation rates, ensuring broad-based participation in service learning and other forms of civic engagement, expanding the number and size of orientation and summer preparation programs, and creating academic and administrative support networks that ensure students have timely access to services ranging from expedited registration to financial aid preparation. The program began in earnest in spring 2015 and was introduced to the full campus at the Fall Faculty Conference in early September 2016 [[Appendix 12](#)].

Stockton has also completed its second year in AASCU’s Global Engagement Initiative, which is part of the larger National Blended Course Consortium (NBCC) that includes Stewardship of Public Lands, Economic Inequality. “Go Global” is a free online course offered to students in the summer after high school graduation. The primary aim is to expose students to resource materials and assignments that allow them to become more familiar with, and interested, in global developments. In fall 2014, 95 students enrolled for the free online course; 90 enrolled the following fall. Preliminary results indicate a modest but positive impact on student retention. Enrolled students also had consistently maintained more earned credits than students who did not enroll, which might ultimately lead to earlier graduation rates (to be tracked as these cohorts matriculate). More details about student participation and pedagogical implications are attached [[Appendix 21—GSS 1236: Go Global! Assessment 2014-15](#)].

OPPORTUNITY 4: *Student Life (Standards 8 and 9)*

The Division of Student Affairs has, since the 2012 Self Study, made impressive strides in expanding their services and aligning them with the mission and strategic direction of the University. The Veteran Affairs program has gained national recognition. The Women’s, Gender, and Sexuality Center (WGSC) opened in 2015 and now empowers Stockton University students who identify as women, and all genders who identify as LGBTQ+, victims of power-based personal violence, and community allies. WGSC works to promote equality and justice, ensuring access to opportunities, and providing services through education and advocacy.

Stockton has also significantly increased its residential housing program. The Residential Life program housed 3,039 students in fall 2015, up from 2,362 students in 2009. The Coordinated Actions to Retain and Educate (CARE) program has improved its strategic partnerships with faculty, staff, and students to better identify at-risk students and to provide them with direct services and support. The Career Center, Equal Opportunity Fund, Student Development and other offices in Student Affairs have also made progress towards the ultimate goal of excellence in service and support for students. More detail from each subdivision of Student Affairs is attached [[Appendix 22—Student Affairs Progress Report](#)].

Challenges:

While Stockton has made great strides over the last five years, the University still faces challenges that need additional consideration.

CHALLENGE 1: *Faculty Diversity (Standards 3 and 10)*

In an updated (2016) Diversity statement, Stockton recommitted 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.” Hiring and retaining a diverse group of faculty across the institution would support this commitment but there are challenges to this goal.

Our 2015 data show that 27.8% of Stockton’s tenured and tenure-track faculty are classified as “minority.” This percentage reflects a steady increase in the structural diversity of the faculty over the past 5 years. Among full-time faculty however, the percentages of both African American and Hispanic faculty have declined since 2012 from 8.9 to 6.9% for African Americans and from 5.2 to 4.6% for Hispanic faculty. Percentages of Asian faculty have increased from 11.5 to 14.5% and this group is primarily responsible for the favorable trend in the overall numbers. Since 2010, female faculty have outnumbered male and that trend has continued to the present. The percentage of male faculty fluctuates around 48% (49.4, 49.8, 47.9, and 44.7% from 2012 to 2015) but is in decline.²

We are taking steps to increase both the structural diversity and interactional diversity of our faculty. In 2015 faculty, staff, and administrative leaders participated in a daylong retreat on *Inclusive Faculty Searches: Strategies for Success*. That retreat prompted changes in which aspects of our environment we foreground in University job postings and started a chain of events that led to search advocacy training for faculty. The resultant cadre of search advocates serve on search committees and help to ensure that the faculty searches are inclusive.

The Emerging Scholars Fellow Program, retitled as the Vera King Farris Fellowship in honor of Stockton’s first African American President, was also re-invigorated in fall 2015 with the goal to promote a diverse faculty and curriculum at Stockton University, as well as provide mentoring and teaching opportunities [[Appendix 23—Vera King Farris Fellowship Website](#)]. The program has four inter-related goals:

- To gain teaching experience in the scholar’s area of interest at Stockton University.
- To receive professional mentoring by Stockton faculty and staff.
- To experience an engaged and reflective teaching environment.
- To benefit from a supportive academic institution while completing the dissertation or furthering a research agenda.

² STOCKTON UNIVERSITY Workforce Analysis By EEOC Job Category September 30, 2005 to September 30, 2015.

Through this initiative, Stockton has created the conditions to engage with a diverse group of advanced graduate students and recent Ph.D.s and thereby broaden our recruiting pool for new hires.

In addition, the Office of Diversity and Equity, in collaboration with the Office of the Provost, sponsored training in recognizing and correcting acts of micro-aggression in the workplace and the classroom with the goal of creating a more supportive environment for all members of the community by improving communication. And in fall 2016 the University launched a campus climate survey for faculty and staff to assemble an accurate picture of the working climate for all groups of faculty and staff.

Finally, in 2015, Stockton expanded and restructured the College Committee for Diversity Equity and Affirmative Action with broader representation from among faculty, staff, and students. In the current format, the committee has two co-chairs—one faculty and one administrator, four working subcommittees and a rigorous meeting schedule.

CHALLENGE 2: *Financial Support and the Regional Economy (Standards 2 and 3)*

Stockton faces financial challenges to long-range planning as the result of declining direct state appropriations, which, since 2012, have dropped from 15% to 10% of the annual operating budget (this is a long-standing trend; direct appropriations is down from 27% in 2007). More details about this trend appear in Section 4 of this report. In part, this decline has been balanced by increased philanthropic giving. The Stockton University Foundation reported that giving during fiscal year 2016 (July 1, 2015 to June 30, 2016) totaled \$3,191,945. This is a 36.6% increase over FY15 and a 78.6% increase over FY14.

Stockton has also benefitted from revenue through steady enrollment. Each year, the University receives about 5,500 freshmen applications and 3,000 transfer applications, and welcomes between 1,150-1,200 freshmen and 1,400 transfer students, which has resulted in a measured 2% enrollment annual increase over the last decade. Stockton's institutional commitment to financial aid has also grown, however, reaching \$14 million in 2015-16, or the equivalent to over three quarters of what the University receives in state support. While University leadership has been working to change patterns of state appropriations for public colleges and universities in New Jersey, financial planning must be based on existing resources, requiring the University to creatively identify new sources of support and alternative revenue streams (more details about trends appear in Section 4).

CHALLENGE 3: *Staff and Faculty State Contract (Standards 3 and 10)*

As part of a statewide union system, Stockton staff and faculty have been working without a contract for nearly two years. While the University is not empowered to negotiate as an individual institution, and administration has striven to ensure strong communication with Faculty Union and Faculty Senate leadership as well as maintain transparency during the bargaining process, this nonetheless has implications for campus morale and new faculty recruitment.

Section 4: Enrollment and Finance Trends and Projections

Enrollment:

Enrollment at Stockton hit a new record, with 8,728 undergraduate and graduate students in fall 2016, up from the previous year's record of 8,336. Student headcount has increased steadily since 2012 and this trend is projected to continue. New first-time freshmen increased modestly since 2012, while new transfers have been reasonably stable, although the relatively small proportion of non-degree seeking students has declined. While overall enrollment is increasing, the academic profile of Stockton's regular admission freshmen remains consistently high. The average freshman's high school class rank is in the 77th percentile and their average SAT score for critical reading and math is 1115.

Two additional initiatives have aided Stockton students in accelerating time to degree. Stockton's flat-rate tuition, which allows students to take up to 20 credits for the price of 12, promotes full-time status and enables students to earn their degrees on time and at a lower cost. Stockton's summer enrollment is also growing, as more students take advantage of the opportunity to accelerate their degree programs or lighten their fall course loads. The summer 2016 FTE increased to 2,211, up 11% from 1,991 two years prior. Tables in this section are based on enrollment data as tracked in annual IPEDS reports:

[Appendix 24—IPEDS Enrollment Report, 2013-14](#)

[Appendix 25—IPEDS Enrollment Report, 2014-15](#)

[Appendix 26—IPEDS Enrollment Report, 2015-16](#)

[Appendix 27—IPEDS Enrollment Report, 2016-17](#)

[Appendix 28—IPEDS 3-Year Enrollment Trend Data](#)

**Table 1: Stockton University Undergraduate Headcount by Student Segment
(Fall 2012 – 2016 Actual: Fall 2017 – Fall 2019 Projected)**

STUDENT SEGMENT	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Growth %
Returning Student	5,169	5,121	5,339	5,521	5,579	5,690	5,804	5,920	2%
Re-Admit	102	265	87	61	85	87	89	91	2%
Non-Degree	180	48	38	43	29	30	31	32	2%
Total Continuing	5,451	5,434	5,464	5,625	5,693	5,807	5,924	6,043	2%
New First-Time in College	1,003	1,069	1,186	1,151	1,190	1,214	1,238	1,263	2%
New Transfer	1,062	1,036	1,064	1,032	971	990	1,010	1,030	2%
Total	7,516	7,539	7,714	7,808	7,854	8,124	8,172	8,336	2%

Source: IPEDS Fall Enrollment Surveys; Office of Institutional Research.

Table 2: Stockton University Graduate Headcount, Credit Hours

(Fall 2012 – 2016 Actual: Fall 2017 – Fall 2019 Projected)

STUDENT SEGMENT	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Growth %
Headcount FT	283	319	314	337	364	371	378	386	2%
Headcount PT	601	600	542	529	510	520	531	542	2%
Headcount	884	919	856	866	874	891	909	928	2%
Credit Hours FT	3,786	4,212	4,268	4,831	5,201	5,305	5,411	5,519	2%
Credit Hours PT	2,472	2,404	2,272	2,190	2,238	2,283	2,329	2,376	2%
Credit Hours	6,258	6,616	6,540	7,021	7,439	7,588	7,740	7,895	2%

Source: IPEDS Fall Enrollment Surveys; Office of Institutional Research.

Student Persistence:

Table 3 shows strong and increasing persistence rates for undergraduate students from first to second year at Stockton since 2010. These rates are unarguably high and we strive to improve them by our attention to all aspects of recruitment, first-year programming and advising.

Table 3: Stockton University Undergraduate Persistence First Year to Second Year by Gender

First-Time, Full Time Freshman Cohort	Percent Female	Percent Male	Total Percent
Fall 2010	86%	81%	84%
Fall 2011	85%	84%	84%
Fall 2012	88%	85%	87%
Fall 2013	88%	86%	87%
Fall 2014	87%	86%	87%
Fall 2015	87%	85%	86%

Source: IPEDS Fall Enrollment Surveys; Office of Institutional Research.

Table 4: Projected New Student Enrollments

	Fall 2017	Fall 2018
Freshmen:	1,214	1,238
Transfers and Readmits	991	1,010

Projections for the next three years (Table 4) are based on our goal of controlled, consistent growth in new students (at least 2% each year for both freshmen and transfers). For Stockton this is a reasonable expectation for a number of reasons. First, although the number of high school graduates is declining, New Jersey has had the highest out-migration

in the country for college bound students. Due to spiraling costs, however, more and more students are choosing to stay in state, primarily for financial concerns, each year.

In addition, Stockton's perceived value to college-bound students and their families has been on the rise for several years. The University has fared extremely well in many "top Colleges" lists such as *US News*, *Kiplinger*, *Princeton Review*, etc. This shows in our yield (student deposits) that has escalated for many years. Finally, new undergraduate programming will contribute to increased interest in Stockton (see details already provided in Section 2 for program growth).

Table 5:

Trends in Undergraduate Resident Tuition Rates and Total Fall Undergraduate Enrollment				
Academic Year	Annual Tuition	Percentage Change	Total Fall Enrollment	Percentage Change
2011/2012	\$7,717	5.0%	7240	2.52%
2012/2013	\$7,948	3.0%	7516	3.81%
2013/2014	\$7,948	0.0%	7539	0.31%
2014/2015	\$8,107	2.0%	7714	2.32%
2015/2016	\$8,269	2.0%	7808	1.22%
2016/2017	\$8,435	2.0%	7854	0.59%

Source: Enrollment Data is from IPEDS Fall Enrollment Surveys.

Table 6:

Trends in Undergraduate Resident Tuition & Fee Rates and Total Fall Undergraduate Enrollment				
Academic Year	Annual Tuition & Fees	Percentage Change	Total Fall Enrollment	Percentage Change
2011/2012	\$11,963	5.0%	7240	2.52%
2012/2013	\$12,322	3.0%	7516	3.81%
2013/2014	\$12,322	0.0%	7539	0.31%
2014/2015	\$12,569	2.0%	7714	2.32%
2015/2016	\$12,820	2.0%	7808	1.22%
2016/2017	\$13,077	2.0%	7854	0.59%

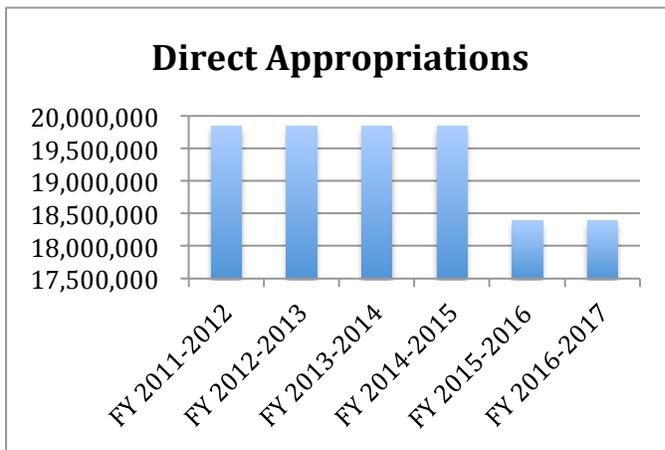
The primary sources of Stockton University's unrestricted revenue are: state appropriations, tuition and fees, and revenue from campus housing and the Stockton Seaview Hotel and Golf Course, purchased by the University in August 2010. As noted on the direct appropriation chart, the state has been consistent with its funding from fiscal

year 2012 through fiscal 2017, however, in fiscal 2016 the state reduced the University's appropriations by \$1.4 million.

Tuition and fees have steadily increased due to a combination of enrollment and incremental tuition and fee rate increases. Please see below for graphs on tuition and fees. In fiscal 2014, the University did not raise tuition or fees; increases in income were due to enrollment alone. The University attempts to balance the needs of the operational budget while trying to decrease student costs. Moreover, it has tried to be less reliant on tuition and fees and direct appropriation funding sources by identifying alternative revenue streams, such as that presented by the acquisition of Seaview, which operates both as a commercial hotel and recreational facility, as well as serving campus student housing, internship, and classroom needs.

Stockton's ratio of salary and non-salary expenses has been consistent for the last several years, with salaries and fringe ranging approximately 64% and non-salary approximately 36% (the information can be found on the preceding pages).

Figure 1: Financial Trends and Projections



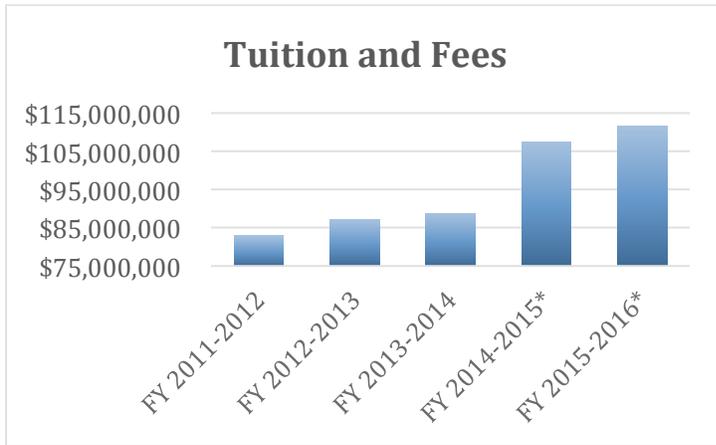
Note: Direct appropriations do not include central appropriations.

Source: Stockton Audited Financial Statements.

Table 7: Base Appropriations

Fiscal Year	Direct Appropriations
2011/2012	\$19,839,000
2012/2013	\$19,839,000
2013/2014	\$19,839,000
2014/2015	\$19,839,000
2015/2016	\$18,391,000
2016/2017	\$18,391,000

Figure 2 and Table 8: Tuition and Fees Yearly Comparison

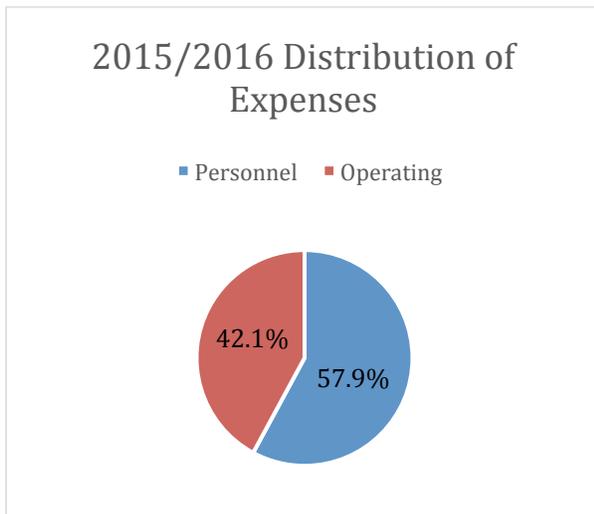


Fiscal Year	Tuition & Fees	% Increase
2011/2012	\$82,893,395	9.8%
2012/2013	\$87,146,634	5.1%
2013/2014	\$88,653,754	1.7%
2014/2015*	\$107,554,443	21.32%
2015/2016*	\$111,655,232	3.8%

Source: Stockton Audited Financial Statements.

Note: Beginning with the FY2015-2016 Stockton Audited Financial Statements the Recreation program fee and Student Life fees were reclassified from Auxiliary to general fees per NACUBO standards.

Figure 3 and Table 9: Historical and Current Education and General Expenditure



Fiscal Year	Personnel	Operating
2011/2012	66.3%	33.7%
2012/2013	64.2%	35.8%
2013/2014	64.1%	35.9%
2014/2015	64.2%	35.8%
2015/2016	57.9%	42.1%

*University only does not include component units.
Source: IPEDS Finance Surveys & Stockton Audited Financial Statements

Audited Financial Statements:

Stockton's audited financial statements for the last four fiscal years are attached:

[Appendix 29—Stockton Audited Financial Statement, 2013](#)

[Appendix 30—Stockton Audited Financial Statement, 2014](#)

[Appendix 31—Stockton Audited Financial Statement, 2015](#)

[Appendix 32—Stockton Audited Financial Statement, 2016](#)

IPEDS Financial Information:

The University's IPEDS financial information for the fiscal years ending June 30, 2012, June 2013, June 2014, and June 2015 are attached:

[Appendix 33—IPEDS Financial Data, 2013-14](#)

[Appendix 34—IPEDS Financial Data, 2014-15](#)

[Appendix 35—IPEDS Financial Data, 2015-16](#)

[Appendix 36—IPEDS Financial Data, 2016-17](#)

[Appendix 37—IPEDS 3-Year Financial Trend Data](#)

Section 5: Institutional Effectiveness and Student Learning

Stockton's response to the 2012 Self Study recommendation for better documentation of student learning appears in Section 2 above. In addition to that recommendation, reviewers had three suggestions:

- *Some programs need help using assessment results to inform their decision-making. Also, much assessment is at the course level only; overall program goals should be assessed. Targeted faculty development might address both issues.*
- *The institution would benefit greatly from a dedicated assessment professional who would work well with the Institute for Faculty Development to promote and support assessment at all levels.*
- *There should be more public sharing of learning outcomes reflecting an integration of institution, program and course level outcomes in a course catalog or on program websites.*

Our responses to these suggestions appear below.

Definition of Institutional and Unit-Level Goals:

Stockton has robust and integrated support for excellence in the assessment of student learning and, increasingly, for the use of these assessments to respond to the students' learning needs. The system is buttressed by on-going faculty development, including an annual series of assessment institutes organized through the Institute for Faculty Development [[Appendix 15](#)]. In addition to training, Stockton encourages compliance through financial support (such as designated funds for program assessment), mechanisms of accountability (coordinator's reports and "closing the loop" meetings), and rewards and recognition.

Indeed, the practice of valid assessment has been incorporated in the day-to-day work of planning and teaching as well as the scholarly responsibility of faculty and their service contribution to the University, schools, and programs. A University-wide Assessment Committee meets monthly to discuss issues of importance to the institution and to review our practices and make recommendations to faculty and administration. The assessment newsletter, *Evidence*, disseminates contributions from faculty about challenges, successes, and practices in both course and program assessments [for back issues of *Evidence*, see the Office of Academic Assessment Website, [Appendix 5](#)].

We have continued to invest in the recursive process of assessment with both bottom-up and top-down approaches. Programs make assessment plans at the start of each academic year and file reports at the end of each year. The plans are based on the priorities that

faculty identify for their courses. The administration also makes their assessment priorities and resources public and solicits faculty involvement and contributions. This intentionally bi-directional system requires that programs engage in goal-directed instructional and co-curricular planning about their course offerings, and in a reflective annual review of their progress towards these goals.

In addition to annual reviews, five-year reviews provide a time for program faculty to analyze the quality of their academic program as a whole, to affirm ways that the program is working well, and to plan for making improvements. Every undergraduate and graduate academic program, every academic Center and Institute, and every academic unit participates in the five-year review process [guidelines, as well as a template for the five-year report, curriculum mapping and assessment appear as **Appendix 38**].

All faculty use the IDEA student rating system for feedback about students' satisfaction with their courses, and data from these surveys are part of official personnel files for all instructors. One of the instructional and assessment benefits of IDEA is that faculty must identify the essential and important objectives for each course that they teach; the students' ratings of progress on these (and only these) objectives are an integral part of the course ratings. To this end, faculty are obliged to review and rethink their course goals each time they complete the faculty information form to ensure that they reflect their instructional activities.

Ten Essential Learning Outcomes serve as one organizational context at the institutional and program levels for the review of instructional and co-curricular learning opportunities and consequently, for the assessment of learning in these areas. One of these, Program Competence, encompasses the outcomes that majors in each program are expected to master. The other nine ELOs reflect competencies and intellectual achievements of importance to all graduates as they transition to advanced studies and to the world of work.

Starting in 2013, programs have mapped their courses to indicate the ELO-related work that they will cover, and in many cases faculty tag their syllabi with the ELO opportunities that are course-related. The ELOs are subsumed under the strategic themes of Learning, Engagement, Global Perspectives, and Sustainability (LEGS), and all institutional grants require that applicants make connection between the work that they want to do and Stockton's strategic themes or ELOs.

Institutionally, we have made most progress in the assessment of Critical Thinking, Information Literacy, Quantitative Reasoning, and Written Communication. There is ongoing work in Ethical Reasoning at course and program levels, and as previously mentioned, Program Competence is the purview of each program.

Implementation Strategies to Achieve those Goals:

Since the decennial visit in 2012 Stockton has strengthened its assessment culture, increased resources for assessment and further developed the organizational framework for ensuring that assessment findings inform decisions. We have prioritized the use of valid assessment results, important indicators of learning, and reinforced the iterative and formative nature of assessments of both outcomes and processes.

As noted in Section 3, and in a direct and immediate response to a suggestion from MSCHE, the Provost appointed and charged a Director of Academic Assessment (DAA) with the following responsibilities:

1. Provide expertise for faculty to plan, implement, use and improve upon meaningful assessment activities in order to continue to improve student learning. Academic assessment shall be defined as: (1) credit-based majors, minors, general studies categories, graduate degree programs, certificate programs, service learning, internships and fieldwork; and (2) institution-wide Essential Learning Outcomes (ELOs) and co-curricular activities.
2. Assume responsibility for the analysis and interpretation of student learning assessment data and for communicating these findings to the faculty through, for example, organizing and editing the assessment newsletter titled *Evidence*.
3. Chair the college Assessment Committee.
4. Participate in the office of Institutional Research working group discussions on topics related to assessment of student learning outcomes across the college, e.g. NSSE.
5. Attend the “close the loop” meetings of academic programs at the conclusion of the 5-year self-study process to discuss assessment of student learning outcomes.
6. Work with the Institute of Faculty Development (IFD) to help academic programs to advance the use of assessment results in instructional decision-making.

The DAA assumed responsibility for supporting academic programs in conducting their assessment as well as in reporting and planning, while the Institute for Faculty Development continued to work with individual faculty on classroom assessments. The IFD conducts assessment workshops for incoming faculty throughout the academic year and all coordinators meet with the DAA to outline assessment plans for the year (assessment plan document). The coordinators’ reports document the assessment work for the year and the way(s) in which assessments from the prior year was used to inform decision-making (report prompt document). In order to strengthen and deepen the assessment culture, each summer faculty members have the opportunity to apply to a paid three-day assessment institute with a specific focus. Furthermore, participants help to disseminate the work of the institutes by contributing to *Evidence*, the assessment newsletter, during

the academic year immediately after their summer participation. Since 2013, 45 faculty members have taken advantage of this professional development opportunity by attending the assessment institute.

This report includes examples from each school to show the spectrum of quality assessment practices that are in place. Although there is variability in the degree of engagement with useful and authentic assessment, all programs carry out some assessment and are conducting and using measures of learning that are aligned with important learning outcomes. Each school has programs with exemplary practice in carrying out and using assessment for planning and decision-making. For example, in spring 2016, Stockton University's School of Business earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB) an international body whose accreditation has been earned by less than 5 percent of the world's business programs. The School of Business, which was established as a separate school at Stockton in 2007, achieved this recognition after undergoing the rigorous accreditation process, which typically takes five to seven years.

a. Faculty Development Resources: Assessment Institute

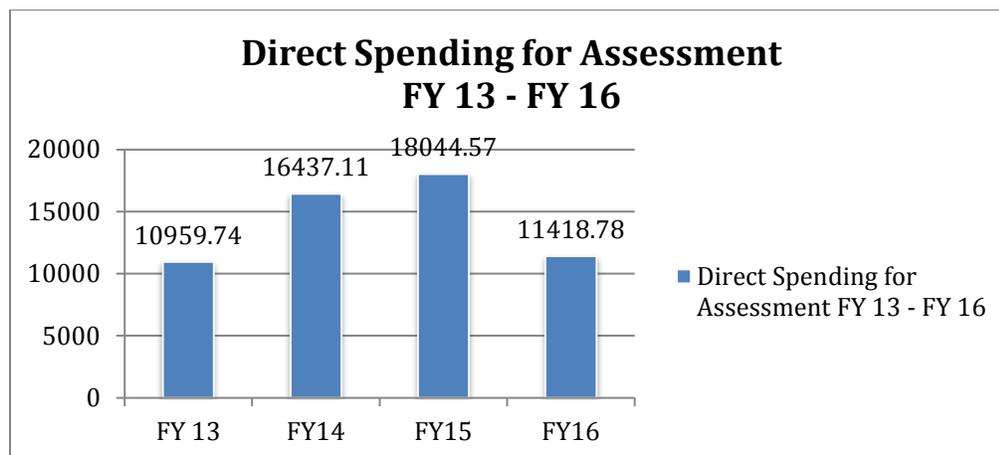
Each summer Stockton faculty members have the opportunity to develop some aspect of their assessment competence or implementation in a sponsored assessment institute. These three-day institutes are offered in August, which is outside the faculty contract period, and therefore faculty are compensated for their participation. Typically 10 – 15 faculty are selected from a pool of applicants who respond to a “call for participation.” Institutes have helped orient faculty to assessment terminology, build assessment into their portfolios, develop and norm rubrics, and use assessments appropriately.

Some schools, notably Social and Behavioral Sciences and Business, also have staff with assessment expertise who help faculty with the procedural aspects of assessment work such as data entry and analysis. All faculty have financial support for their assessment work and access to a clearing-house of information on the academic assessment website, <http://inraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=88>

b. Program Assessment Funds

Each academic program is allocated \$1,000 per year to meet financial needs that are directly related to assessment work. Programs apply to the Office of the Provost, <https://inraweb.stockton.edu/.../PAA%20Funds%20Guidelines.pdf> for funds to offset any costs that accrue in the assessment cycle. These funds have been used to purchase instruments, help faculty to norm rubrics, support program assessment retreats and hire assessment consultants. Many programs have also used their funds to buy faculty time in the summer to analyze and interpret assessment data from preceding semesters.

Figure 4:



Direct spending for assessment declined between FY15 and FY16 for three reasons. First, Stockton had two less common, and significant, assessment expenditures in FY15, implementation of the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey, as well as external standardized assessment of critical thinking in the health sciences. Stockton's School of Health Sciences, Stockton's most recent academic school, has grown exponentially in the last five years and warranted a concentrated and disciplinary specific assessment focus. Finally, a disproportionate number of academic programs conducted their own department-level assessment initiatives in FY15; many of these are ongoing initiatives that span the current year, although funding is reflected in the year the work began.

c. Acculturation

Stockton has affirmed that its institutional climate is one that requires all constituents to carry out and use assessments to inform their practice. New hires are appraised of the need for evidence-based evaluations in order to help them to make decisions that relate to both outcomes and processes. The newest faculty members of the community are therefore oriented into an assessment driven norm and their obligation to gather and use the evidence of the learning that occurs in their classes. Senior faculty are encouraged through faculty development opportunities to retool and integrate good assessment practices.

Assessing Achievement of those Goals:

Over the past 5 years, Stockton has carried out purposive sampling of upper- and underclass students in both direct and indirect assessment of learning in essential areas of intellectual development. These measures have yielded useful information about the status of learning in these areas. Stockton has also partnered with the Educational Testing Service (ETS) to test and norm new measures of achievement, performance, and affective variables such as motivation and resilience, including Success Navigator and the HEIghten

suite of tests that include Critical Thinking, Quantitative Literacy, Written-Communication, and Civic and Intercultural Competency and Engagement. In the 2014 -2016 academic years 319 students completed the iSkills test of information literacy and 303 were tested with the new HEIghten suite of critical thinking (122), quantitative literacy (96) and written communication (85). Summary results for the HEIghten and iSkills tests are attached [[**Appendix 39—HEIghten Institutional Score Cards, Critical Thinking, Quantitative Literacy, and Written Communication, 2015**](#)].

In alternate years we administer the CLA+ and NSSE/FSSE. We triangulate the findings of NSSE and FSSE to get both student and faculty perspectives on engagement and hold discussions in the assessment committee about the findings from these standardized measures and the actions that they suggest. The Office of Institutional Research partners with the IFD director and the DAA to strategize for getting the word out to all community members to help increase participation rates, publicize incentives, and raise awareness of the importance of the assessments. The Directors of the Institute for Faculty Development and Academic Assessment meet with the Provost to review both the NSSE and the CLA reports as they become available. The review takes into account the changes in our general engagement and performance profiles and seeks to connect changes in outcomes to changes in various instructional, co-curricular and environmental factors that could affect these outcomes. These reviews always include analyses of subgroups' performances and the contextual evaluation of these findings. Changes in our student engagement profile and in the institutional "value added" in Critical Thinking through the CLA+ inform some actions in the Academic Affairs planning and prioritization of projects.

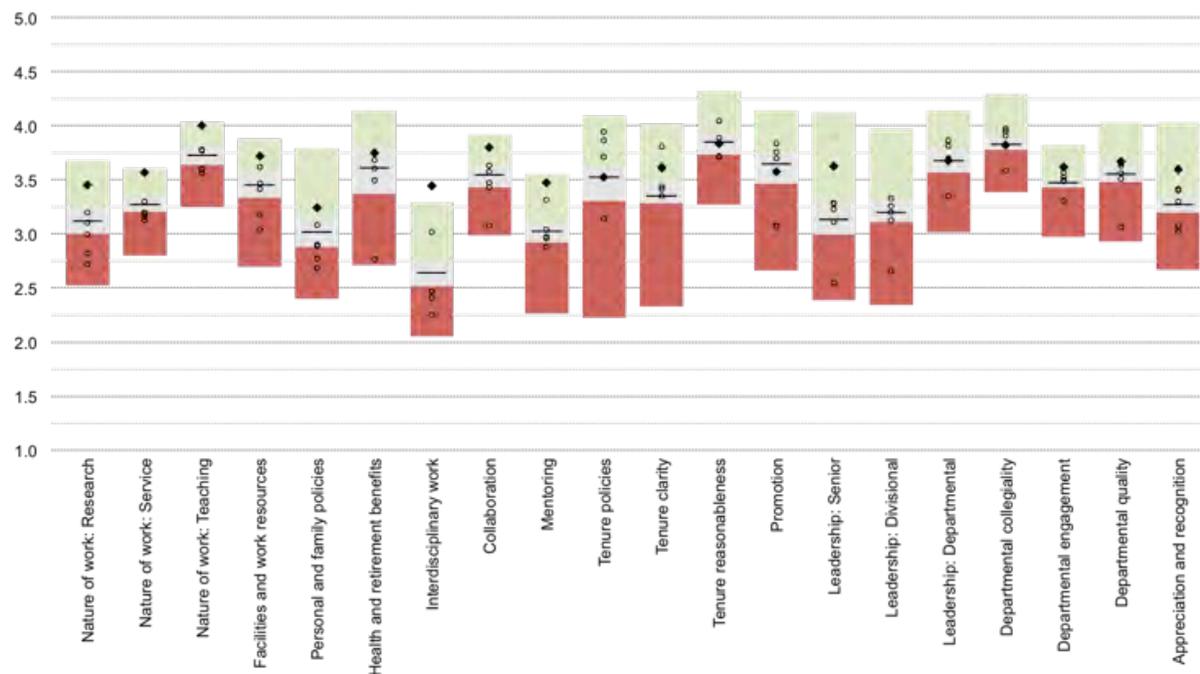
a. Institutional Assessment of Faculty Satisfaction

During the 2013-14 academic year Stockton faculty participated in the COACHE Faculty Satisfaction review process. The report revealed that, compared to faculty in similar institutions, Stockton faculty are extremely satisfied with most areas of their work.

In the 2014 -15 academic year, we disseminated, discussed, and responded to the report from COACHE in a process that was exemplary and instructive to the entire institution. A heterogeneous faculty review team conducted a systematic review of the report over a full academic year and made a series of recommendations to the Provost. These recommendations were the basis of new directions for the 2015-16 academic year [[**Appendix 40—COACHE Faculty Review Report \(2015\)**](#)].

Figure 5:

Richard Stockton College of NJ COACHE Faculty Satisfaction Summary



- ◆ - Stockton
- - overall mean for cohort
- - selected comparison institutions

b. Program Assessment

Stockton recognizes that continuing useful assessment requires attention to all aspects of the work—the tools and resources, planning and plans, the review and use, as well as the motivation and feedback. We have organized some assessment artifacts to represent the variety of work that is being done in each of the schools [[Appendix 41—Sample Program Assessment Summaries](#)]. Accredited programs have more finalized and comprehensive assessment plans and records while non-accredited program have dynamic, evolving and continuing processes that build on the findings of previous cycles of assessment to generate an increasingly comprehensive picture of the learning landscapes in the programs. Programs often base curricular changes on their assessment findings and the sample summaries will indicate the changes that were prompted by assessment findings.

The following programs are accredited and therefore have assessment plans, data, and practices that have been vetted by their accrediting bodies and deemed commendable.

- The undergraduate Social Work Program and the Master of Social Work Program are accredited by the Council on Social Work Education.

- The Teacher Education Program and Master of Arts in Education Program are accredited by the Teacher Education Accreditation Council (TEAC) that now formally falls under Council for Accreditation for Education Preparation (CAEP), an independent agency nationally recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.
- The Nursing Program and Master of Science in Nursing Program are approved by the New Jersey Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE).
- The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.
- The Communication Disorders Program is accredited by is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).
- The Biochemistry and Molecular Biology Program is accredited by the American Society for Biochemistry and Molecular Biology.
- The Chemistry Program offers a B.S. track accredited by the American Chemical Society.

In addition, although no academic accreditation exists for Criminal Justice, the field does have optional certification. The Academy of Criminal Justice Sciences (ACJS) offers certification for criminal justice and has developed approximately fifty standards as evidence of excellence in graduate criminal justice education. Stockton University's MA in Criminal Justice Program is the only graduate program in the tri-state area that has earned this certification. Likewise, the Gerontology Minor is registered with the Association for Gerontology in Higher Education as a "Program of Merit."

Finally, and of particular note, in April 2016, Stockton University's School of Business earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB), an international body whose accreditation has been earned by less than 5% of the world's business programs. Indeed, Stockton was one of only five institutions in the United States to have earned this accreditation in the past year.

The School of Business, which was established as a separate school at Stockton in 2007, achieved this recognition after undergoing the rigorous accreditation process, which

requires—among other metrics—that full-time faculty members teach at least 75% of School of Business courses.

Several programs (e.g. Honors) and courses (e.g. Business Ethics) have adopted the Association of American Colleges and Universities (AACU) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics for the measurement of complex learning outcomes such as Global Awareness and Ethical Reasoning. The use of rubrics for the assessment of summative works such as senior papers and portfolios, as well as for specific products and performances in courses such as presentations, is increasing across the campus.

c. Division of Student Affairs Assessment

Offices throughout the division of Student Affairs are in the practice of measuring the success of programs and services using a variety of quantitative and qualitative methods. Assessment efforts align with goals and objectives of an area's specific programming and activities, as well as the goals and objectives of the division and the university.

There is a long-standing tradition of assessment within the division, as evidenced by the publication of the annual report and program review presentations for many years; annual and multi-year goal development in alignment with institutional goals; and the development/use/collection of survey tools and outcomes/reflection materials that reside in a Web-based divisional repository. The division contributes to institutional planning through noteworthy endeavors such as its annually updated student-centered strategic enrollment management plan, which integrates with other university strategies. Among our FY2016 goals is to strategically administer and assess programs and services in light of emerging higher education trends.

Divisional assessment efforts have increased in the recent past, focusing on measuring, reflecting and adjusting the effectiveness of programs and services, as well as learning and the co-curriculum. In addition, a variety of divisional and departmental plans involve finance/budget, retention of students, professional development, benchmarking of staffing levels and succession planning, all of which help to contribute to a holistic assessment effort.

In 2012, divisional offices completed self-assessment using best practice standards developed by the Council for the Advancement of Standards in Higher Education (CAS), resulting in extensive published reports. Staff are working hard to intensify the effort, and are currently in the midst of a division-wide CAS review and update. This project helped create much of the framework of the division's ongoing assessment. It also helped to solidify the value of assessment in the divisional culture.

Student Affairs collaborates with Academic Affairs in meaningful ways to help at-risk students, support career planning, facilitate internships, and more. Student Affairs applies Essential Learning Outcomes (ELOs) to both curricular and co-curricular learning experiences, and engage in assessment of the important outcomes. Supportive strategies include:

- the development an early alert system to proactively gauge academic performance;
- application of ELOs to the residential curriculum to help ensure that students are learning the skills they need to be well-rounded and successful adults; and,
- divisional personnel participation in university-wide ELO subcommittees.

Offices create and implement their area's assessment instruments, which are often in the form of paper or online surveys. Offices also evaluate results and use that data to determine the need for program or event modification. The division's online beta-site repository features a collection of these materials from the past few years.

[Appendix 42](#) has detailed descriptions of assessment work in Student Affairs over the past five years.

d. Assessment in the Library

Over the past five years the library has focused its assessment efforts in the areas of resources, instruction, communications, facilities, virtual presence and personnel. A clear objective was delineated for each area and all actions, findings, and responses are summarized in the appended report [[Appendix 43—Library Assessment Report](#)].

e. Assessment of Academic Advising

In 2012 the CAA completed two surveys, one for faculty to assess their perception of the precepting/advising process and purpose, and the other for students to get their understanding of the precepting process. Seventy-two faculty and 868 students responded respectively. Detailed findings from these two surveys are included in the appendix [[Appendix 44—Academic Advising Assessment Report](#)].

f. Other Assessments

Campus Climate Survey

In 2015, we conducted an analysis of students' attitudes and knowledge about campus safety. The survey was distributed to the entire student population in spring 2015 and results were analyzed and disseminated to the students, student services division, and to all the appropriate constituencies. The findings have informed the types of communiqués that we send to students about their extra-curricular engagements and the limits and responsibilities of the University for their safety.

Longitudinal Study of the Impact of Civic Engagement

In an effort to determine the impact of all civic engagement programs that the University offers, the Office of the Provost sponsored a longitudinal study of the students' civic exposure and attitudes. The study, now in its second year, has yielded actionable information and will influence planning for engaging students with civic work [[Appendix 45—Longitudinal Civic Impact Report](#)].

Alumni Survey

Stockton has also initiated efforts to continue assessment beyond graduation. The first alumni survey conducted for the purpose of supporting academic program review at Stockton was distributed in June 2016 to alumni who graduated from Stockton from 2007-2012 with majors/minors in programs preparing for the five-year review process in 2016-2017.

The survey, initially launched in June 2016, targeted 2,003 potential alumni respondents who graduated with majors/minors in Chemistry, Criminal Justice, History, Language & Cultural Studies, Marine Science, Psychology, or Gerontology. The survey team sent out an initial prompt and five additional weekly reminders. The goal of the survey was to gain insight into graduates' overall satisfaction with their Stockton education, the campus climate, General Studies, Q1 and Q2 courses, W1 and W2 courses, and Essential Learning Outcomes-related learning opportunities. The survey also included questions on satisfaction with faculty, advising, peers, and campus services. In addition, each program crafted up to ten questions regarding program-level learning experiences [**Appendix 46—Alumni Survey Executive Summary**].

Using Assessment Results to Improve Programs, Services, Teaching and Learning:

Recognizing that the first step in assessment use is dissemination and discussion, Stockton's President created an integrated data users group to help all members of the Stockton community to access the most salient information for answering their empirical questions in the spring of 2013. Directors from Academic Affairs, Student Affairs, and Administration and Finance joined with Institutional Research that meets regularly to outline procedures and consider obstacles to the goal of making integrated assessments accessible and useful to the community.

At both the program and course levels we have sharpened the focus on assessment use. To facilitate this step, the DAA developed an "assessment **use** cycle" and, in an article published in *Assessment Update*, described the steps that Stockton has been taking to complete the assessment cycle by using assessment findings in planning and decision-making. <http://onlinelibrary.wiley.com/doi/10.1002/au.30057/abstract>. The 2016 Assessment Institute focused directly on assessment use in its backward-design focus. The resulting projects will be disseminated during the 2016-17 academic year in *Evidence*, the assessment newsletter.

In spring 2014 Stockton convened a regional assessment symposium for assessment personnel in southern New Jersey to discuss common challenges and opportunities in using assessment findings to inform decisions related to student learning. The Provost addressed the gathering and affirmed his commitment to investing in faculty development in this area.

The program assessment process is monitored annually through the review of the coordinators' annual reports. The coordinators summarize their assessment work in response to specific assessment questions, and the Deans and the Assistant Provosts review the reports with an eye for cycle completion from plan to use.

Every five years, each program engages in an extensive review and the program as well as the institution benefit from the feedback from an external consultant who reviews all program materials in a comprehensive analysis of the strengths and challenges. Consultants' recommendations are considered in the context of institutional goals and program directions. The Provost, Assistant Provosts and the Director of Academic Assessment all participate in a full summative quinquennial review of each program and incorporate the feedback from the consultant as well as the program documents in helping program leaders to set goals for the long and short terms.

Figure 6: Assessment Planning and Reporting



We have, over the past five years, responded to assessments with the following actions:

- Instituted training for faculty and staff in inclusive searches and trained search advocates
- Had a semester-long Provost Reading Group discussion about stereotypes and the ways that they can compromise learning
- Created the Center for Community Engagement
- Changed the way we provide mentoring for early career faculty
- Extended the funding for the Critical Thinking Institute
- Funded several teaching circles to foster pedagogical discussion among faculty with like instructional and research interests and challenges
- Reorganized the Public Health program
- Increased funding for scholarly work in all categories of scholarship
- Created specific categories of funds for Civic and Diversity activities
- Committed funding to ELO Institutes

Section 6: Institutional Planning and Budgeting Processes

Stockton believes that thoughtful, inclusive strategic planning is essential to its continued progress and success. In the *Characteristics of Excellence in Higher Education*, the Middle States Commission on Higher Education states “An effective institution is one in which growth, development, and change are the result of a thoughtful and rational process of self-examination and planning, and one in which such a process is an inherent part of ongoing activities. The nature and quality of planning are among the basic indicators of institutional strength. At its best, institutional planning stimulates imaginative and creative proposals and approaches for strengthening the institution.”

During the 2008-09 academic year, Stockton began its current cycle of strategic planning. Called “Stockton 2020” for its emphasis on a clear and long-range vision (20/20), it is based on four broad institutional goals: Learning, Engagement, Global Awareness, and Sustainability, collectively known as LEGS. There was an emphasis on soliciting broad community input along the way about how best to assure Stockton’s intellectual and financial wellbeing for the long-term. The end result was the 2020 Strategy Map, which applies the more theoretical concepts of LEGS to the contexts of Academic Affairs, Student Affairs, and Administration and Finance, including Facilities Management and Planning [[Appendix 47—2020 Strategy Map](#)]. It does so by providing concrete benchmarks and definitions for different campus communities and processes, including: students, faculty and other stakeholders; internal processes; employee readiness; and resource stewardship.

Strategic Planning Process:

Stockton has undertaken a concerted effort to align three key planning functions to ensure that institutional objectives are transparent and aligned with 2020 objectives: strategic planning, budgetary planning, and the personnel evaluation process. Ultimately, the goal of this effort is to balance integrative and inclusive planning with timely and responsive decision-making and action.

In the summer of 2015, the President and his Cabinet reviewed the objectives of the 2020 plan and, building on input from faculty and staff, identified four strategic priorities that the University will pursue over the long-term. Although each priority has a specific focus, they do not necessarily have an endpoint, timeline, or measurement component.

1. Advance the University’s mission of excellence in teaching, support for scholarship, and dedication to service.
2. Develop the academic, administrative, and financial resources that support the University’s aspiration to be the premier regional educational institution.

3. Continue the University’s strategic planning process, in accordance with Middle States recommendations, and which adheres to a process that is integrative, collaborative, transparent, and sustainable.
4. Improve and expand the University’s internal operating efficiencies.

The following table represents a summary of the chronological activities developed by Stockton for the purpose of supporting a more institutional, systematic, and comprehensive approach to the University’s planning process:

Table 10: Stockton University Annual Planning Cycle

February	Institutional Program Review. Divisional leaders present to the Stockton community (1) review of major accomplishments and (2) key budget requests (to the state) for upcoming fiscal year.
March	Open Forums. Stockton hosts community meetings to provide everyone an opportunity to share ideas about the University’s future in an informal, collegial environment.
April	Cabinet Retreat. Stockton’s Cabinet meets to review the state’s draft budget as well as to begin the discussion/planning process for institutional goals for the upcoming fiscal year.
May-June	Divisional Goals. Stockton’s Cabinet finalize divisional goals for new fiscal year (designed to support institutional goals).
June	State Budget Released. Stockton makes budgetary and planning adjustments as necessary.
June – July	Managerial Goals. Stockton managers develop new goals for new fiscal year (designed to support divisional goals).
Aug – Oct	Managerial Evaluation Process. Stockton managers begin electronic performance evaluation, including: (1) summary of previous year’s performance; and (2) entering of new goals for current fiscal year.
October	Budget Planning. Divisional leaders begin drafting budget requests (to the state) for next fiscal year.
November	Budget Submission. Stockton submits official budget request for next fiscal year to state.
February	Institutional Program Review. Divisional leaders present to the Stockton community (1) review of major accomplishments and (2) key budget requests (to the state) for upcoming fiscal year.

Risk Management:

In 2014-15, Stockton University studied the abilities of the Division of Academic Affairs' and the Office of Information Technology Services to identify and respond to risk. The resulting document assembled a comprehensive, though not necessarily exhaustive, accounting of various practices, procedures, and policies regarding various risk management issues. In building this document, Stockton used a report and worksheet developed by the Association of Governing Boards of Universities and Colleges regarding key risks and challenges faced by institutions of higher education.³ Among the key issues in Stockton's report are the following:

a. Continuity Planning:

Stockton has developed comprehensive plans to ensure instructional continuity for teaching and learning in the event of emergencies (both individual and University-wide). This includes: (a) detailed directions for faculty regarding the use of voice mail, email, and Blackboard (online learning management system) in case of emergencies; and (b) guidelines for students in cases of emergencies, plus links to download authorized software to home computer.

b. Data Protection and IT Disaster Recovery:

Data protection requires appropriate controls for security and access, data backup, software configuration management, data integrity assurance, virus protection and computer system disposal. The University's data protection controls are detailed in Section 2.02.03 (Data Control) of the Office of Information and Technology Services Procedure Manual. The University's electronic documents and records (data) that are stored on systems managed by the Office of Computer and Telecommunication Services are routinely copied to backup storage devices. Backups of critical data needed for disaster recovery are moved to off-site storage facility and Stockton annually conducts an off-site disaster recovery test of mission-critical systems. In addition, Stockton has secured cyber liability insurance to transfer the risk that the University is unable to fully mitigate, including aspects such as: data breach investigation, computer forensic services, and notification services.

In addition, in February 2016, Stockton contracted with Baker Tilly International to perform a University-wide risk assessment, the goal of which is to identify risks which could impede Stockton's ability to achieve its mission, goals, and objectives, including: financial, legal, regulatory, compliance, communication, fraud, and reputation.

³ Association of Governing Boards of Universities and Colleges. (2009). The state of enterprise risk management at colleges and universities today. Retrieved 18 July 2014 from:

<https://www.agb.org/reports/2014/wake-call-enterprise-risk-management-colleges-and-universities-today>

Retention and Graduation Rates:

Stockton's retention rates for first-time freshmen enrolled in a fall semester who return to the same institution in the following fall semester has remained consistently high at 87% for the recent three freshmen cohorts: Fall 2012, Fall 2013, and Fall 2014. The University's freshmen retention rates have steadily increased in the past ten years from 81% to the current 87%.

For the fourth year in a row, Stockton continues to maintain its four-year graduation rate above the fifty percent mark. From the most recent cohort of Fall 2011, 53% of the entering freshmen at Stockton have graduated with a bachelor's degree within four years. In addition, for the first time in Stockton's history, the University's six-year graduation rate exceeded 70%. The graduation rate for Fall 2009 cohort is 73%, compared with the previous three cohorts at 67%, 65% and 65%.

One of the factors to the improved graduation rates is the adoption of a flat-rate tuition policy for full-time undergraduate students in 2009. Under this structure, students enrolling for classes between 12 and 20 credits pay the same rate. This provides an economic incentive for students to graduate in the shortest time possible. For example, with Stockton's four-credit structure, students who normally take a 16-credit course load (four classes) would effectively receive a tuition-free course by scheduling an additional four-credit class.

Strategic Enrollment Management Planning Process:

Over the past several years, Stockton has annually refreshed its Strategic Enrollment Management Plan (SEMP), which has led to increased enrollments in both incoming undergraduate and graduate students. Currently, the planning group is focusing on enhanced measures and metrics, transfer student enrollments, spring term admissions, summer enrollment, continuing studies and the growth of tuition discounting.

Beginning in January 2016, key administrators from Enrollment Management, Information Technology Services, and Institutional Research, have continued working together to develop automated and longitudinal reports to provide pertinent data for enrollment management decision-making. These new reports offer much greater depth and breadth of data and are helping Stockton to strengthen its enrollment management decision-making. In June 2016, Stockton hosted its first institution-wide enrollment management summit in more than a decade. Many of the discussion points covered in this retreat were helpful to Stockton's Enrollment Management team as they tackled the redevelopment of a Strategic Enrollment Management Plan (SEMP).

In July 2016, Stockton's Board of Trustees held a summit to focus primarily on enrollment management, including a review of the University's current SEMP plan, along with discussions and ideas pertaining to future growth at the main campus and satellite locations, including the Gateway Project in Atlantic City when it opens in Fall 2018.

Together, these activities have helped Stockton build a more robust, comprehensive enrollment management plan that more effectively addresses incremental and sustained growth. In addition, this more systematic process is helping the University to better integrate its enrollment management plans with other strategic planning efforts such as academic planning, the budgeting process, and facilities and campus master planning.

Overall Conclusion:

In September 2016, during his inauguration address, President Kesselman described Stockton as a place where “the teaching-learning process must remain at the very core of everything that we do. Stockton can never lose sight of its primary responsibility to provide the experiences, instruction, and examples to support meaningful learning in each new generation of students.” These sentiments echo MSCHE’s own *Characteristics of Excellence*, which states that “an institution of higher education is a community dedicated to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves.” A review of Stockton five years after its Self Study demonstrates how the university continues to exemplify this ideal. As Stockton begins the next chapter of its development, both in Galloway and in Atlantic City, it is clear that it is attending to and living up to the expectations it has set for itself. It is a financially strong institution with excellent administrators, faculty, staff and students. It is poised to build on its strengths and address areas in need of improvement. We appreciate the opportunity this Periodic Review Report has provided to reflect on our progress to date, and we look forward to sharing with Middle States the many successes that we anticipate in the years to come.



THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Petition for University Status

October 2014

STOCKTON
NEW JERSEY'S
DISTINCTIVE
Public College

Stockton College is an AA/EQ institution



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University Status Petition

Preface:

Richard Stockton College's petition for University Status is based on a commitment to reinforce our mission to serve the needs of the south Jersey region. In preparation for renewing this responsibility, we conducted more than two years of research that incorporated input from all major constituencies within the institution—including faculty, staff, students, and alumni, college and board leadership, as well as broad-based outreach into surrounding communities. The following two pages outline this investigation and its conclusions.

In March 2012, Stockton successfully completed its decennial Middle States re-accreditation, unconditionally and with two commendations. During this process, the college's overall health and growth—at both the undergraduate and graduate levels—prompted the visiting team of evaluators to ask whether Stockton had considered applying to the Secretary of Higher Education for university status. As the visiting team noted, the college has grown steadily from an institution of 1,000 undergraduates in 1971 to approximately 7,700 undergraduates and 850 graduate students by 2014.

The following September, the Faculty Senate formed a Task Force to collect and synthesize feedback from various college communities. Task Force members included representatives from all eight schools, as well as participation by senior, mid-career, and junior faculty, and ultimately involved seven faculty and three deans. Their priority was creating multiple opportunities for the dissemination of information, as well as opportunities for the expression of questions, concerns, and opinions. Consequently, between September 2012 and January 2014, the Task Force:

- Posted background research on institutional definitions and university status eligibility;
- Launched online surveys to gather input from faculty, students, staff, and alumni, and drafted accompanying reports;
- Held four campus-wide town hall meetings;
- Conducted—through Stockton's William J. Hughes Center for Public Policy—a telephone survey of nearly 1,500 south Jersey families;
- Offered a preliminary report of all survey findings at the 2013 Fall Faculty Conference;
- Organized subsequent meetings with the faculty of each of the college's seven schools to answer remaining questions or concerns.

Finally, the Task Force compiled a comprehensive report for the Faculty Senate which recommended—given the level of interest in and predominant support of pursuing university status both within the college and its surrounding community—that Stockton form a Pan-College Task Force that expanded representation beyond faculty and academic administration to include staff, students, alumni, Stockton Foundation and Board of Trustees, and members of the general public.

In February 2014, the Faculty Senate accepted the Task Force's recommendation, and in April the President's Office convened this Pan-College Task Force. Their charge was to research both how and why colleges sought university status, as well as the impact of this transition on New Jersey institutions, particularly in terms of promotion and tenure expectations for

faculty. Moreover, the Pan-College Task Force was asked to offer a recommendation about Stockton's eligibility and suitability for university status.

The Pan-College Task Force concluded that two factors are critical to the success of such a proposal. The first, a careful and thorough consideration that includes input from a variety of perspectives both inside and outside the institution, had been conducted. Stockton's measured approach—which included several opportunities (both online and in face-to-face interactions) to discuss opportunities and benefits as well as address questions and concerns, has been essential in ensuring that this decision is being made at the right time and for the right reasons. This information was then balanced against available published research which helped to narrow and clarify the motivation for seeking university status (as well as signal those reasons which were less compelling). Finally, the Task Force completed a cost analysis of operational and facilities expenses.

The second factor is a clear and concise rationale for the change. Stockton has met the criteria outlined in New Jersey's administrative code for university status for more than the requisite five years while remaining faithful to its mission to serve the comprehensive educational needs of south Jersey residents, and so the clearest basis for this petition is to "more accurately reflect [the] institution's current status."

Accordingly, in August 2014 the Pan-College Task Force recommended to the President, and the President subsequently recommended to the College Board of Trustees, that Stockton consider a resolution to file with the Secretary of Higher Education a petition-of-intent seeking designation as a university and to use the word "university" in its name for the following reasons:

- To align with Stockton's current reality (as evidenced by its Middle States and Carnegie Foundation designations— both of which already consider the college a university and measure it against other such institutions in their publications);
- To reaffirm the college's mission and culture of high-quality teaching, as well as its commitment to the liberal arts, sciences, and professional studies general education, and research standards set by programs; and
- To showcase the institution's accomplishments, expansion to serve the regional needs of graduate students, and successful growth in careful, measured progress over time.

The Stockton Board of Trustees passed a resolution to pursue university status on September 17, 2014, and Stockton is proud to present this document, based on New Jersey's guidelines for "Preparing a University Status Petition," to the Office of Higher Education for consideration.

The Board of Trustees Resolution to Seek University Status is attached as Appendix A. Copies of both the Faculty Senate Task Force and the Pan-College Task Force on University Status, the latter including a detailed timeline of the process outlined above, appear as Appendix B.

I. Introduction:

Provide a brief history of the college and its mission with an emphasis on graduate education.

In November 1968, the New Jersey legislature approved a \$202.5 million capital construction bond issue, including \$15 million earmarked to build a state college in southern New Jersey. Legislation establishing the school passed the following year, and a 1,600-acre tract in the heart of the Pinelands in the Pomona section of Galloway Township, Atlantic County was selected for the site of Richard Stockton State College. The name honored the memory of one of New Jersey's signers of the Declaration of Independence.

Classes began in September 1971, initially at the Mayflower Hotel in Atlantic City while the main campus remained under construction, with 1,000 students, 97 staff and 60 full-time faculty. September 1972 marked the first academic year at the new campus, and the first four-year class graduated on June 8, 1975, with 475 receiving their degrees. The Middle States Association of Colleges and Schools initially granted Stockton accreditation in December 1975.

In 1990, the college opened the Holocaust Resource Center (HRC), one of the first such institutions hosted by a public college and which included a library and archive of video and audio-taped histories of Holocaust survivors, and the next year was re-accredited by Middle States for another ten years, with a special commendation for achieving social and intellectual diversity. In 1993, the college name changed to The Richard Stockton College of New Jersey, and the State Commission on Higher Education approved modifications to the programmatic mission; in 1997 they also authorized the addition of graduate programs on an incremental basis four years later.

In 1997 the college launched its first two graduate programs, a Master's in Business Studies (MBS) and an MA in Instructional Technology (MAIT), and two years later, building on its success with the Holocaust Resource Library, inaugurated an MA in Holocaust and Genocide Studies (MAHG), the first of its kind in the nation. Today Stockton college offers twelve Master's level programs and one doctoral program, including: Business (MBA), Holocaust and Genocide Studies (MAHG), Instructional Technology (MAIT), Nursing (MSN), Physical Therapy (DPT), Occupational Therapy (MSOT), Education (MAED), Criminal Justice (MACJ), Social Work (MSW), Professional Science Master's in Environmental Science (PSM), Computational Science (MSCP), Communications Disorders (MSCD) and American Studies (MAAS). The college's original and current mission statements, as well as that of the Graduate School, appear as Appendix C.

Over the past seventeen years, Stockton has shown careful and consistent growth in both the breadth of graduate programs available and the number enrolled. Presently, 856 students are taking graduate courses at the college. Their distribution appears in the following table, which lists current programs in chronological order by date of inception as well as the four graduate programs that have transitioned during this time period.

Table 1: Stockton College Graduate Programs

Program	Term of Inception	Fall 2014 Enrollment
MA in Instructional Technology (MAIT)	Summer 1997	49
MA in Holocaust & Genocide Studies (MAHG)	Fall 1998	16
MS in Nursing (MSN)	Fall 1998	36
MS in Occupational Therapy (MSOT)	Fall 1998	77

MA in Education (MAED)	Fall 2004	106
Master of Business Administration (MBA)	Spring 2005	77
MA in Criminal Justice (MACJ)	Fall 2005	27
Doctor of Physical Therapy* (DPT)	Fall 2006	61
MA in Social Work (MSW)	Fall 2009	71
Professional Science Masters in Environmental Studies (PSM)	Fall 2009	25
MS in Computational Science (MSCP)	Spring 2010	19
MS in Communication Disorders (MSCD)	Fall 2011	90
MA in American Studies (MAAS)	Fall 2012	21
TRANSITIONED PROGRAMS:		
Master in Business Studies	Summer 1997 to Spring 2003	Became MBA
Master in Physical Therapy	Fall 1996 to Fall 2006	Replaced by DPT
DPT in Transitional Physical Therapy	Fall 2006 to Fall 2013	33; designed to transition MPT to DPT
MA in Educational Leadership	Spring 2011 to Fall 2013	2; became a principal endorsement in MAED

Source: *Fall 2014 Preliminary Enrollment Report: Comparison of Fall 2012-Fall 2014*, Richard Stockton College Office of Institutional Research, 2014.

In addition to degree programs, Stockton serves community and student needs by offering several post-baccalaureate opportunities that lead to professional certificates. Noncredit certificates and professional workshops are offered through our Continuing Studies unit, while certificate programs are available for credit at the post-baccalaureate level. Approximately 130 graduate students are currently enrolled in non-degree, masters-level certificate or endorsement-only programs. These include:

- American Studies
- Bilingual/Bicultural Education Endorsement
- Communication Disorders Preparation Endorsement
- English as a Second Language Endorsement
- Family Nurse Practitioner
- Learning Disabilities Teacher Consultant-LDTC Endorsement
- Middle School Language Arts/Literary Endorsement
- Middle School Math Endorsement
- Middle School Science Endorsement
- Middle School Social Studies Endorsement
- Post-Master's Forensic Psychology Certificate
- Post-Master's Homeland Security Certificate
- Preparation for the Health Professions
- Preschool-Grade 3 Endorsement
- Reading Specialist Endorsement
- Substance Awareness Coordinator
- New Jersey Supervisor Endorsement
- Principal Certificate Endorsement

While Stockton's main campus is located in Galloway, New Jersey, its pedagogical imprint on the state is far broader. The college owns an 8-acre Marine and Environmental Field Station along the Nacote Creek in nearby Port Republic City, along with over 100 acres of wooded property in Hamilton Township and an additional 200 acres in Galloway. The college also

occupies the Carnegie Library Center in Atlantic City, a 17,335 square foot historic building, which hosts undergraduate and graduate courses, continuing professional education programming, and special events, as well as the historic Stockton Seaview Hotel and Golf Club located on nearly 300 acres in Galloway, NJ. Three additional instructional sites have opened since 2013 which further expand Stockton's presence in the region:

- Manahawkin instructional site (2012), a 3,200 square foot leased facility in southern Ocean County;
- Kramer Hall (2013) a college-owned building in downtown Hammonton, NJ, which features state-of-the-art classrooms, computer labs, and seminar rooms, as well as a public exhibition space available for local community events;
- Anne Azeez Hall (2013) a college-owned building in Woodbine, NJ includes the Sam Azeez Museum of Woodbine Heritage and historic Woodbine Brotherhood Synagogue founded in 1896, and allows Stockton to establish a stronger presence in Cape May County.

Describe the institution's plans for graduate education during the next five years.

Steady, incremental growth has characterized the expansion of Stockton's graduate programs to date. Graduate enrollment headcount has reached approximately 10 per cent of total student headcount and graduate full-time enrollment (FTE) is approaching 7 per cent of total FTE. The Board of Trustees has approved modest enrollment targets of 2 per cent growth per year. Such growth will not change Stockton's Carnegie-defined designation of VHU (Very High Undergraduate) focus, as the graduate program will still comprise no more than 10 per cent FTE of the total student population. To continue this trajectory, Graduate Studies has identified several short and long-range goals. These include development of new programs, improvements in marketing efficacy and reach, and additional efficiencies in recruitment and application processing.

Stockton is currently responding to market needs through the development of new programs. In development are an interdisciplinary Doctorate in Organizational Leadership to serve industry sectors of south Jersey, a Health Administration concentration within the existing MBA program to meet the needs of regional healthcare organizations, and a Master of Science in Data Science and Strategic Analytics to complement advancements at the FAA Technical Center, the Stockton Aviation Research and Technology Park, and the growing interest in unmanned aerial systems testing. Stockton is a member of the team that was selected by the Federal Aviation Administration (FAA) to be one of the six Unmanned Aircraft System (UAS) Test Sites. It is also an active member of the Mid-Atlantic Aviation Partnership Team (MAAP), a consortium from Virginia, New Jersey and Maryland that has been formed to jointly operate a FAA UAS Test Site to promote commercial growth in the Mid-Atlantic region).

The proposed EdD in Interdisciplinary Organizational Leadership responds to recognized regional needs. Specifically, non-profit organizations depend upon skilled leadership to adapt to change, cope with complexity or market obstacles, and undertake long-range planning. The proposed program would emphasize the latest information on leadership knowledge, skills and abilities as well as an interdisciplinary approach that can serve students from a variety of industries and organizations.

The proposed Health administration concentration proposal stems directly from Stockton's successful collaboration with the AtlantiCare Health System; seventeen of its employees enrolled Stockton's MBA program in the spring of 2014. Many of the courses in the MBA

curriculum were tailored to address health care administration issues, challenges, and policy matters. Student satisfaction was very high, and this encouraged MBA faculty to more systemically integrate this field into the existing degree. Health care is a vital and dynamic element of the economy in the southeastern New Jersey shore area, and a concept paper for this concentration will be submitted by the end of the fall 2014 semester.

Stockton's MA in Science in Computational Science is currently pursuing a nomenclature and curriculum redesign that will create a new graduate program in the field of data science and strategic analytics (popularly called Big Data). Making sense of vast amounts of data for the use and benefit of society has become an imperative. Currently, a group of faculty from several disciplines is drafting a new program proposal to be completed in fall 2014.

Even as Graduate Studies provides support to the creation of new programs, the staff are also seeking ways to strengthen and streamline the application process for all programs. One possibility might be to take advantage of more advanced technologies for enrollment management (e.g., expand the use of digital Centralized Application Systems and to put into place Customer Relationship Management, or CRM, software to manage inquiry communications and application processing data more efficiently).

In addition, Graduate Studies is redesigning its marketing efforts, specifically to capitalize on more digital formats. Examples include creation of graduate student profiles via narrative and video clip to highlight program contributions to personal and professional development, and the enhanced use of social media as an advertising and recruitment tool.

Finally, Stockton seeks to expand particular segments of its student body. While the college's undergraduate alumni are already well represented in graduate programs, new initiatives are intended to increase diversity among applicants, as well as increase international student applications. Every October, for the example, the Graduate School receives an electronic list of McNair scholars. These African-Americans scholars are due to receive their undergraduate degrees within the academic year, and Stockton makes assertive attempts to recruit them for graduate studies. Moreover, Stockton has already created successful affiliations with several schools overseas—including the University of Thessaloniki (Greece) and the University of Dundee (Scotland). Stockton is still negotiating with the Southwestern University of Finance and Economics (Chengdu, China), the University of Dalian (Dalian, China) and the city of Zhanjiang, China which contains several institutions of higher education. Moreover, Stockton is currently hosting an English language tutoring and testing service in conjunction with ELS, the leading center for international students seeking to meet their English language goals.

Five-year goals for Graduate Studies include:

- Support the expansion of online learning, where appropriate, for specific graduate programs
- Provide professional development for Graduate Program Director faculty members (especially in marketing and recruitment)
- Foster interdisciplinary graduate programs
- Design professional development workshops for graduate students
- Increase focus on job placement data after the graduate degree is earned
- Create improved financial aid counseling for graduate students
- Explore the feasibility of more credit-based certificates
- Enhance data tracking of graduate alumni and their achievements
- Engage graduate student alumni as recruiters
- Support the college's efforts to recruit international students

Append a copy of the current college catalogue(s).

Stockton's catalogue, the *Bulletin*, lists all courses. Since 2010, the graduate and undergraduate *Bulletins* have been combined into one publication. The 2014-15 edition is available online at the web link below. Pages 507 to 636 focus on graduate education: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=116&pageID=1>

A copy of this document, which is 656 pages in length, will also be made available during the on-site evaluation.

Include the college's policy with regard to academic freedom.

The college's academic freedom policy is found in Section V of the Agreement between the State of New Jersey and the Council of New Jersey State Colleges Locals, AFT, AFL-CIO dated July 1, 2011-June 30, 2015 (also known as the Master Agreement), and is as follows:

ARTICLE V ACADEMIC FREEDOM

A. Academic freedom derives from the nature of the quest for knowledge. It is essential to the full search for truth and its free exposition, applies to both teaching and research, and shall not be abridged or abused. Academic freedom does not relieve the employee of those duties and obligations, which are inherent in the employer-employee relationship.

B. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it responsibilities correlative with rights. Both parties to this Agreement subscribe to the following principles of academic freedom:

- 1. Employees are entitled to full freedom in research and in the publication of results.*
- 2. An employee is entitled to freedom in the classroom in discussing his or her subject.*
- 3. Employees are citizens and members of a learned profession. When the employee speaks or writes as a citizen, he or she is free from institutional censorship or discipline, but should not represent himself or herself as a spokesperson for the institution.*

Append the college's most recent Middle States Association "Statement of Accreditation Status."

The college was most recently re-accredited with two commendations by the Middle States Association in 2012. Confirmation of this accreditation is attached as Appendix D.

II. Institutional Characteristics of Graduate Education:

A. Organizational Structure

Identify the scope of graduate students and describe how graduate education is organized and administered (e.g., is there a graduate faculty? Is there a graduate school(s)? How is funding for graduate/professional education determined?). Provide documentation on the administrative structure of the institution and locus for graduate/ professional studies at your institution (e.g., an organization chart depicting reporting lines). Include copies of official publications and promotional materials that support this description.

Stockton's thirteen graduate programs are divided between seven schools with faculty lines and curricular oversight: Arts and Humanities; Business; Education; Natural Science and Mathematics; Health Sciences; Social Sciences; and General Studies. The eighth school, Graduate Studies, complements the other seven by coordinating all marketing, recruiting, admissions, and student services for graduate students.

Enrollment for the fall 2014 semester included a total headcount of 856 students, which translates into a full-time equivalent of 547 students. Three high demand health sciences programs, MS in Communication Disorders, MS in Occupational Therapy, and the DPT in Physical Therapy account for a third of these students; health sciences has been the fastest growing sector of Stockton's graduate programming recently, up almost 15 per cent in just the last two years and accounting for 30 per cent of the graduate student headcount. The MA in Education is the largest graduate program by headcount and the MBA rounds out the top five, where each of the latter represent another 12 and 9 per cent of the graduate student headcount respectively.

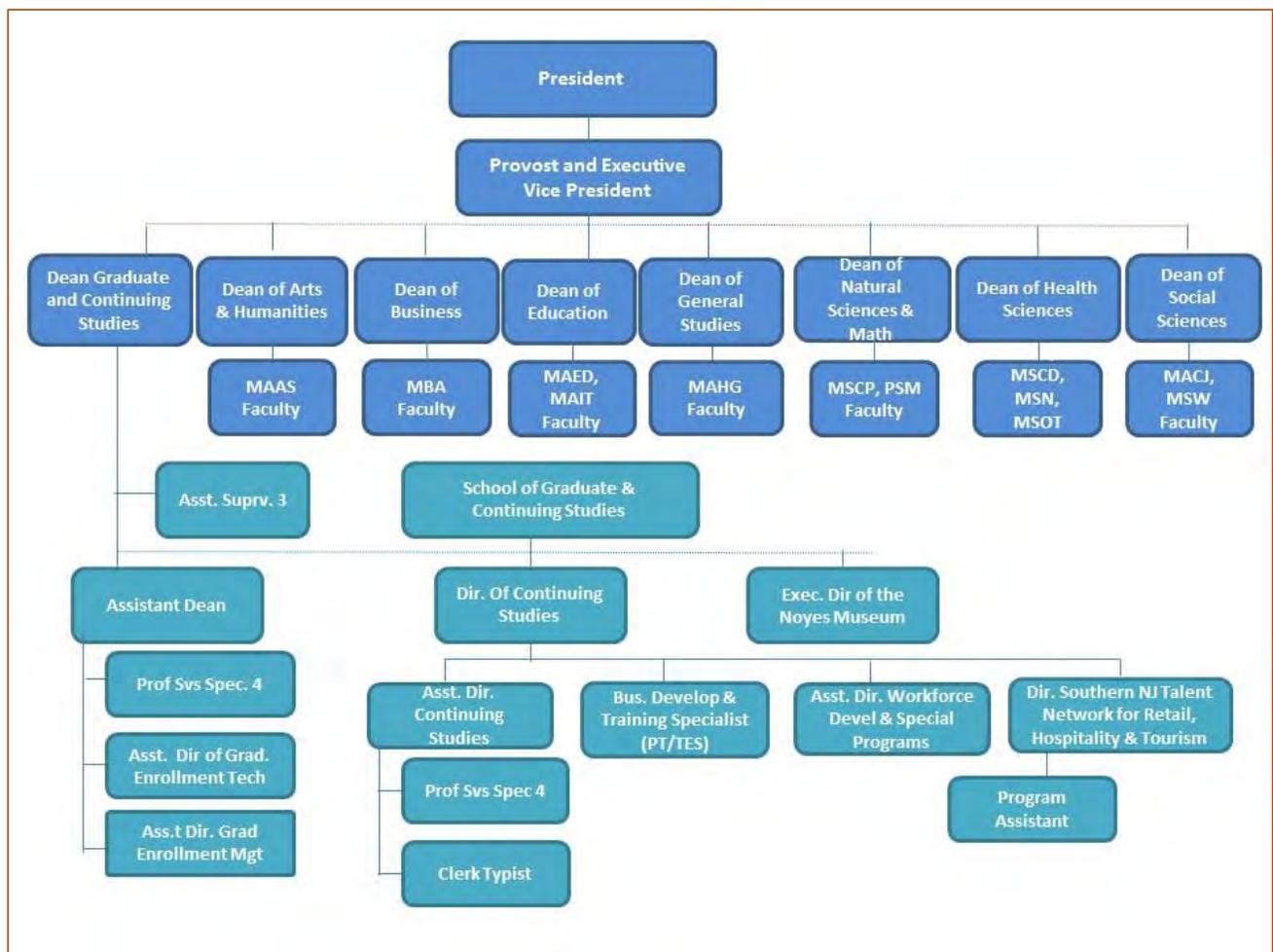
In almost all cases, faculty teaching in graduate programs also teach at the undergraduate level. The exception is DPT, which requires more specialized field practitioners, most of whom teach exclusively at the graduate level. The Master Agreement between the State of New Jersey and local AFT/AFL-CIO both defines and sets limits for teaching loads in Article XII: B—Teaching Responsibilities. The basic academic year teaching load for full-time faculty is twenty-four (24) teaching credit hours, which at Stockton most often translates into three courses per term, regardless of whether such courses are taught at the undergraduate or graduate level because most Stockton courses carry 4 TCH workload values. Independent studies, internships, and practice teaching supervision, as well as 2-credit courses, may affect this 3:3 calculation, and provision is made for this adjustment in the same Article XII: B:2a-b as well as Article XII:B:3 outlining overload compensation. Although graduate courses bear 3 student credit hours, faculty earn 4 teaching credit hours for each graduate course due to the advanced nature of the courses and, in some cases, the work faculty perform in guiding the development of capstone theses.

Program Directors, School Deans and Assistant Deans of respective programs and schools oversee course scheduling and the assignment of qualified faculty to these classes. In addition, full-time faculty members of each program function as Preceptors to advise graduate students on the appropriate course of study. These faculty also serve on program curriculum, assessment, award, and admissions committees, and assist Directors and Assistant Deans in developing class schedules and rotations to ensure that students can work systematically and expeditiously through their programs.

Funding for graduate programs is determined as funding is for all other programs, both academic and administrative, at Stockton. Budget, enrollment management and strategic planning processes are all integrated through the Division of Academic Affairs. Requests for additional faculty or staff are initiated by Program Directors and directed first to the Dean of their respective school, and subsequently to the Provost for final recommendation to the Office of the President and College Board of Trustees.

The annual budget cycle begins in November of the academic year wherein each Budget Unit Manager submits his/her request for the next academic year. Monetary resources to support the Graduate Studies office include salary support for staff, marketing and recruiting funds, operational funds for supplies, and resources such as computers and printers, funds for student workers, and funds for graduate assistantships and Distinguished Research Fellowships.

The following graph demonstrates the relationship of the School of Graduate and Continuing Studies relative to other schools in the college, as well as the graduate programs housed within each of these schools. It also outlines the layers of support staff in each branch of campus administration that relates to graduate or continuing studies, all of which ultimately report to the Office of the Provost and Executive Vice President and the Office of the President.



The Office of Graduate Studies coordinates all marketing initiatives, and tailors efforts to the needs of each program with the help and input of Graduate Program Directors and the college's Office of External Affairs. Graduate student marketing incorporates direct mail, published advertising, brochures, website and social media management, and other printed and online promotional materials. Recruitment involves the college hosting graduate school fairs twice a year (mid-fall and again in mid-spring) with combined staff from Graduate Studies and faculty representatives from graduate programs to answer students' logistical and pedagogical questions and concerns. Stockton's Graduate Studies' complete recruitment calendar appears in the Student section of this petition. Sample marketing materials are appended as Appendix E.

Identify the administrative staff (both managerial/professional and clerical) with primary responsibility for graduate/professional programs.

In July 2008 Stockton combined two divisions—graduate studies and continuing studies—into the School of Graduate and Continuing Studies, and located this school within the Division of Academic Affairs. The school is led by a dean who reports directly to the Provost. Additionally, in the Graduate Studies office are an Assistant Dean, two professional staff, and two clerical staff persons who provide support. Graduate Studies focuses most of its resources on graduate student enrollment as well as implementing policies and student services pertinent to graduate study, and works collaboratively with the seven academic schools in the college who retain principal authority over questions of faculty and graduate curriculum. To ensure ongoing communication between Graduate Studies and other schools within the college, the Graduate Dean regularly attends a bi-weekly Provost Council Meeting with other academic school Deans, Directors and provost staff. The Graduate Dean also attends Deans Council meetings that typically follow Provost Council meetings. The Dean of the School of Graduate and Continuing Studies is the primary representative of graduate education at the college and to external publics, and as such:

- Oversees and directs graduate student marketing and recruiting with assistance from supervising school deans and the Division of External Affairs.
- Works in collaboration with the supervising school deans and appropriate college personnel on the development of individual graduate programs.
- Manages all aspects of the graduate admission process.
- Convenes the Directors of Graduate Programs to consider issues of importance to graduate education and make recommendations of these matters to the Provost and Executive Vice President.
- Reviews and make recommendations regarding the establishment of new graduate programs and other credit-bearing post baccalaureate learning opportunities.
- Collaborates with the supervising School Dean and Provost in guiding new proposals through the process of state approval.
- Works with the Student Senate and/or appropriate student organizations with individual programs.
- Develops a set of graduate policies consistent with the college's mission and the standards established by the Council of Graduate Schools and the Middle States Association.
- Supervises managerial Continuing Studies staff.
- Conducts appropriate assessments of the operational aspects of the School of Graduate and Continuing Studies commensurate with Middle States' expectations, and documents any changes taken as a result of these assessments.

Include information on their specific responsibilities, their qualifications for the positions held and the amount of time each devotes to the administration of graduate/professional education (e.g., FT, 25%).

The following individuals constitute the Graduate Studies office staff as of September 2014. All staff reporting to the dean are employed full-time and devote 100 per cent of that time to the support of graduate education. The dean has a dual supervisory role consisting of Graduate Studies and Continuing Studies.

- Dean, Lewis A. Leitner, Ph.D.
- Assistant Dean of Graduate Studies, AmyBeth Glass, M.A. (Ed.D. in progress)
- Administrative Assistant, Michele Hewitt, M.B.A.
- Assistant Director of Graduate Enrollment Management, Tara Williams, (M.A. in progress)
- Assistant Director of Graduate Enrollment Technology, Shiv Patel, M.B.A
- Graduate Enrollment Services Specialist, Jessica Grullón, M.S.

The Dean, Dr. Lewis Leitner, manages all aspects of the school and is the budget unit manager for Graduate Studies. Dr. Leitner earned his Bachelor's degree from Lehigh University and his Master's and Doctoral degree in Psychology from the State University of New York at Buffalo. His qualifications include an earlier deanship at Stockton College in the Division of Social and Behavioral Sciences (1976-1982). He also served as the Graduate Program Director for the MBS Program (1998-2001), was an Executive Director of Continuing Studies (2004-2008), taught for twenty-two years as a Professor of Management in the Business Studies Program at Stockton (teaching at both the undergraduate and graduate levels), and lastly, has garnered twenty years of marketing and management consulting experience.

The Assistant Dean, AmyBeth Glass, oversees student issues, marketing, recruitment, and the admissions process. She also supervises updates to the graduate section of the Stockton *Bulletin*, graduate student orientation, the Distinguished Graduate Research Fellowship Committee, and other events such as the Graduate Symposium, assessment of graduate services, counseling to unsuccessful candidates, and serves as the graduate liaison to other campus offices. Finally, she is responsible and accountable for certain elements of the Doctoral and Master's Commencement Ceremony. She earned her Master's degree in student personnel services from Rowan University, where she worked as a Resident Hall Director, for Office of Residence Life and Orientation Assistant for the Dean of Students Office. She is currently working on her dissertation in pursuit of a doctorate in Higher Education Leadership at Rowan University.

The Administrative Assistant, Michele Hewitt, reports directly to the Dean. She manages budgetary matters at the discretion of the Dean and monitors the use of Smarthinking, an online writing tutorial system for our graduate students. She also coordinates the allocation of Graduate Assistantships and deals with most matters arising from that task. When needed, she facilitates the Doctoral and Master's Commencement Ceremony. Her qualifications include several years of professional experience as support to executive level managers, the ability to research topics of interest for the dean and to compile the results into logical reports. She has both a bachelor's degree in business studies and an MBA degree from Stockton College.

The Assistant Director of Graduate Enrollment Management, Tara Williams, is the unit's graduate student recruiter. She is responsible for planning and attending all graduate studies recruitment functions, including Open House, Informational Sessions, and many external

events. Her qualifications include three years as Assistant Director of Alumni Relations and the Annual Fund in the Office of Development and Alumni Affairs at Stockton College. During her tenure in that position, she launched the social media presence for alumni, coordinated communication, marketing and public relations efforts, assisted with special events, including the Scholarship Benefit Gala. Prior to coming to Stockton, she earned her bachelor's degree in communication from William Paterson University, where she worked as a Scholarship Fellow in the Office of the Annual Fund, and interned in the Executive Administration Office at Borgata Hotel, Casino & Spa. She is currently pursuing a Master of Arts in Instructional Technology at Stockton.

The Assistant Director of Graduate Enrollment Technology, Shiv Patel, is responsible for all Banner software related tasks, including updating applications, collecting data, creating reports, and managing the various Centralized Application Systems. Mr. Patel has excellent computer skills, knowledge of operating systems and is very adept with Microsoft Office and other software products. He is an adroit troubleshooter of computer problems and is a helpful problem solver and trainer of new technology to better serve prospective graduate students and applicants. His qualifications include a baccalaureate degree in business studies and an MBA from Stockton.

The Graduate Enrollment Services Specialist, Jessica Grullon, is the main support staff of the Graduate Studies unit. She is responsible for the Graduate Studies website, and responds to student and prospective student walks-ins, phone calls, and e-mail correspondence. Additionally, she assists in processing applications. Her qualifications include an ability to manage confidential admissions materials, excellent communication and interpersonal/interdepartmental skills, knowledge regarding graduate degree program curricula, an ability to work with diverse student populations, and an understanding of student information systems, spreadsheets and database maintenance. In addition, Ms. Grullon possesses a bachelor's degree in communications from Stockton College and a master's degree in higher education from Drexel University.

Institutional Characteristics of Graduate Education:

B. Financial Support

Provide information indicating the college’s ability to support graduate/professional studies. Include the college’s most recent audited financial statements. Indicate approximately how much (percentage) of the college’s total educational and general expenditures are dedicated to support graduate/professional study. Has this percentage changed significantly in recent years, or is it expected to change substantially in the near future? Please explain.

Over the past seventeen years, Stockton has planned for and realized steady growth in its graduate programs, as demonstrated in budget allocations to their respective schools in Table 2 below. Support for these programs has kept pace with its expansion. Stockton uses an actual weighted average of graduate teaching credit hours per academic school to allocate instruction, research and public service expenditures by school. The institutional average is 10 per cent, which was used to allocate all remaining educational and general expenses. Overall, Stockton has maintained this steady 10 to 11 per cent allocation to Graduate Studies over the last three years. Stockton’s three most recent financial audits are attached as Appendix F.

Table 2: Graduate Program Expenditures

The Richard Stockton College of New Jersey	FY12	FY13	FY14
Total Educational and General Expenditures	113,540,000	124,784,000	127,414,000
Allocated Costs	FY12	FY13	FY14
School of Graduate & Continuing Studies	1,071,667	1,153,195	1,184,560
School of Arts & Humanities	389,872	405,540	429,156
School of Business	442,429	440,433	470,819
School of Education	1,131,373	1,435,700	1,485,494
School of General Studies	250,233	264,130	324,665
School of Health Sciences	1,724,519	1,968,182	2,089,803
School of Natural Sciences/Math	444,899	459,300	493,358
School of Social/Behavior Sciences	913,559	920,828	994,638
Support, Services, Institutional, Plant, Aid	5,545,200	5,877,300	6,309,100
Total Graduate Educational & General Expenditures	11,913,750	12,924,609	13,781,593
% of Graduate Expenditures: Total Expenditures	10%	10%	11%
<i>Source: Audited Financial Statements, 2012-2014</i>			

Provide evidence of the institution's commitment to scholarly activities appropriate to its mission (e.g., support of independent research by faculty and students, art exhibits, and concerts given by faculty and students).

Stockton is committed to supporting faculty and student scholarly activities and provides a range of funding opportunities at both the program and college levels, as well as several special initiatives for mid- and later-career faculty, collaborative work, faculty-student partnerships, assessment and advising, and institutional initiatives. Program funds include annual allotments for travel and professional development for all faculty members as well as junior faculty funds specifically allocated for pre-tenure faculty. Other college-level funds are competitive and require applications that are vetted by the Faculty Senate's Standing Committee on Research and Professional Development in conjunction with the college's Grants Office. This committee is comprised of fifteen faculty members drawn from all schools of the campus, as well as library representative and a designee of the Provost's Office, in this instance the interim Assistant Provost of Programs and Planning.

In 2014, investment in faculty research and professional development funding averaged \$3,085.50, per faculty member, a 16 per cent increase from 2011; indeed, average support per faculty member has increased for each of the past five years. A complete list of all internal awards, including brief descriptions, total fund allocations, average award sizes, and deadlines for fiscal year 2015 is attached as Appendix G. This appendix also includes a summary of all awards distributed in fiscal year 2014, as well as a separate table tracking investment in faculty and student work for the last five years.

Support for scholarly activity takes a variety of forms briefly outlined here. The call for Research and Professional Development (R&PD) funding occurs in the spring term; the average award is \$6,000. R&PD awards fund scholarly work consistent with the college's mission and goals and which has the potential to lead to significant outside funding, publication in any field of learning, creative work in the arts, or projects that support college-wide initiatives. Funds may be used for salaries, supplies, student and professional assistance, publication subvention, and essential research-related travel.

Additional special R&PD rounds contribute start-up funds for the initiation of new projects. Mini-Research and Professional Development Awards are allocated in the fall term and average \$1,700. R&PD Course Release Competitions are run for each term and provide one course release for research planning, proposal writing, or professional or creative work to faculty members who submit meritorious proposals. Three more specialized R&PD awards include the Stockton Center on Successful Aging R&PD, which supports scholarly or artistic projects related to the study of aging (new this year), the R&PD for the Scholarship of Engagement which supports work between the college and community partners (averaging \$6,000), and the Provost R&PD for Academic Advising, which provides either a summer stipend or overload stipend to support the development of tools, methods of delivery, assessment measures (e.g., e-portfolios and or training in digital pedagogy, software or other technologies), research that contributes to the advancement of academic advising, travel and conference fees to present at National Academic Advising Association conference or similar advising conference, or the development of a conference, workshop, or edited publication in this field.

The college also supports sabbaticals with a full release from teaching and service for either a semester or academic year. These are competitive on a college-wide basis and are governed by the Master Agreement with the state which stipulates in Article XXVII that:

Each State College/University shall have a sabbatical leave program for its full-time, tenured faculty members (including Demonstration Teachers and Demonstration Specialists at the A.H. Moore School) and librarians who, as of June 30 prior to the year for which the leave is requested, have completed a period of six (6) or more years of service. Sabbatical leaves shall be in half year leaves granted to those applicants with meritorious applications as evaluated pursuant to the procedures at each College/University and no more than once every seven years. At each College/University two (2) half year leaves may be combined into one (1) full year leave.

Application may be made for the purpose of pursuing a substantial project designed to yield publishable results and/or enhance competency as a scholar or teacher. Sabbatical leaves may also be granted for the pursuit of an accredited terminal degree program in an appropriate field of study and/or such other criteria that may be established by the College/University.

Locally negotiated or accepted procedures shall be followed in the implementation of the Sabbatical Leave program. To the extent that a College/University has a locally negotiated or accepted procedure, those procedures shall remain in full force and effect until such time as a change is negotiated. If no locally negotiated agreement is reached then changes, if any, shall be made in accordance with the New Jersey Employer-Employee Relations Act and its governing regulations. If no locally negotiated or accepted procedure exists, the local Union and the College/University shall negotiate a procedure for the Sabbatical Leave program in accordance with the New Jersey Employer-Employee Relations Act and its governing regulations.

B. Terms of Sabbatical Leave

1. Half-year leaves shall be at the rate of full salary.
2. Full-year leaves shall be at the rate of three quarters (3/4) salary.

Those on sabbatical are also eligible to apply for sabbatical subventions of up to \$2,000 per semester to support completion of the research or artistic project for which they were granted leave.

Two additional internal grant programs include the Provost Faculty Opportunity Award, which provides monies for conference travel, student assistance, or scholarship related to the college's 2020 Strategic Plan focused on Learning, Engagement, Global Perspectives, and Sustainability (five competitions are conducted annually and awards are up to \$2,000), and the Career Development Committee (CDC) fund for more senior faculty in keeping with Appendix II of the Master Agreement. CDC awards are decided by a separate committee composed of one elected, tenured faculty member or staff member serving in a multi-year contract, one appointed member from the local bargaining unit, and one member appointed by the administration. These funds are intended primarily for employees who have identified areas of improvement, and awards average \$1,500.

In addition to these principal sources of support, Stockton also offers several smaller awards, including book subventions (average awards of \$750), publication/reprint fee funds (average award \$500), and principal investigator travel funds (average award ranging from \$100-\$500). Programs seeking to improve performance can apply for up to \$1,000 in assessment support, and three funds target student research and professional development. While two student pools are limited to undergraduate students, a third—Student Research Supplements—has been used specifically to support graduate student contributions to program goals. The MA in American Studies, for example, used such funds to support a graduate assistant during its first two summers. This student helped update the program website, design online marketing

materials, and launch and oversee the program's Facebook page, critical roles during the program's formative stages.

Provide similar information on support of scholarly activities by outside sources (e.g., research supported by outside grants or contracts).

As support for scholarly activity increases and Stockton's academic culture becomes more intentionally balanced between teaching and scholarship (while teaching remains of primary importance), faculty have secured increasing amounts of external support for their scholarship, growing 183 per cent from \$4.78 million to \$8.73 million between 2006 and 2010. Another measure is provided by the college's most recent five-year self-study in preparation for its 2012 decennial review, which notes that between 2007 and 2012 faculty and staff increased federal, state and local grants and contracts 70 per cent or \$9.6 million, all of which provide additional resources to support the College's mission and institutional goals. Last year alone, faculty and staff submitted 89 proposals and of those requesting support from 2013 budgets, 70 per cent of the submissions received funding.¹ The balance of this section highlights significant grants that have specifically benefitted graduate faculty and students within the last two years.

The Office of Graduate and Continuing Studies has received several external grants which benefit faculty, students, municipalities, and individuals in the region. Continuing Studies has received over one million dollars to conduct New Jersey Labor Department Customized Training Grants and recently Continuing Studies received \$250,000 in 2014 from the New Jersey State Department of Labor and Workforce Development to run one of the seven Talent Networks in the state. The Stockton College Talent Network for Retail, Hospitality and Tourism matches employment needs in the retail, hospitality and gaming sectors with potential employees seeking part and full-time positions. The Talent Network has become an important asset to help rebuild the employment base in Atlantic City and the region surrounding Atlantic City.

The School of Education received two multi-year grants from the New Jersey Department of Education in FY14. The goal of the 3-year Mathematics and Science Partnership Grant is to insure that K-12 teachers in the ten partner districts are prepared to implement the Common Core Standards in Mathematics into their instructional practice. Year One awarded \$302,250 in funding to support graduate course work, professional development workshops, and on-site instructional coaching for 55 teachers participating in the project.

The School of Education also received a two-year grant from NJDOE to explore and implement the use of Formative Assessment to Improve Teaching and Learning in two high-needs K-8 districts in Atlantic County. Year One has funded \$340,033 to provide professional development workshops, one-on-one instructional coaching, and graduate course work to both teachers and school principals.

The School of Health Sciences received a second year of funding for a three-year award in the total amount of \$121,801 from the Horizon Foundation of New Jersey through the YMCA targeting childhood obesity. New Jersey Action Coalition provided funding of \$10,000 to study core competencies for the nurse of the future. The Family Resource Network provided funding

¹ External funding measures provided by Richard Stockton College, "2001-2011 Self Study," p. 28 (available online at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=203&pageID=18>) and Division of Academic Affairs, "2014 Program Review" (February 13, 2014), p. 86.

of \$7,000 for the GetFIT@Home program, which provides training and education on health and wellness for adults with intellectual and developmental disabilities living in the community.

Stockton's School of Natural Sciences and Mathematics (NAMS) received \$60,836 to Dr. Russell Manson and Joseph Trout from the FAA's William J. Hughes Technical Center for commercial jet aircraft turbulence studies. The New Jersey Child Welfare Training Partnership in the School of Social and Behavioral Sciences manages a \$550,000 grant through the NJ Department of Children Services, Division of Child Protection and Permanency.

Finally, the School of Arts and Humanities received a \$13,086 grant from the New Jersey Council for the Humanities to support graduate student work on a museum exhibition exploring civil rights activism in south Jersey. This initiative is being conducted in partnership with the African American Heritage Museum of South Jersey, and also received a matching \$13,192 2020 Presidential Initiative funding from Stockton College.

Institutional Characteristics of Graduate Education:

C. Quality Control

Describe what measures are used to gauge graduate/professional program quality (e.g., indicate which programs enjoy specialized accreditation and by what organization or whether institutional program reviews are conducted and how the results of such reviews are used to assure quality).

Quality curricula have always been central to Stockton's faculty and administration, and the tools available to facilitate assessment and measure pedagogical impact have expanded in important respects since the inauguration of graduate studies at the college.

Annual Program Reports

Annual reports from all the undergraduate and graduate programs must contain summaries of student learning assessment and professional accreditation reports (where applicable). Deans review and comment on all the annual reports from programs in their school. In addition, the Dean of the School of Graduate and Continuing Studies reviews the reports from all graduate programs. Deans send their comments to the appropriate Program Directors and Coordinators, to their graduate faculty colleagues, and to the Provost's Office for review and action.

The college's Office of Institutional Research provides graduate Program Directors with quantitative data about students and faculty in their programs. Directors use these data to examine their program's alignment with current trends and to provide long-range projections. These include, for students, statistics about program enrollment, course enrollment, and degrees granted. For faculty, programs assess current diversity (by gender, race, and seniority), as well as scholarly activity. Finally, Directors assess the program's contributions to college goals in assessment, essential learning outcomes, and community engagement, and set goals for the following academic year which form the basis of the subsequent annual report. The School Deans and the Graduate Dean receive, review and comment on the program annual reports. The Provost and Executive Vice President receives copies of all comments on program annual reports.

In addition, to ensure that teaching and other scholarly activity remain aligned with the institution's overarching mission, faculty members must complete an annual faculty report, which is reviewed by their respective Deans, as well as the Provost and Executive Vice President of Academic Affairs. Faculty responsibilities include developing or reviewing pedagogical programs and curricula; engaging in scholarly activity such research and/or creative work; and actively engaging in service both to the institution and to the wide community.

Five Year Program Reviews

Every five years, all programs—both curricular and non-curricular (academic support) units in Academic Affairs—undergo a more intensive review process. The purpose of the five-year program review is to help programs examine their effectiveness and efficiency, and hence improve what we do and how we do it, in support of the mission and strategic objectives of the college.

Five-year reviews are a nine-month process. In early fall, Programs Directors receive data about the programs enrollment, retention, and graduation rates, as well as information about

faculty size and composition, both charted over the previous five years. Directors subsequently meet with both their Dean and the Provost to determine an evaluation plan, and select an external reviewer. Consultants should be experts in assessment and familiar with institutions like Stockton; they typically visit the campus for in early spring for two days to conduct interviews with faculty, students, and the Dean of Graduate Studies. They are also expected to evaluate both program and library facilities and resources, review prior annual reports—to get a sense of short and long-range goals and progress towards their completion—and sit in on sample classrooms to assess teaching.

Programs can tailor questions for the consultant that reflect their particular needs, although all five-year reviews include analysis of faculty workload and scholarly productivity, faculty training and profile (e.g., number and types of advanced degrees, full-time v. part-time teaching), student profile (e.g., size of the program, race and gender demographics, and standardized testing scores, if applicable). Finally, consultants also help to assess grant writing and other fundraising activities, as well as public or community initiatives. Following this visit, external consultants provide a written report by April, to which Program Directors respond in a reflective “close the loop” meeting, again with the Dean and Provost, by May. At the end of the process, the program sets goals for the next five years and finalizes resource allocation requests with the Provost’s office. These goals are then reported on in subsequent annual reports providing a complete assessment process. Stockton maintains an online repository of all graduate program annual reports and five year program reviews. These are used by successive Directors to maintain continuity as well as document evidence of continuous quality improvement, and will be available during the site visit.

Methods of Classroom Evaluation

There are two methods of evaluating teaching at Stockton: 1) student ratings of teaching (SRT) and 2) peer evaluation of teaching (PET). The IDEA Student Ratings of Instruction system is the primary tool used for SRT, and solicits students’ feedback on their own learning progress, effort, and motivation, as well as their perceptions of the instructor’s use of twenty instructional strategies and teaching methods. In addition, the system surveys instructors regarding their overall goals and indicates level of achievement for them in the analysis and report. There is also a Small Class Instrument (SCI) which elicits qualitative feedback from students about their experiences in a course that is used for classes of fourteen or fewer students. Following the guidelines of a local agreement on IDEA, all pre-tenure faculty are required to administer the IDEA or SCI in each course they teach. Tenured faculty are required to evaluate at least half of their classes using IDEA or SCI.

The second approach to evaluating teaching is peer observation and evaluation of teaching. All probationary faculty are observed in at least two classes annually by a tenured faculty member chosen by the faculty candidate in consultation with the Dean and the Review Advisor. At least once prior to tenure, all probationary faculty who are contractually obligated to teach General Studies courses shall be evaluated teaching one of his/her General Studies courses. Tenured faculty are not required to be observed by their peers, but when seeking promotion or range adjustment they may request peer observations of their teaching by any tenured Stockton faculty member. The procedures for peer observation are also delineated in a local agreement addressing Evaluation of Faculty for Promotion and Tenure.

Institute for Faculty Development Initiatives

The Institute for Faculty Development (IFD) is a resource to support effective pedagogy and productive scholarship for both graduate and undergraduate faculty members, and

coordinates roundtables, seminars, and working groups on teaching, learning, and the assessment of student learning.

Of special note is the Stockton Critical Thinking Institute (SCTI), established in 2012 to provide training, coaching, and resources to faculty who are interested in helping students improve their critical thinking skills. Each summer the SCTI hosts a two-day workshop, during which faculty learn strategies for infusing critical thinking content and activities into their subject area courses. Day 1 focuses on the theory and practice of critical thinking instruction and is structured to teach participants about CT instruction, while simultaneously modeling activities and methods for teaching CT. On Day 2 participants are given the opportunity to practice activities and techniques that were modeled on the previous day. In addition, a significant portion of the day is devoted to syllabus development, during which participants work collaboratively to identify fundamental and powerful concepts in their own courses and to integrate critical thinking content and activities into their syllabi.

For the last two years, the IFD has also overseen the Teaching Circles program which brings together between six and twelve undergraduate and graduate faculty to discuss a range of challenging issues in classroom teaching. Each topic requires an application which is vetted by a selection committee coordinated through the IFD. Successful circles are provided a modest budget for books, supplies, and/or guest presenters. In 2013-14 year, four Teaching Circles tackled such topics as: “Women in Academia”, “Critical Thinking in the Classroom,” “Exploring Successful Teaching Models in Urban Education,” and “Conversations on Race, Ethnicity and Identity.” Two of these circles were renewed for a second year, and four new additional Teaching Circles approved for 2014-15. Both the SCTI and the Teaching Circles program originated as Stockton 2020 Strategic Planning seed grants and have become a part of institutional support for teaching and learning.

Finally, the IFD hosts a number of faculty fellowships as part of a local agreement that compensates this specific faculty peer-to-peer professional development support. Five fellows are selected on a competitive basis. In exchange for a reduced teaching load, fellows serve as mentors to assist their colleagues to further develop skills in teaching, research and service, and are available for all new and continuing, graduate and undergraduate, full-time, part-time and adjunct faculty. The 2014-15 IFD Fellows are:

- Ellen Mutari, Professor of Economics: Fellow for scholarship and publishing
- Mike Frank, Professor of Psychology: Fellow for research design and data analysis
- Doug Harvey, Associate Professor of Instructional Technology: Fellow for instructional technology
- Kristin Jacobson, Associate Professor of Literature: Fellow for curriculum development and assessment
- Liz Shobe, Associate Professor of Psychology: Fellow for innovative teaching approaches

Office of Academic Assessment

Stockton has paid particular attention to outcomes assessments to ensure program quality and help identify areas of potential improvement, and data-informed decision-making plays a large role in this process. In January 2013, Stockton entered a local agreement to establish the Office of Academic Assessment, led by a senior faculty member. The inaugural director, Sonia Gonsalves, Professor of Psychology, joined the psychology faculty at Stockton in 1990. She had previously served as Director of the Institute for the Study of College Teaching from 1999 to 2002 and as Director of the Institute for Faculty Development from 2006 to

2009. During the most recent Middle States Review, Dr. Gonsalves co-chaired the Committee for Assessment and served on the planning committee. She co-chairs the 2020 Strategic Planning Initiative Team for Learning, is a member of the Strategic Planning Steering Committee, and facilitates the Essential Learning Outcomes (ELO) Team for Global Awareness. Over the years, Dr. Gonsalves has coordinated the psychology program, chaired the Research and Professional Development Committee, the Academic Policies Committee, the College-wide Assessment Committee, the Educational Programs and Curricula Committee for a previous Middle States review, and served on both the steering committee of the faculty assembly and as a member of the faculty senate.

The Office of Academic Assessment supports excellence in student learning outcomes by providing resources for faculty and administrators to assist them in the design, analysis, dissemination and use of assessments of learning, performances, attitudes, motivations, and skills. Two particular initiatives are an annual pan-college Summer Assessment Institute and the monthly e-zine *Evidence*. The Summer Assessment Institute program began in 2007, in part motivated by the experiences of six faculty who had attended the Middle States “Student Learning Assessment Institute” the year before; it came under the authority of the Office of Academic Assessment in 2013.² Calls for participation are issued each fall, and in accordance with a local agreement governing the terms and conditions of all such summer institutes, the college provides a modest stipend to 10 to 12 attendees who meet several times in August. Topics have ranged from demystifying the Collegiate Learning Assessment (CLA) and writing, to effective incorporation of college Essential Learning Objectives (ELOs), and provide an excellent forum for sharing teaching and learning strategies in an inter-disciplinary environment. Faculty teaching in graduate programs have participated in these institutes since their inception; indeed, a third of the 2014 participants taught at the graduate level.

The results of each workshop appear in articles written by participating faculty in Stockton’s monthly newsletter about assessment questions and concerns, *Evidence*. Initially published quarterly, *Evidence* first appeared in the summer of 2002, and has proved an informal and engaging vehicle for sharing information about best pedagogical practices, in-class experiences, and learning opportunities for the last twelve years. An archive of all back issues is available at: <http://inraweb.stockton.edu/eyos/page.cfm?siteID=284&pageID=2>

Specialized Accreditations

In addition to internal assessment measures and resources, most graduate programs undergo external accreditation from their specialized fields. Programs that earn specialized accreditation confirm their commitment to quality and continuous improvement through rigorous and comprehensive peer reviews, and—when combined with extensive internal assessment plans—produce a multi-layered approach to quality control.

The Richard Stockton College of New Jersey is regionally accredited by the Middle States Commission on Higher Education, and nine of its graduate programs have also sought and/or earned specialized accreditation. The Master of Social Work Program has been fully accredited by the Council on Social Work Education. The Master of Arts in Criminal Justice Program has been certified by the Academy of Criminal Justice Sciences. The Master of Arts in Education Program has been accredited by the Teacher Education Accreditation Council and approved for licensure endorsements by the New Jersey Department of Education. The Nursing Program is approved by the New Jersey Board of Nursing and accredited by the Commission on Collegiate Nursing Education. The Physical Therapy Program has been

² Kathleen Klein, “Assessment Can be Fun, Meaningful, and Painless—Really!” *Evidence: Program Assessment for Continuous Improvement*, February 2006, p. 1.

accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

In addition the Master of Science in Communication Disorders is currently a candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, while the Master's in Business Administration program is pursuing accreditation by the Association to Advance Collegiate Schools of Business (AACSB). AACSB International accreditation represents the highest standards of achievement for business schools worldwide.

Institutional Characteristics of Graduate Education:

D. Faculty

Describe the characteristics of the faculty providing graduate/professional education. What percentage have doctorates or other terminal qualifications?

In fall 2014, Stockton College had 309 full-time faculty members (8 Distinguished Professors; 63 Full Professors; 143 Associate Professors; 86 Assistant Professors; 6 Instructors; and 3 vacancies), 95 per cent of whom were tenured or on the tenure track (222 faculty members tenured, 69 on the tenure track, and 15 non-tenure track). Of the 138 full time faculty who teach in graduate programs, 127, or 92 per cent, have doctoral degrees, while the remaining 8 per cent hold terminal degrees (MFA, MBA, JD, or other specialized credentials). Complete faculty CVs will be available on campus during the external consultants' visit.

What evidence is there that faculty remain abreast in their fields? Please include information on all faculty (full-time and adjunct) providing graduate/professional education that attests to their qualifications and professional scholarly achievements (e.g., full up-to-date vitae with information on publications, presentations, exhibitions).

Scholarly activity is one of the three critical components of faculty promotion and tenure, although what constitutes such accomplishments is shaped by the academic field in question. Consequently, Stockton has adopted a broad definition, consistent with the college's Master Agreement between the State of New Jersey and local AFT/AFL-CIO which stipulates in Article VII: Faculty Responsibilities, section C that: "scholarly, research and artistic activities" includes both "service through sharing their professional expertise both within and beyond the College/University." The college, its seven academic schools and all of its academic programs have developed standards for promotion, tenure and performance within rank in teaching, scholarly activity and service. A local agreement pertaining to evaluation of faculty for promotion and tenure references all three sets of standards to convey clear expectations of faculty performance throughout the entire career span. As faculty may teach graduate courses in more than one program (e.g., in Instructional Technology and Education), the following section outlines the highest qualifications as well as the scholarly activity for the faculty of each school over the last five years.

A. *Art and Humanities (MA in American Studies; fall 2012 inception)*

The MA in American Studies (MAAS) does not have a designated faculty, but draws on faculty from History, Literature, Languages and Culture, Art History, Political Science, Communication Studies, Theatre, and Stockton's interdisciplinary School of General Studies. Established in 2012, MAAS has sixteen faculty members; fourteen hold a PhD in their respective fields, while the remaining two have an MFA, the highest degree possible in creative writing.

MA in American Studies Faculty:

Robert Gregg (1996), Dean of the School of General Studies, Professor of History; PhD, University of Pennsylvania: American history 1865-present, African-American history, comparative history.

Deborah Gussman (1999), Associate Professor of Literature; Director, MA in American Studies; Ph.D., Rutgers, The State University: Colonial and 19th-century American literature, American Indian literature, women's literature and feminist studies.

Adalaine B. Holton (2007), Associate Professor of Literature; PhD, University of California, Santa Cruz: 19th- and 20th-century American literature, African-American literature.

Kristin J. Jacobson (2005), Associate Professor of Literature; PhD, Pennsylvania State University: 20th- and 21st-century American literature and culture, popular culture, feminist theory and pedagogy, environmental and geographic approaches to literature, ecofeminism.

Thomas E. Kinsella (1989), Professor of Literature; PhD, University of Pennsylvania: Restoration and 18th-century British literature, Milton, history of the book, medieval Irish literature, grammar and punctuation, South Jersey studies.

Adeline Koh (2010), Associate Professor of Literature; PhD, University of Michigan at Ann Arbor: 20th-century and 21st-century British literature, postcolonial and Anglophone literature, Southeast Asian literature, international feminism, film and visual culture, new media studies, digital humanities.

Nathan Long (2005), Associate Professor of Creative Writing; MFA, Virginia Commonwealth University: Gender studies, history of the LGBT movement, intersexuality, queer theory.

Joe'l Ludovich (2007), Associate Professor of Communication Studies; MFA, Savannah College of Art and Design: audio/TV production, steadicam, dance on film, film theory and criticism.

Mark Mallett (2000), Professor of Theatre; PhD, University of Illinois: Theatre crafts, lighting design, scenic design, theatre history.

Michelle McDonald (2006), Associate Professor of History; PhD, University of Michigan, Ann Arbor: Atlantic history, comparative Caribbean history, business and economic history, public history, early American history.

Sharon Ann Musher (2007), Associate Professor of History; PhD, Columbia University: 20th-century US history, modern social-cultural history, women's history, African-American history.

Robert Nichols (2000), Professor of History; PhD, University of Pennsylvania: Indian Ocean history, South Asian history, social movements, historiography.

Kate Nearpass Ogden (1991), Professor of Art History; PhD, Columbia University: American and modern art, history of photography.

Michael S. Rodriguez (2006), Associate Professor of Political Science, Washington Internship Program; PhD, Temple University: Race and politics, constitutional law, political theory, American government, public administration, politics of diversity.

Francisco Javier Sánchez (2007), Associate Professor of Spanish; PhD, The University of North Carolina, Chapel Hill: Spanish language and literature, comparative literature, 20th-century narrative.

Ai Zhang (2009), Associate Professor of Communication Studies; PhD, University of Maryland: Public relations, advertising.

All faculty are active scholars as demonstrable by their academic pursuits summarized in the table below:

Table 3: American Studies Full-Time Faculty Scholarly Activity

SCHOLARLY ACTIVITY	NUMBER (2009-2014)
BOOKS OR EDITED VOLUMES	12
BOOK CHAPTERS	29
ARTICLES IN PEER-REVIEWED JOURNALS	35
POEMS AND FICTION FICTIO AND NON-FICTION WORKS PUBLISHED	66
CONFERENCE PAPERS (ACADEMIC OR SCHOLARLY VENUE)	160
BOOK REVIEWS	4
ACADEMIC CONFERENCES OR SEMINARS ORGANIZED	6
PUBLIC PRESENTATIONS/INVENTED TALKS (PUBLIC, NON-PROFIT, CAMPUS, ETC.)	101
EXHIBITIONS	10
GRANTS RECEIVED (INTERNAL)	70
GRANTS RECEIVED (EXTERNAL)	32
ACADEMIC INSTITUTION OR EDITORIAL BOARDS	22
DIGITAL HUMANITIES PROJECTS	10
FILMS AND DOCUMENTARIES PRODUCED	9
THEATRICAL PRODUCTIONS	28
EXTERNAL AWARDS CONFERRED	2

Source: *American Studies Annual Director's Report, 2014* and faculty curriculum vitae collected for this petition.

B. Business (MA in Business Administration; spring 2005 inception)

The MBA program includes nineteen core faculty, as well as two associated faculty, the Dean of Graduate Studies and Dean of the School of Business respectively. Of these twenty-one faculty members, thirteen hold a PhD, four hold an MBA, two hold an EdD, and the two faculty specializing in business law and ethics each hold a JD.³

MA in Business Administration Faculty:

Jennifer Barr (1994), Professor of Business Studies; Associate Director of Dual Degree Program, PhD, Drexel University: marketing research, strategic marketing, consumer culture.

Jean Abbott (2007), Assistant Professor of Business Studies; MBA, Monmouth College: CPA, managerial accounting, financial management.

³ Please note that six of the thirteen Business faculty with PhDs, also hold MBA degrees.

Erdem Aktug (2011), Assistant Professor of Business Studies; PhD, Lehigh University: financial management, international business finance, investments, macroeconomics, and microeconomics.

Michael Busler (2008), Associate Professor of Business Studies; PhD, Drexel University: financial management, and game theory.

Gurprit S. Chhatwal (1992), MBA Director, Associate Professor of Business Studies; PhD, Kansas State University: financial accounting, financial statement analysis, finance.

Keith Diener (2014), Assistant Professor of Business Law and Ethics; PhD, Georgetown University: business law and ethics.

Diane M. Holtzman (2005), Associate Professor of Business Studies; EdD, Nova Southeastern University: marketing and management skills.

Elaine D. Ingulli (1986), Professor of Business Law; LLM, Temple University School of Law; JD, Hofstra School of University School of Law: business law, legal environment, sex discrimination and the law, and perspectives on women.

Robert Kachur (2004), Assistant Professor of Business Studies; MBA, University of Richmond: CPA, managerial and cost accounting, controllership, accounting information systems, enterprise resource planning systems, and entrepreneurship.

Warren Kleinsmith (2010), Assistant Professor of Business Studies; PhD, Capella University: financial and managerial accounting.

Evonne J. Kruger (1996), Associate Professor of Business Studies; PhD, Temple University: organizational behavior, strategic management, and management skills.

Audrey Wolfson Latourette (1977), Distinguished Professor of Business Law; JD, Temple University School of Law: business law, legal environment, perspectives on women, women in law, history and literature, education law, ethics in contemporary society, advanced topics in legal environment.

Wei Xuan Li (2009), Assistant Professor or Business Studies; PhD, University of New Orleans: financial management, investments, and financial institutions and markets.

Amit Mukherjee (2005), Associate Professor of Business Studies; PhD, Syracuse University: services marketing, sales management, and international marketing.

Whiton Paine (1997), Associate Professor of Business Studies; PhD, University of Maryland: applied marketing management, and business ethics.

Michael S. Scales (2002), Associate Professor of Hospitality and Tourism Management Studies; EdD, Rowan University: hospitality management, food and beverage management, hospitality controls and cooperative education and special event management.

Francis C. Thomas (1979), Professor of Business Studies; MBA, St. John's University: CPA, finance, accounting, taxation, and financial planning.

Marilyn E. Vito (1994), Associate Professor of Business Studies; CGM, Stonier Graduate School of Banking, MBA, Monmouth College: CPA, accounting, auditing, finance, and corporate fraud.

Jinchang Wang (2003), Professor of Business Studies; PhD, Georgia Institute of Technology: management science, decision theory, operations management, and management information systems.

Shaoping Zhao (1996), Associate Professor of Business Studies; PhD, The Pennsylvania State University: decision analysis, operations management, and management information systems.

MBA Affiliated Faculty:

Lewis A. Leitner: Dean of the School of Graduate and Continuing Studies; PhD, State University of New York at Buffalo: strategic management, leadership, entrepreneurship, and total quality management.

Janet Wagner: Dean of the School of Business and Professor of Business Studies; PhD, S.M., Massachusetts Institute of Technology: operations research, quantitative business methods, and operations management.

The scholarly productivity of this faculty is summarized below:

Table 4: Business Full-Time Faculty Scholarly Activity

SCHOLARLY ACTIVITY	NUMBER (2009-2014)
BOOKS AND EDITED VOLUMES	6
ARTICLES IN PEER-REVIEWED JOURNALS	96
ARTICLES IN PROCEEDINGS	51
CONFERENCE PAPERS DELIVERED (ACADEMIC OR SCHOLARLY VENUE; INTERNATIONAL, NATIONAL AND REGIONAL)	212
PUBLIC PRESENTATIONS/INVENTED TALKS (PUBLIC, NON-PROFIT, CAMPUS, ETC.)	51
GRANTS RECEIVED (INTERNAL)	32
GRANTS RECEIVED (EXTERNAL)	4
ACADEMIC INSTITUTION OR EDITORIAL BOARDS	7
AWARDS OR ACADMIC FIELD RECOGNITION	16

Source: MBA Annual Director’s Report, 2014 and faculty curriculum vitae collected for this petition.

C. Education (MA in Instructional Technology and MA Education; 1997 and 2004 inception respectively)

The MA in Instructional Technology has three core faculty members, two with PhD degrees and the third with a DeD degree, and come with strong skills in instructional design, online learning, visual literary, and technology integration in the classroom.

MA in Instructional Technology Faculty:

Amy Ackerman (2007), Associate Professor of Instructional Technology; PhD, Florida State University: instructional design processes, presentation skills, evaluation of training, human performance improvement, and blended learning.

Douglas Harvey (1999), Associate Professor of Instructional Technology; DEd, The Pennsylvania State University: learning and academic technology, preparing in-service and pre-service teachers for technology integration, online learning and distance education.

Jung Lee (1999), Professor of Instructional Technology; PhD, University of Wyoming: adult learning and technology, multimedia/hypermedia interface design, human factors in computer/Web-based instruction, visual literacy.

The MA in Education has thirteen core faculty and one affiliated faculty members, three with PhD, and the remaining eleven with EdD degrees. They likewise come with a broad-based skill set, including specialists in elementary and secondary education, mathematics, multicultural, and urban education, curriculum development, and educational and institutional leadership.

MA in Education Faculty:

Susan Cydis (2011), Assistant Professor of Education; EdD, Widener University: literacy education, elementary education, authentic instruction and assessment, competency-based educational practices.

Deborah M. Figart (1995), Professor of Education and Economics; PhD, American University: economic and financial literacy, budgeting and human resources, labor-management relations, economics of gender and race/ethnicity, public policy and well-being, personal finance education.

Priti Haria (2012), Assistant Professor of Education; PhD, University of Delaware: literacy instruction in primary and upper elementary grades, instructional interventions for at-risk learners and students receiving special education services.

Kimberly Lebak (2005), Associate Professor of Education; EdD, University of Pennsylvania: pedagogy, curriculum development, teacher effectiveness, reflective practitioner development.

Joseph J. Marchetti (1985), Professor of Education; PhD, University of Pennsylvania: educational research, educational leadership, organizational leadership, curriculum and instruction.

Shelly Meyers (2008), Associate Professor of Education; EdD, Nova Southeastern University: special education, pedagogy, inclusion, supervision and leadership, education to workplace transition, behavior management.

John Quinn (1990), Associate Professor of Education; EdD, Pepperdine University: developmental education, interdisciplinary quantitative reasoning, effects of standards-based instruction.

George F. Sharp (2011), Assistant Professor of Education; EdD, Nova Southeastern University: educational leadership, organizational culture, public school administration and policy; curriculum development, supervision and evaluation of instruction.

Lois Spitzer (2008), Associate Professor of Education; EdD, Boston University: English as a second language, bilingual/bicultural education, multicultural education, intercultural communication, and linguistics.

Chelsea Tracy-Bronson (2014), Instructor of Special Education; ABD Syracuse University, MA, Columbia University: special education, inclusive education, technology integration.

MA in Education Affiliated Faculty:

Frank A. Cerreto (1976), Professor of Mathematics; EdD, Rutgers University: mathematics, curriculum development, mathematics education, technology in education.

Table 5: Education Full-Time Faculty Scholarly Activity

SCHOLARLY ACTIVITY	NUMBER (2009-2014)
BOOK CHAPTERS	7
ARTICLES IN PEER-REVIEWED JOURNALS	45
ARTICLES IN PRACTITIONER PUBLICATIONS/BOOK REVIEWS/(OP)EDS	22
CONFERENCE PAPERS DELIVERED (ACADEMIC OR SCHOLARLY VENUE; INTERNATIONAL, NATIONAL AND REGIONAL)	169
ACADEMIC POSTER SESSIONS	2
ACADEMIC CONFERENCES OR SEMINARS ORGANIZED	3
PUBLIC PRESENTATIONS/INVITED TALKS (PUBLIC, NON-PROFIT, CAMPUS, ETC.)	27
ACCREDITATION BRIEFS/REVIEWS/NATIONAL TEST ITEM REVIEWS	12
GRANTS RECEIVED (INTERNAL)	38
GRANTS RECEIVED (EXTERNAL)	11
PROFESSIONAL ASSOC EXEC, ADVISORY OR EDITORIAL REVIEW BOARDS	8

Source: Education Annual Director’s Report, 2014 and faculty curriculum vitae collected for this petition.

D. General Studies (MA in Holocaust and Genocide Studies; fall 1998 inception)

Like MAAS, the MA in Holocaust and Genocide Studies (MAHG) is an interdisciplinary program, and so many of its faculty are drawn from other Stockton programs. MAHG includes three core and one affiliated faculty members, all of whom actively teach in the program and hold PhDs in their respective fields (History, Literature, or Holocaust Studies).

MA in Holocaust and Genocide Studies Faculty:

Michael Hayse: Associate Professor of History and Holocaust Studies; PhD, University of North Carolina, Chapel Hill: 20th-century German history, Russian and East European history.

Marion Hussong: Program Director; Professor of Literature and Holocaust Studies Education; PhD, University of Pennsylvania: foreign language pedagogy, Holocaust literature, 19th- and 20th-century German and Austrian literature, comparative literature, children’s literature.

Carol Rittner: Distinguished Professor of Holocaust and Genocide Studies and Dr. Marsha Raticoff Grossman Professor of Holocaust Studies; EdD, Pennsylvania State University: women during the Holocaust and other genocides, theological issues related to the Holocaust; the Christian churches during the Holocaust, genocide in Rwanda; non-Jewish victims of the Nazis.

MA in Holocaust and Genocide Studies Affiliated Faculty:

Maryann McLoughlin: Assistant Supervisor of Sara and Sam Schoffer Holocaust Resource Center; PhD, Temple University: Holocaust and genocide literature, music and the Holocaust, Asian and African literature, fiction and film, Nanking Massacre and other Japanese military atrocities.

Faculty scholarly activity is summarized below:

Table 6: Holocaust and Genocide Studies Full-Time Faculty Scholarly Activity

SCHOLARLY ACTIVITY	NUMBER (2009-2014)
BOOKS PUBLISHED OR CONTRACTS SECURED	47*
ARTICLES OR BOOK CHAPTERS PUBLISHED (IN PEER-REVISED JOURNALS OR EDITED VOLUMES)	5
PUBLISHED TEACHER’S GUIDES	13
RADIO INTERVIEWS	6
DOCUMENTARY FILMS	1
CONFERENCE PAPERS DELIVERED (ACADEMIC OR SCHOLARLY VENUE)	27
PUBLIC PRESENTATIONS/INVENTED TALKS (PUBLIC, NON-PROFIT, ETC.)	14
GRANTS RECEIVED (INTERNAL)	4
GRANTS RECEIVED (EXTERNAL)	8
ACADEMIC CONFERENCES AND INTERNATIONAL STUDY TOURS ORGANIZED	6
ACADEMIC INSTITUTION OR EDITORIAL BOARDS	7

Source: *MA in Holocaust and Genocide Studies Annual Director’s Report, 2014 and faculty curriculum vitae collected for this petition; note that 36 of the books published by MAHG are produced by one faculty member through Conteq P Publishers in conjunction with The Sara & Sam Schoffer Holocaust Resource Center.*

E. Health (DPT in Physical Therapy; MS in Communication Disorders; MS in Nursing; and MS in Occupational Therapy)

The DPT in Physical Therapy has eight core and two affiliated faculty members, five with PhD degrees and three with DPT degrees; the two remaining faculty possess a EdD and VWM respectively. They are trained in orthopedic physical therapy, neuromuscular physical therapy, exercise physiology as well as health care ethics and management, holistic health, and the specific needs of sports, women’s, and geriatric care.

DPT in Physical Therapy Faculty:

Elaine Bukowski (1987), Professor of Physical Therapy; (D)ABDA Emeritus, DPT, Drexel University: orthopedic physical therapy, extremity kinesiology, human gross anatomy, complementary medicine and holistic health, diagnostic imaging in physical therapy, healthcare in the 21st century.

Mary Lou Galantino (1991), Professor of Physical Therapy; PhD, Temple University: neuromuscular physical therapy, chronic pain, HIV and cancer rehabilitation, systemic diseases, long-term care rehabilitation, integrative medicine.

Lee Ann Guenther (1989), Associate Professor of Physical Therapy; DPT, Temple University: neuromuscular physical therapy, general orthopedics, professional development, ethics, health care management.

Bess P. Kathrins (1984), Professor of Physical Therapy; PhD, Touro University International: exercise physiology, cardiopulmonary physical therapy, curriculum development.

Robert Marsico (2008), Assistant Professor of Physical Therapy; EdD, Teachers College-Columbia University: cardiopulmonary and vascular physical therapy, exercise physiology, orthopedic physical therapy.

Alysia Mastrangelo (2000), Associate Professor of Physical Therapy; PhD, Temple University: orthopedic and sports physical therapy, women's health.

Patricia Q. McGinnis (1999), Professor of Physical Therapy; PhD, Temple University: neuromuscular physical therapy, balance disorders, geriatric physical therapy, issues in health care.

Thomas P. Nolan, Jr. (1988), Associate Professor of Physical Therapy; DPT, Temple University: orthopedic and sports physical therapy, spinal kinesiology, electrotherapy, pharmacology.

DPT in Physical Therapy Affiliated Faculty:

Tim Haresign (1993), Associate Professor of Biology; PhD, University of Connecticut at Storrs: neuroscience, animal behavior, bioacoustics, sound and vibrational localization.

Ralph E. Werner (1997), Associate Professor of Biology and Health Professions Advisor; VMD, University of Pennsylvania: physiology, pathology, parasitology, pathophysiology, anatomy, medicine, human health, alternative medicine.

The MS in Communications Disorders has five core faculty members, three with EdDs, two with MS degrees, and the fifth AuD (Doctorate in Audiology). All five also hold a Certificate of Clinical Competence as Speech Language Pathologists (CCC-SLP), conferred by the American Speech Language and Hearing Association.

MS in Communications Disorders Faculty:

Stacy Cassel (2013), Assistant Professor of Communication Disorders, CCC-SLP; MS, Gallaudet University: adult neurogenic communication disorders.

Amanda Copes (2011), Clinical Instructor, Speech and Hearing Clinic, CCC-SLP; MS, West Chester University.

Amy J. Hadley (2006), Associate Professor of Communication Disorders, Director of Master of Science in Communication Disorders Program, CCC-SLP; EdD, University of Central Florida: speech-language pathology.

Phillip A. Hernández (2010), Assistant Professor of Communication Disorders, CCC-SLP; EdD, Arcadia University: speech-language pathology.

Marjorie Taylor (2011), Assistant Professor of Communication Disorders, CCC-SLP; AuD, Salus University: Speech and hearing science, audiology, aural rehabilitation.

The MS in Nursing has seven faculty members. Four hold a PhD, and one each holds an EdD, DNP, and DHS. This program is designed for the baccalaureate-prepared registered nurse (R.N.) who wishes to pursue a graduate degree with specialty certification as an Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP).

MS in Nursing Faculty:

Linda Aaronson (1982), Associate Professor of Nursing; EdD, Rutgers University: adult health, gerontics.

Nancy Taggart Davis (1973), Professor of Pathology; PhD, University of Pennsylvania: Mexican culture and psychopharmacology, pathology, pathophysiology, epidemiology.

Mary Padden (2011), Assistant Professor of Nursing; RNC, PhD, Widener University; APN-C, FN-CSA, University of Delaware: pediatrics, theory, research.

Carole-Rae Reed (2013), Assistant Professor of Nursing; PhD, MSN, APN-C, University of Pennsylvania: psychosocial nursing, research, professional issues.

Michelle Sabatini (1997), Assistant Professor of Nursing; PhD, Widener University: adult health, assessment.

Rose Scaffidi (2011), Assistant Professor of Nursing; DNP, Drexel University: women's health, research, health assessment.

Edward Walton (2010), Assistant Professor of Nursing; DHS, Nova Southeastern University; NP-C, University of Tampa: pharmacology, pathophysiology, family health.

In the MS in Occupational Therapy program, all five faculty members hold an OT degree, while two also hold a Doctorate in Occupational Therapy, and a third has a Doctorate in Health Science. Moreover, this MA has ACOTE (American Accreditation Council for Occupational Therapy Education) accreditation with program citation for areas of major strength.

MS in Occupational Therapy Faculty:

Kimberly Furphy (2000), Associate Professor of Occupational Therapy; OT, ATP; DHS, University of St. Augustine for the Health Sciences: assistive technology, geriatric rehabilitation, spinal cord and brain injury rehabilitation, adult learning/education.

Megan Foti (2012), Assistant Professor of Occupational Therapy; OT, DOT, Temple University: support for caregivers, telehealth/emedicine, adult learning and development, evidence-based practice.

Mary Kientz (2009), Assistant Professor of Occupational Therapy; OT; OTD, MS, University of Kansas: developmental disabilities with focus on autism spectrum disorders, positive behavioral supports, community based interventions, advocacy.

Camille Sauerwald (2008), Academic Fieldwork Coordinator; OT; EdM, Temple University; OT, University of Pennsylvania: school-based practice, adult learning and development, fieldwork education.

Victoria Schindler (2000), Associate Professor of Occupational Therapy; OT, FAOTA, BCMH, PhD, New York University: mental health, learning disabilities and autism spectrum disorders in young adults and adults, supported education.

The table below compiles all scholarly activity from faculty teaching in graduate programs in the School of Health:

Table 7: Health Faculty Scholarly Activity

SCHOLARLY ACTIVITY	NUMBER (2009-2014)
ARTICLES IN PEER-REVIEWED JOURNALS	89
RESEARCH REPORTS	1
CONFERENCE PAPERS DELIVERED (ACADEMIC OR SCHOLARLY VENUE)	148
PUBLIC PRESENTATIONS/INVENTED TALKS (PUBLIC, NON-PROFIT, ETC.)	119
GRANTS RECEIVED (INTERNAL)	37
GRANTS RECEIVED (EXTERNAL)	10
OTHER	16

Source: *Doctorate in Physical Therapy, MS in Communication Disorders, and MS in Nursing, and MS in Occupational Therapy Annual Directors' Reports, 2014, and faculty curriculum vitae collected for this petition.*

F. *Natural Sciences and Mathematics (Professional Science Master's in Environmental Studies and MS in Computational Science; 2009 and 2010 inception respectively)*

While the core seven faculty members of the Professional Science Master's in Environmental Studies are drawn from Environmental Studies, the eight affiliated faculty members illustrate the inter-disciplinary nature of this degree, and are drawn from Chemistry, Biology, Computation Science, Public Health, and Philosophy. All fifteen core and affiliated faculty hold PhDs in their respective fields.

Professional Science Master's in Environmental Studies Faculty:

Tait Chirenje (2003), Associate Professor, Environmental Studies, Ph.D. University of Florida: urban trace metal geochemistry, environmental remediation, water chemistry, brownfields characterization.

Weihong Fan (1995), Associate Professor, Environmental Studies PhD, Colorado State University: geographic information systems, remote sensing, watershed management, plant ecology, ecological modeling, and global climatic change.

Daniel A. Moscovici (2009), Assistant Professor of Environmental Science; PhD, University of Pennsylvania: environmental planning, energy and conflict, natural resource management, land use, study abroad pedagogy, international sustainability.

Ekaterina G. Sedia (2001), Associate Professor of Biology; PhD, Rutgers University: community and ecosystem ecology, ecological role of non-vascular plants and lichens, environmental philosophy, population and human behavioral genetics.

Mark Sullivan (2006), Associate Professor of Marine Science; PhD, University of Miami: marine ecology, ichthyology, early life history of fishes, fisheries oceanography, climate change, fisheries management.

Judith Turk (2012), Assistant Professor of Environmental Science; PhD, University of California, Riverside: soil science, arid land soils, forest soils, soil genesis, geomorphology.

George Zimmermann (1982), Professor of Environmental Science; PhD, Rutgers University: forest ecology, ecological forest management, silviculture, wildlife-forest interactions, quantitative methods in ecology.

Professional Science Master's in Environmental Studies Affiliated Faculty:

Kristin Hallock-Waters (2000), Assistant Professor of Chemistry; PhD, University of Maryland at College Park: environmental chemistry, photochemistry, spectroscopic methods for determination of trace pollutants, statistical analysis of long-term pollution data.

Daniel Hernandez (2005), Associate Professor of Biology; PhD, Rutgers University: conservation biology, ornithology, biology of horseshoe crabs, terrapins, wildlife management.

Patrick Hossay (1999), Associate Professor of Sustainability; PhD, The New School for Social Research: environmental policy and law, sustainable development, alternative energy and design, sustainable technology.

Russell Manson (2007), Professor of Computational Science; PhD, University of Glasgow: mathematical models, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

Rodger Jackson (1997), Associate Professor of Philosophy; PhD, Michigan State University: ethical theory, applied ethics, pragmatism, history of philosophy.

Maritza Jauregui (2006), Associate Professor of Public Health; PhD, University of California, Irvine: environmental toxicants, environmental health disparities, psychosocial stressors in the work environment, minority health issues, social ecological models, wellness and quality of life research.

William A. Rosche (2007), Assistant Professor of Biology; PhD, Texas A&M University: microbiology, molecular genetics, bioremediation, microbial ecology.

Whiton Paine (1997), Associate Professor of Business Studies; PhD, University of Maryland: consumer behavior, market research, e-marketing, and business and marketing ethics.

Louise S. Sowers (1984), Associate Professor of Chemistry; PhD, Drexel University: chemical impact of energy systems on the environment, pollution analysis, trace analysis, instrumental techniques.

The MS in Computational Science has three core and thirteen affiliated faculty members. All hold doctorate degrees, including fourteen PhD degrees, one EdD degree, and one DA (Doctorate of Arts) degree.

MS in Computational Science Faculty:

John Russell Manson (2007), Associate Professor of Computational Science; PhD, University of Glasgow: mathematical models, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

Robert J. Olsen (2002), Assistant Professor of Computational Science; PhD, Brandeis University: physical chemistry, chemical physics, computational science, chemical kinetics, nonlinear dynamics, combustion, chemometrics.

Monir H. Sharobeam (1991), Professor of Computational Science; PhD, University of Tennessee: mechanical engineering, mechanics of materials, fracture mechanics, finite element methods, computer-aided drafting and design.

MS in Computational Science Affiliated Faculty:

Vincent Cicirello (2005), Associate Professor of Computer Science; PhD, Carnegie Mellon University: artificial intelligence, computational intelligence, evolutionary computation, machine learning, multi-agent systems, operations research, software engineering.

Tara Harmer Luke (2005), Associate Professor of Biology; PhD, Johns Hopkins University: molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

Ron S. Hutchison (2005), Associate Professor of Biology; PhD, University of Illinois: cell and molecular biology, photosynthesis, plant biology, algal responses to cold environments, polar biology, climate change.

Michael R. Lague (2006), Associate Professor of Biology; PhD, The State University of New York at Stony Brook: biological anthropology, human evolution, skeletal biology, morphometrics, size and scaling, vertebrate paleontology.

Saralyn Mathis (1999), Associate Professor of Computer Science and Information Systems; EdD, West Virginia University: database modeling, design, implementation, and application development, operations research theories, computational techniques.

Suzanne Nezzar (2005), Associate Professor of Mathematics; PhD, University of California, Los Angeles: radial basis functions, spectral methods, radon transform.

Michael Olan (1999), Professor of Computer Science and Information Systems; DA, Idaho State University: networking technologies, object-oriented design, software development for internet applications, computer security.

Sipra Pal (1986), Associate Professor of Physics; PhD, Georgetown University: solid state physics, theoretical surface physics, mathematical physics, energy studies and computational modeling.

Brandy Lynn Rapatski (2005), Associate Professor of Mathematics; PhD, University of Maryland: mathematical epidemiology, mathematical biology, differential equations.

Juan Tolosa (1988), Professor of Mathematics; PhD, Patrice Lumumba University, USSR: local and global theory of dynamical systems, retarded and neutral functional differential equations, ordinary differential equations, maps of intervals, chaos.

Judith Vogel (2001), Associate Professor of Mathematics; PhD, Temple University: numerical analysis, numerical linear algebra, iterative methods.

Chia-Lin Wu (1996), Associate Professor of Mathematics; PhD, University of California, Irvine: probability and statistics, queuing networks, ATM networks performance and evaluation, optimization.

George Zimmermann (1982), Professor of Environmental Science; PhD, Rutgers University: forest ecology, ecological forest management, silviculture, wildlife-forest interactions, quantitative methods in ecology.

Table 8: Natural Science and Mathematics Faculty Scholarly Activity

SCHOLARLY ACTIVITY	NUMBER (2009-2014)
BOOKS AND EDITED VOLUMES	6
BOOK CHAPTERS	9
ARTICLES IN PEER-REVIEWED JOURNALS	49
RESEARCH REPORTS	13
CONFERENCE PROCEEDINGS	14
POSTER SESSIONS	2
PATENTS GRANTED	1
BOOK REVIEWS	3
CONFERENCE PAPERS DELIVERED (ACADEMIC OR SCHOLARLY VENUE)	96
PUBLIC PRESENTATIONS/INVENTED TALKS (PUBLIC, NON-PROFIT, ETC.)	53
GRANTS RECEIVED (INTERNAL)	
GRANTS RECEIVED (EXTERNAL)	26
ACADEMIC CONFERENCES OR SEMINARS ORGANIZED	4
EXTERNAL AWARDS CONFERRED	4
ACADEMIC INSTITUTION OR EDITORIAL BOARDS	11

Source: Professional Science Master's in Environmental Studies and MA in Computational Science Annual Directors' Reports, 2014, and faculty curriculum vitae collected for this petition.

G. Social and Behavioral Sciences (MA in Criminal Justice and MA in Social Work; 2005 and 2009 inception respectively)

The MA in Criminal Justice has nine core and one affiliated faculty; all nine of these faculty hold PhDs.

MA in Criminal Justice Faculty:

Jessica Bonnan-White (2012), Assistant Professor of Criminal Justice; PhD, University of Iowa: conflict resolution, disaster response, humanitarian assistance, international development, Middle East conflict, anthropology, trauma studies, quantitative and qualitative data, research methods, and peace-building.

Deeanna Button (2012), Assistant Professor of Criminal Justice; PhD, University of Delaware: social inequality, violence/victimization, gender and sexuality, LGBTQ youth and resiliency, criminology, research methods and statistics.

Joshua D. Duntley (2006), Associate Professor of Criminal Justice; PhD, University of Texas: evolutionary psychology, forensic psychology, homicide, stalking, victim defenses, human mating, statistics.

Susan Fahey (2010), Assistant Professor of Criminal Justice; PhD, University of Maryland: terrorism, political instability, governance and legitimacy, criminological theory, quantitative data, research methods, statistics, and transitional justice.

Marissa P. Levy (2004), Associate Professor of Criminal Justice; PhD, Rutgers University: environmental criminology with emphasis on spatial analysis of crime (crime mapping and crime prevention), evaluations and statistics.

Manish Madan (2013), Assistant Professor of Criminal Justice; PhD, Michigan State University: comparative research, policy, gender, victimization, policing, and statistics.

Larry E. Nutt (1975), Associate Professor of Criminal Justice; PhD, University of Chicago: police behavior, criminology, social theory, sociology of religion.

Rupendra Simlot (1998), Associate Professor of Criminal Justice; PhD, University of Rajasthan: forensic science, crime scene investigation, high tech investigation, criminal justice management, police and their issues, and international culture.

Christine Tartaro (2000), Professor of Criminal Justice; PhD, Rutgers University: corrections, research methods and statistics, violence in correctional facilities, suicide in correctional facilities, program evaluation, sentencing.

MA in Criminal Justice Affiliated Faculty:

Sara Martino (2005), Associate Professor of Psychology; PhD, Temple University: counseling psychology, illness-related stress disorders, female aggression, self mutilation, superwoman ideal, gender group identity, psychology of women, marriage and family therapy.

The MA in Social Work has seven faculty, all of whom possess doctorate degrees.

MA in Social Work Faculty:

Robert J. Barney (2010), Assistant Professor of Social Work; PhD, University of Louisville: international social work, family and community development, cultural diversity in HIV/AIDS support, research practice.

Guia Calicdan-Apostle (2012), Assistant Professor of Social Work; DSW, University of Pennsylvania: clinical social work practice, cultural competence, spirituality in mental health, public health intervention and advocacy (tobacco control).

Merydawilda Colón (2001), Professor of Social Work; PhD, The City University of New York: social work practice, hospice (grief, death and dying), acculturation and attitudes of Latinos towards hospice, Latinos and community outreach, social work with oppressed groups.

Lisa E. Cox (1999), Associate Professor of Social Work; PhD, Virginia Commonwealth University: clinical social work practice, cultural neuroscience, health care, HIV/AIDS, gerontology, research methods, Tourette Syndrome.

Diane S. Falk (1996), Professor of Social Work; PhD, Rutgers University: social work practice, program development and administration, child welfare, mental health practice and policy, human rights, international social work, computer technology in social work.

Robin Hernandez-Mekonnen (2013), Assistant Professor of Social Work, PhD, University of Pennsylvania: social work with children and families, impacting social and child welfare system reform via research and policy, immigration and child well-being.

Maya A. Lewis (2010), Assistant Professor of Social Work, PhD, University of Maryland, (Baltimore): human behavior, research methods, social work practice with individuals, groups, and communities, adolescent mental health, minority health, health disparities, cultural competence.

Table 9: Social and Behavioral Sciences Faculty Scholarly Activity

SCHOLARLY ACTIVITY	NUMBER (2009-2014)
BOOKS OR EDITED VOLUMES	5
BOOK CHAPTERS	16
BOOK REVIEWS	12
ARTICLES IN PEER-REVIEWED JOURNALS	54
RESEARCH REPORTS	10
CONFERENCE PAPERS DELIVERED (ACADEMIC OR SCHOLARLY VENUE)	127
ACADEMIC POSTER SESSIONS	2
FIELD RESEARCH PROJECTS	6
GOVERNMENT TESTIMONY	1
CONFERENCES OR ACADEMIC SEMINARS COORDINATED	1
PUBLIC PRESENTATIONS/INVENTED TALKS (PUBLIC, NON-PROFIT, ETC.)	30

GRANTS RECEIVED (INTERNAL)	37
GRANTS RECEIVED (EXTERNAL)	16
ACADEMIC INSTITUTIONS OR EDITORIAL BOARDS	12

Source: MA in Criminal Justice and MA in Social Work Annual Directors' Reports, 2014, and faculty curriculum vitae collected for this petition.

Provide information on graduate faculty teaching loads. Each vita should indicate the status of the faculty member (FT, PT, or adjunct).

As stated in the Organizational Structure section of this petition above, the college's Master Agreement between the State of New Jersey and local AFT/AFL-CIO both defines and sets limits for teaching loads in Article XII: B—Teaching Responsibilities. The basic academic year teaching load for full-time faculty is twenty-four (24) teaching credit hours, which most often translates into three courses per term (for more detail see p. 8). All programs select the optimal blend of full and part time faculty for their respective fields of study and student needs. The table on page 41 displays that balance for fall 2014.

Several graduate programs systemically incorporate highly-qualified part-time and adjunct faculty who contribute relevant licensures, certification credentials, and professional experience that meet important disciplinary needs. In the MAED program, for example, part-time and adjunct faculty contributed highly-specialized knowledge and credentials from the fields of education law, curriculum supervision, special education, learning disabilities teacher consultants, reading specialists, ESL-Bi-lingual instruction, principals and superintendents. Similarly, the MSN adjunct faculty bring specialty practice areas in obstetrics and gynecology, pediatrics, geriatrics, skilled-care, emergency and community practice expertise and advanced credentials. PSM adjuncts are recruited from local professional and government employees bring fresh and necessary perspectives to our students and complement the full time faculty committed to the program. The PSM program was developed to meet the specific needs of professionals in the environmental and sustainability fields in the southern tier of New Jersey. These needs include an update of technical and computer skills, professional writing and a capstone experience. The coursework offered in the program is a result of a comprehensive survey of alumni, employers, professional in the field professors and current students. Adjuncts allow us to offer more varied curriculum and help student to achieve the program goals.

Curriculum vitae for all full-time and part-time faculty members have been collected and will be made available during the on-campus consultants' visits.

Describe professional development programs that are available to faculty and the college's sabbatical policy.

As outlined in the Financial Resources section above, the college provides generous support for continuous professional development in teaching, scholarly activity and service to all members of the faculty in the form of: Research and Professional Development Grants; Provost Opportunity Fund Awards, Career Development Committee funds, Institute of Faculty Development Fellowships, workshops, teaching circles, regular sabbaticals, and a host of more specialized and smaller funding opportunities. The following table more specifically summarizes the success of faculty teaching graduate courses in accessing and utilizing these resources.

Table 10: Graduate Faculty Internal Award Support for Scholarly Activity, 2010-2014

MA in American Studies	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	12	19	12	17	10
<i>Program Amount Funded:*</i>	\$36,668.51	\$47,074.70	\$40,632.00	\$52,095.00	\$19,150.00
MA in Business Administration	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	11	6	4	9	2
<i>Program Amount Funded:*</i>	\$22,375.93	\$16,620.00	\$15,200.00	\$17,993.00	\$11,800.00
MA in Education	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	4	6	10	8	6
<i>Program Amount Funded:*</i>	\$6,200.00	\$8,200.00	\$25,162.00	\$18,111.00	\$19,460.00
MA in Instructional Technology	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	2	1	1	1	--
<i>Program Amount Funded:*</i>	\$1,640.00	\$1,120.00	\$5,000.00	\$981.00	--
MA in Holocaust & Genocide Studies	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	1	--	1	1	1
<i>Program Amount Funded:*</i>	(sabbatical)	--	\$3,301.00	\$1,500.00	\$1,000.00
DPT in Physical Therapy	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	9	9	2	3	--
<i>Program Amount Funded:*</i>	\$18,265.77	\$14,255.00	\$7,000.00	\$18,000.00	--
MS in Communication Disorders	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	2	1	--	--	--
<i>Program Amount Funded:*</i>	\$4,815.37	\$250.00	--	--	--
MS in Nursing	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	--	2	3	1	1
<i>Program Amount Funded:*</i>	--	\$7,092.00	\$12,699.63	\$6,325.00	\$5,800.00
MS in Occupational Therapy	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	--	--	--	2	2
<i>Program Amount Funded:*</i>	--	--	--	\$8,360.00	\$4,850.00
Professional Science Masters	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	4	6	4	5	5
<i>Program Amount Funded:*</i>	\$9,810.67	\$15,927.30	\$10,989.00	\$27,595.00	\$22,050.00
MS in Computational Science	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	5	9	2	7	5
<i>Program Amount Funded:*</i>	\$17,233.00	\$20,678.60	\$11,100.00	\$20,561.00	\$17,300.00
MA in Criminal Justice	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	1	5	4	11	6
<i>Program Amount Funded:*</i>	\$623.00	\$12,876.00	\$6,468.38	\$31,415.79	\$21,956.31
MA in Social Work	FY2011	FY2012	FY2013	FY2014	FY2015
Number of Internal Awards	1	5	1	3	--
<i>Program Amount Funded:*</i>	\$2,540.00	\$11,115.00	\$5,000.00	\$7,800.00	--
TOTAL AMOUNT FUNDED (all graduate programs):	\$120,172.25	\$155,208.60	\$142,552.01	\$210,736.79	\$123,366.31

Source: Richard Stockton College, Grants Office; total amount funded includes sabbatical subvention awards, but does not include monetary value of sabbaticals, nor the cost of hiring replacement part-time or adjunct faculty. It also includes all FY2015 awards to date, recognizing that several internal awards cycles still remain.

Describe the faculty's involvement in the development and modification of graduate/professional programs. How is faculty participation in the governance of graduate/professional education assured?

Stockton College prides itself on shared governance. As such, new programs—or significant modifications of existing graduate programs—begin first and always with program faculty members, and then must be reviewed by the Faculty Senate's Standing Committee on Academic Programs and Planning. The committee engages in iterative feedback cycles with program faculty until a proposal is ready to be voted on by the full Faculty Senate, as well as reviewed and approved in tandem by the administrative leaders who comprise Deans' Council and Provost's Council. The Academic Programs and Planning Committee makes recommendations on long-range planning for undergraduate and graduate education and reviews and approves new degree-granting programs at both undergraduate and graduate levels. It consists of one member elected by and from the faculty of each school, two members nominated from among those faculty teaching graduate courses and elected at large by the faculty, the Dean of Graduate and Continuing Studies (ex-officio), another Dean chosen by the Provost (ex-officio), the Provost (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio). One undergraduate student and one graduate student shall be appointed to serve as non-voting liaisons. This is one of eight standing committees of the Faculty Senate, the others being:

- Committee on Academic Policies
- Committee on Administration & Finance
- Committee on General Studies
- Committee on Information Technology and Media Services
- Committee on the Library
- Committee on Research and Professional Development
- Committee on Student Affairs

Graduate faculty members also sit as at-large members of the Faculty Senate, selected by college-wide elections by their peers. The Senate is the principal agent of the Faculty in the governance process. The Senate may consider any College matter on its own initiative or at the request of the Faculty Assembly, the Committees, individual Faculty members, students, the College administration, the Board of Trustees, or any campus organization. It may review any College policies and make recommendations concerning them. Approximately one third of the members of the 2014-15 Faculty Senate teach in the college's graduate programs.

The Faculty Assembly is the ultimate authority on all matters within its jurisdiction; the Senate is its agent. All members of the undergraduate and graduate faculties are de facto members of the Faculty Assembly.⁴

⁴ For more information about the Faculty Senate, its organization, and its mandates, visit: <http://loki.stockton.edu/~assembly/>

For each graduate/professional program offered last fall, indicate what percentage of courses were taught by full-time faculty. Append the college's faculty handbook.

The following table compiles data about full-time faculty teaching during the fall 2014 term.

Table 11: Percentage of Graduate Courses Taught by Full-Time Faculty, Fall 2014

Graduate Program	# of Courses Taught	# Taught by Full-Time Faculty	% Taught by Full-time Faculty
MA in American Studies	5	5	100%
MA in Business Administration	8	8	100%
MA in Instructional Technology	4	4	100%
MA in Education	20	16	80%
MA in Holocaust and Genocide Studies	3	3	100%
MS in Computational Science	1	1	100%
DPT in Physical Therapy	11	11	100%
MS in Communication Disorders	15	13	87%
MS in Occupational Therapy	12	10	83%
MS in Nursing	7	6	86%
Professional Science Master's in Environmental Studies	4	--	0%
MA in Criminal Justice	8	7	88%
MA in Social Work	18	14	78%

Source: Compiled from fall 2014 course listings, posted on Banner, Stockton's online registration system.

The Faculty Handbook is published online. It includes details about the college's governance structure, policies, academic policies, faculty personnel actions as well as other terms and conditions (such as emeritus status, sick leave, attendance, sabbatical calendars, and summer teaching), hybrid course policies and resources on e-learning, and opportunities for research and professional development. To access this information visit:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=216&pageID=1>

Institutional Characteristics of Graduate Education:

E. Students

Describe the graduate student population and appropriate subpopulations (e.g., by school or program at your college).

Graduate education touches all aspects of Stockton’s curriculum as all seven of its schools (Arts and Humanities, Business, Education, General Studies, Health, Natural Sciences and Mathematics, Social Sciences) offer one or more graduate program, and work in concert with its eighth school—Graduate and Continuing Studies. The following four tables outline the trajectory of graduate student enrollment across the degree programs and certificates and endorsements over the last five years, as an overall headcount compared to the undergraduate program, as an annualized full-time equivalent enrollment, and as headcount by program compared to total graduate student headcount. The final table provides details about student distribution by race and ethnicity, and by gender.

Table 12: Graduate Student Enrollment by Headcount and FTE

Fall Graduate Enrollments by Full Time/Part Time Headcount & FTE				
	Full Time	Part Time	Total Headcount	Total FTE
Fall 2010	197	620	817	443
Fall 2011	239	629	868	484
Fall 2012	283	601	884	522
Fall 2013	319	600	919	551
Fall 2014	314	542	856	547

After four years of steady increases, graduate enrolled dipped somewhat in fall 2014. With the introduction of new programs and expanded marketing, however, Stockton anticipates that this is a temporary situation.

In Table 13, FTE (full-time equivalent) is based on the IPEDS calculation of total credit hours during a 12-month period that includes Summer, Fall and Spring sessions. The basic formula for calculating FTE under a semester calendar system is 30 credit hours for undergraduate students and 24 credit hours for graduate students.

Table 13: Graduate and Undergraduate Enrollment 12-Month FTE Enrollment

2009-2014 12-Month Full-Time Equivalent Enrollment			
Fiscal Year	Graduate FTE	Undergraduate FTE	Total FTE
2009-2010	475	7,054	7,529
2010-2011	503	7,367	7,870
2011-2012	527	7,653	8,180
2012-2013	584	7,880	8,464
2013-2014	609	8,079	8,688

Table 14: Graduate Student Enrollment by Program, Fall 2012-Fall 2014

FALL TERM GRADUATE PROGRAM AND ENDORSEMENT HEADCOUNTS AND PERCENTAGE OF TOTAL HEADCOUNT BY PROGRAM						
Graduate Programs	Fall 2012 Headcount	% of Headcount	Fall 2013 Headcount	% of Headcount	Fall 2014 Headcount	% of Headcount
DPT	61	7%	62	7%	61	7%
tDPT	44	5%	52	6%	33	4%
MAAS	14	2%	21	2%	21	2%
MACJ	34	4%	35	4%	27	3%
MAED	123	14%	94	10%	106	12%
MAEL	22	2%	11	1%	2	<1%
MAHG	20	2%	19	2%	16	2%
MAIT	73	8%	86	9%	49	6%
MBA	45	5%	55	6%	77	9%
MSCD	60	7%	89	10%	90	11%
MSCP	26	3%	25	3%	19	2%
MSN	38	4%	38	4%	36	4%
MSOT	63	7%	68	7%	77	9%
MSW	65	7%	64	7%	71	8%
PSM	18	2%	22	2%	25	3%
					SUB-TOTAL	710
Endorsements/Certificates						
Bilingual Bicultural Endorsement	7	1%	6	1%	4	<1%
Communication Disorders Prep	12	1%	10	1%	13	2%
English as a Second Language	8	1%	13	1%	9	1%
Family Nurse Practitioner	3	<1%	3	<1%	2	<1%
Learning Disabilities Teacher Consultant	13	1%	8	1%	7	1%
Preschool-3 Endorsement	4	<1%	3	<1%	6	1%
Principal Endorsement	-	-	8	1%	5	1%
Special Education Endorsement	15	2%	19	2%	22	3%
Substance Awareness Coordinator	17	2%	15	2%	12	1%
Supervisor Endorsement	15	2%	11	1%	13	2%
NMAT	84	10%	82	9%	53	6%
					SUB-TOTAL	146
					TOTAL	856

Table 15: Graduate Student Enrollment by Race, Ethnicity and Gender

Graduate Fall Enrollment 2010 to 2014 Race- Ethnicity- Gender					
	Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010
American Indian or Alaskan Native	1	2	3	1	8
Asian	24	28	34	35	40
Black or African American	37	41	43	47	48
White	680	738	708	633	642
Hispanic or Latino	56	60	55	57	46
Nat. Hawaiian or Pac. Islander	0	2	1	1	1
Two or more races	23	15	15	12	14
Non-Resident Alien	5	4	1	3	5
Race and ethnicity unknown	30	29	24	79	13
Gender					
Male	189	214	221	232	210
Female	667	705	663	636	607

Source: Tables 12 through 15 produced by the Richard Stockton College, Office of Institutional Research, IPEDS 12-Month Enrollment report.

Thirty-seven per cent—of all graduate students are enrolled full-time, while the remaining 63 per cent are part-time students. The student profile is also predominantly female (78 per cent), in large part because of the high numbers of women registered in Stockton’s healthcare, social work and education programs. Almost all students are matriculated (94 per cent), and 82 per cent of our fall 2014 first-time graduate students are matriculated; the remaining 18 per cent comprise readmissions from prior programs of graduate study and non-matriculated students.⁵

What is the institution’s policy on admission to graduate/professional programs at the college? Who is responsible for the establishment of such policy(ies)?

College policies regarding graduate student admission are published in the college *Bulletin* on pages 525-540; these appear excerpted below:

The Richard Stockton College of New Jersey has been authorized to offer programs at the graduate level by the New Jersey Commission on Higher Education. All policies and procedures of the College that refer to students and courses of study apply equally to graduate study except where explicitly stated otherwise. This includes the campus code of conduct, academic honesty policy and all other rules relating to individual conduct. Graduate students must also follow the policies and procedures applicable in their individual graduate programs.

The Dean of the School of Graduate and Continuing Studies is the College official primarily responsible for College-wide policies relating to graduate programs and graduate students. Questions and issues that relate to these policies, or that cannot be resolved within an individual graduate program, can be addressed to the Dean.

⁵ Fall 2014 Preliminary Enrollment Report: Comparison of Fall 2012-Fall 2014, Richard Stockton College Office of Institutional Research, September 2014, pp. 1-8.

The Dean is also concerned with the overall welfare of graduate students at the College.

A graduate student may be matriculated or nonmatriculated, part time or full time. Every graduate student must hold a baccalaureate degree from a regionally accredited institution of higher education.

The Graduate Admissions Process:

Stockton draws its graduate student body from a large variety of prospective applicants, ranging from recent baccalaureate degree recipients to college graduates with extensive experience in the professions. Stockton will consider baccalaureate degrees obtained within the last twenty (20) years; however, individual graduate programs will evaluate the transcript for currency and may require the student to complete some courses as prerequisites to graduate study.

Applications for admission to graduate study are submitted to the Graduate Admissions Office for the fall or spring term. Applicants are limited to one graduate application per admissions cycle/term. Each graduate program also has a faculty committee that evaluates completed files. Students must view the web site or contact the Graduate Admissions Office for deadlines. Any qualified student, non-matriculated or matriculated, may register for summer classes on a space-available basis. Information regarding summer classes is available online through the web site.

Part-Time Study Opportunities:

Depending on the degree program, opportunities for part-time study are available. Graduate courses are primarily offered in the evening; however, there are occasional courses during the day and on weekends.⁶

Stockton's graduate programs (including certificates and education endorsements) are designed for individuals who have achieved baccalaureate or higher degrees. Admission decisions emanate from Faculty Admission Committees housed in each of the 13 graduate programs actively taking students. Graduate Program Directors typically coordinate these committees, whose results are overseen by the Graduate Studies Dean and Assistant Dean. Those applicants who display high levels of accomplishment in both academic and appropriate non-academic activities are reviewed by committee members who make the final decisions on who is to receive acceptance letters (written, signed, and sent by the Dean of Graduate Studies). Each graduate program sets its own standards of accomplishment which typically include GPA data, reference letters, community service, professional and non-professional achievements, and graduate admissions tests such as GRE and GMAT. Several programs also conduct interviews with the candidates. Descriptions of each program's criteria for admission appear on pages 49 to 53.

The policy at Stockton is to offer equal employment and educational opportunities without discrimination. Stockton does not discriminate on the basis of an individual's sex, race, color, age, national origin, disability, religion, veteran status, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership or civil union status, or on

⁶ Adapted from the Richard Stockton College *Bulletin*, 2014-2015 pp. 527-540, available online at: http://intraweb.stockton.edu/eyos/bulletinpdf/content/docs/Bulletin_%202014-2015_final6-18-14print5.pdf.

the basis of any such characteristic protected by applicable federal, state or local law in employment or in the administration of its educational programs and policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs. Qualified individuals with known disabilities are provided with reasonable accommodation except where such accommodation would cause the college undue hardship. Furthermore, Stockton College prohibits retaliation against anyone who opposes unlawful discrimination, assists or participates in an investigation of a complaint of discrimination, or exercises that person's rights under any law that forbids discrimination.

How are the graduate programs marketed to prospective students?

The Office of Graduate Studies manages graduate student marketing both on-and off-campus, and collaborates with all graduate degree programs housed in the academic schools. Graduate Studies also collaborates with and Office of External Affairs on the production of videos for advertising purposes and marketing support. For the last several years, marketing efforts have utilized direct mail, print advertising, social media advertising, brochures, posters and other promotional materials.

Graduate Studies also oversees and staffs graduate fairs, Stockton-hosted Open House events, advertising purchasing, and the production of most print materials, as well as the administrative work associated with mailings, graduate program brochure development and distribution, website and social media management, and record keeping associated with the marketing process. This includes publicity materials such as press releases and newspaper articles, and advertisements placed in various local/regional newspapers as well as a variety of college and university newspapers in the region. Moreover, such staff respond to prospective graduate student queries about application issues, tuition and financial aid, program requirements and curriculum.

All publicity materials are developed in house through the college Graphics Office and Print Shop, and are usually designed prior to the start of the school year to capture a broad audience. Online advertisements are tracked and Graduate Studies surveys applicants to see which advertisements they may have encountered.

More and more prospective applicants are turning to digital technology such as email, web browsing, mobile apps, internet news, and text messaging. Consequently, Graduate Studies also purchases "clicks" from Gradschools.com and participates in GraduateGuide.Com. External Affairs also captures "click counts" of graduate studies ads that it places in promotional and informational digital media.

Finally, Stockton's graduate website (www.stockton.edu/grad) is increasingly important as a successful tool for marketing, recruitment, and advising. The information on this site includes specific program information; course descriptions and a list of program faculty; admission, requirements, registration information, application policies and procedures; and information about financial aid, fellowships, and graduate assistantships. A list of all such marketing and recruiting events from July 2013 to June 2014 appears in Appendix H.

What is the admissions process? What specific criteria are used in the process? Do these criteria vary by degree program? If so, provide criteria for each program. What percentage of students are admitted under these criteria? Are there exceptions? If so, what are they and how many students are admitted as exceptions?

All applicants to the graduate school are required to possess a cumulative GPA of at least 3.0 or above (based on a 4.0 scale) with the exception of the Master of Arts in Education, that requires a state-regulated minimum of a cumulative 2.75 GPA. Additionally, each applicant is required to submit the following application materials:

- Stockton's Online Graduate Application (with signature page and application fee)
- 3 Letters of Recommendation; 2 recommended from faculty
- Application Essay
- Current Resume
- Official Transcripts from All Colleges/Universities Attended

Without exception, all students are admitted under these criteria. In addition to the general admissions requirements above, each program may have additional application materials that are reviewed by the Program Admissions Committees.

Program Specific Admissions Requirements

Doctoral Degree in Physical Therapy (DPT)

Prerequisite courses (in list below) must be completed with a minimum grade of “C” or better by the spring semester of the year of application to the DPT program.

- Biology- One year of general biology with labs
- Chemistry- One year of chemistry with labs
- Physics- One year of physics with labs
- Anatomy/Physiology- One year of anatomy and physiology (A&P I and A&P II with labs)
- Psychology- General Psychology or Introduction to Psychology

Students applying to meet the fall admission deadline may have no more than two prerequisite courses to be completed in the following spring semester. Admission to the DPT Program is contingent on successful completion of these courses. In addition to completion of the above prerequisite courses, applicants must have:

- The applicant must have completed a minimum of 64 credit hours of undergraduate education at a regionally accredited college or university at the time of application.
- A minimum of 80 hours of physical therapy field experience (volunteer hours).
- Students must meet the “Technical Standards and Essential Functions for the PT Program.”

Supplemental Required Admissions Materials:

- PTCAS Application
- Documented Volunteer Hours
- Official GRE Test Scores (submitted directly to www.PTCAS.org).
- Educational Background Form

Master of Arts in American Studies (MAAS)

Supplemental Required Admissions Materials:

- Official Test Scores (required for international applicants without U.S. or Canadian degrees or for applicants with lower than a 3.0 cumulative GPA and *optional* for applicants with an MA or a cumulative GPA of 3.0 or above). Required exam is either Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Master of Arts in Criminal Justice (MACJ)

Prerequisite courses (in list below) must be completed with a minimum grade of “B”:

- Introduction to Criminal Justice
- Research Methods
- Statistics

Supplemental Required Admissions Materials:

- Official GRE Test Scores. (*Not required if applicant has a master's degree or those possessing above a cumulative 3.5 GPA.*)

Master of Arts in Education (MAED)

Supplemental Required Admissions Materials:

- A teaching certificate (standard or certificate of eligibility with advanced Standing)
- Official Test Scores (*not required if applicant has a master's degree*). Required exam is either Graduate Record Examination (GRE) OR Miller Analogies Test (MAT).

Candidates seeking a Principal Endorsement must meet the above requirements and in addition have:

- A cumulative Grade Point Average (GPA) of at least 3.00 in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hours.
- 3 years of successful teaching experience under Provisional and/or Standard certificate.
- Two additional program essays.

Master of Arts in Holocaust and Genocide Studies (MAHG)

Only general requirements as listed above.

Master of Arts in Instructional Technology (MAIT)

Supplemental Required Admissions Materials:

- Official Test Scores (*not required if applicant has a master's degree*). Required exam is either Graduate Record Examination (GRE) OR Miller Analogies Test (MAT).

Master of Business Administration (MBA)

Prerequisite courses (in list below) must be completed; these can be met by successful completion of corresponding undergraduate courses, by the submission of portfolios documenting a proficiency level of skill, and knowledge gained through work experience, or by completing the appropriate Foundation course(s).

- Foundations of Accounting Operations Management (creation of goods & services)
- Principles of Finance Foundations of Marketing
- Quantitative Methods Management Principles
- Statistics Business Law/Legal Environment
- Foundations of Economics or Macro/Microeconomics

Supplemental Required Admissions Materials:

- Official GMAT Test Scores. (Not required if applicant has a master's degree).

Master of Science in Communication Disorders (MSCD)

Prerequisite courses (in list below) must be completed with a minimum grade of “C” or better:

- *Phonetics*
- *Speech Science I*
- *Speech Science II*
- *Language Acquisition*
- *Introduction to Communication Disorders*
- *Biology*
- *Physical Science (e.g., principles of physics or chemistry is preferred).*
- *Statistics*
- *Social Science (e.g. psychology or sociology)*

In addition to completion of the above prerequisite courses, applicants must meet the “Technical Standards and Essential Functions for the MSCD Program” and submit the following:

Supplemental Required Admissions Materials:

- CSDCAS Application
- Volunteer Hours
- Official GRE Test Scores- Sent directly to CSDCAS.
- Educational Background Form

Master of Science in Computational Science (MSCP)

Only general requirements as listed above.

Master of Science in Nursing (MSN)

Required Program Specific Criteria: Must have a BSN degree. Minimum 3.20 Cumulative GPA.

Prerequisite courses (in list below) must be completed with a minimum grade of “B” or better:

- Health Assessment
- Nursing Research
- Statistics

In addition to completion of the above prerequisite courses, applicants must meet the “Technical Standards and Essential Functions for the Nursing Program” and submit the following *Supplemental Required Admissions Materials:*

- Copy of RN License
- MSN Ethical Dilemma Case Study Essay
- Students must meet the “Technical Standards and Essential Functions”
- Proof of Professional Liability Insurance
- Copy of CPR Card

Master of Science in Occupational Therapy (MSOT)

Prerequisite courses (in list below) must be completed with a minimum grade of “B” or better:

- *Anatomy & Physiology- Two semesters are required.*
- *Introduction to Psychology/General Psychology - must be the introduction course.*
- *Abnormal Psychology*
- *Life Span Development (Human Development or Development Psychology across the Life Span) or Human Behavior in the Social Environment.*
- *Introduction to Anthropology or Introduction to Sociology*
- *Statistics or Applied Biostatistics*

In addition to completion of the above prerequisite courses, applicants must meet the “Technical Standards and Essential Functions for the OT Program” and submit the following *Supplemental Required Admissions Materials*:

- OTCAS Application
- Educational Background Form
- Documentation of 40 Volunteer/Work Hours Form
- Copy of current driver's license (upon request)
- Copy of CPR Card (upon request)

Master of Social Work (MSW)

General Admissions Criteria: Advanced standing available to BSW applicants.

Supplemental Required Admissions Materials:

- Program Supplemental Essays

Professional Science Masters in Environmental Science (PSM)

General Admission Criteria: Minimum 3.0 GPA to apply; accelerated degree option for undergraduate students; direct entry available for Stockton students.

Supplemental Required Admissions Materials:

- Official GRE Test Scores. (*Not required if applicant has a Master's degree*)

Admissions Requirements for Endorsements and Certificates

American Studies

Supplemental Required Admissions Materials:

- Official Test Scores (*not required if applicant has a Master's or above a 3.0 GPA*)

Communication Disorders Preparation

Supplemental Required Admissions Materials:

- Official Test Scores (*not required if applicant has a Master's or above a 3.0 GPA*)

Educational Related Endorsements (minimum 2.75 GPA to apply)

Supplemental Required Admissions Materials:

- Copy of Teaching Certificate (*Standard or Certificate of Eligibility with Advanced Standing*)
- Official Test Scores (*not required if applicant has a Master's*). This includes Graduate Record Examination (GRE) OR Miller Analogies Test (MAT).

Health Professions Preparation (Minimum 3.0 GPA to apply)

Admissions Criteria:

- Stockton's Online Graduate Application (including signature page and application fee)
- Official Transcripts from All Colleges/Universities Attended
- Application Essay
- Current Resume
- Graduate Level Test Scores (Optional)

Substance Awareness Coordinator (Minimum 3.0 GPA to apply)
Only general requirements as listed above.

Post-Masters Admissions Requirements for Endorsements and Certificates

Post-Masters Adult Gerontology Primary Care Nurse Practitioner (Must possess a master's degree; applicant must possess valid certification in their specialty at the time of application, ANCC or AANPCP; minimum 3.2 GPA to apply)

Supplemental Required Admissions Materials:

- Copy of RN License
- MSN Ethical Dilemma Case Study Essay
- Proof of Professional Liability Insurance
- Copy of CPR Card

Post-Masters Family Nurse Practitioner (For Adult/Adult-Gerontology Primary Care Nurse Practitioners seeking eligibility to take National Certification Examination for Family Nurse Practitioner; must possess a master's degree minimum 3.2 GPA to apply)

Supplemental Required Admissions Materials:

- Copy of RN License
- MSN Ethical Dilemma Case Study Essay
- Proof of Professional Liability Insurance
- Copy of CPR Card

Post-Masters Forensic Psychology (must possess a master's degree)

- Only general requirements as listed above.

Post-Masters Homeland Security (Must possess a master's degree)

- Only general requirements as listed above

Principal Endorsement (For master's degree holders who have their Supervisory Endorsement; must have three (3) years of successful teaching experience under Provisional and/or Standard certificate; minimum 3.0 GPA when a GPA of 4.00 equals to an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester hours).

Admissions Criteria:

- Program Supplemental Essays
- Current Resume
- Copies of a current teaching certificate
- Official Transcripts from All Colleges/Universities Attended

Supervisor Endorsement (Must possess a master's degree; a minimum of one year of teaching)

Admissions Criteria:

- Copy of Teaching Certificate (Standard, Provisional, or Certificate of Eligibility with Advanced Standing)

Direct Entry Process

The Direct Entry Application process permits recent Stockton undergraduates to enter graduate programs using a streamlined application. The following programs utilize this option:

GRADUATE PROGRAM	UNDERGRADUATE DEGREE PROGRAM/MINIMUM UNDERGRADUATE CUMULATIVE GPA	ADDITIONAL PROGRAM REQUIREMENTS
American Studies	Any/Cumulative GPA 3.2 or higher Program GPA of 3.4 or higher	Additional essay and a writing sample of 10 to 15 pages
Business Administration	Business or Hospitality/Cumulative GPA 3.5 or higher	N/A
Computational Science	Physics, Math, or Computer Science/Cumulative GPA 3.0 or higher; program GPA of 3.2 or higher	N/A
Criminal Justice	Any / Cumulative GPA 3.3 or higher	Introduction to Criminal Justice, Research Methods, & Statistics
Education and Educational-Related programs	Teacher Education/Cumulative GPA 3.25 or higher	N/A
Holocaust and Genocide Studies	Must have earned a Bachelor of Arts/Cumulative GPA 3.2 or higher or a minimum 3.4 GPA in Holocaust & Genocide Studies Courses	Students must have either completed the Holocaust & Genocide Studies Minor or have taken three Undergraduate Holocaust & Genocide courses
Instructional Technology	Any/Cumulative GPA 3.25 or higher	N/A
Professional Science Master's in Environmental Science (PSM)	Environmental Studies, Chemistry, Biology, Marine Science, Physics/Cumulative GPA 3.2 or higher	N/A

The following table outlines both the escalating number of graduate program applications as well as the increasingly selectivity of Stockton's admissions process.

Table 16: Graduate Program Application and Acceptance Rates, 2010-2014

GRADUATE ADMISSIONS DATA					
	2010	2011	2012	2013	2014
Applications	551	816	1182	1218	1246
Acceptances	290	370	385	454	433
% Admitted	53%	45%	32%	37%	35%
% Enrolled	73%	73%	77%	66%	69%
Non-Matric	113	151	84	82	53

Source: Richard Stockton College, Office of Graduate Studies.

What is the institution’s total FTE and graduate/undergraduate FTE breakdowns? (FTEs are computed in the following manner: Undergraduate—the total number of undergraduate credits generated the previous academic year by 32; Graduate—the total number of graduate credits generated the previous academic year divided by 24).

Table 17 summarizes graduate and undergraduate full-time enrollment for the past five years.

Table 17: Graduate and Undergraduate Full-Time Equivalent Enrollment Data, 2010-2014

GRADUATE AND UNDERGRADUATE FULL-TIME EQUIVALENT ENROLLMENT DATA		
ACADEMIC YEAR	UNDERGRADUATE FTE	GRADUATE FTE
2010	6,570	443
2011	6,885	484
2012	7,201	522
2013	7,375	551
2014	7,568	547

Source: Richard Stockton College, Office of Institutional Research.

What percentage of your total degree-seeking student body (headcount) was enrolled in graduate/professional programs at the time of the most recent fall enrollment? Be certain to include those students enrolled in graduate certification programs (where the majority of the courses required in the program are at the graduate level).

In fall 2014 just under 10 per cent of Stockton’s student population was enrolled in graduate programs or continuing education studies. Table 18 compares the relative balance of undergraduate and graduate student FTE as a percentage of the college’s overall headcount.

Table 18: Graduate Student Headcount as a Percentage of Total Headcount

GRADUATE STUDENT HEADCOUNT AS A PERCENTAGE OF TOTAL HEADCOUNT				
ACADEMIC TERM	UNDERGRADUATE HEADCOUNT	GRADUATE HEADCOUNT*	TOTAL HEADCOUNT	GRADUATE % OF TOTAL HEADCOUNT
Fall 2010	7,062	817	7,879	10.37%
Fall 2011	7,240	868	8,108	10.71%
Fall 2012	7,516	884	8,400	10.52%
Fall 2013	7,539	919	8,458	10.87%
Fall 2014	7,714	856	8,570	9.99%

Source: Richard Stockton College, Office of Institutional Research; * Includes graduate certificate/endorsement programs

For each graduate/professional degree and certificate program, indicate the number of students who are part-time and full time.

A full time student is enrolled in 9 or more credits per semester. Students in most programs are not required to be full time in order to work toward and complete a graduate degree, but the following conditions do apply:

- Audited courses and withdrawals do not count toward full time status.
- ESL (English as a Second Language) courses do count toward full time status.

- When students are in their normal sequence of field education experience, and are registered for co-op, field, clinical or lab experience as part of their program cohort, they may be certified by the Dean of Graduate and Continuing Studies as full-time students for a minimum registration of 3 credits each semester.
- International students must be in full-time status every semester.

Part-time students are those registered for fewer than 9 credits during a semester, and half-time students may be given this designation for Federal and other reporting purposes if they meet one of the following conditions:

- They are registered for between 6 and 8 credits in a semester.
- They have completed all other course work and other degree and credit requirements, and are registered in final project or thesis research and seminar, for at least 3 credits for the semester.
- They are enrolled in the alternate route certificate program with the School of Education, are enrolled for all requisite Education course work and are employed full time as classroom teachers as part of their alternate route certification process.

A matriculated student is one who has been admitted to the college as a graduate student in a particular program. Only matriculated students may be considered for the awarding of a degree. Each program that offers a graduate degree determines whether a non-matriculated student may enroll in the program’s courses. Where such enrollment is permitted, the program guide states the conditions of enrollment and any limits on applicability toward the degree of courses taken as a non-matriculated student. The college sets an upper limit of 9 credits attempted in non-matriculated status, though some programs have a limit of 6 credits. Matriculated students are assessed graduate tuition for *all* courses attempted.

Graduate programs may permit qualified undergraduate students to enroll in graduate courses if space is available and if an undergraduate student meets the minimum program requirements. Requirements are specified on a Graduate Access Form to be completed by the student and signed by relevant faculty and administrators (a copy of the Graduate Course Access Form appears in Appendix I). Additional requirements may be required by the graduate program and will appear in the program’s *Policies and Procedures Manual*. The following table compares the number of students enrolled in each graduate or professional program.

Table 19: Graduate Student Full-Time and Part-Time Enrollment by Program, 2014⁷

Program	Full-Time	Part-Time	Total
Master’s Programs	250	377	627
MA in American Studies	6	15	21
Masters in Business Administration	13	42	55
MS in Computational Science	5	20	25
MA in Criminal Justice	25	10	35
MA in Education	5	89	94
MA in Educational Leadership	0	11	11
MA in Holocaust and Genocide Studies	2	17	19
MA in Instructional Technology	1	85	86
MS in Communication Disorders	75	14	89

⁷ Full-time status for graduate students is defined as a student enrolled for 9 or more semester credits.

MS in Occupational Therapy	47	21	68
MS in Nursing	7	31	38
Professional Science Masters	9	13	22
MS in Social Work	55	9	64
Doctoral Program	62	52	114
Doctorate in Physical Therapy	62	52	114
Post Baccalaureate Certificate Programs	7	89	96
American Studies Certificate	0	0	0
Bilingual Bicultural Endorsement	0	6	6
Communication Disorder Preparation	5	5	10
ESL Endorsement	0	13	13
Forensic Psychology Certificate	0	0	0
Health Professions Preparation	0	0	0
Homeland Security Certificate	0	0	0
Learning Disabilities Endorsement	0	8	8
Post-Masters Family Nurse Practitioner	0	3	3
Preschool Endorsement	0	3	3
Principal Endorsement	0	8	8
Special Education Endorsement	0	19	19
Substance Awareness Coordinator Certificate	2	13	15
Supervisor Endorsement	0	11	11
Total	319	518	837

Source: Richard Stockton College, Office of Institutional Research.

For each graduate/professional degree and certificate program, indicate the number and percent of courses which are for graduate students only. What is the average class size and range of enrollments in graduate courses?

Graduate course enrollment ranges from 1 or 2 in internship courses, to 30 in MBA and MSOT foundational courses. The average class for all classes offered fall 2014, was 18.

Table 20: Average Graduate Course Enrollment by Program, Fall 2014

Program	Total
DPT	22.5
MAAS	10.3
MACJ	13.3
MAED	12.5
MAHG	10.7
MAIT	17.3
MBA	18.6
MSCD	19.3
MSCP	18.0
MSN	11.2
MSOT	28.0
MSW	18.8
PSM	14.5
Grand Total	18.1

Source: Calculated from current graduate course enrollments listed in Banner, Stockton's online enrollment program.

Table 21: Graduate Student Course Enrollment by Program

Master's Programs	# of Courses	Graduate student only	Percentage
Master of Arts in American Studies	6	4	66.67%
Master of Arts in Criminal Justice	8	1	12.50%
Master of Arts in Education	22	21	95.45%
Master of Arts in Holocaust and Genocide Studies	6	6	100.00%
Master of Arts in Instructional Technology	8	8	100.00%
Masters of Business Administration	11	6	54.55%
Master of Science in Communication Disorders	17	17	100.00%
Master of Science in Computational Science	16	15	93.75%
Master of Science in Nursing	6	6	100.00%
Master of Science in Occupational Therapy	11	11	100.00%
Master of Social Work	13	13	100.00%
Professional Science Masters In Environmental Science	7	4	57.14%
Doctoral Program	# of Courses	Graduate student only	Percentage
Doctor of Physical Therapy	12	10	83.33%
Certificate & Preparation Programs	# of Courses	Graduate student only	Percentage
American Studies Certificate of Graduate Study	1	1	100.00%
Communication Disorders Preparation	4	4	100.00%
Educational-Related Endorsements	8	8	100.00%
Post-Masters Family Nurse Practitioner	0	0	0.00%
Post-Masters Adult-Gerontology Primary Care Nurse Practitioner	6	6	100.00%
Forensic Psychology Certificate of Graduate Study	3	1	33.33%
Homeland Security Certificate of Graduate Study	3	1	33.33%
Principal Endorsement	8	8	100.00%
Supervisor Endorsement	3	3	100.00%
Substance Awareness Coordinator	3	3	100.00%

Source: Richard Stockton College, Office of Institutional Research.

While some graduate courses are open to advanced undergraduate enrollment, only students who meet stringent specifications may do so. Such requirements include completion of at least 96 credit hours at the undergraduate level, a minimum GPA of 3.2 (programs may set higher minimum GPA requirements), and successful fulfillment of all course pre-requisites, if applicable. All undergraduates seeking to enroll in a graduate course must also complete a Graduate Course Access Form which is reviewed at several levels including the Dean of the School of Graduate Studies.

Some graduate programs—most notably the MA in Criminal Justice—offer a dual degree option. Stockton has a number of dual degree programs, with early, conditional admission to graduate school. Qualified candidates receive solid undergraduate preparation, move swiftly into graduate study and, ultimately, begin their professional careers earlier than they might have following traditional paths. In these programs, students embark on an extensive academic experience for at least five years, providing an opportunity to

complete both a baccalaureate degree and a graduate degree at an accelerated pace, resulting in significant tuition savings.⁸

What is the attrition rate for each degree program and how is it calculated?

The graduate student attrition rate at Stockton is the percent of those new students who entered the same program as a cohort during the same academic year and who switched to a different program or left the college entirely in the following academic year. The attrition rate does not include non-matriculated students. See Table 22 on the facing page for a summary of the 5-year trend.

(Table appears on the next page)

⁸ For more information about Stockton's dual degree programs see the college's 2014-15 Bulletin (provide in appendix D), p. 134. For more information about the Criminal Justice dual degree program (which permits up to 18 credits of dual degree courses), please see: <http://inraweb.stockton.edu/eyos/page.cfm?siteID=73&pageID=292>.

Table 22: Stockton Graduate Program Attrition Rates

	FY 2006		FY 2007		FY 2008		FY 2009		FY 2010		Average 1 Year Attrition
	Cohort	1 Year Attrition									
MA in Criminal Justice	11	18%	12	17%	18	17%	13	23%	16	13%	17.4%
MA in Education	49	31%	20	10%	70	19%	32	25%	73	7%	18.2%
MA in Holocaust & Genocide Studies	3	0%	9	22%	11	18%	8	13%	10	40%	18.6%
MA in Instructional Technology	0	0%	22	14%	22	0%	17	12%	27	7%	6.6%
MBA in Business Administration	30	47%	21	14%	26	19%	19	11%	27	15%	21.1%
MPT in Physical Therapy	0	0%	0	0%	1	0%	0	0%	0	0%	0.0%
MPT/TDPT/DPT(DPT)	17	12%	1	0%	1	0%	1	0%	0	0%	2.4%
MS in Computational Science	10	20%	0	0%	0	0%	0	0%	15	27%	9.3%
MS in Nursing	9	11%	10	0%	9	11%	6	17%	13	15%	10.9%
MS in Occupational Therapy	20	0%	19	5%	20	0%	19	5%	21	0%	2.1%
MSW in Social Work	0	0%	0	0%	0	0%	0	0%	22	9%	1.8%
PSM in Professional Science	0	0%	0	0%	0	0%	0	0%	17	18%	3.5%
Doctor of Physical Therapy	0	0%	62	3%	45	7%	59	7%	43	7%	4.7%
Grand Total	149	24%	176	9%	223	12%	174	13%	284	11%	13.7%

Source: Richard Stockton College, Office of Institutional Research; note, the MA in American Studies does not appear in this analysis as the program began in 2012.

What is the average time-to-degree completion rate for each program? Provide the annual graduation rate by degree program for the past five years.

The average time to completion is just over two years combined, although there were distinctions by program. These averages are summarized in Table 22 below. Average time to completion is calculated based on the total number of students graduated with a degree from a program during AY2013-2014 and each degree recipient is tracked to the year he/she started the program. For majority of the programs, students were able to complete a degree within three years. More detail about graduation rates for each program calculated over four years appears in Appendix J.

Table 23: Average Time to Graduate Degree Completion

CIP Code	Degree Program	Avg. # Years	# Graduated
030104	Professional Science Master's	2.9	7
050102	MA in American Studies	1.7	6
130401	MA in Educational Leadership	2.3	14
130501	MA in Instructional Technology	3.1	33
131206	MA in Education	3.1	19
302101	MA in Holocaust and Genocide Studies	2.7	8
303001	MS in Computational Science	2.2	12
440701	MS in Social Work	1.2	41
450401	MA in Criminal Justice	1.2	13
510203	MS in Communication Disorders	2.4	30
512306	MS in Occupational Therapy	2.3	21
512308	Doctorate in Physical Therapy	2.6	42
513801	Master of Science Nursing	2.5	11
520201	Master of Business Administration	2.5	14
Grand Total		2.3	271

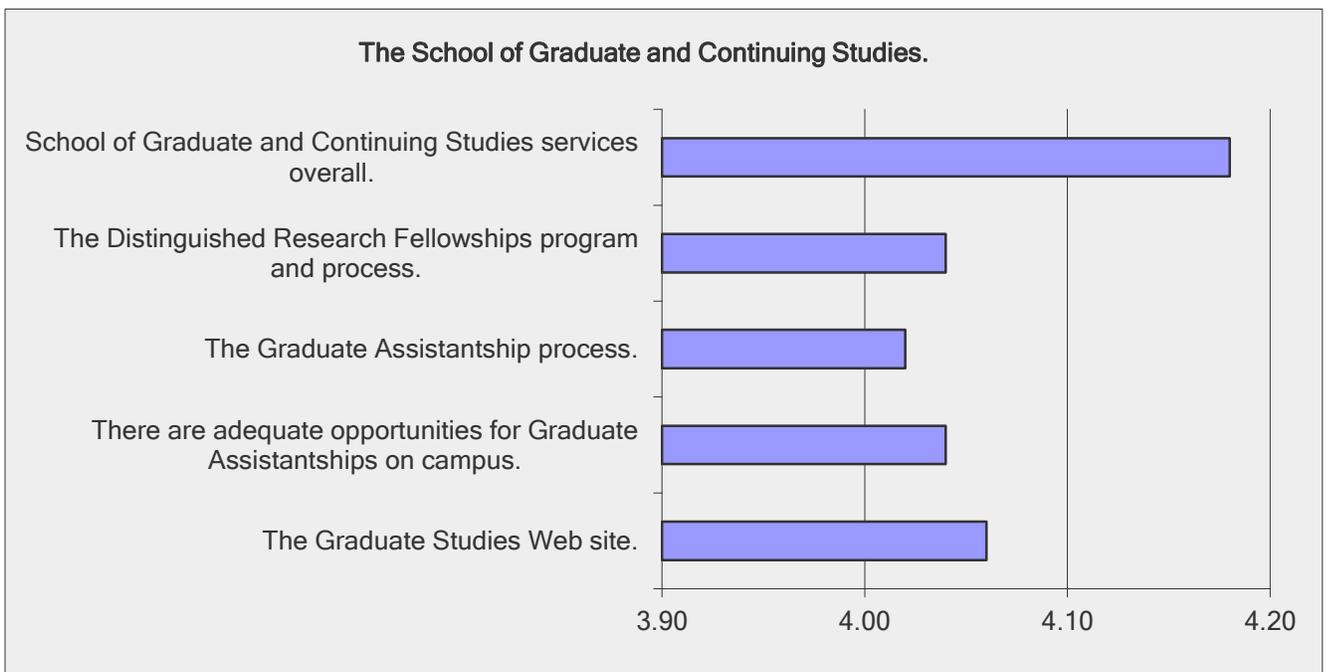
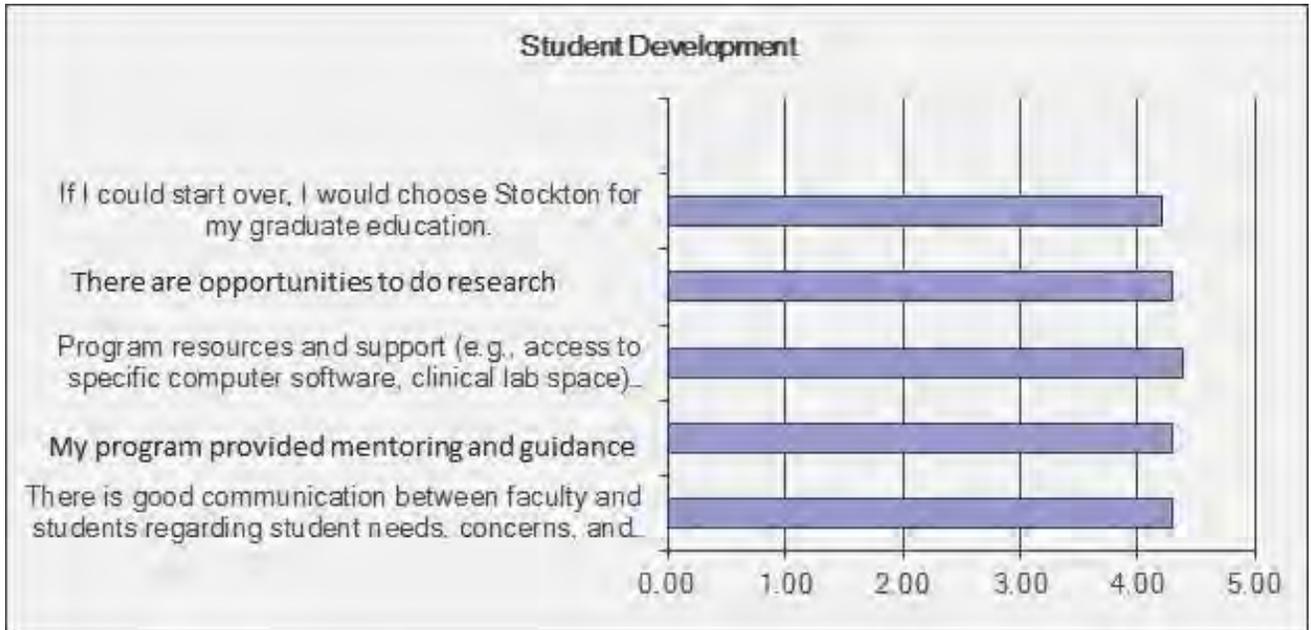
Source: Richard Stockton College, Office of Institutional Research.

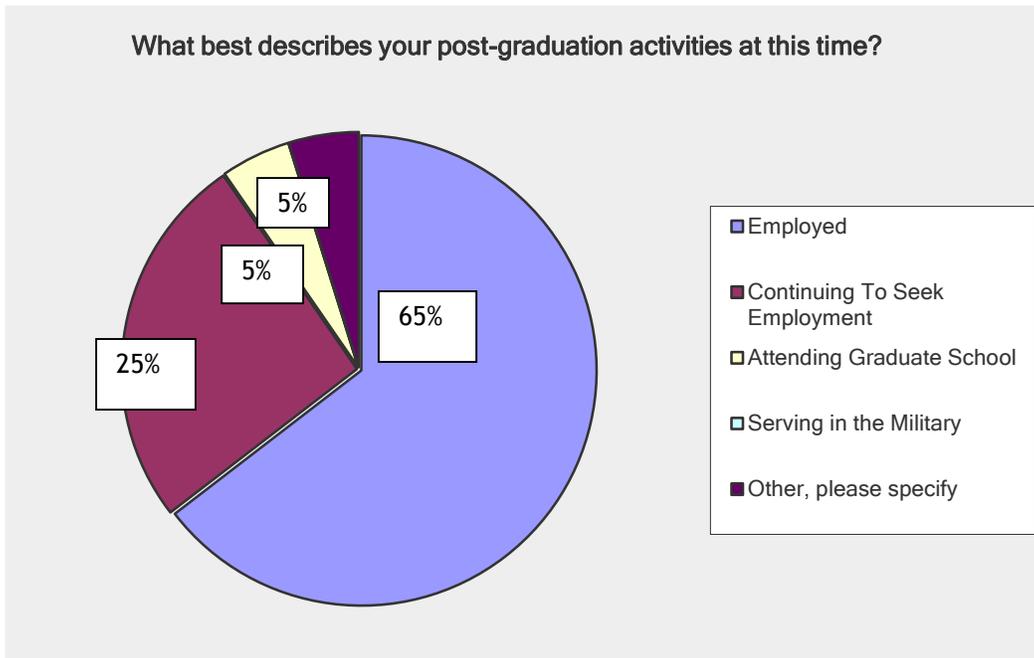
What follow-up activities are conducted to determine the satisfaction/success of graduates? What have been the findings of such follow-up? Have those findings resulted in program changes? If so, please describe.

The School of Graduate Studies does assessment of the services it provides to the college and the students. Graduate Studies also does student satisfaction surveys for all of its major events includes the New Graduate Orientation and Registration Event, Information Sessions, Open House Recruitment Events and a broad survey of graduate students that touches upon all of the basic services areas they have come into contact during their time at Stockton (e.g., Bursar's Office, Office of the Registrar, various Student Affairs offices, the Bookstore, Food Services, Financial Aid and the Wellness Office).

A sample of the spring 2014 data from 70 students is summarized in the tables below; 94% of students surveyed were satisfied or very satisfied with their Stockton Graduate School experience.

Scale of Ratings: 1 (low) to 5 (high):





Many graduate programs conduct their own exit surveys with the express purpose of using these data to gauge student satisfaction and to inform continuous quality improvement. In addition, the programs all conduct rigorous program assessment activities every year to inform curricular changes that continuously improve each program and its student successes.

Stockton’s newest graduate program, the *MA in American Studies*, distributed two online surveys during its first three semesters in operation, in April and December 2013 respectively. Questions were designed to accomplish three broad goals: determine students’ academic background and motivation for enrolling the program; assess progress through the MAAS degree and opinions about the curriculum, particularly relative workload, connection of courses to one another, and relationship of courses to students’ career goals; and collect data on program structure, such as preferred scheduling (e.g., weekday vs. weekend; daytime vs. evening courses, academic year vs. summer, etc.). The response rate was 40 per cent in April 2013, or 8 respondent of the then 20 enrollees, and 33 per cent the following December. Results indicated that the majority of American Studies students had graduated from Stockton—either with bachelor’s degrees in Literature or History—and opted to pursue an MA for one of three reasons: personal intellectual growth; preparation for a future career either in teaching or museum studies; or, as working high school teachers, fulfillment of professional development requirements. Most survey participants had completed more than one MAAS course, and so were in a position to evaluate workload between courses. A quick review of comments suggest that students are highly satisfied with the program (although they would prefer to read less), think that the classes fit well together, indicate that they learned and applied a range of methodological approaches related to American Studies, and prefer to take evening classes during the week, which is the schedule the program continues to offer. A third evaluation, this time used to gauge students’ abilities to demonstrate key tenants of American Studies by critically analyzing a secondary source, was administered in spring 2014 to 12 students enrolled in AMST 5001: Research Methods. Assessment Committee members evaluated each response using a rubric based on Stockton’s Essential Learning Outcomes for Program Competence, Critical Thinking, and Communication and is scheduled to present a

more detailed report about this initiative in fall 2014. A comparable assessment will also be conducted in AMST 5000: Proseminar in December 2014.

The *MA in Business Administration* has focused on AACSB-aligned assessment activities that center on student success through learning outcomes, rather than on student satisfaction surveys. The MBA Assessment Committee has developed an assessment schedule for each of its three learning outcomes, involving nearly every course from the curriculum.

The *MA in Education* program has TEAC (transitioning to CAEP) accreditation, within the frameworks of which the Assessment Committee administers student exit surveys every year, complemented by external licensure assessments in the case of principal endorsements (the former MAEL program) and by teaching performance videos. The program also piloted the use of Tripod surveys of P-12 learner perceptions of MAED candidate effectiveness in 2014 to consistently gauge student success on the graduate level. The 2014 completer survey results, for example, led program faculty to increase the use of technology (3 of 13 open-ended suggestions for improvement) and to place additional emphasis on key topics such as differentiation, classroom management, severe disabilities and research skills (1 comment for each item). The Tripod surveys showed strong alignment to video observation strengths of teaching. The principal endorsement licensing exam (SLLA) continues to exceed state and national pass rates at 89 per cent on first attempt; 100 per cent by second attempt.

The *MA in Instructional Technology* program remains committed to ongoing improvement, as evidenced by a reworking of curriculum at the program level as well as continuous efforts by individual faculty within courses during the 2013-14 academic year. The review of the curriculum is the most important task for the coming year, and the program will be using the data collected from student exit surveys to inform that effort.

The *MA in Holocaust and Genocide Studies* program administered pre/post tests for MAHG 5000 HISTORY OF THE HOLOCAUST in fall 2014. The test asked students, using a randomly assigned alias to ensure anonymity, to answer 25 knowledge-based questions. The results of the pre/post-test indicated that all students improved their knowledge of key information and concepts. On average, scores improved by 50.1 per cent. All students showed improvement ranging from 18.2 per cent to 200 per cent. There is, however, significant room for improvement, as no student scored higher 77 per cent on the post-test, and the average post-test score for all students combined was only 57.2 per cent. The faculty made changes to curriculum to address the gaps based on post-test results.

The *Doctor of Physical Therapy* program carries CAPTE accreditation, assured each year by an ultimate NPTE licensure pass rate of 100 per cent. Determination of the ethical conduct of our graduates can be inferred by monitoring the State Board of PT Examiners minutes for lists of practitioners that have been brought before the Board for violation of practice laws and policies. No Stockton graduates have been listed. Also graduates licensed in New Jersey are required to take a four-hour ethics and jurisprudence course every two years to maintain their license. Commitment to life-long learning can be assessed by graduate surveys. The most recent surveys received from the class of 2012 (graduates are surveyed two years after graduation from Stockton) indicate that 100 per cent of respondents have pursued continuing education since graduation. Gaps identified in the 2011 survey results and scores below national means on NPTE were addressed by curricular revisions and improvement observed by the 2012 cycle of assessment.

The *MS in Communication Disorders* program tracks student success and satisfaction to comport with its ASHA accreditation guidelines. The program administers exit surveys and analyzes licensure (Praxis) test scores. The first class to graduate was in December, 2013. Scores for 25 of the first 29 completers indicated a 92 per cent pass rate for first attempt, reaching 100 per cent on second attempt. Exit surveys showed 93% employment among the first cohort as of June 2014.

The *MS in Nursing* program carries NLN-CCNE accreditation, assuring high quality student success outcomes through the 2011 Masters Essentials framework, which replaced the Education Benchmark Inc. instrument in 2012-13. To attain its high level of success, the MSN program seeks a 3.5 or better score on all 53 items of the framework, and each year investigates closely any items where completers score close to or below the 3.5 threshold. Outcomes from 2012-13 completers revealed 16 items at or below; by 2013-14, those outcomes at or below 3.5 numbered only 4. All areas showed some improvement based on curricular changes that will continue to address the 4 items at or below 3.5 during 2014-15.

The *MS in Occupational Therapy* program consistently collects outcomes data to determine the effectiveness of the curriculum and the faculty in providing the students with the necessary skills to become competent occupational therapists. Last year, students and fieldwork educators identified the areas of documentation and medical terminology as areas that could be fortified within the curriculum. The program instituted a new medical terminology book with online quizzes and study resources. Students reported that they did not use these online resources, but did show improvement in their knowledge of medical terminology with the new book and format for the self-study. The program also added more opportunities for students to complete documentation throughout the curriculum. An electronic medical record program will be used beginning in the 2014-2015 AY. These should help to improve student skill and comfort with clinical documentation. The class of 2013 passed the national certification exam with 19 of 21 students passing the exam on the first attempt. Of the 2 students who failed on the first attempt, both passed on the second attempt giving the program a 100 per cent pass rate according to NBCOT. Of graduated students, 100 per cent were able to find jobs within 1 month of beginning their job search. Alumni, surveyed 1 year after graduation, have been satisfied with their chosen career of occupational therapy and employers have been satisfied with the quality of Stockton graduates.

The *MS in Computational Science* program is in the midst of a major overhaul of the MSCP curriculum and currently redesigning the curriculum, courses and assessment to focus on data science and analytics. Assessment is being redesigned in light of the major changes in the curriculum and course delivery (more online). Broadly however assessment occurs in a cyclical fashion following an assess-correct-assess model (see Suskie [2009]). The Director created a new assessment tool [DSAAT] for the new data science curriculum, administered in spring 2014, containing technical questions and qualitative (self-assessment). Fifteen students took the assessment test anonymously. As the computer itself is laboratory apparatus for a data scientist, all of these assessment tools include a substantial amount of programming. Problem sets are evaluated by faculty and returned to students with corrections and comments. Revision and resubmission of a problem set is sometimes part of the assignment; this affords an excellent opportunity to observe each student's progress toward our learning goals. Program faculty use a combination of in-class and take-home quizzes and tests. An in-class format is used to assess comprehension of underlying concepts and ability to use existing programs; a take-home format is used to assess the ability of students to write their own

programs. We take advantage of small class size by analyzing student performance on quizzes and tests on an item-by-item basis, revisiting any topics students found troublesome in class soon after the test is taken.

The *Professional Science Master's* program assesses Essential Learning Outcomes (ELOs) across the CORE curriculum of PSM Program that include Program Competence/Professional Skills, Quantitative Reasoning, Research Skills, Communication Skills, and Creativity & Innovation. The program faculty measure student success on each of these outcomes through a combination of in-course assignments, external-agency-sponsored research projects and the Capstone course.

The *MA in Criminal Justice* program administers a student satisfaction survey each year and responds to the findings with changes in curriculum, course delivery methods and approaches to addressing student learning needs (pedagogy). The survey also delivers indirect evidence of student success in academic skills such as writing and research. The program combines these results with portfolio assessment to propose and implement curricular changes and co-curricular support services such as Smarthinking online tutoring.

The *Master of Social Work* program maintains CSWE accreditation, which requires a detailed assessment of program outcomes, the results of which are used to make modifications of the program as needed. The MSW 2013-2014 Program Assessment Report, for example, focused on the completion of practice behaviors, which are used by CSWE instead of course objectives. CSWE believes that students should not simply complete objectives in a course, but should instead be trained to exhibit behaviors that they will be able to use in their work with clients. The report includes an evaluation of foundation (first-year) courses where the majority of scores for the practice behaviors taught in these courses were above 4 (on a 1-5 scale. Minor course revisions were made for six behaviors where students scored below 4. The report also includes an evaluation of concentration (second-year) courses, where all of the scores for the practice behaviors were above 4. Field instructors observed that students needed improvement in time management, knowledge of the Diagnostic and Statistics Manual, and professionalism. Each of these practice behaviors will need to be addressed in the field courses, and discussed with field instructors in more depth. Finally, exit surveys completed by all students showed that one of the concentration year program objectives fell slightly below a four. The faculty has recommended that further information be included in the description of practice behavior 56 to help students recognize the "specialized theoretical perspectives" utilized during the program.

Materials from all of the above program assessment efforts will be available to evaluators during the on-site visit.

What forms of financial aid are available for graduate/professional students (e.g., scholarships, teaching assistantships; tuition remission), and what percentage of students benefit?

Graduate and continuing studies students are eligible for several kinds of financial support: private loans, federal loans, tuition remission, graduate assistantships, Distinguished Research Fellowships, and Stockton Foundation Scholarships. Of the 856 full-time and part-time students enrolled in Stockton's graduate programs in 2014, 55 per cent received some kind of financial support. Details about types of support appear below.

Table 24: Percentage of Graduate Students receiving Financial Aid, Fall 2014

Graduate Program	Receiving Any Form of Financial Aid			
	Yes		No	
	#	%	#	%
MA in American Studies	14	61%	9	39%
Masters in Business Administration	43	56%	34	44%
Continuing Education Certification Programs	17	21%	65	79%
MS in Computational Science	10	48%	11	52%
MA in Criminal Justice	19	70%	8	30%
MA in Education	45	42%	61	58%
MA in Holocaust and Genocide Studies	13	81%	3	19%
MA in Instructional Technology	36	75%	12	25%
MS in Communication Disorders	61	68%	29	32%
MS in Occupational Therapy	55	71%	22	29%
MS in Nursing	13	36%	23	64%
Doctorate in Physical Therapy	56	60%	38	40%
Professional Science Master's	12	48%	13	52%
MA in Social Work	46	65%	25	35%
<i>Total</i>	<i>440</i>	<i>55%</i>	<i>353</i>	<i>45%</i>

Source: Richard Stockton College, Office of Academic Affairs and School of Graduate Studies.

Graduate Assistantships

Graduate assistantships are an important form of financial support for degree-seeking graduate students and are offered by each of the graduate programs. Assistantships are granted in the form of tuition waivers that can vary from a one to nine credit waiver or the maximum tuition charge per semester, whichever is applicable. Awards are made on a semester basis during the academic year, with one round in the fall and a second in the spring. Occasionally, there are assistantships available for summer terms. These awards are competitive, and students submit a Graduate Assistantship Application and letter of interest to their program director no later than October 31 for spring semesters and March 31 for fall semesters. Nominations are made by the faculty and program director of each graduate program and then forwarded to the Dean of Graduate and Continuing Studies for final approval. Students who are approved for an assistantship will receive an offer-of-appointment letter from the Dean.

The main purpose of a graduate assistantship is to further the professional and/or academic development of the graduate student, and as such assistantships are expected to serve as meaningful learning experiences. For example, a graduate assistant may:

- Work collaboratively with faculty on a research or program project
- Work collaboratively with faculty on curricular projects
- Gather and analyze data for the graduate program
- Design a Web site
- Perform other tasks as determined by the student's graduate program
- Assist the Office of Graduate Studies on a project related to graduate education

To the extent possible, graduate assistants are assigned to units that complement their areas of academic study. Generally, the maximum number of hours in an assistant’s workload is in proportion to the number of credits which a student receives in the tuition waiver. The work hours are as defined by the program in which the assistant is assigned, consistent with college policy. The table below outlines the number and distribution of graduate assistantships across all graduate programs during fall 2014.

Table 25: Graduate Assistantship Allocation—All Graduate Programs, Fall 2014

Number of Graduate Assistantships Allocated, Fall 2014																
Fall Term	DPT	MAAS	MACJ	MAED	MAEL	MAHG	MAIT	MBA	MSCD	MSCP	MSN	MSOT	MSW	PSM	GRAD	Total
2010	19	0	5	6	0	4	5	4	1	2	3	9	6	3	7	74
2011	21	0	4	5	2	4	4	2	4	4	4	13	4	3	2	76
2012	19	2	3	5	0	3	5	0	3	4	6	13	3	2	4	72
2013	25	5*	5	5	0	3	4	1	9	2	3	15	3	3	2	85
2014	30	5*	2	7	0	3	4	2	6	4	2	16	4	3	4	92

Source: Richard Stockton College, Office of Graduate Studies. Two of the GA positions allocated to the MAAS program in 2013 and 2014 were funded through a 2020 Grant written by Thomas Kinsella, Director of Stockton’s Center for South Jersey History and Culture.

Distinguished Research Fellowships

A select number of graduate students also benefit from Stockton’s Distinguished Research Fellowship program. Awards are available up to \$2,000.00 per project to assist graduate students in pursuit of projects of a research and/or creative nature, and there are two cycles per year (application deadlines are October 31 and March 31). These are available to either full-time or part-time matriculated students during the semester immediately preceding, the semester in which funds will be utilized, and the semester in which the second half of funding is paid. These are also competitive, and students must be in good academic standing with a minimum cumulative grade point average of 3.00 on a 4.00 scale.

Project applications should contribute to the evidence base of concepts, theories, and/or practice within a student’s discipline, and result in a peer-reviewed journal article and/or presentation at a professional conference, seminar or workshop on the state, national, or international level.

Since the fellowship’s inception in 2006, the average number of awards granted annually has risen from five in 2006-2007, to eleven in 2009-2010, and twelve in 2012-2013. Past recipients are broadly distributed among graduate programs, and the Schools of Arts and Humanities, Business, Education, Health, Natural Science and Mathematics, and Social and Behavioral Sciences are all represented. The table below tracks the number of fall term Graduate Distinguished Research Fellowships for the past five years.⁹

⁹ A list of all past recipients is available online at: <http://intraweb.stockton.edu/eyos/gradstudies/content/docs/webAwardsver9.pdf>

Table 26: Graduate Distinguished Research Fellowship Allocations, 2010-2014

Graduate Distinguished Research Fellowships				
Fall Term	Budget Available for Awards	Number of Students Funded	Number of Student Eligible for the Award	% of Students Receiving the Award
2010	\$12,900	15	585	2.56
2011	\$12,960	7	599	1.17
2012	\$12,960	13	624	2.08
2013	\$12,960	19	706	2.69
2014	\$12,960	18	741	2.42

Source: Richard Stockton College, Office of Graduate Studies.

Stockton Foundation Scholarships

The scholarship program, made possible by both college funding and private donations to the Stockton College Foundation, provides awards to outstanding freshmen, upperclassmen and graduate students. Awards to upperclassmen and graduate students are determined by a presidential-appointed Scholarship Selection Committee which includes representatives of the faculty, administration, and Board of Directors of the Stockton College Foundation. Students may apply to the Scholarship Program on an annual basis. Successful applicants exhibit high academic achievement as well as leadership and service to the college and community. Award recipients maintain a minimum grade point average of 3.0 and are fully matriculated students. Twelve Foundation Scholarships are available to graduate students annually, and include:

- The Achieve Physical Therapy & Fitness Scholarship: An award available to a qualified applicant enrolled in the Doctoral Physical Therapy Program
- American Studies MA Study Abroad Award: Awards available to qualified students participating in study tours through the American Studies Master of Arts program.
- Tara Jean Barker '06 DPT '08 Memorial Scholarship: An award available to qualified graduate students within the Doctoral Physical Therapy Program.
- The Joseph Berkman, and Michael and Sarah Chipkin Holocaust/Genocide Studies Award: Provides scholarships to matriculated students enrolled in the Masters Program in Holocaust Genocide Studies.
- Dr. Richard E. Bjork Memorial Graduate Study Award: An award available to a qualified applicant pursuing Graduate Studies work.
- Frances N. Christian Memorial Endowment Nursing Scholarship: An award available to a qualified applicant with a minimum cumulative GPA of 3.5 and a demonstrated commitment to the profession of nursing. This scholarship is available to Undergraduate or Graduate Studies applicants.
- Melvin J. Levine Memorial Scholarship: An award available to a qualified student in good academic standing.
- The Bea and Harry Ross Scholarship Endowment: An award available to a qualified upperclass or graduate applicant.
- Dr. Jo Frances Stow Scholarship for Public Health: An award available to a qualified undergraduate or graduate student pursuing a degree in the field of Public Health.

- Master of Social Work (MSW) Scholarship: An award available to a qualified graduate student majoring in Social Work.
- The Shanon Newberry Physical Therapy Scholarship Endowment: An award available to a qualified applicant in his/her fifth or sixth year of study in the Doctorate in Physical Therapy program.
- The Physical Therapy Faculty Scholarship Endowment: An award available to qualified applicants in his/her final year of the Physical Therapy program who exhibit a commitment to community service.

The Foundation also administers sixteen book awards which also span all graduate program disciplines and offer up to several hundred dollars to defray the costs of education expenses for coursework.

Tuition Discount

Some graduate students also benefit from negotiated tuition reductions. In 2010, for example, Stockton’s Board of Trustees passed a resolution which went into effect in spring 2011 reducing the tuition rate for off-campus graduate programs in education which went into effect in spring 2011. In their resolution, the Board noted that such programs “enhance the knowledge and skills of those who teach pre-kindergarten through twelfth grade” and “are offered in cooperation with area school districts, using facilities of the school districts, which reduces the expense of the programs to the college.”¹⁰

A similar resolution passed in 2014 based on the growing relationship between Stockton and AtlantiCare, southeastern New Jersey’s leading health care provider. This past July, the Board, noting a “special commitment to the offering of this program to AtlantiCare employees as a means of enhancing its partnership with AtlantiCare and fulfilling the College’s mission of providing educational programs that meet the needs of the south Jersey community,” voted to approve “special arrangements [that] have been made with AtlantiCare for cohort groups of members of its staff to participate in the College’s MBA program at a reduced, per-credit, all inclusive, annual tuition charge.” The discount is 5 to 15 per cent based on the number of students so enrolled and went into effect in spring 2013.

Need-based Financial Aid

The cost of education at Stockton remains affordable. Yet, some students may need financial assistance while working towards their degree. Each year millions of dollars are allotted from federal, state, and college sources to fill this need. Students wishing to apply for financial aid from Stockton should file the application on the web at <http://www.fafsa.ed.gov> by the priority filing deadline of March 1st (for fall term admission) or August 15th (for spring term admission). Graduate students must be accepted to the College in a degree-seeking status to qualify for financial aid. To qualify for financial assistance through federal aid programs, a student must be matriculated and an American citizen or eligible non-citizen of the United States.

¹⁰ Richard Stockton College Board of Trustees, “Resolution: Tuition Rate for Off-Campus Graduate Programs in the School of Education,” December 8, 2010.

Other Resources

Veterans benefits may be available if a graduate student is a veteran or currently in the Reserves or National Guard. Children and spouses of veterans who are disabled or deceased as a result of serving in the military may also be eligible for educational assistance.

Stockton also operates the “Free-to-Be Child Care Center” a full-facility, on-campus childcare facility for children between the ages of 3 and 5 for families within the Stockton community, and offer preferred rates for the children of students. Scholarships are also available on a semester basis to assist with the costs of on-campus child care.

What information is provided to students regarding employment opportunities upon degree completion? Are any special student services provided to graduate/professional students (e.g., career counseling/placement)? If so, please describe them.

Stockton’s Career Center provides students and alumni with the tools and resources they need for success beyond graduation. Available graduate student services include assessment of skills and interests, resume and cover letter writing workshops/critiques, mock interviews and interview preparation, career exploration, and job search resources.

The Career Center publishes and updates both a Resume Guide and Cover Letter Guide, with links to a variety of models for all fields represented in the graduate programs, and sponsors an annual “Graduate School and Professional School Fair” each all for those looking to pursue graduate studies. Over fifty graduate and professional school recruiters attend this event, providing students with information about admission procedures, programs of study, financial resources, and strategies to improve chances of acceptance.

For those exploring their first—or new—career options, the Career Center hosts both an annual “Career and Internship Fair,” also in the fall, and—for those interested in careers in education—a dedicated “Teacher Interview Days” program in the spring. The Career Center also conduct bi-annual Career Panels focused on various fields or industries to help students learn more about different worlds of work. Current information about available jobs is readily available online via Stockton’s primary career management system, CareerConnect, a free service that allows students to search for jobs and internships, post multiple resumes and cover letters, maintain an online personal profile for career events.

In addition to special event, the Career Center offer ongoing support through mock interview workshops, publishes and interview guide, and provides sample interview questions to help students be able to best articulate their talents and experience. One of the most popular recent programs is “Alumni Career Talent” (ACT) which pairs students interested in learning about particular professions with Stockton alumni already proficient in those fields. Examples of how mentors provide assistance have included: guidance on interviewing strategies; workplace tours, job shadowing; job and internship references; and resume feedback. Nor are such resources available only to graduate students or recent alumni. Stockton’s career counselors are available for phone consultations for alumni who have relocated out of the area.

Finally, in 2013, the School of Graduate Studies initiated the Graduate Research Symposium, an educational and networking event that encourages interdisciplinary exchange and brings together graduate students from the sciences and humanities to showcase their research.

Prospective students, families, and members of the Stockton community are all invited to attend. The inaugural December 2013 event included representatives from ten of Stockton's graduate programs, and featured both poster sessions from dozens of students' research and eight panel presentations. The following spring, the program included even more poster presenters and three panels. Additional information about both of these events is available at: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=73&pageID=323>

Institutional Characteristics of Graduate Education:

F. Academic Support Services

Specifically in regard to the library, what specialized library collections and services (e.g., databases, automated catalogues) are available to support graduate/professional education? Please include a description of the number of volumes and periodicals directly ascribable to graduate/professional education.

The Stockton College library opened in 1971 during the school's first academic year. From the outset, planners of the new facility emphasized its central role in the institution's mission: "The college recognizes the Library/Learning Resources Center as the very heart of the educational process in an undergraduate college, and especially in a college like Stockton which places great emphasis on individualized and auto-instructional techniques."¹¹

Since its inception the library has undergone four significant renovations, in 1990, 1995, 2006, and most recently in 2014. The 1990 renovation established the Holocaust Resource Center, one of the first hosted by a public college, as well as adding much needed space and furnishings and an updated technology infrastructure to the main library. The 1995 remodel moved the library to its current location in F-wing and more than doubled its size, while the 2006 renovation expanded the facility further still and opened an updated and redesigned Holocaust Resource Center, adding collections management of audio and visual taped recordings, an in-house publication series, and its own seminar space. It was at this time that the facility was officially named the Richard E. Bjork Library in honor of the college's founding president.

The most recent renovation in 2014 has incorporated both exhibition space for a growing number of graduate student projects—principally from the M.A. in American Studies—as well as two revised faculty positions that underscore the institution's commitment to both community engagement and digital learning, Christy Goodnight, Library Outreach Librarian, and Eric Jeitner, User Services Librarian. Most recently, the library launched, in partnership with the Interdisciplinary Center for Hellenic Studies, the Constantelos Hellenic Collection and Reading Room, dedicated on September 26, 2014. Dr. Constantelos is an expert in the field of Byzantine history and a professor emeritus of History and Religious Studies at Stockton College, where he has taught since 1970. The new facility houses 3,000 rare and important works from Dr. Constantelos' personal collection of research materials, a donation of a unique and comprehensive private library. The room will be open to students, faculty and the community and act as the statewide repository for the New Jersey Greek-American Oral History Project.

Overall, the Bjork library contains more than 1,000,000 items, including books, reference materials, periodicals, newspapers, microforms, media, computer software, archival materials and government documents, as well as special book collections and archives which, in addition to the Hellenic Collection, focus on New Jersey history and culture and the Pine Barrens. It is also a depository for federal and state documents and the New Jersey Pinelands Commission.

¹¹ David Pinto, "Library: Five-Year Academic Support Program Review" (2010-11) citing a *Planning Seminar Information Paper* dated April 28, 1970, p. 1 (the five-year review is available online at: http://intraweb.stockton.edu/eyos/middlestates/content/docs/Library_Program_Review1.pdf).

The following table summarizes the range of library resources to which students have access:

Table 27: Richard E. Bjork Library Collections, as of July 1, 2014

RESOURCE	CURRENT SCOPE
BOOKS (PRINT AND ELECTRONIC)	255,757
DATABASES (SUBSCRIPTIONS AND OPEN ACCESS)	187
JOURNALS AND SERIALS (90% AVAILABLE THROUGH E-ACCESS)	41,000
MICROFORMS	712,300
ARCHIVES AND MANUSCRIPTS (LINEAR FEET)	175
MAPS (HISTORIC AND CONTEMPORARY)	1,654
FILMS AND VIDEOS	13,716

Source: Richard Stockton College, Richard E. Bjork Library Annual Report, 2014.

The library continues to adapt to meet the demand for physical and virtual spaces conducive to study and research forty years after its inception. In 2014, it redesigned its website to simplify content, reorganize navigation, and ensure that the facility’s online resources and digital databases were mobile friendly, and opened a Learning Commons designed specifically to support students—especially graduate students—and encourage collaboration across campus constituencies.¹² With strong administrative support and demonstrated ability to respond effectively to graduate student needs, the library is prepared for the college’s transition to university status.

Hours and Services

The library’s hours are based on student preferences with particular attention given to the needs of graduate students in the selection of evening and weekend hours. During the fall 2013 term, the library is open 8:00am to midnight Monday through Thursday, 8:00AM to 5:00pm on Friday, 10:00am to 8:00pm on Saturday, and noon to midnight on Sunday.

Designed to enhance the library experience and facilitate the educational process, the library’s services include circulation, collection development, interlibrary loan and reference services; the availability of computers, printers, scanners, photocopiers and other technological services; and the provision of facilities and spaces that are conducive to group and individual work. The physical layout of the facility also includes two exhibitions spaces, a smaller gallery in the library entryway and a much larger space located on the first floor near the well-populated student computer access terminals. The latter was just renovated in 2014, and the former has hosted a variety of student-generated exhibitions, predominantly through Stockton’s Center for South Jersey Culture and History utilizing MA in American Studies students. Topics during the last two years, some of which also had companion websites, have included New Jersey in nineteenth-century print, historic New Jersey maps (<https://blogs.stockton.edu/surveyingsj/>), and regional African American cemeteries (<https://blogs.stockton.edu/bolingsettlement/>).

¹² For more information about the library website layout and features, visit: <http://library.stockton.edu/aboutthelibrary/home>.

The library also maintains a designated Electronic Classroom Lab (E-221). This classroom is available for bibliographic instruction, individual research and classroom teaching by appointment. E-221 is open for general use and group collaboration during the library's hours of operation, except when reserved for instruction. E-221 is equipped with a lectern for faculty use only that houses a state-of-the-art computer, a document camera and a computer projection system. Because of scheduling conflicts, approximately 30 per cent of instruction sessions are taught in computer labs outside of the library.

Information literacy is central to the library's mission, and as such the institution has added or expanded several services to meet the specific needs of the colleges' growing graduate programs. The Library's Instruction Program, for example, supports faculty efforts to help their students achieve information literacy. The Association of College and Research Libraries defines information literacy as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and effectively use the needed information, and among the goals of the Instruction Program are to:

- Familiarize students, as they enter their field of study, with the particular resources in their discipline.
- Help returning graduate students to achieve the necessary skills to effectively do the work required of advanced study.

Faculty can also work with library liaisons to design a research seminar or workshop tailored to meet their students' pedagogical needs, which are available during day or evening hours. Moreover, the library has established a Research Consulting program to permit in-depth individual assistance, as well as a research strategies workbook, available in both print and digital form.

Finally, the library has developed subject research guides for each program of the college. These materials were produced by Library Liaisons who are subject specialists in programs offered at Stockton, and offer comprehensive overviews of available materials to point students and researchers to resources in the library and beyond. Guides are written to support Stockton's curriculum, and custom course guides may be developed upon faculty request. In all, 56 guides are currently available, including one for each of Stockton's 13 graduate programs.

What portion of the library's budget goes to support graduate/professional programs? How are acquisitions for these programs determined?

The amount spent to acquire print materials, media, journal subscriptions and databases in FY 2014 was \$1,079,380. The Library added 4,579 books and films; purchased access to over 3500 journals and 310,000 proprietary articles by extending coverage of its e-journal packages; and subscribed to 3 new databases. Of the \$1,079,380 materials budget, only \$35,167 (3.25%) was earmarked specifically for resources that support graduate programs. Half of this amount was spent on periodical and database subscriptions and the other on books and films. The remainder of the budget is spent on information resources that appeal to broad constituencies, from freshman to faculty, and thus support all levels of curricula, making portioning of the budget to graduate education almost impossible.

In general, the Library develops collections at a level appropriate to the degree programs offered. Decisions are made on an item-by-item basis. Because the College is committed to providing a liberal arts education, the Library provides a representative selection of the major works in all appropriate areas of knowledge. Generally, contemporary works of popular fiction are not be emphasized because of their ephemeral nature.

Library Liaisons work with Stockton faculty to select materials for the Library’s collection. Stockton’s faculty members consult with Library Liaison assigned to particular programs to determine which subjects or areas of interest could be bolstered through acquisitions.

The library liaisons for Stockton’s Graduate Programs include:

Gus Stamatopoulos:	School of Arts and Humanities
Christy Goodnight:	School of Business
Bill Bearden:	School of Education
Martine Honigsberg:	School of General Studies
David Lechner:	School of Health Sciences
Martine Honigsberg, Jian Wang:	School of Natural Science and Mathematics
Joe Toth, Natalie Wadley:	School of Social and Behavioral Sciences

What types of specialized library personnel are there to support graduate/professional programs? Include vitae of full-time and part-time librarians.

As the chart below indicates, Library Liaisons have educational backgrounds that are broad and deep. Collectively, this range of experience is applied cooperatively to address the needs graduate students and faculty at Stockton, often with liaisons as a group sharing the challenges particular research initiatives present and brainstorming responses accordingly.

Table 28: Training and Qualifications of Stockton Full-Time and Part-Time Library Personnel

Name	Title	Degree(s)	Subjects	Institution(s)	Liaison Subjects
Bill Bearden	Associate Director of Technical Services	MBA MLS MA BA	Business Admin. Library Science German German, History	Fordham University Rutgers University Pennsylvania State U. Washington & Lee U.	Education
Kerry Chang-Fitzgibbon	Technical Services Librarian II	MLIS BA AA	Library Science English Liberal Arts	Pratt Institute Marycrest Inter. U. Ottumwa Heights Coll.	Engineering Geology Mathematics Physics
Christy Goodnight	Outreach Librarian III	MBA MLS BA	Business Admin. Library Science Russian	Philadelphia U. Drexel University Michigan State U.	Accounting Business Computer Science Hospitality/Tourism Law

Martine Honigsberg	Electronic Resources Coordinator	MLIS BA	Library Science History	Florida State Univ. Rutgers	Biochemistry Biology Botany Chemistry Holocaust & Genocide Studies Jewish Studies
Eric Jeitner	User Experience Librarian III	MLS MA BA	Library Science Creative Writing Film/Media Arts	U. of Pittsburgh Temple University Temple University	Art & Art History Communications Dance Literature Music Theater
David Lechner	Public Services Librarian II	MLS MA BA	Library Science German Linguistics German	Emporia State U. U. of Michigan Yale University	Communication Disorders Languages / Linguistics Health/Holistic Health Nursing OT / PT Public Health
Gus Stamatopoulos	Associate Director of Public Services	MLIS BA	Library Science American Studies	Pratt Institute Univ. of Maryland-BC	Africana Studies American Studies Economics History Latin American & Caribbean Studies Philosophy & Religion Women, Gender & Sexuality
Stephanie Sussmeier	Principal Library Assistant	MLIS BA	Library Science Music	Drexel University Thomas Edison State College	Music
Joe Toth	Director of Library Services	MLIS JD MA BA	Library Science Law English English	Southern Conn. St. U. SUNY at Buffalo Michigan State U. U. of Connecticut	Anthropology Gerontology Psychology Social Work Sociology
Natalie Wadley	Library Systems Coordinator	MLS BS	Library Science Biology	Rutgers University Saint Peters College	Computational Science Criminal Justice Political Science
Jianrong Wang	Technical Services Librarian I	MLS EdM BA	Library Science TESOL English Language	SUNY at Buffalo SUNY at Buffalo Beijing 2 nd Foreign Languages Inst.	Energy Environmental Science Marine Science Sustainability

Source: Compiled by Joseph Toth, Director of Library Services, Richard Stockton College.

Please provide evidence that the institution has support services in place at appropriate levels for graduate/professional programs offered or planned (e.g., library collections, databases, and automated catalogues; computer hardware, software, and networks; specialized equipment and facilities; and specialized personnel such as librarians and computer support staff).

Demand for library services has clearly increased. Major indicators (gate count, inter-library loan statistics, and circulation figures) rose by 48 per cent between 2006 and 2011, the period covering the library's last five-year self-study; this far outstripped the college's student body expansion of 18 per cent those same years.¹³ On the one hand, such figures illustrate the increasingly relevance of Stockton's library to both its college and wider regional communities. On the other hand, it demands that the institutional proactively evaluate its services and staffing to ensure they meet current demands.

In 2005, 2008, 2011 and most recently in 2014 the Library administered the LibQUAL survey. LibQUAL measures user perceptions of service quality in three dimensions: Affect of Service, Information Control, and Library as Place. For each item, users indicate their minimum service level, desired service level, and perceived service performance. The survey contains additional items that address information literacy outcomes, library use, and general satisfaction. An open-ended comments box provides an opportunity to collect qualitative information.¹⁴ Participants also have the option to select five additional local questions to add to their survey, and in 2011 Stockton elected to have those items focus on graduate program resources, as these have been one area of significant growth within the college in the last ten years.

The overall comparison between surveys demonstrates that while satisfaction with library services rose, so did expectations of students and faculty, particularly among graduate students. The library took the following steps as a result of the survey and subsequent graduate focus group sessions:

- A staff line was moved to circulation to allow for more flexible scheduling. (2011)
- Inter-library loan was revamped to allow for faster electronic delivery of articles. In addition staff will photocopy items from our library for graduate students who live over an hour away. (2011)
- Quiet study areas were increased. (2014)
- Chat and e-mail reference were piloted & LibGuides created to make navigating library resources easier. (2011)
- The Learning Commons was established to facilitate group study and to expand computer and tutoring services. (2014)

In general, the Library offers graduate students access to a robust collection of information resources facilitated by a federated search portal that unites the Library's print collection, database subscriptions, and the contents of OCLC's WorldCat, allowing researchers to discover many more resources than the library has on hand. Expedited inter-library loan services allow for quick delivery of materials needed. In the next several years, the library

¹³ David Pinto, "Library: Five-Year Academic Support Program Review," 2010-11 (available online at: http://intraweb.stockton.edu/eyos/middlestates/content/docs/Library_Program_Review1.pdf).

¹⁴ For more information about the LibQual Survey program, see: <https://www.libqual.org/home>.

will enter into a union catalog arrangement with Rutgers and several other New Jersey academic libraries. Essentially, this cooperative leverages the library holdings of all its participants, increasing ten-fold the number of volumes to which a Stockton graduate student has access.

Stockton also supports the needs of graduate student through a variety of academic and student support services including:

Academic Advising: responsible for assisting all students on matters of curriculum, academic information, choosing a degree, advising resources, and using Stockton's online degree evaluation of progress towards completion.

Academic Tutoring Centers: dedicated to helping students with writing and mathematics in courses that span all the academic disciplines of the college.

Career Center: ensuring that all students have the knowledge, skills and experiences needed to start a successful career. The Center combines a wealth of information about career planning, decision making and job searching.

Computer Services: offers facilities at Stockton that are designed to provide students with the appropriate resources to support their educational experience. The computer labs are equipped with state-of-the-art equipment and provide a wide-range of software packages. Computer Services also deals with all the digital technology across the College (internet, wi-fi, hardware, software, and telecommunication services).

Continuing Studies: offers a wide variety of CE-approved continuing professional education workshops and seminars for post-graduate professionals, including accountants; addictions treatment and prevention professionals; gerontologists; licensed professional counselors; marital and family therapists; nurses; occupational physical therapy professionals; public health professionals; social workers; speech pathologists and audiologists; and others. Continuing Studies offers seminars, workshops, executive courses, certificate programs, customized courses and conferences to a wide variety of industries and non-profit organizations.

E-Learning: this office provides institution-wide leadership in the development and delivery of technology enhanced programs. The goal is to enable a rich learning environment that will afford students the intellectual tools and content mastery they need in order to advance their professional growth and foster a habit of lifelong learning.

Global Engagement: focuses on preparing Stockton students for changing circumstances in a multicultural and interdependent world. By serving as the gateway for cross-cultural learning we enrich the Richard Stockton College community and educational environment. The office also is involved in marketing and recruiting international students to the college for entrance into degree programs at all levels.

Grants Office: supports faculty and student members of the Stockton community in their scholarly research and creative activities. The office provides a full range of services such as communication grant availability information, guidance on writing grants and control of grant monies. The office is also the home of the Institutional Review Board which monitors ethical practices in research.

Internships: are available in graduate programs as appropriate to the subject matter and need for field experience, clinical experience and/or workforce skills development.

Wellness Center: provides health services, counseling services, support for physical and learning disabilities, an alcohol and a drug education program.

Institutional Characteristics of Graduate Education:

G. Public Service

Indicate to what extent the college is currently involved in public service and provide examples pertinent to graduate education. Does the college have plans to expand public service activities? If so, please describe these plans.

Stockton provides multiple opportunities for students to engage in public service activities on and off campus all year round. In 2003, Stockton founded its Day of Service. This event, held the first week in September, encourages students, faculty and staff members to join with local community service agencies. Twenty-five such partnerships took place this fall and brought together over 500 volunteers for initiatives that ranged from the ACUA Environmental Park Clean-up and AHEART Kids Fun Day, both in Egg Harbor Township, to work in Covenant House, which provides assistance to homeless children and teenagers in Atlantic City and Trenton, and Water Watch/Energy Corps, a now fifteen-year-old student initiative coordinated between Stockton, AmeriCorps, and NJPIRG.

A second Day of Service, began in 2004, occurs the third week of January to commemorate Martin Luther King’s birthday. Called Stockton MLK Day, this event is larger still with between 800 and 900 participants annually and, its own twenty-five service initiatives in four New Jersey cities—Atlantic City, Hammonton, Manahawkin, and Woodbine. Projects spanned the arts, humanities, and environmental studies, including: AC Revive, a housing restoration initiative in Brigantine working to mitigate the remaining effects of Hurricane Sandy; the Hammonton Walking Plan Clean-Up, a trash removal project that ran from Bellevue to the train station; Superstorm Sandy Oral History Project, an ongoing effort to videotape memories of the fall of 2012; and the Eagle Theatre Reorganization, which involved students, faculty, and volunteers working behind the scenes in this early-twentieth-century institution—one of New Jersey’s silent theaters founded in 1914—to organize supplies, and move props and production materials in preparation for this year’s performance season.¹⁵

Indeed, the range and number of Stockton’s public service partnerships has grown sufficiently large over the last eleven years that in 2013 Stockton’s Office of Service Learning launched “Make a Difference Day,” held on October 26 as part of the nation’s largest day of service. More than 100 Stockton students participated. At the Food Bank, students joined other community volunteers and contributed to packaging 5,000 boxes with Thanksgiving food items, which were delivered along with turkeys to families in need over the holiday. Volunteers who went to the Salem United Methodist Church in Pleasantville helped to host the Eastern Service Workers Association (ESWA) Halloween Party and Fundraiser Benefit. The Alpha Lambda Delta (ALD) Honors Fraternity decorated for the party and donated costumes for underprivileged children. And in the MS in Nursing Program Drs. Ann Walker and Mary Padden, both professors in Stockton’s School of Health Sciences, worked with nursing students to promote healthy eating at the Boys and Girls Club. Plans are already underway for the 2014 event.

¹⁵ Numbers of participants in both Stockton’s Day of Service and MLK Day provided by the Richard Stockton College Office of Student Learning. A list of participating organizations and events for Day of Service 2014 is available at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=113&pageID=61>, and for Stockton MLK Day 2014 at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=113&pageID=54>.

As a result of these initiatives, and many more detailed below, the Carnegie Foundation for the Advancement of Teaching selected Stockton for its prestigious Community Engagement Classification in 2011. The foundation, best known for its classifications based on curricular and research mission, began its relatively new Civic Engagement Classification in 2006. It uses an elective process in which colleges and universities apply and submit evidence that they have met the organization's criteria for selection. More than 300 institutions applied this year. Stockton was among the 115 selected nationwide as "Community Engaged Institutions."

Stockton Centers and Institutes

Beyond pan-college public service events, Stockton has a number of centers and programs that meet specified needs in nearby communities.

The *Stockton Center for Community Engagement (SCCE)* was established to promote the ideals of public service and social responsibility by fostering community-based experiential learning and civic engagement for students, faculty and staff. It facilitates training, research and educational enrichment through collaborative efforts with campus groups, as well as local, state and regional community organizations and government agencies, and cultivates connections between scholarship and the public interest. SCCE works with several other campus centers and divisions to seek out new public service opportunities, and create viable, lasting programs.

Some initiatives build on the college's strong partnerships with area school systems. The *Stockton Center for Economic and Financial Literacy (SCEFL)*, for example, houses the southern regional office of the New Jersey Coalition for Financial Education (NJCFE), and promotes economic and financial literacy among teachers and students in the New Jersey schools. While its primary mission is to assist K-12 teachers with content and best practices in pedagogy to enhance learning, the center recognizes that students reside in households and households shape communities, so economic and financial literacy is an objective for people of all ages. Financial capabilities—the ability to provision for oneself, one's household, and one's community—is crucial to local, state, and national business and economic development and sustainability.

Likewise, the *Stockton Center for Community Schools*, began in 2008 as a partnership between the college and the Atlantic City School District, has been formally recognized by an Atlantic City Board of Education resolution. The 7,500 student district is an ideal setting for a series of pilot projects including academic enrichment, yoga, tennis, school nurse support, school beautification and more recently, food recycling and meal distribution through The Campus Kitchens Project, a nationwide program involving over 26 colleges and universities. Since 2010, Stockton's Campus Kitchen at Atlantic City has recovered over 14,000 pounds of food and served over 12,000 meals to families in need in Atlantic City and Pleasantville, New Jersey. The pilot strategy approach has allowed multiple projects to run simultaneously in order to determine what works best for the community, and has produced new college courses for structured service learning opportunities within the district, strengthened relationships between the college the school district, generated over twenty community partners, and provided a structure for long-term planning and integration using the university assisted community school and action research models.

The *Southern Regional Institute/Educational Technology Training Centers (SRI/ETTC)* also bolsters Stockton's regional school affiliations by providing professional development

opportunities for preK-12 educators, technology coordinators, school administrators, and other professionals who offer support services to schools. The overall goal of the SRI is to improve student academic achievement, organization effectiveness, employee performance, and user satisfaction. The ETTC's goal is to offer technology training and technology services to school districts to enhance the education available to students through the creative use of educational technologies in the classroom. Together, the SRI/ETTC consortium includes school districts and other regional organizations in Atlantic, Camden, Cumberland, Cape May, Ocean and Burlington counties, representing approximately 90,000 PreK-12 students and more than 24,000 educators.

Other programs focus on specific local constituencies. The *Stockton Center on Successful Aging* (SCOSA) promotes education, research, and services to respond to local, regional, and statewide needs related to population aging. The Center's core mission is to encourage older residents to "age successfully" through vital involvements and engagement in their community. It holds a range of programs annually on Stockton's main campus, satellite campuses, and local senior and community centers that range from opportunities for creative expression, financial and life planning, and health services. SCOSA also offers a variety of continuing education opportunities for professionals, often in collaboration with Stockton's Division of Continuing Studies and The Health Center at Galloway and Genesis Healthcare. These seminars, designed for professionals, para-professionals, and other caregivers who work with older adults, are free of charge and, upon completion, participants receive continuing education credits for Social Workers, Marriage and Family Therapists, and Licensed Professional Counselors.

The *Center for South Jersey History and Culture* helps foster awareness within local communities of the rich cultural and historical heritage of Southern New Jersey, to promote the study of this heritage, especially among area students, and to produce publishable materials that provide a deepened understanding of this heritage. To this end, the SJCHC is currently working on several projects, recently including the republication of two early histories of Camden and Atlantic City, an exhibition on South Jersey poetry, and a newsletter.

Stockton's *Holocaust Resource Center* maintains an active public outreach agenda to fulfill its mission: to commemorate the Holocaust and develop sensitivity and understanding by combating anti-semitism, racism, hatred and oppression; memorialize the victims of the Holocaust and pay tribute to the survivors, liberators, and eyewitnesses; focus on the study of the Holocaust by fostering academic research and by serving as a repository for Holocaust materials including oral histories. It does so by sponsoring awareness programs and exhibits, by providing workshops and seminars to train those teaching the Holocaust, and by making available printed and audio-visual material to students, educators, and scholars, and promoting greater awareness of the Holocaust to the general public through special activities such as symposia and lectures.

Stockton's *Coastal Research Center (CRC)* originated in 1981 to assist local municipalities with coastal environmental issues related to recurring storm damage and shoreline retreat. Since then the CRC has been working on shoreline monitoring and assessment programs with the State of New Jersey and several municipalities in New Jersey. The CRC has also been a resource for geotechnical data working on numerous projects with Federal, State and municipal governments. With over twenty years of experience the CRC has grown into an exemplary organization known for coastal zone management. Examples of this center's

ongoing and sustained investment in the region include its state-wide beach dune assessment project, coastal flood hazard outreach, New Jersey waterways sediment research, and its recent shellfish habitat sustainability study.

The *Marine Science and Environmental Field Station* is a facility of Stockton's School of Natural Sciences and Mathematics (NAMS). The Field Station is used as a teaching and research destination for numerous NAMS academic programs, including the marine science program, as well as biology, environmental studies, geology, and the Professional Science Master's program. This past summer, the Field Station was invited to contribute to the RJ Walker Shipwreck Mapping Project. Stockton staff and students, in partnership with Vince Capone of Black Laser Learning, collected side scan, multi-beam and ROV video records to provide baseline data to the NJ Historical Diver's Association for on-the-bottom mapping dives of this historic shipwreck site in mid-August.¹⁶ Stockton faculty and students also participated in a joint project between the Field Station and the NJ Department of Environmental Protection Division of Fish and Wildlife's Bureau of Shellfisheries to collect data about the Mullica River-Great Bay Estuary's oyster population and determine possible sites with the greatest restoration potential to enhance oyster reefs. The Bureau of Shellfisheries awarded \$9,000 to Stockton's Field Station to cover the project costs and to pay student interns to collect the data. The overall goal of the initiative is to establish a long-term program to monitor the seasonal settlement of young oysters, known as spat, in the Mullica River-Great Bay system.

The *Center for Public Safety and Security* is an academic initiative in partnership with the state's public safety and security sectors, and provides training, consulting and resources. Both undergraduate and graduate students are permitted to join certain training programs at no cost. Fourteen courses and workshops are scheduled for fall 2014, and range from "Certificate in Financial Crimes Investigations" and the "Violence Prevention Crisis Planning Certificate Program," to "Executive Leadership for Fire Safety Officers."

Service in the Graduate Curriculum

The National Service-Learning Clearinghouse defines service learning as: "a teaching and learning strategy integrating meaningful service with academic study and reflective practice to enrich learning, build civic engagement, and strengthen communities." Stockton's Office of Service Learning (OSL) serves as the principal organizer of the college's days of service. It also sponsors, among their many programs, an annual Community Engagement Award program to recognize campus and community organizations that have excelled in public outreach, and hosts a two-day "Get Involved Fair" that highlights both Stockton initiatives and area institutions meeting local needs. Two years ago, OSL initiated an Activist in Residence Program (AIR) to bring a community voice to campus. The 2013-14 AIR was Erin O'Hanlon, a Stockton graduate who is coordinator of community initiatives at The Women's Center of Atlantic County. This year, Stockton is hosting Rona Whitehead, formerly with the Girl Scouts of America, who brings with her experience in curriculum development, program

¹⁶ For more information about the RJ Walker Shipwreck Mapping Project, see: <https://www.facebook.com/robertjwalkershipwreck>.

implementation, volunteer management, and facilitating workshops. She also has extensive experience in managing an awards program that met national standards.

As importantly for this petition, the OSL assists students interested in service learning for academic credit, as well as faculty seeking to build such activities into their teaching at both undergraduate and graduate levels. The OSL's 2014 annual report describes the 89 courses that incorporated service learning as a critical component of their curriculum during the 2013-14 academic year.¹⁷ Examples that highlight such opportunities for graduate students included:

AMST 5031: Museum Studies: Special Topics

(Michelle McDonald, Associate Professor of History and American Studies, and Robert Gregg, Dean, School of General Studies)

Students were introduced to the history of museums and the field of public history, and examined issues of theory and practice as they relate to development and use of museum collections, education and public programming, exhibition development, research, and evaluation. Students conducted research, created panels to evoke dialogue and participated in an interactive tabling experience that educated the college campus on civil rights activism in South Jersey during the 1960s in collaboration with the African American Heritage Museum of Southern New Jersey.

OCTH 5150: Occupational Therapy in Mental Health

(Vicky Schindler, Associate Professor of Occupational Therapy)

A presentation of the theories, principles, evaluations and interventions that are used in the practice of occupational therapy with mental health populations. Information was presented in a lecture-seminar format and included experiences in developing program proposals and intervention plans for a variety of mental health conditions and treatment settings. More specifically, occupational therapy graduate students engaged in service-learning by developing and providing group interventions for individuals diagnosed with severe and persistent mental illness at the Mental Health Association and Taylor Care Adult Behavioral Health. After participating in this course all students continue to work with the Bridge Program, a supported education program for individuals with learning and mental health challenges.

OCTH 6160: Research Seminar & OCTH 6161: Research Synthesis Project

(Vicky Schindler, Associate Professor of Occupational Therapy)

These courses addressed development and implementation of the research process/project, which is intended to contribute to the knowledge base of the profession as well as to graduates students' skill in understanding, planning, and implementing clinically relevant research. Students learn the research process, locate and critique relevant literature, develop a research proposal, and collect data through a service-learning research project. Then during the second semester, students finalize the implementation of the research project which is intended to contribute to the knowledge base of the profession as well as to the student's skill in understanding, planning, and implementing clinically relevant research. Students learn basic SPSS, analyze data, and prepare a scholarly presentation of their work.

¹⁷ The full 2013-14 Office of Service Learning Annual Report is available online at: <http://intraweb.stockton.edu/eyos/servicelearning/content/docs/Annual%20Reflection%202013-2014.pdf>.

The service-learning experience of mentoring is incorporated through several assignments (e.g., treatment plans, progress reports, professional behavior assessments, etc.) in addition to working with on and off campus community partners (e.g., working with the Office of Student Development on hosting leadership workshops for student leaders and The Arc of Atlantic County in assisting in Saturday morning programs with special needs) .

CRIM 5508: Crisis, Emergency & Disaster Management

(Jessica Bonnan-White, Assistant Professor of Criminal Justice)

Prevention and responses to crises were discussed in the context of history and covered policies and procedures developed for prevention of and response to natural disasters, human-made disasters and terrorist attacks. This course included information about all aspects of critical infrastructure -public and private. Roles of public agencies, such as the Federal Emergency Management Assistance office, the Centers for Disease Control and local Offices of Emergency Management, were also identified. Students partnered with the Red Cross and Atlantic County Office of Emergency Management (OEM) on county-wide emergency preparedness campaigns.

SOWK 5520: Spanish Language for Social Work

(Merydawilda Colon, Interim Executive Director of Stockton Center for Community Engagement & Professor of Social Work)

This elective course explores the importance of Spanish language acquisition for social work, an important concern as the immigration of Latinos increases their population in the United States, and deploys the Standards for Foreign Language Learning (1999) for communication, cultures, connections, comparisons, and communities. These standards call for students to gain experience in communicating in a foreign language (Communication), to acquire knowledge and understanding of another culture (Cultures), to be able to use the foreign language to reinforce their understanding of other disciplines (Connections), and to learn something about the nature of language and culture by comparing their own language and culture (Comparisons) to that of participating communities (Communities). Students practice verbal skills in class activities and through fieldwork in placements that serve Spanish-speaking clients. Particular emphasis is placed on cultural aspects and professional terminology related to rendering effective social services, and include such topics as: initial contact and assessment, mental health, HIV and other sexually transmitted diseases, addictions, and family and personal relationships.

While the School of Education did not offer a specific service learning course this year, many partnerships have flourished from the innovative opportunities. School of Education Alumnus, Galloway Public School Teacher and winner of the 2011 “Great American Teach Off,” Terry Dougherty, has worked closely with making sure she commits her service back to her college community. They are Heroes Too is a free tutoring military program for school children of whose parents are serving in the military. Heroes is offered during the summer and hosted on campus by utilizing current Stockton Education Students as volunteer tutors.¹⁸

Plans to Expand Service Activities—Stockton’s Satellite Campuses

Several initiatives, some outgrowths of courses described above, will continue into next year and beyond. In the MA in Social Work, for example, 68 students will contribute 31,300 hours of community-based work this coming year. Since 2008, the MSW program has been based in

¹⁸ Click here for the link to the CBS KYW News 3 story about They are Heroes Too: <http://philadelphia.cbslocal.com/2012/09/11/brotherly-love-teacher-helps-military-children/>.

Stockton's satellite campus in Atlantic City, the Carnegie Center. This location affords students proximity to a variety of internship opportunities, an integral part of this Master's program, at various Atlantic City agencies, including Atlantic Behavioral Health, Atlantic County Government, the John Brooks Recovery Center, Covenant House, South Jersey AIDS Alliance in Atlantic City, and Eastern Pines Convalescent Center.

Kramer Hall, Stockton's educational center in Hammonton, New Jersey, is also expanding both its graduate student courses and public initiatives. Of the thirteen classes offered in fall 2014, eight (or 62 per cent) are graduate classes, four in Communication Disorders and another four in Education. Topics range from "Communication Disorders in Culturally and Linguistically Diverse Populations" to "Principles of Supervision and Evaluation in Instruction." Stockton's Continuing Studies programs also operate in Hammonton, with two courses on medical administrative assistance and billing and coding scheduled for spring 2015. In addition to curricular activity, Kramer Hall serves as a community center, hosting a variety of special events including lectures, music and dance performances, public theater, family and senior workshops and seminars, and student and professional art exhibitions—this last in a first-floor gallery space. Six events are already scheduled for the coming academic year, including three in conjunction with Stockton's Center on Successful Aging (SCOSA), "Time to Tell: A Creative Non-Fiction Workshop," "Time to Create Art: A Mixed Media Creative Workshop," and "Let's Draw and Paint: An Introduction to Watercolor Technique."

Stockton's Manahawkin Instructional Site, which opened in fall 2012 and is a quarter mile from New Jersey marshland and ten minutes from Long Beach Island, has been a center of maritime science that benefits both undergraduate Marine Science and Professional Science Master's in Environmental Science students. Two courses, "Science of Forecasting Waves" and "Ocean Planet: Where the River Meets the Sea," are taught exclusively at this site to take advantage of local biogeography. Students research the migratory patterns of shorebirds and terrapin turtles, as well as the impact of human traffic and sea grass on coastal erosion. This year students will participate in a re-vegetation project to establish an underground root system designed to stabilize shore environments by holding sand in place. These initiatives have required working closely with both the Jacques Cousteau National Estuarine Research Reserve and the Alliance for a Living Ocean, a non-profit organization based in Ship Bottom New Jersey.

Stockton's satellite campuses are investments in south Jersey communities. As they continue to develop and expand, so too will the college's already strong pledge to support public service, produce engaged students, and encourage committed faculty actively seeking out opportunities to infuse classroom teaching with real-life, local applications that provide students not only with academic credentials but also with meaningful real-world experiences that make them better graduates and better citizens once they leave our campus.

Appendix A: Board Resolution

THE RICHARD STOCKTON COLLEGE BOARD OF TRUSTEES

CHANGE IN STATUS AND NAME TO UNIVERSITY RESOLUTION

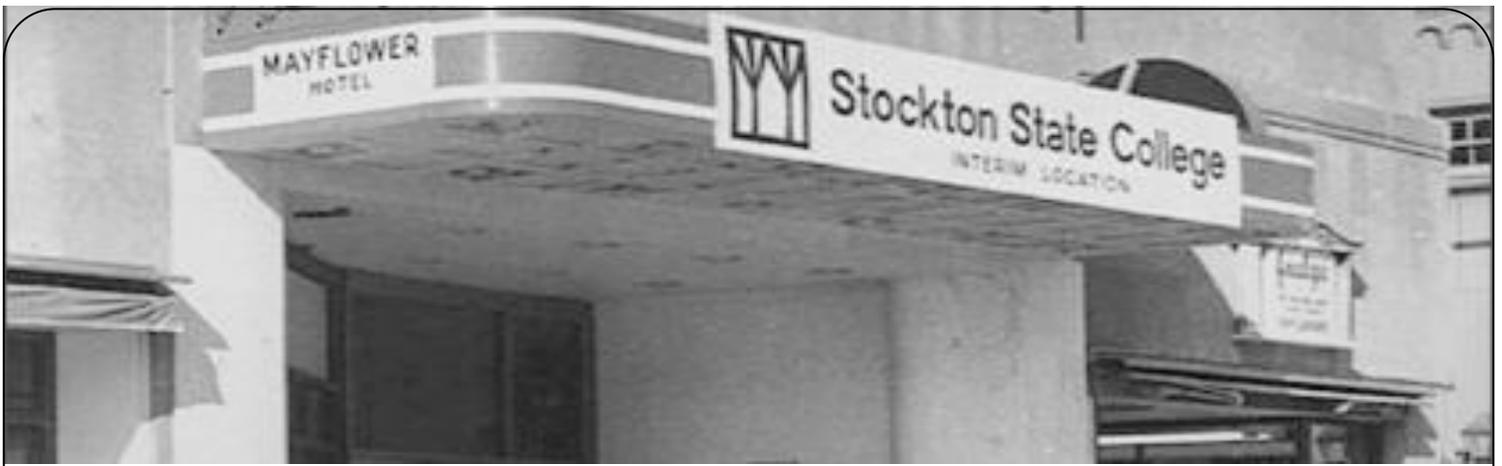
- WHEREAS,** in March 2012 the Richard Stockton College of New Jersey College successfully completed its Middle States reaccreditation, at which time the visiting review team questioned whether the College had considered applying to the Secretary of Higher Education for university status and name change; and
- WHEREAS,** between September 2012 and January 2014 the Faculty Senate formed a Task Force to conduct research, surveyed internal and external communities, and held town hall meetings, which resulted in a report that included a recommendation to the College’s president that a Pan-College Task Force be formed to further study the matter; and
- WHEREAS,** Upon the recommendation of the Faculty Taskforce, the President appointed a Pan-College Taskforce comprised of faculty, staff, students, union representatives, alumni, board of trustee and foundation board members, and community representatives, charged with further researching how and why colleges sought university status and its impact on the institution, including faculty tenure and promotion; and
- WHEREAS,** the Stockton Student Senate also conducted a survey in April 2014 of the student body, with findings which showed overwhelming support for a change in status and name to university; and
- WHEREAS,** the Pan-College Taskforce found that through its thorough research, literature review, and careful review of the New Jersey State statute, that Richard Stockton College had met the criteria for university status for the past five years and that the compelling rationale for the change would clearly and accurately reflect the institution’s current classification and status and as a comprehensive university, thus recommending to the President that the College pursue a change in status and a name change to university; now therefore be it
- RESOLVED,** that the Board of Trustees of The Richard Stockton College of New Jersey accepts the findings of the Pan-College Taskforce and the recommendation of the president, which reaffirms Stockton’s institutional mission, including graduate studies, an authorizes the College to pursue a change in status and name to Stockton University. Furthermore, the board of trustees charges the President to move forward with submission of a petition to the Secretary of Higher Education, State of New Jersey.

Approved by Board of Trustees on September 17, 2014

Appendix B: Task Force Reports

See attached:

- Final Report, Faculty Senate Task Force on University Status, January 2013
- Final Report, Pan-College Task Force on University Status, August 2014



Report to the Faculty Senate January 2014

Task Force on University Status, Richard Stockton College



THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
101 Vera King Farris Drive
Galloway, NJ 08205

History of the Task Force

In March 2012, Richard Stockton College successfully completed its Middle States re-accreditation. The Middle States Association of Colleges and Schools (MSA), established in 1887, is a nonprofit, non-governmental organization dedicated to educational improvement through evaluation. During this process, external reviewers highlighted Stockton's emphasis on teaching, commitment to student learning, and support of creative, inter-disciplinary work. Indeed, the college's overall health and growth—at both the undergraduate and graduate levels—prompted evaluators to ask whether Stockton had considered applying to the state for re-classification from a public liberal arts college to a comprehensive university.

In September 2012, Michael Frank, Professor of Psychology and Senate President, brought this question to the Faculty Senate, which formed a Task Force to collect and synthesize feedback from various college communities. Nomination for Task Force members was campus-wide, and intended to ensure representation from different college schools and participation by senior, mid-career, and junior faculty members. The final composition included seven faculty members and three deans:

Christine Tartaro (SOBL, Co-Chair)
Michelle McDonald (ARHU, Co-Chair)
Helen Duo Wei (BUSN)
Michael Hozik (NAMS)
Kim Lebak (EDUC)
Robert Marsico (HEALTH)
Mary Padden (HEALTH)

Robert Gregg (Dean, GENS)
Claudine Keenan (Dean, EDUC)
Lewis Leitner (Dean, GRAD STUDIES)

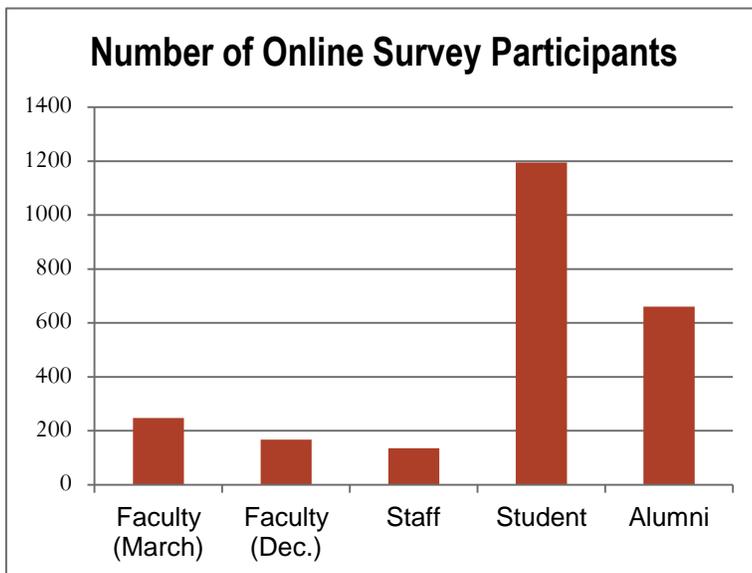


Between September 2012 and January 2014, the Task Force conducted and posted background research, launched surveys to key constituencies with links to the background research, drafted accompanying reports, held a series of town hall meetings during the spring of 2013, offered a preliminary report at the 2013 Fall Faculty Conference, organized subsequent school-specific meetings throughout the fall of 2013, and compiled this final report for the Faculty Senate. Throughout this process, the Task Force has seen its role as one of information gathering, not advocacy. What appears below is what we have been able to collect to the best of our ability for discussion and debate.

Definition of a Comprehensive University

New Jersey implemented the comprehensive-university application process in 1993. So far, ten institutions have elected to apply.¹ To qualify as a comprehensive university, an institution must meet two sets of qualifications: 1) national standards as a Master's college or university according to the Carnegie Classification of Institutions of Higher Education (this is already Stockton's Carnegie classification); and 2) New Jersey's eligibility criteria for a comprehensive university; the latter must have been met for at least five years, and include:

- A broad range of undergraduate degree programs as well as graduate studies leading to masters' degrees in at least 3 areas (Stockton currently has 14 graduate programs);
- Graduate students who demonstrate superior achievement beyond the undergraduate level;
- Faculty whose competence is known beyond the institution; and
- Resources to support graduate education, including laboratory facilities, library support, and financial support for graduate student and faculty research.



Online Surveys: Spring 2013

The Task Force drafted four online surveys to assess reaction to a potential reclassification of Stockton from college to comprehensive university. Faculty and Staff surveys launched in January 2013, and Student and Alumni surveys were distributed the following month. Two additional abbreviated surveys were circulated at spring 2013 Open House events for prospective students and their parents. Full reports were subsequently posted on the Task Force website:

http://loki.stockton.edu/~assembly/committees/univ_status/index.html

The initial Faculty Survey received 248 responses, a robust number, considering there were 282 full-time faculty and 270 part-time faculty members at the time of the survey. Moreover, respondents represented a diverse range in terms of number of years at the college.

¹ Montclair State University was the first, followed by Rider, Monmouth, Rowan, William Paterson, Kean, Georgian Court, Fairleigh Dickinson, and Jersey City Universities. St. Peters University was the most recent school to do so, completing the process in 2012. Note: In 2013, Rowan reclassified from a comprehensive to a research university, leaving nine current comprehensive universities in New Jersey. In addition to Stockton, New Jersey State colleges who have not sought university status include The College of New Jersey and Ramapo College.

The Staff Survey was smaller, 135 responses, but again, offered broad inclusion in terms of years of employment. Nearly all respondents (94.1 percent) were full-time staff members. Respondents were asked to consider the impact of becoming a comprehensive university on a variety of factors: 1) the institution’s reputation; 2) student recruitment; 3) finances; 4) education and curriculum; and, for faculty, 5) research.

Both faculty and staff perceptions of the impact of comprehensive university status on reputation were very positive (staff at 87.2 percent slightly higher than faculty at 75.1 percent). This survey asked respondents to consider whether they believed such a change would influence institutional standing throughout the state, relative competitiveness with sister colleges, ability to recruit faculty and students, and the perception of current students, alumni, and community partners. Because the impact on reputation was rated highly, it was not surprising that responses to questions about student recruitment were likewise somewhat positive to very positive on both surveys. It should be noted, however, that to the extent the Task Force was able to collect data, colleges that had transitioned to comprehensive universities experienced no sustained change in student recruitment. John Iacovelli, Stockton’s Dean of Enrollment Management, noted that the only impact on recruiting that he was aware of was for the Pennsylvania state colleges when they transitioned, and that was short-lived.²

Perception was more divided on the question of funding. While most faculty thought there might be positive benefits for fundraising outside the college (both for individual faculty members at 61 percent and the institution as a whole, at 63 percent), there was more ambivalence or confusion. There were many “I don’t know” responses on the effect of such a change on state funding at 34.3 percent and internal budget allocations at 25.2 percent.

Overall, 59% of surveyed faculty and 70% of staff indicated high support (or between 7 and 10 on a scale of 1-10) for a status transition, another 13% and 21% offered moderate support respectively, while 28% of faculty and 9% of staff reported low support.

Student survey responses on the question of comprehensive university status were stronger still. Just over 1,200 students completed the online survey and students of all levels—freshman through seniors and graduate students—were well-represented. Nearly 60 percent of respondents were transfer students.

Students had the highest rankings about the potential impact on institutional reputation and status as well as student recruitment (averaging 4.28 to 4.5 out of 5 in this section of the survey). They also had favorable perceptions of its impact on education and curriculum; overall, 75 percent indicated high support for transitioning to comprehensive university status, and another 12 percent moderate support of pursuing application.

² Pennsylvania state colleges transitioned simultaneously by state mandate in 1983.

OVERALL RANKING ON TRANSITION TO UNIVERSITY STATUS

(On a scale of 1 to 10, 1 being completely against transition and 10 being completely for transition)

	<u>Faculty (March 2013)</u>	<u>Faculty (Dec. 2013)</u>	<u>Staff</u>	<u>Student</u>	<u>Alumni</u>
# of Responses:	248	162	135	1,206	660
Response					
1	16	18	7	54	33
2	12	11	1	31	18
3	16	10	3	33	12
4	11	6	1	41	23
5	16	17	15	79	38
6	10	7	10	64	28
7	19	6	13	106	41
8	20	14	22	120	84
9	22	15	13	125	72
10	63	54	39	553	311
Did not Answer	43	4	11	--	--

There were some student concerns; these focused on the potential impact on class size and parking and spoke to a misunderstanding that becoming a comprehensive university would necessarily result in a larger student body. Some students also expressed apprehension about tuition increases; all of these considerations were addressed at two Student Town Hall Meetings in April 2013.

The abbreviated surveys of prospective students and parents were more focused, asking both groups to indicate on a scale of very positive to very negative (or “I don’t know”) what impact transitioning to a comprehensive university would have on Stockton, whether such reclassification would make the institution more attractive to students, and how it might influence future employability. A total of 493 prospective students and 120 of their parents participated in this survey. Of these, more than 75 percent of the students believed that such a transition would be somewhat positive or very positive (roughly equal between these two categories). Parents’ perceptions were even higher; 20 percent thought the move would be somewhat positive and another 60 percent thought it would be very positive. Such ratios held for the rest of the survey, parents remaining somewhat more optimistic than students. While

66 percent of surveyed students thought a reclassification would make it more likely they would apply, for example, 72.5 percent of parents believed it would make Stockton more competitive. Also, 75 percent of students thought it would positively benefit employability, while 81 percent of parents thought it would do so. Admittedly, these groups, along with the public survey poll, did not have access to the background information provided by the Task Force to various college communities before their online surveys, nor did they have recourse to Town Hall or School Meetings for further clarification and discussion.

The faculty survey asked two additional sets of questions about how such an institutional change might shape undergraduate and graduate teaching, and here too there was a varied response. Scores were more favorable for such a transition's impact on professional studies (56.5 percent) and the library's ability to serve students (43.1 percent), but were lower for the impact on institutional commitment to general studies (38 percent) and particularly for the liberal arts (36.5 percent).

Finally, faculty respondents were asked what such a move might mean for research expectations for promotion and tenure. This was among the most surprising set of results. A significant number of respondents, indeed well over the majority, believed that becoming a comprehensive university would increase research expectations a bit (34.7 percent) or a lot (38.9 percent).

Town Hall Meetings: Spring 2013

As New Jersey standards for a comprehensive university would neither necessitate changes to the curriculum nor require more rigorous research expectations for faculty, the Task Force opted to highlight these issues in a series of campus-wide Town Hall Meetings. A related third area of concern was the relative impact to undergraduate and graduate programs. Two Faculty and Staff meetings were held during the spring of 2013, and presentations emphasized that should Stockton elect to apply for comprehensive university status:

- There would not be reduction in the number of classes taught, nor a decline or rise in class size;
- There would not be a reduction in the number of general studies courses taught;
- There would not be an effort to hire faculty solely for graduate teaching (there is one exception, our current doctoral program, but all Master's programs hire faculty for both graduate and undergraduate teaching);
- Graduate teaching would not become compulsory; and
- There would be no additional anticipated accreditation required; external reviewers evaluating whether Stockton could be called a comprehensive university would do so on the basis of the college's existing programs and resources.

In other words, the relative balance of teaching, research, and service required for promotion and tenure would remain the same. These are negotiated in the Master Agreement signed with

the state, and standards are determined at the program level, not by Stockton’s classification as either a college or comprehensive university.

Town Meetings were also an opportunity for attendees to raise new questions or concerns. Chief among those articulated by faculty were:

- Impact on student and faculty recruitment—particularly from abroad: Task Force member Helen Wei raised the issue of confusion about the word “college” relative to attracting international students in the first Town Hall Meeting, and it was subsequently reiterated by additional attendees in almost all subsequent public and school meetings;
- Impact on funding: some faculty worried that becoming a university might change our institutional status for grant applications—particularly at the federal level; our research and the Grants Office confirmed that this would not be the case;
- Impact on curriculum, workload, and research expectations: many of these questions arose from enduring confusion over the distinctions between research and comprehensive universities, the latter defined as teaching-oriented institutions;
- Impact on reputation and institutional ethos.

The Task Force used these meetings as opportunities to clarify expectations and emphasize that should Stockton pursue reclassification it would be evaluated on existing programs and standards—as well as how it has operated over the last five years—not on a projected plan of change.

The last concern, however—about reputation and ethos—was as much about image and identity as it was institutional operation, and in some respects was both the most ambiguous and most important emotionally invested element of these discussions. As both those for and against the idea of transition emphasized, names are important as they embody how Stockton chooses to present itself to both internal communities as well as the general public.

Public Survey: Summer 2013

To gauge public perspective the Task Force commissioned a public survey conducted by the Hughes Center for Public Policy during early summer 2013. The center collected data via telephone interviews from two regions: 1) South Jersey including the counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, and Salem (810 interviews); and 2) Atlantic County alone (612 additional interviews).

The full report from the activity is posted on the Task Force website, but findings included:

- 83-87 percent thought becoming a comprehensive university would increase Stockton’s reputation in South Jersey and the state;
- 48 percent speculated that it would improve students’ ability to get better jobs after graduation;
- 70-73 percent thought it would enhance the value of a Stockton degree; and
- 22-24 percent believed their children would be more likely to apply.

Fall Faculty Conference and School Meetings: Fall 2013

While Student and Alumni Town Hall Meetings brought engaged audiences, the spring 2013 Faculty and Staff Town Hall Meetings were more sparsely attended, and some questions and confusion persisted. Many concerns raised at the 2013 Fall Faculty Conference, for example, reiterated preconceptions that the Task Force had attempted to address earlier, but which clearly still remained in the minds of many.

To ensure that all who wished to participate in the dialogue had an opportunity to do so, the Task Force scheduled a final series of meetings, this time at the school level. Not only did such venues offer more chances to discuss these important concerns, but it also allowed conversations to be tailored to the needs and priorities of specific programs and schools. The Task Force held eight meetings between September and November 2013 (EDUC, GENS, NAMS, BUSN, SOBL, HLTH, ARHU, and the Library Staff). Attendance ranged from 12-15 participants in the smaller programs to 25-30 in larger programs. Overall, these sessions included over 150 faculty and staff.

Final Online Faculty Survey: December 2013

In December 2013, the Task Force launched a second online faculty survey. This was done for two reasons: 1) to gauge the impact of Town Hall and School meetings in addressing concerns about transition (particularly the implications for curriculum, funding, and research expectations); and, 2) to allow faculty the opportunity to modify their responses after they had been provided with more information about the process and potential impact of re-classification.

Participation in this second faculty survey, which ended in January 6, 2014, was more modest than the first—162 compared with last spring’s 248 survey takers. But the results came, the Task Force felt, from a better informed set of respondents. Participants were asked whether they had attended one of the Town Hall meetings last spring, the September Fall Faculty Conference, or one of the School Meetings this fall; 77 percent had done so, and many had been present at more than one such event. Moreover, the survey captured input from some faculty who had not participated in the prior survey—20 percent of those who took the second survey (or 31 out of 162) reported that they were new respondents.

From the second Faculty Survey: “*Did you attend one of the following:*”

Town Hall Meeting (Spring 2013):	33%
Fall Faculty Conference (Sept. 2013):	85%
School Meeting (Fall 2013):	68%

The three areas of most confusion—the questions about impact on curriculum, funding, and faculty research—saw the most change between surveys. Almost 30 percent of the first faculty survey respondents thought there would be a somewhat or very negative impact on the college’s commitment to general

education, and slightly more held that there would be a somewhat or very negative impact on liberal arts. Roughly a third of respondents of the first faculty survey thought there would be no significant change for either general education or liberal arts. By contrast, 40 and 41 percent of the second survey takers thought there would be no difference for either of these two areas. Just over 23 percent maintained that there would be a somewhat or very positive impact on Stockton's commitment to general education, while 35 percent held that there would be a somewhat or very negative impact. Similarly, 23.4 percent thought there would be a somewhat or very positive impact on institutional commitment to the Liberal Arts, while 34.3 percent thought that transition to comprehensive university status might result in a somewhat or very negative impact.³

Likewise, 38.9 percent of the first survey takers thought that becoming a comprehensive university would entail significantly higher research expectations for faculty, and an additional 34.7 percent thought there would be at least a small increase. Only 14.2 percent of the first faculty survey respondents thought expectations would remain the same. In the second survey, however, 26 percent thought research expectations would remain the same, while 38.6 percent thought it would increase some; 25.9 percent, however, maintained that it would increase appreciably.

At the same time, questions that had previously been scored high, such as impact on institutional reputation and student recruitment, remained strong, and in some cases even grew. For example, 75 percent of faculty thought that comprehensive university status would enhance Stockton's reputation in South Jersey, 73 percent thought it would do so throughout the state.⁴

Perceptions for student recruitment also increased. A total of 64 percent believed comprehensive university status would be either somewhat positive (28 percent) or very positive (36 percent) for undergraduate recruitment. Numbers for graduate and international recruitment were higher still at 80 percent for both categories.⁵

³ These figures include, for general education: 15.8 percent (Very Positive), 7.6 percent (Somewhat Positive), 20.3 percent (Somewhat Negative) and 14.6 percent (Very Negative). Only one respondent indicated that they "did not know." For liberal arts: 15.2 percent (Very Positive), 8.2 percent (Somewhat Positive), 17.7 percent (Somewhat Negative), and 16.5 percent (Very Negative). Again, only one respondent indicated that he or she "did not know."

⁴ Scores on reputation ranged somewhat from impact within the region, state, students, alumni, and community partners, but were high overall, varying only from 63.4 percent from alumni to 75 percent from residents for reputation in the South Jersey region.

⁵ Another 31 percent, 19 percent, and 18 percent thought re-classification would have no impact on undergraduate, graduate and international student recruitment respectively, while only 3.1 percent, or 5 respondents, and 1.2 percent, or 1 respondent, thought there would be a somewhat or very negative effect on undergraduate recruitment. No one believed there would be a negative impact on either graduate or international student recruitment.

Costs

Stockton recently underwent two instances of re-branding, the commemoration of the college's 40th anniversary and the transition from "New Jersey's Green College" to "New Jersey's Distinctive Public College." Prospective costs of a potential change in status are drawn from these two name changes, as well as the information the Task Force was able to obtain from institutions that have previously undergone reclassification. Such information is limited, however, and shaped by when the transition occurred, the size and geographic reach of the institution, and whether it was a singular or multi-campus event.

Stockton's recent branding changes required significant reworking of promotional materials (printed and online), as well as more functional goods (such as letterhead, business cards). The Office of External Affairs and Institutional Research estimated that at least \$150,000 would be needed to modify existing college materials, some of which are updated or reprinted annually so would be absorbed as regular operating costs; an additional \$250,000 is estimated for a state-wide marketing campaign. Published accounts of total name change expenses from other schools varied from \$500,000 to \$1 million, depending on the size and location of the school, as well as whether they reflected larger multi-campus transitions.

Conclusion

The most complicated aspect of this issue is identifying concrete advantages and disadvantages, particularly as many concerns on either side of this debate are not easily quantifiable. Potential benefits include:

- Alignment with Stockton's current reality (as evidenced by its Middle States, Carnegie, and U.S. News and World Report, and Princeton Review classifications—all of which already consider the college a comprehensive university and measure it against other such institutions in their rankings);
- Enhanced recruitment potential, especially for international students and faculty, as well as potential impact on collaborations with institutions of other nations;
- Enhanced recruitment potential for undergraduate students, at least in the short term, as well as graduate students;
- Capturing a perceived increase in status within higher education framework and the general public;
- No change to the college's culture of high contact with students, respect and diversity, nor its commitment to the liberal arts, general education, and research standards set by programs; and
- An opportunity for the institution to show its pride in its accomplishments and successful growth.

But the decision is far from clear-cut, and valid concerns have been raised as well. Many of these focus on concerns over misperceptions:

- While some anticipate that a name change will improve recruitment, the longer-term prognosis is otherwise; becoming a comprehensive university will not likely precipitate a sustained change in the composition or size of the majority of Stockton’s student body;
- Likewise, although some constituencies held that reclassification might help Stockton acquire additional funding from the state, that is unlikely, and fiscal allocation will remain unchanged;
- While some respondents see a benefit to “no change” in teaching load, class size, research expectations, or distribution of resources, others justifiably ask why the move is significant if there is so little impact; and
- Moving from a “good” college to a “mediocre” university; faculty in particular were concerned that rather than a perceived status upgrade, becoming a comprehensive university might raise expectations of potential students and parents, who would be disappointed when they saw no real institutional modifications following a name change.

Perhaps the biggest concern, however, revolves around the implications for reclassification for institutional history, mission, and self-definition. Since its formation in 1969, Stockton has sought to set itself apart from its competitors. Those who oppose transition are apprehensive that if the college becomes a comprehensive university, Stockton may become too much like other state universities and lose its credibility as a “distinctive” institution.

Overall, however, survey data trends suggest support for considering reclassification to comprehensive university status. Among all participating constituencies—faculty, staff, students, alumni, and the general public—there was a majority which supported the transition, and while the margin of this majority varied by group, such responses merit pursuing this question further.

From its inception, the Task Force on University Status recognized that its membership—comprised of faculty and administration—was limited. A broader, pan-college Task Force, including student, staff and alumni members, as well as representatives from outside the campus, is needed to consider a question of this significance. We always, in other words, considered our activities as a first step in collecting information for the Faculty Senate to review. Had there been little interest, or significant resistance, the question of reclassification could have been considered a valuable exercise of institutional review. But as the response trended in favor of transition among all constituencies of campus as well as the general public, the Task Force recommends that the conversation continue under the aegis of a larger college committee.

Task Force on University Status Web Address:

http://loki.stockton.edu/~assembly/committees/univ_status/index.html

This website contains the following reports and background information:

REPORTS

Second Faculty Survey on University Status – Jan 2014

Public Survey on University Status - June 2013

Alumni Survey on University Status - May 2013

Student Survey on University Status - March 2013

Prospective Parent Survey, Open Houses, March 2013

Prospective Student Survey, Open Houses, March 2013

Staff Survey on University Status - Feb 2013

Faculty Survey on University Status - Feb 2013

This website also contains the Faculty/Staff and Student/Alumni Town Hall Meeting introductions and PowerPoint presentations.

Task Force Meeting Minutes are also available on this site.



Final Report September 2014

Pan-College Task Force on
University Status
Richard Stockton College



Final Report September 2014

History of the Task Force on University Status

In March 2012, Richard Stockton College successfully completed its Middle States re-accreditation. During this process, the college's overall health and growth—at both the undergraduate and graduate levels—prompted external evaluators to ask whether Stockton had considered applying to the Secretary of Higher Education for university status and a name change.

In September 2012, Michael Frank, Professor of Psychology and Senate President, brought this question to the Faculty Senate, which formed a Task Force to collect and synthesize feedback from various college communities. The Task Force members included representatives from different schools, as well as participation by senior, mid-career, and junior faculty. It ultimately included seven faculty and three deans (a list of the Faculty Senate Task Force on University Status is attached as **Appendix A**).

Between September 2012 and January 2014, the Task Force:

1. Posted background research on institutional definitions;
2. Launched surveys to gather input from faculty, students, staff, and alumni, and drafted accompanying reports;
3. Held a series of town hall meetings;
4. Conducted—through the William J. Hughes Center for Public Policy—a telephone survey of nearly 1,500 south Jersey families;
5. Offered a preliminary report at the 2013 Fall Faculty Conference;
6. Organized subsequent meetings with the faculty of each school.

The Task Force website includes reports from each online survey, as well as the public outreach initiative, attached as **Appendix B**). Finally, the Task Force compiled a final report for the Faculty Senate which recommended—given the level of interest in and predominant support of pursuing university status both within the college and its surrounding community—that the college form a Pan-College Task Force that would expand representation beyond faculty and administration to include staff, students, alumni, Stockton Foundation and Board of Trustees, and members of the general public.

In February 2014, the Faculty Senate accepted the Task Force's recommendation, and in April the President's Office convened this Pan-College Task Force (also listed in **Appendix A**). This body met twice that spring and formed a Sub-Committee on Communications, including:

- David Burdick, Professor, Psychology
- Tait Chirenje, Associate Professor, Environmental Studies
- Gwendolyn Govia, Professional Services Specialist, Stockton Library
- Charles Ingram, Vice President for Administration and Finance
- Brian Jackson, Chief of Staff, President's Office

- Claudine Keenan, Dean, School of Education
- Harvey Kesselman (co-chair), Provost
- Michelle Craig McDonald (co-chair), Associate Professor, History
- Sharon Schulman, Chief Executive Officer, External Affairs and Institutional Research

Their charge was to research both how and why colleges sought university status, as well as the impact this transition has had on New Jersey institutions, particularly in terms of promotion and tenure expectations for faculty (a more detailed timeline of activity for both the Faculty Senate and Pan-College Task Forces appears as **Appendix C**).

State Standards for a Comprehensive University

New Jersey implemented the university application process in 1993 and, according to the state’s Administrative Code (N.J.A.C. 9A 1-3.1), distinguishes between two types of universities:

- *Research (or doctoral) universities*: emphasize research, in addition to teaching, offer graduate degree leading to a Ph.D., and place a heavier emphasis on a faculty member’s research publications in refereed journals and books for promotion and tenure.
- *Comprehensive universities*: emphasize teaching, and offer master’s degrees in a variety of academic disciplines and professional fields. Moreover, “its criteria for promotion and tenure place relatively heavier emphasize on a faculty member’s excellence in teaching.”¹

It is the latter designation that Richard Stockton College is considering (accordingly, in this report, the term “university” stands for “comprehensive university”).

Both of these definitions are also distinct from a college, which the state defines as “a postsecondary educational institution that provides instruction beyond the 12th grade level in programs that satisfy the requirements for a degree at the associate, baccalaureate, or graduate level.”² Note that both colleges and universities may offer graduate instruction according to New Jersey administrative code; a university, however, must offer a minimum of three advanced degrees in academic and/or professional fields.

To some extent, the state bases its institutional definition on classifications issued by the Carnegie Foundation for the Advancement of Teaching. This system incorporates a variety of factors, including the number of undergraduate and graduate programs, the numbers of

¹ New Jersey Administrative Code, “Institutional Guidelines: Criteria for University Status,” subchapter 3, (hereafter N.J.A.C.), 9A 1-3.5, p. 1. It is worth noting that distinctions in language between the state’s code and statute governing this application process can be confusing. The former clearly delineates between types of universities, including comprehensive or teaching universities, and is the source for the definitions provided above. The latter, while noting that different types of universities exist, relies principally on distinctions in Carnegie classifications, and focuses instead on the application process and the method by which an institution changes its name.

² See N.J.A.C. 9A 1-1.2, “Definitions,” pg. 3.

students enrolled in each, the level of degree available (doctorate versus masters), and the emphasis of research relative to teaching. Carnegie’s Basic Classification System includes:

- Baccalaureate Colleges (including Arts & Science, Diverse, and Associates)
- Master’s Colleges and Universities (defined as large, medium, or small)
- Doctorate-granting Universities (including very high research institutions, high research institutions, and doctorate/research universities)³

Stockton is currently considered a Master’s College and University (medium). As such, it can apply to the state for university status according to N.J.A.C. 9A 1-3.5, which stipulates that institutions designated as “research universities,” “doctoral universities,” or “master’s [comprehensive] universities and colleges,” by Carnegie, and which meet all relevant state requirements outlined in N.J.A.C. 9A 1-2.1 to 3.5 are “eligible to apply to the Commission for university status.”⁴

Literature Review

Between 1996 and 2005, 17.5% (or 532 of the 3,036) of the regionally accredited institutions of higher education in the United States experienced at least one change in name or designation. Several scholars have explored both the motivations and impact of institutional rebranding. While some research emphasizes specific states (James Owston, 2009), others took a deliberately national approach (Paul Sergius Koku, 1997; Christopher Morphew, 2002; and D. Cole Spencer, 2005).⁵

Regardless of their geographic focus, almost all studies began with an examination of when and where changes in institutional designation began. Individual instances date back well over a century, but the process escalated for public institutions in the United States between 1980 and 2010, and initially focused on state college systems—such as those of California, Pennsylvania, Georgia, New York, and Massachusetts. In all five of these instances, state governments passed legislation which simultaneously converted college systems into comprehensive (or teaching) universities. From the outset, New Jersey chose a more flexible model, allowing individual

³ For more information about the Carnegie Foundation for the Advancement of Learning classification categories, see: <http://classifications.carnegiefoundation.org/descriptions/basic.php>.

⁴ N.J.A.C. 9A 1-3.5, “Eligibility for University Status as use of ‘university’ as part of an institution's name.”

⁵ James Owston’s “Survival of the Fittest: The Re-Branding of West Virginia Higher Education” focuses on West Virginia as this state had the highest percentage of institutional re-brandings in the country (56.2%) between 1996 and 2005. *International Journal of Educational Advancement* 9 (2009): 126-146. Statistics for the rate of change come from p. 127 of this article. Rates of change were generated by tracking school names through the *HEP Higher Education Directories*, and comparing these to the six regional accrediting bodies.

schools to apply for this designation and thus creating a more differentiated and institutionally autonomous model of public higher education.⁶

Researchers found that, of those schools that could elect to change their name and designation, certain traits predicted the likelihood that they would do so. Less selective institutions, those with growing graduate programs, and those that had already experienced significant growth or restructuring since their founding proved far more likely to apply for university status. These same studies also collected information on the rationale for seeking this designation by conducting interviews with institutional administrators (both current as well as those in place at the time of transition), and examining data gleaned from applications to the state, the phrasing of state legislation, institutional self-studies, and campus catalogues (which articulated how schools chose to self-describe the number and strength of their academic programs as well as their target student audiences).

The four most common justifications for university status were consistent across all studies and included the desire to:

- Define the future mission of the institution.
- Elevate institutional prestige and/or increase access to resources.
- Increase undergraduate and/or graduate enrollment.
- More accurately reflect an institution's current status.

Some reasons, researchers determined, were better harbingers of success than others. Those institutions that sought to change their direction or enhance regional or national prestige rarely achieved these gains. New Jersey's state code seems to recognize such potential pitfalls by requiring that institutions meet the criteria for university status for five years before they apply. In other words, this designation is intended to reflect current conditions rather than define future aspirations.

Schools that sought to appreciably alter their student profile or increase selectivity often faced similar disappointment. Both Owston and Mophew noted that there was no statistically significant change in graduate program size or in undergraduate selectivity. "As a means to an end, the adoption of a university brand alone neither promoted nor sustained institutional enrollment," Owston concluded, and "university status neither prompted institutions to become more selective at the undergraduate level, nor did the new status promote institutions to raise tuition rates based on an assumed increased level of prestige."⁷

⁶ In New Jersey, the application process for private schools mirrored that of public schools; in other states, private schools applied to their respective state governments in a process that paralleled the New Jersey model. Qualifications and definitions were largely shaped by Carnegie classifications of colleges and universities, and thus varied little from state to state.

⁷ Owston, "Survival of the Fittest," pp. 144-145.

Notably, schools that sought university status to reflect an institution’s current profile—and sought the input of a variety of constituencies in the process—fared better.⁸ The four strongest markers for success included:

- Addressing stakeholder concerns in advance (such as faculty, student, alumni, board members, and the public).
- Having a well-articulated reason to change.
- Calculating projected and actual costs.
- Creating a marketing plan.

Reaffirming our Institutional Mission

After considering the importance of initial input from students, alumni, administrators, and the surrounding community, the Communications Subcommittee gave additional consideration to the implications of this change for faculty. The widespread reclassification of state college systems in the 1990s found some institutions less prepared than others to transition. Not research universities, but no longer colleges, the place of research and scholarship remained undefined in some comprehensive universities for several years. At these institutions, faculty—as one study described it—became “caught in the middle.” The implications were sobering, creating a “lack of a distinctive mission and the loss of institutional and individual faculty esteem.”⁹ Schools also fared poorly. In the literature on higher education (and in much of the popular press), when state comprehensive universities were discussed they were often termed “weaker universities,” “less prestigious universities,” or worse still “unproductive universities.”

The underlying source of this dilemma is an enduring confusion over the distinction between a research university and a comprehensive university. To forestall problems, Henderson and Kane, whose 1991 study most directly focused on the impact of university status on faculty, recommended clearly defining an institution’s mission vis-à-vis teaching and scholarship, and specifically articulating the role of both in promotion and tenure standards.

Stockton’s current governance structure and collective bargaining agreements demonstrate that changing the school’s designation to a university would not alter expectations for teaching, scholarship, and service. Moreover, Stockton already defines itself predominantly as a teaching institution, the current mission statement adopted by the Board of Trustees in 1982, stating that “We insist on excellence in teaching and dedication to learning. These, indeed, are the guiding principles of our mission.” The role of scholarship appears in the subsequent sentence of the mission statement, noting that faculty members have “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

⁸ Owston, “Survival of the Fittest,” pp. 141-43.

⁹ Bruce B. Henderson and William D. Kane, “Caught in the Middle: Faculty and Institutional Status and Quality in State Comprehensive Universities,” *Higher Education* 22 (1991): 339-342.

our faculty and staff.”¹⁰ But the emphasis on teaching as the core of faculty work is clearly expressed.

The state’s definition of a comprehensive university also refers to the primacy of teaching: “While traditional forms of research are encouraged,” section 3 of the N.J.A.C., governing institutional designation notes that, “the scholarship of its faculty includes more integrative and bibliographic research, often with a focus on pedagogy and practical classroom application.”¹¹

To measure the efficacy of this statement, the Communications Subcommittee compared the promotion and tenure requirements for several New Jersey institutions. Four schools are currently designated as comprehensive universities by the state (New Jersey City University, Kean University, Montclair University, and William Paterson University), and two are colleges (The College of New Jersey and Ramapo College).

All four universities organize their faculty promotion and tenure portfolios to emphasize the primacy of teaching, and suggest such measures of effective classroom performance as peer evaluations, student reviews, and evidence of attendance at pedagogy workshops or other means of enhancing classroom experience. Faculty members also submit syllabi and assignments, as well as self-reflections on their pedagogy and how it had developed since arriving at their current position. The emphasis in all cases is to stress that strong teaching requires consistent reflection and ongoing professional development to remain current in best practices.¹²

More specifically, at Kean University promotion decisions are guided by several criteria, but chief among these is “effectiveness of teaching” followed by “scholarly abilities.” Montclair University likewise emphasizes teaching as its leading “core activity” for faculty. Scholarship appears next, and defined as: “discipline-based, formal inquiry or creative expression that expands, enhances, or applies knowledge, which knowledge, after rigorous review, is shared in significant and accepted national and/or international scholarly or artistic venues.” William Paterson University also states that “Demonstration of effective teaching is foremost among the criteria for retention and tenure,” and defined scholarship not only as writing and speaking,

¹⁰ Richard Stockton College, “Mission Statement, adopted by the Board of Trustees in 1982” (<http://intraweb.stockton.edu/eyos/page.cfm?siteID=201&pageID=38>).

¹¹ N.J.A.C. 9A: 3.

¹² See, for example, Kean University, “Promotion Bylaws,” pp. 3-5 (<http://www.kean.edu/KU/Faculty-Forms>). New Jersey City University is the outlier, taking a slightly different stance that suggests two routes to promotion and tenure in which the relative merit of teaching or research are interchangeable: “A candidate’s request for promotion will be considered as long as the evidence presented shows: 1) his/her scholarly/creative/professional accomplishments are excellent and his/her teaching and service are strong, or 2) his/her teaching accomplishments are excellent and his/her scholarly/creative/professional and service accomplishments are strong.” (“Procedures/Guidelines/Criteria for Promotion: Faculty,” rev. May 2009; http://www.njcu.edu/uploadedFiles/About_NJCU/Human_Resources/Employee_Relations/ProceduresRevised5-09.pdf).

but also creative work and applied scholarship (this last defined as community or public engagement), and pedagogical materials and techniques.¹³

Such approaches are intentionally broad to allow faculty to engage in a variety of both traditional and innovative activities that generate new knowledge, and the subsequent examples enumerated both at Montclair and William Paterson include pedagogy and integration—or the synthesis of existing knowledge for classroom learning. As such they are directly in line with the specific nature of scholarship that New Jersey articulates in its distinction between scholarly expectations at comprehensive versus research universities, and serve as sound models for Stockton to consider.

The promotion and tenure requirements at those New Jersey institutions that chose to remain colleges were not markedly different in most respects. Ramapo College, like Kean, Montclair, and William Paterson, leads discussion of promotion and tenure with an analysis of effective teaching. Scholarship, however, is also important—and could be defined as “activities which contribute to the existing body of knowledge, create works of art, improve pedagogy including the scholarship of teaching and learning, and apply professional expertise to solve private and community problems.”¹⁴

The College of New Jersey has the most specific requirements for scholarship of all institutions surveyed. While its promotion and tenure guidelines specify that scholarship might take a variety of forms, they likewise note that: “the expectation is that finished works will be submitted to an appropriate jury of peers for rigorous evaluation. The quality of work is defined by its significance in one’s field(s) of inquiry and necessarily requires such peer review to validate the work’s significance. Normally, this means that the finished works will be published, presented, or performed in a respected venue consistent with accepted scholarly standards. **This level of accomplishment is required and is the most important evidence for promotion within the scholarly/ creative/professional activity area**” (emphasis in the original).¹⁵

¹³ See Montclair State University, “Faculty Roles and Expectations” (<http://www.montclair.edu/provost/faculty-handbook/regulations/roles-expectations/>), and William Paterson University, “Faculty and Staff Handbook, section on Faculty Retention and Promotion Clarified Criteria,” Appendix III, pp. 1-2 (<http://www.wpunj.edu/dotAsset/288773.pdf>).

¹⁴ Ramapo College, “Criteria for Appointment, Reappointment, Promotion and Reappointment with Tenure” (rev. 3-1-2011; <http://www.ramapo.edu/er/?handbook=open>). It is interesting to note that Ramapo College’s system of accelerated tenure is open only to faculty members who have demonstrated “extraordinary scholarship” by their fifth year (see p. 9). In this sense, it could be suggested that this college has chosen to place greater weight to scholarship—however broadly defined—than teaching for promotion considerations.

¹⁵ The College of New Jersey, “TCNJ Promotions and Reappointment Document,” February 2011, p. 5 (<http://academicaffairs.pages.tcnj.edu/college-governance/faculty-promotions/>).

One other measure of comparison—teaching load—helps to clarify the centrality of teaching in New Jersey comprehensive universities. The “Master Agreement” between the State of New Jersey and the Council of New Jersey State College Locals, AFT, AFL-CIO, specifies a 24-teaching credit hour (TCH) load for all of its members, whether colleges or universities. Accordingly, like Richard Stockton College, Montclair University, Kean University, New Jersey City University, and William Paterson University all have a 24-credit annual load. Of the two state colleges considered, both Ramapo College and The College of New Jersey maintain a 24-credit annual load, although TCNJ has specified that 6 of these credits may be designated for “advising, mentoring, course enhancement and scholarship to be equivalent to the base ‘academic year teaching load for full-time faculty of twenty-four (24) teaching credit hours’.”¹⁶

In the same way that institutional designation as a comprehensive university does not necessarily dictate a higher scholarship expectation, in other words, it also does not result in a lower teaching load. The terms and conditions for all member institutions are governed by its Master Agreement, and decisions about teaching load are made at the state bargaining table for all members, regardless of designation, while decisions about the standards of promotion and tenure are negotiated locally by each institution. However, the statute for comprehensive universities is clear: teaching should remain the primary focus of the institution’s faculty, and scholarly work frequently focuses on pedagogy and the improvement of teaching.

Stockton already articulates a strong commitment to teaching, as well as its broad and inclusive definition of scholarship, within its mission statement. Moreover, it has a strong system of faculty shared governance in both the Faculty Senate and Faculty Union (SFT). The former maintains clear authority over its role in the development, review, approval and support of curricular offerings. In accordance with the New Jersey process for seeking new program approval, the Stockton Faculty Senate has developed exemplary guidelines and templates to assist faculty members who seek to propose curricular changes before a Senate Programs and Planning Committee in advance of the full Senate’s endorsement. The latter (SFT) negotiates local agreements such as college standards for both promotion and tenure. Stockton’s institutional definition of scholarship has been kept deliberately broad, and by a well-negotiated agreement the finer distinctions of what is considered appropriate scholarship are determined at the program, rather than the school or college level.

The impact of such decisions is evident in the attached two logic models, which illustrate that university status would have no structural impact on either Stockton students or faculty (Table 1 of **Appendix D** reflects the status quo, while Table 2 addresses university status, which, if sought, would reaffirm the 1982 mission and merge it with the 1998 appended graduate studies mission to apply for a designation change as one unified institution, committed to teaching).

¹⁶ The College of New Jersey, “Memorandum of Agreement #62: Curriculum Transformation,” p. 1.

Recommendations

Two factors are critical to a successful proposal for designation and name change to university. The first, a careful and thorough consideration that includes input from a variety of perspectives both inside and outside the institution, has been conducted. Stockton’s measured approach—which spanned almost two years and included several opportunities (both online and in face-to-face interactions) to discuss opportunities and benefits, as well as address questions and concerns, has been essential in ensuring that this decision is being made at the right time and for the right reasons. This information was then balanced against available published research which helped to narrow and clarify the rationale for seeking university status (as well as signal those reasons which were less compelling). Finally, the Task Force completed a cost analysis of operational and facilities expenses (attached as **Appendix E**).

The second factor is a clear and concise rationale for the change. In keeping with the New Jersey statute, Stockton has met the criteria for university status for the past five years, so that, should the College opt to pursue a name change, the compelling rationale for the same is clearly to “more accurately reflect [the] institution’s current status.”

Accordingly, the Task Force recommends to the President and Board that Stockton consider a resolution to file with the Secretary of Higher Education a petition-of-intent seeking designation as a university and to use the word “university” in its name for the following reasons:

- To align with Stockton’s current reality (as evidenced by its Middle States and Carnegie Foundation designations— both of which already consider the college a university and measure it against other such institutions in their rankings);
- To reaffirm the college’s mission and culture of high quality teaching, as well as its commitment to the liberal arts and sciences, general education, and research standards set by programs; and
- To showcase the institution’s accomplishments, expansion to serve the regional needs of graduate students, and successful growth in careful, measured progress over time.

Guidelines for both the application process, as well as the criteria for university status appear in **Appendix F**.

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APPENDIX A:

Members of the Faculty Senate Task Force on University Status, 2012-14

Christine Tartaro (SOBL, Co-Chair)
Michelle McDonald (ARHU, Co-Chair)
Helen Duo Wei (BUSN)
Michael Hozik (NAMS)
Kim Lebak (EDUC)
Robert Marsico (HEALTH)
Mary Padden (HEALTH)

Robert Gregg (Dean, GENS)
Claudine Keenan (Dean, EDUC)
Lewis Leitner (Dean, GRAD STUDIES)



Members of the Pan-College Task Force on University Status, 2014

Herman Saatkamp, President, Committee Chair

Cabinet: Harvey Kesselman ('79), Provost and Executive Vice President
Thomasa Gonzalez, Vice President for Student Affairs
Phil Ellmore, Chief Development Officer
Sharon Schulman ('80), CEO for External Affairs and Institutional Research
Brian K. Jackson, Chief of Staff

Board of Trustees: Ray Ciccone ('79), Trustee
Kiyle Osgood, Student Trustee

Foundation Board: Johanna Johnson, Foundation Board Member

Faculty Senate Rep: Michelle McDonald, Vice President of Faculty Senate and Associate Professor of Atlantic History

Alumni Association: Janice Cambron ('79), Executive Director, Seashore Gardens Living Center

Student Senate: Carl Archut, Jr., President of Student Senate

Dean's Council: Claudine Keenan, Dean, School of Education
Lewis Leitner, Dean, School of Graduate and Continuing Studies

AFT Rep: Michael Frank, Professor of Psychology

CWA Rep: Gwen Govia, Supervisor of Access Services, College Library

Additional Faculty: David Burdick, Professor of Psychology
Tait Chirenje, Associate Professor of Environmental Studies

Community Member: David Hughes ('86), Chief Financial Officer, Shore Memorial Hospital

APPENDIX B:

Task Force on University Status Web Address:

http://loki.stockton.edu/~assembly/committees/univ_status/index.html

This website contains the following reports and background information:

REPORTS

Second Faculty Survey on University Status – Jan 2014

Public Survey on University Status - June 2013

Alumni Survey on University Status - May 2013

Student Survey on University Status - March 2013

Prospective Parent Survey, Open Houses, March 2013

Prospective Student Survey, Open Houses, March 2013

Staff Survey on University Status - Feb 2013

Faculty Survey on University Status - Feb 2013

This website also contains the Faculty/Staff and Student/Alumni Town Hall Meeting introductions and PowerPoint presentations.

Task Force Meeting Minutes are also available on this site.

APPENDIX C:

STOCKTON COLLEGE TIMELINE FOR EXPLORING UNIVERSITY STATUS

October 2011	President Kleniewski of SUNY Oneonta visits the College to prepare her visiting team for a Middle States decennial re-accreditation, noting similarities between Stockton and SUNY Oneonta (institutional setting, size, population, high emphasis on undergraduate with mission-focused graduate programs, responsive to the region).
April 2012	The Middle States visiting team completes re-accreditation visit, commending Stockton on the self-study and process, requesting that Stockton address its recommendations by the 2017 Periodic Review Report.
May 2012	Faculty Senate President Mike Frank discusses Middle States recommendations with Executive Committee, one of which suggests that the College re-examine a combined mission that unites undergraduate and graduate studies as one institution.
Fall 2012	Faculty Senate forms a University Status Task Force, which President Frank charges to conduct research among campus constituencies and report back to the full Senate.
December 2012	President Saatkamp informs the Board of Trustees on the Senate's exploration into university status.
January 2013	Faculty Senate Task Force creates a web page and launches its first constituent survey to the Stockton faculty.
February 2013	Faculty Senate Task Forces launches its second constituent survey to the Stockton staff.
March 2013	Faculty Senate Task Force hosts two Town Hall meetings for faculty and staff. Faculty Senate Task Force launches its third constituent survey to all Stockton students. Faculty Senate Task Force collaborates with Admissions to administer a fourth and fifth constituent survey to prospective students and parents at an Open House event.
April 2013	Faculty Senate Task Force co-hosts with Student Senate two Town Hall meetings for faculty and students.

May 2013	Faculty Senate Task Force launches its sixth constituent survey to Stockton alumni.
June 2013	Faculty Senate Task Force collaborates with the Hughes Polling Center to conduct its seventh constituent survey to New Jersey residents.
September 2013	Fall Faculty Conference Meeting of the Faculty Assembly to discuss preliminary results that the Faculty Senate Task Force had gathered to date; calls for additional public conversations in smaller settings than Town Hall format.
October 2013	Faculty Senate Task Force conducts School Meetings.
November 2013	Faculty Senate Task Force continues School Meetings.
December 2013	Faculty Senate Task Force concludes School Meetings.
January 2014	Faculty Senate Task Force re-launches its first constituent survey to Stockton faculty to gauge whether any changes occurred after one year of examining constituent responses and participating in open discussion forums (Town Hall and School Meetings).
February 2014	Senate Meeting to review Task Force report with open Public Comment
March 2014	Senate Meeting with Resolution to recommend that Stockton President Saatkamp convene a “Pan-College” Task Force on University Status including representatives from all constituency groups.
April 2014	Pan-College Task Force meets twice to determine what questions remain unanswered among various constituency groups.
May 2014	Communications Sub-Committee meets to gather information on remaining questions.
June 2014	Communications Sub-Committee meets to review draft of report on remaining questions.
September 2014	The Pan-College Task Force on University Status recommends to the President that Stockton pursue university status.

APPENDIX D

LOGIC MODELS FOR COLLEGE AND UNIVERSITY STATUS (Tables 1 and 2)

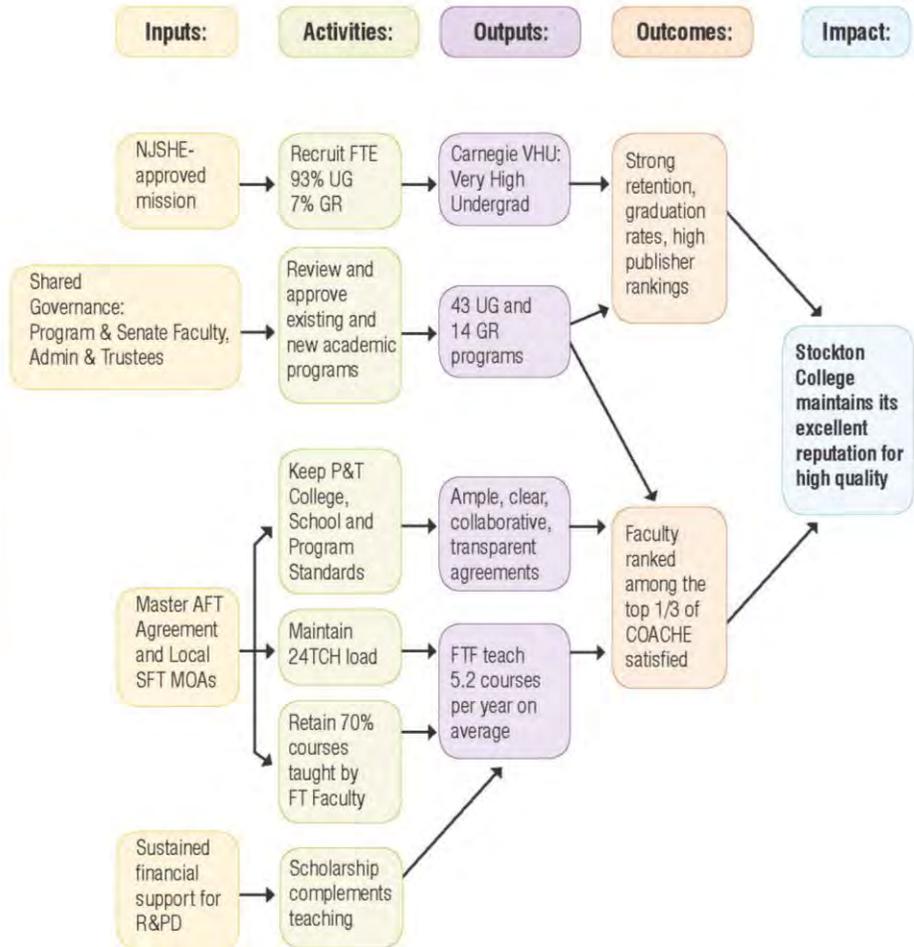
Table 1

Assumption: no change to missions

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...

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 cultural and intellectual 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 new technologies. Through accessible graduate education the College responds to the State and regional needs.



Retain Stockton College

Table 2

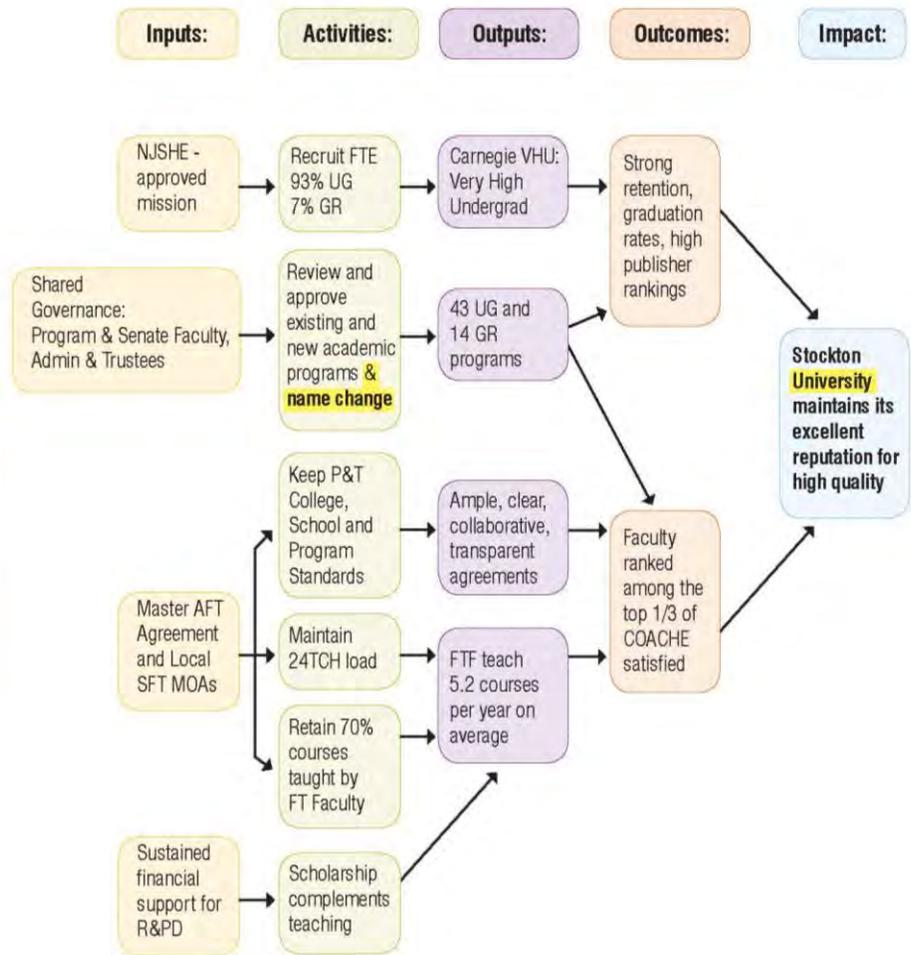
Assumption: merge mission with nominal content change

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...

The **University** provides quality graduate programs which promote advanced inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our cultural and intellectual heritage in all its diversity. Its graduate programs are consistent with the **University'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 new technologies. Through accessible graduate education the **University** responds to the State and regional needs.

Request Stockton University



APPENDIX E



The Richard Stockton College of New Jersey

Division of Administration & Finance
Office of Facilities Planning & Construction

9/3/2014

Project: Replace Campus Signage for University Status

NOTE: The following is a proposed estimate of the potential costs associated with the artwork, fabrication and installation for the replacement of signage changes including but not limited to physical structures, signage, roadways and the like. Final costs may be affected by field conditions and other unforeseen conditions. Estimated *operational expenses include things such as one-time marketing, business cards, stationery, banners etc. This list is a draft and may be revised by the President and or Trustees of the College. Further not all projects listed herein are required to be replaced but are included for completeness (highest possible estimate).

Item	Anticipated Cost to Replace
Campus Center Entry wall(cast stone opposite an environment for excellence)	25,606
Campus Center Theater wood panel seal	15,707
Campus Center WOW Room wood panel seal	14,774
Sport Center Seal(Aluminum)	169,069
Sports Center Graduation Backdrop	9,965
North Entry	14,550
Main Entry (Seals X2)	24,760
Subtotal of Optional "historical" signage that might remain unchanged	274,431
Contingency 10%	27,443
Electronic signs (X3) seals at top	50,177
Property monuments (X3)	60,378
Roadway and parking banners	34,510
Front of A&S pin lettering	5,208
Sports Center Awnings (college seal X4)	14,920
Satellite Sites (Approximately 12 locations @ \$20,000.00 each)	240,000
Vehicle Signage	4,500
Presidents foyer wood panel seal	20,660
Veterans Plaza Sign	3,160
Plant & Police Sign	8,360
Plant Building Seal	1,708
College Flags	8,870
Podium Banners (x4)	1,980
K-Wing Circle Flags	4,842
Graduation Schools Banners	9,275
Subtotal of signage that is most likely to require change	468,548
Contingency 10%	46,855
Subtotal of highest capital costs (combined optional and required change)	817,277
Operational Expenses* (see note above)	138,805
Highest likely total (all signage and operating)	\$956,082
Lowest likely total (required signage and operating)	\$654,208

NOTE: The impact of the costs listed above can be mitigated by creating a three to five year plan to complete the changes.

APPENDIX F

INSTITUTIONAL GUIDELINES: STEPS IN THE UNIVERSITY STATUS PROCESS

- College's Board of Trustees passes a resolution in support of submitting a petition seeking university designation
- College prepares a petition and appendices based on regulations at *N.J.A.C. 9A:1-3 et seq.*, and the guidelines document provided by the Office of the Secretary of Higher Education (OSHE).
- College submits an electronic version of the petition to OSHE.
- College identifies potential consultants and submits the consultant CV's to OSHE for approval. Consultants must be from outside New Jersey and should have no prior significant relationship with the College or be otherwise conflicted.
- College, OSHE and consultants agree on dates for consultant team to visit campus for a site review. The site visit shall take place on a single day with an introductory meeting/dinner the evening before. At this time, the College should provide the consultants with an electronic copy of the petition and appendices.
- Once the consultants are approved and the dates have been set, the College and OSHE will execute an MOU that will govern the site visit. The consultants are to receive an honorarium of \$1,800 each and the College shall cover all travel, lodging and related expenses for the consultants and agency staff.
- The College should begin making arrangements for a site visit. Most significantly, this involves developing an agenda for the site visit. OSHE staff will assist in developing an agenda, if needed. The College should also assist consultants and agency staff with travel and lodging arrangements.
- Consultants and OSHE staff conduct a site visit at the campus.
- Typically, two to three weeks after the site visit, the Consultants will submit a report to OSHE with a recommendation regarding the petition. OSHE will forward the report to the College and the College shall have the opportunity to submit a response to the report. The Board of Trustees for the College should take appropriate action based on the contents of the report regarding university status and name change.
- The College should forward Board resolutions and response to the consultants' report to OSHE.
- OSHE shall forward the petition and related materials to the NJ Presidents' Council. NJPC will refer the materials to the Academic Issues Committee, who will review the petition and related materials and provide the NJPC with a recommendation. NJPC will then vote on whether to adopt the AIC recommendation and forward the decision to the OSHE.

Institutional Guidelines: Criteria for University Status

Petitions for university status are evaluated using the criteria contained within New Jersey Administrative Code (N.J.A.C. 9A: 1-3.1 et seq., 9A: 1-2.5 et seq., and 9A: 1-1.8 (e) and (f) – provided below.

SUBCHAPTER 3. CRITERIA FOR UNIVERSITY STATUS

9A: 1-3.1 Programs

(a) In an atmosphere of freedom of inquiry and expression, a university provides undergraduate studies leading to the baccalaureate in a broad range of academic disciplines, as well as graduate studies leading to advanced degrees in at least three academic and/or professional fields. A university also offers an array of graduate studies related to the fields in which it offers advanced degrees. Such offerings provide students elective opportunities and a selection of support studies that may be useful although not prescribed for a particular graduate degree program. A university faculty is actively engaged in research or other scholarly activities. The institution promotes linkages to the wider community through programs of outreach and public service.

(b) Within an environment that emphasizes research, as well as the teaching mission, in curricula and in the allocation of resources for faculty and facilities, a research university offers graduate programs that lead to the Ph.D. degree. Its criteria for promotion and tenure place relatively heavier emphasis on a faculty member's record of research publications in refereed journals and published books. Its faculty generates a relatively higher level of Federal research funding. Its faculty members tend to integrate what they have learned from their own research into the material presented in undergraduate courses, and they routinely expect each graduate student to initiate or participate in a substantial research program. A research university clearly meets or exceeds the qualitative criteria stated in the rule on doctoral degree programs (N.J.A.C. 9A: 1-2.8).

(c) Within an environment that emphasizes the teaching mission in curricula and in the allocation of resources for faculty and facilities, a comprehensive university offers graduate programs that lead to the master's degree in a variety of academic disciplines and professional fields; it also may offer a limited number of professional doctoral degrees. A comprehensive university's doctoral offerings clearly meet or exceed the criteria for doctoral degree programs (N.J.A.C. 9A: 1-2.8). Its criteria for promotion and tenure place relatively heavier emphasis on a faculty member's record of excellence in teaching. While traditional forms of research are encouraged, the scholarship of its faculty includes more integrative and bibliographic research, often with a focus on pedagogy and practical classroom application.

9A: 1-3.2 Organization

(a) A university clearly identifies graduate studies and programs as distinct elements in its organization. Characteristically, it selects graduate and professional students who show evidence of superior achievement in undergraduate studies.

b) A university recruits faculty for graduate or professional programs whose competence is known beyond the institution. A significant number of the faculty in each graduate program are associated with the institution full time, have terminal degrees appropriate to their disciplines or records of substantial and superior professional achievements, and remain abreast of their respective fields. The faculty, including representation from the departments offering graduate programs, participates in the initiation, development, and approval of curricula.

c) A university provides an appropriate and adequate administrative staff whose primary responsibility is the administration of graduate and professional programs.

9A: 1-3.3 Resources

A university possesses the financial ability to support graduate and professional programs, and its facilities and equipment reflect the more sophisticated level of work required in both. Laboratories and library support permit specialized study in depth in the fields of graduate study and professional study offered, as well as in supporting fields. An adequate financial base is provided to support the appropriate independent research activity of faculty and students.

9A: 1-3.4 Accreditation

The Commission on Higher Education of the Middle States Association of Colleges and Schools accredits universities.

9A: 1-3.5 Eligibility for university status and use of “university” as part of an institution’s name

(a) Educational institutions that are incorporated and located in New Jersey; licensed by the Commission; and listed as "research universities," "doctoral universities," or "master's (comprehensive) universities and colleges" in the Carnegie Foundation for the Advancement of Teaching's *Classification of Institutions of Higher Education* and that believe they meet all of the requirements stipulated in this subchapter are, with the concurrence of their governing boards, eligible to apply to the Commission for university status. Educational institutions dedicated primarily to the education or training of ministers, priests, rabbis or other professional persons in the field of religion are not eligible to apply for university status.

(b) When an institution's governing body decides to seek university status, it shall file with the Commission a petition-of-intent seeking authority to do so. The petitioning institution shall develop a fully documented proposal and, with the concurrence of the Commission, select two consultants to review the proposal. The two consultants shall be totally independent of all higher education institutions in New Jersey and shall be recognized authorities on graduate education. The consultants shall prepare a written report of their findings, which the college shall submit to the Commission. The Commission shall consider both the report and the proposal in deciding on the college's application for university status.

(c) The proposal shall demonstrate the institution's eligibility for designation as a university and shall include a history of having met the criteria defined in this subchapter

for a period of at least five years. Alternatively, the petitioning institution may indicate, through a combination of retrospective and prospective data, intent to meet the criteria for a total period of five years. The Commission shall consider such institutions to be in a period of candidacy for university designation. In no case shall formal university designation be granted until an institution has met the minimum criteria for at least five years.

(d) University status and the initial use of the term "university" in the institution's title require approval by the Commission.

9A: 1-2.5 Graduate Education

(a) The scope of an institution's graduate curriculum shall closely reflect and support its mission. Graduate education presupposes advanced study beyond the undergraduate curriculum in terms of rigor, expectations of scholarship, curricular depth, and exercise of independent thought.

(b) To fulfill such expectations, an institution's governing board shall demonstrate a continuing commitment of institutional funds for its graduate programs, particularly for the associated faculty and student research activity. Support for graduate programs should be derived from the general applicable resources of the institution, as well as from tuition and fees paid by students in the programs.

(c) Beyond the needs of the undergraduate college, a graduate school shall have, for each program, a variety and depth of specialized materials available on the campus. For example, the library that supports a graduate program shall provide an adequate and current base for research activities. The library should provide books and other materials, both in the fields of instruction and research and in related areas, to serve as background material and to support special investigation in much greater depth.

(d) Existing graduate programs shall be reviewed periodically by the institutions themselves and, insofar as possible, cooperatively with regional and professional accrediting agencies.

(e) The objectives of every graduate or graduate professional program shall be clearly defined and stated. The work in such programs shall be beyond the baccalaureate level in intellectual demand, and a substantial part of it shall be in courses designed explicitly for graduate students, although exceptionally well-qualified undergraduates occasionally may be admitted.

9A: 1-2.6 Master's degree programs

(a) A master's degree requires at least 30 credits of graduate study or its equivalent.

(b) Master's degree programs should be distinguishable by their primary objectives as belonging to one of two general types: disciplinary or professional. The degree awarded to students completing disciplinary programs should be master of arts or master of science, with the discipline named (for example, master of arts in English literature, master of science in engineering). In professional programs, the degree should be appropriately specific (for example, master of library science, master of business administration, master of education, master of social work). The determining criterion is the objective that the program is designed to serve. The two types are

further distinguished as follows:

1. **Disciplinary type:** A disciplinary master's degree entails advanced study and exploration in a particular academic discipline (for example, history, physics, engineering science, or musicology). The primary objective is increased knowledge of the subject, rather than its application to professional use. The majority of the degree credit awarded in programs of this type shall be at the advanced level in the principal field. Credit toward this type of master's degree shall not be given for introductory or elementary courses in the field.

2. **Professional type:** A master's degree program of the professional type consists of advanced study to extend and apply previous study to practice in such fields as engineering, law, applied music, pastoral ministry, or teaching; some such subjects may lend themselves also to disciplinary programs. Professional master's programs should be complete in themselves, although they may in some circumstances also be adaptable to preparation for a research or professional doctorate. A limited amount of introductory work in the field may have an appropriate place, especially in first-level professional programs.

9A:I-2.7 Specialist programs

(a) Institutions may organize programs of graduate work beyond the master's level that lead not to doctorates but to specialist degrees (such as the Ed.S.) or to comparable certificates. Such programs shall be composed of more advanced coursework than is required for the master's, shall perform definable functions, and shall not be merely continuations of courses beyond the master's. They shall possess a definite philosophy, purpose, design, and sequence and be self-contained and terminal in nature. A comprehensive examination should be required.

(b) Students admitted to specialist programs in education shall have master's degrees in the same field as that of the certificate. Students with master's degrees in unrelated fields shall complete preliminary coursework or demonstrate equivalent knowledge acquired through work experience.

9A: I-2.8 Doctoral degree programs

(a) Programs leading to doctoral degrees shall represent three or more years of full-time study and research beyond the baccalaureate or the equivalent thereof in part-time work.

(b) They should be so designed that elements such as course requirements, foreign language requirements, qualifying examinations, research requirements, and the dissertation are coherently related to a clearly defined set of educational goals.

(c) Programs leading to a doctor of philosophy degree shall be oriented toward original research.

(d) Professional doctorates usually are oriented toward increased professional competence. The requirements for a professional degree should include either a research thesis or a project involving the solution of a substantial problem of professional interest.

(e) Because a doctoral program benefits from complementary programs in other

fields, no institution should seek to establish doctoral studies piecemeal or to initiate its first doctoral program unless it offers or has formulated long-range plans for mounting cognate doctoral programs in related fields.

(f) For each doctoral program, an institution shall demonstrate that:

1. The program has clear educational objectives and its requirements are appropriate for the nature of the doctorate;
2. It is supported by related studies and research in ancillary fields;
3. Its faculty is recognized beyond the bounds of the institution as possessing professional qualifications and research achievements sufficient to support the program;
4. The institution possesses adequate library holdings, laboratory space, research facilities, and other necessary resources;
5. It has committed the faculty time necessary for thesis supervision and research guidance; and
6. It has formulated acceptable long-range plans for developing cognate doctoral programs in other fields if such programs do not already exist at the institution.

9A: I-1.8 Faculty

(e) Faculty teaching in graduate programs shall hold appropriate terminal degrees. They shall be productive contributors to the field of their specialties. The academic schedule should permit adequate time for instruction, advisement, direction of research, and supervision of theses, as well as continued professional growth and scholarly activity.

(f) Part-time and adjunct faculty shall possess the same qualifications as full-time faculty or compensating preparation, as the institution determines.

Institutional Guidelines: Preparing a University Status Petition

These guidelines are intended to assist a campus in preparing a petition to seek university status as defined in N.J.A.C. 9A:1-3.1 et seq. The institution should provide information to address each of the categories of questions provided below. Please note that the consultants may also request additional data to support their assessment of the institution's petition. Please direct any questions concerning the petition content or process to the Office of the Secretary of Higher Education, at 609-984-2709.

I. Introduction

Provide a brief history of the college and its mission with an emphasis on graduate education. Describe the institution's plans for graduate education during the next five years. Append a copy of the current college catalogue(s). Include the college's policy with regard to academic freedom and append the college's most recent Middle States Association "Statement of Accreditation Status."

II. Institutional Characteristics of Graduate Education

A. Organizational Structure

Identify the scope of graduate studies and describe how graduate education is organized and administered (e.g., is there a graduate faculty? is there a graduate school(s)? how is funding for graduate/professional education determined?). Provide documentation on the administrative structure of the institution and locus for graduate/professional studies at your institution (e.g., an organization chart depicting reporting lines). Include copies of official publications and promotional materials that support this description.

Identify the administrative staff (both managerial/professional and clerical) with primary responsibility for graduate/professional programs. Include information on their specific responsibilities, their qualifications for the positions held and the amount of time each devotes to the administration of graduate/professional education (e.g., FT, 25%).

B. Financial Support

Provide information indicating the college's ability to support graduate/professional studies. Include the college's most recent audited financial statements. Indicate approximately how much (percentage) of the college's total educational and general expenditures are dedicated to support graduate/professional study. Has this percentage changed significantly in recent years, or is it expected to change substantially in the near future? Please explain. Provide evidence of the institution's commitment to scholarly activities appropriate to its mission (e.g., support of independent research by faculty and students, art exhibits and concerts given by faculty and students). Provide similar information on support of scholarly activities by outside sources (e.g., research supported by outside grants or contracts).

C. Quality Control

Describe what measures are used to gauge graduate/professional program quality (e.g., indicate which programs enjoy specialized accreditation and by what organization or whether institutional program reviews are conducted and how the results of such reviews are used to assure quality).

D. Faculty

Describe the characteristics of the faculty providing graduate/professional education. What percentage have doctorates or other terminal qualifications? What evidence is there that faculty remain abreast of their fields? Please include information on all faculty (full-time and adjunct) providing graduate/professional education that attests to their qualifications and professional scholarly achievements (e.g., full up-to-date vitae with information on publications, presentations, exhibits). Provide information on graduate faculty teaching loads. Each vita should indicate the status of the faculty member (FT, PT, or adjunct). Describe professional development programs that are available to faculty and the college's sabbatical policy. Describe the faculty's involvement in the development and modification of graduate/professional programs. How is faculty participation in the governance of graduate/professional education assured?

For each graduate/professional program offered last fall, indicate what percentage of courses were taught by full-time faculty. Append the college's faculty handbook.

E. Students

Describe the graduate student population and appropriate subpopulations (e.g., by school or program) at your college.

What is the institution's policy on admission to graduate/professional programs at the college? Who is responsible for the establishment of such policy(ies)? How are the graduate programs marketed to prospective students?

What is the admissions process? What specific criteria are used in the process? Do these criteria vary by degree program? If so, please provide criteria for each degree program. What percentage of students are admitted under these criteria? Are there exceptions? If so, what are they and how many students are admitted as exceptions?

What is the institution's total FTE and graduate/undergraduate FTE breakdowns? (FTEs are computed in the following manner: Undergraduate - the total number of undergraduate credits generated the previous academic year divided by 32; Graduate - the total number of graduate credits generated the previous academic year divided by 24.)

What percentage of your total degree-seeking student body (headcount) was enrolled in graduate/professional programs at the time of the most recent fall enrollment? Be certain to include those students enrolled in graduate certification programs (where the majority of the courses required in the program are at the graduate level).

For each graduate/professional degree and certificate program, indicate the number of students who are part-time and who are full-time.

For each graduate/professional degree and certificate program, indicate the number and percent of courses which are for graduate students only.

What is the average class size and range of enrollments in graduate classes? What is the attrition rate for each degree program and how is it calculated? What is the average time-to-degree completion rate for each degree program? Provide the annual graduation rate by degree program for the past five years.

What follow-up activities are conducted to determine the satisfaction/success of graduates? What have been the findings of such follow-up? Have those findings resulted in program changes? If so, please describe.

What forms of financial aid are available for graduate/professional students (e.g., scholarships, teaching assistantships, tuition remission), and what percentage of students benefit?

What information is provided to students regarding employment opportunities upon degree completion? Are any special student services provided to graduate/professional students (e.g., career counseling/placement)? If so, please describe them.

F. Academic Support Services

Specifically in regard to the library, what specialized library collections and services (e.g., databases, automated catalogues) are available to support graduate/professional education? Please include a description of the number of volumes and periodicals directly ascribable to graduate/professional education. What portion of the library's budget goes to support graduate/professional programs? How are acquisitions for these programs determined? What types of specialized library personnel are there to support graduate/professional programs? Include vitae of full-time and part-time librarians.

Please provide evidence that the institution has support services in place at appropriate levels for the graduate/professional programs offered or planned (e.g., library collections, databases, and automated catalogues; computer hardware, software, and networks; specialized equipment and facilities; and specialized personnel such as librarians and computer support staff). What proportion of the budget in each of these areas is in support of graduate/professional programs?

G. Public Service

Indicate to what extent the college is currently involved in public service and provide examples pertinent to graduate education. Does the college have plans to expand public service activities? If so, please describe these plans.

Appendix C: College Mission Statements

(Adopted by the Board of Trustees in 1982)

Prologue

Founded in 1969 as a public, four-year college within the New Jersey system of higher education, Richard Stockton College of New Jersey offers baccalaureate level programs in the arts, sciences, and professional studies. A residential college whose students are drawn from throughout the state, Stockton is located at the edge of New Jersey's Pine Barrens, 12 miles northwest of Atlantic City.

Mission

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 recognized 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 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.

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.

GRADUATE EDUCATION MISSION STATEMENT

Adopted by the Board of Trustees February 18, 1998

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 cultural and intellectual 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 new technologies. Through accessible graduate education the College responds to the State and regional needs.

Appendix D: Middle States Accreditation

See attached.



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
101 Vera King Farris Drive
Galloway, NJ 08205-9441
Phone: (609) 652-1776; Fax: (609) 652-4958
www.stockton.edu

Chief Executive Officer: Dr. Herman J. Saatkamp, Jr., President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 7539 Undergraduate; 919 Graduate

Control: Public

Affiliation: Government-State- None

Carnegie Classification: Master's - Medium Programs

Approved Degree Levels: Bachelor's, Postbaccalaureate Certificate, Master's, Post-Master's Certificate, Doctor's - Professional Practice (Doctor of Physical Therapy);

Distance Education Programs: Fully Approved

Accreditors Recognized by U.S. Secretary of Education: American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education; American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education; American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology; Commission on Collegiate Nursing Education; National Council for Accreditation of Teacher Education; Teacher Education Accreditation Council, Accreditation Committee

Other Accreditors: Academy of Criminal Justice Sciences (ACJS); American Chemical Society; Association for Gerontology in Higher Education; Council on Social Work Education; National Association of State Directors of Teacher Education and Certification; National Environmental Health Sciences and Protection Accreditation Council; New Jersey State Association of Chiefs of Police Accreditation Program

Instructional Locations

Branch Campuses: None

Additional Locations: Carnegie Library Center, Atlantic City, NJ

Other Instructional Sites: Absegami High School, Galloway, NJ; Atlantic County Institute of Technology, Mays Landing, NJ; Cedar Creek High School, Egg Harbor City, NJ; Charter Tech High School for the Performing Arts, Sommers Point, NJ; Egg Harbor Township High School, Egg Harbor Twp, NJ; Hammonton Educational Center, Hammonton, NJ; Lower Township

School District, Lower Township, NJ; Mainland Regional High School, Linwood, NJ; Manahawkin Instructional Site, Manahawkin, NJ; Marine Academy of Arts & Sciences, Manahawkin, NJ; Millville School District, Millville, NJ; Nacote Creek, Port Republic, NJ; Oakcrest School District, Mays Landing, NJ; Ocean City High School, Ocean City, NJ; Pleasantville School District, Pleasantville, NJ; Sam Azeez Museum of Woodbine Heritage, Woodbine, NJ; Seaview Resort, Galloway, NJ; Southern Regional High School, Manahawkin, NJ; The ARC of Atlantic County, Mays Landing, NJ; Vineland School District, Vineland, NJ

ACCREDITATION INFORMATION

Status: Member since 1975

Last Reaffirmed: June 28, 2012

Most Recent Commission Action:

March 5, 2013: To acknowledge receipt of the substantive change request and to include the online Bachelor of Science in Nursing Degree Completion program within the scope of the institution's accreditation. To remind the institution of the request that the Periodic Review Report, due June 1, 2017, document (1) further implementation of an integrated strategic planning process (Standard 2) and (2) further implementation of a comprehensive, organized, and sustained process for the assessment of student learning, including general education (Standards 12 and 14).

Brief History Since Last Comprehensive Evaluation:

June 28, 2012: To reaffirm accreditation and to commend the institution for progress to date and the quality of its self-study report. To request that the Periodic Review Report, due June 1, 2017, document (1) further implementation of an integrated strategic planning process (Standard 2) and (2) further implementation of a comprehensive, organized, and sustained process for the assessment of student learning, including general education (Standards 12 and 14).

July 2, 2012: To acknowledge receipt of the substantive change request and to include the online transitional Doctor of Physical Therapy (tDPT) degree program within the scope of the institution's accreditation. To remind the institution of the request that the Periodic Review Report, due June 1, 2017, document (1) further implementation of an integrated strategic planning process (Standard 2) and (2) further implementation of a comprehensive, organized, and sustained process for the assessment of student learning, including general education (Standards 12 and 14).

Next Self-Study Evaluation: 2021 - 2022

Next Periodic Review Report: 2017

Date Printed: September 21, 2014

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the

institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly withdrawn or the institution voluntarily allows its accreditation to lapse. In addition to reviewing the institution's accreditation status at least every 5 years, the Commission takes actions to approve substantive changes (such as a new degree or certificate level, opening or closing of a geographical site, or a change of ownership) or when other events occur that require review for continued compliance.

Any type of report or visit required by the Commission is reviewed and voted on by the Commission. Reports submitted for candidacy, self-study evaluation, periodic review or follow-up may be accepted, acknowledged, or rejected.

The Commission "Accepts" a report when its quality, thoroughness, and clarity are sufficient to respond to all of the Commission's concerns, without requiring additional information in order to assess the institution's status.

The Commission "Documents receipt of" a letter or report when it addresses the Commission's concerns only partially because the letter or report had limited institutional responses to requested information, did not present evidence and analysis conducive to Commission review, were of insufficient quality, or necessitated extraordinary effort by the Commission's representatives and staff performing the review. Relevant reasons for not accepting the letter or report are noted in the action. The Commission may or may not require additional information in order to assess the institution's status.

The Commission "Rejects" a letter or report when its quality or substance are insufficient to respond appropriately to the Commission's concerns. The Commission requires the institution to resubmit the report and may request a visit at its discretion. These terms may be used for any action (reaffirm, postpone, warn, etc.).

Types of Follow-Up Reports:

Accreditation Readiness Report (ARR): The institution prepares an initial Accreditation Readiness Report during the application phase and continually updates it throughout the candidacy process. It is for use both by the institution and the Commission to present and summarize documented evidence and analysis of the institution's current or potential compliance with the Commission's accreditation standards.

Progress Report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring Report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required. Monitoring reports are required for non-compliance actions.

Supplemental Information Report: This report is intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action. This report is required when a decision is postponed. The Commission may request a supplemental information report at any time during the accreditation cycle.

Commendations:

Periodically, the Commission may include commendations to the institution within the action language. There are three commendations. More than one commendation may be given at the same time:

To commend the institution for the quality of the [Self-Study or PRR] report. The document itself was notably well-written, honest, insightful, and/or useful.

To commend the institution for the quality of its [Self-Study or PRR] process. The Self-Study process was notably inclusive.

To recognize the institution's progress to date. This is recognition for institutions that had serious challenges or problems but have made significant progress.

Affirming Actions

Grant Candidate for Accreditation Status: This is a pre-accreditation status following a specified process for application and institutional self-study. For details about the application process, see the MSCHE publication, *Becoming Accredited*. The U.S. Department of Education labels Candidacy as “Pre-accreditation” and defines it as the status of public recognition that an accrediting agency grants to an institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing toward accreditation but is not assured of accreditation) before the expiration of that limited period of time. Upon a grant of candidate for accreditation status, the institution may be asked to submit additional Accreditation Readiness Reports until it is ready to initiate self study.

Grant Accreditation: The Commission has acted to grant accreditation to a Candidate institution and does not require the submission of a written report prior to the next scheduled accreditation review in five years.

Grant Accreditation and request a Progress Report or Monitoring Report: The Commission has acted to grant accreditation to a Candidate institution but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Reaffirm Accreditation via Self Study or Periodic Review Report: The Commission has acted to reaffirm accreditation and does not require the submission of a written report prior to the next scheduled accreditation review in five years. The action language may include recommendations to be addressed in the next Periodic Review Report or Self Study. Suggestions for improvement are given, but no written follow-up reporting is needed for compliance.

Reaffirm Accreditation via Self Study or Periodic Review Report and request a Progress Report or Monitoring Report: The Commission has acted to reaffirm accreditation but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Administrative Actions

Continue Accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution’s control (natural disaster, U.S. State Department travel warnings, etc.). The institution maintains its status with the Commission during this period.

Procedural Actions

Defer a decision on initial accreditation: The Candidate institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns. Institutions may not stay in candidacy more than 5 years.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards. The Commission requests a supplemental information report.

Voluntary Lapse of Accreditation: The institution has allowed its accreditation to lapse by not completing required obligations. The institution is no longer a member of the Commission upon the determined date that accreditation will cease.

Non-Compliance Actions

Warning: A Warning indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation. A follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance.

Probation: Probation indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation and is an indication of a serious concern on the part of the Commission regarding the level and/or scope of non-compliance issues related to the standards. The Commission will place an institution on Probation if the Commission is concerned about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution's capacity to make appropriate improvements in a timely fashion; or
3. the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

By federal regulation, the Commission must take immediate action to withdraw accreditation if an institution is out of compliance with accreditation standards for two years, unless the time is extended for good cause.

Show Cause: An institution is asked to demonstrate why its accreditation should not be withdrawn. A written report from the institution (including a teach out plan) and a follow-up team visit are required. The institution has the opportunity to appear before the Commission when the Commission meets to consider the institution's Show Cause status. Show Cause may occur during or at the end of the two-year Probation period, or at any time the Commission determines that an institution must demonstrate why its accreditation should not be withdrawn (i.e. Probation is not a necessary precursor to Show Cause).

Adverse Actions

Withdrawal of Accreditation: An institution's candidate or accredited status is withdrawn and with it, membership in the association. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Denial of Accreditation: An institution is denied initial accreditation because it does not meet the Commission's requirements of affiliation or accreditation standards during the period allowed for candidacy. If the institution appeals this action, its candidacy remains in effect until the appeal is completed.

Appeal: The withdrawal or denial of candidacy or accreditation may be appealed. Institutions remain accredited (or candidates for accreditation) during the period of the appeal.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

Appendix E: Sample Graduate Studies Marketing Materials

See attached.

STOCKTON

NEW JERSEY'S

DISTINCTIVE

Public College

Dr. Matthew Romen, DPT

Physical Therapist

Class of 2012

SCHOOL OF GRADUATE & CONTINUING STUDIES

- American Studies
- Business Administration (MBA)
- Communication Disorders*
- Computational Science
- Criminal Justice
- Doctorate in Physical Therapy*
- Education
- Holocaust and Genocide Studies
- Instructional Technology
- Nursing (MSN)
- Occupational Therapy*
- Professional Science Master's in Environmental Science (PSM)
- Social Work (MSW)*

**fall enrollment only*



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- Social Work (MSW)*

**fall enrollment only*



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SCHOOL OF GRADUATE & CONTINUING STUDIES

Visit our campus during a Graduate Information Session or an Open House!
Check out a list of event dates and times at stockton.edu/grad

Attend an Information Session or Open House to find out more about Stockton College's graduate programs!

April 6 • 10:15 a.m. in Campus Center Meeting Room 5:
Stockton Open House

April 8 • 5 p.m. – 6 p.m. in Campus Center Meeting Room 5:
Information Session for Master of Arts Graduate Programs
(*American Studies, Criminal Justice, Holocaust & Genocide Studies,
Instructional Technology*)

April 23 • 5 p.m. – 6 p.m. in Campus Center Theater:
MBA Information Session

May 6 • 5 p.m. – 6 p.m. in Campus Center Theater:
Information Session for Health and Science-Related Graduate Programs
(*Physical Therapy, Communication Disorders, Computational Science,
Nursing, Occupational Therapy, Social Work, Environmental Science*)

**To RSVP (or to ask questions) for any of these events,
please email gradschool@stockton.edu.**

SCHOOL OF GRADUATE & CONTINUING STUDIES

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

School of Graduate & Continuing Studies

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**SCHOOL OF GRADUATE
& CONTINUING STUDIES**

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

The New Jersey Supervisory Endorsement Program **AT STOCKTON COLLEGE**

Are you ready to lead teachers in implementing the common core standards in your school?

Are you prepared for PARCC (Partnership For Assessment of Readiness For College and Careers) testing?

Are you equipped for the new comprehensive teacher evaluation system?

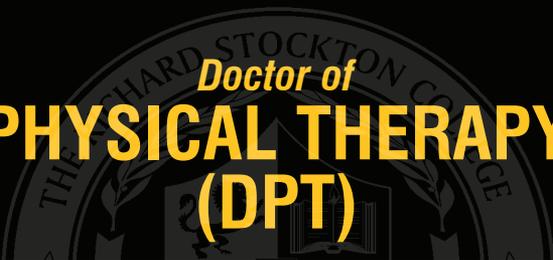
The Stockton College Supervision Endorsement Program prepares future school supervisors for the dramatic changes in curriculum, assessment and teacher evaluations occurring in our state. In two semesters, educators can earn a supervisor endorsement that will provide the tools you need to lead these changes. Please visit our website at www.stockton.edu/grad for admissions criteria, program information and deadlines.

- Evaluating and developing effective teaching: **Principles of Supervision and Evaluation** will prepare future supervisors for implementing the new evaluation model in their schools. Training on Danielson's Framework for Teaching and Marzano's Teacher Evaluation Model are provided in the course.
- Leading and preparing for the Common Core and PARCC: **Curriculum Development and Analysis** and **Curriculum Development and Evaluation** prepare future school supervisors to lead the development and implementation of the new standards within their school.
- Special Topics: Targeted electives provide an opportunity to focus upon an area of interest to you. Choose from a course in technology or special education to support your own development as a leader.

Visit our website today www.stockton.edu/grad



101 Vera King Farris Drive • Galloway, NJ 08205-9441



Doctor of
**PHYSICAL THERAPY
(DPT)**



STOCKTON
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**SCHOOL OF GRADUATE
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Doctor of Physical Therapy (DPT)

ABOUT THE PROGRAM

Physical therapy is a health-care profession devoted to human health and function. Physical Therapy improves and maintains an individual's ability to move and assists in the prevention of movement disorders. Physical therapists work in a variety of settings including private practice, acute care and rehabilitation hospitals, nursing homes, industry, private home therapy, school systems, athletic programs and fitness centers.

Stockton College's DPT program is a professional, entry-level program for those students who are not currently licensed physical therapists. The program is three years of full-time study (six semesters plus two summers).

ACCREDITATION

In the US, a practicing physical therapist must hold a state license. For a US-educated person, the following must be fulfilled:

1. Graduation from a program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE);
2. Passage of the National Physical Therapy Examination to receive a state physical therapy license. Stockton's DPT program is accredited by CAPTE located at:
1111 North Fairfax Street / Alexandria, VA 22314-1488
(703) 706-3245

The mission of CAPTE is to serve the public by establishing and applying standards that assure quality and continuous improvement in the entry-level preparation of physical therapists and physical therapist assistants, and that reflect the evolving nature of education, research and practice. Graduates of **Stockton's DPT Program** will meet the academic eligibility requirement to take the National Physical Therapy Examination.

Please visit www.stockton.edu/dpt for more information about the program.

ADMISSIONS CRITERIA

The **DPT program** is among the most competitive at the College. It is a doctoral program that strives to meet the highest academic and professional standards. Admission is very selective. Students are considered once per year; a new class of students (cohort) begins every fall.

- Completion of a minimum of 64 credit hours of undergraduate education at a regionally-accredited college or university at the time of application.
- Completion of prerequisite courses with a minimum grade of “C.” A maximum of 2 outstanding science prerequisite courses may be completed by the end of the spring semester of the academic year in which the student applies.
- Cumulative GPA of 3.0 or higher, though the GPA of a typical admitted student and the GPA in science coursework is higher. Cumulative GPA includes all coursework at regionally-accredited colleges or universities attended.
- Completion of the Application for Graduate Admission with DPT supplements. Please visit www.ptcas.org for online application and www.stockton.edu/grad for supplemental information.
- Students must meet the “Technical Standards and Essential Functions” requirements. These functions can be reviewed online at www.stockton.edu/dpt in the admissions section.
- A minimum of 80 hours of physical therapy volunteer and/or paid experience is recommended and successful applicants usually have more.
- Submission of official GRE test scores directly to PTCAS (www.ptcas.org).

For more details regarding admissions criteria/prerequisites, a listing of frequently asked questions, curriculum, and the application deadline, please visit www.stockton.edu/dpt

**100% of reporting graduates
are employed within weeks of
seeking employment.**

www.stockton.edu/dpt





OPEN HOUSES AND INFORMATION SESSIONS:

**Please visit our website for more details
about Open Houses and Information Sessions,
including event dates and how to R.S.V.P.**

Join us for the next event!

FOR INFORMATION ABOUT THE PROGRAM:

The Richard Stockton College of New Jersey | School of Graduate & Continuing Studies

101 Vera King Farris Drive, Galloway NJ 08205-9441

609.626.3640

gradschool@stockton.edu | www.stockton.edu/grad

While every effort has been made to ensure the accuracy of the information contained in this publication, College policies and curricula may change. Please visit the School of Graduate and Continuing Studies web site for the most updated information at www.stockton.edu/grad

Master of Arts in
**AMERICAN STUDIES
(MAAS)**



STOCKTON
NEW JERSEY'S
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Public College

**SCHOOL OF GRADUATE
& CONTINUING STUDIES**

www.stockton.edu/grad



Master of Arts in American Studies (MAAS)

ABOUT THE PROGRAM

Stockton's graduate program in American Studies offers a 30-credit master's degree and a 15-credit certificate program that cross disciplinary and professional boundaries in an effort to explore the multiple cultures that comprise the United States within both regional and global contexts.

American Studies asks what it means to be "American." It interrogates the forces that hold Americans together, while also recognizing that "America" has always been a contested category whose meaning has changed over time. American Studies at Stockton is transnational—emphasizing hemispheric, diasporic, and transatlantic approaches to American history and culture.

The American Studies program also builds on Stockton College's long-standing commitment to interdisciplinary teaching and scholarship. The program's faculty members are respected scholars in traditional disciplines, such as literature, philosophy, history, art history, and communications, as well as interdisciplinary fields, including Latin American and Caribbean studies, women's, gender, and sexuality studies, Native American studies, Africana studies, Jewish studies, postcolonial studies, and studies of American culture and the environment.

Graduate students enter Stockton's American Studies program from a variety of backgrounds and with a range of skills, professional experiences, and research interests. They will find a community of scholars and a range of resources to complement their specific interests and allow them to pursue their personal and professional goals.

PROGRAM ORGANIZATION:

The program offers students an opportunity to earn a Master's degree in American Studies requiring 30 semester hours (10 courses) and/or a certificate requiring 15 semester hours (10 courses).

Check out the MAAS Program Website at
blogs.stockton.edu/americanstudies/

ADMISSIONS CRITERIA

To be considered for admission to the **Master of Arts in American Studies** program, applicants must submit the following:

- Complete Online Application.
- Baccalaureate degree from a regionally accredited institution. Official transcripts from all colleges attended are required.
- A minimum undergraduate GPA of 3.0
- Testing Requirements:

Standardized test scores (GRE or MAT) are required for international applicants without U.S. or Canadian degrees and for applicants with lower than a 3.0 cumulative GPA.

Standardized test scores are optional for students with a 3.0 GPA or above with a U.S. or Canadian undergraduate degree from an accredited institution.

- Three current letters of recommendation along with the Recommendation Form written specifically for admission to the MAAS Program. The Recommendation Form can be found on the MAAS website: www.stockton.edu/maas.
- A current resume.

Direct entry application option for recent Stockton graduates:

Direct Entry is an application option for recent Stockton graduates (within the past three years). To be eligible for direct entry, the applicant must have a GPA of at least 3.4 in the academic major and a cumulative GPA of at least 3.2. Direct Entry applicants are not required to submit GRE or MAT scores, letters of recommendation, transcripts, or an application fee. The applicant must submit the Direct Entry Form, graduate application essay, and a writing sample. The Direct Entry Form is available on the MAAS website: www.stockton.edu/maas.

**Please visit
www.stockton.edu/maas
for more information
about the MAAS program.**





OPEN HOUSES AND INFORMATION SESSIONS:

**Please visit our website for more details
about Open Houses and Information Sessions,
including event dates and how to R.S.V.P.**

Join us for the next event!

FOR INFORMATION ABOUT THE PROGRAM:

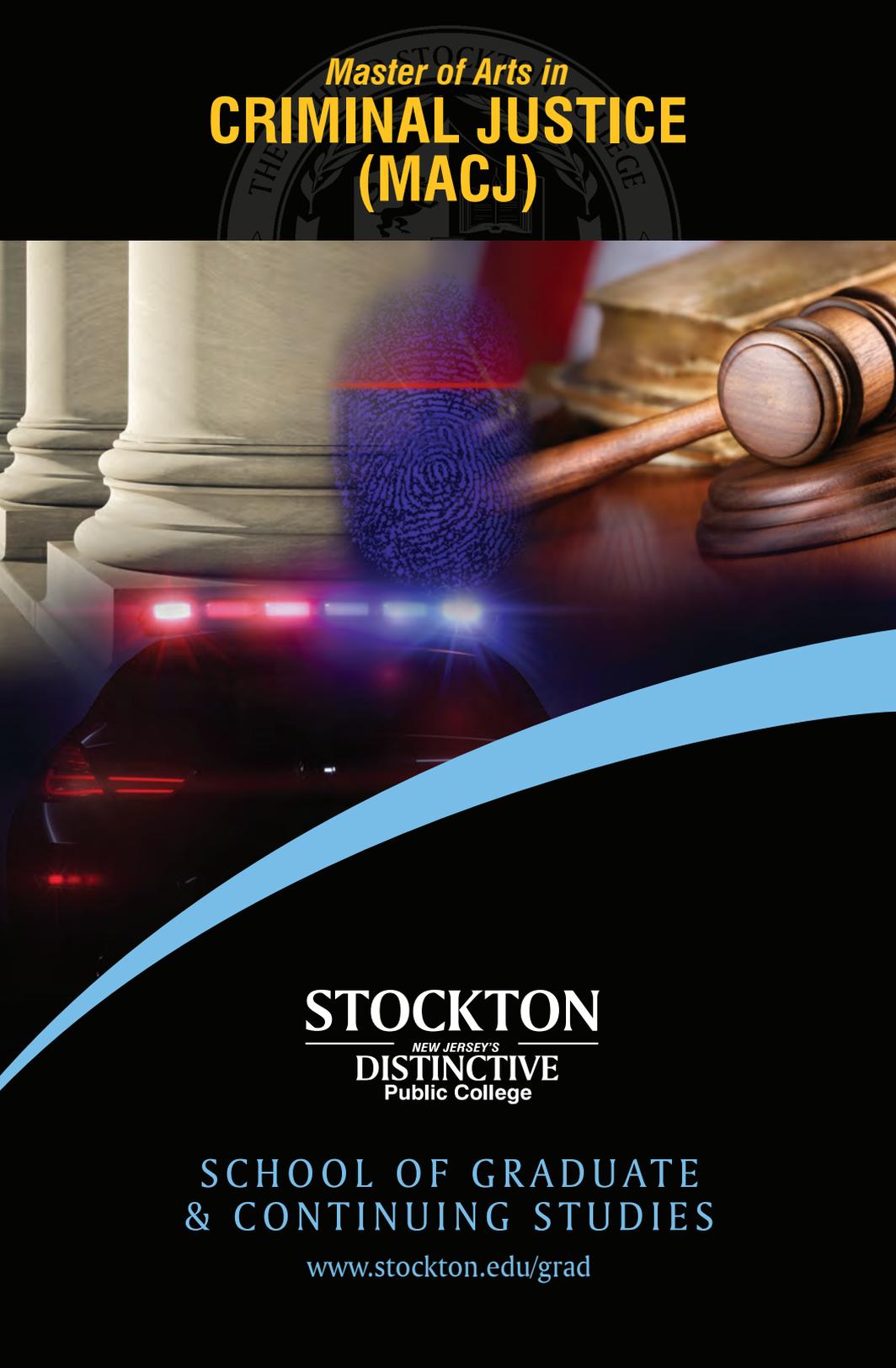
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609.626.3640

gradschool@stockton.edu | www.stockton.edu/grad

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Stockton College is an AA/EQ institution.

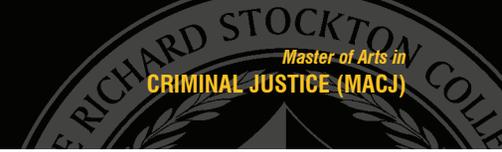


Master of Arts in
CRIMINAL JUSTICE
(MACJ)

STOCKTON
NEW JERSEY'S
DISTINCTIVE
Public College

**SCHOOL OF GRADUATE
& CONTINUING STUDIES**

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Master of Arts in Criminal Justice (MACJ) ABOUT THE PROGRAM

OUR MISSION

The **Master of Arts in Criminal Justice (MACJ) Program** at the Richard Stockton College of New Jersey provides a quality graduate program that promotes advanced inquiry and application of new knowledge and fosters advanced-level career opportunities. The program aims to serve the criminal justice educational and research needs in the southern New Jersey area. Program faculty participate in research and service activities that benefit criminal justice and social service agencies locally, statewide and nationally. The faculty's involvement in research and community affairs enhances the classroom experience, as faculty members are able to engage students in discussions of current dilemmas and controversies. The program provides students with the education needed to advance in the practitioner realm of criminal justice, but it also prepares those who want to continue with their education by giving them the research and analytic skills to pursue those goals.

PROGRAM CERTIFICATION

Unlike other social science disciplines such as psychology and social work, there is no academic accreditation for programs in criminal justice. There is, however, optional certification. The Academy of Criminal Justice Sciences (ACJS) offers certification for criminal justice and has developed approximately fifty standards as evidence of excellence in graduate criminal justice education. Stockton College's MA in Criminal Justice Program is the only graduate program in the tri-state area that has earned this certification. That means that we have provided evidence that we meet or exceed every single standard, and that translates into an excellent educational experience for our students. Students graduate from MACJ better prepared to work and lead in the criminal justice field, because they emerge from the program not just more knowledgeable about current criminal justice issues, but they are better writers, speakers, and critical thinkers. These skills are essential as our field matures and becomes more selective with hiring and promoting decisions.

ADMISSIONS CRITERIA

CURRICULUM OPTIONS

The **MA program in Criminal Justice** is a 36 credit program and offers tracks in Justice Studies, Forensic Psychology, and Homeland Security. Our program also offers students the option to do an internship, so they can gain first-hand experience working in criminal justice. The program welcomes both full-time and part-time students. Most of our courses are offered during the evening, so students with full-time jobs may complete the program.

ADMISSIONS CRITERIA

- Completed on-line application. This includes an essay explaining why the applicant wishes to study criminal justice and how the applicant's goals relate to his or her academic and professional career thus far;
- Baccalaureate degree from a regionally accredited institution (official transcripts from all colleges attended are required);
- Completion of an undergraduate Introduction to Criminal Justice class, an undergraduate Research Methods class, and undergraduate Statistics course.
- 3 Letters of Recommendation (2 recommended from faculty);
- Official GRE Test Scores. School Code: 2889. Not required if applicant has a master's degree or above a 3.5 GPA at the time of application;
- Minimum college/university cumulative GPA of 3.0; and, if applicable,
- The TOEFL Exam is required of students for whom English is the second language.

Please visit
www.stockton.edu/macj
for more information about
the MACJ program.





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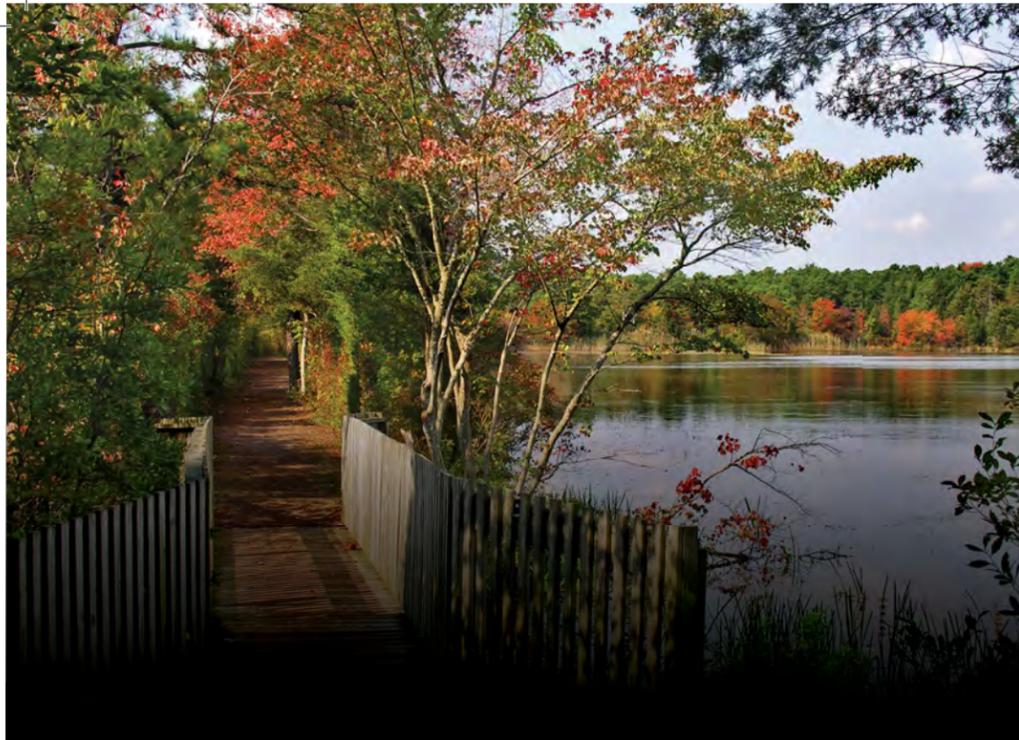
The Richard Stockton College of New Jersey | School of Graduate & Continuing Studies

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609.626.3640

gradschool@stockton.edu | www.stockton.edu/grad

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5/14

Master of Arts in EDUCATION (MAED)



STOCKTON
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SCHOOL OF GRADUATE
& CONTINUING STUDIES

www.stockton.edu/grad



Master of Arts in Education (MAED)

ABOUT THE PROGRAM

The Master of Arts in Education (MAED) Program helps certified professionals develop into master teachers by offering coursework leading to an array of graduate level instructional and educational services endorsements. Through the MAED program, students will strengthen content knowledge, learn new instructional strategies to meet the needs of diverse students, engage in effective practice, and develop as teacher researchers. The MAED program is accredited through The Teacher Education Accreditation Council (TEAC).

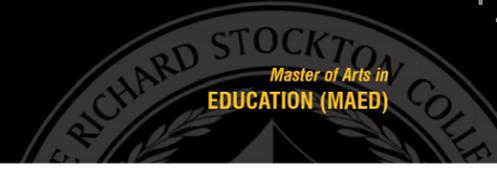
The MAED Program is designed to support educators to successfully impact student learning through:

- Building and integrating content area knowledge, implementing effective pedagogy strategies, and applying educational theory and research.
- Effectively engaging their students in classroom instruction that supports students' academic achievement.
- Demonstrating commitments to professionalism through caring relationships, reflective teaching practices, and involvement in learning communities.

Tracks within the MAED program include:

- Content, Instruction, and Assessment
- ESL/Bilingual/Bicultural
- Learning Disabilities Teacher/Consultant
- Preschool - Grade 3
- Principal/Leadership
- Reading Specialist
- Special Education
- Supervisor

**Accelerated, hybrid, online programs available.
Please visit www.stockton.edu/maed for more information.**



ADMISSIONS CRITERIA

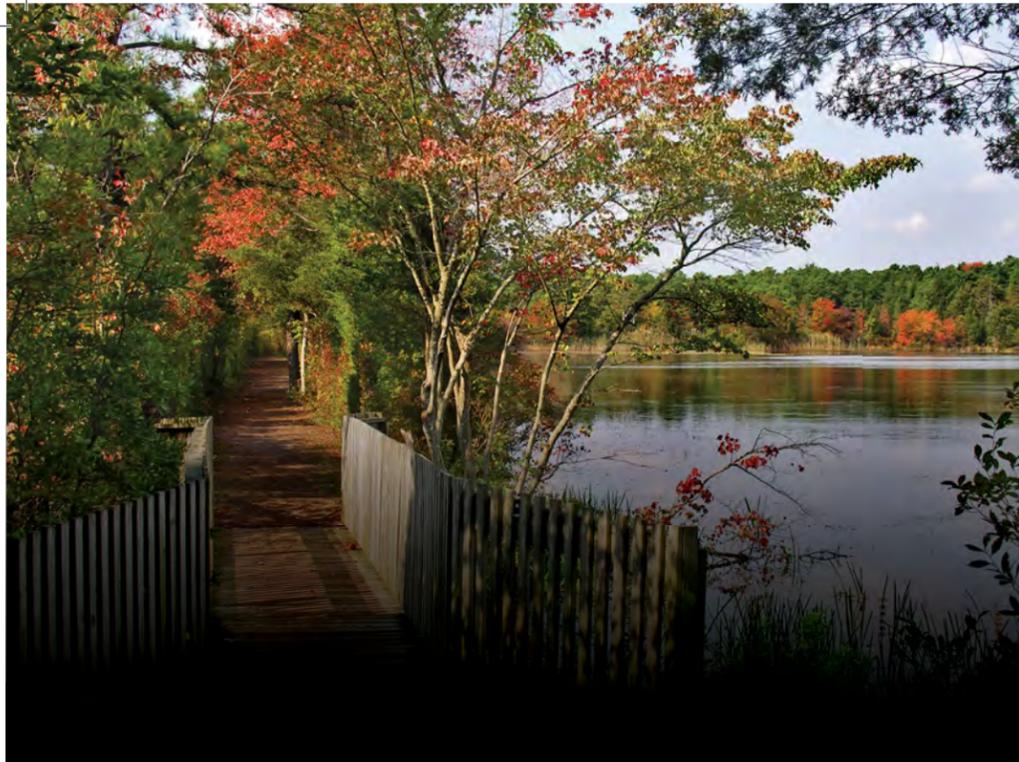
To be considered for admission to the **Master of Arts in Education programs**, applicants must submit the following:

- The online application (with essay and resume) at www.stockton.edu/grad;
- Official transcripts from all regionally-accredited colleges attended;
- A minimum grade point average of 2.75 (3.0 for Principal track)
- Copies of any current teaching certificates;
- Scores on the Graduate Record Examination (GRE) General Exam (School Code 2889) or Miller Analogies Test scores (MAT) (School Code 1391) taken within the last ten years. Testing waived for students who already possess a master's degree;
- Three current letters of recommendation written specifically for admission to MAED program from current or former administrators familiar with your work who can comment on your background, experiences, capacity to succeed, etc.;
- Candidates seeking an LD/TC endorsement must meet all requirements listed above and in addition have two years of successful teaching experience. Similarly, those seeking a Principal Endorsement must meet all requirements listed above and have three years of successful teaching experience as well as a cumulative Grade Point Average (GPA) of at least 3.00 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hours.

For a listing of frequently asked questions, curriculum, transfer credit information and spring/fall application deadlines, please visit www.stockton.edu/maed

**Enhance your knowledge.
Advance your career.
Become a master teacher.**





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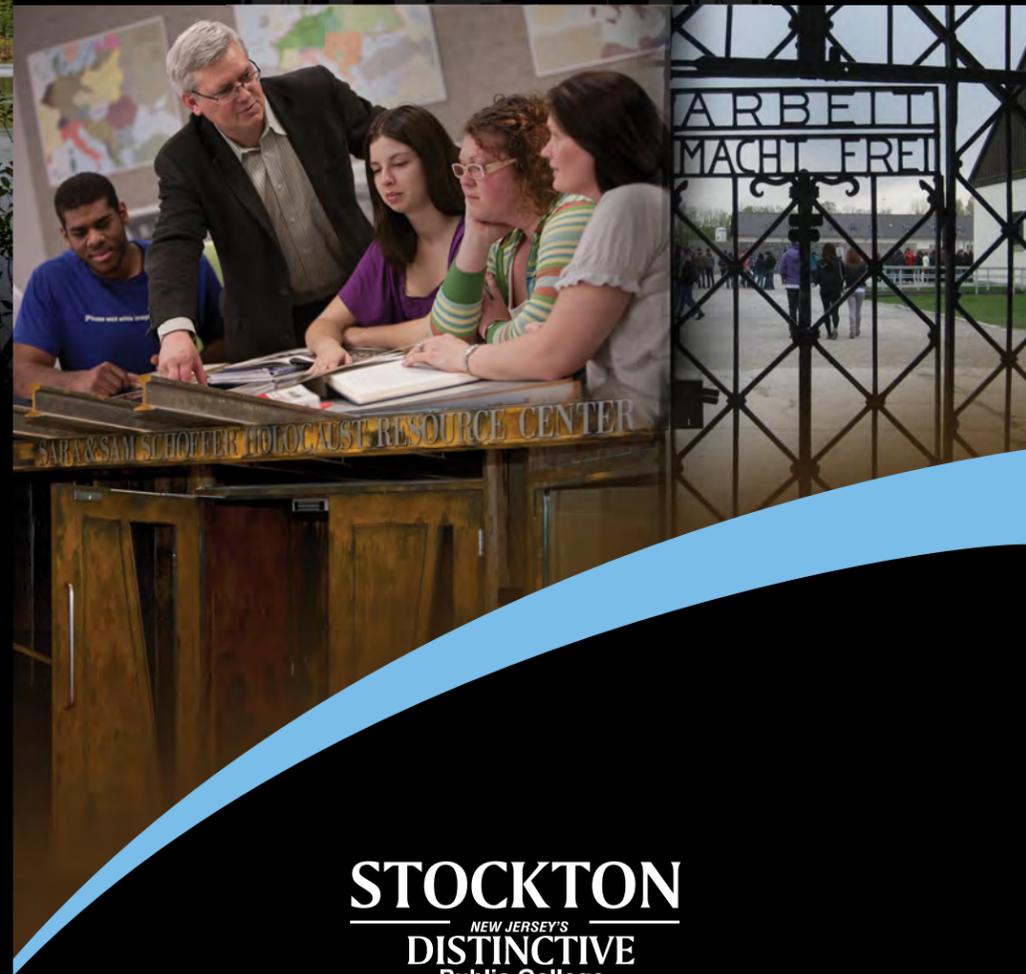
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Master of Arts in HOLOCAUST & GENOCIDE STUDIES (MAHG)



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Master of Arts in Holocaust and Genocide Studies (MAHG) ABOUT THE PROGRAM

"Never again!" After Auschwitz, the call to end genocide forever resounded throughout the world. In the wake of World War II, The United Nations adopted the Convention on the Prevention and Punishment of the Crime of Genocide. However, the slaughters in Cambodia, Bosnia, Rwanda, Darfur, and elsewhere have shown how difficult it has been to implement that resolution: to recognize the warning signs, raise public awareness, and move the international community to act. Today, we need to study the past to interrupt the patterns of prejudice, persecution, and violence that feed genocidal impulses.

Stockton College is a nationally ranked, public liberal arts and professional studies institution of the New Jersey system of higher education. It emphasizes excellence in scholarship, teaching, and student learning. Stockton offers a variety of post-baccalaureate certificate and graduate programs.

The MAHG program was founded in 1998 as the first program of its kind in the country. It offers a rigorous interdisciplinary approach to understanding the dynamics of genocide. The MAHG curriculum provides outstanding preparation for teachers, human rights professionals, museum curators, clergy, and others interested in Holocaust and Genocide Studies.

Stockton College offers many facilities to support the study of the Holocaust and other genocides. Since 1986, the Sara and Sam Schoffer Holocaust Resource Center has been actively collecting the oral testimonies of Holocaust survivors, liberators, and rescuers, as well as assisting survivors in writing and publishing their memoirs. The Center recently completed a \$1 million expansion, including the addition of state-of-the-art multipurpose seminar room. The library boasts one of the most extensive English-language holdings on the Holocaust and other genocides of any comparable institution in the country.

Master of Arts in
HOLOCAUST AND GENOCIDE STUDIES (MAHG)

ADMISSIONS CRITERIA

- Completed application. This includes an essay explaining why the applicant wishes to study Holocaust and Genocide Studies and how MAHG a degree will help fulfill the applicant's career goals;
- Baccalaureate degree from an accredited institution – all undergraduate majors and concentrations of study will be considered (transcripts from all colleges and universities attended are required);
- Three letters of recommendation;
- Minimum college/university GPA of 3.0
- English proficiency test results and scores through TOEFL, IELTS or ELS EAP Level 112.
- Application deadlines: July 1 for Fall Semester; December 1 for Spring Semester

TRANSFER CREDIT

The College will accept up to nine credits of appropriate, relevant graduate credit from other accredited colleges and universities, provided that the courses sufficiently match corresponding MAHG courses. Graduate credit will only be accepted upon transfer to Stockton. Once students have matriculated to the College, the remainder of the coursework must be completed here.

Please visit
www.stockton.edu/mahg
for more information
about MAHG program.





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Master of Arts in INSTRUCTIONAL TECHNOLOGY (MAIT)



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Master of Arts in Instructional Technology (MAIT) ABOUT THE PROGRAM

The Master of Arts in Instructional Technology is designed to bring the best instructional technologies into both public and corporate settings. With a strong theoretical foundation, the degree enables graduates to use technology to improve human learning and performance with the aid of technologies. Graduates of the MAIT program can become leaders in the fields of education and training and may qualify for positions in the areas of curriculum design and development, technology coordination, distance education planning, integration of technology in teaching, human performance support, instructional design and training development, and project management. Course delivery takes place in face-to-face, hybrid, and online modes.

The program serves:

- students who seek or will continue employment in a school setting;
- students who wish to pursue coordinator or supervisor positions in P-12 schools and district
- students who seek or hold careers in business, industry, non-profit organizations, training-related careers, instructional designers, and higher education professions.

The program is composed of both core and elective courses.

- Core courses: focus on important issues related to learning, instruction, research, and the impact of technology, and include an overview of a variety of technologies, software applications, and Web-based tools.
- Elective courses: designed to extend the core skills into more specialized environments, and to give students opportunities to enhance their personal interests in their chosen field. Students can tailor their courses to their personal interests in their field.

**Please visit www.stockton.edu/mait
for more information about the program.**

Master of Arts in
INSTRUCTIONAL TECHNOLOGY (MAIT)

ADMISSIONS CRITERIA

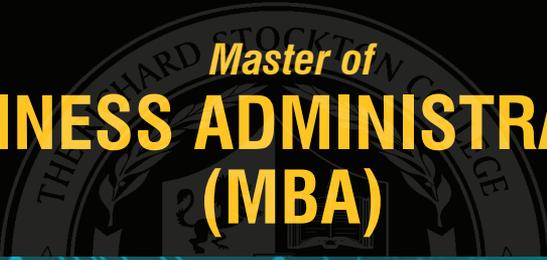
To be considered for admission to the **Master of Arts in Instructional Technology program**, applicants must submit the following:

- The online application for graduate admission at www.stockton.edu/grad (including an essay describing relevant experience and reason for pursuing MAIT degree);
- Official transcripts from all colleges attended, including baccalaureate degree from regionally accredited institution and minimum grade point average of 3.0
- Three letters of recommendation, including form that can be found on the graduate school website.
- The Graduate Record Examination (GRE) General Exam (School Code 2889) or Miller Analogies Test scores (MAT) (School Code 1391). Scores should be submitted from a test taken within the past ten years. Testing requirements are waived for students who already possess a master's degree.

For a listing of frequently asked questions, curriculum, transfer credit information and spring/fall application deadlines, please visit www.stockton.edu/mait

**75% of reporting graduates
are employed within weeks of
seeking employment.**

www.stockton.edu/mait



Master of
**BUSINESS ADMINISTRATION
(MBA)**



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Master of Business Administration (MBA)

ABOUT THE PROGRAM

The **Master of Business Administration (MBA) Program** prepares students for professional careers in business. One of the goals of the program is to help students develop critical thinking skills and to provide them with an expanded awareness of the complex political, social and economic environments within which all organizations and individuals must function.

Excellent written and oral presentation skills are needed in this program. The program is geared toward those with business backgrounds and/or those seeking career changes. An accelerated dual degree program leading to a BA-BS and an MBA is also offered that provides students an opportunity to complete an undergraduate and a graduate degree in five years.

Program strengths:

- A flexible curriculum blending core courses, electives from within the MBA and other Stockton graduate courses, and opportunities for internships and individualized research projects.
- A personalized approach to teaching and learning as evidenced by small classes, systematic advising, and substantial student access to faculty
- Opportunities to interact with the Stockton owned Stockton Seaview Hotel and Golf Club and Stockton centers such as the Lloyd D. Levenson Institute of Gaming, Hospitality, and Tourism (LIGHT), the Small Business Development Center of Atlantic, Cape May, and Cumberland Counties (SBDC).
- Stockton's Graduate Student Council is active and provides opportunities that support the professional development of graduate students.

ADMISSIONS CRITERIA

To be considered for admission to the Master of Business Administration (MBA) program, applicants must submit the following:

- Completed on-line application;
- Baccalaureate degree from a regionally accredited institution (official transcripts from all colleges attended are required);
- A minimum undergraduate GPA of 3.0;
- Graduate Management Admission Test (GMAT);
- Three current letters of recommendation written specifically for admission to the MBA Program from current or former administrators familiar with your work who can comment on your background, experiences, capacity to succeed, etc.; and
- A current resume.

**Please visit
www.stockton.edu/mba
for more information
about the MBA program.**





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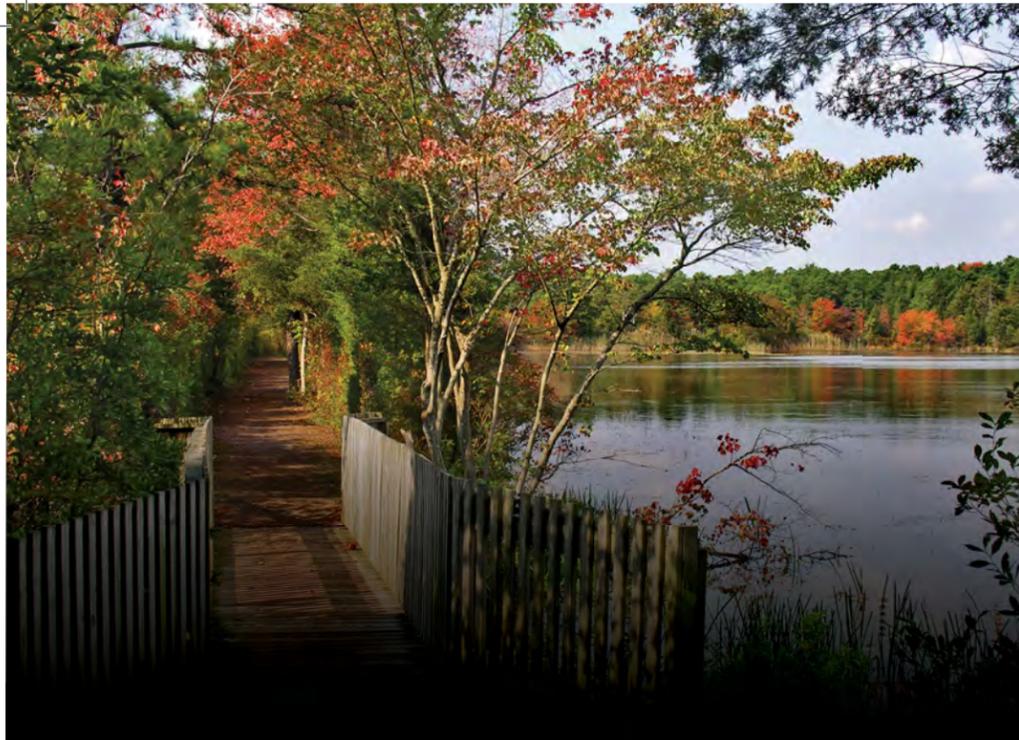
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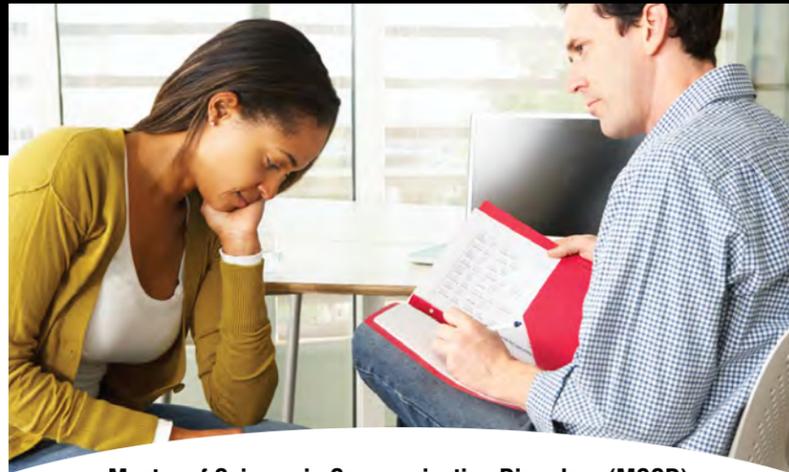
Master of Science in COMMUNICATION DISORDERS (MSCD)



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Master of Science in Communication Disorders (MSCD)

ABOUT THE PROGRAM

Speech-language pathology is a healthcare and education-based profession committed to improving the function of communication and swallowing. Speech-language pathologists can choose from a variety of work settings including schools, hospitals, sub-acute facilities, skilled nursing facilities, home-healthcare, research settings, and private practice.

The mission of the **Master of Science in Communication Disorders Program** is to prepare students for an earned Master's degree so they may obtain licensure and certification in speech-language pathology. The program will have students contribute to scholarly work in the discipline, provide opportunities for continuing education, and offer direct services to the surrounding community.

The Master of Science in Communication Disorders is a professional program. The length of the program is 2.5 years inclusive of two summer sessions. Students have the opportunity to experience a variety of clinical settings with the added bonus of having an on-site speech and hearing clinic.

Additionally, Stockton offers a **Communication Disorders Preparation Program**. This program is designed to provide an option for students who already hold a bachelor's degree in a field other than Speech-Language Pathology or Communication Disorders. This unique bridge program builds on the baccalaureate degree and allows students to meet the prerequisites to apply to a graduate program in communication disorders. Note: This program is not equivalent to a New Jersey Department of Education Certificate as a Speech-Language Specialist.

Master of Science in Communication Disorders Programs (MSCD) at the Richard Stockton College of New Jersey has a curriculum designed to prepare program graduates for certification as speech-language pathologists by the American Speech-Language Hearing Association (ASHA), New Jersey licensure and for certification as Speech-Language Specialists in the New Jersey Public Schools. The program requires completion of 60 graduate credits. Both a thesis and a non-thesis option are available.

All Master's degree candidates must complete 400 clinical hours of supervised clinical experience. Of these 400 hours, 25 must be in supervised observation. Per ASHA certification requirements, at least 325 of the 400 clinical hours must be completed at the graduate level. Students will receive clinical experience both on campus in the Speech and Hearing Clinic and off campus in various clinical placements. Students will be able to graduate having had a variety of clinical experiences. Students must enroll full-time in **the MSCD Program**. The requirements are demanding but the outcome is rewarding.

Master of Science in
COMMUNICATION DISORDERS (MSCD)

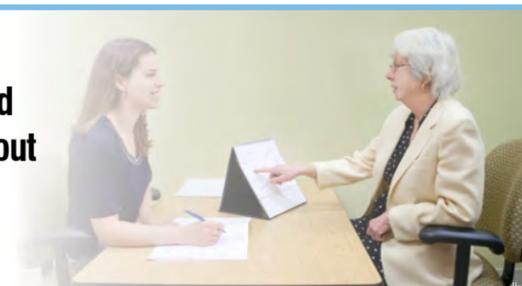
ADMISSIONS CRITERIA

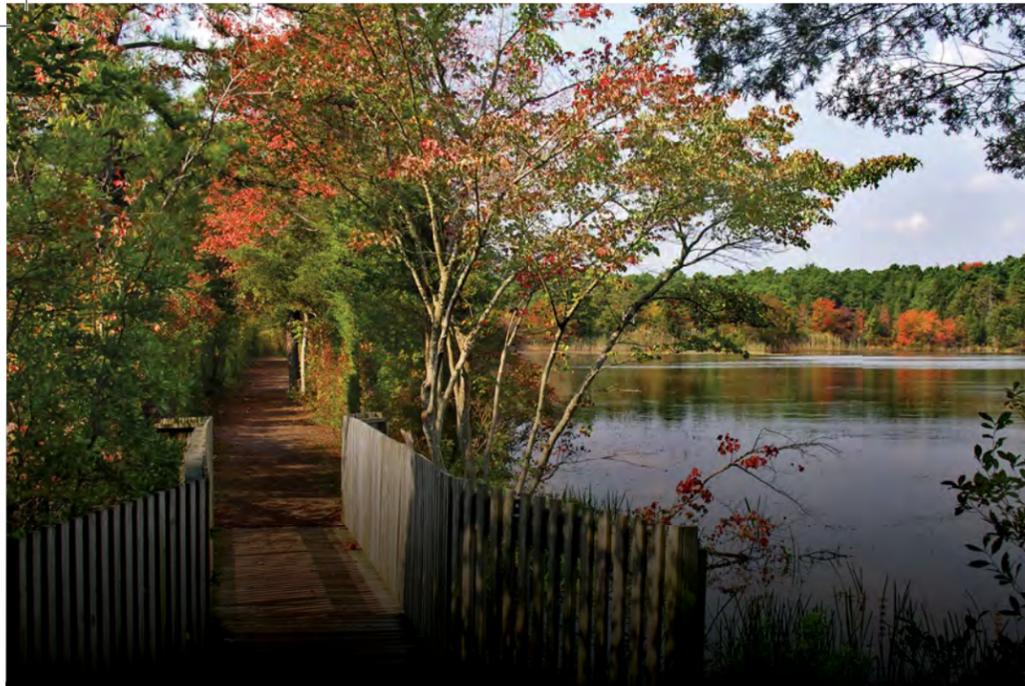
Prospective students apply through the Graduate Admissions Office. Applicants must complete all program prerequisites and have a baccalaureate degree prior to starting the program. Applications are screened by the Program Committee. A complete application file requires the following:

- Completion of a baccalaureate degree from a regionally accredited institution.
- Cumulative GPA of 3.2 or higher. A GPA of 3.5 or higher is considered competitive.
- Completion of all prerequisite courses with a grade of C or better by the end of the summer semester of the academic year in which the applicant applies for admission. The Stockton course acronyms that correspond with the required prerequisite courses are provided for Stockton students.
- Phonetics (HLTH 1104 or CMDS 5101)
- Hearing Science (HLTH 1105 or CMDS 5102)
- Speech Science (HLTH 1106 or CMDS 5103)
- Language Development (HLTH 2115 or CMDS 5115)
- Introduction to Communication Disorders (HLTH 2119 or CMDS 5119)
- Biology (BIOL 1200, HLTH 2221)
- Statistics
- Physical Science (A course dealing primarily with the principles of physics, chemistry, astronomy, or geology).
- Social Science such as Psychology or Sociology.
- Three letters of recommendation.
- Graduate Record Examination (GRE) scores. Official GRE scores must be submitted to CDCAS using school code 3872. Scores at or above the 50th percentile in the Verbal and Quantitative sections will be considered competitive. Students who have a Masters degree from an accredited institution do not need to provide GRE scores.
- Students must meet the "Technical Standards and Essential Functions" requirements for participation in Stockton's MSCD Program. These functions can be reviewed online at www.stockton.edu/grad and click on the MSCD program page.

The Master of Science in Communication Disorders Programs (MSCD) at the Richard Stockton College of New Jersey is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

Please visit
www.stockton.edu/grad
for more information about
the MSCD program.





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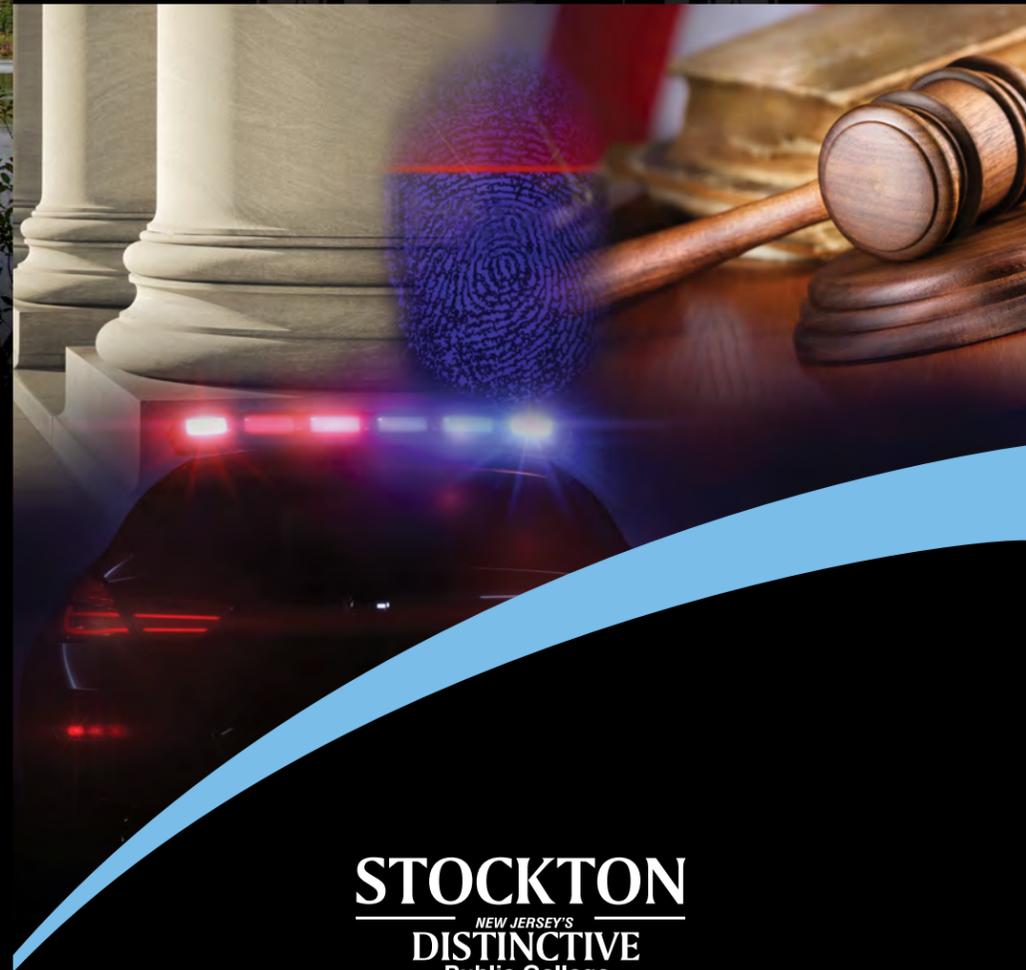
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Master of Arts in
**CRIMINAL JUSTICE
(MACJ)**



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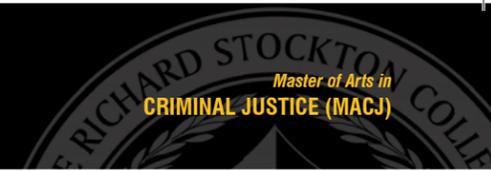
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CURRICULUM OPTIONS

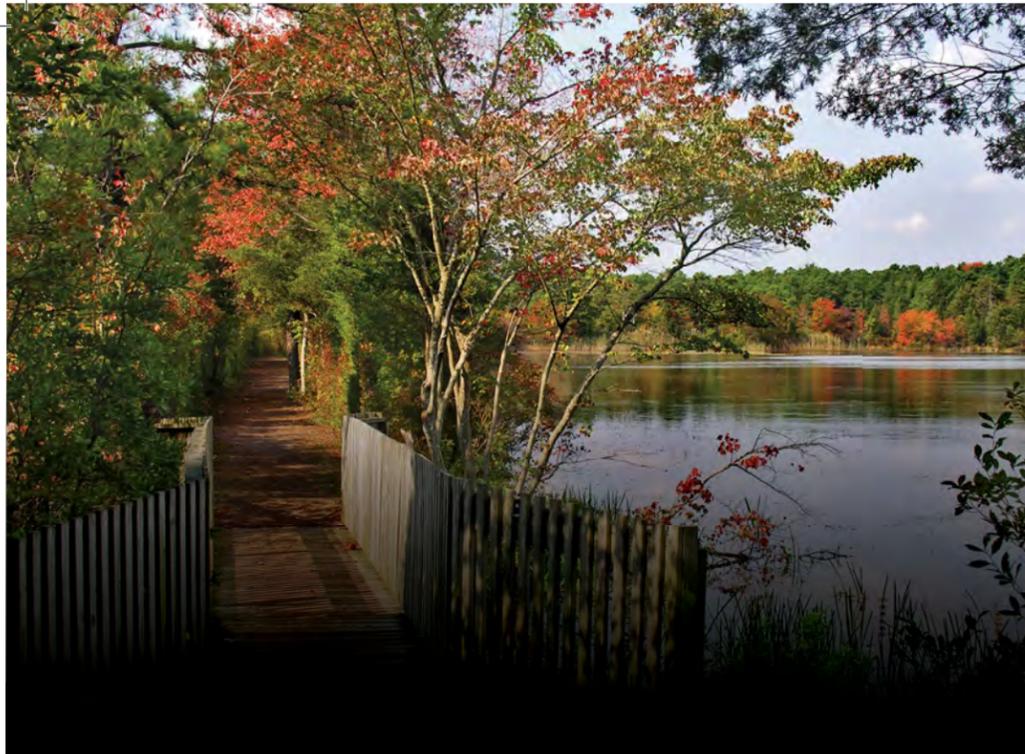
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- 3 Letters of Recommendation (2 recommended from faculty);
- Official GRE Test Scores. School Code: 2889. Not required if applicant has a master's degree or above a 3.5 GPA at the time of application;
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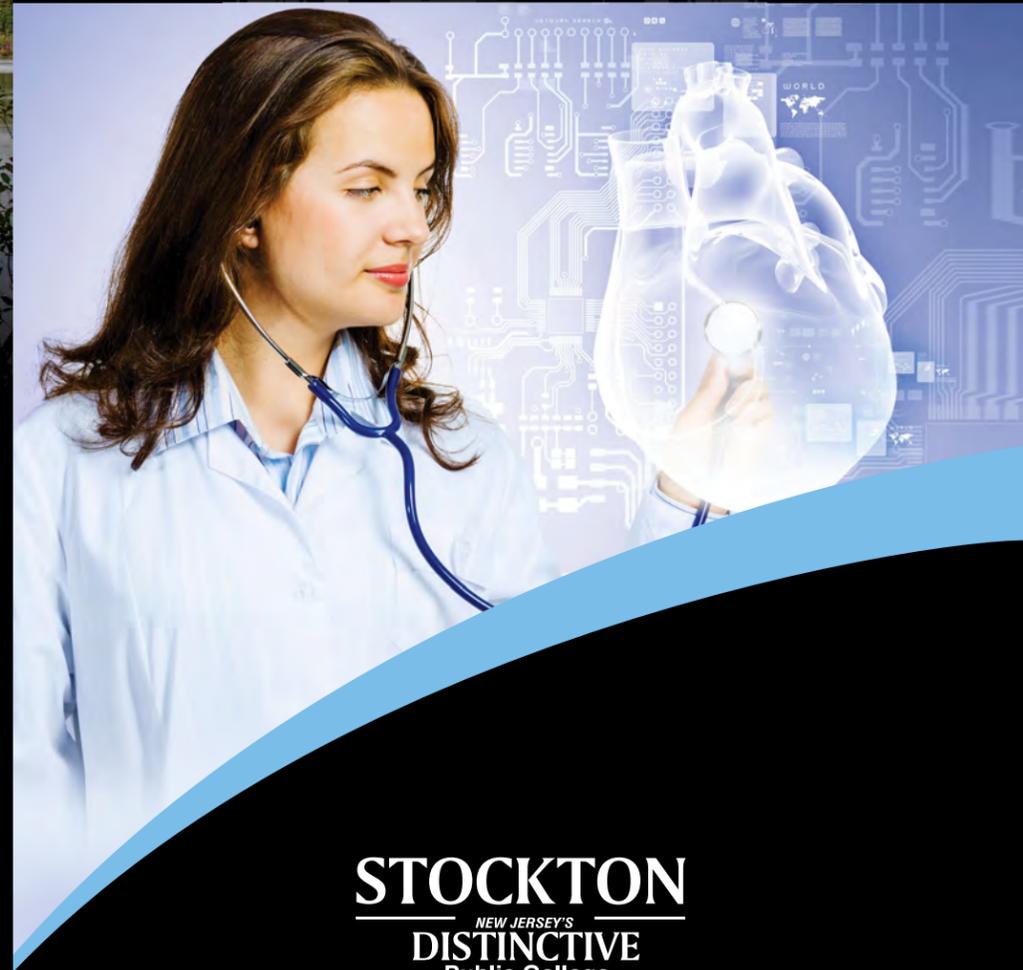
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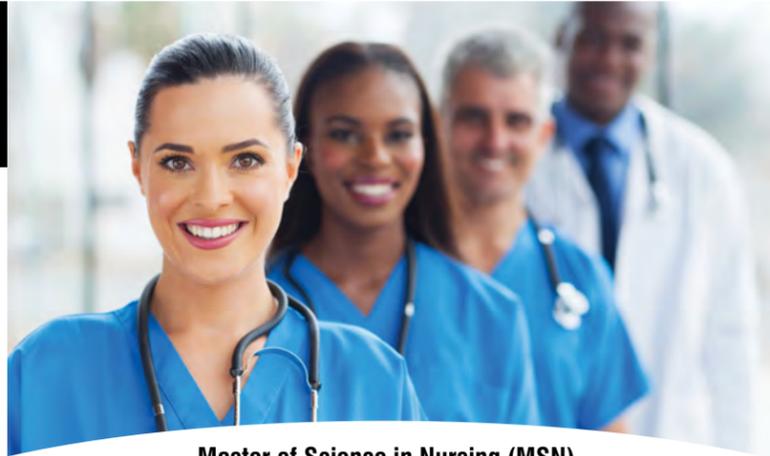
Master of Science in NURSING (MSN)



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www.stockton.edu/grad



Master of Science in Nursing (MSN)

ABOUT THE PROGRAM

The **Master of Science in Nursing (MSN)** program is designed for the baccalaureate-prepared registered nurse (RN) who wishes to pursue a graduate degree with eligibility for specialty certification as an Adult Gerontology Primary Care Nurse Practitioner (AGPCNP). In addition, Post-Master's certificates are available: Family Nurse Practitioner (FNP) or Adult Gerontology Primary Care Nurse Practitioner (AGPCNP).

The program focuses on the acquisition of knowledge and skills that enable the nurse practitioner to assess, diagnose, treat, and evaluate health problems of the client. Health promotion and disease prevention are also emphasized.

The program encourages self-directed learning and critical thinking and ensures the graduate student will develop the skills necessary to function as an advanced-practice nurse.

GOALS OF THE GRADUATE NURSING PROGRAM

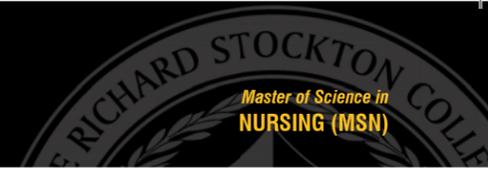
1. Encourage continued personal and professional growth
2. Advance the educational level of nurses to effect improvement in the health care of consumers
3. Prepare advanced practice nurses who are eligible for national certification
4. Provide a foundation for continued graduate study

STUDENT LEARNING OUTCOMES

1. Utilize Roy's Adaptation Model of Nursing when making decisions about professional nursing practice.
2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and advanced nursing practice.
3. Assess health status and health potential of the client, manage specific common deviations from wellness and stabilize long term illness.
4. Accept individual responsibility and accountability in defining advanced practice nursing.
5. Apply nursing research and evidence-based data to advanced practice nursing.
6. Utilize leadership skills through interaction with consumers and providers in meeting health needs and advanced nursing goals.
7. Collaborate on the interdisciplinary health team to identify and effect needed change which will improve delivery within specific health care systems.

ACCREDITATION STATEMENT

The graduate nursing program at Richard Stockton College of New Jersey is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036 (202) 887-6791.



ADMISSIONS CRITERIA

Admission is open to RNs with a baccalaureate degree in nursing. Prospective applicants must meet the following criteria; however, meeting the minimum criteria does not guarantee admission:

- Possess a baccalaureate degree in nursing from an NLN- or CCNE-accredited school.
- Cumulative GPA of 3.2 or higher (on a scale of 4.0) with a minimum grade of "B" in all nursing courses.
- Completion of all prerequisite courses.
- Proof of license to practice as a professional nurse in New Jersey.
- Three letters of recommendation; one academic and two professional. Forms are provided.
- Students must meet the "Technical Standards and Essential Functions" requirements as specified by the Nursing Program (Policy #M-1). These functions can be viewed at www.stockton.edu/msn.
- Proof of professional liability insurance.
- Proof of current CPR certification.
- Completed Online Graduate Application (including signature page and application fee).
- Submission of current Curriculum Vitae.
- Submission of official transcripts from all colleges/universities attended.

PREREQUISITES:

Undergraduate courses in: Health Assessment, Nursing Research, and Statistics.

APPLICATION DEADLINES:

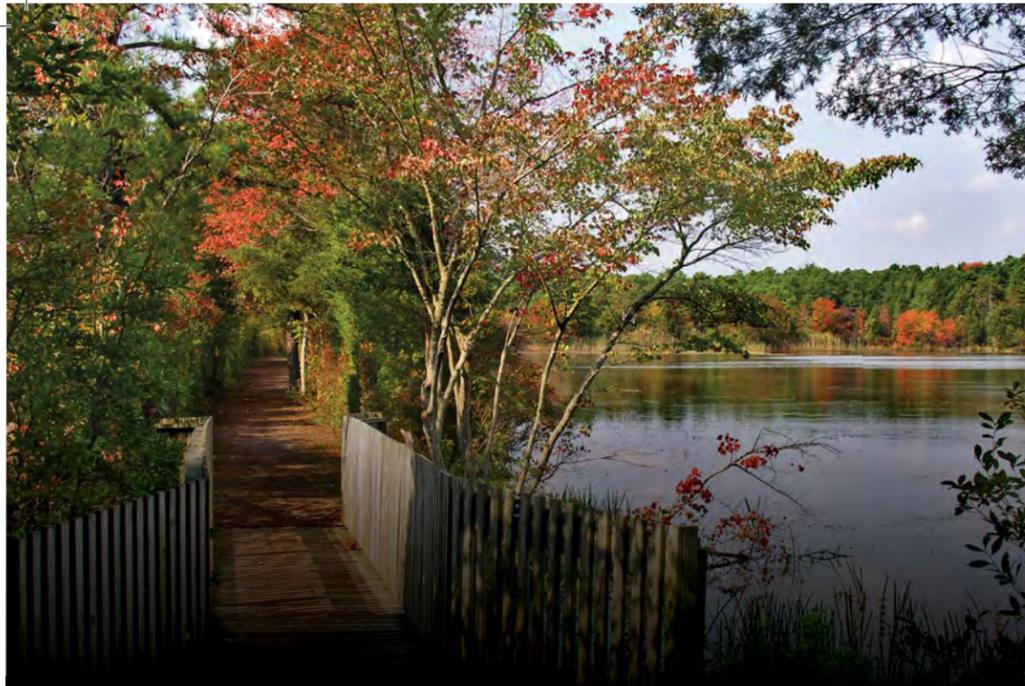
- Fall admission: May 1
- Spring admission: December 1

Prospective students who have not completed all prerequisite undergraduate courses may take them at Stockton. They must be completed before admission into the graduate program.

The College may accept up to 9 credits that sufficiently match corresponding RSCNJ courses, provided that the grade earned is a 3.0 (B) or better. It is recommended that all transfer credit requests be submitted at the time of application. A Graduate Transfer Equivalency Form must be submitted when requesting transfer credits, which is usually at the time of application.

Please visit
www.stockton.edu/msn
for more information
about the MSN program.





OPEN HOUSES AND INFORMATION SESSIONS:

Please visit our website for more details about Open Houses and Information Sessions, including event dates and how to R.S.V.P.

Join us for the next event!

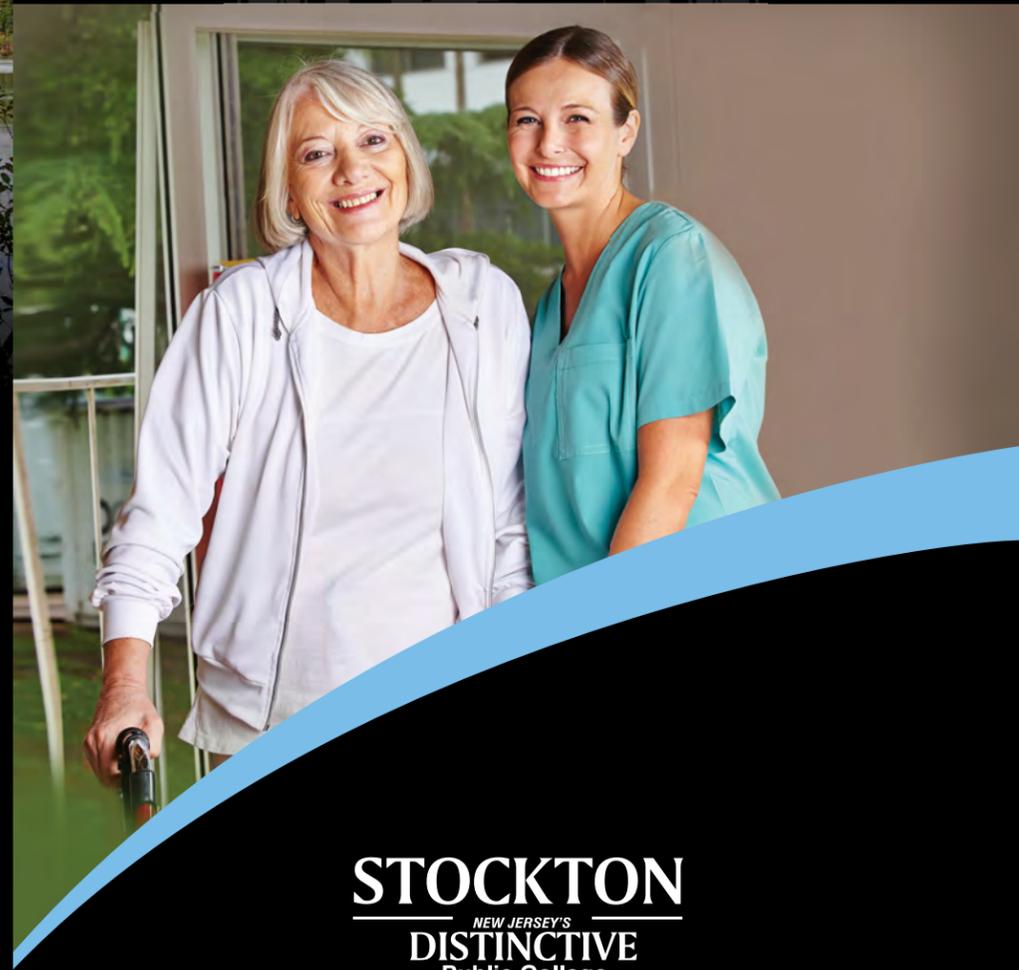
FOR INFORMATION ABOUT THE PROGRAM:

The Richard Stockton College of New Jersey | School of Graduate & Continuing Studies
101 Vera King Farris Drive, Galloway NJ 08205-9441
609.626.3640
gradschool@stockton.edu | www.stockton.edu/grad

While every effort has been made to ensure the accuracy of the information contained in this publication, College policies and curricula may change. Please visit the School of Graduate and Continuing Studies web site for the most updated information at www.stockton.edu/grad

Stockton College is an AA/EQ institution.

Master of Science in OCCUPATIONAL THERAPY (MSOT)



STOCKTON
NEW JERSEY'S
DISTINCTIVE
Public College

SCHOOL OF GRADUATE
& CONTINUING STUDIES

www.stockton.edu/grad



Master of Science in Occupational Therapy (MSOT) ABOUT THE PROGRAM

Occupational Therapy is a health care profession that uses purposeful activity to achieve functional outcomes that promote health, prevent injury or disability, and develop, improve, sustain, or restore the highest possible level of independence.

Stockton College's Master of Science in Occupational Therapy Program is a full-time two and one-half-year entry-level professional program. It includes four semesters of course work including Level I fieldwork, one short summer session and two three-month Level II fieldwork rotations that must be completed within 24 months following completion of academic work.

Accreditation

The **Master of Science in Occupational Therapy (MSOT)** Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) located at:

ACOTE

c/o American Occupational Therapy
Association (AOTA)

4720 Montgomery Lane, Suite 200

Bethesda, MD 20814-3449

Ph: (301) 652-2682 • www.acoteonline.org

GRADUATES OF THE PROGRAM WILL BE ELIGIBLE TO SIT FOR THE NATIONAL CERTIFICATION EXAMINATION FOR THE OCCUPATIONAL THERAPIST ADMINISTERED BY THE NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT). AFTER SUCCESSFUL COMPLETION OF THIS EXAM, THE INDIVIDUAL WILL BE AN OCCUPATIONAL THERAPIST, REGISTERED (OTR). IN ADDITION, MOST STATES REQUIRE LICENSURE TO PRACTICE; HOWEVER, STATE LICENSES ARE USUALLY BASED ON THE RESULTS OF THE NBCOT CERTIFICATION EXAMINATION. A FELONY CONVICTION MAY AFFECT A GRADUATE'S ABILITY TO SIT FOR THE NBCOT CERTIFICATION EXAMINATION OR ATTAIN STATE LICENSURE.

Master of Science in
OCCUPATIONAL THERAPY (MSOT)

ADMISSIONS CRITERIA

The **MSOT program** is among the most competitive at the College. Admission is very selective. Applicants are considered once per year; a new class of students (cohort) begins each fall.

- Completion of the two applications for graduate admission with supplemental materials (listed below). Please visit www.otcas.org for online application, and www.stockton.edu/grad for supplemental application and a list of where supplemental materials are to be sent.
- Completion of a baccalaureate degree.
- Demonstration of academic preparedness with a cumulative GPA of 3.2 or better.
- Completion of all prerequisite courses with a grade of B or better. Students may apply to the program while in the final semesters of completing these prerequisites.
- Typed essay that demonstrates written communication skills and clarifies the applicant's purpose in pursuing a graduate degree in occupational therapy.
- For applicants whose native language is not English, scores from the Test of English as a Foreign Language (TOEFL).
- Documentation of 40 hours of work, volunteer work or community service with an occupational therapist in a variety of occupational therapy settings with clients of different ages and diagnoses.
- Three recommendation forms from those who can verify experiences and attest to academic excellence.
- Copy of current driver's license.
- Completion of a CPR course (proof of current CPR certification or recertification is required).
- Additional paperwork will be required of international students.

It is also expected that all applicants will be proficient in computer applications. Regular access to a Stockton email account is required.

Additionally, applicants must meet the "Technical Standards" requirements for participation in Stockton's Occupational Therapy program. These functions can be reviewed online at www.stockton.edu, by typing "MSOT Technical Standards" in the search box.

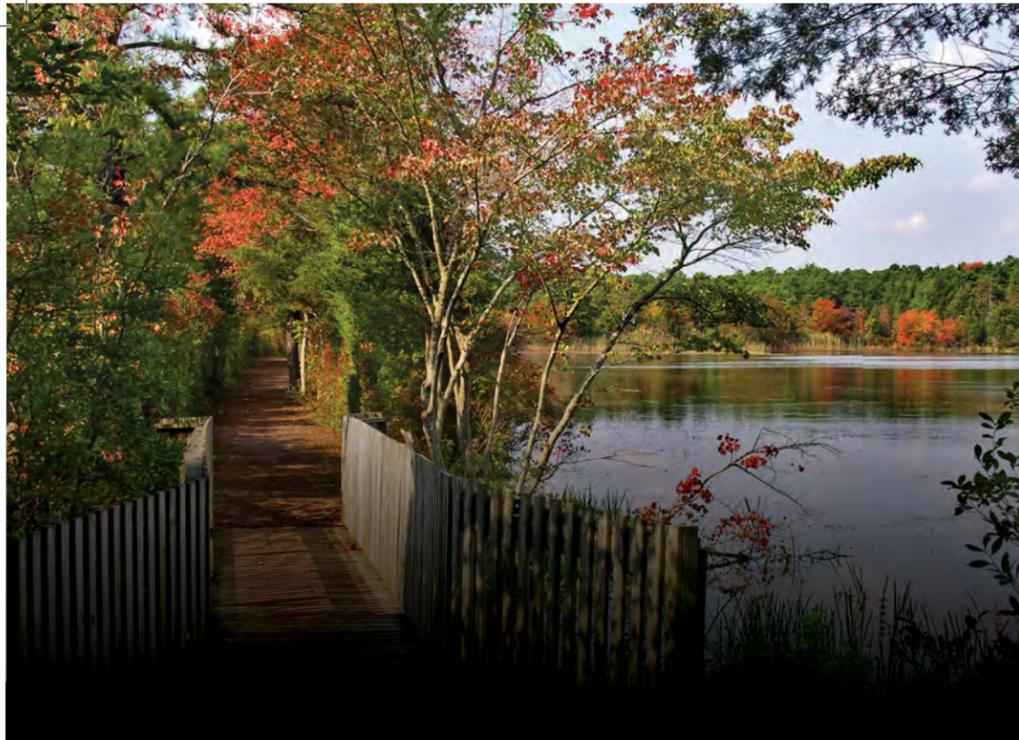
Some preference is given to New Jersey residents and Stockton graduates, though other applicants are routinely accepted.

For more details regarding admissions criteria, pre-requisites, FAQs and curriculum, please visit www.stockton.edu/grad.

Application Deadline: November 15

Please visit
www.stockton.edu/msot
for more information about
the MSOT program





OPEN HOUSES AND INFORMATION SESSIONS:

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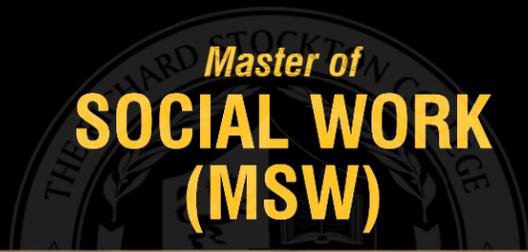
Join us for the next event!

FOR INFORMATION ABOUT THE PROGRAM:

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gradschool@stockton.edu | www.stockton.edu/grad

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Stockton College is an AA/EQ institution.



Master of SOCIAL WORK (MSW)



STOCKTON
NEW JERSEY'S
DISTINCTIVE
Public College

SCHOOL OF GRADUATE
& CONTINUING STUDIES

www.stockton.edu/grad



Master of Social Work (MSW) ABOUT THE PROGRAM

The mission of Stockton's **MSW Program** is to educate social workers who are prepared for advanced-level practice with diverse individuals, families and communities. The program aims to produce graduates who understand the human condition and the commonalities that all people share, while respecting and honoring differences in personal and communal history, social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion and disability status. The curriculum focuses on developing practitioners who are able to develop an in-depth understanding of diverse world views; empower diverse people to expand their capacities, resources and opportunities; and advocate for policies and services that address social conditions that limit the quality of life for all people.

The Program is built upon a strong foundation of generalist social work practice values, knowledge and skills. Students are expected to understand and be able to apply an ecosystems perspective, the strengths perspective and empowerment practice theory. They develop a thorough acquaintance with the negative effects of oppression, discrimination, marginalization and other social forces that block people's ability to meet their basic human needs. They are expected to critically examine multiple theories, perspectives and approaches as they become acquainted with research literature and as they develop experience in agency practice.

Continuing the central focus of the undergraduate program, the **MSW Program** aims to produce graduates who have a lifelong commitment to upholding human rights, respecting human diversity and working towards social justice in their professional and personal lives.

**Small class sizes, personal attention,
exceptional interaction between students,
faculty, staff and the surrounding community.**



ADMISSIONS CRITERIA

To be considered for admission to the MSW program, applicants must submit the following:

- Completed application. This includes brief essays in response to questions posed in the application;
- Baccalaureate degree from a regionally accredited institution (official transcripts from all colleges attended are required). Advanced Standing applicants must hold a baccalaureate degree in social work from a college or university accredited by the Council on Social Work Education;
- Adequate foundation in the liberal arts (at least 24 credits, as demonstrated in the transcript);
- Three letters of recommendation from persons who are familiar with the applicant's work (academic work, paid employment or volunteer work in social welfare);
- Cumulative GPA of 3.0;
- An interview and/or a writing sample may be required.
- English proficiency test results and scores through TOEFL, IELTS or ELS EAP Level 112.
- Facility in a second language (other than English) will be considered a strength in the applicant's file.

All of the above factors will be carefully weighed in the admissions process. Applicants with the strongest overall record in the above areas will be offered admission. Once available slots are filled, qualified applicants who were not able to be offered admission will be placed on a waiting list for slots that might open up.

MSW application for admission deadline:

Advanced Standing: February 1. **Traditional MSW Program:** February 1. Fall matriculation only for both programs.

Transfer Credit Provided that the courses sufficiently match corresponding Stockton courses, the College will accept up to nine credits for graduate work completed at an accredited MSW program at another college or university. Graduate credit will only be granted at the time of acceptance into the MSW program. Once students have matriculated at the College, students will be required to finish the remainder of the coursework at Stockton. Applicants who have satisfactorily completed an entire year at another accredited MSW program may be admitted to the second year of the traditional program. Applicants to the program should consult the Program Director about transferring in credits for specific courses.

Stockton's MSW program will not grant credit for life experience or previous work experience.

**Please visit
www.stockton.edu/grad
for more information
about MSW program.**





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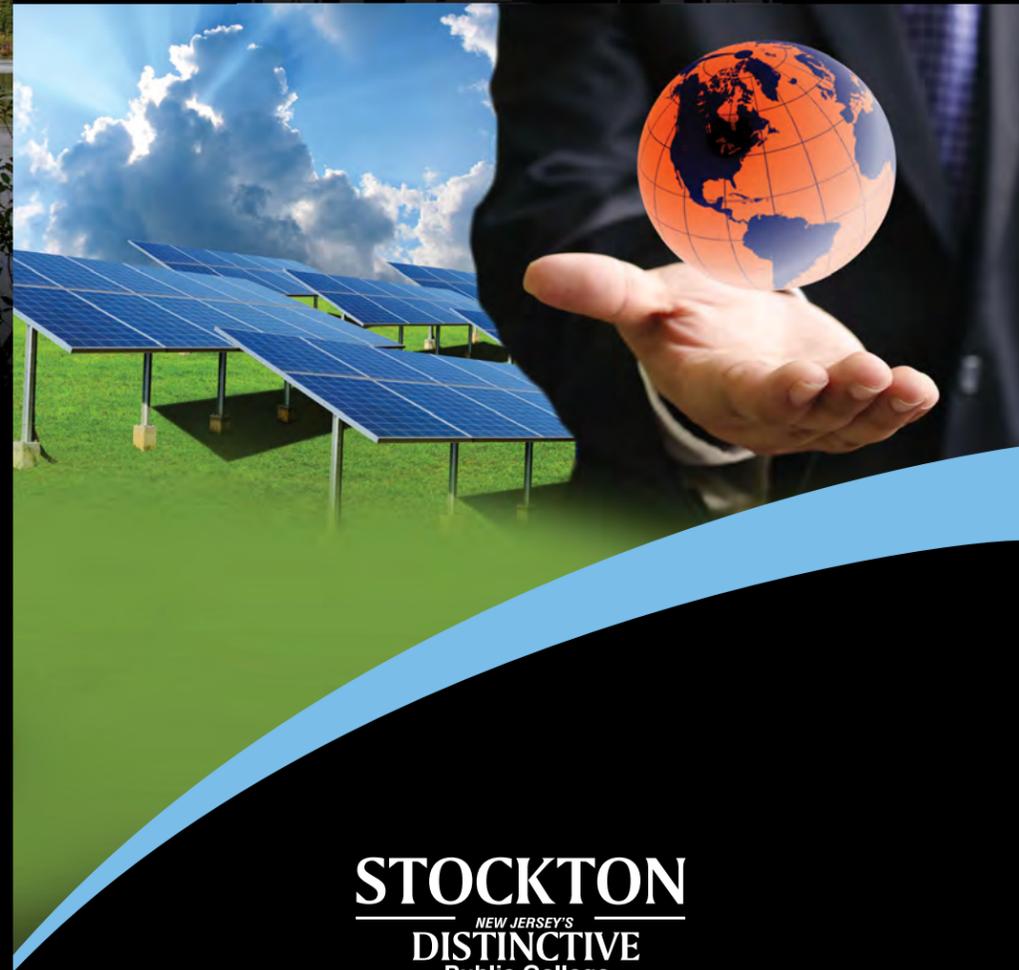
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Stockton College is an AA/EQ institution.

Professional Science Master's in ENVIRONMENTAL SCIENCE (PSM)



STOCKTON
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DISTINCTIVE
Public College

SCHOOL OF GRADUATE
& CONTINUING STUDIES

www.stockton.edu/grad



Professional Science Master's in Environmental Science (PSM)
ABOUT THE PROGRAM

The Professional Science Master's (PSM) in Environmental Science offers working professionals and qualified undergraduates an education that is multidisciplinary and applications-oriented, preparing graduates for professional advancement in the business and regulatory world.

The PSM is built around a solid core of required technical and nontechnical courses that provide common baseline knowledge for all students. This core is supplemented by a broad selection of electives tailored to an individual's specialty area. In combination, the core and associated electives form a curriculum that can easily adapt to the needs of individual students. A capstone research project in collaboration with a faculty mentor and a professional in the corporate or government sector allows students to apply their coursework and experience to real-world problems. The program is structured to be completed in two years and emphasizes substantial flexibility in course scheduling (night classes, weekend and summer field work). Undergraduate students interested in a five-year BS/PSM accelerated dual degree option can pursue that option; undergraduate transfer students may also apply for the dual degree with their transfer application.



ADMISSIONS CRITERIA

For persons who hold a baccalaureate degree, the following are the admissions requirements for the **PSM in Environmental Science**:

- Complete application packet, including an essay explaining how the PSM degree in Environmental Science fits into the applicant's career goals;
- A baccalaureate degree from a regionally accredited institution of higher education with an environmentally-related major (e.g., Environmental Science, Marine Science, Earth Science, Chemistry, Biology, or other related majors); transcripts for all colleges attended are required;
- Three letters of recommendation from professional colleagues "and/or" college/university faculty;
- Completion of the Graduate Record Examination (GRE), the general test; students should have their scores sent directly to Stockton;
- Minimum college/university cumulative grade point average (GPA) of 3.0;
- An average GPA of 3.2 or better derived from all science and mathematics courses taken;
- English proficiency test results and scores through TOEFL, IELTS or ELS EAP Level 112.

The PSM in Environmental Science requires 36 credits for completion, including a capstone project. The curriculum consists of eight core course requirements and four electives. Core course requirements include five science courses, two professional courses and a capstone project. The entire core course sequence will be offered within two years during the Fall, Spring and Summer terms. The remainder of the curriculum consists of electives, at least five of which are offered over a two-year sequence.

Students meet regularly with their assigned advisor to plan and evaluate progress in their studies.

Acceptance into the **PSM in Environmental Science program** will be based on a review of the entire application packet. Admission to the Program is competitive and acceptance is not guaranteed. Specific minimum requirements may be waived at the discretion of the PSM Admissions Committee.

**Please visit
www.stockton.edu/grad
for more information about
PSM program.**



Appendix F: 2012, 2013, 2014 Financial Audits

See attached.

**The Richard Stockton College of
New Jersey (A Component Unit
of the State of New Jersey)**

Financial Statements and
Supplementary Information

June 30, 2011 and 2010

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

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June 30, 2011 and 2010

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Independent Auditors' Report

Board of Directors
The Richard Stockton College of New Jersey

We have audited the accompanying financial statements of The Richard Stockton College of New Jersey (the "College") and its discretely presented component unit, a component unit of the State of New Jersey, as of June 30, 2011 and 2010. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits. We did not audit the financial statements of The Richard Stockton College of New Jersey Foundation (the "Foundation") as of June 30, 2010, which reflect total assets of \$10,962,635 as of June 30, 2010, and total revenues of \$2,801,250 for the year then ended. Those financial statements were audited by another auditor whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation as of June 30, 2010, is based on the report of the other auditor.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinions. The financial statements of the Foundation were not audited in accordance with *Government Auditing Standards*.

In our opinion, based on our audits and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of The Richard Stockton College of New Jersey and of its discretely presented component unit as of June 30, 2011 and 2010, and the respective changes in financial position and cash flows, where applicable thereof, for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2011, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.

The Management's Discussion and Analysis ("MD&A") on pages 3 through 10 is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information, and we express no opinion on it.

ParenteBeard LLC

Philadelphia, Pennsylvania
October 31, 2011

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Introduction

The Richard Stockton College of New Jersey (the "College") is proud to present its comparative financial statements for fiscal years 2011 and 2010. The emphasis of discussions about these statements will be on current year data.

This section of the College's financial statements presents our discussion and analysis of the College's financial performance during the fiscal years that ended on June 30, 2011, 2010, and 2009. Since this discussion and analysis is designed to focus on current activities, it should be read in conjunction with the College's basic financial statements, which follow this section.

The Richard Stockton College of New Jersey provides an exceptional environment for achievement and fulfillment in a dynamic society through rigorous intellectual effort and vigorous personal interaction among all members of its diverse learning community. As a regional public college committed to teaching, The Richard Stockton College of New Jersey combines liberal education with professional preparation and offers undergraduate, graduate and doctoral programs.

College Overview

The College is located in Pomona, New Jersey on 1600 acres of pristine forest and wetlands in an area that is growing rapidly. The College owns an 8-acre Marine and Environmental Field Station along the Nacote Creek in nearby Port Republic City and over 100 acres of wooded property in Hamilton Township, New Jersey and over 200 acres of wooded property in Galloway Township, New Jersey. The College acquired the Carnegie Library, a 17,335 square foot historical building. The Carnegie hosts undergraduate and graduate courses, continuing professional education programming, and special events. The College owns the historic Seaview Resort, which includes a hotel and two world renowned golf courses, located on nearly 300 acres in Galloway, NJ.

The majority of the student body is from Atlantic, Cape May, and Ocean Counties. The College continues to evidence significant enrollment demand, with 6,613 undergraduate applications. Fall 2010's total headcount enrollment was over 7,000 full-time equivalent ("FTE") students. The College offers Bachelor of Arts and Bachelor of Science degrees, as well as eleven Master's level programs and a doctoral program in Physical Therapy.

Financial Statements

The College's comparative financial statements include three basic financial statements: Statement of Net Assets; Statement of Revenues, Expenses, and Changes in Net Assets; and Statement of Cash Flows, which have been prepared following Governmental Accounting Standards Board ("GASB") principles. These statements present the College's operations as a whole, rather than individual funds and focus on its assets, liabilities, revenues, expenses, and cash flows on an entity-wide basis.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Summary of Net Assets

The Statement of Net Assets presents the assets, liabilities, and net assets of the College as of the end of the fiscal year. The Statement of Net Assets is a point-of-time financial statement. The purpose of the Statement of Net Assets is to present to the readers of the financial statements a fiscal snapshot of The Richard Stockton College of New Jersey. The Statement of Net Assets presents end-of-the-year data concerning assets (current and noncurrent), liabilities (current and noncurrent), and net assets (assets minus liabilities).

Net assets are one indicator of the current financial condition of the College, while the change in net assets is an indicator of whether the overall financial condition has improved or worsened during the year.

From the data presented, readers of the Statement of Net Assets are able to determine the assets available to continue the operations of the College. They are also able to determine how much the College owes vendors, investors, and lending institutions. Finally, the Statement of Net Assets provides a picture of the net assets (assets minus liabilities) and their availability for expenditure by the College.

Net assets are divided into three major categories. The first category, invested in capital assets, net of related debt, provides the institution's equity in property, plant, and equipment owned by the College. The next asset category is restricted net assets. Expendable restricted net assets are available for expenditure by the College but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of the assets. Nonexpendable restricted net assets are required to be maintained in perpetuity by donors and/or external entities. The final category is unrestricted net assets. Unrestricted assets are available to the College for any lawful purpose of the College.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

A summary of the College's assets, liabilities, and net assets as of June 30, 2011, 2010, and 2009 as follows (in thousands):

	<u>2011</u>	<u>2010</u>	<u>2009</u>
Assets			
Current assets	\$ 105,792	\$ 148,724	\$ 184,055
Capital assets	277,108	223,194	194,973
Other assets	65,880	77,284	63,381
	<u> </u>	<u> </u>	<u> </u>
Total assets	<u>\$ 448,780</u>	<u>\$ 449,202</u>	<u>\$ 442,409</u>
Liabilities			
Current liabilities	\$ 31,187	\$ 32,044	\$ 24,130
Noncurrent liabilities	256,167	260,364	264,490
	<u> </u>	<u> </u>	<u> </u>
Total liabilities	<u>\$ 287,354</u>	<u>\$ 292,408</u>	<u>\$ 288,620</u>
Net Assets			
Invested in capital assets, net of related debt	\$ 57,707	\$ 40,649	\$ 47,605
Restricted for:			
Renewal and replacement	301	1,762	1,759
Debt service reserve	4,139	4,334	4,509
Unrestricted	99,279	110,049	99,916
	<u> </u>	<u> </u>	<u> </u>
Total net assets	<u>\$ 161,426</u>	<u>\$ 156,794</u>	<u>\$ 153,789</u>

The College's Statement of Net Assets indicates an improvement in financial position and reflects to prudent utilization of financial resources and management of investments, the utilization of debt, and development of the capital plan.

Current assets consist primarily of cash and cash equivalents, assets held by trustees under bond agreements for capital activities, investments and receivables. Noncurrent assets consist primarily of investments and capital assets. Current liabilities consist primarily of accounts payable and accrued expenses, accrued compensation absences and the current portion of long-term debt. Noncurrent liabilities consist primarily of long-term debt.

Total assets decreased by \$422,303 in fiscal 2011 which remains consistent with fiscal 2010. Total assets increased by \$6,792,621 in fiscal 2010 primarily due to an increase in investments.

Total liabilities decreased by \$5,054,461 in fiscal 2011 primarily due to current year principal reduction. Total liabilities increased by \$3,787,944 in fiscal 2010 primarily due to an increase in compensated absences and accounts payable. Compensated absences increased as a result of the increase in the total number of paid leave bank days.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Summary of Revenues, Expenses, and Changes in Net Assets

Changes in total net assets as presented on the Statement of Net Assets are based on the activity presented in the Statement of Revenues, Expenses, and Changes in Net Assets. The purpose of the statement is to present the revenues received by the institution, both operating and nonoperating, and the expenses paid by the institution, operating and nonoperating, and any other revenues, expenses, gains, and losses received or spent by the College.

Generally speaking, operating revenues are received for providing goods and services to the various customers and constituents of the College. Operating expenses are those expenses paid to acquire or produce the goods and services provided in return for the operating revenues, and to carry out the mission of the College. Nonoperating revenues are revenues received for which goods and services are not provided. For example, State of New Jersey appropriations are nonoperating because they are provided by the Legislature to the College without the Legislature directly receiving commensurate goods and services for those revenues.

The Statement of Revenues, Expenses, and Changes in Net Assets present the College's results of operations. A summary of the College's revenues, expenses, and changes in net assets for the year ended June 30, 2011, 2010, and 2009 follows (in thousands):

	<u>2011</u>	<u>2010</u>	<u>2009</u>
Operating revenues:			
Net student revenues	\$ 81,413	\$ 75,838	\$ 78,378
Governmental grants	24,142	23,734	18,642
Other	<u>9,014</u>	<u>8,490</u>	<u>8,662</u>
Total operating revenues	114,569	108,062	105,682
Operating expenses	<u>142,622</u>	<u>135,467</u>	<u>137,522</u>
Operating loss	<u>(28,053)</u>	<u>(27,405)</u>	<u>(31,840)</u>
Nonoperating revenue (expenses):			
State of New Jersey appropriations	39,726	38,649	40,016
Federal appropriation (ARRA)	-	1,175	-
Investment income	6,600	5,211	5,957
Disposal of capital assets, net	(30)	(175)	(16)
Interest on capital asset related debt	(11,781)	(12,207)	(11,229)
Other nonoperating expenses, net	<u>(1,830)</u>	<u>(2,243)</u>	<u>(910)</u>
Net nonoperating revenues	<u>32,685</u>	<u>30,410</u>	<u>33,818</u>
Increase in net assets	4,632	3,005	1,978
Net assets, beginning of year	<u>156,794</u>	<u>153,789</u>	<u>151,811</u>
Net assets, end of year	<u>\$ 161,426</u>	<u>\$ 156,794</u>	<u>\$ 153,789</u>

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

Revenues

To fund its operation, the College receives revenues from a variety of sources including tuition and fees, grants and contracts, auxiliary services, State of New Jersey appropriations, and investment income. The College is continuing to seek additional funds from all possible sources to adequately fund operating activities.

Operating

Operating revenues for the years ended June 30, 2011, 2010, and 2009 totaled \$114,569,823, \$108,061,485 and \$105,682,148, respectively. The sources of these revenues were student revenues, net of scholarships, of \$81,412,969, governmental grants of \$24,142,391 and other revenue of \$9,014,463 for the year ended June 30, 2011. Student revenues net of scholarships were \$75,838,094 and \$78,377,564; governmental grants were \$23,733,612 and \$18,642,248, with other revenue totaling \$8,489,789 and \$8,662,336 for years ending June 30, 2010 and 2009, respectively.

Student revenues which include tuition and fees are the primary source of operating revenue for the College. These tuition and fee revenues have increased from fiscal year 2010 to fiscal year 2011 by approximately 10%. Auxiliary activities include housing and college center, which are responsible for an approximate 6% increase in revenue from the prior year. Total operating revenues increased by 6% in fiscal 2011.

The revenue reflects an annualized enrollment of 6,453 undergraduate FTEs (Full Time Equivalent) and 436 graduate FTEs, for an annual total of 6,889 FTEs. The total headcount of full-time and part-time students was 7,697. Operating revenues for 2011, 2010, and 2009 were as follows (in thousands):

	2011	% of Total
Net student revenues	\$ 81,413	71 %
Governmental grants	24,142	21
Other	9,014	8
Total operating revenue	\$ 114,569	100 %
	2010	% of Total
Student revenues, net	\$ 75,838	70 %
Governmental grants	23,734	22
Other	8,490	8
Total operating revenue	\$ 108,062	100 %
	2009	% of Total
Student revenues, net	\$ 78,378	74 %
Governmental grants	18,642	18
Other	8,662	8
Total operating revenue	\$ 105,682	100 %

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

Non-Operating

Net non-operating revenue for the years ended June 30, 2011, 2010, and 2009 totaled \$32,685,004, \$30,410,438, and \$33,818,578 respectively. The primary source of non-operating revenue was the State of New Jersey appropriation, including fringe benefits, of \$39,726,445, \$38,649,253, and \$40,016,172 respectively, for the years ended June 30, 2011, 2010, and 2009. The other components of net non-operating revenues were the investment income of \$6,600,001, \$5,211,299, and \$5,956,618 and interest expense on plant facilities related debt of \$(11,781,628), \$(12,207,402) and \$(11,228,795) for the years ended June 30 2011, 2010, and 2009, respectively.

Change in Net Assets

The Statement of Revenues, Expenses, and Changes in Net Assets revealed the College had positive years with the increase of \$4,632,158, \$3,004,677, and \$1,978,562 in net assets for the years ended June 30, 2011, 2010, and 2009, respectively.

Operating Expenses

Operating expenses are defined as expenses paid by the College to acquire or produce goods and services used to carry out its mission, in return for operating revenues. For the years ended June 30, 2011, 2010, and 2009, the College incurred operating expenses totaling \$142,622,669, \$135,467,246, and \$137,522,164, respectively. Operating revenues for these periods totaled \$114,569,823, \$108,061,485, and \$105,682,148, causing a loss from operations of \$(28,052,846), \$(27,405,761), and \$(31,840,016), respectively. A summary of operating expenses for the years ended June 30, 2011, 2010, and 2009 is as follows (in thousands):

	<u>2011</u>	<u>% of Total</u>
Instruction	\$ 52,553	37 %
Research	877	1 %
Public service	4,658	3 %
Academic support	7,740	5 %
Student services	12,352	9 %
Institutional support	18,604	13 %
Operation and maintenance of plant	11,011	8 %
Student aid	6,919	5 %
Auxiliary enterprises expenditures	17,752	12 %
Depreciation/amortization	10,156	7 %
	<u>\$ 142,622</u>	<u>100 %</u>

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

	<u>2010</u>	<u>% of Total</u>
Instruction	\$ 49,022	36 %
Research	918	1
Public service	4,049	3
Academic support	7,217	5
Student services	11,808	9
Institutional support	18,398	13
Operation and maintenance of plant	10,179	7
Student aid	6,383	5
Auxiliary enterprises expenditures	17,237	13
Depreciation/amortization	10,256	8
	<u>\$ 135,467</u>	<u>100 %</u>
	<u>2009</u>	<u>% of Total</u>
Instruction	\$ 47,405	34 %
Research	1,185	1
Public service	4,191	3
Academic support	7,174	5
Student services	11,322	8
Institutional support	17,242	13
Operation and maintenance of plant	10,328	8
Student aid	6,194	5
Auxiliary enterprises expenditures	22,369	16
Depreciation/amortization	10,112	7
	<u>\$ 137,522</u>	<u>100 %</u>

As the Full Time Equivalent and Student Headcount numbers increase, so do expenses college wide. Based on the amounts reported above it is clear that expenses have remained fairly consistent for each of the categories over the past three years.

Capital Assets and Debt Activities

The College continues to manage its financial resources so as to ensure adequate financial flexibility to access the capital markets as needed. The College maintains a debt rating from Moody's Investor Services and Fitch Rating Ltd. of A2 and A+, respectively.

The College has been advancing a master plan consistent with its strategic and Middle States reaccreditation plans, where the College intends to keep the existing campus in good repair and to ensure that it is prepared to meet the needs of more than 7,000 FTE. Included in those plans are numerous renovation and site improvement projects, including a new campus center and science building.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Economic Outlook

The populations of Atlantic, Cape May, and Ocean Counties are increasing dramatically. These counties provide the majority of our student body. The College is rated highly among the public liberal arts colleges in the country and continues to fall below the sector average with respect to tuition and fees charged among the nine state colleges. For these and many more reasons, the College is never at a loss to fill our class rooms; we can afford to be very selective.

Requests for Information

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of Fiscal Affairs, The Richard Stockton College of New Jersey, 10 West Jimmie Leads Road, Pomona, NJ 08240.

Complete financial statements for the individual component unit can be obtained from the administrative office as follows:

- The Richard Stockton College of New Jersey Foundation
101 Veara King Farris Drive
Galloway, NJ 08205
K204

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Net Assets
June 30, 2011 and 2010

	2011		2010	
	College	Component Unit Foundation	College	Component Unit Foundation
Assets				
Current Assets				
Cash and cash equivalents	\$ 18,481,463	\$ 51,305	\$ 23,465,485	\$ 40,622
Receivables, net:				
Students, less allowance of \$1,018,391 in 2011 and \$908,174 in 2010	748,386	-	697,599	-
Loans, less allowance of \$59,726 in 2011 and \$41,803 in 2010	303,321	-	327,960	-
Federal government	799,761	-	793,800	-
State of New Jersey	540,054	-	520,722	-
Other receivables	2,462,174	1,498,951	2,476,225	1,615,719
Total receivables	4,853,696	1,498,951	4,816,306	1,615,719
Investments at fair value	33,098,320	-	28,593,558	-
Deposits held by bond trustees	48,602,722	-	91,308,999	-
Note receivable	694,189	-	316,984	-
Other current assets	61,575	833	222,272	468
Total current assets	105,791,965	1,551,089	148,723,604	1,656,809
Noncurrent Assets				
Investments at fair value	57,818,373	13,313,976	70,756,192	9,295,987
Loans, less allowance of \$511,739 in 2011 and \$290,732 in 2010	2,027,415	-	2,280,924	-
Deferred financing costs, net of accumulated amortization of \$103,463 in 2010 and \$106,233 in 2011	2,678,839	-	2,782,302	-
Note receivable	3,354,424	-	1,464,683	-
Capital assets, net	277,108,484	7,524	223,194,098	9,839
Total noncurrent assets	342,987,535	13,321,500	300,478,199	9,305,826
Total assets	\$ 448,779,500	\$ 14,872,589	\$ 449,201,803	\$ 10,962,635
Liabilities and Net Assets				
Current Liabilities				
Accounts payable and accrued expenses	\$ 21,841,281	\$ 73,492	\$ 22,233,621	\$ 17,275
Deferred revenue	2,213,433	16,394	2,368,560	17,200
Compensated absences, current portion	2,901,159	-	3,327,680	-
Bonds payable, current portion	3,748,672	-	3,653,672	-
Other long-term debt, current portion	482,295	-	460,055	-
Total current liabilities	31,186,840	89,886	32,043,588	34,475
Noncurrent Liabilities				
Compensated absences, noncurrent portion	580,670	-	547,415	-
U.S. Government grants refundable	1,980,872	-	1,980,872	-
Bonds payable, noncurrent portion	246,790,658	-	250,539,330	-
Other long-term debt, noncurrent portion	6,814,477	-	7,296,773	-
Total noncurrent liabilities	256,166,677	-	260,364,390	-
Total liabilities	287,353,517	89,886	292,407,978	34,475
Net Assets				
Invested in capital assets, net of related debt	57,707,159	-	40,649,146	-
Restricted:				
Nonexpendable, scholarships	-	8,845,339	-	6,888,970
Expendable:				
Scholarships	-	4,034,823	-	2,629,642
Renewal and replacement	300,982	-	1,761,476	-
Debt service and debt service reserves	4,138,604	-	4,334,155	-
Unrestricted	99,279,238	1,902,541	110,049,048	1,409,548
Total net assets	161,425,983	14,782,703	156,793,825	10,928,160
Total liabilities and net assets	\$ 448,779,500	\$ 14,872,589	\$ 449,201,803	\$ 10,962,635

See notes to financial statements

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Revenues, Expenses, and Changes in Net Assets
Years Ended June 30, 2011 and 2010

	2011		2010	
	College	Component Unit Foundation	College	Component Unit Foundation
Operating Revenues				
Student revenues:				
Tuition and fees	\$ 75,526,419	\$ -	\$ 68,901,283	\$ -
Auxiliary enterprises	30,704,922	-	29,071,801	-
Less scholarship allowances	(24,818,372)	-	(22,135,000)	-
Net student revenues	81,412,969	-	75,838,084	-
Gifts and contributions	-	2,016,163	-	1,509,390
Federal grants and contracts	13,079,922	-	12,172,011	-
State and local grants and contracts	11,062,469	-	11,561,601	-
Nongovernmental grants and contracts	2,990,908	-	2,274,110	-
Other auxiliary enterprises revenues	1,423,458	-	1,457,361	-
Other operating revenues	4,600,097	417,087	4,758,318	401,740
In-kind contributions	-	136,379	-	72,626
Total operating revenues	114,569,823	2,569,629	108,061,485	1,983,756
Operating Expenses				
Instruction	52,553,319	-	49,021,866	-
Research	876,596	-	918,095	-
Public service	4,657,773	-	4,048,790	-
Academic support	7,739,963	-	7,217,198	-
Student services	12,351,907	-	11,807,894	-
Institutional support	18,604,487	370,076	18,398,203	393,247
Operation and maintenance of plant	11,010,442	-	10,178,932	-
Student aid	6,919,811	246,447	6,383,029	191,588
Auxiliary enterprises	17,751,465	-	17,236,756	-
Depreciation	10,156,906	2,315	10,256,483	1,736
In-kind expense	-	136,379	-	72,626
Total operating expenses	142,622,669	755,217	135,467,246	659,197
Operating (loss) gain	(28,052,846)	1,814,412	(27,405,761)	1,324,559
Nonoperating Revenues (Expenses)				
State of New Jersey appropriations	20,631,000	-	20,926,000	-
Federal appropriations (ARRA)	-	-	1,175,000	-
State of New Jersey appropriations, fringe benefits	19,095,445	-	17,723,253	-
Investment income	6,600,001	2,040,131	5,211,299	817,494
Loss on disposal of capital assets, net	(30,164)	-	(174,906)	-
Interest on capital assets related debt	(11,781,628)	-	(12,207,402)	-
Other nonoperating expense, net	(1,829,650)	-	(2,242,806)	-
Net nonoperating revenues	32,685,004	2,040,131	30,410,438	817,494
Increase in net assets	4,632,158	3,854,543	3,004,677	2,142,053
Net Assets, Beginning of Year	156,793,825	10,928,160	153,789,148	8,786,107
Net Assets, End of Year	\$ 161,425,983	\$ 14,782,703	\$ 156,793,825	\$ 10,928,160

See notes to financial statements

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Cash Flows

Years Ended June 30, 2011 and 2010

	<u>2011</u>	<u>2010</u>
Cash Flows from Operating Activities		
Student revenue	\$ 82,908,661	\$ 76,958,821
Grants and contracts	27,032,453	25,763,847
Payments to suppliers	(27,965,064)	(28,657,224)
Payments for employee salaries and benefits	(103,830,348)	(94,628,718)
Student loan receipts	58,389,674	54,002,632
Student loan disbursements	(58,389,674)	(54,002,632)
Other receipts	7,449,179	8,916,497
	<u>(14,405,119)</u>	<u>(11,646,777)</u>
Cash Flows from Noncapital Financing Activities		
State of New Jersey appropriations	34,610,417	35,067,113
Payments made for other nonoperating expenses	(1,829,650)	(2,242,807)
	<u>32,780,767</u>	<u>32,824,306</u>
Cash Flows from Capital and Related Financing Activities		
Proceeds from capital debt	-	-
Principal paid on capital debt	(4,113,728)	(2,727,646)
Payment made for deferred financing costs	103,463	106,233
Purchases of capital assets	(65,455,823)	(33,500,376)
Interest paid on capital debt	(11,872,273)	(12,195,601)
Change in deposits held by bond trustees	42,706,277	37,888,820
	<u>(38,632,084)</u>	<u>(10,428,570)</u>
Cash Flows from Investing Activities		
Proceeds from sales of investments	83,573,150	72,802,863
Purchases of investments	(75,140,093)	(99,311,739)
Interest on investments	6,839,357	4,677,983
	<u>15,272,414</u>	<u>(21,830,893)</u>
Net cash flows provided by (used in) investing activities	<u>15,272,414</u>	<u>(21,830,893)</u>
Net decrease in cash and cash equivalents	(4,984,022)	(11,081,934)
Cash and Cash Equivalents, Beginning of Year	<u>23,465,485</u>	<u>34,547,419</u>
Cash and Cash Equivalents, End of Year	<u>\$ 18,481,463</u>	<u>\$ 23,465,485</u>
Reconciliation of Operating Loss to Net Cash Used in Operating Activities		
Operating loss	\$ (28,052,846)	\$ (27,405,761)
Adjustments to reconcile operating loss to net cash used in operating activities:		
State-paid fringe benefit expense	5,116,028	4,757,140
Depreciation	10,156,906	10,256,483
Change in assets and liabilities:		
Receivables	(23,238)	99,746
Note receivable	(2,266,946)	(598,961)
Other current assets	160,697	(107,209)
Accounts payable and accrued expenses	1,052,673	79,477
Deferred revenues	(155,127)	218,280
Deposits held in custody for others	-	(93,750)
Compensated absences	(393,266)	1,147,778
	<u>(14,405,119)</u>	<u>(11,646,777)</u>
Net cash used in operating activities	<u>\$ (14,405,119)</u>	<u>\$ (11,646,777)</u>

See notes to financial statements

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2011 and 2010

1. Organization and Summary of Significant Accounting Policies

(a) Organization

The Richard Stockton College of New Jersey (the "College") is primarily an undergraduate college of arts, sciences, and professional studies that provides undergraduate programs, including traditional and alternative approaches to education. The operations of management are vested in the College Board of Trustees. In 1986, State College Autonomy legislation was enacted, which granted certain fiscal and financial responsibility to the College Board of Trustees. In 1994, the Higher Education Restructuring Act further expanded the role of the board of trustees. Under the law, the College is an instrumentality of the State of New Jersey with a high degree of autonomy. However, under Governmental Accounting Standards Board ("GASB") Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, an amendment of GASB Statement 14, the College is considered a component unit of the State of New Jersey for financial reporting purposes. Accordingly, the College's financial statements are included in the State of New Jersey's Comprehensive Annual Financial Report.

(b) Basis of Presentation

The accounting policies of the College conform to accounting principles generally accepted in the United States of America as applicable to colleges and universities. In addition to complying with all applicable GASB pronouncements, the College's financial statements comply with the guidance provided by the Financial Accounting Standards Board ("FASB") Statements and Interpretations, Accounting Principles Board Opinions, Emerging Issue Task Force Opinions and the Committee on Accounting Procedure issued on or before November 30, 1989. GASB pronouncements take precedence when there is a conflict or contradiction between pronouncements. The College has elected not to adopt the pronouncements issued by the FASB after November 30, 1989.

(c) Net Assets

The College classifies its resources into three net asset categories:

- Invested in capital assets, net of related debt - Capital assets, net of accumulated depreciation, and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets.
- Restricted:

Nonexpendable - Net assets subject to externally imposed stipulations that must be maintained permanently by the College.

Expendable - Net assets whose use by the College is subject to externally imposed stipulations that can be fulfilled by actions of the College pursuant to the stipulations or that expire by the passage of time.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2011 and 2010

- Unrestricted - Net assets that are not subject to externally imposed stipulations, unrestricted net assets, may be designated by specific purposes by action of the board of trustees or may otherwise be limited by contractual agreements with outside parties. When an expense is incurred that can be paid using either restricted or unrestricted resources, the College's policy is to first apply the expense towards restricted resources and then towards unrestricted resources.

(d) Measurement Focus and Basis of Accounting

The financial statements of the College have been prepared on the accrual basis of accounting using the economic resources measurement focus, in accordance with governmental accounting standards. The College reports as a Business-Type Activity, as defined by GASB Statement No. 34, activities that are financed in whole or in part by fees charged to external parties for goods or services. Certain other transactions are reported as non-operating activities in accordance with GASB statement No. 35. The effect of inter-fund activity has been eliminated from these financial statements.

(e) Student Revenue Recognition

Student revenues are presented in the statement of revenues, expenses, and changes in net assets, net of scholarships applied to student accounts, while other payments made directly to students are presented as student aid expenses and are recognized in the period earned. Student revenues collected in advance of the fiscal year are recorded as deferred revenue in the accompanying financial statements.

(f) Grants and Contract Revenue Recognition

Federal, state, and local grant and contract revenue are comprised mainly of grant revenues received from the federal government and the State of New Jersey, and are recognized as the related expenses are incurred. Amounts received from grants, which have not yet been earned under the terms of the agreement, are recorded as deferred revenue in the accompanying statement of net assets.

(g) Cash and Cash Equivalents

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and mature in three months or less.

The College invests a certain portion of its cash in the State of New Jersey Cash Management Fund, which permits the overnight sweep of available cash balances directly into a common fund for short-term investments. This is an interest bearing account from which funds are available upon demand.

(h) Investments

The College follows the provisions of GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Therefore, investments are recorded in the financial statements at fair value, based on quoted market prices.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2011 and 2010

(i) Capital Assets

Capital assets are recorded at historical cost if purchased or constructed. Although legal title to certain academic buildings and equipment remains with the State of New Jersey, the College has been given exclusive use of the buildings and equipment, through enabling legislation and has included their cost in the accompanying statements of net assets. The College currently does not pay any rental fees to the State of New Jersey in connection with the aforementioned buildings and equipment and has not included any amount as revenue or expense in the financial statements of the College.

The College reports gifts of capital assets as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of capital assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire capital assets are reported as restricted support. Absent explicit donor stipulations about how long those capital assets must be maintained, the College reports expirations of donor restrictions when the donated or acquired capital assets are placed in service.

Capital assets of the College are depreciated using the straight-line method over the following useful lives:

Asset Category	Useful Life	Capital Threshold
Buildings	40 to 60 years	\$100,000
Infrastructure	20 to 40 years	10,000
Land improvements	10 to 25 years	10,000
Equipment	3 to 15 years	5,000

The College discontinued capitalizing library books in accordance with the College's capitalization procedure adopted in fiscal 2007. Library books previously placed into service prior to 2007 will continue to be depreciated over their remaining useful life.

(j) Deferred Financing Costs

Deferred financing costs, net of accumulated amortization are included in noncurrent assets and are amortized over the life of the related bonds payable.

(k) Income Taxes

The College is exempt from federal income taxes, originally under *Internal Revenue Code* Section 115. The College is also an organization described under Section 501(a)(3) and is therefore exempt under Section 501(a)(3) of the *Internal Revenue Code*.

The Richard Stockton College of New Jersey

(A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2011 and 2010

(l) Scholarship Discounts and Allowances

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship discounts and allowances in the statement of revenues, expenses and changes in net assets. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the College and the amount that is paid by students and/or third parties making payments on students' behalf to the extent revenues from such programs are used to satisfy tuition and fees and other student services.

(m) Classification of Revenue

The College's policy for defining operating activities in the statement of revenues, expenses, and changes in net assets are those that serve the College's principal purpose and generally result from exchange transactions such as payments received for services and payments made for the purchase of goods and services. Examples include (1) student tuition and fees, net of scholarship allowances, (2) sales and services of auxiliary enterprises and (3) most federal, state, and local grants and contracts. Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as operating and capital appropriations from the State of New Jersey and investment income.

(n) Financial Dependency

One of the College's largest sources of revenue is appropriations from the State of New Jersey. The College is economically dependent on these appropriations to carry on its operations.

(o) Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(p) Reclassification

Certain reclassifications have been made to the 2010 financial statements to conform to the 2011 reporting format.

(q) New Accounting Standards

In November 2010, GASB issued Statement No. 60, *Accounting and Financial Reporting for Service Concession Arrangements*. Statement No. 60 establishes guidance for accounting and financial reporting for service concession arrangements, which are a type of public-private or public-public partnership. The College is required to adopt Statement No. 60 for the fiscal year ending June 30, 2013.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2011 and 2010

In November 2010, GASB issued Statement No. 61, *The Financial Reporting Entity: Omnibus*. Statement No. 61 modifies existing requirements for the assessment of potential component units in determining what should be included in the financial reporting entity and financial reporting entity display and disclosure requirements. The College is required to adopt Statement No. 61 for the fiscal year ending June 30, 2013.

In June 2011, GASB issued Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*, Statement No. 63 establishes standards for reporting what GASB defines as deferred outflows and inflows of resources, which they have distinguished from assets and liabilities, and net position, which currently is referred to as net assets. The College is required to adopt Statement No. 63 for the fiscal year ending June 30, 2013. The College has not yet determined the effect of Statements No. 60, 61, and 63 on its financial statements.

2. Cash and Cash Equivalents, Investments and Deposits Held by Bond Trustees

Effective July 1, 2004, the College adopted GASB Statement No. 40, *Deposit and Investment Risk Disclosures*, an amendment of GASB Statement No. 3 and, accordingly, the College has assessed the Custodial Credit Risk, Concentration of Credit Risk, Credit Risk and Interest Rate Risk of its cash and cash equivalents and investments.

Cash and Cash Equivalents

Cash and cash equivalents consist of the following as of June 30, 2011 and 2010:

	<u>2011</u>	<u>2010</u>
Cash and cash equivalents:		
Cash (bank accounts)	\$ 5,342,614	\$ 3,372,429
New Jersey cash management fund	<u>13,138,849</u>	<u>20,093,056</u>
	<u>\$ 18,481,463</u>	<u>\$ 23,465,485</u>

Bank balances of cash amounted to \$6,244,167 and \$3,365,180 as of June 30, 2011 and 2010, respectively, of which \$250,000 and \$250,000, respectively, are FDIC (Federal Deposit Insurance Corporation) insured. Bank balances in excess of insured amounts of \$5,994,167 and \$3,115,180 as of June 30, 2011 and 2010, respectively, are collateralized in accordance with Chapter 64 of Title 18A of New Jersey Statutes.

Statutes of the State of New Jersey and Regulations of the State Investment Council authorize the New Jersey Division of Investment to invest in obligations of the U.S. Treasury, agencies and municipal or political subdivisions of the State, commercial paper, bankers acceptances, revenue obligations of public authorities, debt instruments of banks, collateralized notes and mortgages, certificates of deposit, repurchase agreements, equity, and convertible equity securities, and other common types of investment securities. Investee institutions and organizations are prescribed by the statutes and regulations based on such criteria as minimum capital, dividend paying history, credit history, and other evaluation factors.

The Richard Stockton College of New Jersey

(A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2011 and 2010

The College participates in the State of New Jersey Cash Management Fund wherein amounts also contributed by other State entities are combined into a large scale investment program. The cash management fund is unrated.

Investments

Investments at fair value consist of the following as of June 30, 2011 and 2010:

	<u>2011</u>	<u>2010</u>
U.S. Treasury and agency obligations	\$ 65,403,554	\$ 79,051,607
Money market accounts	1,664,589	753,860
Corporate bonds	-	2,608,510
Foreign corporate bonds	-	984,888
Stocks	14,945,504	9,529,908
Mutual funds, equities	8,903,046	6,420,977
	<u>90,916,693</u>	<u>99,349,750</u>
Total	90,916,693	99,349,750
Less noncurrent portion	<u>(57,818,373)</u>	<u>(70,756,192)</u>
Total	<u>\$ 33,098,320</u>	<u>\$ 28,593,558</u>

The College's investments are subject to custodial credit risk, credit risk, concentration of credit risk and interest rate risk. Each one of these risks is discussed in more detail below.

The College's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the College and are held by either the counterparty or the counterparty's trust department or agent but not in the College's name. The investment risk is that, in the event of the failure of the counterparty to a transaction, the College will not be able to recover the sale of the investment or collateral securities that are in the possession of the outside party. As of June 30, 2011 and 2010, the College's investments are either, insured, registered, or held by the College's investment custodian in the College's name.

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. GASB 40 requires that disclosure be made as to the credit rating of all fixed income securities except obligations of the U.S. government or obligations explicitly guaranteed by the U.S. government. The credit risk of a debt instrument is measured by nationally recognized statistical rating agencies such as Moody's and Fitch or Standard and Poors (S&P).

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Concentration of credit risk is the risk associated with the amount of investments the College has with any one issuer that exceed five percent or more of its total investments. Investments issued or explicitly guaranteed by the U.S. government and investments in mutual funds, external investment pools, and other pooled investments are excluded from this requirement. The College's investment policy provides limitations pertaining to the diversification of the investment portfolio. The College's investment policy limits the College to 25% of the total portfolio allowed for all investment instruments except U.S. Treasury and agency obligations where 100% of the portfolio is allowed and corporate bonds which permit up to 30% of the portfolio.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The College's investment policy provides limitations in the maturities and composition of the various types of investments as a means of managing its exposure to fair value losses arising from interest rate fluctuations.

The following tables summarize S&P ratings and investment maturities as of June 30, 2011 and 2010:

Investment Type	S & P Ratings	June 30, 2011 Investment Maturities (in Years)			
		Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and agency obligations	AAA	\$ 65,403,554	\$ 7,585,181	\$ 15,296,630	\$ 42,521,743
Money market accounts	Not Rated	1,664,589	1,664,589	-	-
Stocks	Not Rated	14,945,504	14,945,504	-	-
Mutual funds, equities	Not Rated	8,903,046	8,903,046	-	-
Total		<u>\$ 90,916,693</u>	<u>\$ 33,098,320</u>	<u>\$ 15,296,630</u>	<u>\$ 42,521,743</u>

Investment Type	S & P Ratings	June 30, 2010 Investment Maturities (in Years)			
		Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and agency obligations	AAA	\$ 79,051,607	\$ 11,888,813	\$ 16,849,118	\$ 50,313,676
Money market accounts	Not Rated	753,860	753,860	-	-
Corporate bonds	N/A	2,608,510	-	2,064,670	543,840
Foreign bonds	N/A	984,888	-	-	984,888
Stocks	Not Rated	9,529,908	9,529,908	-	-
Mutual funds, equities	Not Rated	6,420,977	6,420,977	-	-
Total		<u>\$ 99,349,750</u>	<u>\$ 28,593,558</u>	<u>\$ 18,913,788</u>	<u>\$ 51,842,404</u>

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Deposits Held by Bond Trustees

Deposits held by bond trustees include restricted funds held by board-approved trustees. Deposits held by bond trustees are carried in the financial statements at fair value, as determined by quoted market prices, and consist primarily of U.S. Treasury and agency obligations. As of June 30, 2011 and 2010, deposits held by bond trustees include the following:

	<u>2011</u>	<u>2010</u>
Cash and cash equivalents, cash held by trustees	\$ 14,271,253	\$ 68,640,817
Investments, government bonds and agency obligations	<u>34,331,469</u>	<u>22,668,182</u>
	<u>\$ 48,602,722</u>	<u>\$ 91,308,999</u>

The College's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the College and are held by either the counterparty or the counterparty's trust department or agent but not in the College's name.

As of June 30, 2011 and 2010, the College's deposits held with bond trustees are invested in government bonds and obligations guaranteed by the U.S. government.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The above investments are current in nature and interest rate risk is minimal.

As of June 30, 2011 and 2010, deposits held by bond trustees were composed of funds held for the following purposes:

	<u>2011</u>	<u>2010</u>
State capital grant programs	\$ -	\$ 48,533
Construction	38,091,349	74,103,429
Renewal and replacement	300,982	1,761,477
Debt service and debt service reserves	<u>10,210,391</u>	<u>15,395,560</u>
	<u>\$ 48,602,722</u>	<u>\$ 91,308,999</u>

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3. Capital Assets

Capital asset activity for the year ended June 30, 2011 consisted of the following:

	<u>July 1, 2010</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2011</u>
Nondepreciable assets:				
Land	\$ 8,885,306	\$ 10,102,795	\$ -	\$ 18,988,101
Construction In progress	53,454,701	43,085,527	(84,802,544)	11,737,684
Total nondepreciable assets	<u>62,340,007</u>	<u>53,188,322</u>	<u>(84,802,544)</u>	<u>30,725,785</u>
Depreciable assets:				
Land improvements	9,395,858	-	517,550	9,913,408
Buildings and improvements	195,969,933	8,606,084	78,070,219	282,646,236
Infrastructure	21,145,496	-	3,674,202	24,819,698
Library books	12,214,074	-	(9,760,848)	2,453,226
Equipment	14,902,791	2,307,050	1,915,606	19,125,447
Total depreciable assets	<u>253,628,152</u>	<u>10,913,134</u>	<u>74,416,729</u>	<u>338,958,015</u>
Less accumulated depreciation:				
Land improvements	5,643,413	217,165	-	5,860,578
Buildings	58,323,927	7,343,438	-	65,667,365
Infrastructure	8,764,744	538,664	-	9,303,408
Library books	11,081,739	245,322	(9,760,848)	1,566,213
Equipment	8,960,238	1,812,317	(594,803)	10,177,752
Total accumulated depreciation	<u>92,774,061</u>	<u>10,156,906</u>	<u>(10,355,651)</u>	<u>92,575,316</u>
Depreciable assets, net	<u>160,854,091</u>	<u>756,228</u>	<u>84,772,380</u>	<u>246,382,699</u>
Capital assets, net	<u>\$ 223,194,098</u>	<u>\$ 53,944,550</u>	<u>\$ (30,164)</u>	<u>\$ 277,108,484</u>

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Capital assets activity for the year ended June 30, 2010 consisted of the following:

	<u>July 1, 2009</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2010</u>
Nondepreciable assets:				
Land	\$ 8,885,306	\$ -	\$ -	\$ 8,885,306
Construction In progress	19,315,497	37,472,270	(3,333,066)	53,454,701
Total nondepreciable assets	<u>28,200,803</u>	<u>37,472,270</u>	<u>(3,333,066)</u>	<u>62,340,007</u>
Depreciable assets:				
Land improvements	7,639,841	-	1,756,017	9,395,858
Buildings and improvements	194,094,746	426,477	1,448,710	195,969,933
Infrastructure	21,017,157	-	128,339	21,145,496
Library books	12,214,074	-	-	12,214,074
Equipment	19,589,586	753,633	(5,440,428)	14,902,791
Total depreciable assets	<u>254,555,404</u>	<u>1,180,110</u>	<u>(2,107,362)</u>	<u>253,628,152</u>
Less accumulated depreciation:				
Land improvements	5,497,956	145,457	-	5,643,413
Buildings	51,879,623	6,444,304	-	58,323,927
Infrastructure	8,239,048	525,696	-	8,764,744
Library books	9,860,331	1,221,408	-	11,081,739
Equipment	12,306,142	1,919,618	(5,265,522)	8,960,238
Total accumulated depreciation	<u>87,783,100</u>	<u>10,256,483</u>	<u>(5,265,522)</u>	<u>92,774,061</u>
Depreciable assets, net	<u>166,772,304</u>	<u>(9,076,373)</u>	<u>3,158,160</u>	<u>160,854,091</u>
Capital assets, net	<u>\$ 194,973,107</u>	<u>\$ 28,395,897</u>	<u>\$ (174,906)</u>	<u>\$ 223,194,098</u>

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4. Accounts Payable and Accrued Expenses

As of June 30, 2011 and 2010, accounts payable and accrued expenses consisted of the following:

	<u>2011</u>	<u>2010</u>
Accounts payable, construction	\$ 8,169,690	\$ 9,524,057
Accounts payable, other	5,010,908	4,141,253
Accrued salaries and fringe benefits	177,672	196,390
Accrued withholdings	2,279,097	2,077,362
Accrued interest on bonds payable and other long-term debt	6,203,914	6,294,559
	<u>\$ 21,841,281</u>	<u>\$ 22,233,621</u>

5. State Paid Fringe Benefits

The State of New Jersey, through separate appropriations, pays certain fringe benefits (principally health insurance and FICA taxes) on behalf of College employees. Such benefits amounted to \$19,095,445 and \$17,723,253 for the years ended June 30, 2011 and 2010, respectively, and are included in both the State of New Jersey appropriations revenue and operating expenses in the accompanying financial statements.

The State of New Jersey is also required to fund postretirement medical benefits for those state employees who retire with 25 years of credited service or retire on disability regardless of years of service. These expenses are not included in the College's financial statements.

The College is not required to record a reserve for Other Post Employment Benefits ("OPEB") because this is an obligation of the State of New Jersey. The State of New Jersey reports this expense and related liability for OPEB in the consolidated financial statements of the State of New Jersey.

6. Retirement Plans

Plan Descriptions

There are three major retirement plans in which employees of the College participate: Public Employees' Retirement System ("PERS"); Police and Fireman's Retirement System ("PFRS"); and The Alternate Benefit Program ("ABP") which presently makes contributions to Teachers Insurance and Annuity Association - College Retirement Equities Fund ("TIAA/CREF"), Aetna Life Insurance ("ING"), Hartford, Equitable ("Equi-Vest"), MetLife and Annuity Company of Connecticut, and VALIC. PERS and PFRS are cost-sharing, multiple-employer defined benefit pension plans administered by the State of New Jersey. Generally all employees, except certain part-time employees, participate in one of these plans.

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PERS was established under the provisions of N.J.S.A. 43:15A to provide coverage, including postretirement health care, to substantially all full-time employees of the state or public agency provided the employee is not a member of another state-administered retirement system. PFRS was established under the provisions of N.J.S.A. 43:16A to provide coverage to substantially all full-time county and municipal police or firemen and State of New Jersey firemen appointed after June 30, 1994.

The State of New Jersey issues publicly available financial reports that include financial statements and required supplementary information for PERS and PFRS. These reports may be obtained by writing to the State of New Jersey, Department of the Treasury, Division of Pension and Benefits, P.O. Box 295, Trenton, New Jersey 08625-0295.

PERS Funding Policy

PERS members are required to contribute 5.5% of their annual covered salary. The State of New Jersey, in accordance with state statutes, makes employer contributions on behalf of the College. The State of New Jersey contribution is based upon annual actuarially determined percentages of total compensation of all active members. The State of New Jersey's annual contribution approximates the actuarially determined pension cost for the year. The current percentage is 6.31% of annual covered payroll. The contribution requirements of the plan members and the College are established and may be amended by the State of New Jersey. The employer contributions for the years ended June 30, 2011, 2010, and 2009 were \$446,566, \$429,903, and \$409,256, respectively.

PFRS Funding Policy

PFRS members are required to contribute 8.5% of their annual covered salary. The State of New Jersey, in accordance with state statutes, makes employer contributions on behalf of the College. The State of New Jersey contribution is based upon annual actuarially determined percentages of total compensation of all active members. The State of New Jersey's annual contribution approximates the actuarially determined pension cost for the year. The current percentage is 15.8% of annual covered payroll. The contribution requirements of the plan members and the College are established and may be amended by the State of New Jersey. The employer contributions for the years ended June 30, 2011, 2010, and 2009 were \$51,084, \$49,969, and \$44,724, respectively.

Alternate Benefit Program Information

ABP provides the choice of six investment carriers, all of which are privately operated defined contribution retirement plans. The College assumes no liability for ABP members other than payment of contributions. ABP provides retirement and death benefits for or on behalf of these full-time professional employees and faculty members participating in this retirement program. Participation eligibility as well as contributory and noncontributory requirements are established by the State of New Jersey Retirement and Social Security Law. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits vest after the completion of one year of service. Individually owned annuity contracts that provide for full ownership of retirement and survivor benefits are purchased at the time of vesting.

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Participating College employees are required to contribute 5% and may contribute a voluntary additional contribution of salary up to the maximum federal statutory limit, on a pretax basis. Employer contributions are 8% of salary. During the year ended June 30, 2011, ABP received employer and employee contributions of approximately \$3,311,456 and \$2,069,660, respectively, which was based on participating employee salaries of approximately \$41,393,204. During the year ended June 30, 2010, ABP received employer and employee contributions of approximately \$3,044,623 and \$1,902,889, respectively, which was based on participating employee salaries of approximately \$38,057,780. Employer contributions to ABP paid by the State of New Jersey are reflected in the accompanying financial statements as State of New Jersey appropriations revenue and as expenses.

7. Bonds Payable and Other Long-Term Debt

Bonds payable and other long-term debt as of June 30, 2011 and 2010 consisted of the following:

	<u>Interest Rate</u>	<u>2011</u>	<u>2010</u>
Bond payable:			
New Jersey Educational Facilities Authority			
Bonds:			
Housing I and II Renovations Series			
1988A	3.00%	\$ 829,000	\$ 969,000
Housing Series 2002B (Refunded 1992B and 1992C)	3.48%	-	820,000
Housing and College Center, Series 2005F (Refunded 1996B, 1996F, and 1998C)	4.00-5.00%	23,715,000	24,595,000
Housing V and Academic, Series 2006F	3.65-5.00%	49,360,000	50,365,000
Housing and College, Series 2007G	4.00-4.50%	39,115,000	39,895,000
Housing, College, and College Center Series 2008A (Refunded 2005C)	4.00-5.00%	136,910,000	136,910,000
Total		249,929,000	253,554,000
Unamortized discount		(288,054)	(298,657)
Unamortized premium		1,542,234	1,605,209
Deferred loss		(643,850)	(667,550)
Total		250,539,330	254,193,002
Less current portion		(3,748,672)	(3,653,672)
Long-term debt, noncurrent portion		<u>\$ 246,790,658</u>	<u>\$ 250,539,330</u>

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	<u>Interest Rate</u>	<u>2011</u>	<u>2010</u>
Other long-term debt:			
Higher Education Dormitory Safety Trust Fund	4.50-5.25 %	\$ 1,082,756	\$ 1,272,152
Higher Education Capital Improvement Fund	3.00-5.25 %	5,870,635	6,123,249
Dam Restoration Loan	2.00 %	343,381	361,427
		<u>7,296,772</u>	<u>7,756,828</u>
Total		7,296,772	7,756,828
Less current portion		<u>(482,295)</u>	<u>(460,055)</u>
Other long-term debt, noncurrent portion		<u>\$ 6,814,477</u>	<u>\$ 7,296,773</u>

Bonds Payable

Series 1988A Housing I and II Renovations bonds are a 3.00% federal loan for housing improvements and are due serially each July 1 through July 1, 2016. These bonds are collateralized by a pledge of and first lien on the net revenues derived from Housing I and II. The College is required to maintain a debt service reserve fund, a renewal and replacement reserve fund, and a sinking fund reserve.

Series 2002B Housing bonds bear interest at a net effective rate of 3.48% and are due serially each July 1 through July 1, 2010. These bonds are collateralized by a pledge of and first lien on the net revenues derived from Housing. The College is required to maintain a debt service reserve fund, a renewal and replacement reserve fund, and a sinking fund reserve. The proceeds were used to defease 1992B Housing II bonds and 1992C Housing III bonds.

In connection with the issuance of the Series 2002B Housing bonds, \$8,190,600 was placed into an irrevocable trust with an escrow agent to provide for all future debt service payments of the 1992B and C bonds. As a result, the 1992 Series B and C bonds are considered to be defeased and the liabilities for those obligations have been removed from the College's statement of net assets.

On October 21, 2005, the New Jersey Educational Facilities Authority, on behalf of the College, issued its Series F Bonds, in the par amount of \$28,180,000. The purpose of the Series 2005 F bonds was to fund the following: (i) advance refund the Colleges' Series 1996 F Bonds (the Multipurpose Recreation Center) for the principal amount of \$17,750,000, and the Colleges' Series 1998 C Bonds (Housing IV) for the principal amount of \$11,875,000; (ii) the payment of costs and expenses in connection with the issuance of the Series 2005 F Bonds.

Series 2005F bonds consist of \$23,810,000 Serial Bonds and \$4,370,000 5% Term Bonds. The Serial Bonds bear interest rates between 4-5% with the average being 4.45%. They are due serially each July 1 through July 1, 2025. The term bond is due July 1, 2028.

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Series 2006F bonds consist of \$26,560,000 Serial Bonds, \$9,395,000 5% Term Bond, and \$14,410,000 4.250% Term Bond. The Serial Bonds bear interest rates between 3.65-5% with the average being 4.40%. They are due serially each July 1 through July 1, 2027. The \$9,395,000 term bond is due July 1, 2031 and the \$14,410,000 term bond is due July 1, 2036.

Series 2007G bonds consist of \$27,300,000 Serial Bonds, \$6,005,000 5% Term Bond, and \$6,945,000 5% Term Bond. The Serial Bond bears interest rates between 4-4.5% with the average being 4.11%. They are due serially each July 1 through July 1, 2031. The \$6,005,000 term bond is due July 1, 2034 and the \$6,945,000 term bond is due July 1, 2037.

Series 2008A bonds consist of \$22,360,000 Serial Bonds, \$20,010,000 5.5% Term Bond, \$25,695,000 5.125% Term Bond and \$68,845,000 5.375% Term Bond. The Serial Bond bears interest rates between 4-5% with the average being 4.25%. They are due serially each July 1 through July 1, 2018. The \$20,010,000 term bond is due July 1, 2023, the \$25,695,000 term bond is due July 1, 2028 and the \$68,845,000 term bond is due July 1, 2038.

The Bond Series 2008 A refunded Bond Series 2005C. \$31,290,097 was placed in an irrevocable trust with an escrow agent to provide for future debt service payments. As a result, the 2005C Series Bond is considered to be defeased, and the related liability has been removed from the statement of net assets.

This transaction resulted in a loss on advance refunding of approximately \$711,000. This amount is deferred and amortized as a component of interest expense over the life of the defeased 2005C Series Bond.

Other Long-Term Debt

On August 14, 2001, the Authority issued bonds to finance the College's loan amount request pursuant to the Dormitory Safety Trust Fund Act (P.L. 2000, C56). The College's loan under this Act was \$3,453,000 and will be repaid in annual installments from January 15, 2002 through January 15, 2016. This is a non-interest bearing note and interest expense is inputted at a rate of 4.5%.

During 2003, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2002 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$17,204,000 of the total proceeds of the bond issue to be used for academic campus exterior repairs, HVAC improvements, gallery safety rails, Housing II roof replacement, and F-Wing extension and renovation design. The terms of the agreement require one-third of the total allocation, or \$5,734,667, to be repaid in annual rental payments equal to the College's allocable share of the Series 2002 A Bonds and related program expenses through 2022.

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During 2004, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2004 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$3,848,250 of the total proceeds of the bond issue to be used for Housing I exterior and Housing I HVAC. The terms of the agreement require one-third of the total allocation, or \$1,282,750, to be repaid in annual rental payments equal to the College's allocable share of the Series 2004 A Bonds and related program expenses through 2024.

Payments due on bonds payable and other long-term debt excluding net unamortized premiums/discounts/and deferred losses totaling \$610,330, subsequent to June 30, 2011 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Year ending June 30:			
2012	\$ 4,202,295	\$ 12,334,419	\$ 16,536,714
2013	6,250,662	12,079,011	18,329,673
2014	6,478,359	11,786,602	18,264,961
2015	6,783,297	11,461,697	18,244,994
2016	7,129,565	11,154,909	18,284,474
2017-2021	38,246,721	50,826,533	89,073,254
2022-2026	48,055,062	40,226,529	88,281,591
2027-2031	51,719,811	27,766,148	79,485,959
2032-2036	60,460,000	13,640,563	74,100,563
2037-2039	27,900,000	1,235,738	29,135,738
	<u>\$ 257,225,772</u>	<u>\$ 192,512,149</u>	<u>\$ 449,737,921</u>

8. Noncurrent Liabilities

Activity in noncurrent liabilities for the years ended June 30, 2011 and 2010 was as follows:

	<u>July 1, 2010</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2011</u>	<u>Current Portion</u>
Compensated absences	\$ 3,875,095	\$ 2,934,414	\$ 3,327,680	\$ 3,481,829	\$ 2,901,159
U.S. government grants refundable	1,980,872	-	-	1,980,872	-
Bonds payable	254,193,002	-	3,653,672	250,539,330	3,748,672
Other long-term debt	7,756,828	-	460,056	7,296,772	482,295
	<u>\$ 267,805,797</u>	<u>\$ 2,934,414</u>	<u>\$ 7,441,408</u>	<u>\$ 263,298,803</u>	<u>\$ 7,132,126</u>

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	June 30, 2009	Additions	Reductions	June 30, 2010	Current Portion
Deposits held in custody for others	\$ 93,750	\$ -	\$ 93,750	\$ -	\$ -
Compensated absences	2,727,317	3,409,201	2,261,423	3,875,095	3,327,680
U.S. government grants refundable	1,980,872	-	-	1,980,872	-
Long-term debt	256,444,123	-	2,251,121	254,193,002	3,653,672
Other long-term debt	8,233,353	-	476,525	7,756,828	460,055
	<u>\$ 269,479,415</u>	<u>\$ 3,409,201</u>	<u>\$ 5,082,819</u>	<u>\$ 267,805,797</u>	<u>\$ 7,441,407</u>

9. Foundation

The College adopted GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, an amendment of GASB Statement No. 14, *The Financial Reporting Entity* as of July 1, 2002. GASB Statement No. 39 establishes additional guidance on the application of existing standards for the assessment of potential component units in determining the financial reporting entity.

The Richard Stockton College of New Jersey Foundation (the "Foundation") is a legally separate, tax-exempt component unit of the College with a fiscal year end of June 30. The Foundation has received a determination letter from the Internal Revenue Service concluding that is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The Foundation acts primarily as a fundraising entity to supplement the resources that are available to the College in support of its programs. The board of directors of the Foundation, which consist of at least five and no more than forty persons, is self-perpetuating and consists of qualified persons elected by majority vote of the board of directors of the Foundation. Although the College does not control the timing or amount of receipts from the Foundation, the resources, or income thereon, the Foundation holds investments that are used exclusively for the benefit, support, and promotion of the College for its educational activities. Because these resources held by the Foundation can only be used by, or for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

The Foundation is a private not for-profit organization that reports under the FASB Accounting Standards Codification ("ASC"), including FASB Topic ASC 958-205, Presentation of Financial Statements. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the College's financial reporting entity for these differences.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2011 and 2010

Investments include money market funds, mutual funds, fixed income and equity securities donated to, or purchased by, the Foundation, which are recorded at fair value using dealer or exchange quoted market prices.

The Foundation has adopted a total return investment policy. The primary investment objective is to maximize long-term return through a combination of income and capital appreciation achieved in a prudent manner.

Therefore, the financial objective is to earn a total return (net of all fees and expenses) equal to or exceeding the spending rate plus the inflation rate as measured by the Consumer Price Index. The investment policy of the Foundation will be carried out by means of investment strategies that reflect continuous evaluation of changing investment environments, manager judgment regarding the allocation of assets among different kinds of asset classes, identification of appropriate investment vehicles and the making of specific investment decisions.

Investments as of June 30, 2011 and 2010 consisted of the following:

	2011		2010	
	Cost	Fair Value	Cost	Fair Value
Money market funds	\$ 652,040	\$ 652,040	\$ 1,013,989	\$ 1,013,989
Government obligations	-	-	1,783,178	1,920,356
Corporate obligations	-	-	400,410	415,898
Common stock:				
Consumer discretionary	-	-	305,840	322,170
Consumer staples	-	-	394,459	406,299
Energy	-	-	483,848	416,102
Financial	-	-	502,837	510,751
Healthcare	-	-	598,881	608,247
Industrials	-	-	203,178	182,564
Information technology	-	-	867,705	866,309
Materials	-	-	157,109	160,304
Telecommunication	-	-	154,498	166,020
Utilities	-	-	97,280	93,921
Other	-	-	461,934	399,444
Equity mutual funds:				
International	1,627,663	1,689,711	525,115	507,102
Large cap	5,734,856	5,777,526	-	-
Mid cap	1,011,808	1,038,730	352,878	489,463
Small cap	450,672	455,400	321,367	298,926
Other	382,494	395,280	299,635	353,623
Fixed income mutual funds:				
Large cap	3,306,150	3,305,289	116,024	164,499
	<u>\$ 13,165,683</u>	<u>\$ 13,313,976</u>	<u>\$ 9,040,165</u>	<u>\$ 9,295,987</u>

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2011 and 2010

10. Commitments and Contingencies

Compensated Absences

The College recorded a liability for compensated absences in the amount of \$3,481,829 and \$3,875,095 as of June 30, 2011 and 2010, respectively, which is included in compensated absences in the accompanying statements of net assets. The liability is calculated based upon employees' accrued vacation leave as of year end, as well as an estimated vested amount for accrued sick leave.

Payments for accumulated sick leave balances are made to retiring employees upon regular retirement. The payment is based on 50% of the employee's sick leave accumulation, at the pay rate in effect at the time of retirement up to a maximum of \$15,000. Employees separating from College service prior to retirement are not entitled to payments for accumulated sick leave balances.

Litigation

The College is a party to various legal actions arising in the ordinary course of business. While it is not possible, at this time, to predict the ultimate outcome of these actions, it is the opinion of management that the resolution of these matters will not have a material adverse effect on the College's financial position.

Grants

The College receives support from Federal and State of New Jersey grant programs, primarily student financial assistance. Entitlement to the resources requires compliance with terms of the grant agreements and applicable regulations, including the expenditure of the resources for eligible purposes. Substantially all grants are subject to financial and compliance audits by the grantors. As June 30, 2011 and 2010, the College estimates that adjustments, if any, as a result of such audits would not have a material adverse effect on the College's financial statements.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2011 and 2010

Construction Contracts

The College has outstanding construction commitments in the amount of \$12,713,340 as of June 30, 2011. These contracts include the redesign and retrofits of significant portions of the existing main academic campus buildings.

It is anticipated that the majority of funding for these projects will be allocated from the College bond issues.

Lease Commitments

The College leases office space under a number of operating leases with expiration dates through 2019.

Future minimum lease payments required under operating leases are as follows:

Years ending June 30:	
2012	\$ 140,500
2013	100,000
2014	100,000
2015	100,000
2016	100,000
2017-2019	<u>300,000</u>
	<u>\$ 840,500</u>

Total rental expense for these leases for the years ended June 30, 2011 and 2010 was \$181,000 and \$181,000, respectively.

11. Bond Obligation Offset Fund

Unrestricted net assets include the College's Bond Obligation Offset Fund. The College intends to utilize these funds to offset its' bond obligations and debt-service costs. The intent of the College is to use \$64,459,025 or one quarter of the total outstanding bond obligations of \$257,836,102 for its bond obligation and debt service requirements liability.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2011 and 2010

12. Related Parties

The College has contracted with Stockton Affiliated Service Inc. ("SASI") to manage programs and services, which support the College's mission of teaching, research, scholarship, and public services. SASI's role is to provide services to the College in a businesslike and cost-effective way. SASI is considered a related organization of the College because the 12 Board of Trustees members include 2 College administrative members who serve without term limitation, 1 College faculty member, and 1 member of the College's Board of Trustees and each board member has equal voting authority. The College has issued a line of credit to SASI in the amount of \$2,000,000. As of June 30, 2011 and 2010, a note receivable in the amount of \$1,551,138 and \$1,541,104, respectively, is reflected in the financial statements of the College relating to this line of credit. The College charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 5.4% percent. The Rate will be reviewed and changed by the College, in sole discretion, to a rate equal to 100 basis points plus the thirty year US Treasury Note rate at the time of the interest review. Interest only payments will be made on the outstanding principal balance at the stated interest rate. SASI reimburses the College for use of space and personnel through payment of an overhead charge. As of June 30, 2011 and 2010 a receivable in the amount of \$607,733 and \$240,563, respectively, is reflected on the financial statements of the College for the repayment of the overhead charge.

The College has also issued a revolving line of credit of \$4,000,000 in fiscal 2011 for the purpose of working capital for operations of the Seaview. This line of credit has been issued as an interest free loan to be paid back beginning on September 1, 2015, and to be paid in full no later than September 1, 2050. The amount due on the \$4,000,000 line of credit as of June 30, 2011 is \$1,889,742. In fiscal year 2011 and 2010, SASI contributed \$1,200,000 and \$1,150,000, respectively to the College as auxiliary services revenues.

The College has entered into a Collaborative Project Agreement with the Noyes Museum of Art (the "Museum") on February 4, 2011. Pursuant to the terms of Agreement, the Museum has agreed to sublease to the College the property located at 733 Lily Lake Road, Galloway Township, New Jersey for a period of ten years. The College and the Museum have agreed to have two individuals affiliated with the College to serve as members on the Museum's Board of Directors and one individual affiliated with the College to serve as a member for the Noyes Foundation Board of Directors for the duration of the Agreement. Under the Agreement, the College is required to pay an annual rental to the Museum over the life of the agreement. It is acknowledged by the parties that the term of the Agreement may be less than ten years. Notwithstanding the foregoing, there shall be no readjustments between the parties as of the date of termination. The Museum shall be entitled to retain the entire lease payment for the year of termination.

**Independent Auditors' Report on Internal Control
Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of
Financial Statements Performed in Accordance
with *Government Auditing Standards***

Board of Directors
The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

We have audited the financial statements of The Richard Stockton College of New Jersey (the "College") and its discretely presented component unit, a component unit of The State of New Jersey, as of and for the year ended June 30, 2011, and have issued our report thereon dated October 31, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the College is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the College's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements would not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the board of trustees, management, and federal and state awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in cursive script that reads "ParenteBeard LLC".

Philadelphia, Pennsylvania
October 31, 2011

DRAFT

**The Richard Stockton College
of New Jersey (A Component
Unit of the State of New Jersey)**

Financial Statements

June 30, 2012 and 2011

We are providing this draft financial statement in an electronic format under the condition that it not be modified, or distributed to any third-parties.

10/17/2012 2:37 PM

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

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June 30, 2012 and 2011

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Independent Auditors' Report

Board of Directors
The Richard Stockton College of New Jersey

We have audited the accompanying financial statements of The Richard Stockton College of New Jersey (the "College") and its discretely presented component units, a component unit of the State of New Jersey, as of June 30, 2012 and 2011. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits. We did not audit the financial statements of Stockton Affiliated Services, Inc. ("SASI") as of June 30, 2011, which reflect total assets of \$6,478,377 as of June 30, 2011, and total operating revenues of \$20,764,727 for the year then ended. Those financial statements were audited by another auditor whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for SASI as of June 30, 2011, is based on the report of the other auditor.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinions. The financial statements of the Richard Stockton College of New Jersey Foundation and SASI were not audited in accordance with *Government Auditing Standards*.

In our opinion, based on our audits and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of The Richard Stockton College of New Jersey and of its discretely presented component units as of June 30, 2012 and 2011, and the respective changes in financial position and cash flows, where applicable thereof, for the years then ended in conformity with accounting principles generally accepted in the United States of America.

As disclosed in Note 1 to the financial statements, the College changed its reporting entity to present Stockton Affiliated Services, Inc. as a discretely presented component unit.

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis ("MD&A") on pages 3 through 10 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Philadelphia, Pennsylvania
Date of Report

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Introduction

The Richard Stockton College of New Jersey (the "College") is proud to present its comparative financial statements for fiscal years 2012 and 2011. The emphasis of discussions about these statements will be on current year data.

This section of the College's financial statements presents our discussion and analysis of the College's financial performance during the fiscal years that ended on June 30, 2012, 2011, and 2010. Since this discussion and analysis is designed to focus on current activities, it should be read in conjunction with the College's basic financial statements, which follow this section.

The Richard Stockton College of New Jersey provides an exceptional environment for achievement and fulfillment in a dynamic society through rigorous intellectual effort and vigorous personal interaction among all members of its diverse learning community. As a regional public college committed to teaching, The Richard Stockton College of New Jersey combines liberal education with professional preparation and offers undergraduate, graduate and doctoral programs.

College Overview

The College is located in Pomona, New Jersey on 1600 acres of pristine forest and wetlands in an area that is growing rapidly. The College owns an 8-acre Marine and Environmental Field Station along the Nacote Creek in nearby Port Republic City and over 100 acres of wooded property in Hamilton Township, New Jersey and over 200 acres of wooded property in Galloway Township, New Jersey. The College acquired the Carnegie Library, a 17,335 square foot historical building. The Carnegie hosts undergraduate and graduate courses, continuing professional education programming, and special events. The College owns the historic Seaview Resort, which includes a hotel and two world renowned golf courses, located on nearly 300 acres in Galloway, NJ.

A significant percentage of the student body is from Atlantic, Cape May, and Ocean Counties. The College continues to evidence significant enrollment demand, with 8,893 undergraduate applications for Fall 2012 admission, compared with 8,103 for the prior fall. Fall 2012's total headcount enrollment was 8,400, compared with 8,108 for the prior fall, an increase of 4%. The increase in full-time equivalent ("FTE") students was even greater at 5%, reflecting an FTE of 7,722 for the Fall of 2012, compared with 7,369 for the previous fall. The College offers a Bachelor of Arts and Bachelor of Science degrees, as well as eleven Master's level programs and a doctoral program in Physical Therapy.

Financial Statements

The College's comparative financial statements include three basic financial statements: Statement of Net Assets; Statement of Revenues, Expenses, and Changes in Net Assets; and Statement of Cash Flows, which have been prepared following Governmental Accounting Standards Board ("GASB") principles. These statements present the College's operations as a whole, rather than individual funds, focusing on its assets, liabilities, revenues, expenses, and cash flows on an entity-wide basis.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Summary of Net Assets

The Statement of Net Assets presents the assets, liabilities, and net assets of the College as of the end of the fiscal year. The Statement of Net Assets is a point-of-time financial statement. The purpose of the Statement of Net Assets is to present to the readers of the financial statements a fiscal snapshot of The Richard Stockton College of New Jersey. The Statement of Net Assets presents end-of-the-year data concerning assets (current and noncurrent), liabilities (current and noncurrent), and net assets (assets minus liabilities).

Net assets are one indicator of the current financial condition of the College, while the change in net assets is an indicator of whether the overall financial condition has improved or worsened during the year.

From the data presented, readers of the Statement of Net Assets are able to determine the assets available to continue the operations of the College. They are also able to determine how much the College owes vendors, investors, and lending institutions. Finally, the Statement of Net Assets provides a picture of the net assets (assets minus liabilities) and their availability for expenditure by the College.

Net assets are divided into three major categories. The first category, invested in capital assets, net of related debt, provides the institution's equity in property, plant, and equipment owned by the College. The next asset category is restricted net assets. Expendable restricted net assets are available for expenditure by the College but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of the assets. Nonexpendable restricted net assets are required to be maintained in perpetuity by donors and/or external entities. The final category is unrestricted net assets. Unrestricted assets are available to the College for any lawful purpose of the College.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

A summary of the College's assets, liabilities, and net assets as of June 30, 2012, 2011, and 2010 as follows (in thousands):

	<u>2012</u>	<u>2011</u>	<u>2010</u>
Assets			
Current assets	\$ 132,064	\$ 105,792	\$ 148,724
Capital assets	305,251	277,108	223,194
Other assets	12,143	65,880	77,284
	<u>449,458</u>	<u>448,780</u>	<u>449,202</u>
Total assets	\$ 449,458	\$ 448,780	\$ 449,202
Liabilities			
Current liabilities	\$ 38,257	\$ 31,187	\$ 32,044
Noncurrent liabilities	250,350	256,167	260,364
	<u>288,607</u>	<u>287,354</u>	<u>292,408</u>
Total liabilities	\$ 288,607	\$ 287,354	\$ 292,408
Net Assets			
Invested in capital assets, net of related debt	\$ 66,979	\$ 57,707	\$ 40,649
Restricted for:			
Renewal and replacement	300	301	1,762
Debt service reserve	6,189	4,139	4,334
Unrestricted	87,383	99,279	110,049
	<u>160,851</u>	<u>161,426</u>	<u>156,794</u>
Total net assets	\$ 160,851	\$ 161,426	\$ 156,794

The College's Statement of Net Assets indicates an improvement in financial position and reflects prudent utilization of financial resources and management of investments, the utilization of debt, and development of the capital plan.

Current assets consist primarily of cash and cash equivalents, assets held by trustees under bond agreements for capital activities, investments and receivables. Noncurrent assets consist primarily of investments and capital assets. Current liabilities consist primarily of accounts payable and accrued expenses, accrued compensation absences and the current portion of long-term debt. Noncurrent liabilities consist primarily of long-term debt.

Total assets increased by \$678,329 in fiscal 2012 primarily due to the inclusion of Seaview assets. Total assets decreased by \$422,303 in fiscal 2011 which remained consistent with fiscal 2010.

Total liabilities increased by \$1,253,446 in fiscal 2012. This net increase is primarily due to the inclusion of Seaview liabilities and principal payments made by the College on outstanding debt. Total liabilities decreased by \$5,054,461 in fiscal 2011 primarily due to current year principal reduction. Compensated absences increased as a result of the increase in the total number of paid leave bank days.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

Summary of Revenues, Expenses, and Changes in Net Assets

Changes in total net assets as presented on the Statement of Net Assets are based on the activity presented in the Statement of Revenues, Expenses, and Changes in Net Assets. The purpose of the statement is to present the revenues received by the institution, both operating and nonoperating, and the expenses paid by the institution, operating and nonoperating, and any other revenues, expenses, gains, and losses received or spent by the College.

Generally speaking, operating revenues are received for providing goods and services to the various customers and constituents of the College. Operating expenses are those expenses paid to acquire or produce the goods and services provided in return for the operating revenues, and to carry out the mission of the College. Nonoperating revenues are revenues received for which goods and services are not provided. For example, State of New Jersey appropriations are nonoperating because they are provided by the Legislature to the College without the Legislature directly receiving commensurate goods and services for those revenues.

The Statement of Revenues, Expenses, and Changes in Net Assets present the College's results of operations. A summary of the College's revenues, expenses, and changes in net assets for the year ended June 30, 2012, 2011, and 2010 follows (in thousands):

	<u>2012</u>	<u>2011</u>	<u>2010</u>
Operating revenues:			
Net student revenues	\$ 89,161	\$ 81,413	\$ 75,838
Governmental grants	31,022	26,352	23,734
Other	14,386	5,630	8,490
	<u>134,569</u>	<u>113,395</u>	<u>108,062</u>
Operating expenses	<u>162,317</u>	<u>141,448</u>	<u>135,467</u>
Operating loss	<u>(27,748)</u>	<u>(28,053)</u>	<u>(27,405)</u>
Nonoperating revenue (expenses):			
State of New Jersey appropriations	39,369	39,726	38,649
Federal appropriation (ARRA)	-	-	1,175
Investment income	2,786	6,600	5,211
Disposal of capital assets, net	(1)	(30)	(175)
Interest on capital asset related debt	(11,813)	(11,781)	(12,207)
Other nonoperating expenses, net	<u>(3,168)</u>	<u>(1,830)</u>	<u>(2,243)</u>
Net nonoperating revenues	<u>27,173</u>	<u>32,685</u>	<u>30,410</u>
(Decrease) increase in net assets	(575)	4,632	3,005
Net assets, beginning of year	<u>161,426</u>	<u>156,794</u>	<u>153,789</u>
Net assets, end of year	<u>\$ 160,851</u>	<u>\$ 161,426</u>	<u>\$ 156,794</u>

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

Revenues

To fund its operation, the College receives revenues from a variety of sources including tuition and fees, grants and contracts, auxiliary services, State of New Jersey appropriations, and investment income. The College is continuing to seek additional funds from all possible sources to adequately fund operating activities.

Operating

Operating revenues for the years ended June 30, 2012, 2011, and 2010 totaled \$134,568,353, \$113,394,649 and \$108,061,485, respectively. The sources of these revenues were student revenues, net of scholarships, of \$89,160,888, governmental grants of \$31,021,733 and other revenue of \$14,385,732 for the year ended June 30, 2012. Student revenues net of scholarships were \$81,412,969 and \$75,838,094; governmental grants were \$26,351,907 and \$23,733,612, with other revenue totaling \$5,629,733 and \$8,489,789 for years ending June 30, 2011 and 2010, respectively.

Student revenues which include tuition and fees are the primary source of operating revenue for the College. These tuition and fee revenues have increased from fiscal year 2011 to fiscal year 2012 by approximately 10%. Auxiliary activities include housing and college center, which are responsible for an approximate 7% increase in revenue from the prior year. Total operating revenues increased by 17% in fiscal 2012.

The revenue reflects an annualized enrollment for fiscal 2012 of 6,773 undergraduate FTEs (Full Time Equivalent) and 475 graduate FTEs, for an annual total of 7,248 FTEs. The total annualized headcount of full-time and part-time students was 7,959. Operating revenues for 2012, 2011, and 2010 were as follows (in thousands):

	<u>2012</u>	<u>% of Total</u>
Net student revenues	\$ 89,161	66 %
Governmental grants	31,022	23
Other	14,386	11
	<u>\$ 134,569</u>	<u>100 %</u>
	<u>2011</u>	<u>% of Total</u>
Student revenues, net	\$ 81,413	71 %
Governmental grants	26,352	21
Other	5,630	8
	<u>\$ 113,395</u>	<u>100 %</u>
	<u>2010</u>	<u>% of Total</u>
Student revenues, net	\$ 75,838	70 %
Governmental grants	23,734	22
Other	8,490	8
	<u>\$ 108,062</u>	<u>100 %</u>

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

Non-Operating

Net non-operating revenue for the years ended June 30, 2012, 2011, and 2010 totaled \$27,173,411, \$32,685,004, and \$30,410,438 respectively. The primary source of non-operating revenue was the State of New Jersey appropriation, including fringe benefits, of \$39,369,435, \$39,726,445, and \$38,649,253 respectively, for the years ended June 30, 2012, 2011, and 2010. The other components of net non-operating revenues were the investment income of \$2,786,227, \$6,600,001, and \$5,211,299 and interest expense on plant facilities related debt of \$(11,813,153), \$(11,781,628) and \$(12,207,402) for the years ended June 30 2012, 2011, and 2010, respectively.

Change in Net Assets

The College had a (\$575,117) decrease in net assets for fiscal 2012. The College had positive increases of \$4,632,158 and \$3,004,677 for the years ended June 30, 2011, and 2010, respectively in its Statement of Revenues, Expenses, and Changes in Net Assets.

Operating Expenses

Operating expenses are defined as expenses paid by the College to acquire or produce goods and services used to carry out its mission, in return for operating revenues. For the years ended June 30, 2012, 2011, and 2010, the College incurred operating expenses totaling \$162,316,881, \$141,447,495, and \$135,467,246, respectively. Operating revenues for these periods totaled \$134,568,353, \$113,394,649, and \$108,061,485, causing a loss from operations of \$(27,748,528), \$(28,052,846), and \$(27,405,761), respectively. A summary of operating expenses for the years ended June 30, 2012, 2011, and 2010 is as follows (in thousands):

	<u>2012</u>	<u>% of Total</u>
Instruction	\$ 56,660	35 %
Research	921	1
Public service	8,488	5
Academic support	8,069	5
Student services	12,558	8
Institutional support	19,202	12
Operation and maintenance of plant	11,975	7
Student aid	5,509	3
Auxiliary enterprises expenditures	18,795	12
Independent operations	8,827	5
Depreciation/amortization	<u>11,313</u>	<u>7</u>
Total operating revenue	<u>\$ 162,317</u>	<u>100 %</u>

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

	<u>2011</u>	<u>% of Total</u>
Instruction	\$ 52,553	37 %
Research	877	1
Public service	4,658	3
Academic support	7,740	5
Student services	12,352	9
Institutional support	18,604	13
Operation and maintenance of plant	11,011	8
Student aid	5,745	4
Auxiliary enterprises expenditures	17,752	13
Depreciation/amortization	<u>10,156</u>	<u>7</u>
 Total operating revenue	 <u>\$ 141,448</u>	 <u>100 %</u>
	 <u>2010</u>	 <u>% of Total</u>
Instruction	\$ 49,022	36 %
Research	918	1
Public service	4,049	3
Academic support	7,217	5
Student services	11,808	9
Institutional support	18,398	14
Operation and maintenance of plant	10,179	7
Student aid	6,383	5
Auxiliary enterprises expenditures	17,237	13
Depreciation/amortization	<u>10,256</u>	<u>7</u>
 Total operating revenue	 <u>\$ 135,467</u>	 <u>100 %</u>

As the Full Time Equivalent and Student Headcount numbers increase, so do expenses college wide. Based on the amounts reported above it is clear that expenses have remained fairly consistent for each of the categories over the past three years.

Capital Assets and Debt Activities

The College continues to manage its financial resources so as to ensure adequate financial flexibility to access the capital markets as needed. The College maintains a debt rating from Moody's Investor Services and Fitch Rating Ltd. of A2 and A+, respectively.

The College has been advancing a master plan consistent with its strategic and Middle States reaccreditation plans, where the College intends to keep the existing campus in good repair and to ensure that it is prepared to meet the needs of more than 8,000 FTE. Included in those plans are numerous renovation and site improvement projects, including a new campus center and science building.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

Economic Outlook

The populations of Atlantic, Cape May, and Ocean Counties are increasing dramatically. These counties provide the majority of our student body. The College is rated highly among the public liberal arts colleges in the country and continues to fall below the sector average with respect to tuition and fees charged among the nine state colleges. For these and many more reasons, the College is never at a loss to fill our class rooms; we can afford to be very selective.

Requests for Information

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Controller's Office, The Richard Stockton College of New Jersey, 101 Vera King Farris Drive - N126, Galloway, NJ 08205.

Complete financial statements for the individual component units can also be obtained from the Controller's Office.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Net Assets
June 30, 2012 and 2011

	2012			2011		
	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.
Assets						
Current Assets						
Cash and cash equivalents	\$ 9,876,145	\$ 72,523	\$ 3,179,610	\$ 18,481,463	\$ 51,305	\$ 2,764,595
Receivables, net:						
Students, less allowance of \$1,243,887 in 2012 and \$1,018,391 in 2011	792,805	-	-	748,386	-	-
Loans, less allowance of \$86,180 in 2012 and \$74,370 in 2011	316,237	-	-	303,321	-	-
Federal government	871,719	-	-	799,761	-	-
State of New Jersey	578,118	-	-	540,054	-	-
Due from College/component units	2,569,172	1,853	213,731	55,708	757	549,532
Other receivables	2,891,909	1,601,858	239,810	2,406,466	1,498,194	524,971
Total receivables	8,019,960	1,603,711	453,541	4,853,696	1,498,951	1,074,503
Investments at fair value	85,916,616	-	-	33,098,320	-	-
Deposits held by bond trustees	27,495,912	-	-	48,602,722	-	-
Note receivable	-	-	-	694,189	-	-
Other current assets	754,951	899	17,617	61,575	833	673,220
Total current assets	132,063,584	1,677,133	3,650,768	105,791,965	1,551,089	4,512,318
Noncurrent Assets						
Investments at fair value	6,105,861	20,499,371	-	57,818,373	13,313,976	-
Loans, less allowance of \$544,314 in 2012 and \$497,095 in 2011	1,997,343	-	-	2,027,415	-	-
Deferred financing costs, net of accumulated amortization of \$467,258 in 2012 and \$363,795 in 2011	2,575,376	-	-	2,678,839	-	-
Note receivable	1,464,683	-	-	3,354,424	-	-
Capital assets, net	305,250,982	5,209	2,160,203	277,108,484	7,524	1,966,059
Total noncurrent assets	317,394,245	20,504,580	2,160,203	342,987,535	13,321,500	1,966,059
Total assets	\$ 449,457,829	\$ 22,181,713	\$ 5,810,971	\$ 448,779,500	\$ 14,872,589	\$ 6,478,377
Liabilities and Net Assets						
Current Liabilities						
Accounts payable and accrued expenses	\$ 25,197,134	\$ 34,225	\$ 574,909	\$ 21,290,992	\$ 19,917	\$ 4,137,704
Due to College/component units	215,584	25,244	2,543,928	550,289	53,575	2,133
Deferred revenue	4,118,101	-	2,500	2,213,433	16,394	-
Compensated absences, current portion	2,446,893	-	-	2,901,159	-	-
Bonds payable, current portion	5,773,672	-	-	3,748,672	-	-
Other long-term debt, current portion	505,661	-	-	482,295	-	-
Total current liabilities	38,257,045	59,469	3,121,337	31,186,840	89,886	4,139,837
Noncurrent Liabilities						
Compensated absences, noncurrent portion	1,043,244	-	-	580,670	-	-
U.S. Government grants refundable	1,980,872	-	-	1,980,872	-	-
Bonds payable, noncurrent portion	241,016,986	-	-	246,790,658	-	-
Other long-term debt, noncurrent portion	6,308,816	-	1,464,683	6,814,477	-	3,354,425
Total noncurrent liabilities	250,349,918	-	1,464,683	256,166,677	-	3,354,425
Total liabilities	288,606,963	59,469	4,586,020	287,353,517	89,886	7,494,262
Net Assets						
Invested in capital assets, net of related debt	66,979,103	-	695,520	57,707,159	-	501,376
Restricted:						
Nonexpendable, scholarships	-	15,800,546	-	-	8,845,339	-
Expendable:						
Scholarships	-	4,351,416	-	-	4,034,823	-
Renewal and replacement	300,072	-	-	300,982	-	-
Debt service and debt service reserves	6,188,684	-	-	4,138,604	-	-
Unrestricted	87,383,007	1,970,282	529,431	99,279,238	1,902,541	(1,517,261)
Total net assets	160,850,866	22,122,244	1,224,951	161,425,983	14,782,703	(1,015,885)
Total liabilities and net assets	\$ 449,457,829	\$ 22,181,713	\$ 5,810,971	\$ 448,779,500	\$ 14,872,589	\$ 6,478,377

See notes to financial statements

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Revenues, Expenses, and Changes in Net Assets
Years Ended June 30, 2012 and 2011

	2012			2011		
	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.
Operating Revenues						
Student revenues:						
Tuition and fees	\$ 82,893,395	\$ -	\$ -	\$ 75,526,419	\$ -	\$ -
Auxiliary enterprises	32,922,142	-	-	30,704,922	-	-
Less scholarship allowances	(26,654,649)	-	-	(24,818,372)	-	-
Net student revenues	89,160,888	-	-	81,412,969	-	-
Gifts and contributions	-	7,402,257	-	-	2,016,163	-
Federal grants and contracts	17,527,399	-	-	14,197,186	-	-
State and local grants and contracts	13,494,334	-	-	12,154,721	-	-
Nongovernmental grants and contracts	520,140	-	-	566,986	-	-
Other auxiliary enterprises revenues	1,381,737	-	9,537,749	1,393,114	-	8,198,983
Other operating revenues	4,161,870	389,016	2,272,042	3,669,673	417,087	1,119,236
Independent operations	8,321,985	-	10,218,248	-	-	11,446,508
In-kind contributions	-	138,448	-	-	136,379	-
Total operating revenues	134,568,353	7,929,721	22,028,039	113,394,649	2,569,629	20,764,727
Operating Expenses						
Instruction	56,661,088	-	-	52,553,319	-	-
Research	920,656	-	-	876,596	-	-
Public service	8,488,067	-	-	4,657,773	-	-
Academic support	8,068,853	-	-	7,739,963	-	-
Student services	12,557,591	-	-	12,351,907	-	-
Institutional support	19,201,863	692,319	2,187,777	18,604,487	370,076	2,214,166
Operation and maintenance of plant	11,974,970	-	-	11,010,442	-	-
Student aid	5,509,091	393,690	-	5,744,637	246,447	-
Auxiliary enterprises	18,794,848	-	7,657,749	17,751,465	-	6,161,194
Independent operations	8,826,778	-	9,738,075	-	-	13,649,428
Depreciation	11,313,076	2,315	124,074	10,156,906	2,315	265,892
In-kind expense	-	138,448	-	-	136,379	-
Total operating expenses	162,316,881	1,226,772	19,707,675	141,447,495	755,217	22,290,680
Operating (loss) gain	(27,748,528)	6,702,949	2,320,364	(28,052,846)	1,814,412	(1,525,953)
Nonoperating Revenues (Expenses)						
State of New Jersey appropriations	19,839,000	-	-	20,631,000	-	-
State of New Jersey appropriations, fringe benefits	19,530,435	-	-	19,095,445	-	-
Investment income	2,786,227	636,592	2,362	6,600,001	2,040,131	4,706
Loss on disposal of capital assets, net	(1,071)	-	-	(30,164)	-	-
Interest on capital assets related debt	(11,813,153)	-	-	(11,781,628)	-	-
Other nonoperating expense, net	(3,168,027)	-	(81,890)	(1,829,650)	-	(129,848)
Net nonoperating revenues	27,173,411	636,592	(79,528)	32,685,004	2,040,131	(125,142)
(Decrease) increase in net assets	(575,117)	7,339,541	2,240,836	4,632,158	3,854,543	(1,651,095)
Net Assets, Beginning of Year	161,425,983	14,782,703	(1,015,885)	156,793,825	10,928,160	635,210
Net Assets, End of Year	\$ 160,850,866	\$ 22,122,244	\$ 1,224,951	\$ 161,425,983	\$ 14,782,703	\$ (1,015,885)

See notes to financial statements

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Cash Flows
Years Ended June 30, 2012 and 2011

	2012	2011
Cash Flows from Operating Activities		
Student revenue	\$ 92,420,030	\$ 82,908,661
Grants and contracts	31,580,833	27,032,453
Payments to suppliers	(43,452,092)	(27,965,064)
Payments for employee salaries and benefits	(108,444,885)	(103,830,348)
Student loan receipts	64,271,362	58,389,674
Student loan disbursements	(64,271,362)	(58,389,674)
Other receipts	20,156,062	7,449,179
Net cash flows used in operating activities	<u>(7,740,052)</u>	<u>(14,405,119)</u>
Cash Flows from Noncapital Financing Activities		
State of New Jersey appropriations	34,281,158	34,610,417
Payments made for other nonoperating expenses	<u>(3,168,027)</u>	<u>(1,829,650)</u>
Net cash flows provided by noncapital financing activities	<u>31,113,131</u>	<u>32,780,767</u>
Cash Flows from Capital and Related Financing Activities		
Principal paid on capital debt	(4,230,967)	(4,113,728)
Purchases of capital assets	(39,202,086)	(65,455,823)
Proceeds from the sale of capital assets	13,003	-
Interest paid on capital debt	(11,786,334)	(11,768,810)
Change in deposits held by bond trustees	<u>21,106,810</u>	<u>42,706,277</u>
Net cash flows used in capital and related financing activities	<u>(34,099,574)</u>	<u>(38,632,084)</u>
Cash Flows from Investing Activities		
Proceeds from sales of investments	194,175,904	83,573,150
Purchases of investments	(195,281,688)	(75,140,093)
Interest on investments	<u>3,226,961</u>	<u>6,839,357</u>
Net cash flows provided by investing activities	<u>2,121,177</u>	<u>15,272,414</u>
Net decrease in cash and cash equivalents	(8,605,318)	(4,984,022)
Cash and Cash Equivalents, Beginning of Year	<u>18,481,463</u>	<u>23,465,485</u>
Cash and Cash Equivalents, End of Year	<u>\$ 9,876,145</u>	<u>\$ 18,481,463</u>
Reconciliation of Operating Loss to Net Cash Used in Operating Activities		
Operating loss	\$ (27,748,528)	(28,052,846)
Adjustments to reconcile operating loss to net cash used in operating activities:		
State-paid fringe benefit expense	5,088,277	5,116,028
Depreciation	11,313,076	10,156,906
Loss on dissolution of debt	1,250,759	-
Change in assets and liabilities:		
Receivables	(3,576,926)	(23,238)
Note receivable	1,333,171	(2,266,946)
Other current assets	(693,376)	160,697
Accounts payable and accrued expenses	3,380,519	1,052,673
Deferred revenues	1,904,668	(155,127)
Compensated absences	<u>8,308</u>	<u>(393,266)</u>
Net cash used in operating activities	<u>\$ (7,740,052)</u>	<u>(14,405,119)</u>

See notes to financial statements

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2012 and 2011

1. Organization and Summary of Significant Accounting Policies

(a) Organization

The Richard Stockton College of New Jersey (the "College") is primarily an undergraduate college of arts, sciences, and professional studies that provides undergraduate programs, including traditional and alternative approaches to education. The operations of management are vested in the College Board of Trustees. In 1986, State College Autonomy legislation was enacted, which granted certain fiscal and financial responsibility to the College Board of Trustees. In 1994, the Higher Education Restructuring Act further expanded the role of the board of trustees. Under the law, the College is an instrumentality of the State of New Jersey with a high degree of autonomy. However, under Governmental Accounting Standards Board ("GASB") Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, an amendment of GASB Statement 14, the College is considered a component unit of the State of New Jersey for financial reporting purposes. Accordingly, the College's financial statements are included in the State of New Jersey's Comprehensive Annual Financial Report.

(b) Basis of Presentation

The accounting policies of the College conform to accounting principles generally accepted in the United States of America as applicable to colleges and universities. In addition to complying with all applicable GASB pronouncements, the College's financial statements comply with the guidance provided by the Financial Accounting Standards Board ("FASB") Statements and Interpretations, Accounting Principles Board Opinions, Emerging Issue Task Force Opinions and the Committee on Accounting Procedure issued on or before November 30, 1989. GASB pronouncements take precedence when there is a conflict or contradiction between pronouncements. The College has elected not to adopt the pronouncements issued by the FASB after November 30, 1989.

(c) Net Assets

The College classifies its resources into three net asset categories:

- Invested in capital assets, net of related debt - Capital assets, net of accumulated depreciation, and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets.
- Restricted:

Nonexpendable - Net assets subject to externally imposed stipulations that must be maintained permanently by the College.

Expendable - Net assets whose use by the College is subject to externally imposed stipulations that can be fulfilled by actions of the College pursuant to the stipulations or that expire by the passage of time.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2012 and 2011

- Unrestricted - Net assets that are not subject to externally imposed stipulations, unrestricted net assets, may be designated by specific purposes by action of the board of trustees or may otherwise be limited by contractual agreements with outside parties. When an expense is incurred that can be paid using either restricted or unrestricted resources, the College's policy is to first apply the expense towards restricted resources and then towards unrestricted resources.

(d) Measurement Focus and Basis of Accounting

The financial statements of the College have been prepared on the accrual basis of accounting using the economic resources measurement focus, in accordance with governmental accounting standards. The College reports as a Business-Type Activity, as defined by GASB Statement No. 34, activities that are financed in whole or in part by fees charged to external parties for goods or services. Certain other transactions are reported as non-operating activities in accordance with GASB statement No. 35. The effect of inter-fund activity has been eliminated from these financial statements.

(e) Student Revenue Recognition

Student revenues are presented in the statement of revenues, expenses, and changes in net assets, net of scholarships applied to student accounts, while other payments made directly to students are presented as student aid expenses and are recognized in the period earned. Student revenues collected in advance of the fiscal year are recorded as deferred revenue in the accompanying financial statements.

(f) Grants and Contract Revenue Recognition

Federal, state, and local grant and contract revenue are comprised mainly of grant revenues received from the federal government and the State of New Jersey, and are recognized as the related expenses are incurred. Amounts received from grants, which have not yet been earned under the terms of the agreement, are recorded as deferred revenue in the accompanying statement of net assets.

(g) Cash and Cash Equivalents

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and mature in three months or less.

The College invests a certain portion of its cash in the State of New Jersey Cash Management Fund, which permits the overnight sweep of available cash balances directly into a common fund for short-term investments. This is an interest bearing account from which funds are available upon demand.

(h) Investments

The College follows the provisions of GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Therefore, investments are recorded in the financial statements at fair value, based on quoted market prices.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2012 and 2011

(i) Capital Assets

Capital assets are recorded at historical cost if purchased or constructed. Although legal title to certain academic buildings and equipment remains with the State of New Jersey, the College has been given exclusive use of the buildings and equipment, through enabling legislation and has included their cost in the accompanying statements of net assets. The College currently does not pay any rental fees to the State of New Jersey in connection with the aforementioned buildings and equipment and has not included any amount as revenue or expense in the financial statements of the College.

The College reports gifts of capital assets as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of capital assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire capital assets are reported as restricted support. Absent explicit donor stipulations about how long those capital assets must be maintained, the College reports expirations of donor restrictions when the donated or acquired capital assets are placed in service.

Capital assets of the College are depreciated using the straight-line method over the following useful lives:

<u>Asset Category</u>	<u>Useful Life</u>	<u>Capital Threshold</u>
Buildings	40 to 60 years	\$100,000
Infrastructure	20 to 40 years	10,000
Land improvements	10 to 25 years	10,000
Equipment	3 to 15 years	5,000

The College discontinued capitalizing library books in accordance with the College's capitalization procedure adopted in fiscal 2007. Library books previously placed into service prior to 2007 will continue to be depreciated over their remaining useful life.

(j) Deferred Financing Costs

Deferred financing costs, net of accumulated amortization are included in noncurrent assets and are amortized over the life of the related bonds payable.

(k) Income Taxes

The College is exempt from federal income taxes, originally under *Internal Revenue Code* Section 115. The College is also an organization described under Section 501(a)(3) and is therefore exempt under Section 501(a)(3) of the *Internal Revenue Code*.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2012 and 2011

(l) Scholarship Discounts and Allowances

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship discounts and allowances in the statement of revenues, expenses and changes in net assets. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the College and the amount that is paid by students and/or third parties making payments on students' behalf to the extent revenues from such programs are used to satisfy tuition and fees and other student services.

(m) Classification of Revenue

The College's policy for defining operating activities in the statement of revenues, expenses, and changes in net assets are those that serve the College's principal purpose and generally result from exchange transactions such as payments received for services and payments made for the purchase of goods and services. Examples include (1) student tuition and fees, net of scholarship allowances, (2) sales and services of auxiliary enterprises and Seaview resort operations and (3) most federal, state, and local grants and contracts. Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as operating and capital appropriations from the State of New Jersey and investment income.

(n) Financial Dependency

One of the College's largest sources of revenue is appropriations from the State of New Jersey. The College is economically dependent on these appropriations to carry on its operations.

(o) Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

The Richard Stockton College of New Jersey

(A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2012 and 2011

(p) Change in Reporting Entity

During the fiscal year ending June 30, 2012, the College changed its reporting entity to present Stockton Affiliated Services, Inc. ("SASI") as a discretely presented component unit. The change in the reporting entity was affected as the College and SASI restated their Memorandum of Understanding ("MOU") in fiscal year 2012. The restated MOU contained provisions leading management to conclude that the economic resources received by SASI are almost entirely for the benefit of the College and that the College has the ability to access a majority of the resources received or held by SASI. The change in reporting entity was retrospectively applied to the financial statements of the College for all periods presented. The addition of SASI as a discretely presented component unit resulted in an addition/(reduction) to the increase in net assets of discretely presented component units of \$2,240,835 and \$(1,651,095) as of June 30, 2012 and 2011, respectively. Total net assets of the discretely presented component units was increased by \$635,210 as of July 1, 2010 as a result of the change in reporting entity.

(q) Reclassification

Certain reclassifications have been made to the 2011 financial statements to conform to the 2012 reporting format.

(r) New Accounting Standards

In November 2010, GASB issued Statement No. 60, *Accounting and Financial Reporting for Service Concession Arrangements*. Statement No. 60 establishes guidance for accounting and financial reporting for service concession arrangements, which are a type of public-private or public-public partnership. The College is required to adopt Statement No. 60 for the fiscal year ending June 30, 2013.

In November 2010, GASB issued Statement No. 61, *The Financial Reporting Entity: Omnibus*. Statement No. 61 modifies existing requirements for the assessment of potential component units in determining what should be included in the financial reporting entity and financial reporting entity display and disclosure requirements. The College is required to adopt Statement No. 61 for the fiscal year ending June 30, 2013.

In June 2011, GASB issued Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*, Statement No. 63 establishes standards for reporting what GASB defines as deferred outflows and inflows of resources, which they have distinguished from assets and liabilities, and net position, which currently is referred to as net assets. The College is required to adopt Statement No. 63 for the fiscal year ending June 30, 2013.

In March 2012, GASB issued Statement No. 65, *Items Previously Reported as Assets and Liabilities*. This Statement establishes accounting and financial reporting standards that reclassify, as deferred outflows of resources or deferred inflows of resources, certain items that were previously reported as assets and liabilities and recognizes, as outflows of resources or inflows of resources, certain items that were previously reported as assets and liabilities. The College is required to adopt Statement No. 65 for the fiscal year ending June 30, 2014.

**The Richard Stockton College of New Jersey
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Notes to Financial Statements
June 30, 2012 and 2011

In March 2012, GASB issued Statement No. 66, *Technical Corrections - 2012 - an amendment of GASB Statements No. 10 and No. 62*. The objective of this Statement is to improve accounting and financial reporting for a governmental financial reporting entity by resolving conflicting guidance that resulted from the issuance of two pronouncements, Statements No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, and No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*. The College is required to adopt Statement No. 66 for the fiscal year ending June 30, 2014.

In June 2012, GASB issued Statement No. 68, *Accounting and Financial Reporting for Pensions - an amendment of GASB Statement No. 27*. Statement No. 68 requires that cost-sharing employers to recognize a liability for its proportionate share of the net pension liability of all employers for benefits provided through the pension plan. Statement No. 68 also requires additional footnote disclosures and required supplementary information. The College is required to adopt Statement No. 68 for the fiscal year ending June 30, 2015. The College has not yet determined the effect of Statements No. 60, 61, 63, 65, 66 and 68 on its financial statements.

2. Cash and Cash Equivalents, Investments and Deposits Held by Bond Trustees

Effective July 1, 2004, the College adopted GASB Statement No. 40, *Deposit and Investment Risk Disclosures*, an amendment of GASB Statement No. 3 and, accordingly, the College has assessed the Custodial Credit Risk, Concentration of Credit Risk, Credit Risk and Interest Rate Risk of its cash and cash equivalents and investments.

Cash and Cash Equivalents

Cash and cash equivalents consist of the following as of June 30, 2012 and 2011:

	<u>2012</u>	<u>2011</u>
Cash and cash equivalents:		
Cash (bank accounts)	\$ 4,228,701	\$ 5,342,614
New Jersey cash management fund	<u>5,647,444</u>	<u>13,138,849</u>
	<u>\$ 9,876,145</u>	<u>\$ 18,481,463</u>

Bank balances of cash amounted to \$5,020,183 and \$6,244,167 as of June 30, 2012 and 2011, respectively of which \$250,000 and \$250,000, respectively, are FDIC (Federal Deposit Insurance Corporation) insured. Bank balances in excess of insured amounts of \$4,770,183 and \$5,994,167 as of June 30, 2012 and 2011, respectively, are collateralized in accordance with Chapter 64 of Title 18A of New Jersey Statutes.

The Richard Stockton College of New Jersey
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Notes to Financial Statements
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Statutes of the State of New Jersey and Regulations of the State Investment Council authorize the New Jersey Division of Investment to invest in obligations of the U.S. Treasury, agencies and municipal or political subdivisions of the State, commercial paper, bankers acceptances, revenue obligations of public authorities, debt instruments of banks, collateralized notes and mortgages, certificates of deposit, repurchase agreements, equity, and convertible equity securities, and other common types of investment securities. Investee institutions and organizations are prescribed by the statutes and regulations based on such criteria as minimum capital, dividend paying history, credit history, and other evaluation factors.

The College participates in the State of New Jersey Cash Management Fund wherein amounts also contributed by other State entities are combined into a large scale investment program. The cash management fund is unrated.

Investments

Investments at fair value consist of the following as of June 30, 2012 and 2011:

	<u>2012</u>	<u>2011</u>
Money market accounts	\$ 3,631,910	\$ 1,664,589
U.S. Treasury and agency obligations	806,796	65,403,554
Corporate bonds	4,198,099	-
Foreign corporate bonds	541,915	-
U.S. Government bonds	919,826	-
Stocks	18,068,777	14,945,504
Mutual funds, equities	52,494,184	8,903,046
Term deposits	2,000,000	-
Other	9,360,970	-
	<u>92,022,477</u>	<u>90,916,693</u>
Total		
Less noncurrent portion	<u>(6,105,861)</u>	<u>(57,818,373)</u>
Total current portion	<u>\$ 85,916,616</u>	<u>\$ 33,098,320</u>

The College's investments are subject to custodial credit risk, credit risk, concentration of credit risk and interest rate risk. Each one of these risks is discussed in more detail below.

The College's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the College and are held by either the counterparty or the counterparty's trust department or agent but not in the College's name. The investment risk is that, in the event of the failure of the counterparty to a transaction, the College will not be able to recover the sale of the investment or collateral securities that are in the possession of the outside party. As of June 30, 2012 and 2011, the College's investments are either, insured, registered, or held by the College's investment custodian in the College's name.

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Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. GASB 40 requires that disclosure be made as to the credit rating of all fixed income securities except obligations of the U.S. government or obligations explicitly guaranteed by the U.S. government. The credit risk of a debt instrument is measured by nationally recognized statistical rating agencies such as Moody's and Fitch or Standard and Poors (S&P).

Concentration of credit risk is the risk associated with the amount of investments the College has with any one issuer that exceed five percent or more of its total investments. Investments issued or explicitly guaranteed by the U.S. government and investments in mutual funds, external investment pools, and other pooled investments are excluded from this requirement. The College's investment policy provides limitations pertaining to the diversification of the investment portfolio. The College's investment policy limits the investment managers to 10% of the total investment portfolio to any single issuer, except U.S. Treasury and U.S. agencies, where 50% of the portfolio is allowed.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The College's investment policy provides limitations in the maturities and composition of the various types of investments as a means of managing its exposure to fair value losses arising from interest rate fluctuations.

The following tables summarize S&P ratings and investment maturities as of June 30, 2012 and 2011:

Investment Type	June 30, 2012 Investment Maturities (in Years)				
	S & P Ratings	Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and agency obligations	AA+	\$ 806,796	\$ -	\$ -	\$ 806,796
Money market accounts	Not Rated	3,631,910	3,631,910	-	-
Corporate bonds	CCC+ - AA+	4,198,099	360,775	529,739	3,307,585
Foreign bonds	B- - A-	541,915	-	5,125	536,790
U.S. Government bonds	AA+	919,826	-	129,866	789,960
Stocks	Not Rated	18,068,777	18,068,777	-	-
Mutual funds	Not Rated	52,494,184	52,494,184	-	-
Alternative investments	Not Rated	9,360,970	9,360,970	-	-
Term deposits	Not Rated	2,000,000	2,000,000	-	-
Total		<u>\$ 92,022,477</u>	<u>\$ 85,916,616</u>	<u>\$ 664,730</u>	<u>\$ 5,441,131</u>

June 30, 2011 Investment Maturities (in Years)					
U.S. Treasury and agency obligations	AAA	\$ 65,403,554	\$ 7,585,181	\$ 15,296,630	\$ 42,521,743
Money market accounts	Not Rated	1,664,589	1,664,589	-	-
Stocks	Not Rated	14,945,504	14,945,504	-	-
Mutual funds, equities	Not Rated	8,903,046	8,903,046	-	-
Total		<u>\$ 90,916,693</u>	<u>\$ 33,098,320</u>	<u>\$ 15,296,630</u>	<u>\$ 42,521,743</u>

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Deposits Held by Bond Trustees

Deposits held by bond trustees include restricted funds held by board-approved trustees. Deposits held by bond trustees are carried in the financial statements at fair value, as determined by quoted market prices, and consist primarily of U.S. Treasury and agency obligations. As of June 30, 2012 and 2011, deposits held by bond trustees include the following:

	<u>2012</u>	<u>2011</u>
Cash and cash equivalents, cash held by trustees	\$ 11,968,918	\$ 14,271,253
Investments, government bonds and agency obligations	<u>15,526,994</u>	<u>34,331,469</u>
	<u>\$ 27,495,912</u>	<u>\$ 48,602,722</u>

The College's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the College and are held by either the counterparty or the counterparty's trust department or agent but not in the College's name.

As of June 30, 2012 and 2011, the College's deposits held with bond trustees are invested in government bonds and obligations guaranteed by the U.S. government.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The above investments are current in nature and interest rate risk is minimal.

As of June 30, 2012 and 2011, deposits held by bond trustees were composed of funds held for the following purposes:

	<u>2012</u>	<u>2011</u>
Construction	\$ 15,008,281	\$ 38,091,349
Renewal and replacement	300,071	300,982
Debt service and debt service reserves	<u>12,187,560</u>	<u>10,210,391</u>
	<u>\$ 27,495,912</u>	<u>\$ 48,602,722</u>

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3. Capital Assets

Capital asset activity for the year ended June 30, 2012 consisted of the following:

	<u>July 1, 2011</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2012</u>
Nondepreciable assets:				
Land	\$ 18,988,101	\$ -	\$ -	\$ 18,988,101
Construction In progress	11,737,684	38,772,407	(27,003,015)	23,507,076
Total nondepreciable assets	<u>30,725,785</u>	<u>38,772,407</u>	<u>(27,003,015)</u>	<u>42,495,177</u>
Depreciable assets:				
Land improvements	9,913,408	-	1,937,675	11,851,083
Buildings and improvements	282,646,236	-	21,942,753	304,588,989
Infrastructure	24,819,698	21,495	1,161,816	26,003,009
Library books	2,453,226	-	-	2,453,226
Equipment	19,125,447	675,747	1,572,331	21,373,525
Total depreciable assets	<u>338,958,015</u>	<u>697,242</u>	<u>26,614,575</u>	<u>366,269,832</u>
Less accumulated depreciation:				
Land improvements	5,860,578	299,100	-	6,159,678
Buildings	65,667,365	8,160,286	-	73,827,651
Infrastructure	9,303,408	599,198	-	9,902,606
Library books	1,566,213	245,323	-	1,811,536
Equipment	10,177,752	2,009,169	(374,365)	11,812,556
Total accumulated depreciation	<u>92,575,316</u>	<u>11,313,076</u>	<u>(374,365)</u>	<u>103,514,027</u>
Depreciable assets, net	<u>246,382,699</u>	<u>(10,615,834)</u>	<u>26,988,940</u>	<u>262,755,805</u>
Capital assets, net	<u>\$ 277,108,484</u>	<u>\$ 28,156,573</u>	<u>\$ (14,075)</u>	<u>\$ 305,250,982</u>

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Capital assets activity for the year ended June 30, 2011 consisted of the following:

	<u>July 1, 2010</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2011</u>
Nondepreciable assets:				
Land	\$ 8,885,306	\$ 10,102,795	\$ -	\$ 18,988,101
Construction In progress	53,454,701	43,085,527	(84,802,544)	11,737,684
Total nondepreciable assets	<u>62,340,007</u>	<u>53,188,322</u>	<u>(84,802,544)</u>	<u>30,725,785</u>
Depreciable assets:				
Land improvements	9,395,858	-	517,550	9,913,408
Buildings and improvements	195,969,933	8,606,084	78,070,219	282,646,236
Infrastructure	21,145,496	-	3,674,202	24,819,698
Library books	12,214,074	-	(9,760,848)	2,453,226
Equipment	14,902,791	2,307,050	1,915,606	19,125,447
Total depreciable assets	<u>253,628,152</u>	<u>10,913,134</u>	<u>74,416,729</u>	<u>338,958,015</u>
Less accumulated depreciation:				
Land improvements	5,643,413	217,165	-	5,860,578
Buildings	58,323,927	7,343,438	-	65,667,365
Infrastructure	8,764,744	538,664	-	9,303,408
Library books	11,081,739	245,322	(9,760,848)	1,566,213
Equipment	8,960,238	1,812,317	(594,803)	10,177,752
Total accumulated depreciation	<u>92,774,061</u>	<u>10,156,906</u>	<u>(10,355,651)</u>	<u>92,575,316</u>
Depreciable assets, net	<u>160,854,091</u>	<u>756,228</u>	<u>84,772,380</u>	<u>246,382,699</u>
Capital assets, net	<u>\$ 223,194,098</u>	<u>\$ 53,944,550</u>	<u>\$ (30,164)</u>	<u>\$ 277,108,484</u>

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4. Accounts Payable and Accrued Expenses

As of June 30, 2012 and 2011, accounts payable and accrued expenses consisted of the following:

	<u>2012</u>	<u>2011</u>
Accounts payable, construction	\$ 8,437,251	\$ 8,169,690
Accounts payable, other	7,949,916	4,460,619
Accrued salaries and fringe benefits	119,739	177,672
Accrued withholdings	2,562,957	2,279,097
Accrued interest on bonds payable and other long-term debt	<u>6,127,271</u>	<u>6,203,914</u>
Total	<u>\$ 25,197,134</u>	<u>\$ 21,290,992</u>

5. State Paid Fringe Benefits

The State of New Jersey, through separate appropriations, pays certain fringe benefits (principally health insurance and FICA taxes) on behalf of College employees. Such benefits amounted to \$19,530,435 and \$19,095,445 for the years ended June 30, 2012 and 2011, respectively, and are included in both the State of New Jersey appropriations revenue and operating expenses in the accompanying financial statements.

The State of New Jersey is also required to fund postretirement medical benefits for those state employees who retire with 25 years of credited service or retire on disability regardless of years of service. These expenses are not included in the College's financial statements.

The College is not required to record a reserve for Other Post Employment Benefits ("OPEB") because this is an obligation of the State of New Jersey. The State of New Jersey reports this expense and related liability for OPEB in the consolidated financial statements of the State of New Jersey.

6. Retirement Plans

Plan Descriptions

There are three major retirement plans in which employees of the College participate: Public Employees' Retirement System ("PERS"); Police and Fireman's Retirement System ("PFRS"); and The Alternate Benefit Program ("ABP") which presently makes contributions to Teachers Insurance and Annuity Association - College Retirement Equities Fund ("TIAA/CREF"), Aetna Life Insurance ("ING"), Hartford, Equitable ("Equi-Vest"), MetLife and Annuity Company of Connecticut, and VALIC. PERS and PFRS are cost-sharing, multiple-employer defined benefit pension plans administered by the State of New Jersey. Generally all employees, except certain part-time employees, participate in one of these plans.

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PERS was established under the provisions of N.J.S.A. 43:15A to provide coverage, including postretirement health care, to substantially all full-time employees of the state or public agency provided the employee is not a member of another state-administered retirement system. PFRS was established under the provisions of N.J.S.A. 43:16A to provide coverage to substantially all full-time county and municipal police or firemen and State of New Jersey firemen appointed after June 30, 1994.

The State of New Jersey issues publicly available financial reports that include financial statements and required supplementary information for PERS and PFRS. These reports may be obtained by writing to the State of New Jersey, Department of the Treasury, Division of Pension and Benefits, P.O. Box 295, Trenton, New Jersey 08625-0295.

PERS Funding Policy

PERS members are required to contribute 5.5% of their annual covered salary. The State of New Jersey, in accordance with state statutes, makes employer contributions on behalf of the College. The State of New Jersey contribution is based upon annual actuarially determined percentages of total compensation of all active members. The State of New Jersey's annual contribution approximates the actuarially determined pension cost for the year. The current percentage is 6.31% of annual covered payroll. The contribution requirements of the plan members and the College are established and may be amended by the State of New Jersey. The employer contributions for the years ended June 30, 2012, 2011, and 2010 were \$449,746, \$446,566, and \$429,903, respectively.

PFRS Funding Policy

PFRS members are required to contribute 8.5% of their annual covered salary. The State of New Jersey, in accordance with state statutes, makes employer contributions on behalf of the College. The State of New Jersey contribution is based upon annual actuarially determined percentages of total compensation of all active members. The State of New Jersey's annual contribution approximates the actuarially determined pension cost for the year. The current percentage is 15.8% of annual covered payroll. The contribution requirements of the plan members and the College are established and may be amended by the State of New Jersey. The employer contributions for the years ended June 30, 2012, 2011, and 2010 were \$40,523, \$51,084, and \$49,969, respectively.

Alternate Benefit Program Information

ABP provides the choice of six investment carriers, all of which are privately operated defined contribution retirement plans. The College assumes no liability for ABP members other than payment of contributions. ABP provides retirement and death benefits for or on behalf of these full-time professional employees and faculty members participating in this retirement program. Participation eligibility as well as contributory and noncontributory requirements are established by the State of New Jersey Retirement and Social Security Law. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits vest after the completion of one year of service. Individually owned annuity contracts that provide for full ownership of retirement and survivor benefits are purchased at the time of vesting.

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Participating College employees are required to contribute 5% and may contribute a voluntary additional contribution of salary up to the maximum federal statutory limit, on a pretax basis. Employer contributions are 8% of salary. During the year ended June 30, 2012, ABP received employer and employee contributions of approximately \$3,466,234 and \$2,166,396, respectively, which was based on participating employee salaries of approximately \$43,327,928. During the year ended June 30, 2011, ABP received employer and employee contributions of approximately \$3,311,456 and \$2,069,660, respectively, which was based on participating employee salaries of approximately \$41,393,204. Employer contributions to ABP paid by the State of New Jersey are reflected in the accompanying financial statements as State of New Jersey appropriations revenue and as expenses.

7. Bonds Payable and Other Long-Term Debt

Bonds payable and other long-term debt as of June 30, 2012 and 2011 consisted of the following:

	<u>Interest Rate</u>	<u>2012</u>	<u>2011</u>
Bond payable:			
New Jersey Educational Facilities Authority			
Bonds:			
Housing I and II Renovations Series			
1988A	3.00 %	\$ 689,000	\$ 829,000
Housing and College Center, Series			
2005F (Refunded 1996B, 1996F,	4.00-5.00 %	22,800,000	23,715,000
and 1998C)			
Housing V and Academic, Series			
2006F	3.65-5.00 %	48,320,000	49,360,000
Housing and College, Series 2007G	4.00-4.50 %	38,300,000	39,115,000
Housing, College, and College Center			
Series 2008A (Refunded 2005C)	4.00-5.00 %	<u>136,100,000</u>	<u>136,910,000</u>
Total		246,209,000	249,929,000
Unamortized discount		(277,451)	(288,054)
Unamortized premium		1,479,259	1,542,234
Deferred loss		<u>(620,150)</u>	<u>(643,850)</u>
Total		246,790,658	250,539,330
Less current portion		<u>(5,773,672)</u>	<u>(3,748,672)</u>
Long-term debt, noncurrent portion		<u>\$ 241,016,986</u>	<u>\$ 246,790,658</u>

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	<u>Interest Rate</u>	<u>2012</u>	<u>2011</u>
Other long-term debt:			
Higher Education Dormitory Safety Trust Fund	4.50-5.25 %	\$ 884,837	\$ 1,082,756
Higher Education Capital Improvement Fund	3.00-5.25 %	5,604,667	5,870,635
Dam Restoration Loan	2.00 %	324,973	343,381
Total		6,814,477	7,296,772
Less current portion		(505,661)	(482,295)
Other long-term debt, noncurrent portion		<u>\$ 6,308,816</u>	<u>\$ 6,814,477</u>

Bonds Payable

Series 1988A Housing I and II Renovations bonds are a 3.00% federal loan for housing improvements and are due serially each July 1 through July 1, 2016. These bonds are collateralized by a pledge of and first lien on the net revenues derived from Housing I and II. The College is required to maintain a debt service reserve fund, a renewal and replacement reserve fund, and a sinking fund reserve.

On October 21, 2005, the New Jersey Educational Facilities Authority, on behalf of the College, issued its Series F Bonds, in the par amount of \$28,180,000. The purpose of the Series 2005 F bonds was to fund the following: (i) advance refund the Colleges' Series 1996 F Bonds (the Multipurpose Recreation Center) for the principal amount of \$17,750,000, and the Colleges' Series 1998 C Bonds (Housing IV) for the principal amount of \$11,875,000; (ii) the payment of costs and expenses in connection with the issuance of the Series 2005 F Bonds.

Series 2005F bonds consist of \$23,810,000 Serial Bonds and \$4,370,000 5% Term Bonds. The Serial Bonds bear interest rates between 4-5% with the average being 4.45%. They are due serially each July 1 through July 1, 2025. The term bond is due July 1, 2028.

Series 2006F bonds consist of \$26,560,000 Serial Bonds, \$9,395,000 5% Term Bond, and \$14,410,000 4.250% Term Bond. The Serial Bonds bear interest rates between 3.65-5% with the average being 4.40%. They are due serially each July 1 through July 1, 2027. The \$9,395,000 term bond is due July 1, 2031 and the \$14,410,000 term bond is due July 1, 2036.

Series 2007G bonds consist of \$27,300,000 Serial Bonds, \$6,005,000 5% Term Bond, and \$6,945,000 5% Term Bond. The Serial Bond bears interest rates between 4-4.5% with the average being 4.11%. They are due serially each July 1 through July 1, 2031. The \$6,005,000 term bond is due July 1, 2034 and the \$6,945,000 term bond is due July 1, 2037.

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Series 2008A bonds consist of \$22,360,000 Serial Bonds, \$20,010,000 5.5% Term Bond, \$25,695,000 5.125% Term Bond and \$68,845,000 5.375% Term Bond. The Serial Bond bears interest rates between 4-5% with the average being 4.25%. They are due serially each July 1 through July 1, 2018. The \$20,010,000 term bond is due July 1, 2023, the \$25,695,000 term bond is due July 1, 2028 and the \$68,845,000 term bond is due July 1, 2038.

The Bond Series 2008A refunded Bond Series 2005C. \$31,290,097 was placed in an irrevocable trust with an escrow agent to provide for future debt service payments. As a result, the 2005C Series Bond is considered to be defeased, and the related liability has been removed from the statement of net assets. This transaction resulted in a loss on advance refunding of approximately \$711,000. This amount is deferred and amortized as a component of interest expense over the life of the defeased 2005C Series Bond.

Other Long-Term Debt

On August 14, 2001, the New Jersey Educational Facilities Authority issued bonds to finance the College's loan amount request pursuant to the Dormitory Safety Trust Fund Act (P.L. 2000, C56). The College's loan under this Act was \$3,453,000 and will be repaid in annual installments from January 15, 2002 through January 15, 2016. This is a non-interest bearing note and interest expense is inputted at a rate of 4.5%.

During 2003, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2002 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$17,204,000 of the total proceeds of the bond issue to be used for academic campus exterior repairs, HVAC improvements, gallery safety rails, Housing II roof replacement, and F-Wing extension and renovation design. The terms of the agreement require one-third of the total allocation, or \$5,734,667, to be repaid in annual rental payments equal to the College's allocable share of the Series 2002 A Bonds and related program expenses through 2022.

During 2004, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2004 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$3,848,250 of the total proceeds of the bond issue to be used for Housing I exterior and Housing I HVAC. The terms of the agreement require one-third of the total allocation, or \$1,282,750, to be repaid in annual rental payments equal to the College's allocable share of the Series 2004 A Bonds and related program expenses through 2024.

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Payments due on bonds payable and other long-term debt excluding net unamortized premiums/discounts/and deferred losses totaling \$581,658, subsequent to June 30, 2012 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Years ending June 30:			
2013	\$ 6,250,661	\$ 12,085,038	\$ 18,335,699
2014	6,478,359	11,792,618	18,270,977
2015	6,783,297	11,467,714	18,251,011
2016	7,129,565	11,159,532	18,289,097
2017	7,080,128	10,853,256	17,933,384
2018-2022	40,565,647	48,977,434	89,543,081
2023-2027	49,095,820	37,865,723	86,961,543
2028-2032	52,240,000	25,119,294	77,359,294
2033-2037	61,270,000	10,548,863	71,818,863
2038-2039	16,130,000	377,863	16,507,863
	<u>\$ 253,023,477</u>	<u>\$ 180,247,335</u>	<u>\$ 433,270,812</u>

8. Noncurrent Liabilities

Activity in noncurrent liabilities for the years ended June 30, 2012 and 2011 was as follows:

	<u>July 1, 2011</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2012</u>	<u>Current Portion</u>
Compensated absences	\$ 3,481,829	\$ 2,549,467	\$ 2,541,159	\$ 3,490,137	\$ 2,446,893
U.S. government grants refundable	1,980,872	-	-	1,980,872	-
Bonds payable	250,539,330	-	3,748,672	246,790,658	5,773,672
Other long-term debt	7,296,772	-	482,295	6,814,477	505,661
	<u>\$ 263,298,803</u>	<u>\$ 2,549,467</u>	<u>\$ 6,772,126</u>	<u>\$ 259,076,144</u>	<u>\$ 8,726,226</u>
	<u>July 1, 2010</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2011</u>	<u>Current Portion</u>
Compensated absences	\$ 3,875,095	\$ 2,934,414	\$ 3,327,680	\$ 3,481,829	\$ 2,901,159
U.S. government grants refundable	1,980,872	-	-	1,980,872	-
Bonds payable	254,193,002	-	3,653,672	250,539,330	3,748,672
Other long-term debt	7,756,828	-	460,056	7,296,772	482,295
	<u>\$ 267,805,797</u>	<u>\$ 2,934,414</u>	<u>\$ 7,441,408</u>	<u>\$ 263,298,803</u>	<u>\$ 7,132,126</u>

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9. Component Units

In accordance with Government Accounting Standards Board ("GASB") Statement No. 39, *Determining Whether Certain Organizations Are Component Units, an Amendment of GASB 14*, the College has determined that The Richard Stockton College of New Jersey Foundation (the "Foundation") and SASI should be included in the College's financial statements as discretely presented component units. A component unit is a legally separate organization for which the primary institution is financially accountable or to which the primary institution is closely related.

The Foundation and SASI are private not for-profit organizations that report under the FASB Accounting Standards Codification ("ASC"), including FASB Topic ASC 958-205, Presentation of Financial Statements. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's or to SASI's financial information in the College's financial reporting for these differences.

The Richard Stockton College of New Jersey Foundation

The Foundation is a legally separate, tax-exempt component unit of the College with a fiscal year end of June 30. The Foundation has received a determination letter from the Internal Revenue Service concluding that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The Foundation acts primarily as a fundraising entity to supplement the resources that are available to the College in support of its programs. The board of directors of the Foundation, which consists of at least five and no more than forty persons, is self-perpetuating and consists of qualified persons elected by majority vote of the board of directors of the Foundation. Although the College does not control the timing or amount of receipts from the Foundation, the resources, or income thereon, the Foundation holds investments that are used exclusively for the benefit, support, and promotion of the College for its educational activities. Because these resources held by the Foundation can only be used by, or for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

Investments include money market funds, mutual funds, fixed income and equity securities donated to, or purchased by, the Foundation, which are recorded at fair value using dealer or exchange quoted market prices.

The Foundation has adopted a total return investment policy. The primary investment objective is to maximize long-term return through a combination of income and capital appreciation achieved in a prudent manner.

Therefore, the financial objective is to earn, over the long term, a total return (net of all fees and expenses) equal to or exceeding the spending rate plus the inflation rate as measured by the Consumer Price Index. The investment policy of the Foundation will be carried out by means of investment strategies that reflect continuous evaluation of changing investment environments, manager judgment regarding the allocation of assets among different kinds of asset classes, identification of appropriate investment vehicles and the making of specific investment decisions.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2012 and 2011

Investments as of June 30, 2012 and 2011 consisted of the following:

	2012		2011	
	Cost	Fair Value	Cost	Fair Value
Money market fund	\$ 894,399	\$ 894,399	\$ 652,040	\$ 652,040
Equity mutual funds:				
International	1,849,599	1,704,921	1,627,663	1,689,711
Large cap	8,781,195	9,336,840	5,734,856	5,777,526
Mid cap	1,061,308	1,053,600	1,011,808	1,038,730
Small cap	472,265	477,360	450,672	455,400
Other	424,067	435,680	382,494	395,280
Fixed income mutual funds:				
Intermediate	3,650,549	3,737,469	2,000,050	2,001,426
High yield	745,467	749,723	406,000	400,239
Short term	1,400,150	1,403,218	900,100	903,624
International	725,250	706,161	-	-
Total	\$ 20,004,249	\$ 20,499,371	\$ 13,165,683	\$ 13,313,976

The Foundation is located on the campus of the College. College personnel and facilities are used at varying times during the years for which the College is normally reimbursed. During fiscal years 2012 and 2011, the Foundation made contributions to the College for scholarships in the amount of \$393,690 and \$246,447, respectively, and for Academic Support in the amount of \$380,107 and \$251,715, respectively. In the area of Facilities Support, the Foundation made a contribution to the College of \$50,000 each year for the Holocaust Resource Center and a contribution of \$150,000 in fiscal year 2012 to SASI for the Sam Azeez Museum. During fiscal years 2012 and 2011, the Foundation received from the College, \$138,448 and \$136,379, respectively, in-kind finance and administration services.

Stockton Affiliated Services, Inc

SASI was established in accordance with New Jersey's Public College Auxiliary Organization Act (N.J.S.A. 18A:64-26, et seq.) in July, 2008. SASI is a legally separate, tax-exempt 501(c)(3) organization with a fiscal year end of June 30.

SASI's purpose is to support the mission of the College by expanding, and improving the level of services provided by the College. The College has contracted with SASI to manage programs and services, which support the College's mission of teaching, research, scholarship, and public services. Because of its relationship with the College, SASI is considered a component unit of the College and is discretely presented in the College's financial statements. SASI contributed \$1,200,000 in fiscal 2012 and fiscal 2011 to the College as auxiliary services revenues.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Notes to Financial Statements
 June 30, 2012 and 2011

The College has issued a line of credit to SASI in the amount of \$2,000,000. As of June 30, 2012 and 2011, a note receivable in the amount of \$1,464,683, is reflected in the financial statements of the College relating to this line of credit. The College charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 4.21% percent. The Rate will be reviewed and changed by the College, in sole discretion, to a rate equal to 100 basis points plus the thirty year US Treasury Note rate at the time of the interest review. Interest only payments will be made on the outstanding principal balance at the stated interest rate. Accrued interest on the line of credit totals \$81,890 and \$86,456 as of June 30, 2012 and 2011, respectively. SASI reimburses the College for use of space and personnel through payment of an overhead charge. As of June 30, 2012 and 2011 a receivable in the amount of \$391,644 and \$607,732, respectively, is reflected on the financial statements of the College for the repayment of the overhead charge.

The College had issued a revolving line of credit of \$4,000,000 in fiscal 2011 for the purpose of working capital for operations of Seaview. SASI and the College entered into an agreement effective January 1, 2012 to discharge SASI of its obligation to repay the line of credit under the note and loan agreement, in consideration for SASI giving up its right, title and interest to future profits and losses. This agreement will transfer all profit and losses for Seaview operations from SASI's books and records to the books and records of the College. The outstanding balance on the line of credit as of January 1, 2012 was \$1,250,759, which is recognized in other nonoperating costs in the current fiscal year.

The following amounts are recorded on the statement of financial position as Due to/from the College as of June 30:

	<u>2012</u>	<u>2011</u>
Due from the College:		
Food service	\$ 170,633	\$ 32,774
Miscellaneous	43,098	85,542
Seaview capital improvements	-	431,216
	<u> </u>	<u> </u>
Total due from the College	<u>\$ 213,731</u>	<u>\$ 549,532</u>
Due to the College:		
Institutional support	\$ 1,200,000	\$ -
Seaview operations	950,163	-
Overhead charge	391,644	-
Miscellaneous	2,121	2,133
	<u> </u>	<u> </u>
Total due to the College	<u>\$ 2,543,928</u>	<u>\$ 2,133</u>

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2012 and 2011

10. Commitments and Contingencies

Compensated Absences

The College recorded a liability for compensated absences in the amount of \$3,490,137 and \$3,481,829 as of June 30, 2012 and 2011, respectively, which is included in compensated absences in the accompanying statements of net assets. The liability is calculated based upon employees' accrued vacation leave as of year-end, as well as an estimated vested amount for accrued sick leave.

Payments for accumulated sick leave balances are made to retiring employees upon regular retirement. The payment is based on 50% of the employee's sick leave accumulation, at the pay rate in effect at the time of retirement up to a maximum of \$15,000. Employees separating from College service prior to retirement are not entitled to payments for accumulated sick leave balances.

Litigation

The College is a party to various legal actions arising in the ordinary course of business. While it is not possible, at this time, to predict the ultimate outcome of these actions, it is the opinion of management that the resolution of these matters will not have a material adverse effect on the College's financial position.

Grants

The College receives support from Federal and State of New Jersey grant programs, primarily student financial assistance. Entitlement to the resources requires compliance with terms of the grant agreements and applicable regulations, including the expenditure of the resources for eligible purposes. Substantially all grants are subject to financial and compliance audits by the grantors. As June 30, 2012 and 2011, the College estimates that adjustments, if any, as a result of such audits would not have a material adverse effect on the College's financial statements.

Construction Contracts

The College has outstanding construction commitments in the amount of \$13,328,814 as of June 30, 2012. These contracts include the redesign and retrofits of the existing main academic campus buildings as well as the Science Center.

It is expected that all of the funding for these projects will be allocated from College bond issues and unrestricted funds.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2012 and 2011

Lease Commitments

The College leases office spaces under a number of operating leases with expiration dates through 2032.

Future minimum lease payments required under operating leases are as follows:

Years ending June 30:	
2013	\$ 132,000
2014	210,500
2015	226,417
2016	230,517
2017	234,617
2018-2032	<u>925,998</u>
	<u>\$ 1,960,049</u>

Total rental expense for these leases for the years ended June 30, 2012 and 2011 was \$140,500 and \$181,000, respectively.

11. Bond Obligation Offset Fund

Unrestricted net assets include the College's Bond Obligation Offset Fund. The College intends to utilize these funds to offset its' bond obligations and debt-service costs. The intent of the College is to use \$63,255,869 or one quarter of the total outstanding bond obligations of \$253,023,477 for its bond obligation and debt service requirements liability.

12. Related Parties

The College has entered into a Collaborative Project Agreement with the Noyes Museum of Art (the "Museum") on February 4, 2011. Pursuant to the terms of Agreement, the Museum has agreed to sublease to the College the property located at 733 Lily Lake Road, Galloway Township, New Jersey for a period of ten years. The College and the Museum have agreed to have two individuals affiliated with the College to serve as members on the Museum's Board of Directors and one individual affiliated with the College to serve as a member for the Noyes Foundation Board of Directors for the duration of the Agreement. Under the Agreement, the College is required to pay an annual rental to the Museum over the life of the agreement. It is acknowledged by the parties that the term of the Agreement may be less than ten years. Notwithstanding the foregoing, there shall be no readjustments between the parties as of the date of termination. The Museum shall be entitled to retain the entire lease payment for the year of termination.

**Independent Auditors' Report on Internal Control
Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of
Financial Statements Performed in Accordance
with *Government Auditing Standards***

Board of Directors
The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

We have audited the financial statements of The Richard Stockton College of New Jersey (the "College") and its discretely presented component unit, a component unit of The State of New Jersey, as of and for the year ended June 30, 2012, and have issued our report thereon dated _____. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the College is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the College's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements would not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the board of trustees, management, and federal and state awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Philadelphia, Pennsylvania
Date of Report

**The Richard Stockton College
of New Jersey (A Component
Unit of the State of New Jersey)**

Financial Statements and
Supplementary Information

June 30, 2013 and 2012



**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

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June 30, 2013 and 2012

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Independent Auditors' Report

Board of Trustees
The Richard Stockton College of New Jersey

Report on the Financial Statements

We have audited the accompanying financial statements of The Richard Stockton College of New Jersey (the "College") and its discretely presented component units, a component unit of the State of New Jersey, as of and for the years ended June 30, 2013 and 2012 and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. The financial statements of the Richard Stockton College of New Jersey Foundation and Stockton Affiliated Services, Inc. were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Richard Stockton College of New Jersey and its discretely presented component units as of June 30, 2013 and 2012, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis ("MD&A") on pages 4 through 13 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the College's basic financial statements. The accompanying schedules of expenditures of federal and State of New Jersey awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the State of New Jersey Department of Treasury Circular 04-04, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*, respectively, are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The schedules of expenditures of federal and State of New Jersey awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedules of expenditures of federal and State of New Jersey awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 1, 2013 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

ParenteBeard LLC

Philadelphia, Pennsylvania
November 1, 2013, except for our report on the supplementary information for which the date is
March 20, 2014

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Introduction

The Richard Stockton College of New Jersey (the "College" or "Stockton") is proud to present its comparative financial statements for fiscal years 2013 and 2012. This section of the College's financial statements presents our discussion and analysis of the College's financial performance. Since this discussion and analysis is designed to focus on current activities, it should be read in conjunction with the College's basic financial statements, which follow this section.

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. 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.

College Overview

The College is located in Galloway, New Jersey on 1,600 acres of pristine forest and wetlands in an area that is growing rapidly. The College owns an 8-acre Marine and Environmental Field Station along the Nacote Creek in nearby Port Republic City along with over 100 acres of wooded property in Hamilton Township and an additional 200 acres in Galloway. The College also has a location in Atlantic City, the Carnegie Library is a 17,335 square foot historical building, which hosts undergraduate and graduate courses, continuing professional education programming, and special events. The College owns the historic Stockton Seaview Hotel and Golf Club ("Stockton Seaview"), which is located on nearly 300 acres in Galloway, NJ.

Three instructional sites have opened during fiscal 2013 which have been added to provide academic offerings that range from continuing education and professional opportunities to undergraduate and graduate courses. In September of 2012, Stockton extended its reach into southern Ocean County with the Manahawkin instructional site, a 3,200 square foot facility. January 2013, Stockton formally opened Kramer Hall in downtown Hammonton which provides students with state-of-the-art classrooms, computer labs, and seminar rooms as well as providing the local community use of the facility. In April of 2013, Anne Azeez Hall in Woodbine opened, allowing Stockton to establish a stronger presence in Cape May County.

A significant percentage of the student body is from Atlantic, Cape May, and Ocean Counties. The College continues to evidence significant enrollment demand, with 8,893 undergraduate applications for Fall 2012 admission, compared with 8,103 for the prior fall. Fall 2012's total headcount enrollment was 8,400, compared with 8,108 for the prior fall, an increase of 4%. The increase in full-time equivalent ("FTE") students was even greater at 5%, reflecting an FTE of 7,723 for the Fall of 2012, compared with 7,369 for the previous fall. The College offers undergraduate degrees in Bachelor of Arts, Bachelor of Science and Bachelor of Science in Nursing, as well as twelve Master's level programs and a doctoral program in Physical Therapy.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Financial Statements

The College's comparative financial statements include three basic financial statements: Statement of Net Position; Statement of Revenues, Expenses, and Changes in Net Position; and Statement of Cash Flows, which have been prepared following Governmental Accounting Standards Board ("GASB") principles. These statements present the College's operations as a whole, rather than individual funds, focusing on its assets, liabilities, revenues, expenses, and cash flows on an entity-wide basis.

Summary of Net Position

The Statement of Net Position presents the assets, liabilities, and net position of the College as of the end of the fiscal year. The Statement of Net Position is a point-of-time financial statement. The purpose of the Statement of Net Position is to present to the readers of the financial statements a fiscal snapshot of The Richard Stockton College of New Jersey. The Statement of Net Position presents end-of-the-year data concerning assets (current and noncurrent), deferred outflows of resources, liabilities (current and noncurrent), deferred inflows of resources and net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources).

Net position is one indicator of the current financial condition of the College, while the change in net position is an indicator of whether the overall financial condition has improved or worsened during the year.

From the data presented, readers of the Statement of Net Position are able to determine the assets available to continue the operations of the College. They are also able to determine how much the College owes vendors, investors, and lending institutions. Finally, the Statement of Net Position provides a picture of the net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources) and their availability for expenditure by the College.

Net position is divided into three major categories. The first category, net investment in capital assets, provides the institution's equity in property, plant, and equipment owned by the College, net of accumulated depreciation, reduced by the outstanding balances of debt and deferred inflows of resources related to the acquisition, construction, or improvement of those assets. The next net position category is restricted. Expendable restricted is available for expenditure by the College but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of the assets. Nonexpendable restricted net position is required to be maintained in perpetuity by donors and/or external entities. The final category is unrestricted. Unrestricted assets are available to the College for any lawful purpose of the College.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

A summary of the College's assets, liabilities, and net position as of June 30, 2013 and 2012, is as follows (in thousands):

	<u>2013</u>	<u>2012</u>
Assets		
Current assets	\$ 123,600	\$ 132,064
Capital assets	318,204	305,251
Other assets	<u>11,296</u>	<u>12,143</u>
Total assets	<u>\$ 453,100</u>	<u>\$ 449,458</u>
Liabilities		
Current liabilities	\$ 40,269	\$ 38,257
Noncurrent liabilities	<u>243,745</u>	<u>250,350</u>
Total liabilities	<u>\$ 284,014</u>	<u>\$ 288,607</u>
Net Position		
Net invested in capital assets	\$ 72,936	\$ 66,979
Restricted for:		
Renewal and replacement	301	300
Debt service reserve	6,393	6,189
Unrestricted	<u>89,456</u>	<u>87,383</u>
Total net position	<u>\$ 169,086</u>	<u>\$ 160,851</u>

The College's Statement of Net Position indicates an improvement in financial position and reflects prudent utilization of financial resources and management of investments, the utilization of debt, and development of the capital plan.

Current assets consist primarily of cash and cash equivalents, assets held by trustees under bond agreements for capital activities, investments and receivables. Noncurrent assets consist primarily of investments and capital assets. Current liabilities consist primarily of accounts payable and accrued expenses, accrued compensated absences and the current portion of long-term debt. Noncurrent liabilities consist primarily of long-term debt.

Total assets increased by \$3,642,207 in fiscal 2013. This net increase is primarily due to the increase in the fair value of investments with a decrease in amounts due to the College from component units. Total assets increased by \$678,329 in fiscal 2012 primarily due to the inclusion of Stockton Seaview assets.

Total liabilities decreased by \$4,592,887 in fiscal 2013. This net decrease is primarily due to principal payments made by the College on outstanding debt, decreased construction payables, offset by an addition of a line of credit with Credit Suisse. Total liabilities increased by \$1,253,446 in fiscal 2012 primarily due to the inclusion of Stockton Seaview liabilities and principal payments made by the College on outstanding debt.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

Summary of Revenues, Expenses, and Changes in Position

Changes in total net position as presented on the Statement of Net Position are based on the activity presented in the Statement of Revenues, Expenses, and Changes in Net Position. The purpose of the statement is to present the revenues received by the institution, both operating and nonoperating, and the expenses paid by the institution, operating and nonoperating, and any other revenues, expenses, gains, and losses received or spent by the College.

Generally speaking, operating revenues are received for providing goods and services to the various customers and constituents of the College. Operating expenses are those expenses paid to acquire or produce the goods and services provided in return for the operating revenues, and to carry out the mission of the College. Nonoperating revenues are revenues received for which goods and services are not provided. For example, State of New Jersey appropriations are nonoperating because they are provided by the Legislature to the College without the Legislature directly receiving commensurate goods and services for those revenues.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

The Statement of Revenues, Expenses, and Changes in Net Position present the College's results of operations. A summary of the College's revenues, expenses, and changes in net position for the year ended June 30, 2013 and 2012 is as follows (in thousands):

	<u>2013</u>	<u>2012</u>
Operating revenues:		
Net student revenues	\$ 93,042	\$ 89,161
Governmental grants	28,926	31,022
Independent operations	19,242	8,322
Other	7,036	6,064
	<u>148,246</u>	<u>134,569</u>
Total operating revenues		
Operating expenses	<u>176,631</u>	<u>164,042</u>
Operating loss	(28,385)	(29,473)
Nonoperating revenue (expenses):		
State of New Jersey appropriations	39,819	39,369
Investment income	8,782	2,786
Disposal of capital assets, net	15	(1)
Interest on capital asset related debt	(11,807)	(11,813)
Other nonoperating expenses, net	(189)	(1,443)
	<u>36,620</u>	<u>28,898</u>
Net nonoperating revenues		
Increase (decrease) in net position	8,235	(575)
Net position, beginning of year	<u>160,851</u>	<u>161,426</u>
Net position, end of year	<u>\$ 169,086</u>	<u>\$ 160,851</u>

Revenues

To fund its operation, the College receives revenues from a variety of sources including tuition and fees, grants and contracts, auxiliary services, independent operations, State of New Jersey appropriations, and investment income. The College is continuing to seek additional funds from all possible sources to adequately fund operating activities.

Operating

Operating revenues for the years ended June 30, 2013 and 2012 totaled \$148,246,378 and \$134,568,353, respectively. The sources of these revenues were student revenues, net of scholarships, of \$93,042,251, governmental grants of \$28,925,616 independent operations of \$19,242,070, and other revenue of \$7,036,441 for the year ended June 30, 2013. Student revenues net of scholarships were \$89,160,888, governmental grants were \$31,021,733, independent operations of \$8,321,985 and other revenue totaling \$6,063,747 for the year ending June 30, 2012.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

Student revenues which include tuition and fees are the primary source of operating revenue for the College. These tuition and fee revenues have increased from fiscal year 2012 to fiscal year 2013 by approximately 5%. Auxiliary activities include housing and college center, which are responsible for an approximate 4% increase in revenue from the prior year. Revenues for independent operations more than doubled due to the operations of the Stockton Seaview beginning in January 2012. Fiscal 2012 only reflects six months of hotel and golf activity. Total operating revenues increased by 10% in fiscal 2013.

Operating revenues for 2013 and 2012 were as follows (in thousands):

	<u>2013</u>	<u>% of Total</u>
Student revenues, net ***	\$ 93,042	63 %
Governmental grants	28,926	20
Independent operations	19,242	12
Other	<u>7,036</u>	<u>5</u>
Total operating revenue	<u>\$ 148,246</u>	<u>100 %</u>
	<u>2012</u>	<u>% of Total</u>
Student revenues, net	\$ 89,161	66 %
Governmental grants	31,022	23
Independent operations	8,322	6
Other	<u>6,064</u>	<u>5</u>
Total operating revenue	<u>\$ 134,569</u>	<u>100 %</u>

*** Note that Student revenues increased from the prior year, but its percentage of the whole decreased due to the full year of Stockton Seaview operating activity in fiscal year 2013.

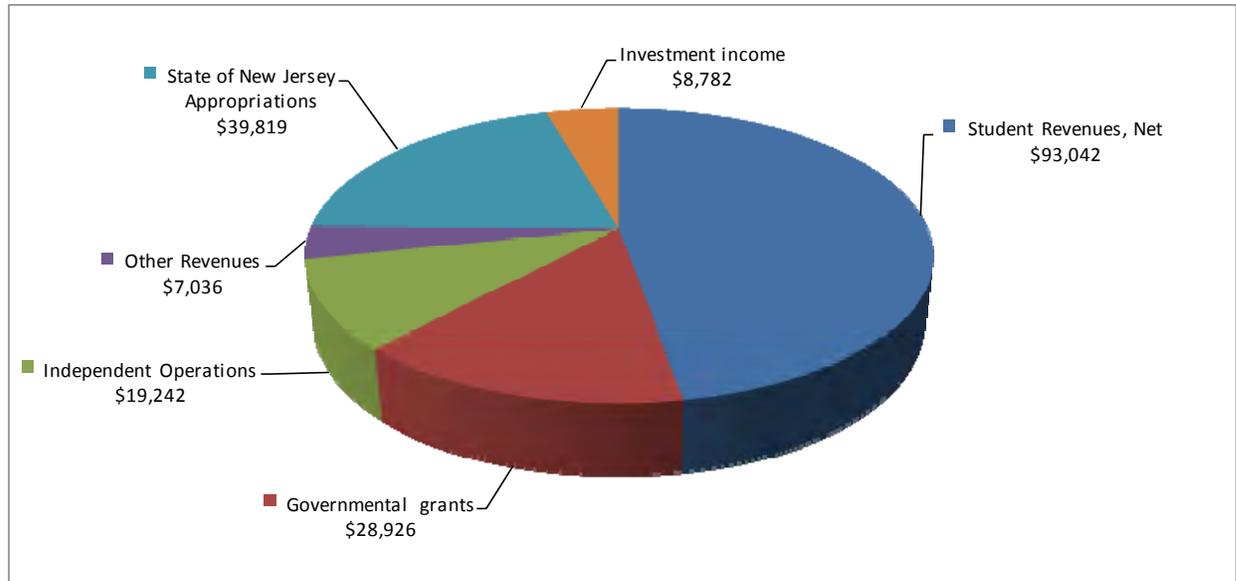
Non-Operating

Net non-operating revenue for the years ended June 30, 2013 and 2012 totaled \$36,620,300 and \$28,897,619, respectively. The primary source of non-operating revenue was the State of New Jersey appropriation, including fringe benefits, of \$39,819,440 and \$39,369,435 respectively, for the years ended June 30, 2013 and 2012. The other components of net non-operating revenues were the investment income of \$8,781,402 and \$2,786,227 and interest expense on plant facilities related debt of \$(11,806,636) and \$(11,813,153) for the years ended June 30 2013 and 2012, respectively.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Categories of both operating and nonoperating revenues that support Stockton's core activities in 2013 are as follows (in thousands of dollars):



Operating Expenses

Operating expenses are defined as expenses paid by the College to acquire or produce goods and services used to carry out its mission, in return for operating revenues. For the years ended June 30, 2013 and 2012 the College incurred operating expenses totaling \$176,631,584 and \$164,041,089, respectively. Operating revenues for these years totaled \$148,246,378 and \$134,568,353, respectively. The net operating loss for these years was \$(28,385,206) and \$(29,472,736), respectively.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

A summary of operating expenses for the years ended June 30, 2013 and 2012 is as follows (in thousands):

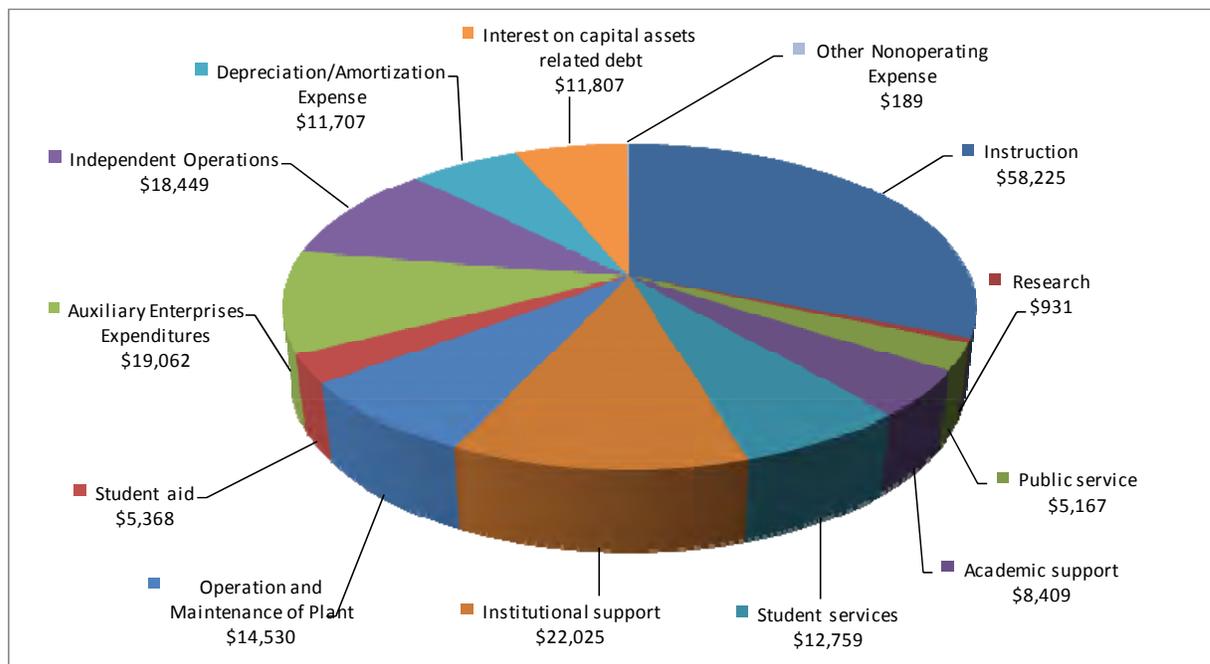
	<u>2013</u>	<u>% of Total</u>
Instruction	\$ 58,225	33 %
Research	931	1
Public service	5,167	3
Academic support	8,409	5
Student services	12,759	7
Institutional support	22,025	12
Operation and maintenance of plant	14,530	8
Student aid	5,368	3
Auxiliary enterprises expenditures	19,062	11
Independent operations	18,449	10
Depreciation/amortization	<u>11,707</u>	<u>7</u>
Total operating expense	<u>\$ 176,632</u>	<u>100 %</u>
	<u>2012</u>	<u>% of Total</u>
Instruction	\$ 56,660	35 %
Research	921	1
Public service	8,430	5
Academic support	8,069	5
Student services	12,294	7
Institutional support	19,202	12
Operation and maintenance of plant	13,699	8
Student aid	5,509	3
Auxiliary enterprises expenditures	19,117	12
Independent operations	8,827	5
Depreciation/amortization	<u>11,313</u>	<u>7</u>
Total operating expense	<u>\$ 164,041</u>	<u>100 %</u>

As the Full Time Equivalent and Student Headcount numbers increase, so do expenses college wide. Based on the amounts reported above, expenses have remained fairly consistent for each of the categories over the past two years. Independent operations increased due to a full year of Stockton Seaview operations in fiscal year 2013 in contrast to a half year of operations in fiscal year 2012. Instructional expenses increased from the prior year, however their percentage of the whole decreased due to the full year inclusion of Stockton Seaview in fiscal year 2013.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Categories of both operating and nonoperating expenses related to Stockton's core activities in 2013 are as follows (in thousands of dollars):



Change in Net Position

The College had a \$8,235,094 increase in net position for fiscal year 2013 primarily due to the appreciation of the College's investment portfolio. Similarly the depreciation of the fiscal 2012 portfolio mainly resulted in a decrease in net position of (\$575,117).

Capital Assets and Debt Activities

The College continues to manage its financial resources so as to ensure adequate financial flexibility to access the capital markets as needed. The College maintains a debt rating from Moody's Investor Services and Fitch Rating Ltd. of A2 and A+, respectively.

The College has been advancing a master plan consistent with its strategic and Middle States reaccreditation plans, where the College intends to keep the existing campus in good repair and to ensure that it is prepared to meet the needs of future students. Included in those plans are numerous renovation and site improvement projects, as well as the newly completed science building.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Economic Outlook

The populations of Atlantic and Ocean Counties are increasing dramatically. These counties provided the majority of our student body. The College is rated highly among the public liberal arts colleges in the country and is above the sector average with respect to tuition and fees charged among the nine state colleges. The College receives approximately 6,200 applications for the roughly 1,000 seats available for the incoming freshman class. For these and many more reasons, the College is never at a loss to fill our classrooms; we can afford to be very selective.

Requests for Information

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Controller's Office, The Richard Stockton College of New Jersey, 101 Vera King Farris Drive - N119, Galloway, NJ 08205.

Complete financial statements for the individual component unit can also be obtained from the Controller's Office.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Net Position
June 30, 2013 and 2012

	2013			2012		
	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.
Assets						
Current Assets						
Cash and cash equivalents	\$ 9,475,219	\$ 148,805	\$ 2,274,151	\$ 9,876,145	\$ 72,523	\$ 3,179,610
Receivables, net:						
Students, less allowance of \$1,369,912 in 2013 and \$1,243,887 in 2012	744,301	-	-	792,805	-	-
Loans, less allowance of \$74,193 in 2013 and \$86,180 in 2012	261,879	-	-	316,237	-	-
Federal government	617,641	-	-	871,719	-	-
State of New Jersey	477,556	-	-	578,118	-	-
Due from College/component units	717,844	2,993	150,719	2,569,172	1,853	213,731
Other receivables	2,464,537	1,224,989	193,353	2,891,909	1,601,858	239,810
Total receivables	5,283,758	1,227,982	344,072	8,019,960	1,603,711	453,541
Investments at fair value	93,386,524	-	-	85,916,616	-	-
Deposits held by bond trustees	14,631,664	-	-	27,495,912	-	-
Other current assets	822,978	2,068	26,227	754,951	899	17,617
Total current assets	123,600,143	1,378,855	2,644,450	132,063,584	1,677,133	3,650,768
Noncurrent Assets						
Investments at fair value	5,346,699	23,109,188	-	6,105,861	20,499,371	-
Loans, less allowance of \$570,125 in 2013 and \$544,314 in 2012	2,012,374	-	-	1,997,343	-	-
Deferred financing costs, net of accumulated amortization of \$570,121 in 2013 and \$467,258 in 2012	2,471,913	-	-	2,575,376	-	-
Note receivable	1,464,683	-	-	1,464,683	-	-
Capital assets, net	318,204,224	2,894	2,047,741	305,250,982	5,209	2,160,203
Total noncurrent assets	329,499,893	23,112,082	2,047,741	317,394,245	20,504,580	2,160,203
Total assets	\$ 453,100,036	\$ 24,490,937	\$ 4,692,191	\$ 449,457,829	\$ 22,181,713	\$ 5,810,971
Liabilities and Net Position						
Current Liabilities						
Accounts payable and accrued expenses	\$ 21,759,597	\$ 13,408	\$ 593,481	\$ 25,197,134	\$ 34,225	\$ 574,909
Due to College/component units	153,712	18,791	699,053	215,584	25,244	2,543,928
Deferred revenue	4,140,838	-	40,575	4,118,101	-	2,500
Compensated absences	2,707,660	-	-	2,446,893	-	-
Demand note payable	5,000,000	-	-	-	-	-
Bonds payable – current portion	5,978,672	-	-	5,773,672	-	-
Other long-term debt – current portion	528,359	-	-	505,661	-	-
Total current liabilities	40,268,838	32,199	1,333,109	38,257,045	59,469	3,121,337
Noncurrent Liabilities						
Compensated absences, noncurrent portion	945,595	-	-	1,043,244	-	-
U.S. Government grants refundable	1,980,872	-	-	1,980,872	-	-
Bonds payable, noncurrent portion	235,038,314	-	-	241,016,986	-	-
Other long-term debt, noncurrent portion	5,780,457	-	1,464,683	6,308,816	-	1,464,683
Total noncurrent liabilities	243,745,238	-	1,464,683	250,349,918	-	1,464,683
Total liabilities	284,014,076	32,199	2,797,792	288,606,963	59,469	4,586,020
Net Position						
Net invested in capital assets	72,935,432	\$ -	\$ 583,058	\$ 66,979,103	\$ -	\$ 695,520
Restricted:						
Nonexpendable, scholarships	-	16,417,626	-	-	15,800,546	-
Expendable:						
Scholarships	-	5,978,943	-	-	4,351,416	-
Renewal and replacement	300,824	-	-	300,072	-	-
Debt service and debt service reserves	6,393,310	-	-	6,188,684	-	-
Unrestricted	89,456,394	2,062,169	1,311,341	87,383,007	1,970,282	529,431
Total net position	169,085,960	24,458,738	1,894,399	160,850,866	22,122,244	1,224,951
Total liabilities and net position	\$ 453,100,036	\$ 24,490,937	\$ 4,692,191	\$ 449,457,829	\$ 22,181,713	\$ 5,810,971

See notes to financial statements

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Revenues, Expenses, and Changes in Net Position
Years Ended June 30, 2013 and 2012

	2013			2012		
	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.
Operating Revenues						
Student revenues:						
Tuition and fees	\$ 87,146,634	\$ -	\$ -	\$ 82,893,395	\$ -	\$ -
Auxiliary enterprises	34,131,398	-	-	32,922,142	-	-
Less scholarship allowances	(28,235,781)	-	-	(26,654,649)	-	-
Net student revenues	93,042,251	-	-	89,160,888	-	-
Gifts and contributions	-	1,207,762	-	-	7,472,903	-
Federal grants and contracts	14,982,503	-	-	17,527,399	-	-
State and local grants and contracts	13,943,113	-	-	13,494,334	-	-
Nongovernmental grants and contracts	547,219	-	-	520,140	-	-
Other auxiliary enterprises revenues	1,729,118	-	9,652,812	1,720,652	-	9,537,749
Other operating revenues	4,760,104	690,975	1,276,936	3,822,955	640,542	2,272,042
Independent operations	19,242,070	-	-	8,321,985	-	10,218,248
In-kind contributions	-	199,014	-	-	138,448	-
Total operating revenues	148,246,378	2,097,751	10,929,748	134,568,353	8,251,893	22,028,039
Operating Expenses						
Instruction	58,224,719	-	-	56,661,088	-	-
Research	930,831	-	-	920,656	-	-
Public service	5,167,239	-	-	8,429,717	-	-
Academic support	8,408,960	-	-	8,068,853	-	-
Student services	12,759,078	-	-	12,294,128	-	-
Institutional support	22,025,481	1,321,884	2,259,530	19,201,863	960,804	2,187,777
Operation and maintenance of plant	14,529,694	-	-	13,699,178	-	-
Student aid	5,367,612	396,265	-	5,509,091	393,690	-
Auxiliary enterprises	19,062,218	-	7,805,740	19,116,661	-	7,657,749
Independent operations	18,448,857	-	-	8,826,778	-	9,738,075
Depreciation	11,706,895	2,315	132,672	11,313,076	2,315	124,074
In-kind expense	-	338,209	-	-	192,135	-
Total operating expenses	176,631,584	2,058,673	10,197,942	164,041,089	1,548,944	19,707,675
Operating (loss) gain	(28,385,206)	39,078	731,806	(29,472,736)	6,702,949	2,320,364
Nonoperating Revenues (Expenses)						
State of New Jersey appropriations	19,839,000	-	-	19,839,000	-	-
State of New Jersey appropriations, fringe benefits	19,980,440	-	-	19,530,435	-	-
Investment income	8,781,402	2,297,416	1,346	2,786,227	636,592	2,362
Gain (loss) on disposal of capital assets, net	15,098	-	-	(1,071)	-	-
Interest on capital assets related debt	(11,806,636)	-	-	(11,813,153)	-	-
Other nonoperating expense, net	(189,004)	-	(63,704)	(1,443,819)	-	(81,890)
Net nonoperating revenues	36,620,300	2,297,416	(62,358)	28,897,619	636,592	(79,528)
Increase (decrease) in net position	8,235,094	2,336,494	669,448	(575,117)	7,339,541	2,240,836
Net Position, Beginning of Year	160,850,866	22,122,244	1,224,951	161,425,983	14,782,703	(1,015,885)
Net Position, End of Year	\$ 169,085,960	\$ 24,458,738	\$ 1,894,399	\$ 160,850,866	\$ 22,122,244	\$ 1,224,951

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Cash Flows

Years Ended June 30, 2013 and 2012

	<u>2013</u>	<u>2012</u>
Cash Flows from Operating Activities		
Student revenue	\$ 94,881,937	\$ 92,420,030
Grants and contracts	29,887,660	31,580,833
Payments to suppliers	(50,027,702)	(45,176,300)
Payments for employee salaries and benefits	(112,975,434)	(108,444,885)
Student loan receipts	65,311,935	64,271,362
Student loan disbursements	(65,311,935)	(64,271,362)
Other receipts	29,354,848	20,156,062
	<u>(8,878,690)</u>	<u>(9,464,260)</u>
Cash Flows from Noncapital Financing Activities		
State of New Jersey appropriations	34,466,766	34,281,158
Proceeds from demand note payable	5,000,000	-
Payments made for other nonoperating expenses	(189,004)	(1,443,819)
	<u>39,277,762</u>	<u>32,837,339</u>
Cash Flows from Capital and Related Financing Activities		
Principal paid on capital debt	(6,279,333)	(4,230,967)
Purchases of capital assets	(27,603,211)	(39,202,086)
Proceeds from the sale of capital assets	16,144	13,003
Interest paid on capital debt	(11,830,126)	(11,786,334)
Change in deposits held by bond trustees	12,864,248	21,106,810
	<u>(32,832,278)</u>	<u>(34,099,574)</u>
Cash Flows from Investing Activities		
Proceeds from sales of investments	36,922,461	194,175,904
Purchases of investments	(38,348,055)	(195,281,688)
Interest on investments	3,457,874	3,226,961
	<u>2,032,280</u>	<u>2,121,177</u>
Net cash flows provided by investing activities	<u>2,032,280</u>	<u>2,121,177</u>
Net decrease in cash and cash equivalents	(400,926)	(8,605,318)
Cash and Cash Equivalents, Beginning of Year	<u>9,876,145</u>	<u>18,481,463</u>
Cash and Cash Equivalents, End of Year	<u>\$ 9,475,219</u>	<u>\$ 9,876,145</u>
Reconciliation of Operating Loss to Net Cash Used in Operating Activities		
Operating loss	(28,385,206)	(29,472,736)
Adjustments to reconcile operating loss to net cash used in operating activities:		
State-paid fringe benefit expense	5,352,674	5,088,277
Depreciation	11,706,895	11,313,076
Loss on dissolution of debt	-	1,250,759
Change in assets and liabilities:		
Receivables	2,759,546	(3,576,926)
Note receivable	-	1,333,171
Other current assets	(68,027)	(693,376)
Accounts payable and accrued expenses	(430,427)	3,380,519
Deferred revenues	22,737	1,904,668
Compensated absences	163,118	8,308
	<u>\$ (8,878,690)</u>	<u>\$ (9,464,260)</u>
Supplemental Disclosure of Noncash Capital Financing Activity		
Capital assets received via donation	<u>\$ 914,568</u>	<u>\$ -</u>
Capital asset additions in accounts payable	<u>\$ 5,495,223</u>	<u>\$ 8,437,251</u>

See notes to financial statements

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

1. Organization and Summary of Significant Accounting Policies

(a) Organization

The Richard Stockton College of New Jersey (the "College") is primarily an undergraduate college of arts, sciences, and professional studies that provides undergraduate programs, including traditional and alternative approaches to education. The operations of management are vested in the College Board of Trustees. In 1986, State College Autonomy legislation was enacted, which granted certain fiscal and financial responsibility to the College Board of Trustees. In 1994, the Higher Education Restructuring Act further expanded the role of the board of trustees. Under the law, the College is an instrumentality of the State of New Jersey with a high degree of autonomy. However, under Governmental Accounting Standards Board ("GASB") Statement No. 61, *The Financial Reporting Entity: Omnibus*, an amendment of GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, an amendment of GASB Statement 14 and GASB Statement 14, *The Financial Reporting Entity*, the College is considered a component unit of the State of New Jersey for financial reporting purposes. Accordingly, the College's financial statements are included in the State of New Jersey's Comprehensive Annual Financial Report.

(b) Net Position

The College classifies its resources into three net position categories:

- Net invested in capital assets - Capital assets, net of accumulated depreciation, and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets.
- Restricted:
 - Nonexpendable - Restricted assets subject to externally imposed stipulations that must be maintained permanently by the College.
 - Expendable - Restricted assets whose use by the College is subject to externally imposed stipulations that can be fulfilled by actions of the College pursuant to the stipulations or that expire by the passage of time.
- Unrestricted - Amounts that are not subject to externally imposed stipulations, unrestricted net position, may be designated by specific purposes by action of the board of trustees or may otherwise be limited by contractual agreements with outside parties. When an expense is incurred that can be paid using either restricted or unrestricted resources, the College's policy is to first apply the expense towards restricted resources and then towards unrestricted resources.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

(c) Measurement Focus and Basis of Accounting

The accounting policies of the College conform to accounting principles generally accepted in the United States of America as applicable to colleges and universities. The financial statements of the College have been prepared on the accrual basis of accounting using the economic resources measurement focus, in accordance with governmental accounting standards. The College reports as a Business-Type Activity, as defined by GASB Statement No. 34, activities that are financed in whole or in part by fees charged to external parties for goods or services. Certain other transactions are reported as non-operating activities in accordance with GASB statement No. 35. The effect of inter-fund activity has been eliminated from these financial statements.

(d) Student Revenue Recognition

Student revenues are presented in the statement of revenues, expenses, and changes in net position, net of scholarships applied to student accounts, while other payments made directly to students are presented as student aid expenses and are recognized in the period earned. Student revenues collected in advance of the fiscal year are recorded as deferred revenue in the accompanying financial statements.

(e) Grants and Contract Revenue Recognition

Federal, state, and local grant and contract revenue is comprised mainly of grant revenues received from the federal government and the State of New Jersey, and are recognized as the related expenses are incurred. Amounts received from grants, which have not yet been earned under the terms of the agreement, are recorded as deferred revenue in the accompanying statement of net position.

(f) Cash and Cash Equivalents

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and mature in three months or less.

The College invests a certain portion of its cash in the State of New Jersey Cash Management Fund, which permits the overnight sweep of available cash balances directly into a common fund for short-term investments. This is an interest bearing account from which funds are available upon demand.

(g) Investments

The College follows the provisions of GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Therefore, investments are recorded in the financial statements at fair value, based on quoted market prices.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

(h) Capital Assets

Capital assets are recorded at historical cost if purchased or constructed. Although legal title to certain academic buildings and equipment remains with the State of New Jersey, the College has been given exclusive use of the buildings and equipment, through enabling legislation and has included their cost in the accompanying statements of net position. The College currently does not pay any rental fees to the State of New Jersey in connection with the aforementioned buildings and equipment and has not included any amount as revenue or expense in the financial statements of the College.

The College reports gifts of capital assets as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of capital assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire capital assets are reported as restricted support. Absent explicit donor stipulations about how long those capital assets must be maintained, the College reports expirations of donor restrictions when the donated or acquired capital assets are placed in service.

Capital assets of the College are depreciated using the straight-line method over the following useful lives:

<u>Asset Category</u>	<u>Useful Life</u>	<u>Capital Threshold</u>
Buildings	40 to 60 years	\$100,000
Infrastructure	20 to 40 years	10,000
Land improvements	10 to 25 years	10,000
Equipment	3 to 15 years	5,000

The College discontinued capitalizing library books in accordance with its capitalization procedure adopted in fiscal 2007. Library books previously placed into service prior to 2007 will continue to be depreciated over their remaining useful life.

(i) Deferred Financing Costs

Deferred financing costs, net of accumulated amortization are included in noncurrent assets and are amortized over the life of the related bonds payable.

(j) Income Taxes

The College is exempt from federal income taxes under *Internal Revenue Code* Section 501(a) as an organization described under Section 501(c)(3).

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

(k) Scholarship Discounts and Allowances

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship discounts and allowances in the statement of revenues, expenses and changes in net position. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the College and the amount that is paid by students and/or third parties making payments on students' behalf to the extent revenues from such programs are used to satisfy tuition and fees and other student services.

(l) Classification of Revenue

The College's policy for defining operating activities in the statement of revenues, expenses, and changes in net position are those that serve the College's principal purpose and generally result from exchange transactions such as payments received for services and payments made for the purchase of goods and services. Examples include (1) student tuition and fees, net of scholarship allowances, (2) sales and services of auxiliary enterprises and the Stockton Seaview Hotel and Golf Club ("Seaview") resort operations (3) most federal, state, and local grants and contracts. Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as operating and capital appropriations from the State of New Jersey and investment income.

(m) Financial Dependency

One of the College's largest sources of revenue is appropriations from the State of New Jersey. The College is economically dependent on these appropriations to carry on its operations.

(n) Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(o) Reclassification

Certain reclassifications have been made to the 2012 financial statements to conform to the 2013 reporting format.

(p) New Accounting Standards

The College adopted GASB Statement No. 61, *The Financial Reporting Entity: Omnibus*. Statement No. 61 modifies existing requirements for the assessment of potential component units in determining what should be included in the financial reporting entity and financial reporting entity display and disclosure requirements. The College implemented Statement No. 61 as of July 1, 2012. This implementation did not change the determination of the College's component units or the related display and disclosure of the component units.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

The College adopted GASB Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*. GASB No. 62 directly incorporates the applicable guidance from those FASB and AICPA pronouncements, issued prior to November 30, 1989, into the state and local government accounting and financial reporting standards. The College implemented the accounting and reporting requirement of GASB 62 as of July 1, 2012. This implementation did not materially change the College's accounting and reporting policies.

The College adopted GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*. This Statement provides financial reporting guidance for deferred outflows of resources and deferred inflows of resources and incorporates deferred outflows of resources and deferred inflows of resources into the definitions of the required components of the residual measure and by renaming that measure as net position, rather than net assets. The application of this guidance affects presentation only and therefore does not have an impact on the College's financial statements. The College implemented Statement No. 63 as of July 1, 2012.

(q) New Accounting Pronouncements

In March 2012, GASB issued Statement No. 65, *Items Previously Reported as Assets and Liabilities*. This Statement establishes accounting and financial reporting standards that reclassify, as deferred outflows of resources or deferred inflows of resources, certain items that were previously reported as assets and liabilities and recognizes, as outflows of resources or inflows of resources, certain items that were previously reported as assets and liabilities. The College is required to adopt Statement No. 65 for the fiscal year ending June 30, 2014.

In March 2012, GASB issued Statement No. 66, *Technical Corrections - 2012 - an amendment of GASB Statements No. 10 and No. 62*. The objective of this Statement is to improve accounting and financial reporting for a government financial reporting entity by resolving conflicting guidance that resulted from the issuance of two pronouncements, Statements No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, and No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*. The College is required to adopt Statement No. 66 for the fiscal year ending June 30, 2014.

In June 2012, GASB issued Statement No. 68, *Accounting and Financial Reporting for Pensions - an amendment of GASB Statement No. 27*. Statement No. 68 requires that cost-sharing employers to recognize a liability for its proportionate share of the net pension liability of all employers for benefits provided through the pension plan. Statement No. 68 also requires additional footnote disclosure and required supplementary information. The College is required to adopt Statement No. 68 for the fiscal year ending June 30, 2015.

In January 2013, GASB issued Statement No. 69, *Government Combinations and Disposals of Government Operations*. The objective of this Statement is to establish accounting and financial reporting standards related to government combinations and disposals of government operations. It also improves the decision usefulness of financial reporting by requiring that disclosures be made by governments about combination arrangements in which they engage and for disposals of government operations. To the extent applicable, the College is required to adopt Statement No. 69 for the fiscal year ending June 30, 2015.

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In April 2013, GASB issued Statement No. 70, *Accounting and Financial Reporting for Nonexchange Financial Guarantees*. The objectives of this Statement is to establish accounting and financial reporting standards related to governments that extend or receive financial guarantees for the obligations of another organization without directly receiving equal or approximately equal value in exchange. To the extent applicable, the College is required to adopt Statement No. 70 for the fiscal year ending June 30, 2014.

The College has not yet determined the effect of Statement Nos. 65, 66, 68, 69 and 70 on its financial statements.

2. Cash and Cash Equivalents, Investments and Deposits Held by Bond Trustees

In accordance with GASB Statement No. 40, *Deposit and Investment Risk Disclosures*, an amendment of GASB Statement No. 3, the College has assessed the custodial credit risk, concentration of credit risk, credit risk and interest rate risk of its cash and cash equivalents and investments.

Cash and Cash Equivalents

Cash and cash equivalents consist of the following as of June 30, 2013 and 2012:

	<u>2013</u>	<u>2012</u>
Cash and cash equivalents:		
Cash (bank accounts)	\$ 5,617,334	\$ 4,228,701
New Jersey cash management fund	3,857,885	5,647,444
	<u>\$ 9,475,219</u>	<u>\$ 9,876,145</u>

Bank balances of cash amounted to \$6,496,635 and \$5,020,183 as of June 30, 2013 and 2012, respectively of which \$250,000 and \$250,000, respectively, are FDIC (Federal Deposit Insurance Corporation) insured. Bank balances in excess of insured amounts of \$6,246,635 and \$4,770,183 as of June 30, 2013 and 2012, respectively, are collateralized in accordance with Chapter 64 of Title 18A of New Jersey Statutes.

Statutes of the State of New Jersey and Regulations of the State Investment Council authorize the New Jersey Division of Investment to invest in obligations of the U.S. Treasury, agencies and municipal or political subdivisions of the State, commercial paper, bankers acceptances, revenue obligations of public authorities, debt instruments of banks, collateralized notes and mortgages, certificates of deposit, repurchase agreements, equity, and convertible equity securities, and other common types of investment securities. Investee institutions and organizations are prescribed by the statutes and regulations based on such criteria as minimum capital, dividend paying history, credit history, and other evaluation factors.

The College participates in the State of New Jersey Cash Management Fund wherein amounts also contributed by other State entities are combined into a large scale investment program. The cash management fund is unrated.

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Investments

Investments at fair value consist of the following as of June 30, 2013 and 2012:

	<u>2013</u>	<u>2012</u>
Money market accounts	\$ 4,620,572	\$ 3,631,910
U.S. Treasury and agency obligations	811,028	806,796
Corporate bonds	3,212,160	4,198,099
Foreign corporate bonds	519,276	541,915
U.S. government bonds	804,235	919,826
Stocks	17,592,375	18,068,777
Mutual funds, equities	58,980,972	52,494,184
Term deposits	-	2,000,000
Alternative investments	12,192,605	9,360,970
	<u>98,733,223</u>	<u>92,022,477</u>
Total	98,733,223	92,022,477
Less noncurrent portion	<u>(5,346,699)</u>	<u>(6,105,861)</u>
Total current portion	<u>\$ 93,386,524</u>	<u>\$ 85,916,616</u>

The College's investments are subject to custodial credit risk, credit risk, concentration of credit risk and interest rate risk. Each one of these risks is discussed in more detail below.

The College's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the College and are held by either the counterparty or the counterparty's trust department or agent but not in the College's name. The investment risk is that, in the event of the failure of the counterparty to a transaction, the College will not be able to recover the sale of the investment or collateral securities that are in the possession of the outside party. As of June 30, 2013 and 2012, the College's investments are either, insured, registered, or held by the College's investment custodian in the College's name.

Credit risk is the risk that an investment issuer or counterparty to an agreement will not fulfill its obligations. GASB 40 requires that disclosure be made as to the credit rating of all fixed income securities except obligations of the U.S. government or obligations explicitly guaranteed by the U.S. government. The credit risk of a debt instrument is measured by nationally recognized statistical rating agencies such as Moody's and Fitch or Standard and Poors (S&P).

Concentration of credit risk is the risk associated with the amount of investments the College has with any one issuer or agreement counterparty that exceed five percent or more of its total investments. The College's investment policy provides guidance pertaining to the diversification of the investment portfolio. The College's investment policy requires each investment manager to develop and propose a diversification strategy to the Investment Committee. The Investment Committee's agreement to the proposed strategy will not alter the investment manager's responsibility for the results of pursuing that diversification strategy.

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Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The College's investment policy provides limitations in the maturities and composition of the various types of investments as a means of managing its exposure to fair value losses arising from interest rate fluctuations.

The following tables summarize S&P ratings and investment maturities as of June 30, 2013 and 2012:

Investment Type	June 30, 2013 Investment Maturities (in Years)				
	S & P Ratings	Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and agency obligations	AA+	\$ 811,028	\$ -	\$ 134,762	\$ 676,266
Money market accounts	Not Rated	4,620,572	4,620,572	-	-
Corporate bonds	CCC+ - AA+	3,212,160	-	473,811	2,738,349
Foreign bonds	BBB- - A-	519,276	-	-	519,276
U.S. government bonds	AA+	804,235	-	140,889	663,346
Stocks	Not Rated	17,592,375	17,592,375	-	-
Mutual funds, equities	Not Rated	58,980,972	58,980,972	-	-
Alternative investments	Not Rated	12,192,605	12,192,605	-	-
Total		<u>\$ 98,733,223</u>	<u>\$ 93,386,524</u>	<u>\$ 749,462</u>	<u>\$ 4,597,237</u>

June 30, 2012 Investment Maturities (in Years)					
U.S. Treasury and agency obligations	AA+	\$ 806,796	\$ -	\$ -	\$ 806,796
Money market accounts	Not Rated	3,631,910	3,631,910	-	-
Corporate bonds	CCC+ - AA+	4,198,099	360,775	529,739	3,307,585
Foreign bonds	B- - A-	541,915	-	5,125	536,790
U.S. government bonds	AA+	919,826	-	129,866	789,960
Stocks	Not Rated	18,068,777	18,068,777	-	-
Mutual funds, equities	Not Rated	52,494,184	52,494,184	-	-
Alternative investments	Not Rated	9,360,970	9,360,970	-	-
Term deposits	Not Rated	2,000,000	2,000,000	-	-
Total		<u>\$ 92,022,477</u>	<u>\$ 85,916,616</u>	<u>\$ 664,730</u>	<u>\$ 5,441,131</u>

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Deposits Held by Bond Trustees

Deposits held by bond trustees include restricted funds held by board-approved trustees. Deposits held by bond trustees are carried in the financial statements at fair value, as determined by quoted market prices, and consist primarily of U.S. Treasury and agency obligations. As of June 30, 2013 and 2012, deposits held by bond trustees include the following:

	<u>2013</u>	<u>2012</u>
Cash and cash equivalents, cash held by trustees	\$ 12,308,060	\$ 11,968,918
Investments, government bonds and agency obligations	<u>2,323,604</u>	<u>15,526,994</u>
	<u>\$ 14,631,664</u>	<u>\$ 27,495,912</u>

The College's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the College and are held by either the counterparty or the counterparty's trust department or agent but not in the College's name.

As of June 30, 2013 and 2012, the College's deposits held with bond trustees are invested in government bonds and obligations guaranteed by the U.S. government.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The above investments are current in nature and interest rate risk is minimal.

As of June 30, 2013 and 2012, deposits held by bond trustees were composed of funds held for the following purposes:

	<u>2013</u>	<u>2012</u>
Construction	\$ 2,057,010	\$ 15,008,281
Renewal and replacement	300,501	300,071
Debt service and debt service reserves	<u>12,274,153</u>	<u>12,187,560</u>
	<u>\$ 14,631,664</u>	<u>\$ 27,495,912</u>

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3. Capital Assets

Capital assets activity for the year ended June 30, 2013 consisted of the following:

	<u>July 1, 2012</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2013</u>
Nondepreciable assets:				
Land	\$ 18,988,101	\$ 136,346	\$ -	\$ 19,124,447
Construction In progress	23,507,076	23,228,230	(46,103,364)	631,942
Total nondepreciable assets	<u>42,495,177</u>	<u>23,364,576</u>	<u>(46,103,364)</u>	<u>19,756,389</u>
Depreciable assets:				
Land improvements	11,851,083	-	-	11,851,083
Buildings and improvements	304,588,989	299,354	42,647,550	347,535,893
Infrastructure	26,003,009	-	62,342	26,065,351
Library books	2,453,226	-	(328,133)	2,125,093
Equipment	21,373,525	1,002,729	3,196,502	25,572,756
Total depreciable assets	<u>366,269,832</u>	<u>1,302,083</u>	<u>45,578,261</u>	<u>413,150,176</u>
Less accumulated depreciation:				
Land improvements	6,159,678	308,053	-	6,467,731
Buildings and improvements	73,827,651	7,960,945	-	81,788,596
Infrastructure	9,902,606	893,915	-	10,796,521
Library books	1,811,536	212,509	(328,133)	1,695,912
Equipment	11,812,556	2,331,473	(190,448)	13,953,581
Total accumulated depreciation	<u>103,514,027</u>	<u>11,706,895</u>	<u>(518,581)</u>	<u>114,702,341</u>
Depreciable assets, net	<u>262,755,805</u>	<u>(10,404,812)</u>	<u>46,096,842</u>	<u>298,447,835</u>
Capital assets, net	<u>\$ 305,250,982</u>	<u>\$ 12,959,764</u>	<u>\$ (6,522)</u>	<u>\$ 318,204,224</u>

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Capital assets activity for the year ended June 30, 2012 consisted of the following:

	<u>July 1, 2011</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2012</u>
Nondepreciable assets:				
Land	\$ 18,988,101	\$ -	\$ -	\$ 18,988,101
Construction In progress	11,737,684	38,772,407	(27,003,015)	23,507,076
Total nondepreciable assets	<u>30,725,785</u>	<u>38,772,407</u>	<u>(27,003,015)</u>	<u>42,495,177</u>
Depreciable assets:				
Land improvements	9,913,408	-	1,937,675	11,851,083
Buildings and improvements	282,646,236	-	21,942,753	304,588,989
Infrastructure	24,819,698	21,495	1,161,816	26,003,009
Library books	2,453,226	-	-	2,453,226
Equipment	19,125,447	675,747	1,572,331	21,373,525
Total depreciable assets	<u>338,958,015</u>	<u>697,242</u>	<u>26,614,575</u>	<u>366,269,832</u>
Less accumulated depreciation:				
Land improvements	5,860,578	299,100	-	6,159,678
Buildings and improvements	65,667,365	8,160,286	-	73,827,651
Infrastructure	9,303,408	599,198	-	9,902,606
Library books	1,566,213	245,323	-	1,811,536
Equipment	10,177,752	2,009,169	(374,365)	11,812,556
Total accumulated depreciation	<u>92,575,316</u>	<u>11,313,076</u>	<u>(374,365)</u>	<u>103,514,027</u>
Depreciable assets, net	<u>246,382,699</u>	<u>(10,615,834)</u>	<u>26,988,940</u>	<u>262,755,805</u>
Capital assets, net	<u>\$ 277,108,484</u>	<u>\$ 28,156,573</u>	<u>\$ (14,075)</u>	<u>\$ 305,250,982</u>

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4. Accounts Payable and Accrued Expenses

As of June 30, 2013 and 2012, accounts payable and accrued expenses consisted of the following:

	<u>2013</u>	<u>2012</u>
Accounts payable, construction	\$ 5,495,223	\$ 8,437,251
Accounts payable, other	7,262,661	7,949,916
Accrued salaries and fringe benefits	150,879	119,739
Accrued withholdings	2,850,517	2,562,957
Accrued interest on bonds payable and other long-term debt	6,000,317	6,127,271
Total	<u>\$ 21,759,597</u>	<u>\$ 25,197,134</u>

5. State Paid Fringe Benefits

The State of New Jersey, through separate appropriations, pays certain fringe benefits (principally health insurance and FICA taxes) on behalf of College employees. Such benefits amounted to \$19,980,440 and \$19,530,435 for the years ended June 30, 2013 and 2012, respectively, and are included in both the State of New Jersey appropriations revenue and operating expenses in the accompanying financial statements.

The State of New Jersey is also required to fund postretirement medical benefits for those state employees who retire with 25 years of credited service or retire on disability regardless of years of service. These expenses are not included in the College's financial statements.

The College is not required to record a reserve for Other Post Employment Benefits ("OPEB") because this is an obligation of the State of New Jersey. The State of New Jersey reports this expense and related liability for OPEB in the consolidated financial statements of the State of New Jersey.

6. Retirement Plans

Plan Descriptions

There are three major retirement plans in which employees of the College participate: Public Employees' Retirement System ("PERS"); Police and Fireman's Retirement System ("PFRS"); and The Alternate Benefit Program ("ABP") which presently makes contributions to Teachers Insurance and Annuity Association - College Retirement Equities Fund ("TIAA/CREF"), Aetna Life Insurance ("ING"), Hartford, Equitable ("Equi-Vest"), MetLife and Annuity Company of Connecticut, and VALIC. PERS and PFRS are cost-sharing, multiple-employer defined benefit pension plans administered by the State of New Jersey. Generally all employees, except certain part-time employees, participate in one of these plans.

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PERS was established under the provisions of N.J.S.A. 43:15A to provide coverage, including postretirement health care, to substantially all full-time employees of the state or public agency provided the employee is not a member of another state-administered retirement system. PFRS was established under the provisions of N.J.S.A. 43:16A to provide coverage to substantially all full-time county and municipal police or firemen and State of New Jersey firemen appointed after June 30, 1994.

The State of New Jersey issues publicly available financial reports that include financial statements and required supplementary information for PERS and PFRS. These reports may be obtained by writing to the State of New Jersey, Department of the Treasury, Division of Pension and Benefits, P.O. Box 295, Trenton, New Jersey 08625-0295.

PERS Funding Policy

PERS members are required to contribute 6.64% of their annual covered salary. The State of New Jersey, in accordance with State statutes, makes employer contributions on behalf of the College. The State of New Jersey contribution is based upon annual actuarially determined percentages of total compensation of all active members. The State of New Jersey's annual contribution approximates the actuarially determined pension cost for the year. The percentage for the year ended June 30, 2013 is 7.71% of annual covered payroll. The contribution requirements of the plan members and the College are established and may be amended by the State of New Jersey. The employer contributions for the years ended June 30, 2013, 2012, and 2011 were \$561,342, \$449,746, and \$446,566, respectively.

PFRS Funding Policy

PFRS members are required to contribute 10% of their annual covered salary. The State of New Jersey, in accordance with State statutes, makes employer contributions on behalf of the College. The State of New Jersey contribution is based upon annual actuarially determined percentages of total compensation of all active members. The State of New Jersey's annual contribution approximates the actuarially determined pension cost for the year. The percentage for the year ended June 30, 2013 is 14.94% of annual covered payroll. The contribution requirements of the plan members and the College are established and may be amended by the State of New Jersey. The employer contributions for the years ended June 30, 2013, 2012, and 2011 were \$34,194, \$40,523, and \$51,084, respectively.

Alternate Benefit Program Information

ABP provides the choice of six investment carriers, all of which are privately operated defined contribution retirement plans. The College assumes no liability for ABP members other than payment of contributions. ABP provides retirement and death benefits for or on behalf of these full-time professional employees and faculty members participating in this retirement program. Participation eligibility as well as contributory and noncontributory requirements are established by the State of New Jersey Retirement and Social Security Law. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits vest after the completion of one year of service. Individually owned annuity contracts that provide for full ownership of retirement and survivor benefits are purchased at the time of vesting.

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Participating College employees are required to contribute 5% and may contribute a voluntary additional contribution of salary up to the maximum federal statutory limit, on a pretax basis. Employer contributions are 8% of salary. During the year ended June 30, 2013, ABP received employer and employee contributions of approximately \$3,650,163 and \$2,281,352, respectively, which were based on participating employee salaries of \$45,627,033. During the year ended June 30, 2012, ABP received employer and employee contributions of \$3,466,234 and \$2,166,396, respectively, which were based on participating employee salaries of \$43,327,928. Employer contributions to ABP paid by the State of New Jersey are reflected in the accompanying financial statements as State of New Jersey appropriations revenue and as expenses.

7. Bonds Payable and Other Long-Term Debt

Bonds payable and other long-term debt as of June 30, 2013 and 2012 consisted of the following:

	<u>Interest Rate</u>	<u>2013</u>	<u>2012</u>
Bond payable:			
New Jersey Educational Facilities Authority			
Bonds:			
Housing I and II Renovations Series			
1988A	3.00 %	\$ 544,000	\$ 689,000
Housing and College Center, Series			
2005F (Refunded 1996B, 1996F,	4.00-5.00 %	21,845,000	22,800,000
and 1998C)			
Housing V and Academic, Series			
2006F	3.65-5.00 %	47,235,000	48,320,000
Housing and College, Series 2007G	4.00-4.50 %	37,450,000	38,300,000
Housing, College, and College Center			
Series 2008A (Refunded 2005C)	4.00-5.00 %	<u>133,390,000</u>	<u>136,100,000</u>
Total		240,464,000	246,209,000
Unamortized discount		(266,848)	(277,451)
Unamortized premium		1,416,284	1,479,259
Deferred loss		<u>(596,450)</u>	<u>(620,150)</u>
Total		241,016,986	246,790,658
Less current portion		<u>(5,978,672)</u>	<u>(5,773,672)</u>
Long-term debt, noncurrent portion		<u>\$ 235,038,314</u>	<u>\$ 241,016,986</u>

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	<u>Interest Rate</u>	<u>2013</u>	<u>2012</u>
Other long-term debt:			
Higher Education Dormitory Safety Trust Fund	4.50-5.25 %	\$ 678,012	\$ 884,837
Higher Education Capital Improvement Fund	3.00-5.25 %	5,324,609	5,604,667
Dam Restoration Loan	2.00 %	<u>306,195</u>	<u>324,973</u>
Total		6,308,816	6,814,477
Less current portion		<u>(528,359)</u>	<u>(505,661)</u>
Other long-term debt, noncurrent portion		<u>\$ 5,780,457</u>	<u>\$ 6,308,816</u>

Bonds Payable

Series 1988A Housing I and II Renovations bonds are a 3.00% federal loan for housing improvements and are due serially each July 1 through 2016. These bonds are collateralized by a pledge of and first lien on the net revenues derived from Housing I and II. The College is required to maintain a debt service reserve fund, a renewal and replacement reserve fund, and a sinking fund reserve.

On October 21, 2005, the New Jersey Educational Facilities Authority, on behalf of the College, issued its Series F Bonds in the par amount of \$28,180,000. The purpose of the Series 2005 F Bonds was to fund the following: (i) advance refund the Colleges' Series 1996 F Bonds (the Multipurpose Recreation Center) for the principal amount of \$17,750,000, and the Colleges' Series 1998 C Bonds (Housing IV) for the principal amount of \$11,875,000; (ii) the payment of costs and expenses in connection with the issuance of the Series 2005 F Bonds.

Series 2005F Bonds consist of \$23,810,000 Serial Bonds and \$4,370,000 5% Term Bonds. The Serial Bonds bear interest rates between 4-5% with the average being 4.45%. They are due serially each July 1 through 2025. The Term Bonds are due July 1, 2028.

Series 2006F bonds consist of \$26,560,000 Serial Bonds, \$9,395,000 5% Term Bonds, and \$14,410,000 4.250% Term Bonds. The Serial Bonds bear interest rates between 3.65-5% with the average being 4.40%. They are due serially each July 1 through 2027. The \$9,395,000 Term Bonds are due July 1, 2031 and the \$14,410,000 Term Bonds are due July 1, 2036.

Series 2007G bonds consist of \$27,300,000 Serial Bonds, \$6,005,000 5% Term Bonds, and \$6,945,000 5% Term Bonds. The Serial Bonds bear interest rates between 4-4.5% with the average being 4.11%. They are due serially each July 1 through 2031. The \$6,005,000 Term Bonds are due July 1, 2034 and the \$6,945,000 Term Bonds are due July 1, 2037.

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Series 2008A Bonds consist of \$22,360,000 Serial Bonds, \$20,010,000 5.5% Term Bonds, \$25,695,000 5.125% Term Bonds and \$68,845,000 5.375% Term Bonds. The Serial Bonds bear interest rates between 4-5% with the average being 4.25%. They are due serially each July 1 through 2018. The \$20,010,000 Term Bonds are due July 1, 2023, the \$25,695,000 Term Bonds are due July 1, 2028 and the \$68,845,000 Term Bonds are due July 1, 2038.

The Bond Series 2008A refunded Bond Series 2005C. \$31,290,097 was placed in an irrevocable trust with an escrow agent to provide for future debt service payments. As a result, the 2005C Series Bonds are considered to be defeased, and the related liability has been removed from the statement of net position. This transaction resulted in a loss on advance refunding of approximately \$711,000. This amount is deferred and amortized as a component of interest expense over the life of the defeased 2005C Series Bonds.

Other Long-Term Debt

On August 14, 2001, the New Jersey Educational Facilities Authority issued bonds to finance the College's loan amount request pursuant to the Dormitory Safety Trust Fund Act (P.L. 2000, C56). The College's loan under this Act was \$3,453,000 and will be repaid in annual installments from January 15, 2002 through January 15, 2016. This is a non-interest bearing note and interest expense is imputed at a rate of 4.5%.

During 2003, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2002 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The College was allocated \$17,204,000 of the total proceeds of the bond issue to be used for academic campus exterior repairs, HVAC improvements, gallery safety rails, Housing II roof replacement, and F-Wing extension and renovation design. The terms of the agreement require one-third of the total allocation, or \$5,734,667, to be repaid in annual rental payments equal to the College's allocable share of the Series 2002 A Bonds and related program expenses through 2022.

During 2004, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2004 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The College was allocated \$3,848,250 of the total proceeds of the bond issue to be used for Housing I exterior and Housing I HVAC. The terms of the agreement require one-third of the total allocation, or \$1,282,750, to be repaid in annual rental payments equal to the College's allocable share of the Series 2004 A Bonds and related program expenses through 2024.

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Payments due on all bonds payable and other long-term debt excluding net unamortized premiums/discounts/and deferred losses totaling \$552,986, subsequent to June 30, 2013 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Years ending June 30:			
2014	\$ 6,478,359	\$ 11,792,618	\$ 18,270,977
2015	6,783,297	11,467,714	18,251,011
2016	7,129,565	11,159,532	18,289,097
2017	7,080,128	10,853,256	17,933,384
2018	7,300,048	10,531,934	17,831,982
2019-2023	43,155,068	46,944,891	90,099,959
2024-2028	50,146,351	35,420,207	85,566,558
2029-2033	52,795,000	22,434,019	75,229,019
2034-2038	58,875,000	7,558,125	66,433,125
2039	7,030,000	-	7,030,000
	<u>\$ 246,772,816</u>	<u>\$ 168,162,296</u>	<u>\$ 414,935,112</u>

8. Demand Note Payable

The College has available a \$15,000,000 revolving line of credit with Credit Suisse AG, of which \$5,000,000 was outstanding as of June 30, 2013. Interest is payable monthly at a rate of 1 month LIBOR (London InterBank Offered Rate) plus 1.00% per annum (1.19% per annum as of June 30, 2013). The demand note payable is available for all purposes with the exception of the purchase of additional securities, and is fully collateralized by the investments of the College. Interest expense was \$1,983 for the year ended June 30, 2013.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2013 and 2012

9. Noncurrent Liabilities

Activity in noncurrent liabilities for the years ended June 30, 2013 and 2012 was as follows:

	<u>July 1, 2012</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2013</u>	<u>Current Portion</u>
Compensated absences	\$ 3,490,137	\$ 2,610,011	\$ 2,446,893	\$ 3,653,255	\$ 2,707,660
U.S. government grants refundable	1,980,872	-	-	1,980,872	-
Bonds payable	246,790,658	-	5,773,672	241,016,986	5,978,672
Other long-term debt	6,814,477	-	505,661	6,308,816	528,359
	<u>\$ 259,076,144</u>	<u>\$ 2,610,011</u>	<u>\$ 8,726,226</u>	<u>\$ 252,959,929</u>	<u>\$ 9,214,691</u>
	<u>July 1, 2011</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2012</u>	<u>Current Portion</u>
Compensated absences	\$ 3,481,829	\$ 2,549,467	\$ 2,541,159	\$ 3,490,137	\$ 2,446,893
U.S. government grants refundable	1,980,872	-	-	1,980,872	-
Bonds payable	250,539,330	-	3,748,672	246,790,658	5,773,672
Other long-term debt	7,296,772	-	482,295	6,814,477	505,661
	<u>\$ 263,298,803</u>	<u>\$ 2,549,467</u>	<u>\$ 6,772,126</u>	<u>\$ 259,076,144</u>	<u>\$ 8,726,226</u>

10. Component Units

In accordance with GASB Statement No. 61, *The Financial Reporting Entity: Omnibus*, an amendment of GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, an Amendment of GASB 14, and GASB Statement No. 14, *The Financial Reporting Entity*, the College has determined that The Richard Stockton College of New Jersey Foundation (the "Foundation") and Stockton Affiliated Services, Inc. ("SASI") should be included in the College's financial statements as discretely presented component units. A component unit is a legally separate organization for which the primary institution is financially accountable or to which the primary institution is closely related.

The Foundation and SASI are private not for-profit organizations that report under the FASB Accounting Standards Codification ("ASC"), including FASB Topic ASC 958-205, Presentation of Financial Statements. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's or to SASI's financial information in the College's financial reporting for these differences.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

The Richard Stockton College of New Jersey Foundation

The Foundation is a legally separate, tax-exempt component unit of the College. The Foundation has received a determination letter from the Internal Revenue Service concluding that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The Foundation acts primarily as a fundraising entity to supplement the resources that are available to the College in support of its programs. The board of directors of the Foundation, which consists of at least five and no more than forty persons, is self-perpetuating and consists of qualified persons elected by majority vote of the board of directors of the Foundation. Although the College does not control the timing or amount of receipts from the Foundation, the resources, or income thereon, the Foundation holds investments that are used exclusively for the benefit, support, and promotion of the College for its educational activities. Because these resources held by the Foundation can only be used by, or for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

Investments include money market funds, mutual funds, fixed income and equity securities donated to, or purchased by, the Foundation, which are recorded at fair value using dealer or exchange quoted market prices.

The Foundation has adopted a total return investment policy. The primary investment objective is to maximize long-term return through a combination of income and capital appreciation achieved in a prudent manner.

Therefore, the financial objective is to earn, over the long term, a total return (net of all fees and expenses) equal to or exceeding the spending rate plus the inflation rate as measured by the Consumer Price Index. The investment policy of the Foundation will be carried out by means of investment strategies that reflect continuous evaluation of changing investment environments, manager judgment regarding the allocation of assets among different kinds of asset classes, identification of appropriate investment vehicles and the making of specific investment decisions.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2013 and 2012

Investments as of June 30, 2013 and 2012 consisted of the following:

	2013		2012	
	Cost	Fair Value	Cost	Fair Value
Money market fund	\$ 848,668	\$ 848,668	\$ 894,399	\$ 894,399
Equity mutual funds:				
International	2,174,620	2,255,064	1,849,599	1,704,921
Domestic Large cap	8,186,383	10,172,810	8,781,195	9,336,840
Domestic Mid cap	1,124,170	1,363,845	1,061,308	1,053,600
Domestic Small cap	472,265	582,000	472,265	477,360
Other	311,727	239,800	424,067	435,680
Fixed income mutual funds:				
Domestic Intermediate	3,265,761	3,180,350	3,650,549	3,737,469
Domestic High yield	800,025	800,000	745,467	749,723
Domestic Short term	1,505,999	1,485,713	1,400,150	1,403,218
International	2,225,400	2,180,938	725,250	706,161
Total	\$ 20,915,018	\$ 23,109,188	\$ 20,004,249	\$ 20,499,371

The Foundation is located on the campus of the College. During fiscal years 2013 and 2012, the following contributions were made:

	2013	2012
Foundation's contributions to the College		
Scholarships	\$ 396,265	\$ 393,690
Academic support	381,157	380,107
Facilities support		
Holocaust resource center	50,000	50,000
Kramer hall	50,000	-
Sam Azeez museum	210,584	150,000
Other	11,948	-
Total	\$ 1,099,954	\$ 973,797
	2013	2012
Foundation's contributions to the college		
In-kind finance and admin services	\$ 199,014	\$ 138,448

Stockton Affiliated Services, Inc

SASI was established in accordance with New Jersey's Public College Auxiliary Organization Act (N.J.S.A. 18A:64-26, et seq.) in July, 2008. SASI is a legally separate, tax-exempt 501(c)(3) organization with a fiscal year end of June 30.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Notes to Financial Statements
 June 30, 2013 and 2012

SASI's purpose is to support the mission of the College by expanding, and improving the level of services provided by the College. The College has contracted with SASI to manage programs and services, which support the College's mission of teaching, research, scholarship, and public services. Because of its relationship with the College, SASI is considered a component unit of the College and is discretely presented in the College's financial statements. SASI contributed \$1,236,000 and \$1,200,000, respectively in fiscal 2013 and 2012 to the College as auxiliary services revenues.

The College has issued a line of credit to SASI in the amount of \$2,000,000. As of June 30, 2013 and 2012, a note receivable in the amount of \$1,464,683, is reflected in the financial statements of the College relating to this line of credit. The College charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 4.21% percent. The interest rate will be reviewed and changed by the College, in its sole discretion, to a rate equal to 150 basis points plus the thirty year US Treasury Note rate at the time of the interest review. Interest only payments will be made on the outstanding principal balance at the stated interest rate. Interest expense on the line of credit totaled \$63,704 and \$81,890 for the years ended June 30, 2013 and 2012, respectively. SASI reimburses the College for use of space and personnel through payment of an overhead charge. As of June 30, 2013 and 2012 the overhead charge was \$392,933 and \$391,644, respectively.

The College had issued a revolving line of credit of \$4,000,000 in fiscal 2011 for the purpose of working capital for operations of the Seaview. SASI and the College entered into an agreement effective January 1, 2012 to discharge SASI of its obligation to repay the line of credit under the note and loan agreement, in consideration for SASI giving up its right, title and interest to future profits and losses. This agreement will transfer all profit and losses for Seaview operations from SASI's books and records to the books and records of the College. The outstanding balance on the line of credit as of January 1, 2012 was \$1,250,759, which was recognized in other nonoperating costs for fiscal year ending June 30, 2012.

The following amounts are recorded on the statement of net position as due to/from the College as of June 30:

	<u>2013</u>	<u>2012</u>
Due from the College:		
Food service	\$ 80,806	\$ 170,633
Miscellaneous	69,913	43,098
	<u>\$ 150,719</u>	<u>\$ 213,731</u>
Due to the College:		
Institutional support	\$ -	\$ 1,200,000
Seaview operations	629,723	950,163
Overhead charge	42,110	391,644
Miscellaneous	27,220	2,121
	<u>\$ 699,053</u>	<u>\$ 2,543,928</u>

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

11. Commitments and Contingencies

Compensated Absences

The College recorded a liability for compensated absences in the amount of \$3,653,255 and \$3,490,137 as of June 30, 2013 and 2012, respectively, which is included in compensated absences in the accompanying statement of net position. The liability is calculated based upon employees' accrued vacation leave as of year-end, as well as an estimated vested amount for accrued sick leave.

Payments for accumulated sick leave balances are made to retiring employees upon regular retirement. The payment is based on 50% of the employee's sick leave accumulation, at the pay rate in effect at the time of retirement up to a maximum of \$15,000. Employees separating from College service prior to retirement are not entitled to payments for accumulated sick leave balances.

Litigation

The College is a party to various legal actions arising in the ordinary course of business. While it is not possible, at this time, to predict the ultimate outcome of these actions, it is the opinion of management that the resolution of these matters will not have a material adverse effect on the College's financial position.

Grants

The College receives support from federal government and State of New Jersey grant programs, primarily student financial assistance. Entitlement to the resources requires compliance with terms of the grant agreements and applicable regulations, including the expenditure of the resources for eligible purposes. Substantially all grants are subject to financial and compliance audits by the grantors. As June 30, 2013 and 2012, the College estimates that adjustments, if any, as a result of such audits would not have a material adverse effect on the College's financial statements.

Construction Contracts

The College has outstanding construction commitments in the amount of \$5,455,700 as of June 30, 2013. These commitments are primarily related to the completion of the Science Center.

It is expected that all of the funding for these projects will be allocated from unrestricted funds.

Lease Commitments

The College leases office space with expiration dates through 2022.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

Future minimum lease payments required under all non-cancelable operating leases are as follows:

Years ending June 30:		
2014	\$	210,500
2015		226,417
2016		230,516
2017		234,617
2018		238,119
2019 – 2022		<u>687,879</u>
Total	\$	<u>1,828,048</u>

Total rental expense for these leases for the years ended June 30, 2013 and 2012 was \$132,000 and \$140,500, respectively.

Power Purchase Agreement

The College entered into various agreements with Stockton Blue Sky Power, LLC (“Blue Sky”) related to the construction of a solar power plant at the College. Blue Sky owns and operates the solar power plant and the College leases the space on campus where the solar power plant is located. The College agreed to purchase all of the energy produced by the solar power plant for a 15 year period at a fixed rate of \$0.03 per kWh.

12. Bond Obligation Offset Fund

Unrestricted net position includes the College’s Bond Obligation Offset Fund. The College intends to utilize these funds to offset its’ bond obligations and debt-service costs. The intent of the College is to use \$61,831,451 or one quarter of the total outstanding bond obligations of \$247,325,802 for its bond obligation and debt service requirements liability.

13. Related Parties

The College has entered into a Collaborative Project Agreement with the Noyes Museum of Art (the “Museum”) on February 4, 2011. Pursuant to the terms of Agreement, the Museum has agreed to sublease to the College the property located at 733 Lily Lake Road, Galloway Township, New Jersey for a period of ten years. The College and the Museum have agreed to have two individuals affiliated with the College serve as members on the Museum’s Board of Directors and one individual affiliated with the College to serve as a member for the Noyes Foundation Board of Directors for the duration of the Agreement. The College is required to pay an annual rental to the Museum over the life of the Agreement. It is acknowledged by the parties that the term of the Agreement may be less than ten years if either party is not satisfied with the progress made to meet operational benchmarks as defined in the Agreement. Notwithstanding the foregoing, there shall be no readjustments between the parties as of the date of termination. The Museum is entitled to retain the entire lease payment for the year of termination.

The Richard Stockton College of New Jersey
(a Component Unit of The State of New Jersey)

Schedule of Expenditures of Federal Awards
June 30, 2013

Federal Grantor / Pass-through Grantor / Program or Cluster Title	Federal CFDA Number	Federal Expenditures
Student Financial Assistance Cluster:		
U.S. Department of Education:		
Federal Direct Loan Program	84.268	\$ 49,376,642
Federal Perkins Loan Program	84.038	2,918,571
Federal Supplemental Educational Opportunity Grants	84.007	195,988
Federal Work Study Program	84.033	179,918
Federal Pell Grant Program (including administrative costs of \$14,615)	84.063	11,289,104
Teach Program	84.379	8,251
		<hr/>
Total Student Financial Assistance Cluster		63,968,474
Research and Development Cluster:		
U.S. Department of Commerce:		
National Oceanic & Atmospheric Administration (NOAA):		
Passed Through Rutgers, The State University of NJ: Coastal Zone Management Estuarine Research Reserves	11.420	16,331
Coastal Services Center - NOAA Dune Assessment	11.473	41,315
Habitat Conservation-Derelict Crab Trap Removal in Mullica Rive & Great Bay Estuary of NJ	11.463	45,110
National Science Foundation:		
Education and Human Resources: Scholarships for Success in Science, Technology, Engineering & Math	47.076	153,953
ARRA - Trans-NSF Recovery Act Research Support - NSF MRI R2 ROV - ARRA	47.082	1,763
National Environmental Protection Agency: Office of Water,		
Passed Through Barnegat Bay Partnership Ocean County College: National Estuary Program	66.456	10,278
Passed Through Barnegat Bay Partnership Ocean County College, Derelict Crab Trap Identification & Removal in Barnegat Bay, New Jersey	66.456	12,507
National Endowment for the Humanities:		
Passed Through New Jersey Council for the Humanities:		
Promotion of the Humanities: Federal/State Partnership - Holocaust Survivor Memoir Education	45.129	10,000
Promotion of the Humanities: Office of Digital Humanities - A Digital Role-Playing Game for the History of Medicine	45.169	33,297
Passed Through New Jersey Council for the Humanities, Promotion of the Arts: Partnership Agreements - Koresh Dance Company	45.025	4,300
Agency for International Development: USAID Foreign Assistance for Programs Overseas,		
Passed Through Borlaug Institute Texas AgriLife Research, Support to Dr. John Garang Memorial University of Science and Technology	98.001	28,485
U.S. Department of Transportation: National Highway Traffic Safety Administration (NHTSA),		
Aviation Research Grant-Wake Vortex Patterns & Weather Patterns at the Atlantic City Airport	20.108	33,883
U.S. Department of the Interior Fish and Wildlife Service:		
Wildlife Conservation and Restoration - Maintenance Deer Enclosure	15.625	585
Passed Through NJ Department of Environmental Protection, Division of Fish & Wildlife-Deer Enclosure & Cedar Study	15.625	10,000
U.S. Office of Personnel Management,		
Intergovernmental Personnel Act (IPA) Mobility Program	27.011	17,059
		<hr/>
Total Research and Development Cluster		418,866
Other Federal Assistance:		
U.S. Department of Health and Human Services:		
Passed Through Atlantic County Department of Human Services,		
Educational Programs and Lectures for Older Adults	93.044	15,000
Passed Through NJ Department of Children and Families: Chafee Foster Care Independence Program	93.674	8,998
Passed Through the State of NJ: Child Abuse and Neglect State Grants	93.669	149,290
Passed Through the State of NJ: ARRA - Foster Care Title IV	93.658	263,453
U.S. Department of Transportation: National Highway Traffic Safety Administration (NHTSA),		
Passed Through NJ Department of Law and Public Safety Division of Highway Traffic Safety, Stay Safe and Graduate	20.601	9,006

**The Richard Stockton College of New Jersey
(a Component Unit of The State of New Jersey)**

Schedule of Expenditures of Federal Awards (Continued)
June 30, 2013

Federal Grantor / Pass-through Grantor / Program or Cluster Title	Federal CFDA Number	Federal Expenditures
Other Federal Assistance (continued):		
U.S. Department of Education:		
Improving Partnerships and Active Collaboration for Teaching, FY12-13	84.367	86,434
College Access Challenge Grant Program - New Jersey College Access Challenge Grant	84.378	7,472
College Access Challenge Grant Program - Re-Enrolling Adult Learners	84.378	62,690
Rehabilitation Services Vocational Rehabilitation Grants to States	84.126	221,454
Gaining Early Awareness and Readiness for Undergraduate Programs	84.334	77,602
U.S. Department of Homeland Security:		
Passed Through NJ Department of Environmental Protection: Cooperating Technical Partners	97.045	28,865
Passed Through NJ State Police - Disaster Grants - Public Assistance (Presidentially Declared Disasters)	97.036	39,318
U.S. Department of Justice,		
Bulletproof Vest Partnership Program	16.607	393
U.S. Department of Labor:		
WIA Cluster,		
Passed Through Atlantic Cape May Workforce Investment Board:		
WIA Adult Program	17.258	6,646
WIA Dislocated Workers - On-The-Job Training	17.278	8,417
WIA Summer Youth Employment Training	17.259	4,690
Total WIA Cluster		<u>19,753</u>
Department of Veterans Affairs:		
Vocational Rehabilitation for Disabled Veterans	64.116	231,862
Post-9/11 Veterans Educational Assistance	64.028	1,423,091
U.S. Small Business Administration:		
Passed Through Rutgers, The State University of NJ: Small Business Development Center	59.037	198,451
Passed Through Rutgers, The State University of NJ: Small Business Development Center, Hurricane Sandy Small Business Revitalization Opportunity	59.064	<u>47,249</u>
Total Other Federal Assistance		<u>2,890,381</u>
Total Expenditures of Federal Awards		<u>\$ 67,277,721</u>

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Schedule of Expenditures of State of New Jersey Awards
June 30, 2013

Grantor Department Program Title	Account Number	Program Amount	Grant Period	Current Year Expenditures	Total Disbursements
Student Financial Assistance:					
N.J. Department of Treasury:					
New Jersey College Loans to Assist State Students	N/A	\$ 5,038,192	07/01/12-06/30/13	\$ 5,038,192	\$ 5,038,192
Tuition Aid Grant	100-074-2405-007	8,952,926	07/01/12-06/30/13	8,952,926	8,952,926
Edward J. Bloustein Distinguished Scholars	100-074-2405-278	43,245	07/01/12-06/30/13	43,245	43,245
Urban Scholars	100-074-2405-278	33,760	07/01/12-06/30/13	33,760	33,760
New Jersey STARS II	100-074-2405-313	471,898	07/01/12-06/30/13	471,898	471,898
Survivor Tuition Benefits	100-074-2405-009	7,948	07/01/12-06/30/13	7,948	7,948
Law Enforcement Officer Memorial	100-074-2405-312	15,446	07/01/12-06/30/13	15,446	15,446
NJ BEST	100-074-2405-316	17,250	07/01/12-06/30/13	17,250	17,250
N.J. Department of State:					
Educational Opportunity Fund Article III Summer FY2013	100-074-2401-001	293,841	06/01/12-07/31/13	259,977	293,841
Educational Opportunity Fund Article III Summer FY2014	100-074-2401-001	293,841	06/01/12-07/31/13	15,785	15,785
Educational Opportunity Fund Article III Academic Year	100-074-2401-001	412,840	07/01/12-06/30/13	412,840	412,840
Educational Opportunity Fund Graduate Grants	100-074-2401-001	1,288	07/01/12-06/30/13	1,288	1,288
Total Student Financial Assistance				<u>15,270,555</u>	<u>15,304,419</u>
Other State of N.J. Assistance:					
N.J. Department of Environmental Protection:					
N.J. Beach Profile 2012	100-042-4895-043	497,293	07/01/11-06/30/13	442,797	497,292
N.J. Beach Profile 2013	100-042-4895-043	497,293	12/01/12-12/31/13	56,966	56,966
Dredge Sediment Analysis	100-042-4895-017	69,567	12/01/11-06/30/13	36,102	42,817
N.J. Department of Transportation:					
Dredged Material Management System	480-078-6300-CTB	286,993	03/06/08-03/06/14	16,649	117,117
Passed Through Rutgers University: Landfill Closure with Dredged Material	480-078-6300-CTB	42,326	05/05/12-05/14/13	42,184	42,184
N.J. Department of Children & Families Services,					
Baccalaureate Child Welfare Education Program	100-016-1600-022	835,646	07/01/12-06/30/13	817,109	817,109
N.J. Department of Human Services: Division of Youth and Family Services,					
Passed Through Rutgers University: NJ Child Welfare Training Consortium	100-016-1600-047	620,861	07/01/12-06/30/13	618,377	618,377
N.J. Department of Commerce and Economic Growth,					
Passed through Rutgers University: Small Business Development Center	763-020-2830-004	14,218	07/01/12-06/30/13	14,218	14,218
N.J. Department of Treasury,					
Passed Through Casino Reinvestment Development Authority: LEAD AC	100-022-0820-092	21,800	10/01/12-07/31/13	5,135	5,135
N.J. Department of Law and Public Safety,					
Drunk Driving Enforcement Fund	100-078-6400-YYY	1,653	09/01/13-08/31/13	712	712
N.J. Department of Labor and Workforce Development:					
Consortium for Leadership and Service Superiority	780-062-4545-003	174,400	05/10/12-08/10/13	17,925	17,925
Retail, Hospitality & Tourism Talent Network	100-062-4545-313	200,000	04/01/13-06/30/14	9,518	9,518
N.J. Office of the Attorney General,					
Passed Through Rutgers University: Municipal Planning for Safe Streets	100-066-1000-146	80,000	01/01/12-05/31/14	8,578	8,578

The Richard Stockton College of New Jersey

See notes to Schedule of Expenditures of Federal and State of New Jersey Awards

(A Component Unit of the State of New Jersey)

Schedule of Expenditures of State of New Jersey Awards (Continued)
June 30, 2013

<u>Grantor Department Program Title</u>	<u>Account Number</u>	<u>Program Amount</u>	<u>Grant Period</u>	<u>Current Year Expenditures</u>	<u>Total Disbursements</u>
Other State of N.J. Assistance (continued):					
N.J. Department of State:					
State of New Jersey Appropriation	100-074-2480-001	19,839,000	07/01/12-06/30/13	19,839,000	19,839,000
Educational Opportunity Fund Article IV-Academic Year	100-074-2401-002	248,265	07/01/12-06/30/13	248,265	248,265
NJSCA General Program Support	100-074-2530-032	101,020	07/01/12-06/30/13	101,020	101,020
NJSCA State of the Arts	100-074-2530-032	200,000	07/01/12-06/30/13	200,000	200,000
Atlantic County Awards 2012	100-074-2505-053	6,900	01/01/12-12/16/12	5,400	6,900
Atlantic County Awards 2013	100-074-2505-053	9,800	01/01/13-12/16/13	8,300	8,300
Interdepartmental Accounts:					
State Fringe Benefits other than FICA	100-094-9410-134	10,977,603	07/01/12-06/30/13	10,977,603	10,977,603
FICA-State Colleges and Universities Reimbursement Program	100-094-9410-137	5,352,674	07/01/12-06/30/13	5,352,674	5,352,674
Alternate Benefits Program	100-094-9410-132	3,650,163	07/01/12-06/30/13	3,650,163	3,650,163
Total Other State of NJ Assistance				<u>42,468,695</u>	<u>42,631,873</u>
Total Expenditures of State of New Jersey Awards				<u>\$ 57,739,250</u>	<u>\$ 57,936,292</u>

See notes to Schedule of Expenditures of Federal and State of New Jersey Awards

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Schedules of Expenditures of Federal and New Jersey Awards
June 30, 2013

1. General

The accompanying Schedule of Expenditures of Federal Awards and Schedule of Expenditures of the State of New Jersey Awards include the activity of all federal and state financial assistance programs of The Richard Stockton College of New Jersey (the "College"). All federal assistance received directly from federal agencies, as well as federal financial assistance passed through other government agencies and non-federal organizations, is included on the Schedule of Expenditures of Federal Awards.

2. Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards and Schedule of Expenditures of the State of New Jersey Awards summarize the expenditures of the College under programs of the federal and New Jersey governments for the year ended June 30, 2013.

The accompanying Schedule of Expenditures of Federal Awards summarizes the expenditures of the College under programs of the federal government for the year ended June 30, 2013 and is presented on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-21, *Cost Principles for Educational Institutions*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. For the purposes of the Schedule of Expenditures of Federal Awards, federal grants include all grants, contracts, and similar agreements entered into directly between the College and agencies or departments of the federal government and all sub-awards to the College by non-federal organizations pursuant to federal grants, contracts, and similar agreements. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The accompanying Schedule of Expenditures of State of New Jersey Awards summarizes the expenditures of the College under grant programs of the State of New Jersey for the year ended June 30, 2013 and is presented on the accrual basis of accounting. For the purposes of the Schedule of Expenditures of State of New Jersey Awards, state financial assistance programs include all state appropriation aid, grants, contracts, and similar agreements entered into directly between the College and agencies or departments of the state government. State financial assistance disbursements are recorded in accordance with the cost principles established under the State of New Jersey, Department of Treasury Circular Letter 04-04, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*, and/or under the terms and conditions of particular state grant agreements. Because the Schedule of Expenditures of Federal Awards and the Schedule of Expenditures of the State of New Jersey Awards present only a selected portion of the operations of the College, it is not intended to and does not present the financial position, changes in net position or cash flows of the College.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Schedules of Expenditures of Federal and New Jersey Awards
June 30, 2013

3. Direct Loan Program and New Jersey College Loans to Assist State Students

Loans made by the College to eligible students under the State of New Jersey College Loans to Assist State Students Program and the Federal Direct Loan Program during the year ended June 30, 2013 are summarized as follows:

Federal Direct Loan Program	\$ 49,376,642
New Jersey College Loans to Assist State Students	\$ 5,038,192

The College is responsible only for the performance of certain administrative duties with respect to the Direct Loan Program and the New Jersey College Loans to Assist State Students Program and has no responsibility to collect on these loans. Accordingly, these loans are not included in the College's financial statements. It is not practicable to determine the balance of loans outstanding to students of the College under these programs as of June 30, 2013.

4. Federal Perkins Loans

The Federal Perkins Loan expenditures presented in the accompanying Schedule of Expenditures of Federal Awards, \$2,918,571, represents the total balance of loans outstanding under the Perkins Program. The current fiscal year's issuance of loans from the revolving loan fund from which new loans are issued utilizing receipts from repayments of loans that have entered collection status was \$307,275.

**Independent Auditors' Report on Internal Control
Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of
Financial Statements Performed in Accordance
With *Government Auditing Standards***

Board of Trustees
The Richard Stockton College of New Jersey

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Richard Stockton College of New Jersey (the "College") and its discretely presented component units, a component unit of the State of New Jersey, as of and for the year ended June 30, 2013 and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and have issued our report thereon dated November 1, 2013. The financial statements of the Richard Stockton College of New Jersey Foundation and Stockton Affiliated Services, Inc. were not audited in accordance with *Government Auditing Standards*.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

ParenteBeard LLC

Philadelphia, Pennsylvania
November 1, 2013

Independent Auditors' Report on Compliance For Each Major Federal and State of New Jersey Program and on Internal Control Over Compliance

Board of Trustees
The Richard Stockton College of New Jersey

Report on Compliance for Each Major Federal and State of New Jersey Program

We have audited The Richard Stockton College of New Jersey's (the "College") compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* and the State of New Jersey Department of Treasury *State Grant Compliance Supplement* that could have a direct and material effect on the College's major federal and state programs for the year ended June 30, 2013. The College's major federal and state programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal and state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the College's major federal and state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*; and State of New Jersey, Department of Treasury Circular 04-04, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*. Those standards, OMB Circular A-133, and State of New Jersey Circular 04-04 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal and state program occurred. An audit includes examining, on a test basis, evidence about the College's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal and state program. However, our audit does not provide a legal determination of the College's compliance.

Opinion on Each Major Federal and State of New Jersey Program

In our opinion, the College complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal and state programs for the year ended June 30, 2013.

Report on Internal Control Over Compliance

Management of the College is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the College's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal and state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal and state program and to test and report on internal control over compliance in accordance with OMB Circular A-133 and the State of New Jersey Circular 04-04, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal and state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal and state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133 and the State of New Jersey Circular 04-04. Accordingly, this report is not suitable for any other purpose.



Philadelphia, Pennsylvania
March 20, 2014

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Schedule of Findings and Questioned Costs
June 30, 2013

Section I - Summary of Auditors' Results

Financial Statements

Type of auditors' report issued:

UNMODIFIED

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Noncompliance material to financial statements noted?

Yes No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Type of auditors' report issued on compliance for major programs:

UNMODIFIED

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133?

Yes No

Identification of major programs:

CFDA Number(s)

Name of Federal Program or Cluster

84.268, 84.038, 84.007, 84.033,
84.063, 84.379

Student Financial Assistance Cluster

11.420, 11.473, 11.463, 47.076,
47.082, 66.456, 45.129, 45.025,
45.169, 98.001, 20.108, 15.625,
27.011

Research and Development Cluster

64.028

Post – 9/11 Veterans Educational Assistance

Dollar threshold used to distinguish between type A and type B programs:

\$300,000

Auditee qualified as low-risk auditee?

Yes No

State Awards

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Schedule of Findings and Questioned Costs
June 30, 2013

Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Type of auditors' report issued on compliance
for major programs:

UNMODIFIED

Any audit findings disclosed that are required to
be reported in accordance with NJ OMB
Circular 04-04?

Yes No

Identification of major programs:

GMIS Number(s)

Name of State Program or Cluster

N/A

Student Financial Assistance Cluster

100-074-2530-032

New Jersey State Council on the Arts
General Program Support Grant &
State of the Arts Grant

100-074-2480-001

State of New Jersey Appropriation

Dollar threshold used to distinguish between
type A and type B programs:

\$1,274,061

Auditee qualified as low-risk auditee?

Yes No

Section II - Financial Statement Findings

None.

Section III - Federal Award and State Financial Assistance Findings and Questioned Costs

None.

Section IV - Summary of Prior Year Findings

None.

Appendix G: Summary of Internal Funding Opportunities

Tenure and Tenure Track Faculty Development and Award Report

FY14

	A	B	C	D	E	F	G
School	Total # of Filled Tenure & Tenure Track Faculty as of Sept 2013	Total # of T&TTF who Traveled-Paid by School Funds Only	School Funded Only Travel:	Total # of T&TTF who Traveled-Paid by Grants & Provost Awarded Funds Only*	Grants & Provost Award Funded Only Travel: *	Total School & Grants/Provost Awarded Funds Paid for T&TTF Travel	Grants & Provost Awarded Funds Paid for Stipend/Student Worker/Tech Equip/Software/Supplies/Etc.
ARHU	52	28	\$ 31,462.31	31	\$ 65,835.48	\$ 97,297.79	\$ 61,088.94
BUSN	40	31	\$ 36,914.48	12	\$ 32,219.40	\$ 69,133.88	\$ 27,221.13
EDUC	16	11	\$ 21,969.76	7	\$ 14,712.40	\$ 36,682.16	\$ 11,349.60
GENS	14	12	\$ 19,418.19	8	\$ 8,310.29	\$ 27,728.48	\$ 18,428.34
HSCI	32	23	\$ 20,066.79	12	\$ 18,630.36	\$ 38,697.15	\$ 35,999.85
NAMS	61	17	\$ 18,584.26	11	\$ 29,462.20	\$ 48,046.46	\$ 67,793.40
SOBL	62	37	\$ 49,596.28	14	\$ 26,929.37	\$ 76,525.65	\$ 41,248.33
Total	277	159	\$ 198,012.07	95	\$ 196,099.50	\$ 394,111.57	\$ 263,129.59

*R&PD/Mini/CDC/SABB SUBV/Jr Faculty/PFOF

Total funds allocated from schools & awards for FY14 Professional Development Funds:	F + G	\$ 657,241.16
Average per tenure & tenure track faculty for FY14 Professional Development funds:	(F+G) / A	\$ 2,372.71
Average available travel funds per T&TTF with school funds:	C / A	\$ 714.85
Average available travel funds per T&TTF with school & Grants/Provost Awarded Funds:	F / A	\$ 1,209.29
Average per T&TTF who TRAVELED in FY14 with school funds only:	C / B	\$ 1,245.36
Average per tenure & tenure track faculty who TRAVELED in FY14 with award Funds only:	E / D	\$ 2,064.21
Other Available Faculty Development Funds: R&PD Course Release/Academic Support for E-Learning ASE/FRN/Academic Advising Award/Distinguished Professors/REU/Emerging Scholars		\$ 229,400.00
Total R&PD Funding for FY14		\$ 886,641.16
Average available R&PD funds per tenure & track faculty:		\$ 3,200.87

Faculty Development & Research & Student Support FY11 through FY15						
9/17/2014						
	FY11	FY12	FY13	FY14	FY15	
Sabbatical Salary Support	\$767,505	443,566	\$98,017	\$673,448	\$665,271	^not included in totals or percentages below
<u>Faculty Development & Research</u>						
Sabbatical Subventions (does not include salary costs associated with sabbaticals)	26,000	26,000	26,000	26,000	34,000	
CDC	21,000	21,000	21,000	23,700	23,700	
R&PD	180,000	190,000	195,000	195,000	210,000	
Junior Faculty Awards	88,000	88,000	88,000	88,000	88,000	
R&PD Mini Awards	22,000	22,000	22,000	22,000	22,000	
Provost Grant Development	18,000	18,000	18,000	18,000	18,000	
Faculty Opportunities Fund - R&PD	-	-	30,000	30,000	30,000	
R&PD Course Releases	-	-	100,000	100,000	100,000	
Total Faculty Development & Research =	\$355,000	\$365,000	\$500,000	\$502,700	\$525,700	
<u>Other Faculty Development</u>						
Provost's Faculty Opportunities Fund (Targeted Awards)	67,500	67,500	37,500	40,000	40,000	
Academic Support for 'E' Learning	54,400	54,400	54,400	65,000	65,000	
Faculty Resource Network	7,000	7,500	7,500	8,500	9,000	
Provost's Research & Professional Development in Academic Advising	5,200	5,200	5,200	5,400	5,800	
Distinguished Professors	12,500	17,500	17,500	22,500	22,500	
Research Experiences for Undergraduates	12,000	14,000	19,000	19,000	19,000	
School Contributions to Faculty Development	158,750	186,162	176,863	198,012	198,012	projected
Emerging Scholars Fund	9,000	9,000	9,000	9,000	9,000	
Total Other Faculty Development =	\$ 326,350	\$ 361,262	\$ 326,963	\$ 367,412	\$ 368,312	
Total Faculty Development & Research & Other Faculty Development =	\$ 681,350	\$ 726,262	\$ 826,963	\$ 870,112	\$ 894,012	
Percentage Increase =		6.6%	13.9%	5.2%	2.7%	
Number of Tenured & Tenure Track Faculty	262	270	271	282	291	
Average \$ per faculty member =	\$ 2,600.57	\$ 2,689.86	\$ 3,051.52	\$ 3,085.50	\$ 3,170.26	
Percentage Increase/Decrease =		3.4%	13.4%	1.1%	2.7%	
The Figures Below Are Not Included in the Totals or Averages Above						
Assessment	31,374	24,888	53,607	113,694	113,694	* projected
2020 Initiatives		47,500	112,818	183,419	157,320	
<u>Student Support</u>						
One to One	30,000	24,000	14,000	-	-	
One to One - Research Experiences for Undergraduates	12,000	14,000	19,000	19,000	19,000	
One-to One - Student Travel Funds Pool	10,350	12,350	12,350	11,115	12,350	
Total Student Support	52,350	50,350	45,350	30,115	31,350	
Total All Faculty Development & Research, Assessment, 2020 & Student Support =	\$ 765,074	\$ 849,000	\$ 1,038,738	\$ 1,197,340	\$ 1,196,376	

Program (Coordinating Office)	Purpose	FY15 Total	Average Award	Review Process	Deadline
GRANTS OFFICE					
Provost's Faculty Opportunities Fund (Grants Office)	Support for travel to conferences, student assistant, professional services or supplies related to scholarship in 2020 Initiatives. Due dates only for events falling within semester.	\$ 30,000	Up to \$2000	PI initiates request thru R&PD application and forms. Request submitted initially to one's dean, who assesses value and level of cost-share. Sub-committee of R&PD reviews on a quarterly schedule. Awards subject to availability of funds.	6/2/14, 9/15/14, 12/1/15, 4/1/15, 6/1/15
Provost's Research & Professional Development in Academic Advising (Grants Office)	Supports research on Stockton's academic advising programs. Tangible outcomes expected.	\$ 5,400		Uses R&PD forms and review process. Evaluation by special committee, facilitated by the Director of Advising.	December 1st
Sabbatical (Grants Office)	Substantial Project that will result in advancing scholarship with tangible outcomes	18 semesters	1 semester	PI prepares proposal & completes application on forms according to guidelines. R&PD committee reviews with added rigor. Requires Board of Trustees' approval. Projects connected to 2020 themes encouraged.	Oct 15 for FY16
Sabbatical Subventions (Grants Office)	To enable sabbatical projects move to completion	\$ 36,000	\$2000/sem.	PI completes Form and requests approval from Dean; if approved, request sent to GO, then to Provost.	Open
R&PD Mini Round for FY15 (Grants Office)	Support projects in research, planning, proposal writing, professional development and creative work. Funding for project support only.	\$ 22,000	\$ 1,700	PI prepares proposal and completes application packet on forms according to guidelines; R&PD faculty review committee elected by peers from each school. Projects connected to 2020 themes encouraged.	November 17th for Spring 2015
R&PD Pilot: Scholarship of Engagement	Supports scholarship of engagement and involves Community Partners.	\$ 50,000	\$ 6,000	PI prepares proposal and completes application packet on forms according to guidelines; R&PD faculty review committee elected by peers from each school. Projects to be connected to engagement. Spring for organizing; project to begin in Summer.	November 17th
R&PD Course Release - Spring '15/Fall '15 Sem (Grants Office)	Support projects in research, planning, proposal writing, professional development and creative work.	8-9 courses	1 course release	PI prepares proposal and completes application packet on forms according to guidelines; R&PD faculty review committee elected by peers from each school.	9/15/14 Spring 2/13/15 Fall
Research & Professional Development (Grants Office)	Support for projects in research, planning, proposal writing, professional development, creative work. Award for FY15.	\$ 210,000	\$ 6,000	PI prepares proposal on Forms, according to guidelines; review committee elected by peers in each school; chair elected from faculty at large; R&PD Committee makes recommendations to administration for awards.	March 18th for FY16
SCOSA Research & Professional Development (Grants Office)	Funding to support scholarly or artistic projects related to aging and consistent with SCOSA's mission.	\$ 10,000		Uses R&PD forms and review process. Evaluation by sub-committee of the R&PD committee, facilitated by the Director of SCOSA. Applicants denied SCOSA funding will be placed into the R&PD applicant pool for consideration.	March 18th for FY15
Career Development Committee (CDC) (Grants Office)	For tenured faculty; priority given to those faculty who are assessed in current year.	\$ 23,700	\$ 1,500	PI completes Forms. Review committee includes one elected, tenured faculty/staff member serving multi-year contract, one appointed from local bargaining unit, and one appointed by administration.	Mid-May
Book Subventions (Grants Office)	Offers subsidies to defray costs required by the publisher as condition of publication.	\$ 3,000	\$ 750	PI completes request on form; award approved and cost-shared by GO and Dean. School handles paperwork.	Open
Publication, Reprint, Fee Charges, Poster (Grants Office)	To defray costs required by publisher or venue as condition of completing the project.	\$ 3,000	\$ 500	PI completes request on form; award approved and cost-shared by GO and Dean. School handles paperwork.	Open
PI Travel Fund (Grants Office)	Supports PI's travel to discuss proposal with program officer of funding agency	\$ 2,500	\$100 - \$500	PI completes request on form; award approved and cost-shared by GO and Dean. School handles paperwork.	Open
PROVOST/DEANS OFFICES					
Academic Support for E-Learning	This program teams faculty participants with peer mentors (eMentors) in order to develop technology rich, on-line or hybrid courses.	TBD		Participant applications solicited via campus email. A two page form must be completed as well as a face to face Q&A session. Applications reviewed by the mentors and appropriate technical staff.	TBD
20/20 Initiatives	Support provided for programs/projects that address a 2020 Initiative--Learning, Engagement, Global Perspectives or Sustainability--and benefit the College.			Proposal reviewed initially by 2020 LEGS Initiative Teams. If supported, next review by 2020 Steering Committee who then recommends proposals that advance to President for final consideration. Recommendation includes issues of governance or administrative pathway appropriate for project.	Fall Abstract Deadline - 10/2 Spring Abstract Deadline - 2/20
Junior Faculty Awards (Dean's Office)	Provides start-up and seed money to new faculty	Formula Based		PI prepares short request and justification to Dean.	TBD
Faculty Resource Network (FRN) (Provost Office)	Thru Stockton's membership, faculty have access to FRN network of professional development opportunities, mainly at New York University (NYU).	\$ 8,500		On-line application form thru FRN website; review process handled by NYU. Institutes and programs each have own requirements and deadlines.	Varies Based on Sum/Winter Prog
Provost Program Assessment Funds	To support and facilitate assessment in a manner that is equitable across programs and faculty.	\$ 50,000	\$1,000/award	Submit applications to the Provost Office via the Programs Dean. Deans will respond to program requests in ways that treat programs fairly and equitably.	Open Beginning July 1st
STUDENT FUNDING					
Research Experiences for Undergraduates (Dean's Office)	The REU program supports research and research-related endeavors for both the faculty member and his/her undergraduate student working on a particular project.	\$ 38,000		Committee of deans makes recommendations to the Provost. The Provost's Office will give preference to projects that are likely to be published or disseminated in public forums	October 1st
Student Travel Funds (Provost Office)	Supports undergraduate students involved in creative activity or presenting/co-presenting research which is within-- or closely related to -- the student's program of study.	\$ 12,350		Committee of deans makes recommendations to the Provost. The Provost's Office will give preference to projects that are likely to be published or disseminated in public forums	First come, first served until funds are exhausted
Student Research Supplements (Grants Office)	To enable student's full participation as research assistant in funded projects. Summer, full-time work.	\$ 12,000	\$ 3,000	Complete proposal required from both faculty and student. Approval thru GO and committee of researchers. Only open to project directors who currently have external funds.	Open

Appendix H: Sample Annual Calendar of College Marketing Events, July 2013-June 2014

Graduate Program advertisements appear in several local/regional newspapers, including:

- *The Press of Atlantic City* (the local newspaper)
- *The Asbury Park Press* (NJ)
- *The Courier Post* (NJ)
- *The Philadelphia Inquirer*
- *The Current* (a local weekly in several southern NJ counties)
- *The Jewish Times*

Programs are also advertised twice a year in the following college and university papers:

- Rutgers Camden, Newark, New Brunswick
- William Paterson University
- Montclair State University
- Kean University
- Seton Hall University
- Howard University
- Morgan State University
- Hampton University
- Norfolk State University
- Monmouth University
- Rowan University
- Ramapo College
- Rider University

Finally, Stockton participates in all public and some private graduate school fairs, including those held at: College of New Jersey; Georgian Court University; Ramapo College; Rutgers Camden; University of Delaware; Drew University; Jersey City University; Rowan University; and Rutgers New Brunswick. The table below summarizes all marketing events for 2013-14:

Day	Date	Location	Type of Event	City/State
Mon	7/8/2013	Campus Ctr	Transfer Orientation	Stockton Campus
Tues	7/9/2013	Campus Ctr	Transfer Orientation	Stockton Campus
Wed	7/10/2013	Campus Ctr	Transfer Orientation	Stockton Campus
Thurs	7/11/2013	Campus Ctr	Transfer Orientation	Stockton Campus
Tues	7/30/2013	Campus Ctr	Guidance Counselor Event (UG Adm)	Stockton Campus
Tues	7/30/2013	Campus Ctr	Teacher/Holocaust Event	Stockton Campus
Wed	7/31/2013	Campus Ctr	Teacher/Holocaust Event	Stockton Campus
Wed	8/14/2013	Lower E-wing	NMAT Reg/Info Sess	Stockton Campus
Thurs	8/22/2013	Campus Ctr	TeachMeet NJ	Stockton Campus
Tues	9/3/2013	I-wing Gym	New Student Info Fair	Stockton Campus
Wed	9/25/2013	F207	Information Session	Stockton Campus
Thurs	10/3/2013	Ramapo College	Graduate School Fair	Mahweh, NJ
Thurs	10/3/2013	Campus Ctr	Career Fair	Stockton Campus
Fri	10/4/2013	The College of NJ	Graduate School Fair	Ewing, NJ
Wed	10/9/2013	Rowan University	Graduate School Fair	Glassboro, NJ

Sun	10/13/2013	Campus Ctr	Open House	Stockton Campus
Wed	10/16/2013	Rutgers Camden	Graduate School Fair	Camden, NJ
Wed	10/16/2013	Campus Ctr	Graduate School Fair	Stockton Campus
Thurs	10/17/2013	Campus Ctr	Student Senate Town Hall	Stockton Campus
Thurs	10/24/2013	F207	Information Session	Stockton Campus
Sat	10/26/2013	Saint Dominic School	NJAET Conference (MAIT)	Brick, NJ
Wed	10/30/2013	F119	Accel Biz Info Sess	Stockton Campus
Wed	10/30/2013	Rutgers NB	Graduate School Fair	New Brunswick, NJ
Thurs	11/7/2013	Convention Ctr	NJEA Convention	Atlantic City, NJ
Fri	11/8/2013	Convention Ctr	NJEA Convention	Atlantic City, NJ
Sun	11/10/2013	Campus Ctr	Open House	Stockton Campus
Tues	11/12/2013	F207	Information Session	Stockton Campus
Tues	11/12/2013	Campus Ctr	MACJ Accel Info Sess	Stockton Campus
Thurs	11/14/2013	Campus Ctr	MSW Open House	Stockton Campus
Tues	11/17/2013	WQ103	"Meet the Grads"-Asst Dean speak	Stockton Campus
Wed	12/4/2013	Lakeside	DOE event at Stockton	Stockton Campus
Sun	12/8/2013	Campus Ctr	Open House	Stockton Campus
Mon	12/9/2013	Campus Ctr	Showcase	Stockton Campus
Tues	12/10/2013	Lakeside	DOE event at Stockton	Stockton Campus
Thurs	2/6/2013	Campus Ctr	Career Fair	Stockton Campus
Thurs	3/6/2014	MR5	MBA Dual Degree Info Sess	Stockton Campus
Wed	3/12/2014	Campus Ctr	From my classroom...	Stockton Campus
Wed	3/19/2014	Manakawkin Site	Meridian Healthcare Info Sess	Manahawkin, NJ
Thurs	3/20/2014	Meeting Room 5	DD MACJ Meet/Greet	Stockton Campus
Thurs	3/27/2013	Georgian Court U	Grad Fair	Lakewood, NJ
Sat	3/29/2014	Campus Ctr	Day in the Life	Stockton Campus
Fri	4/4/2014	Campus Ctr	Veteran Fair	Stockton Campus
Sun	4/6/2014	Campus Ctr	Open House	Stockton Campus
Tues	4/8/2014	MR5	Master of Arts Info Sess	Stockton Campus
Wed	4/23/2014	CC Theater	MBA Info Sess	Stockton Campus
Tues	5/6/2014	CC Theater	Health/Sci Info Sess	Stockton Campus
Wed	5/21/2013	Campus Ctr	EDUC Fair	Stockton Campus
Thurs	6/26/2014	Azeez Museum	Coastal Grant Workshop	Woodbine, NJ
Thurs	6/26/2014	Virtual	Virtual Webinar: EDUC	Online

Appendix I: Graduate Course Access Form

See attached.

GRADUATE COURSE ACCESS FORM
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Name:		Z#:	
Major & Concentration:		Term Admitted:	
Semester Course is to be Taken:		Graduation Term:	
Daytime Phone:		Email Address:	
Course Number:	CRN:	Title:	Term:
Number of Credits Successfully Completed:		In Progress:	G.P.A.:

NOTES REGARDING STOCKTON UNDERGRADUATES TAKING GRADUATE COURSES FOR CREDIT

Read and check off the statements below indicating that you understand and agree to these terms.

1. Only Stockton undergraduates who have successfully completed 96 semester hours of undergraduate credit by the time the graduate course begins will be eligible to enroll.
2. Student must have earned at least a 3.2 overall G.P.A. A program may set a higher minimum G.P.A.
3. Student may take up to 6 semester hours of 5000 level courses for credit.
4. Students must have fulfilled appropriate prerequisites with a passing grade.
5. Undergraduates will receive three (3) credits for each course successfully completed.
6. As long as the undergraduate student is enrolled for 12-20 credits, then flat rate tuition will be applied plus an additional graduate course surcharge based on the number of graduate credits being attempted.
7. Graduate tuition and fees will be charged for these graduate-level classes. Note: Flat Rate Tuition does not apply to graduate courses.
8. Approval for an undergraduate student to take a graduate course does not guarantee matriculation into a graduate degree program.
9. Graduate courses taken as an undergraduate (with a grade of B or better) may be applied to a Stockton Master's Degree Program at a later date.

My signature on this form indicates I have read, understand, and agree with the conditions outlined above.

 STUDENT'S SIGNATURE

 DATE

APPROVED		DISAPPROVED		SIGNATURES	
<input type="checkbox"/>		<input type="checkbox"/>			
COMMENTS:		COURSE INSTRUCTOR		DATE	
<input type="checkbox"/>		<input type="checkbox"/>			
COMMENTS:		PRECEPTOR		DATE	
<input type="checkbox"/>		<input type="checkbox"/>			
COMMENTS:		UNDERGRADUATE PROGRAM COORDINATOR		DATE	
<input type="checkbox"/>		<input type="checkbox"/>			
COMMENTS:		GRADUATE PROGRAM DIRECTOR		DATE	
<input type="checkbox"/>		<input type="checkbox"/>			
COMMENTS:		DEAN OF GRADUATE AND CONTINUING STUDIES		DATE	

Stockton is an equal opportunity institution encouraging a diverse pool of applicants.

Cc: Center for Academic Advising

Cc: Office of the Registrar

Cc: Office of Financial Aid

Appendix J: Graduation Rates within Four Years (by program)

	FY 2006		FY 2007		FY 2008		FY 2009		FY 2010		4 Yr Average Rate
	# Cohort	4 Year Rate									
MA in Criminal Justice	11	45%	12	67%	18	61%	13	62%	16	69%	60.7%
MA in Education	49	67%	20	70%	70	51%	32	47%	73	53%	57.8%
MA in Holocaust & Genocide Studies	3	67%	9	78%	11	73%	8	63%	10	20%	59.9%
MA in Instructional Technology	0	n/a	22	82%	22	82%	17	71%	27	81%	79%
MBA in Business Administration	30	73%	21	81%	26	85%	19	79%	27	70%	77.6%
MPT in Physical Therapy	0	n/a	0	n/a	1	100%	0	n/a	0	n/a	100%
MPT/TPPT/DPT(DPT)	17	59%	1	100%	1	100%	1	100%	0	n/a	90%
MS in Computational Science	10	70%	0	n/a	0	n/a	0	n/a	15	40%	55%
MS in Nursing	9	89%	10	100%	9	67%	6	83%	13	77%	83.2%
MS in Occupational Therapy	20	100%	19	95%	20	100%	19	95%	21	100%	97.9%
MSW in Social Work	0	n/a	0		0		0		22	91%	91%
PSM in Professional Science Master's	0	n/a	0	n/a	0	n/a	0	n/a	17	71%	71%
Doctor of Physical Therapy	0	n/a	62	94%	45	93%	59	92%	43	95%	74.8%
Grand Total	149	72%	176	86%	223	74%	174	76%	284	71%	75.9%

Graduate program graduation rates were determined based on the same cohorts used for attrition rates. Rates were calculated as the percent of new graduate students who entered a program during the same academic year and who completed the same program with a degree within four years.

Facilities & Construction

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[Academic Quad Expansion](#)

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Future Academic Quad Expansion



[Groundbreaking Photos](#)

[Construction Cams](#)

By fall 2017, Stockton University expects to complete the first phase of a major facilities expansion that will create a distinctive entrance on the Galloway Campus. The state-of-the-art facilities will allow Stockton to accommodate more students and better prepare them for successful careers in science, technology, engineering and mathematics (STEM).

Each year, the University receives about 5,500 freshmen applications and 3,000 transfer applications, and welcomes between 1,150-1,200 freshmen and 1,400 transfer students each year.

The academic quad expansion will include a \$33.2 million Unified Science Center² (USC²) and an \$15.2 million Health Sciences Center, near the existing Unified Science Center and Campus Center. The new buildings will be supported by funding from the Building Our Future Bond Act, which was overwhelmingly approved by New Jersey voters in 2012. The bond act will provide \$21.465 million in funding for the USC² and the University will pay 25 percent or \$7.155 million. The Health Sciences Center will receive \$13.5 million in funding from the bond issue and the University will pay 25 percent or \$4.5 million.

The main entrance of the academic quad will face Vera King Farris Drive and will

provide a central location for students to study and meet between classes, as well as space for the University community to gather for campus events.

The 58,210 thousand square foot Unified Science Center² will be an expansion to the existing 64,000-square-foot Unified Science Center. The three-story building will house teaching and research labs for various disciplines in the sciences, a vivarium, a large green house, a multi-purpose room and faculty offices.

The 37,720-square-foot academic building will include space for the Sustainability program, classrooms, faculty offices and collaboration areas with tables and chairs.

Construction for both buildings began in Summer 2016 and should be complete in Fall 2017 with a scheduled soft opening in Spring 2018.

Unified Science Center (Phase 2) First Floor

Unified Science Center (Phase 2) Second Floor

Unified Science Center (Phase 2) Third Floor

Classroom Building First Floor

Classroom Building Second Floor

Classroom Building Third Floor

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Additional Locations

[Atlantic City](#)

[Hammonton](#)

[Manahawkin](#)

[Woodbine](#)

Stockton University

101 Vera King Farris Drive
Galloway, NJ 08205-9441

(609) 652-1776

[Maps & Directions](#)



New Jersey's Distinctive Public University

Stockton University is an Equal Opportunity Institution

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Taskforce on Shared Governance

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Office of the Provost:
K-201
provost@stockton.edu
p: (609) 652-4514
f: (609) 626-5509

The Taskforce on Shared Governance will actively engage faculty leaders, staff, administrators, and Board members in a discussion of the definition and best practices of shared governance as they relate to Stockton University; assess the state of shared governance at Stockton and develop recommendations to strengthen it, creating opportunities for joint planning and effort; and develop a strategy for communicating decisions with all of our constituents, including students, alumni, faculty, staff, administrators, the community at large and other University supporters.

Committee members include:

- Susan Davenport, Executive Vice President and Chief of Staff (Co-Chair)
- Mady Deininger, Trustee (Co-Chair)
- Matthew Butenhoff, Assistant Supervisor of Building Repairs, Incoming CWA President
- Trish Collins, Special Assistant to the Chief of Staff and Board Liaison (Staff Support to the Committee)
- Judy Copeland, Associate Professor of Writing (SFT Representative)
- William J. Gallovich, Electrician
- Jessica Grullon, Graduate Enrollment Counselor and Events Coordinator (SFT Professional Staff)
- Toni Hilsin, Professional Services Specialist 3, (CWA Representative)
- Lisa Honaker, Dean of ARHU
- Ron Hutchison, Associate Professor of Biology (SFT Representative)
- Brian J. Jackson, Chief Operating Officer, Atlantic City Campus
- Jessica Kay, Data Analyst & Assistant to the Chief Planning Officer
- Patricia McGinnis, Professor of Physical Therapy
- Donato Nigro, Carpenter
- Pedro Santana, Dean of Students
- Maryam Sarhan, Student Senate President



Latest News and Information:

- [View a draft of Stockton University's Mission, Vision, and Values.](#)



Please use the form below to ask any questions or to provide feedback.

[Questions and Feedback Form](#)

Taskforce Member Login

Members of the taskforce should log into Blackboard with their GoPortal username and password unless you've been provided with alternate account information.

STOCKTON UNIVERSITY | TASK FORCE ON SHARED GOVERNANCE

Mission

Stockton University's mission is to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education.

Vision

Stockton University will thrive as a distinctive regional institution, providing a diverse, values-based, student-centered environment of exceptional teaching and learning. As a community builder and partner in public service, Stockton University will remain committed to the positive development of New Jersey through scholarship and creative activity, civic engagement, and active stewardship.

Guiding Principle

Students first; vision and strategy follow.

Values

Stockton University embraces a collection of shared values, the essence of our standards for excellence. These values support our mission and guide our practices and behavioral expectations. We adhere to the values of:

Excellence in teaching and dedication to learning

Stockton University is committed to providing a high quality, innovative education that gives our students, including those underrepresented populations, the breadth and depth they need to succeed in their lives beyond college. Our faculty and staff recognize a responsibility to engage our students in the development of ideas across and within disciplines, both inside and outside the classroom. We strive to enhance the student learning experience, by utilizing proven pedagogical methods, research, creative activity, and advancements in technology, which support the promotion of life-long learning.

Inclusivity and Diversity

Stockton University is 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

STOCKTON UNIVERSITY | TASK FORCE ON SHARED GOVERNANCE

free from prejudice and discrimination, and to take actions that affirm our commitment to inclusivity and diversity.

Academic Freedom

The University 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 and respect for others, and enrich the individual, the campus and the community at large.

Integrity and Respect

Stockton University is committed to integrity, honesty, dignity, civility, openness, respect, and accountability in its actions as well as in the means through which all members of its community communicate among themselves and with the wider world.

Shared Governance

Stockton University is committed to shared governance, defined as an integrated planning process and a collaborative culture in which Stockton's constituents commit themselves to being partners in accomplishing the University's mission. It functions through a structure that fosters active collaboration, transparency, accountability, understanding, and acceptance of compromise, mutual respect and trust.

Community Engagement and Civic Responsibility

Stockton University is committed to the positive development of southern New Jersey. Through research, teaching, and community partnerships and service, the University actively seeks to address social and economic issues critical to our state, region, and nation and to contribute to the public good.

Global Perspectives

Recognizing its place in an increasingly global economy and society, Stockton University is committed to providing students, faculty, and staff with exposure to diverse cultural perspectives. Stockton seeks to create and sustain the global awareness and understanding necessary for their meaningful participation in the world as independent critical thinkers and informed and prepared global citizens.

Sustainability and Environmental Stewardship

The University seeks to promote an ethic of resource conservation, sustainability, and social justice on our campuses and throughout the region in its strategic planning and operations as well as its teaching, research, and service. Stockton embraces the obligation of stewardship this environment demands.

Stockton's Strategic Planning Calendar including Institutional Program Review (IPR)		Julian Calendar
FY 2017 Planning Cycle	↓	FY 2018 Planning Cycle
	2016	
Cabinet prepares Institutional Program Review	◀ Jan	
Institutional Program Review for FY17	◀ Feb	
State releases draft FY17 budget	◀ Mar	Strategic Planning open forums for FY18
April 2016 President's Cabinet Strategy Retreat: AM: Review of State's FY17 budget PM: Discuss FY18 goals & budget		
<ul style="list-style-type: none"> ▪ NJ higher ed hearings for FY17 budget ▪ Stockton's BOT passes fees, housing, meal plans ▪ FY17 draft of Stockton's Oper. & Capital Budget 	◀ May	
Governor signs FY17 budget	◀ Jun ▶	Cabinet works on FY18 goals and budgets
FY17 BUDGET BEGINS	◀ Jul ▶	1 ST draft of FY18 Strategic Priorities (SP) doc
	Aug ▶	2 nd draft of FY18 Strategic Priorities (SP) doc
	Sep ▶	FFC: President gives FY17 & FY18 SP updates
	Oct ▶	BOT decides on President's FY18 materials
	Nov ▶	Stockton submits FY18 budget request to State; Planning begins for FY18 Inst. Program Review
	Dec	
	2017	
	Jan ▶	Cabinet prepares Institutional Program Review
FY 2019 Planning Cycle	Feb ▶	Institutional Program Review for FY18
Strategic Planning open forums for FY19	Mar ▶	State releases draft FY18 budget
April 2017 President's Cabinet Strategy Retreat: AM: Review State's FY18 budget PM: Discuss FY19 goals & budget		
	May ▶	<ul style="list-style-type: none"> ▪ NJ higher ed hearings for FY18 budget ▪ Stockton's BOT passes fees, housing, meal plans ▪ FY18 draft of Stockton's Oper. & Capital Budget
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FFC: President gives FY18 & FY19 SP updates	◀ Sep	
BOT decides on President's FY19 materials	◀ Oct	
Stockton submits FY19 budget request to State; Planning begins for FY19 Inst. Program Review	◀ Nov	
	Dec	

Stockton University

Strategic Priorities for FY 2016

Stockton University's institutional priorities represent a summary of the key initiatives developed by the President and Executive Cabinet. The intent of this document is to provide a clear sense of institutional purpose and direction as well as to maintain alignment between the University's operating divisions and its institutional LEGS themes, perspectives, and objectives as captured in the Stockton 2020 strategy map.

Stockton remains committed to its mission of excellence in teaching, commitment to scholarship, and devotion to service. The priorities and objectives contained in this document affirm the University's pledge to sustain an interdisciplinary approach to learning that will provide students with a high-quality, diverse educational experience.

Cabinet members will provide periodic updates on their specific objectives and these updates will be maintained by the Chief Planning Office to ensure the University's strategic efforts remain consistent, relevant, and sustainable.

- **Strategic Priorities:** goals the University will pursue over the long-term; have a specific focus, but are considered ongoing – do not necessarily have an endpoint, timeline, or measurement component.
- **Objectives:** actions taken by a particular division or unit which directly support the University's strategic priorities; these actions have more defined chronological parameters, typically from 1-3 years.
- **Metrics:** detailed qualitative or quantitative measurements that specify an objective's success or efficiency; although this document does not include metrics, end-of-year reports will provide appropriate updates.

Strategic Priority #1: Advance the University’s mission of excellence in teaching, support for scholarship, and dedication to service.

No.	Objective	Key Liaison	2020 Theme	2020 Obj
1.1	Successfully reappoint and appoint current and new Trustees.	Office of the President	Learning	IP1
1.2	Review and revise the University mission statement to ensure that it continues to embody the institution’s core values and vision for the future (through the Shared Governance Task Force).	Office of the President	Learning	S2
1.3	Develop recommendations for strengthening shared governance (through the Shared Governance Task Force).	Office of the President	Learning	S2
1.4	Support the University’s Taskforce on Atlantic City Initiatives as it: (1) develops proposals regarding fiscally responsible academic opportunities in Atlantic City; (2) reaffirms Stockton’s institutional values and its commitment to serving constituents in a diverse, urban environment; and (3) develops a strategy for communicating decisions with all of Stockton’s constituents, including students, alumni, faculty, staff, administrators, the community at large and other University supporters.	Office of the President	Learning	S2
1.5	Ensure all school programs and units use assessment of integrative learning and affective outcomes to support and monitor student learning.	VP – Academic Affairs	Learning	IP1
1.6	Launch first cohort of interdisciplinary LEAD doctoral program and recruit diverse faculty outside the University’s School of Education.	VP – Academic Affairs	Learning	S1
1.7	Develop and implement expanded graduate offerings including health care administration/management.	VP – Academic Affairs	Learning	S1
1.8	Engage University divisions in increasing student retention and graduation rates.	VP – Academic Affairs VP – Student Affairs	Engagement	IP1
1.9	Conduct educational and social programs linked to the Essential Learning Outcomes initiative.	VP – Academic Affairs VP – Student Affairs	Engagement	S5
1.10	Launch a comprehensive Women’s Center.	VP – Student Affairs	Engagement	S3
1.11	Generate new approaches to attracting, retaining, and graduating students.	VP – Student Affairs	Engagement	S3
1.12	Initiate action plan to develop a Sophomore Year Experience program.	VP – Student Affairs	Engagement	S3
1.13	Implement a Men of Color retention initiative.	VP – Student Affairs	Engagement	S3
1.14	Further develop EOF program and expand opportunities to enroll, persist, and graduate students from disadvantaged backgrounds.	VP – Student Affairs	Engagement	S3

Strategic Priority #2: Develop the academic, administrative, and financial resources that support the University’s aspiration to be the premier regional educational institution.

	No.	Objective	Key Liaison	2020 Theme	2020 Obj
	2.1	Initiate first phase of main campus facilities expansion (Academic Quad).	VP – Admin & Finance	Learning	S1
	2.2	Reform study-abroad program by adding features to deepen student learning outcomes (portfolios, etc.)	VP – Academic Affairs	Learning	IP2
	2.3	Revise mission and administrative structure of the School of Graduate Studies & Continuing Education.	VP – Academic Affairs	Learning	IP1
	2.4	Develop space management vision and procedures through Space Management Committee (SMC).	VP – Academic Affairs VP – Admin & Finance	Learning	IP1
	2.5	Recommend a structure to achieve campus buy-in for a more consistent experiential learning process.	VP – Academic Affairs VP – Student Affairs	Engagement	S5
	2.6	Broaden visibility, reputation, and utilization of the University and its resources to external constituents.	Chief University Relations Officer	Engagement	S3
	2.7	Continue to implement a food voucher program for students in need.	VP – Admin & Finance VP – Student Affairs Chief Development Officer	Engagement	IP1
	2.8	Develop return-on-investment measure for University marketing campaigns.	Chief University Relations Officer	Engagement	IP1
	2.9	Initiate plan to grow repeatable annual giving by 5%.	Chief Development Officer	Engagement	RS3
	2.10	Grow major/principal gift program.	Chief Development Officer	Engagement	RS3
	2.11	Effectively introduce the Mayflower Society to recognize and encourage planned giving.	Chief Development Officer	Engagement	RS3
	2.12	Develop a comprehensive proposal to incorporate Alumni Engagement throughout the institution.	Chief Development Officer	Engagement	RS3
	2.13	Align philanthropic campaign planning with institutional strategic planning.	Chief Development Officer	Engagement	RS3
	2.14	Continue program partnerships involving current students such as fundraising, ambassador program, and student-to-alumni bridge program.	VP – Student Affairs Chief Development Officer	Engagement	IP1
	2.15	Secure alternative housing locations for overflow residential students.	VP – Student Affairs	Engagement	S5
	2.16	Make progress toward providing students with quality student-life facilities: additional on-campus residences, field house, larger veterans lounge, and new childcare center.	VP – Student Affairs	Engagement	S5
	2.17	Generate new approaches to attracting diverse faculty and staff to the University.	Chief Officer for Institutional Diversity	Engagement	ER3
	2.18	Broaden scope of the critical value of inclusion and equity to the Stockton Community, including National Coalition Building Institute, diversity and inclusion programs.	VP – Student Affairs	Global Perspectives	S7
	2.19	Coordinate University’s efforts with the Stockton Aviation Research Technology Park and the Hughes Center/Polling Institute.	Chief University Relations Officer	Global Perspectives	S7
	2.20	Collaborate on the University’s master plan and make improvements on infrastructure and facilities.	VP – Admin & Finance Chief Planning Officer	Sustainability	S8

Strategic Priority #3: Continue the University’s strategic planning process, in accordance with Middle States recommendations, and which adheres to a process that is integrative, collaborative, transparent, and sustainable.

	No.	Objective	Key Liaison	2020 Theme	2020 Obj
	3.1	Integrate the Strategic Enrollment Management Plan with the University’s strategic planning process and marketing efforts.	VP – Student Affairs	Learning	IP1
	3.2	Utilize the University’s tuition discounting program in a more efficient and effective manner.	VP – Student Affairs	Learning	IP1
	3.3	Assess programs using Council for the Advancement of Standards criteria to ensure alignment with planning efforts.	VP – Student Affairs	Learning	IP1
	3.4	Develop procedures to guide the establishment, maintenance, and closing of centers and institutes to ensure they are mission-driven, have and maintain adequate resources, and have transparent organizational and governance structure.	VP – Academic Affairs	Learning	IP1
	3.5	Complete working draft of Periodic Review Report by June 2016.	VP – Academic Affairs	Engagement	IP1
	3.6	Conduct stakeholder interviews, surveys, & focus groups to identify and categorize key strategic issues.	Chief Planning Officer	Engagement	IP1
	3.7	Report key strategic issues to University community.	Chief Planning Officer	Engagement	IP1
	3.8	Integrate collaborative sources and prepare draft of strategic agenda by June 2016.	Chief Planning Officer	Engagement	IP1
	3.9	Coordinate formation of key performance indicators for each leadership unit.	Chief Planning Officer	Engagement	IP1
	3.10	Prepare and finalize the University’s Affirmative Action Plan by April 2016.	Chief Officer for Institutional Diversity	Engagement	IP1

Strategic Priority #4: Improve and expand the University’s internal operational efficiencies.

	No.	Objective	Key Liaison	2020 Theme	2020 Obj
	4.1	Revise academic reporting process, including effectiveness of annual report template.	VP – Academic Affairs	Learning	ER1
	4.2	Develop process/procedure for selecting commencement speakers.	VP – Academic Affairs Chief of Staff	Learning	IP1
	4.3	Develop cost avoidance initiatives that would achieve savings through operational efficiencies, procurement opportunities, and resource planning.	VP – Admin & Finance	Learning	IP1
	4.4	Manage Auxiliary Units for operational efficiencies to support strategic priorities.	VP – Admin & Finance	Learning	IP1
	4.5	Continue to develop instructional videos for students to learn how to engage programs and services.	VP – Student Affairs	Learning	S1
	4.6	Continue to expand and develop the use of Blackboard in the delivery of co-curricular student affairs workshops and services.	VP – Student Affairs	Learning	S1
	4.7	Enhance Board of Trustees website, review alternate methods of electronic communication with BOT.	Chief of Staff	Learning	IP1
	4.8	Review and update Board of Trustees bylaws, recommend updates based on best practices.	Chief of Staff	Learning	IP1
	4.9	Upgrade electronic classrooms, labs, & network equipment based on 5-year replacement cycle.	Chief Information Officer	Learning	RS3
	4.10	Implement Higher Education Technology Infrastructure (HETI) and Higher Education Equipment Leasing Fund (ELF) bond projects.	Chief Information Officer	Learning	RS3
	4.11	Implement improved (cloud-based) backup and disaster recovery strategies.	Chief Information Officer	Learning	RS3
	4.12	Expand the use and training of electronic forms and online processes.	VP – Admin & Finance	Sustainability	RS4

Stockton University's 2020 Strategy Map

Themes						
Perspectives	Students, Faculty & Stakeholders	Learning	Engagement	Global Perspectives	Sustainability	
		S1: Deliver high value-added learning experiences & promote scholarly activity	S3: Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community	S6: Develop a globally diverse Stockton community	S8: Increase sustainable infrastructure	
		S2: Promote liberal arts ideals to develop lifelong learners	S4: Prepare students for active citizenship roles	S7: Enhance Stockton's capacity to participate globally	S9: Enhance sustainability education and research	
			S5: Create reinforcing intellectual and co-curricular experiences		S10: Increase recognition as a model of sustainability	
			S11: Partner to promote global sustainability			
	Internal Processes	IP1: Strengthen internal process to support learning, engagement, global perspectives, & sustainability				
				IP2: Integrate global program efforts among multiple units of the University	IP3: Prioritize sustainability in plant operations and residential life	
					IP4: Promote sustainability across the curriculum	
					IP5: Develop and implement sustainability programs	
	Employee Readiness	ER1: Develop faculty & staff skills to support learning, engagement, global perspectives, & sustainability				
ER2: Reward scholarly applications		ER3: Foster an interactive environment among students, faculty, staff, and community	ER5: Strengthen opportunities for global interaction among the Stockton community	ER6: Reward sustainable practices		
		ER4: Increase opportunities for interaction between internal and external communities				
Resource Stewardship	RS1: Establish additional revenue sources					
	RS2: Reduce expenses					
	RS3: Align resources to support the strategic plan					
				RS4: Seek efficiencies through sustainable practices		



INSTITUTIONAL PROGRAM REVIEW

THURSDAY, FEBRUARY 11, 2016



IPR Goals

- Initiate a Program Review process from the institutional perspective vs. separate reviews

- Make the Program Review process:
 - More holistic vs. segmented
 - More focused on future

4 Strategic Priorities

1. Advance the University's mission of excellence in teaching, support for scholarship, and dedication to service.
2. Develop the academic, administrative, and financial resources that support the University's aspiration to be the premier regional educational institution.

4 Strategic Priorities

3. Continue the University's strategic planning process, in accordance with the Middle States' recommendation, and which adheres to a process that is integrative, collaborative, transparent, and sustainable.
4. Improve and expand the University's internal operational efficiencies.

Strategic Planning

- Goal: better connect Stockton's strategic planning and budgetary planning processes
- Important to factor in the timeline of the State's budgetary planning process
- The key month out of the year: April

Strategic Planning

- February: Institutional Program Review for FY-17
- March: State releases draft FY-17 budget; Stockton holds open forums for FY-18 planning
- **April: President's Cabinet Retreat**
- Summer & Fall:
 - FY-17 budget begins (July)
 - Stockton prioritizes FY-18 goals (July & Aug.)
 - AA Retreat & Fall Faculty Conference (July & Sept.)
 - Stockton submits FY-18 budget request (Nov.)



Division of Academic Affairs



DIVISION OF ACADEMIC AFFAIRS



Senior Staff

Carra Hood
Assistant
Provost for Programs
& Planning

Michelle McDonald
Interim Assistant Provost

Nick Mansor
Officer for Budget
& Accounting

Tom Grites
Assistant Provost
Academic Support

Deans

Lisa Honaker
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ARHU

Jenny Wagner
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BUSN

Claudine Keenan
Dean
EDUC

Robert Gregg
Dean
GENS

Theresa Bartolotta
Dean
HSCI

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Joe Toth
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Library Services

Joe LoSasso
Registrar

Eileen Conran-Folks
Director of Hammonton &
Manahawkin
Instructional Sites

Alex Marino
Assistant to the
Provost
Atlantic City Sites

Merydawilda Colon
Executive Director
SCCE

Rummy Pandit
Executive Director
LIGHT

Linda Feeney
Director
of E-Learning

Todd Regn
Executive Director
Research &
Sponsored Programs

Amy Beth Glass
Director
Graduate Enrollment
Management

Robert McNeil
Director
Continuing Studies

Darryl Greer
Senior Fellow
HESIG

*Directors: directly reporting to the Provost

Academic Planning

- **Strategic Priority #1**

Advance the University's mission of excellence in teaching, support of scholarship, and dedication to service

- Launch new program: Exercise Science
- Enhance existing programs and services

Budget Request FY-17

- **\$763,456 (1% increase over FY-16)**
- Fiscally conservative without compromising quality of educational services
- 7 faculty lines and 3 new staff lines
- Non-Salary
 - Equipment/Materials
 - Student Travel Funds
 - Maintenance Contracts/Program Fees

Budget Request Details

- Faculty to support Exercise Science program
 - HSCI: 1
 - NAMS: 2 ($\frac{3}{4}$ instructors)
 - Equipment, accreditation fees, etc.

- Faculty to support existing programs
 - BUSN: 1
 - EDUC: $\frac{1}{2}$
 - HSCI: 1
 - SOBL: 1

Budget Request Details

- Staff resources to support academic growth
 - ARHU: 2
 - ✓ COMM: WLFR radio station general manager
 - GENS: 1
 - ✓ PSS4: Office of Global Engagement
 - NAMS: 1
 - ✓ PSS4: Sustainability Center



Division of Student Affairs



DIVISION OF STUDENT AFFAIRS

THOMASA GONZALEZ, Vice President for Student Affairs

DONNA S. WANAT, Assistant to the Vice President/Institutional Research Associate

JOHN IACOVELLI

Dean of Enrollment Management

ALISON HENRY

Associate Dean of
Enrollment Management

Enrollment Management

Financial Aid

DEE McNEELY-GREENE

Associate Vice President for
Student Affairs

PEDRO SANTANA

Dean of Students

Dean of Students

Residential Life

LONNIE FOLKS

Director of Athletics and
Recreation/Athletics Director

Athletics & Recreation

CRAIG STAMBAUGH

Associate Dean of Students

Event Services & Campus Center Operations

Student Development

Free-To-Be Child Care

TOM O'DONNELL

Assistant Dean of Students

Veteran Affairs

STEPHEN DAVIS

Associate Dean of Students

Wellness Center

GERALD MARTIN

Assistant Dean of Students

Student Rights & Responsibilities

Career Center

Educational Opportunity Fund Program

CARE Program

STUDENT AFFAIRS

Goals At A Glance

- Maximize the quantity and retain the quality and diversity of our new students
- Support curricular and deliver co-curricular learning opportunities for students' growth
- Provide professional development opportunities for professional, managerial and support staff
- Develop and expand technological resources to ensure effective delivery of student support services
- Strategically administer and assess programs and services in light of emerging higher education trends

FY-17 Operating Budget

- Personnel

- Reclassification Pool \$45,000
- Student/Graduate Assistants \$9,000

- Non-Salary

- Technology \$70,000
- Other non-salary; program devel. \$41,000

TOTAL

\$165,000

FY-17 Capital Budget

▪ Athletics	North Athletics Complex (Barlow Site), Phase II	Inst	\$5,000,000
▪ Athletics	Natatorium	Inst	\$20,000,000
▪ Free-To-Be	Facility addition	Inst	\$250,000
▪ Wellness Ctr	Restructuring of J-204	Inst	\$25,000
▪ Res. Life	Upgrade TRLC kitchen	Inst	\$30,000
▪ Res. Life	Centralized Office proposal *	Inst	\$1,345,260

TOTAL \$26,650,260

* Range: \$926,584 - \$1,345,260



Division of Administration and Finance



Charles Ingram
Vice President for
Administration and Finance

Michele Ginieczki
Legal Counsel for SASI

Nick Sena
Special Assistant to the
Vice President

Sharon Kalani
Administrative Assistant to the
Vice President

Don Hudson
Associate Vice President
for Facilities & Construction

Brooke Lew
Assistant Vice President of
Finance & CFO for SASI

Tom Chester
Director of
Human Resources

James Tierney
Associate Vice President for Business
Services & Chief Budget Officer

Cynthia Parker
Interim Chief of
Campus Police

FY-17 A&F Themes

- Communication
- Customer Service
- Collaboration
- Compliance

FY-17 A&F Key Goals

1. Enhance Stockton's ability to expeditiously purchase goods and services
2. Restructure debt
3. Increase the campus' energy efficiency
4. Automate process and leverage technology for operational efficiency and effectiveness

Divisional Budget Request

\$0 Increase

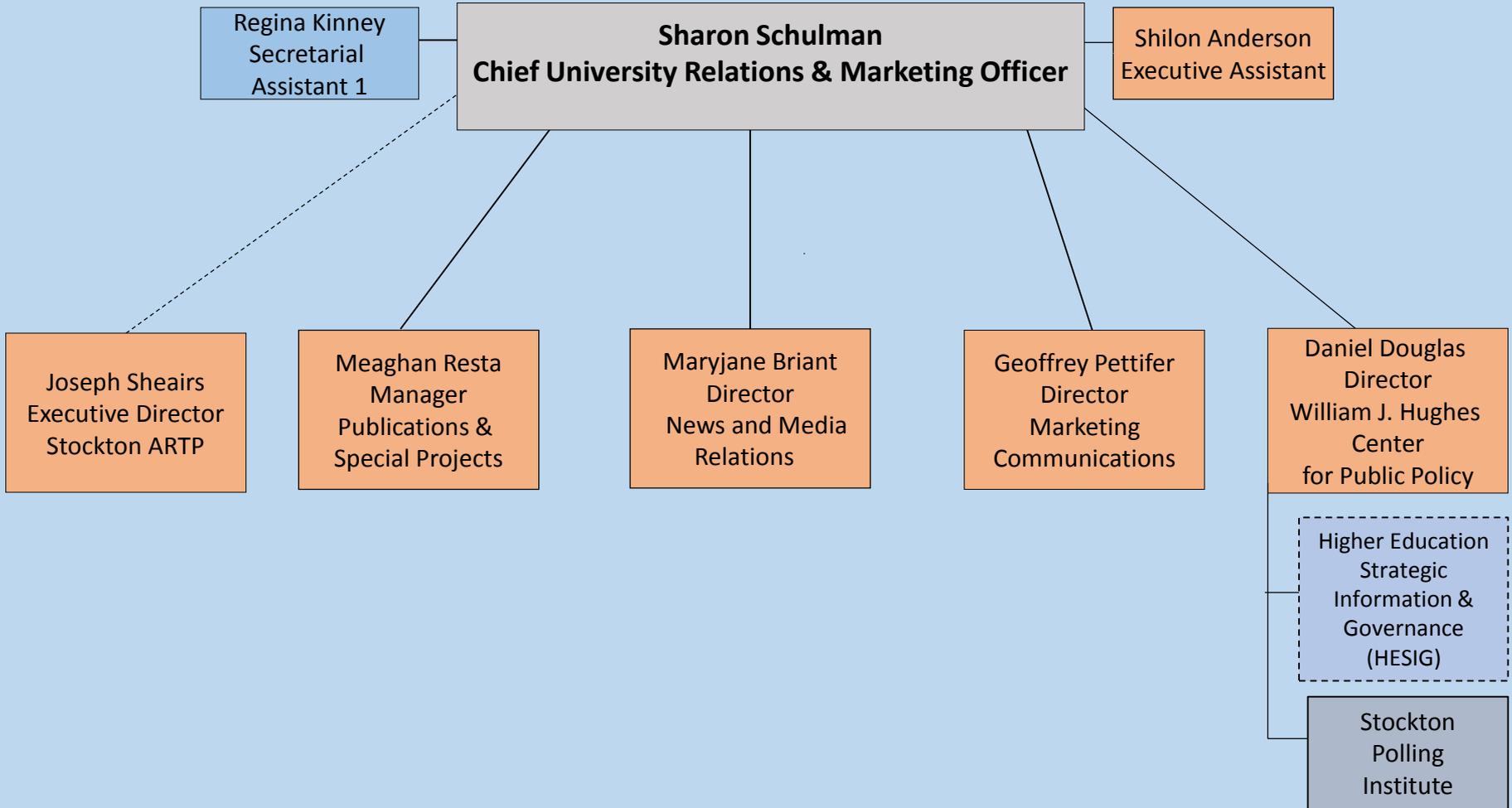
Institutional Budget Request

- **\$12.5 million increase**
 - Capital requests: \$5 million
 - Seaview renovations: \$3 million
 - Institutional aid: \$3 million
 - Increased debt service: \$1 million
 - Rising utilities expenses: \$320,000
 - Increased insurance rates: \$100,000
 - Emergency Mgt. Coordinator: \$80,000



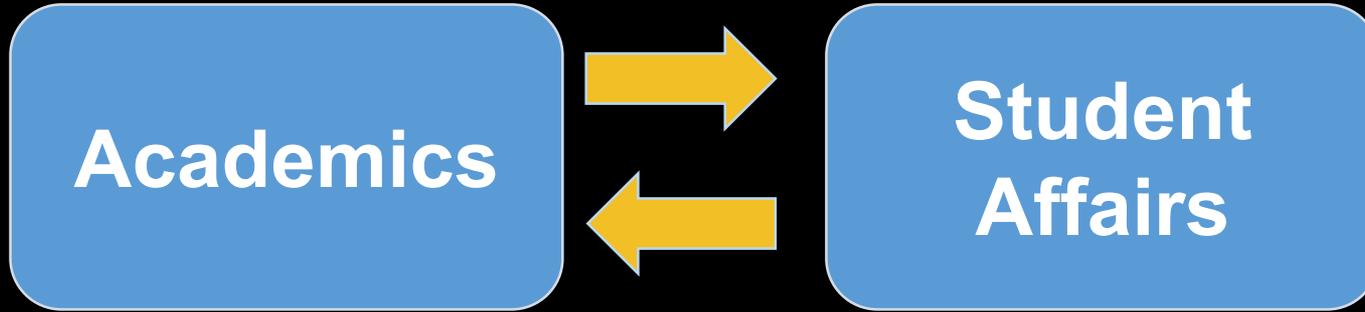
University Relations and Marketing





Revised 1.22.16

Role Definition



Administration & Finance

University Relations & Marketing

Development & Alumni

FY-17 Goal

- Informational awareness of both internal and external constituencies of Stockton University will increase in both frequency and targeted reach.

Strategic Priority #2

- Develop the academic, administrative and financial resources that support the University's aspiration to be the premier regional educational institution.

Our Support

- Broaden visibility, reputation, and resources to external audiences
- Advance knowledge and support of Stockton with key constituencies
- Foster both financial and human investment in Stockton

Other Units

- William J. Hughes Center for Public Policy
- Stockton Polling Institute
- Stockton Aviation Research & Technology Park

FY-17 Budget Requests

■ Targeted Advertising	\$15,000
■ Convert TES to PSS4	\$29,945
TOTAL	\$44,945



Development and Alumni Affairs



Office of Development and Alumni Affairs

Foundation Board
of Directors

Dr. Philip Ellmore
*Chief Development Officer and
Executive Director, University Foundation*

Ayisha M. Lee '14
*Assistant to the Chief
Development Officer*

Cindy Crager
*Associate Chief Development
Officer and Campaign Manager*

Sara Faurot
*Director of Alumni
Affairs*

Jessica Kowal
*Director of Development
& Special Projects*

Mission Statement

The Stockton University Foundation supports the philanthropic needs of Stockton University. The Foundation provides leadership and oversight and is responsible for raising, stewarding and distributing its assets.

FY-17 Goals

- Goal #1: Increase Philanthropic Support
 - Building relationships with major donors
 - Outreach to alumni/friends
 - Direct mail, social media, phone calls, emails, etc.
 - Segmentation strategies
 - Collaboration with campus partners
 - Events as introductions to institution

FY-17 Goals

- Goal #2: Increase Alumni Engagement
 - Informed, Involved, Invested
 - Alumni in institutional leadership
 - Alumni engagement proposal
 - CEM System
 - Student alumni group
 - Alumni engagement campus summit

FY-17 Budget Request

Request: \$237,013 (1.6% increase over FY-16)

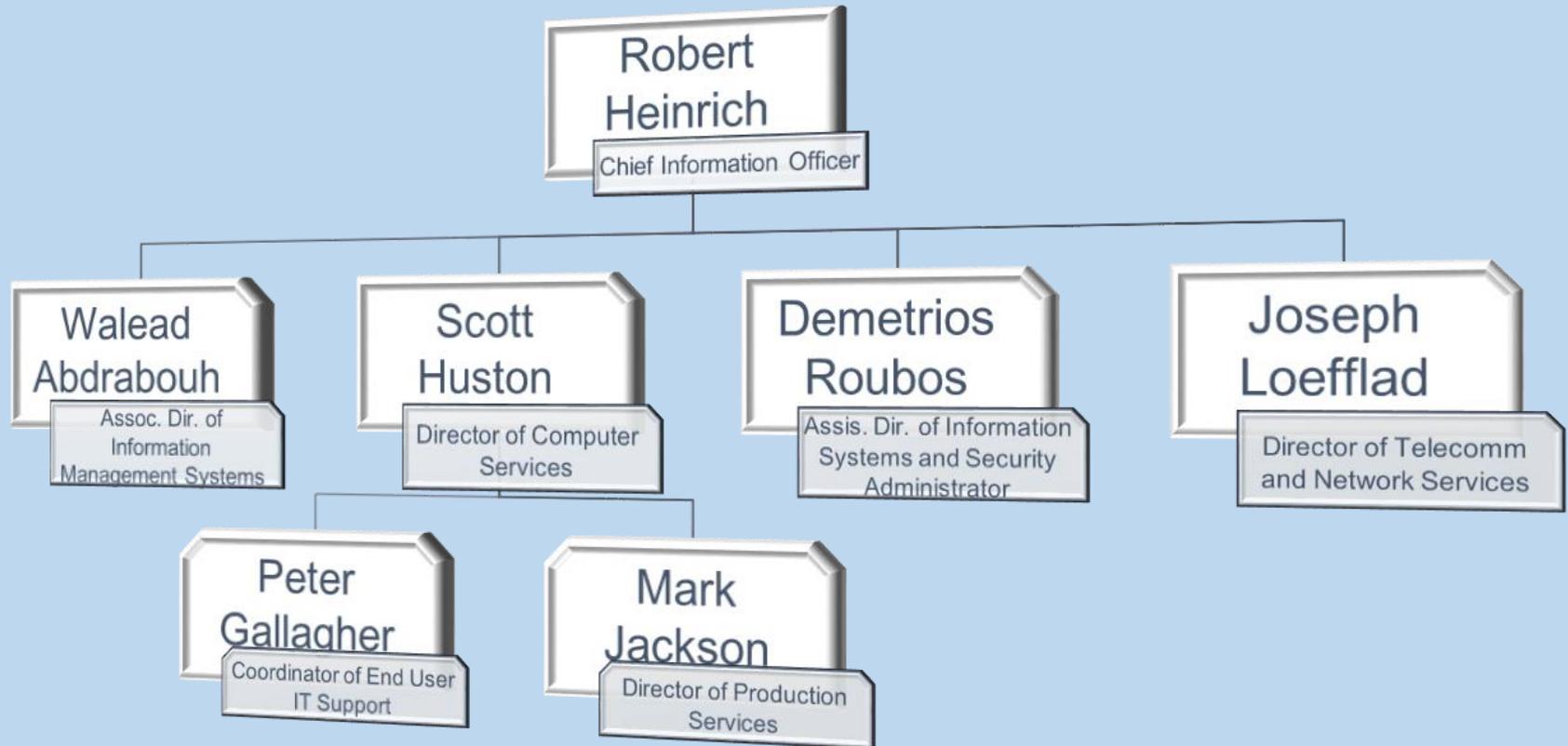
CEM System	\$45,000
Alumni Summit	\$1,000
Student Alumni Group	\$3,500
Alumni Engagement Manager	\$87,150
Support Staff	\$65,363
Operating Budget Increase	\$35,000
TOTAL	\$237,013



Information Technology



Information Technology Organizational Chart



What Must We Do in FY-17

- Enhance IT infrastructure through equipment upgrades and replacement
- Advance operational efficiencies within business processes using IT solutions
- Improve strategies for information security and risk assessment

FY-17 Personnel Request

- Network Administrator
- Network Technician
- Wireless Networking Support Technician
- Business Analyst
- Production Video Producer
- Custom Web Application Developer
- System Administrator
- ERP Workflow Programmer

FY-17 Operational Request

- **Non-salary funding increase: \$296,000**
 - Institutional software licensing
 - Maintenance agreements
 - Internet bandwidth

FY-17 Capital Request

- **Capital funding increase: \$1,683,400**

Enterprise Electronic Mail Projects: \$275,000

- E-Discovery
- High availability – exchange server config.
- Spam Gateway

Infrastructure Enhancements: \$933,400

- Network equipment
- Wireless access point expansion
- Network upgrade – Housing 2, 4, 5, & Seaview

FY-17 Capital Request

Academic Facilities Equipment: \$400,000

- Computer lab workstation replacement
- Electronic classroom equipment upgrade

Enterprise Data Center Servers: \$60,000

- Virtual server infrastructure upgrades

Emergency Phone Equipment: \$15,000

- Essential campus safety equipment



Panel Discussion



Panel Discussion

1. What is the greatest challenge your division or office will face in the next 12 months?
2. What is the greatest opportunity your division or office will face in the next 12 months?



Question & Answer Session



Thank You!

“Roll The Credits!”



“Roll The Credits!”

Institutional Program Review Project Team

Shilon Carter-Anderson

JoAnn Kocher

Ayisha Lee

Carole LoBue

Karen Plantarich

Nick Sena

Lolita Treadwell

University Relations & Marketing

Julie Bowen

Joe D’Agostino

Geoffrey Pettifer

Meaghan Resta

Event Services & Campus Center Operations

Kristy Costa

Laurie Griscom

Joe Lizza

Lisa Warnock

Information Technology and Production Services

Shannon Aungst

Greg Collins

Scott Huston

Mark Jackson

James King

Bill Ryan

Jeffrey Topping



Thank You For Joining Us Today!



Academic Assessment

Build Assessment Into Your Portfolio

Accreditation and Assessment

Grants

FAQs

Carra Leah Hood,
Assistant Provost for Programs and Planning

Visit: K-201
Call: 609-652-4606
[Email](#)

Academic Assessment

The Office of Academic Assessment supports learning by providing resources for faculty and administrators to assist them in the design, analysis, dissemination and use of assessments of learning, performances, attitudes, motivations, and skills.

Assessment should be driven by questions and should answer questions. An important *driving* question must be "What do we want students to learn?" and some questions that assessment can help us to answer are:

- "How well did students learn?"
- "What did they learn best/least?"
- "Who fared least well in the learning process?"
- "What instructional practices were most effective?"
- "Did this course change attitudes?"
- "What can students do better after this course?"



Resources

- [Coache Survey Results Summary](#)
- to view Coache Faculty Review Report 2015 go to the Faculty Tab on goPortal. Full report is under the Documents heading.
- Programs and Minors Information, [Log In:](#)
-  [Evidence Archive](#)
- Stockton's [Middle States](#)
- [Evidence: A Farewell to Dr. Sonia Gonsalves](#)
- [Academic Affairs Alumni Survey, 2015-16 Pilot](#)
- [Assessment Symposium, April 10, 2014](#)
- [Classroom Assessment Techniques](#)
- [Faculty Developed Rubrics](#)
- [Institute for Faculty Development](#)
- [Other Useful Links](#)

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Assistant Provost for Programs and Planning

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Build Assessment Into Your Portfolio

Teaching, Scholarship, Service

Assessment should be featured in your portfolio. It correctly belongs in any of your three areas of professional responsibility:

Teaching: What we already do

Scholarship

Service

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Accreditation and Assessment

- [MSCHE Middle States Commission](#)
- [Information Literacy Assessment](#)
- [Build an Assessment Infrastructure](#)
- [Why Are We Assessing?](#)
- [Advancing Student Learning](#)

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Grants

Internal Funding Sources

The Grants Office provides comprehensive guidelines for all internal awards

The Teagle Foundation

The Teagle Foundation historically supports collaborative work among institutions

The Spencer Foundation

The Spencer Foundation supports research work in all areas of Higher Education

Foundation Center

oundation Center is a grant database. You can search for requests for proposals that relate to assessment.

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Frequently Asked Questions

You May Be Wondering...

[Why are grades not enough?](#)

[How do formative assessments differ from summative assessments?](#)

[How do direct measures differ from indirect measures?](#)

[Is it correct to designate all assessments of students work as 'learning'?](#)

[What makes a test or measurement valid?](#)

[What makes a test or measurement reliable?](#)

[How to go about program assessment...](#)

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Hood,
Assistant
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4606
[Email](#)

Evidence Archive

Copies of the newsletter *Evidence*:

- [May 2017](#)
 - A Farewell to Dr. Sonia Gonsalves
- [December 2016](#)
 - Using Assessment to Achieve a Means to a Greater End
 - Assessment of Students' Understanding of Diversity
 - Challenge Issued: Can you distill your course content into two words
 - Using Rubrics to Develop Metacognition About Writing
 - The Preliminary Results of an Assessment of a Free, Online Textbook
- [November 2016](#)
 - Assessments: Preparing the Next Generation of Criminal Justice Professional
 - Assessment Institute Evidence Article Career Exploration through assessment
 - Achieving the goals of Introductory Physics instruction through Formative Assessment
 - Assisting Students in Developing Personal Learning Outcomes
- [April 2016](#)
 - Explain, Inspire, Stimulate – Pathways to Strong IDEA Ratings
 - Rubrics to the Rescue
 - Lessons Learned from the Academy of Criminal Justice Sciences
 - Assessment Workshop
 - Assessment Institute
- [February 2016](#)
 - Do Rubrics Improve Student Learning?
 - Assessing Creative Work and Risk-taking Ideas
 - Summer Assessment Institute 2016
 - Assessing Student Reflection and Critical Thinking
 - The learning business; the third page of the IDEA reports
- [November 2015](#)

Help Your Students Help Themselves
Online Rubric Resources
Using Rubrics for Curriculum and Program Assessment
Assessing Student's Views on Rubrics
On the Road to Becoming a Grading Ninja
How to Conduct a Grade-Norming Session

- [October 2015](#)

Writing Rubrics
Complex Learning Outcomes
Data to Information
PRR Request

- [May 2015](#)

Preparing for PRR
Graduation Responsibility
Coache Review

- [March 2015](#)

Summer Assessment Institute
Information Literacy Skills
Assessing Assessment

- [December 2014](#)

Teaching and Assessment
NSSE-Civic Engagement
Rubric Development

- [October 2014](#)

COACHE
LIBQUAL
Critical thinking - NSSE

- [September 2014](#)

Assessing CAPP
Some are more satisfied than others, COACHE Faculty Satisfaction Survey
Are they studying enough? NSSE

- [April 2014](#)

An Alternative Perspective on Assessing Internship Portfolios
Interactive Assignments to Enhance Reflective Thinking and Decision Making Within the Concept of Genetic Testing
Assessment of Clinical Reasoning in Physical Therapy

- [March 2014](#)

Assessment of Ethics
Literacy Rubric
Holistic Health Assessment

- [February 2014](#)

Where in the world is HIST 2128?

- [January 2014](#)

Measuring the Effectiveness of On-Line Lectures
Assessment in the Visual Arts

- [Winter 2013](#)

Tale of Two Rubrics, or Developing Rubrics to Assess Information Literacy
Competencies
Rubric Micro-Grading the Library Workbook

- [November 2013](#)

Student Self-Assessment
E-Portfolios & Assessment
Rubric from Marketing
Teaching Tools
Rubrics from Social Work Inside Story
Inside Story

- [September 2013](#)

Face to Face with IDEA
Ask Me About Assessment
Useful Assessment
COACHE Faculty Satisfaction Survey

- [March 2013](#)

Charting the Course: Curriculum Mapping & the Literature Program
NSSE Short: Feedback
2012 NSEE: An Overview
NSSE Short: Making Use of Our Increasing Diversity
Academic Engagement

- [March 2012](#)

Student perceptions of distance education at Stockton
Assessing the bread and butter of your course
CLA 2010-2011 results
CFP, Are your students learning what you are teaching? Aka: Summer 2012
Assessment Institute
Study abroad vs. study tour

- [October 2011](#)

Labors of Love: WGSS and Assessment
Assessing Awareness of the Importance of Ethical Behavior
Assessing Gerontology Minors
Using Assessment to Improve Teaching and Student Learning
To Click or Not to Click

Fall 2010

VSA 101

Assessment of Peer Tutoring

CLA 2009-2010: What Can We Learn?

Giving Our Transfer Students Due Credit.: What the CLA Tells Us About Transfer Students' Critical Thinking and Writing Skills

- **November 2009**

Confessions of an Assessment Skeptic

Showing Off Our Well-Trained Tutor

Development of the Social Work Program Task Assessment

- **October 2009**

Greetings from the New Director of the Institute for Faculty Development

The End to a Stockton (Urban) Legend: Results of the Pilot IDEA Group Report for First Year Seminars

Epsilon

Assessing BASK College Writing

Engaging Learners in Distributed Education: Practical Tools for Faculty at the 2009 Summer Faculty Workshop

- **September 2005**

Using Waypoint to Teach Literature

Reflections on Using Rubrics for Writing Assignments

Using Grading Rubrics for Program Assessment in Literature

Rubrics and Grade Plateaus

- **May 2005**

Special Report: Assessment in Stockton's Social Work Program

- **April 2005**

Stockton Team at AAC&U Conference

Criminal Justice Update

Assessment in the MSOT Program

- **February 2005**

Why Program Assessment?

Stockton Students' Classroom Experiences

9 Principles of Good Practice for Assessing Student Learning

- **November 2004**

Update on the Assessment in Criminal Justice

Nursing Program Assessment Report

NSSE: Five Years of Students' Ratings of Mental Activities

- **October 2004**

The 2004 National Survey of Student Engagement (NSSE)

Highlighting the Differences Between Program and Coursework

Assessment
New Faculty Workshop Schedule
Upcoming Assessment Conferences

- [April 2004](#)

Planning and Assessment Initiatives in Student Affairs
Statistics Pretest Results in Psychology
Assessing Information Literacy
Towards a General Studies Curriculum Assessment Model
Plans for Assessing Information Literacy in Psychology

- [March 2004](#)

Economics Program Assessment Plan
Active (Direct) versus Passive (Indirect) Assessment of Learning Outcomes
Performance Appraisals: Advantages and Disadvantages*
Portfolios: Advantages and Disadvantages*
Assessment Woes
How Can You Measure That?

- [February 2004](#)

Supporting Program Assessment in the Divisions
Assessing Diversity Attitudes
Is Your Program Considering Portfolios?
Trial Run of Assessment Rubric: The Writing Program
The Assessment of Student Learning in the Program in Philosophy and Religion

- [January 2004](#)

Assessment Progress in the Programs
BASK – General Studies
Romance, Classical Languages & Literature – Arts and Humanities
Nursing – Professional Studies
Psychology – Social and Behavioral Sciences
Chemistry – Natural Sciences and Mathematics
Criminal Justice – Social & Behavioral Sciences
Biology – Natural Sciences and Mathematics
Value Added By NSSE

- [Spring 2003](#)

Institute's New Director
New Faculty Demonstrate ISCT Value-Added
After the Grant(s)
Institute's New Fellow

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Results

Dennis Furgione, with assistance from Carra Hood, analyzed 323 completed responses.

Of the 2,003 alumni email addresses, 251 were bounced back due to a glitch in the Qualtrics firewall. Taking the number of bounced emails into consideration, the 2016 Alumni survey response rate settled at 18%, with the largest concentration of responses from 2010-2012 alumni.

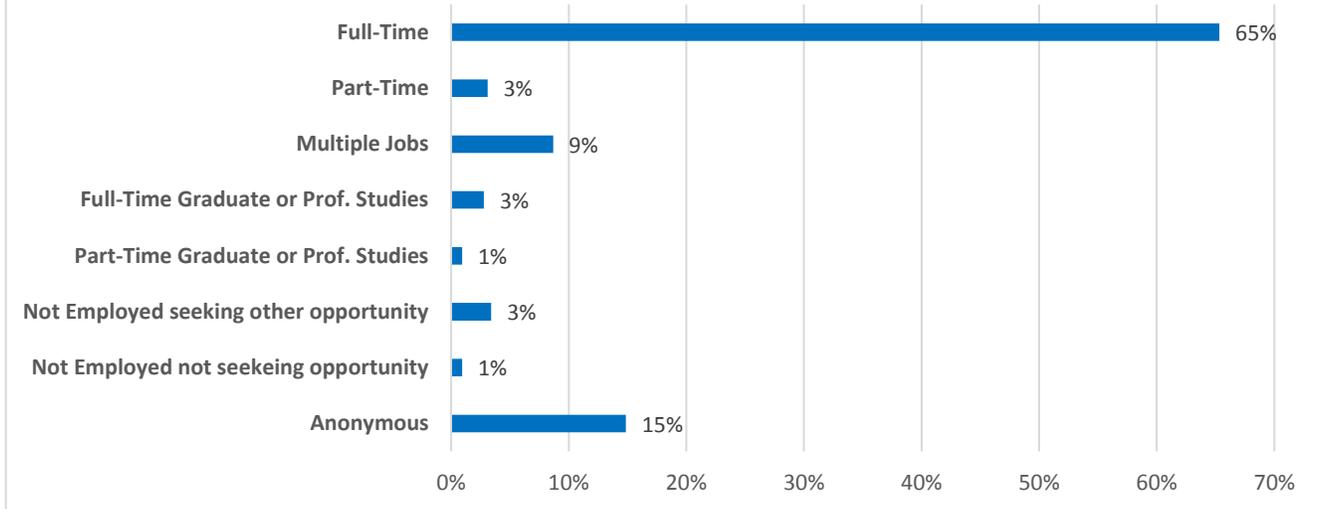
Respondents' demographics show 62% female, 30% male; the remaining 8% responded as anonymous. In addition, 50% of the respondents were admitted to the institution as native or non-transfer and 43%, as transfer students; the balance of 7% responded as anonymous. As a result, on these indicators, the survey responses are similar to Stockton's gender and native/transfer numbers (goodness of fit). In 2015, 41% of Stockton students were male and 59% were female; 47% were transfer students and 53% were native students. In 2012, the last year of graduates captured in the survey, 42% of Stockton students were male and 58% female; 51% were transfer students and 49% were native students.

Of the 323 respondents, 81% reported being employed or continuing their education, 4% were not employed, and 15% responded as anonymous. Of the 275 known respondents, 95% reported being employed or continuing their education. Native and transfer alumni had similar employment patterns. 64% of alumni identified New Jersey as their home state.

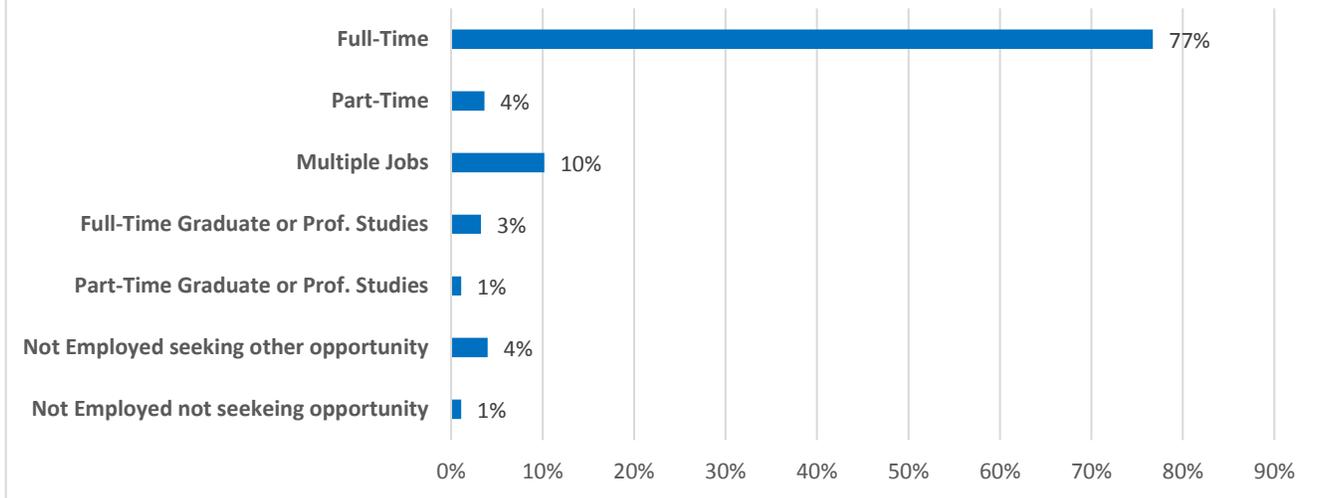
Please see charts on the next few pages for full representation of aggregate alumni data.



Stockton University 2016 Alumni Survey
Employment (n=323)



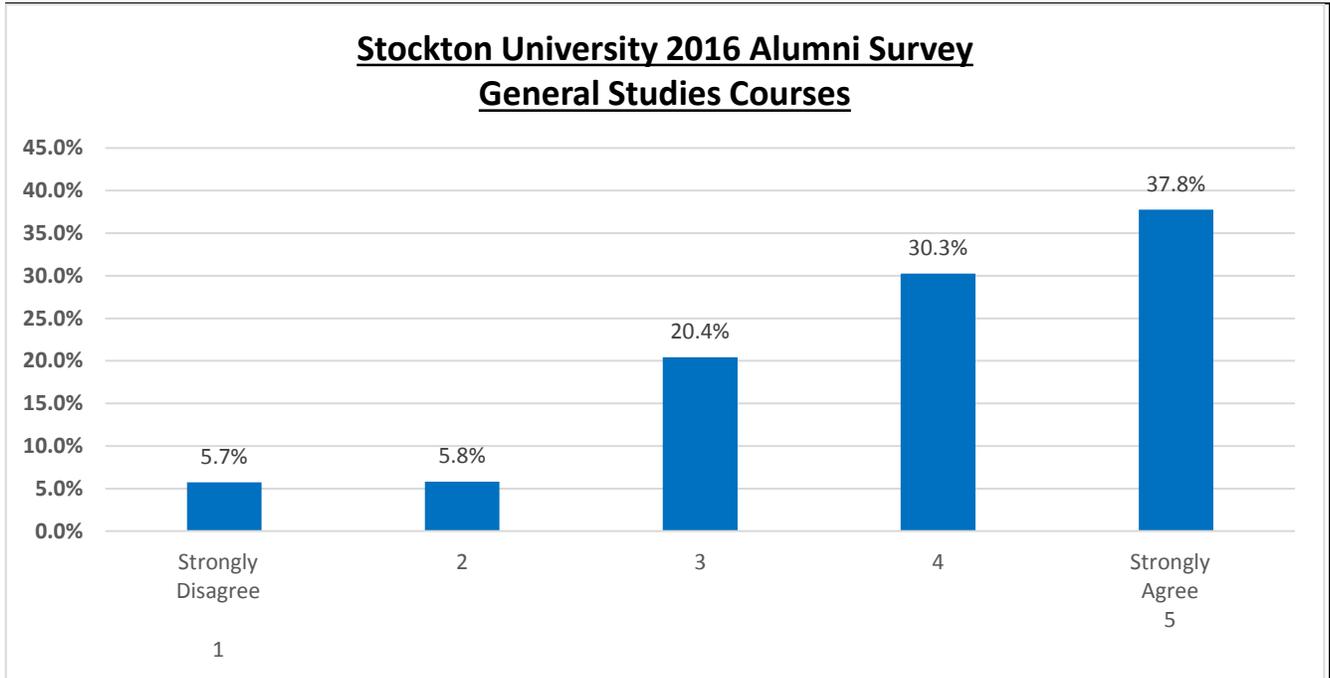
Stockton University 2016 Alumni Survey
Employment, Known Responses (n=275)





General Studies Courses:

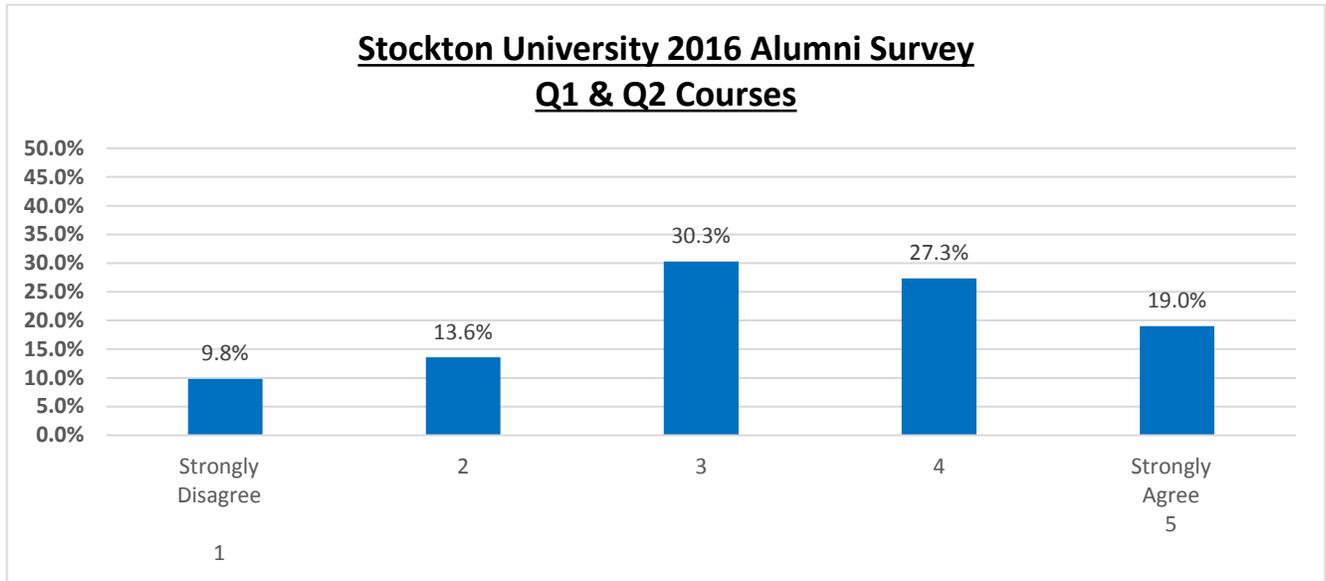
68.1% of the respondents either agreed or strongly agreed that their General Studies courses introduced them to new ideas, exposed them to new cultures, helped them think in creative ways, and helped them interact with students from other disciplines.





Q1 and Q2 Courses:

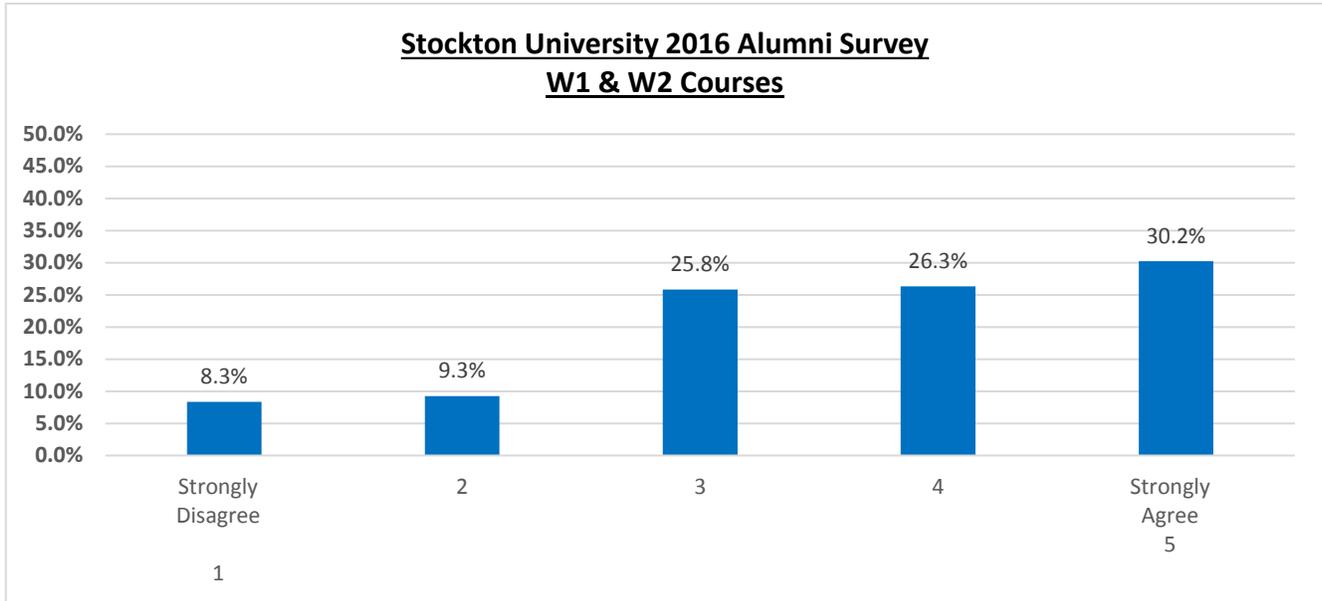
46.3% of respondents agreed or strongly agreed that their Q1 and Q2 courses prepared them for quantitative reasoning (QR) in their current job (directly or indirectly), graduate or professional studies, or for work/life problem-solving and reasoning. 30.3% of respondents indicated that they were neutral about the impact of these courses.





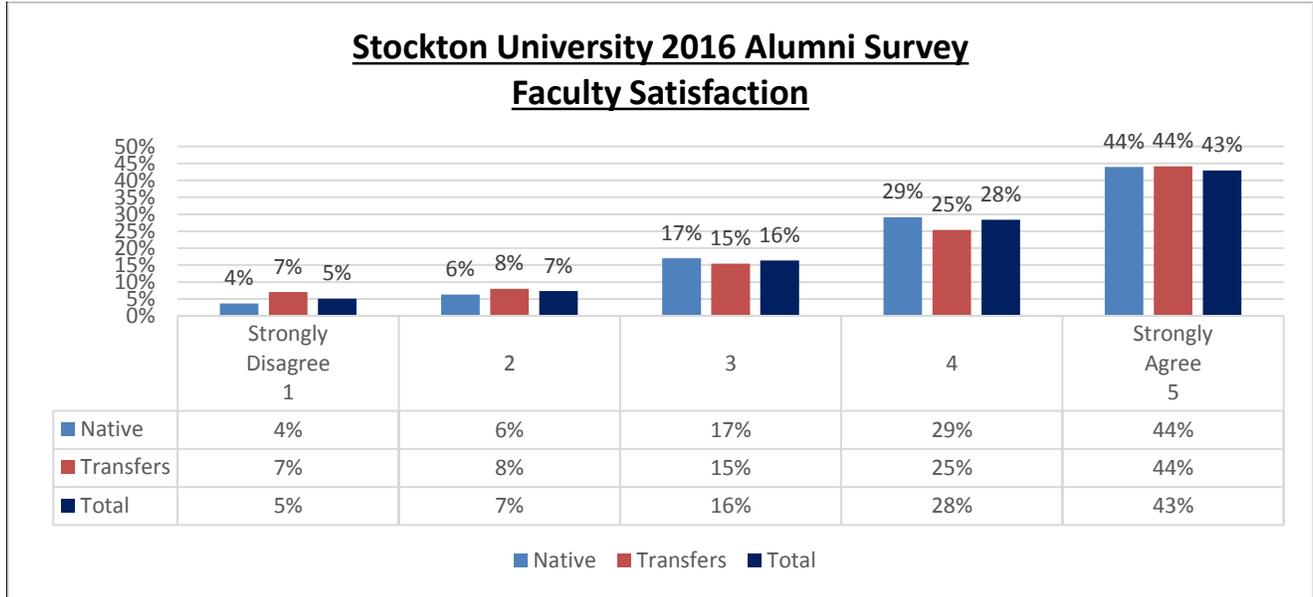
W1 and W2 Courses:

56.5% of respondents agreed or strongly agreed that their W1 and W2 courses prepared them for writing in their current job (directly or indirectly) or graduate or professional studies.



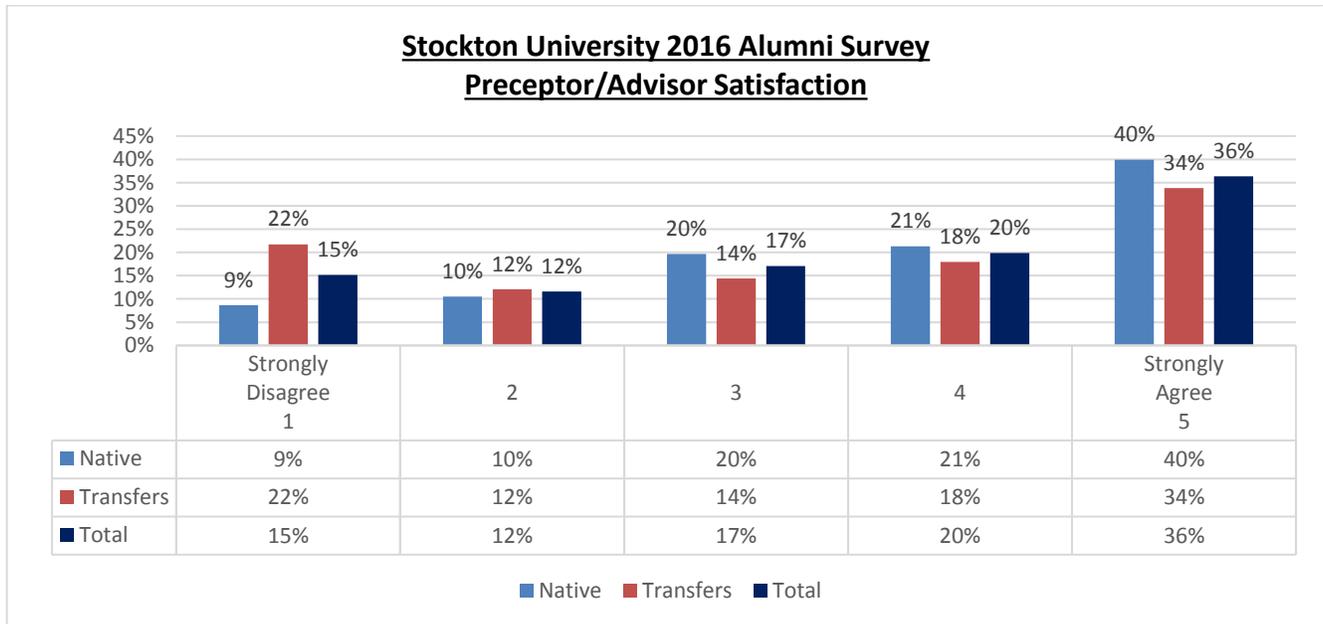
Faculty Satisfaction:

73% of native respondents agreed or strongly agreed that they were satisfied with faculty compared with 69% of transfer students.



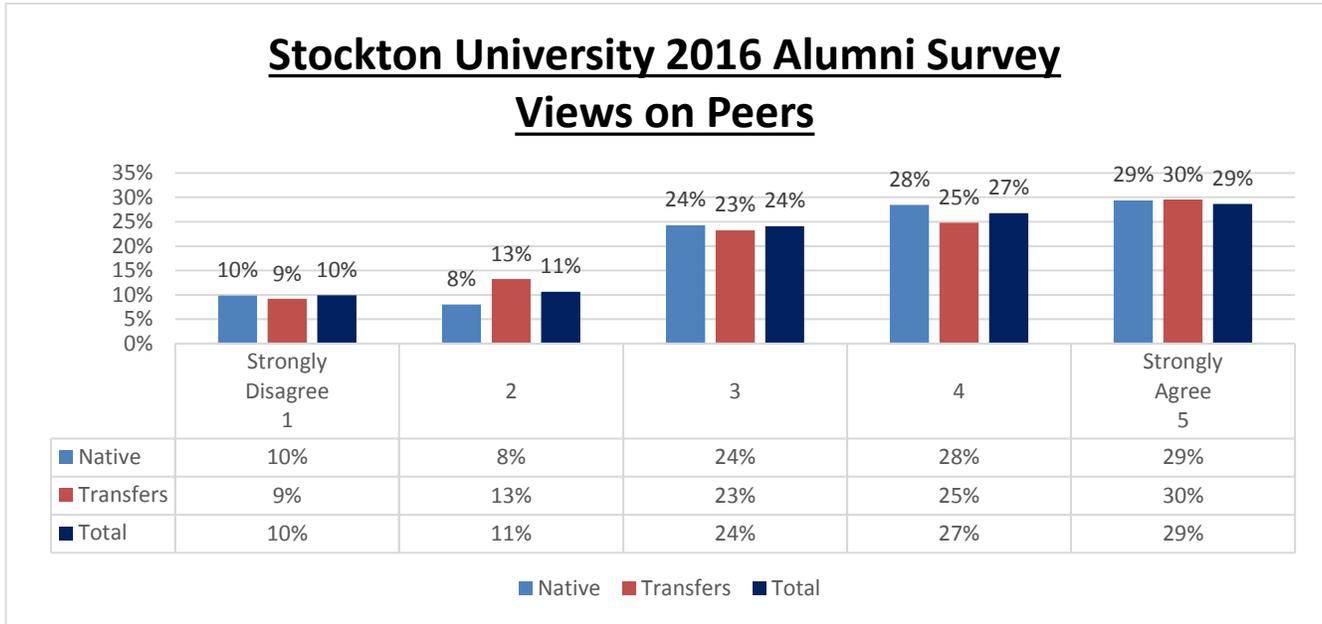
Preceptor & Advising Satisfaction:

61% of native respondents agreed or strongly agreed that they benefitted from their relationships with preceptors compared with 52% of transfer students. In addition, 22% of transfer respondents expressed dissatisfaction with their preceptor and advising compared with 9% of native students.



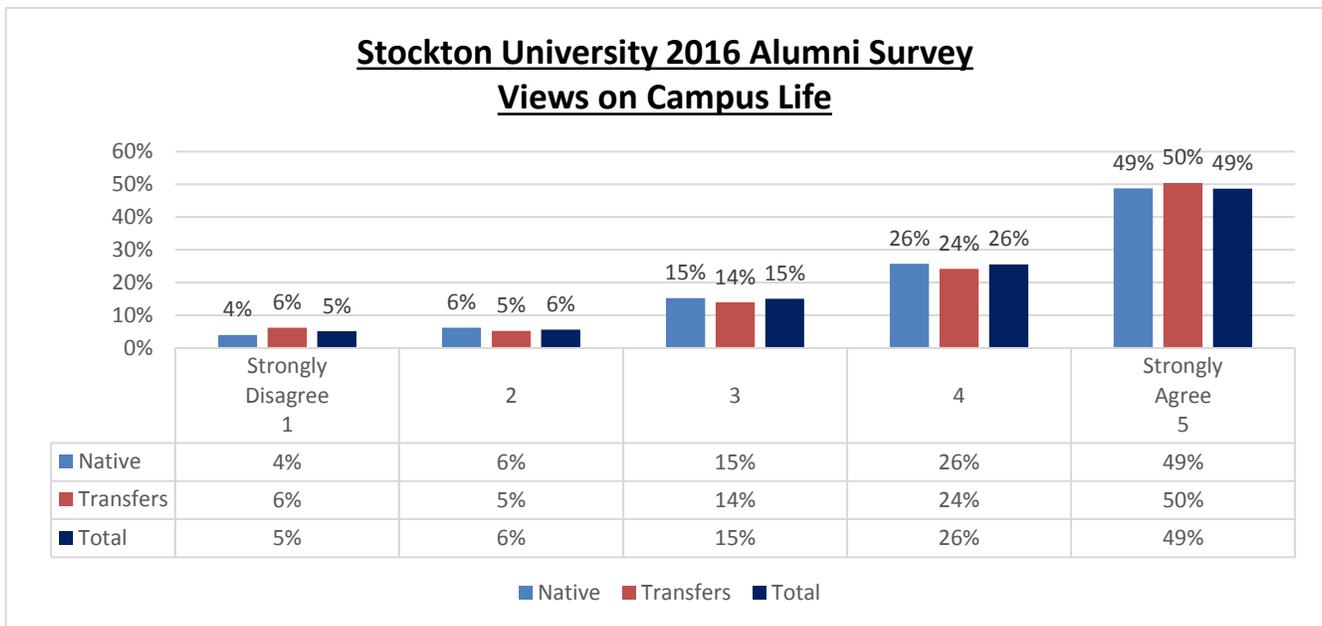
Views on Peers:

More than 50% of both native and transfer respondents agreed or strongly agreed that they had positive relationships with their peers.



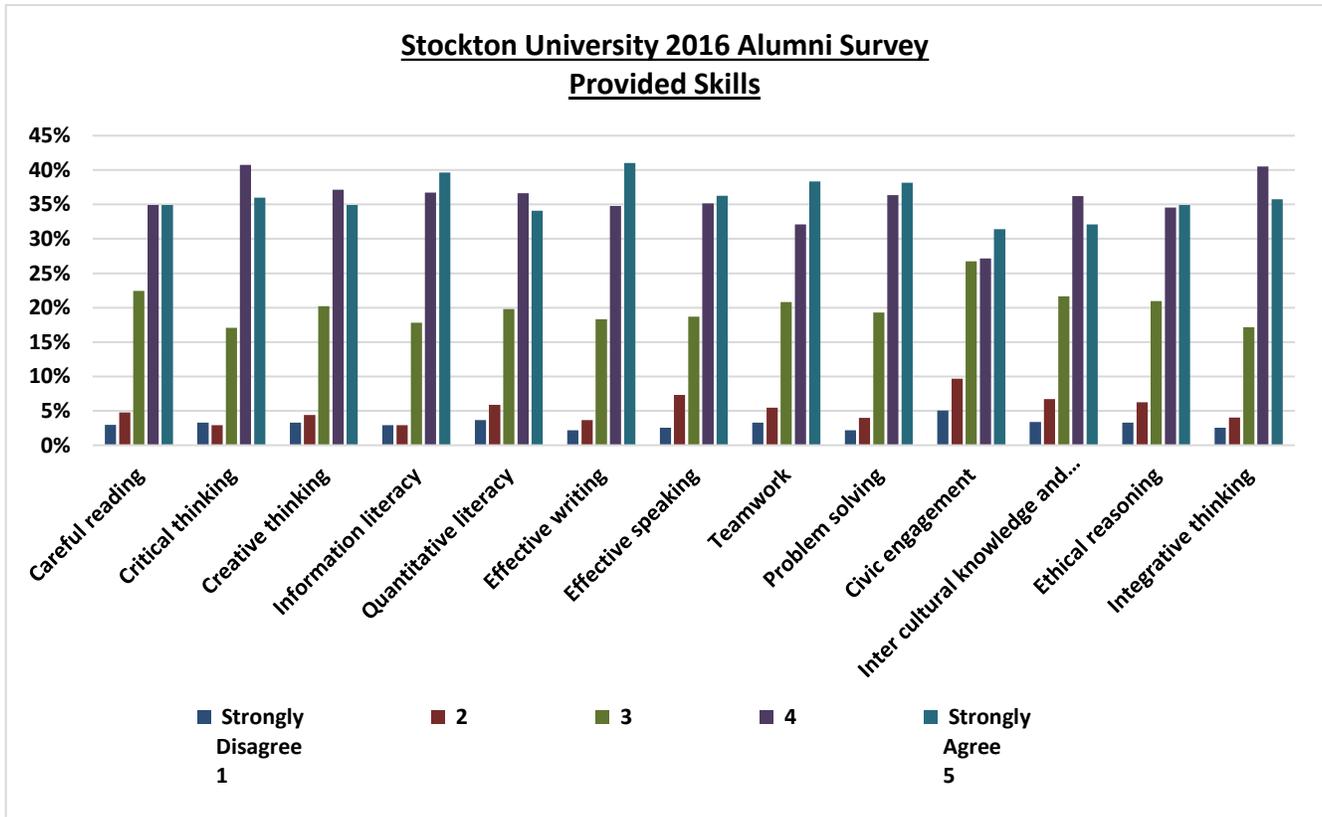
Views on Campus Life:

About 75% of both native and transfer respondents agreed or strongly agreed that they had positive campus life experiences.



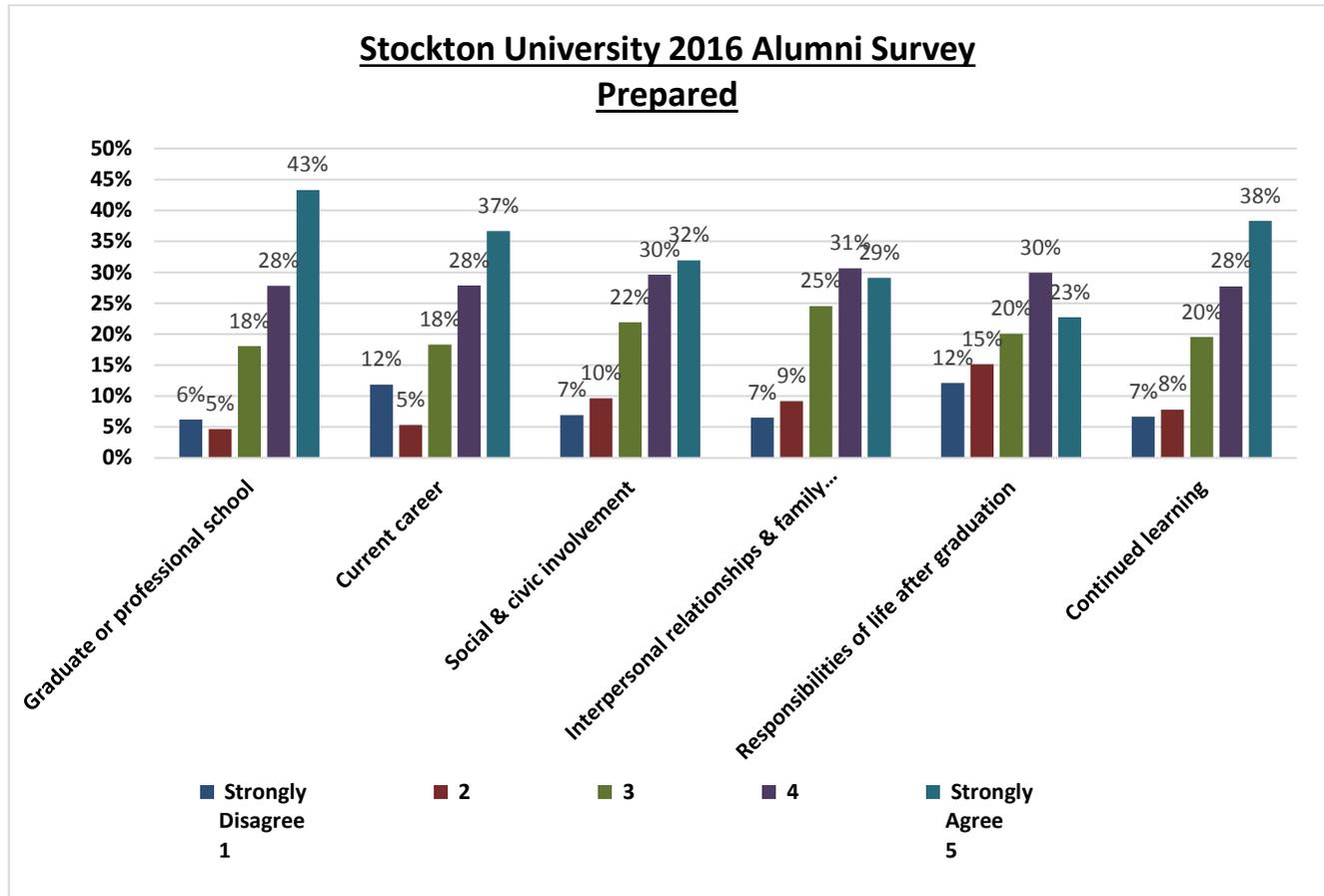
Stockton University provided me with Skills:

Overall, 72% of respondents agreed or strongly agreed that Stockton University provided them with skills in careful reading, critical thinking, creative thinking, information literacy, quantitative literacy, effective writing, effective speaking, teamwork, problem solving, civic engagement, inter-cultural knowledge and competence, ethical reasoning, and integrative thinking.



Stockton University prepared me for experiences outside the University:

62% of respondents agreed or strongly agreed that Stockton University prepared them for graduate or professional school, current career, social & civic involvement, interpersonal relationships & family living, and the responsibilities of life after graduation.



Lessons Learned and Recommendations

As a result of conducting the pilot alumni survey in June 2016, we learned and recommend the following:

1. Continue surveying graduates of programs as part of the academic program five-year review process.
2. Organize a survey team that includes Carra Hood, Assistant Provost for Programs and Planning; Dennis Furgione, Research Associate in the Office of Institutional Research; and interested faculty members/other professional staff.
3. Include a question in the institutional section on pay ranges; we can set ranges in \$10,000 increments from \$20,000 to \$150,000+.



STOCKTON UNIVERSITY

2016 Alumni Survey

4. Include a question in the institutional section on employers; we can list generic employers (K-12 school district, higher education institution, government agency, nonprofit organization, for-profit small business, multinational corporation, etc.) and generic positions (sales person, manager, executive, fundraiser, teacher, education administrator, researcher, financial officer/support, information technology officer/support, etc.); however, we can also include an optional question that asks alumni to list their actual employer and job title.
5. Enlist program Coordinators and faculty to create up to ten program-specific questions; contact Coordinators of programs scheduled for five-year review during the next academic year in October of the current year.
6. Begin the process of marketing the survey in March-April with an advertisement on the Stockton University home page and the LED monitor at the Jimmie Leeds Road entrance to the University.
7. Work with Susan Allen (University Relations and Marketing) to post a survey teaser to Stockton social media, Meaghan Resta to include a brief write up about the survey in *StocktonTimes*, and Sara Faurot to mention the survey in alumni publications and on alumni social media/website.
8. Set up an 11-week timeline for survey administration; the initial prompt can go out to alumni the first week of May with biweekly reminder prompts through the first week in July.
9. Consider working with the Stockton Polling Center to conduct some surveys over the phone, especially to contact alumni in very small programs.
10. Collect five years of data; the Career Center collects data from the current year's graduates, so the Academic Affairs alumni survey should collect data from alumni two, three, four, five, six years out.
11. Return the raw data (as an export to Excel) to program Coordinators once the survey is closed.
12. Black out alumni names and email addresses when distributing the raw data to program Coordinators.
13. Include an incentive for alumni who complete the survey.
14. Share the alumni survey raw data with Sara Faurot and Cynthia Cramer in the Office of Development and Alumni Affairs.
15. Share the executive summary with Christy Cunningham in the Career Center; offer to share the raw data with Christy if she would like it.
16. Share the executive summary on the Academic Affairs website, present at the Provost Council, share with the Faculty Senate, and send out a note to the faculty listserv to check out the executive summary report on the website.
17. Renew the IRB application for the alumni survey each year; we completed an application this past year, and that application should be updated and renewed each year.

Report presented by

Carra Leah Hood, Assistant Provost and Associate Professor of Writing

Dennis Furgione, Research Associate in the Office of Institutional Research.

Richard Stockton College of NJ Assessment Symposium

Draft AGENDA

April 10, 2014

8:15AM-3

**Stockton
Seaview Hotel
and Golf Club**

**Galloway, NJ
08205**

- 8:15 - 9:00 Registration and Breakfast
- 9:00 Welcome by Provost Kesselman
- 9:15 -10:00 Status of Assessment at Stockton
- 10:00 – 11:00 Introductions and Updates;
- 11:00 - 11:15 Break
- 11:15 - 12:15 Round Table Discussion of Assessment Use
- 12:15 -1:00 Lunch
- 1:00 -2:00 Invited Presentations
- 2:00 – 3:00 Next Steps
- 3:00 Adjournment

Academic Assessment

Build
Assessment Into
Your Portfolio

Accreditation
and Assessment

Grants

FAQs

Carra Leah
Hood,
Assistant
Provost for
Programs and
Planning

Visit: K-201
Call: 609-652-
4606
[Email](#)

Academic Planning Group for Assessment

Draft Vision Statement

"Assessment at Stockton University is infused into all aspects of the work of the college to promote and enrich student learning, and to support an institution-wide culture of decision making that is based on evidence."

Members, 2013

- William Albert, Professional Services Specialist 4, Social and Behavioral Sciences
- Elizabeth Elmore, Professor of Economics
- AmyBeth Glass, Assistant Dean, School of Graduate and Continuing Studies
- Sonia Gonsalves, Director of Academic Assessment and Professor of Psychology
- Diane Holtzman, Assistant Professor of Business Studies, Marketing
- Kimberly Lebak, Associate Professor of Education
- Jeanne Lewis, Director of Financial Aid
- Joseph Marchetti, Professor of Education
- Dee McNeely-Greene, Associate Vice President for Student Affairs
- Shanthy Rajaraman, Associate Professor of Chemistry
- Kathy Sedia, Associate Professor of Biology

Bookstore
Library
Employment
Safety Information
Statements & Policies

Office of the
President
Read Stockton
Now
Media
Resources
Doing Business
With Stockton



Additional Locations
Atlantic City
Hammonton
Manahawkin
Woodbine

Stockton University
101 Vera King Farris Drive
Galloway, NJ 08205-9441
(609) 652-1776
Maps & Directions

From Basic Studies (BASK) to First-Year Studies (FRST)

A Plan to Provide Improved Academic Services to First-
Year Students

Submitted by Frank Cerreto
For the Basic Studies (BASK) Program
9/28/09

Introduction

The first year of college life is a time for transition, growth, and development of the knowledge, skills, and attitudes essential for academic success, intellectual growth, independent living, broad interpersonal experiences, and emotional wellbeing. It is also a critical period for identity development. In recognition of the special needs of first-year students, many colleges and universities have implemented first-year experience programs. Stockton acknowledges the transitional challenges and issues that students face in the first year of college life with the BASK Program and the First Year Seminar Program. Members of the BASK Program would like to expand these efforts through the creation of a unified academic program for first-year students.

For over 30 years, the Basic Studies (BASK) program has garnered a successful record of retention for academically at-risk students. We would like to implement changes in order to improve the academic experience of all students in their pivotal first year. This document describes some strengths and weaknesses of our current program and articulates a plan to extend our efforts to all first-year students through a comprehensive academic program, called First-Year Studies (FRST).

The plan calls for several changes, including the following:

- Changing the program name and course acronym from BASK to FRST
- Moving a small number of G-acronym courses into this new acronym
- Allowing faculty members from across the college to use an F attribute to identify other G-acronym and program course sections that are particularly well-suited for first-year students.
- Offering faculty who are interested in teaching F-designated courses professional development.

Process

Over the past few years, discussions of possible changes to the program have arisen impromptu. In Spring, 2008, we decided to devote ourselves to a sustained study of challenges and opportunities. Over the past year, at each biweekly meeting, program members (12 faculty and two professional staff) discussed problems associated with our

current program and considered possible solutions. In March, a full-day retreat was devoted to this topic. Program members studied other college programs. In addition, the program coordinator had informal discussions with Jan Colijn, Dean of General Studies; Peter Hagen, Director of Academic Advising; and Tom Grites, Assistant to the Provost.

History

Established in 1976, the BASK Program provides academic support for students who enter Stockton with anywhere from 0 to 15 college credits and are identified as being less academically prepared in writing, reading, and/or mathematics than their counterparts. Through testing, placement, coursework, and other support, the program helps students develop the academic skills and understandings necessary for success in college.

The portion of the entering class placing into at least one BASK course has varied over time from roughly one-third to one-half of the entering class. Enrollment into BASK courses is mandatory, and a college policy dictates that students will demonstrate competency within a reasonable period of time or face dismissal from Stockton.

Annual effectiveness reports submitted to the NJ Department of Higher Education and five-year self-studies conducted throughout the program's history attest to its effectiveness at assisting students identified as at-risk in succeeding at Stockton. Measures of retention, GPA, and grades in follow-up courses show consistently that students who place into and satisfactorily complete BASK courses are virtually indistinguishable from those who test out of the program. In other words, after their BASK work, those whose test scores initially indicated they were at-risk perform as well as those who entered with better test scores.

The BASK Program is distinctive in many ways: we offer graduation credit for most of our courses (unlike other state college programs); faculty members from throughout the college teach BASK courses; our BASK readings course, along with other freshman seminars, is content-driven. We have argued that BASK courses are not remedial, in that they are not designed to remedy some ill. Instead, they are *developmental*; we take students who have the lowest scores on standardized tests and assist them in developing their broadly applicable academic skills and understandings.

We have established a tradition of developing innovative approaches to address curricular needs.

Although the BASK program has a strong record of assisting underprepared students in succeeding at the college, the program has identified several areas where we believe we can do better -- in the interest of continued improvement.

Rationale for the Move to FRST

Several factors suggest that it is time to reconsider the structure of the Basic Studies program. These factors concern students, faculty, the curriculum, as well as other areas.

Students

The move to FRST will facilitate a more positive (and more accurate) perception of the program. Since its inception, the program faculty has been concerned with the perception that some students (and some faculty members) have that students who place into BASK courses are somehow different from others at the college in some Boolean way. Our experiences over three decades support our claim that entering students who place into BASK courses and those who place out share much more academic commonality than many people believe. However, questionnaires and focus group meetings suggest that some students who place into BASK courses feel that a stigma is attached to this placement. They report that they are initially embarrassed to learn that they have placed into a BASK course. Fortunately, they also report that they are later relieved to learn that the courses are not simple rehashes of high school work, but rather *bona fide*, challenging, college-level experiences. Focus group participants have suggested that we consider changing the program acronym to reflect the reality that BASK courses are equally challenging as non-BASK courses.

The move to FRST will also contribute to an increased sense of academic community at Stockton. The BASK acronym provides a simplistic method for dividing the entering class into two distinct groups, the academic haves and have-nots. Despite the fact that BASK impacts on a significant portion of the first-year cohort, this identifier has inhibited the development of a first-year academic community.

Further, we believe that the move will improve academic outcomes for *all* first-year students. As mentioned earlier, academically at-risk students who place into and complete the BASK program earn academic records comparable to those who test out of the program. We would like to extend these efforts to enhance the academic achievement and retention of the entire first-year class through increased programmatic cohesion.

Faculty

The move to FRST will improve the effectiveness of faculty in several ways. First, it more accurately reflects what those in the program do. BASK program faculty members teach a variety of courses for first-year students, including not only students who place into BASK courses, but also those who enroll in a variety of other W- and Q-designated courses. At a meeting held earlier this year on our mission, we agreed that the common thread that binds us to one another is our interest in and our work with all first-year students. We believe that our program name should embody this mission.

Second, the move will encourage more cohesion and sense of common purpose among faculty who teach first-year students. Many faculty members, housed in programs throughout the college, teach first-year students through a wide variety of courses. The FRST program will provide an academic locus for those interested in teaching first-year students and will result in improved academic connections with other efforts at the college, such as the Freshman Year Experience.

Third, the move will encourage more faculty members from across the college to get involved in teaching first-year students. The history of new college-wide programs at Stockton provides consistent proof that faculty are excited about the possibilities of participating in initiatives designed to improve teaching and learning. The new program will thus provide a mechanism for reinvigorating faculty involvement in providing first-year students with appropriate academic experiences.

Fourth, the move will improve teaching. Over the years, BASK faculty members have carried out many successful faculty development initiatives through workshops, summer institutes, and other activities. A movement from BASK to FRST will provide another opportunity to bring faculty members from across the college together to promote best teaching practices that address the needs of first-year students. Moreover, because

many techniques associated with effective teaching of first-year students apply equally well to all college teaching, we expect that the move will improve teaching throughout Stockton.

Curriculum

The move to FRST will result in a curriculum that is consistent with the current mission of the BASK program. Since its beginning, the college has recognized the special role of the program in working with first-year students. According to the current Bulletin, the BASK program

. . . provides freshmen with coordinated experiences in academic reading, writing and mathematics. The program serves as an introduction to college work by offering materials to build a firm base for academic achievement. The program also carefully and clearly identifies the range of freshman abilities through testing and provides a wide variety of pedagogical means for expanding these abilities in a positive and holistic learning environment. (p. 136)

Thus, the move will formalize what the college has recognized all along: that the mission of the BASK program overlaps with, and is almost identical to, the college's mission in serving all first-year students.

In addition, the move represents a reasoned response to other curricular changes. Stockton's curriculum, especially with regard to college-wide programs, has changed dramatically since the inception of the BASK Program in 1976. In 1981, the college adopted a Comprehensive Writing Program, ensuring that all students devote time in their courses to the development of writing throughout their academic careers at the college. The Freshman Seminar Program, begun in 1987, provides an academic alternative to "University 101." In 1995, the Quantitative-Reasoning-Across-the-Disciplines (QUAD) Program was born. Following the model of the Writing program, courses that emphasize mathematical thinking were developed and designated with special labels. These three

initiatives were inspired, in part, by BASK 1101 – College Writing; BASK 1102 – Readings and BASK 1203 – Quantitative Reasoning, respectively.

The Writing and QUAD programs provided a means to extend what we do in BASK to all students and brought curricular verticality throughout the college experience. The Freshman Seminar Program extended what we do in BASK to the entire first-year student body. We plan to broaden the impact of the freshman seminar program. The FRST program will provide common experiences for all first-year students in a variety of courses, while continuing to recognize differences and offer appropriate scaffolding at all academic levels.

Other

The primary motivations for the planned change are to better serve students, enrich faculty experiences, and improve curricular cohesion. However, the move from BASK to FRST offers other benefits.

First, a more cohesive program for first-year students will make advising students easier and more effective. The BASK Program places all students with fewer than 16 transfer credits into or out of BASK courses. In the past, we have also provided students who placed out of BASK courses with advice, based on test scores, on which writing or mathematics courses would be most appropriate for them to take during the first year. Having courses that are labeled as FRST or carry F attributes will make it easier for first-year students and their preceptors to identify appropriate courses at registration. This year, the Office of Academic Advising, in collaboration with the School of Natural Sciences and Mathematics, is piloting a new placement test in mathematics for incoming students who have declared an interest in NAMS majors. We will work closely with Academic Advising to improve placement of all first-year students into appropriate courses.

Second, the FRST program has the potential to bring increased organizational clarity and cohesion in the School of General Studies. As mentioned earlier, BASK faculty teach a wide variety of courses and coordinate several college-wide programs, many of which overlap in purpose. In particular, the writing, freshman seminar, and QUAD programs each share common ground with the BASK program. At times, it is unclear who is responsible for resolving issues at the intersections. Although there

always will be, and should be, common ground among college-wide programs in General Studies, a move to FRST will resolve certain ambiguities and lead to more effective coordination within and among these programs.

Goals for FRST Courses

The primary purpose of the FRST program is to provide first-year students with the academic tools necessary for success at college. FRST courses, therefore, pay particular attention to these matters. The following goals of FRST courses are based partly on previous work done in connection with Stockton's Freshman Year Experience and on material contained in the Fall 2008 Freshman Seminar Handbook. We expect that all FRST courses will address the goals in the first group; those in the second would be left to the instructor's discretion. Within each goal, several pertinent activities/expectations are given.

Common Goals for All FRST Courses

1. Assist students in making the transition from high-school to college by helping them recognize the academic expectations in college courses and develop the capacity to meet those expectations.

- -expect that they engage in college-level reading/writing/homework levels
- -expect that they engage in developing college-level skills and knowledge
- -provide students with opportunities to practice college-level critical thinking
- -expect that students will accept responsibilities associated with membership in an academic community (e.g., academic honesty)

2. Help students develop intellectual curiosity and enthusiasm for learning.

- -engage students in the classroom in a way that requires and rewards regular attendance and participation and attempts to make students enjoy or see the value of the subject matter in the course (This suggests that these courses would not be distance courses)

- -encourage students to engage in campus life outside the classroom (e.g., ULTRA attendance, convocation attendance, and/or attending other cultural or educational or athletic events on and/or off campus)
- -engage students in academic activities with clear relationships to real life activities and situations, through projects, paper assignments, community service assignments, etc.

3. Help students develop effective study skills.

- -discuss with students ways to take notes, study, and otherwise behave like successful college students. This might include discussion of learning style, test-taking strategies, etc. and/or reflection on what students understand and/or are having difficulty with in terms of material presented in the classroom or academic practices required or encouraged by the class (e.g., workshopping, group work, peer critiquing, etc.)

4. Help students establish a base of academic support services.

- -interact with students outside classroom through conferences or meetings
- -encourage students to use tutoring centers as needed and as relevant to course goals
- -encourage students to use other campus resources (e.g., library) as needed and as relevant to course goals

5. Help students develop the capacity for critical, constructive interactions with instructors, peers, and course material.

- -provide an environment that encourages reflective thinking
- - help students merge the intellectual and the social

Additional, Suggested Goals

6. Help students to understand values of civic engagement and personal development..

- -assist with identifying strengths and weaknesses in personal/social behaviors—working in groups, time management, leadership, risk-avoidance, etc

- -review plagiarism and academic honesty policies
- -help students set personal learning goals

7. Help students explore majors and career goals

8. Help students explore issues of diversity, working with or learning about others who differ from them in terms of race, gender, nationality, religion, sexual preference, ability, etc.

Best Teaching Practices

We recognize as central the role played by the classroom instructor in helping first-year students succeed in college. The previous section included examples of classroom activities that might be used to achieve goals in FRST courses; here we describe the qualities associated with effective teaching of first-year students. This collection is based on the collective wisdom of faculty members who have taught first-year students for many years. It is not a complete enumeration nor is it a recipe for success. Rather, it is intended to serve as a springboard for reflection, discussion, and elaboration. Moreover, most of the qualities apply not only to the teaching of first-year college students, but to all teaching. We hope that instructors who teach FRST courses will embody these qualities.

A FRST course instructor:

- is enthusiastic about teaching first-year students
- knows how to help students make the academic transition to college
- is attentive to the diverse needs of individual students
- maintains high expectations and knows how to help students meet them
- gives clear, detailed, written assignments
- works as hard as the students (e.g., gives regular assignments; provides frequent, timely feedback to submitted work in various forms; develops study guides; conducts review sessions; offers re-take options)
- is available to students (e.g., holds regular, convenient office hours; responds to e-mails quickly; hold conferences)

- provides an environment that permits diverse opinions and promotes learning
- facilitates collaboration (e.g., encourages the use of study groups)
- promotes positive academic habits and study skills (e.g., makes attendance matter; gives suggestions for how much time students should spend on assignments; promotes the Tutoring Center; shows models of success)
- is knowledgeable regarding academic services that are available on campus or through other means

Proposed Changes

Names

First, we propose that the name of our program be changed from Basic Studies (BASK) to First-Year Studies (FRST), for reasons outlined earlier in this report. This change would be effective on September 1, 2010. During the 2009-2010 academic year, the program will communicate the change to others at the College in order to facilitate a smooth transition.

Courses

All four current BASK courses will, accordingly, change to FRST courses, but course numbers and titles will remain the same, to avoid confusion. In addition, all freshman seminars, all sections of GEN 1120, and selected sections of some other G-acronym writing and mathematics courses will change to FRST courses. The table below summarizes the proposed changes.

TABLE 1: Proposed Course Acronym Changes

Old Course Acronym/ Number	New Course Acronym/Number
BASK 1101	FRST 1101
BASK 1102	FRST 1102
BASK 1113	FRST 1113
BASK 1203	FRST 1203
GXX 10XX	FRST 1102

GEN 1120	FRST 1120
GXX 2121*	FRST 2121*
GNM 1125*	FRST 1125*
GEN 2240*	FRST 2240

* selected sections

With the exception of freshman seminars (GXX 10XX), most sections of the affected courses are taught currently by BASK program members or by adjunct faculty members hired and supervised by program members. Therefore, the transition to FRST should be a smooth one. All freshman seminars, currently taught by faculty members from across the college, and all sections of BASK 1102 will be renamed FRST 1102 – Readings: <individual title>. We expect to work closely with all faculty members involved in the freshman seminar program in order to insure that all entering first-year students continue to engage in academically oriented seminars.

The Office of Academic Advising has indicated that students enrolling in FRST courses that were formerly G-acronym courses will be able to continue to have these “G” credits applied to their records. So, for example, students who complete FRST 1125 will receive GNM credit toward their graduation requirements.

Besides converting courses to the FRST acronym, we propose that a new attribute, possibly F, be used to identify other program and G-acronym courses that are particularly suited for first-year students. A faculty member teaching such a course would necessarily agree to the goals and endeavor to embody the best teaching practices for FRST courses stated previously. Unlike other course attributes, the F attribute would not be tied to any college-wide requirements, but rather, it would serve as an identifier for those courses specifically geared to the needs of first-year students. We expect that, in many cases, only special sections of courses will bear the F attribute. Examples of possible F-attribute courses are ECON 1200/1400, MATH 1100, and Introduction to XXXX courses. During the 2009-2010 academic year, we will work with faculty members in other programs to generate a selection of F-attribute courses. All W, Q, and other course attributes will not be affected by the changes proposed in this document.

Beyond course labeling, the move to FRST is a move toward a more comprehensive and unified curriculum for first-year students. All FRST and F-attribute courses will be taught by instructors who adopt common course goals and instructional strategies tailored to the needs of first-year students. In addition to providing first-year students and their advisors with a clearer roadmap to Stockton's intellectual landscape, the FRST Program will offer first-year students a focused and cohesive curriculum, taught by faculty members who are committed to their needs.

Placement/Registration

Placement criteria for FRST 1101, 1113, and 1203 will remain the same as they are for their BASK counterparts. That is, students will continue to be placed into or out of these courses based on standardized test results. Students who score below the cutoff score for BASK 1102 will be placed into identified sections of FRST 1102 in order to facilitate tracking.

Skills Competency Requirement

We expect that the current BASK competency requirement will carry over into FRST. That is, all students placing into FRST 1101, 1113, 1203, or the previously described sections of FRST 1102 will continue to be required to receive passing grades in those courses. Students who are unsuccessful after two attempts will be subject to dismissal from the college.

Last year, the program discussed the possibility of making changes to the competency requirement, but we did not reach consensus on whether any changes should be made, or, if so, what these changes should be. Because these discussions were exploratory in nature, and because the topic is not directly related to the current proposal, a summary of the discussions is not included in this document. These deliberations will carry forward to the current academic year. If consensus is reached, any proposed changes would apply to the FRST program.

Faculty Development

As mentioned previously, one of the goals of the move to FRST is to provide an increased sense of common purpose and will improve teaching among those who instruct first-year students. Another goal of the move is to attract additional faculty members from across the college to teach first-year students. However, these goals will not be met merely through curricular labeling. Therefore, we propose adding a significant, ongoing faculty development component to the FRST program.

In collaboration with the Institute for Faculty Development, we will develop a workshop series for those interested in or thinking about teaching FRST and/or F-attribute courses. Among our program faculty, we have decades of experience offering faculty development experiences in connection with a variety of college-wide initiatives, including those targeted toward first-year students. We are confident that we can assist faculty throughout the college in achieving the stated goals of FRST/F-attribute courses. The first set of workshops would be offered in the summer of 2010. See Appendix A for further details.

Assessment

The current BASK program assessment plan will need to be adapted to accommodate the changes proposed in this document. Once the FRST program has been in effect for one year, a new assessment plan will be developed. In the meanwhile, BASK program assessment will continue as planned.

Coordination

The new program will require a new Coordinator description. Details regarding job responsibilities and compensation will be discussed by the Administration and the Union.

Resources

No new faculty lines are required in order to implement the proposed changes. Funds, including faculty stipends and food, will be required to support summer workshops. In the first year, we will need approximately \$20,000 to support 20 participants; subsequently, \$12,000 per annum to support 12 participants. We will solicit

support from Academic Affairs and the Institute for Faculty Development, as well as external funding sources.

Timetable

Fall 2009

- Present plan to interested groups/individuals
- Make adjustments based on feedback
- Apply for necessary approvals
- Secure resource commitments

Spring 2010

- Recruit faculty to teach FRST/F-attribute courses
- Maintain list of proposed F-attribute courses
- Work with Academic Advising personnel to ensure that students receive appropriate graduation credit for G-courses converted to FRST courses
- Work with other offices on changing course acronyms and implementing F attribution

Summer 2010

- Offer FRST workshop for 20 faculty members.

Fall 2010

- Implement FRST program
- Continue recruitment efforts
- Maintain list of proposed F-attribute courses

Spring 2011

- Continue recruitment efforts
- Maintain list of proposed F-attribute courses

Summer 2011

- Offer FRST workshop for 10 faculty members.

Fall 2011

- Continue recruitment efforts
- Maintain list of proposed F-attribute courses
- Develop program assessment plan

CONSTITUTION

FACULTY OF THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Based upon the principle of shared governance, we the Faculty, in order to fully engage in that governance, do hereby adopt this Constitution.

ARTICLE I. NAME AND PURPOSE

1. **PURPOSE:** In superseding the previous Constitution of the Faculty Assembly of Richard Stockton College, this Constitution creates a Faculty senate to serve as the representative body elected by the Faculty to provide a Faculty voice in the formulation of College policy, while modifying the role of the Faculty Assembly.
2. **NAME:** The name of the new body shall be the Faculty Senate of the Richard Stockton College of New Jersey, herein referred to as the "Senate."

ARTICLE II. DEFINITIONS

1. **FACULTY:** The "Faculty" means all employees of the College
 - a) who hold the academic rank of Professor, Associate Professor, Assistant Professor, or Instructor,
 - b) who serve under at least a half-time contract, and
 - c) whose primary appointment is teaching or serving as faculty-librarians.
2. **FACULTY ASSEMBLY:** The "Faculty Assembly" refers to all members of the Faculty acting as a corporate body.
3. **SENATE:** The "Senate" refers to the representative body of the Faculty.
4. **COMMITTEES:** The term "Committees" means all the standing committees and task forces of the Senate, with the exception of the Executive Committee and the Nominating Committee.
5. **STANDING COMMITTEE:** The term "standing committee" refers to a Committee that is constituted to perform a continuing function and that remains in existence permanently unless dissolved by a Faculty Assembly referendum under Article VIII, section 1.
6. **TASK FORCE:** The term "task force" means a Committee charged by the Senate or Executive Committee to carry out a specific task that will typically take at least a year.
7. **SCHOOL:** In this document, the word "School" includes the Library and all academic schools of the College, with the exception of the School of Graduate and Continuing Studies.
8. **PRESIDENT:** "President" means the President of the Senate.
9. **PETITION:** The term "Petition" includes petitions that are electronically circulated and signed.

10. **ACADEMIC WEEK:** An “Academic Week” refers to a week during the Fall or Spring semester during which classes are scheduled, but does not include the final (extended class hour) week of each semester.

ARTICLE III. FUNCTIONS AND POWERS

1. **SENATE:** The Senate is the principal agent of the Faculty in the governance process. The Senate may consider any College matter on its own initiative or at the request of the Faculty Assembly, the Committees, individual Faculty members, students, the College administration, the Board of Trustees, or any campus organization. It may review any College policies and make recommendations concerning them.
2. **FACULTY ASSEMBLY:** The Faculty Assembly is the ultimate authority on all matters within its jurisdiction; the Senate is its agent. The Faculty Assembly may, therefore, reverse a Senate action, consistent with procedures described in Article IV, section 5.

ARTICLE IV. THE FACULTY ASSEMBLY

1. **REGULAR MEETINGS:** The Faculty Assembly shall meet at least three times a year, as follows:
 - a) a meeting in the Fall at which Senate leaders and senior administrators shall report on the ongoing work of the Senate and administration, respectively, and Faculty members shall be given an opportunity to recommend items for the Senate agenda for the year,
 - b) a forum in the Fall for Faculty members to discuss one or more issues of importance to the Faculty and for the Senate leadership to hear Faculty concerns on those issues, and
 - c) a meeting in the Spring at which senior administrators shall report to the Faculty and hear concerns of the Faculty.
2. **OTHER MEETINGS:** In addition to the three regular meetings, Faculty Assembly meetings may be called by the Senate or by a Petition signed by at least 20% of the Faculty.
3. **OBSERVERS:** Faculty Assembly meetings shall be open to the College community unless the Faculty Assembly votes to close a session, but observers may not vote.
4. **QUORUM:** A quorum for Faculty Assembly meetings shall be 20% of the membership.
5. **REVERSAL OF SENATE ACTION:** The Faculty Assembly, by a Petition signed by at least one-third of its members no later than two Academic Weeks after an action by the Senate is reported to the Faculty Assembly, may call for a Faculty Assembly vote to reverse the action. A vote must be held no later than two Academic Weeks after the President’s receipt of a Petition with a sufficient number of Faculty signatures. If at least two-thirds of the Faculty Assembly vote for reversal, the action of the Senate shall be reversed.

ARTICLE V. THE SENATE

1. **ELIGIBILITY FOR SENATE MEMBERSHIP:** Eligibility for Senate membership is limited to Faculty members.
2. **COMPOSITION OF SENATE:** The Senate shall be composed of the President, the Vice President, the Secretary, the President of the Union (ex officio), and one Senator for every ten Faculty members serving in the College as of March 1 of the election year, elected as set forth in this Article.
3. **SCHOOL SENATORS:** Each School shall elect one Senator.
4. **SENATORS AT LARGE:** The remaining Senators shall be elected at large by and from the Faculty Assembly.
5. **ADJUNCT LIAISON:** The President, in consultation with the Executive Committee, shall appoint an adjunct instructor to serve as non-voting Adjunct Liaison to the Senate.
6. **OBSERVERS:** Senate meetings shall be open to the College community unless the Senate votes to close a session. Faculty members and the Provost or a designee shall be given an opportunity to speak before an action is taken. Other observers may be allowed to speak at the discretion of the presiding officer, but only Senators may vote.
7. **ELECTIONS:** School Senators shall be elected in April of odd-numbered calendar years (April 2011, April 2013, etc.) and at-large Senators in April of even-numbered calendar years (April 2010, April 2012, etc.). Senators shall serve for a term of two years beginning on the first day of the Fall semester following their election.
8. **VACANCIES:** A vacancy occurs when a Senator resigns from the Senate, loses his or her eligibility for Senate membership, or is removed by Senate action, or in the case of a Senator elected from a School, when he or she leaves that School. If a Senate seat filled by a School election becomes vacant, the School shall elect a replacement to fill out the term. If an at-large seat becomes vacant, the candidate who received the next highest number of votes in the most recent at-large election shall complete the term. If that person is unable or unwilling to serve, the seat shall remain vacant until the next election of Senators at large.
9. **MEETINGS:** The Executive Committee shall schedule regular meetings of the Senate and publicize the dates of those meetings to the College community.
10. **QUORUM:** A quorum for Senate meetings shall be a majority of the Senators.
11. **INFORMAL SOLICITATION OF FACULTY OPINION:** Periodically, the Senate shall actively solicit Faculty opinion on pertinent issues through informal methods such as forums and email surveys.
12. **REFERENDA:** The Senate shall have the discretion to call for an electronic vote by the Faculty Assembly on any matter.

ARTICLE VI. THE OFFICERS OF THE SENATE AND PARLIAMENTARIAN

1. **ENUMERATION OF OFFICERS:** The Officers of the Senate are a President, a Vice President, and a Secretary. The Officers of the Senate shall also serve as officers of the Faculty Assembly.

2. **ELIGIBILITY:** The Officers must be tenured Faculty members. The Parliamentarian must be a Faculty member.
3. **SELECTION OF OFFICERS:** The Officers shall be elected by the Faculty Assembly in April in odd-numbered calendar years. Officers shall serve for a term of two years beginning on the first day of July following their election.
4. **SELECTION OF PARLIAMENTARIAN:** Prior to the first meeting of the Senate after the election of Officers, the President shall appoint the Parliamentarian, who shall begin serving a two-year term immediately. The Parliamentarian's term shall end when the next President's term begins; provided, however, that the Parliamentarian may continue serving as acting Parliamentarian until a replacement is appointed.
5. **DUTIES OF PRESIDENT:** The President shall:
 - a) be responsible for the administrative operation of the Senate,
 - b) preside over meetings of the Faculty Assembly, the Senate, and the Executive Committee,
 - c) together with the Secretary, maintain the archives of important documents of those three bodies,
 - d) attend meetings of the Board of Trustees, either in person or through a designee, and represent the Faculty to the Board,
 - e) act as the main spokesperson for the Faculty in discussions with the administration, and
 - f) serve as representative for the Faculty at community and College events, such as convocation and commencement.
6. **DUTIES OF VICE PRESIDENT:** The Vice President shall:
 - a) fulfill the duties of the President in his or her absence or incapacity,
 - b) serve as liaison between the Senate and the chairs of Committees, and
 - c) perform other duties as assigned by the President or Senate.
7. **DUTIES OF SECRETARY:** The Secretary shall:
 - a) in consultation with the President, insure that actions of the Senate are communicated to the appropriate persons or media as the Senate may direct,
 - b) in consultation with the President, conduct other communications pertinent to the Senate and its activities,
 - c) record the minutes of the Senate and Faculty Assembly meetings, including a summary of relevant discussions, and distribute these to the Faculty within one week,
 - d) in consultation with the President, publish advance notification and agenda of all meetings of the Senate and Faculty Assembly,
 - e) together with the President, maintain current archives of important documents of the Faculty Assembly, the Senate, and the Executive Committee, and
 - f) perform other duties as assigned by the President or Senate.
8. **DUTIES OF PARLIAMENTARIAN:** The Parliamentarian shall:
 - a) advise the President on matters of procedure during meetings of the Senate and the Faculty Assembly,

- b) supervise all elections, including establishing eligibility to vote and determining the number of Faculty members in the College for purposes of representation, and
 - c) supervise any votes under Article IV, section 5, or Article V, section 12, and any votes on amendments to this Constitution.
9. **VACANCIES:** A vacancy occurs when an Officer resigns from office, loses his or her eligibility to hold office, or is unable to complete his or her term of office. If the office of President becomes vacant, the Vice President shall assume the office. If the office of Vice President or Secretary becomes vacant, a special election shall be held to fill out the term.

ARTICLE VII. THE EXECUTIVE COMMITTEE OF THE SENATE

1. **PURPOSE OF EXECUTIVE COMMITTEE:** The Senate delegates to its Executive Committee the authority to conduct routine business of the Senate, to organize the work of the Senate, and to respond to urgent matters.
2. **COMPOSITION OF EXECUTIVE COMMITTEE:** The Executive Committee shall consist of the President, the Vice President, the Secretary, the President of the Union (ex officio), and three Senators elected at large by and from the Senate.
3. **TERMS OF AT-LARGE MEMBERS OF EXECUTIVE COMMITTEE:** No later than three Academic Weeks after the beginning of every Fall semester, the Senate shall hold an election to fill any upcoming vacancies in the at-large seats on the Executive Committee. At-large members of the committee shall begin serving immediately upon their election to the committee. Their terms on the Executive Committee shall expire two Academic Weeks after their Senate terms expire, or when their replacements are elected, whichever is earlier.
4. **MEETINGS:** The President shall call regular meetings of the Executive Committee. Any two members of the Executive Committee may call additional meetings as needed.
5. **AGENDA:** The Executive Committee shall set the agenda for its own meetings and also for meetings of the Senate and Faculty Assembly. Any member of the College community may propose to the Executive Committee that an item be placed on the agenda of the Faculty Assembly, Senate, or Executive Committee. Upon a Petition signed by at least 30% of the Faculty, or upon a Petition signed by at least 20% of the Senate, the Executive Committee must place the item on the agenda of the appropriate body.
6. **QUORUM:** A quorum for Executive Committee meetings shall be a majority of the committee's members.
7. **OBSERVERS:** Meetings of the Executive Committee shall be closed except by invitation. Only members of the Executive Committee may vote.
8. **REPORTS:** The Executive Committee shall prepare an annual report to the Faculty Assembly on the work of the Senate.
9. **RELATIONSHIP WITH THE UNION:** The Executive Committee shall be mindful of the legal rights and responsibilities contained within the relevant

collective bargaining agreements and ensure that actions of the Senate do not intrude on areas properly the concern of the collective bargaining agent.

ARTICLE VIII. THE COMMITTEES OF THE SENATE

1. **CREATION AND DISSOLUTION OF STANDING COMMITTEES AND TASK FORCES:** The Senate shall have two categories of Committees: standing committees and task forces. Notwithstanding the enumeration of standing committees in this Article, the Senate shall have the power to propose to the Faculty Assembly the creation of new standing committees, changes in their composition, or the dissolution of existing standing committees. In the event of administrative reorganization that changes the titles of any of those identified as ex officio members of a committee, the Executive Committee may approve substitution of equivalent ex officio members. All other changes require simple majority approval by the Faculty Assembly through a referendum as described in Article V, Section 12. New standing committees should provide balanced representation from across the College comparable to that of existing standing committees. Either the Senate or the Executive Committee may create new task forces. Task forces shall be automatically dissolved at the end of the academic year in which they were created, unless specifically continued by the Senate or the Executive Committee.
2. **ELIGIBILITY FOR COMMITTEE MEMBERSHIP:** The chairs of standing committees must be Faculty members but need not be Senators. The vice chairs of standing committees must be Senators. Where appropriate because of their special nature, Committees may include members from outside the Faculty, but in no case will a non-Faculty member serve as a chair or vice chair of a standing committee.
3. **SELECTION OF CHAIRS OF STANDING COMMITTEES:** Chairs of standing committees shall be elected at large by the Faculty Assembly in April of even-numbered calendar years. Chairs shall serve two-year terms to begin on the first day of the Fall semester following their election.
4. **DUTIES OF CHAIRS OF STANDING COMMITTEES:** The chair of each standing committee shall:
 - a) convene the standing committee regularly and be responsible for its work, and
 - b) submit to the Senate oral and written reports as described in section 10 of this Article.
5. **SELECTION OF REPRESENTATIVES TO STANDING COMMITTEES:** Elections of the Schools' representatives to standing committees shall be held in odd-numbered calendar years as soon as practicable after the results of elections of Officers and School Senators are announced, with one exception: In the case of the Committee on Research and Professional Development, one representative from the Library shall be elected each even-numbered calendar year, and one representative from each of the other Schools shall be elected each year. All representatives to standing committees elected pursuant to this section shall serve two-year terms to begin on the first day of the Fall semester following their election.

6. **SELECTION OF VICE CHAIRS OF STANDING COMMITTEES:** No later than four Academic Weeks after the beginning of every Fall semester, the Senate shall elect a Senator to serve as vice chair of each standing committee. The vice chair may, but need not be, elected from among Senators already serving on that standing committee as School representatives or G-conveners. Each vice chair shall begin serving a one-year term immediately upon election.
7. **DUTIES OF VICE CHAIRS OF STANDING COMMITTEES:** The vice chair of each standing committee shall:
 - a) serve as a liaison between the Senate and that standing committee,
 - b) assist the chair, and
 - c) perform the duties of the chair in his or her absence or incapacity.
8. **SELECTION OF MEMBERS OF TASK FORCES:** The Senate shall elect the chairs and members of task forces, who shall begin serving immediately upon election. The Senate may delegate this power to the Executive Committee.
9. **ASSIGNMENT OF WORK:** The Executive Committee shall assign business to appropriate Committees, and the Secretary shall be responsible for conveying the assignments to the Committees and to the Faculty.
10. **REPORTING:** All Committees are responsible to the Senate. Once a year, by a date established by the Senate, each standing committee shall submit to the Senate a written report on its activities. Task forces shall report in writing to the Senate at the end of their work or by a date established by the Senate. The President may, from time to time, require standing committees and task forces to present additional written or oral reports to the Senate.
11. **RECOMMENDATIONS:** Committee recommendations requiring Senate action, together with Committee reports related to such action, shall be placed before the Senate by the Vice President.
12. **SUBCOMMITTEES:** Each Committee shall be free to form subcommittees to deal with special issues. Upon notice to the Executive Committee, such subcommittees may include members from outside the Committee and outside the Faculty. Those invited to serve on a subcommittee do not become voting members of the full Committee.
13. **ALTERNATES:** If a member of a Committee is unable to attend one of its meetings, he or she may designate an alternate to represent him or her.
14. **VACANCIES:** A vacancy occurs on a Committee when a member resigns from the Committee, loses his or her eligibility for Committee membership, or is unable to complete his or her term; or in the case of a member elected from a School, when he or she leaves that School; or in the case of a vice chair, when he or she leaves the Senate. Appointments to fill vacancies on task forces shall be made by the Executive Committee. Vacancies on standing committees shall be filled, in the case of a chair, by a special at-large election by and from the Faculty Assembly; in the case of a vice chair, by a special Senate election; in the case of a representative from a School, by a special School election; and in the case of a member other than a chair, vice chair, or School representative, by an appropriate method.

15. **ENUMERATION OF STANDING COMMITTEES:** The initial standing committees of the Senate, their areas of concern, and their members, apart from the respective chairs and vice chairs, are as follows:
- a) The **Committee on Academic Policies** has oversight and advisory responsibility for all current Programs, both undergraduate and graduate, and addresses all aspects of Program curriculums, academic policies and procedures, and academic advising. Members: One member elected by and from the Faculty of each School, two members nominated from among those Faculty teaching graduate courses and elected at large by the Faculty, the Dean of Graduate and Continuing Studies (ex-officio), another Dean chosen by the Provost (ex-officio), the Provost (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio). One undergraduate student and one graduate student shall be appointed to serve as non-voting liaisons.
 - b) The **Committee on Academic Programs and Planning** recommends a long-range plan for undergraduate and graduate education and reviews and approves new degree-granting programs at both undergraduate and graduate levels. Members: One member elected by and from the Faculty of each School, two members nominated from among those Faculty teaching graduate courses and elected at large by the Faculty, the Dean of Graduate and Continuing Studies (ex-officio), another Dean chosen by the Provost (ex-officio), the Provost (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio). One undergraduate student and one graduate student shall be appointed to serve as non-voting liaisons.
 - c) The **Committee on Administration & Finance** has oversight and advisory responsibility for all matters of budget and finances, and all questions of institutional priorities and resources. Members: One member elected by and from the Faculty of each School, the Vice President for Administration and Finance (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio).
 - d) The **Committee on General Studies** has oversight and advisory responsibility for all aspects of the General Studies Program. Members: The Coordinator of the Freshman Seminar Program and the G-conveners, elected at large by and from the Faculty; the Dean of General Studies (ex-officio); the Provost (ex-officio); and a bargaining unit representative appointed by the President of the Union (ex-officio). Additional voting members shall be elected as follows: As soon as practicable in each odd-numbered calendar year, one member shall be elected by and from the Faculty of any School that is not already represented on the Committee by either a G-convener or the Freshman Seminar Coordinator.
 - e) The **Committee on Information Technology and Media Services** has advisory responsibility for all matters of academic computing, distributive education, media services and related information technology infrastructure. Members: One member elected by and from the Faculty of each School, the Director of Library Services (ex-officio), the Director of

Media Services (ex-officio), the Director of Computer Services (ex-officio), the Associate Vice President for Computing and Communications (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio).

- f) The **Committee on the Library** has advisory responsibility for all matters of Library policy. Members: One member elected by and from the Faculty of each School, the Director of Library Services (ex-officio), the Director of Media Services (ex-officio), the Director of Computer Services (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio).
- g) The **Committee on Research and Professional Development** has responsibility for the development and administration of policies for awarding internal grant monies and sabbaticals for faculty research and development. Members: One member elected by and from the Faculty of the Library, two members elected by and from the Faculty of each of the other Schools, the Provost or a designee (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio).
- h) The **Committee on Student Affairs** has oversight and advisory responsibility for all matters of student life and discipline. Members: One member elected by and from the Faculty of each School, the Vice President for Student Affairs (ex-officio), the Dean of Students (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio). One undergraduate student and one graduate student shall be appointed to serve as non-voting liaisons.

ARTICLE IX. ELECTIONS

1. **PURPOSE OF NOMINATING COMMITTEE:** The Nominating Committee shall affirmatively seek out capable Faculty members and encourage them to run in Faculty Assembly and Senate elections. It shall also strive to promote diversity and balance in Faculty governance by seeking candidates of different ranks, Schools, disciplines, genders, races, and ethnicities.
2. **COMPOSITION OF NOMINATING COMMITTEE:** The President, in consultation with the Executive Committee, shall appoint five Faculty members to serve on the Nominating Committee of the Senate, and shall appoint one of those five as the committee's chair. The chair and other members of the Nominating Committee shall serve two-year terms. The President shall serve ex officio on the Nominating Committee as a sixth member.
3. **NOMINATION PROCEDURE:** The Nominating Committee shall select candidates for all positions elected by the Faculty at large, but not for elections within the Schools. The Nominating Committee shall submit to the Faculty Assembly one nominee for each vacancy no later than two Academic Weeks prior to the election date. Additional candidates may self-nominate. The nominations shall close no later than three working days before the election, and a final list of candidates shall be circulated no later than one working day after nominations close.

4. **ELECTIONS WITHIN THE SCHOOLS:** Elections of the Schools' representatives to the Senate and the standing committees shall be by secret ballot and may be held by electronic voting. The Faculty of any newly created School shall vote for interim representatives to the Senate and standing committees to serve until the next regular election.
5. **FACULTY ASSEMBLY ELECTIONS:** Elections of Officers, Senators at large, and chairs of standing committees, and any other elections by the Faculty Assembly shall be conducted electronically with secret ballots, with every Faculty member having one vote.
6. **ELECTIONS OF SENATORS AT LARGE:** In the case of elections by the Faculty Assembly for Senators at large, each Faculty member shall vote for a number of candidates not to exceed the number of seats to be filled. The candidates with the highest number of votes shall be elected with one exception: where this would result in untenured Faculty constituting less than 10% of the total membership of the Senate, the untenured at-large candidate or candidates with the highest number of votes will be selected until 10 % of the Senate is untenured.
7. **ELECTIONS BY THE SENATE:** Elections of at-large members of the Executive Committee, chairs and members of task forces, vice chairs of standing committees, and any other elections by the Senate shall be conducted according to procedures that the Senate shall provide in its own internal rules.
8. **TIE BREAKING:** In the event of a tie, there will be a run-off election no later than one Academic Week after the election day.
9. **REFERENDA:** Any votes by the Faculty Assembly under Article IV, section 5; Article V, section 12; or Article XI, section 4, shall be conducted electronically, by secret ballot, with every Faculty member having one vote; provided, however, that if an electronic vote is not feasible within the period of two Academic Weeks specified in Article IV, section 5, a non-electronic method may be used.

ARTICLE X. PROCEDURES

1. **ROBERTS RULES:** Proceedings of the Faculty Assembly, the Senate, and the Executive Committee shall be governed by the latest edition of Roberts Rules of Order except where otherwise provided in this Constitution.
2. **COMMITTEE OF THE WHOLE:** As provided under the latest edition of Roberts Rules, the Faculty Assembly, Senate, or Executive Committee may call for a suspension of the rules and meet as a committee of the whole.

ARTICLE XI. AMENDMENTS

1. **INITIATION:** Proposals to amend this Constitution may be brought to the Senate in any of the following ways:
 - a) by the Executive Committee,
 - b) by a Petition signed by at least one-third of the Senators, or
 - c) by a Petition signed by at least one-third of the Faculty.

2. **FORM OF PROPOSAL:** Once a proposal to amend has been properly initiated under section 1 of this Article, the Executive Committee shall ensure that the proposal is precisely worded and includes all modifications of this Constitution necessary to keep it a consistent document.
3. **RATIFICATION BY SENATE:** After sections 1 and 2 of this Article have been satisfied, the Executive Committee shall distribute the proposed amendment to the members of the Senate at least one Academic Week in advance of the meeting at which it will be considered. Ratification of the proposed amendment by the Senate shall require an affirmative vote of two-thirds of the members of the Senate.
4. **RATIFICATION BY FACULTY ASSEMBLY:** If ratified by the Senate, the proposed amendment shall then be submitted to the Faculty Assembly for an electronic vote. The Executive Committee shall distribute the proposal electronically to the Faculty Assembly at least one Academic Week in advance of the vote. The amendment shall become effective when ratified by an affirmative vote of two-thirds of the Faculty Assembly vote.

This Constitution was adopted by the Faculty Assembly on November 10, 2008 and took effect on March 1, 2009. It was amended on October 14, 2011.

ADDENDUM: REPORT OF THE TASK FORCE ON GOVERNANCE

The following comments are intended to clarify recommendations by the Faculty Assembly Task Force on Governance convened during the 2007-08 academic year to recommend changes in Faculty governance at the Richard Stockton College of New Jersey and chaired by Robert Helsabeck, herein referred to as the “Task Force.”

- 1. Comment to the preamble (“Based upon the principle of shared governance . . .”):** The Task Force believes that the Faculty should preserve two ideals in governance: the Faculty should be a partner with the administration and the Faculty should have a distinctive voice. Therefore we recommend a senate to work effectively with the administration, representing the full Faculty, and an assembly to articulate the full force of the collective authority inherent in the Faculty.
- 2. Comment to Article II, sections 1(b) (Definition of “Faculty”) and 5 (Definition of “School”):** The definition of Faculty is intended to conform to the provisions of the statewide Collective Bargaining Agreement, to include “part-time faculty” but not adjunct faculty. The definition of School includes only those schools to which Faculty are typically appointed. Graduate and Continuing Studies is excluded from the general definition to avoid double representation of Faculty who help elect representatives from the schools to which they are appointed. Named representatives from Graduate and Continuing Studies are specifically called for on some standing committees.
- 3. Comment to Article III (Functions and Powers):** As indicated by Articles III, IV, and related provisions, it is the intent of the Task Force to establish the Senate as the primary representative body for purposes of shared governance. However, we sought a structure that would respect Stockton’s long tradition of governance by the full Faculty through the Faculty Assembly and reflect our deep commitment to retaining the democratic and communitarian values embodied in the Assembly. This we attempted to do by mandating three yearly meetings of the Assembly (Article IV, section 1), and by provisions that would allow the Faculty to reverse Senate action (Article IV, section 5). The process for overturning Senate action is deliberately burdensome: we expect it to be rarely—if ever—used. Nonetheless, it is a potential check on arbitrary Senate action.
- 4. Comment to Article IV, section 1 (Regular Meetings):** It seemed important to the Task Force to preserve the community-building functions of the Faculty Assembly by assembling the Faculty every semester. The two Fall meetings—which might occur during different times on the Fall Faculty Conference day—are further connected to preserving the democratic goals of our Assembly. One Fall meeting (subsection (a)) is for agenda-setting and reporting. Importantly, the second (subsection (b)) is intended to assure entire Faculty hearing on priority issues. In recent years, for example, there has been a Fall Faculty forum on a new approach to student-evaluation of teaching (IDEA); on proposed changes to General Studies; and on distributed education standards. We believe that beginning the year with communication in all directions (subsection (a)), and with a focused forum open to the entire Faculty (subsection (b)), will help us retain the sense of full-Faculty participation as we delegate greater power to a Senate.
- 5. Comment to Article V, section 2 (Composition of Senate):** The Task Force discussed, at length, what composition of the Senate would best meet the goals of (a)

assuring representation of various interests; (b) inviting persons with a broad vision of the College to run for the Senate—even if a disproportionate number of them come from the same School; and (c) keeping the size of the Senate at a reasonable number. We also tried to write a Constitution that would not need to be revised as the College grows significantly and/or shifts in emphasis.

Under this proposal and current conditions, the Senate would consist of twenty-nine Senators. Twelve of these would be: a president, vice president, and secretary elected by the Faculty; the President of the Union; and one Senator elected from each of the following: ARHU, BUSN, EDUC, GENS, the Library, NAMS, Health and SOBL. The remaining Senators (seventeen) will be elected at large. Article IX, section 6 assures that non-tenured Faculty will be at least 10% of the Senate.

6. Comment to Article V, sections 3 (School Senators) and 4 (Senators at Large): At a meeting of the Faculty Assembly, a straw poll indicated a clear preference for equal representation by School over the originally proposed proportionate representations for Schools. After extended discussion, the Task Force proposed one Senator per School, with most of the remaining Senators to be elected at large as described above in Comment 5.

The TASK FORCE arrived at this recommendation for the following reasons: First the Faculty preference for equity representation was overwhelming. Honoring that preference by allocating two Senators per School has the potential for creating hardship for the Faculty in the smaller Schools (e.g., the four Faculty in the Library; the fifteen Faculty in EDUC) who will need to represent their Schools in many capacities—ranging from the Faculty Review Committee to every Committee of the Assembly, etc. Second, we recognize the importance of School representation—to bring forward the concerns, perspectives, and insights that may be unique to each School. At the same time, we believe that one’s School-hat is only one of many. When issues of academic policy (add-drop, plus-minus grading), room allocation, student engagement, and parking arise, interests and perspectives rarely break along School lines. Third, we are convinced that the Senate will be best served by a large group of Senators who are encouraged—by nature of their election—to view themselves as representing the entire College, not a segment of it. Fourth, we seek a structure that is most likely to invite those Faculty who are truly interested in Faculty governance to come forward to serve. Too often, even the most important Faculty governance positions have been filled by uncontested elections because few are willing to serve. We hope the Senate will be different.

7. Comment to Article V, section 8 (Vacancies): The Task Force determined that the Senate ought to create its own bylaws to define grounds for removal of a Senator, such as excessive absences.

8. Comment to Article VIII, section 1 (Creation and Dissolution of Standing Committees and Task Forces): This section is intended to make it possible to create/abolish Committees—with faculty approval—without amending the Constitution. The Task Force used the language “balanced representation from across the College comparable to that of existing standing committees” to indicate that new Committees should have a representative from each of the Schools (including the Library) and, where appropriate, from the School of Graduate and Continuing Studies.

9. Comment to Article VIII, section 6 (Senate Liaison): The Task Force thought it was important to have a person designated as liaison to assure communication between

the Committees and the Senate. This is not intended to preclude the Senate from designating a Senator also elected to serve on a Committee as the liaison, should s/he be willing to assume that role. [Editor's note: The section referred to in this comment has been replaced with new sections 6 (Selection of Vice Chairs of Standing Committees) and 7 (Duties of Vice Chairs of Standing Committees) of Article VIII.]

10. Comment to Article VIII, section 15 (Enumeration of Standing Committees):

The Task Force looked at the Committee structure to assure that the standing committees (a) address identified needs; (b) remain appropriately consistent with the committee structure of the Board of Trustees; and (c) otherwise maximize our goal of a strong Faculty voice in shared governance of the College.

This Constitution makes only one major change in the standing committees at this time: We have re-constituted the Committees on Academic Policies and Programs and on Graduate Studies. Under the new structure, a newly-formed Committee on Academic Programs and Planning would be responsible for approving new programs at both undergraduate and graduate levels. The intent is to facilitate a broader look at the College's future ("planning" with a vision and an eye on the resource implications of decisions made at all levels). A second Committee (Academic Policies) would have oversight of both undergraduate and graduate studies. The work of the Committee on Academic Policies is likely to be cyclical in nature (e.g., there was a flurry of activity in the early years of graduate education; similar activity might occur when the College hires a new President or Provost), and experiences/problems at one level can enlighten decision making for other levels. The new Committees will include the administrators who previously served on the corresponding Committees.

11. Comment to Article VIII, section 15, subsections (a) (Committee on Academic Policies) and (b) (Committee on Academic Programs and Planning): Because this Constitution dissolves a Committee dedicated solely to Graduate Studies and assigns the functions formerly served by that Committee to the Committee on Academic Policies and the Committee on Academic Programs and Planning, the Task Force believes it appropriate to designate two seats on each of those Committees to Faculty teaching graduate courses to ensure that concerns and perspectives unique to graduate education are adequately addressed.

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Welcome to Faculty Senate

The Faculty Senate serves as the representative body elected by the Faculty to provide a Faculty voice in the formulation of College policy. The Senate is composed of members of the larger Faculty Assembly and represents the interests of that Assembly. The Senate may consider any College matter on its own initiative or at the request of the Faculty Assembly, the Committees, individual Faculty members, students, the College administration, the Board of Trustees, or any campus organization. It may review any College policies and make recommendations concerning them.

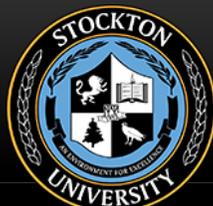
The Senate is composed of School Senators (one per school) and At Large Senators. The number of senators is tied to the number of Faculty Assembly members such that there is one senator per ten faculty members. Additional elected members include the President, Vice President, and Secretary. The President of the Union serves on the Senate in an ex-officio capacity. The President of the Senate appoints an adjunct faculty member to serve as a non-voting Adjunct Liaison to the Senate.

The Senate is required to have regular, publicized meetings. Currently, the Senate meets the third Tuesday of the month while classes are in session. Meetings are open to all except for when the Senate votes to go into closed session. Non-senators, even those who are members of the Faculty Assembly, may not vote in Senate meetings.

Please see [Rules and Procedures](#) for the Faculty Senate

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Faculty Senate Members 2015 - 2016

Senate Executive Committee

President	Brian Tyrrell, 2015-2017
Vice President	Donnetrice Allison, 2016-2017
Secretary	Laura Zucconi, 2015-2017
At Large	John Bulevich, 2016-2017
At Large	Jason Shulman, 2015-2017
At Large	Ameesh Shah, 2016-2017
SFT	Rodger Jackson
Parliamentarian	Marc Richard, 2015-2017

School Senators

ARHU	Mark Mallett, 2016-2017
BUSN	Christina Cavaliere, 2015-2017
EDUC	Lois Spitzer, 2015-2017
GENS	Peter Cho, 2015-2017
HLTH	Vicky Schindler, 2015-2017
LIBR	David Lechner, 2015-2017
NAMS	Jason Shulman, 2015-2017
SOBL	Rick Mulvihill, 2015-2017

At-Large Senators

Adam Aguiar, 2016-2018	Robin Hernandez-Mekonnen, 2016-2018
Norma Boakes, 2016-2018	Manish Madan, 2016-2018
John Bulevich, 2016-2018	Tom Nolan, 2016-2018
David Burdick, 2016-2018	Justin Ostrofsky, 2016-2018
Elizabeth Calamidas, 2016-2018	Ameesh Shah, 2016-2018
Arnaldo Cordero-Román, 2016-2018	Christine Tartaro, 2016-2018
Josh Duntley, 2016-2018	Ron Tinsley, 2016-2018
Susan Fahey, 2016-2018	Joseph Trout, 2016-2018
David Furgione, 2016-2018	Meg White, 2016-2018
Arleen Gonzalez, 2016-2018	Emma Witt, 2016-2018

Christy Goodnight, 2016-2018	Kerrin Wolf, 2016-2018
Kristen Hallock-Waters, 2016-2018	Chenyan Xu, 2016-2018
Nathaniel Hartman, 2016-2018	Suya Yin, 2016-2018

Adjunct Liaison

Lydia Fecteau

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Standing Committees

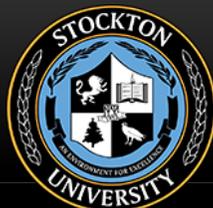
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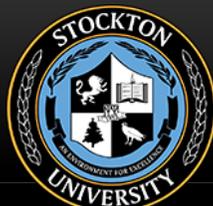
TASK FORCE ON MODULES

TASK FORCE ON WOMEN'S GENDER AND SEXUALITY CENTER (WGSC) (2014)

TASK FORCE ON CAMPUS ACCESSIBILITY (2014)

TASK FORCE ON UNIVERSITY STATUS (2013)

TASK FORCE ON IDEA (2012)

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Faculty Senate Meeting Documents

Senate Attendance Rule

(adopted by the Senate on May 6, 2010):

More than two absences from regular full Senate meetings during an academic year will constitute a vacancy. In other words, on the third absence during an academic year, the absent Senator's seat will be considered vacant, triggering the constitutional procedure for filling a vacancy in the Senate. All absences, whether excused or not, count. Meeting times are 4:30 - 6:00pm.

Full Meeting Schedule

AY 2016 - 2017		
Agenda	Minutes	Distributed Documents
September 1	FA Minutes	
September 20	Meeting Minutes	
October 18	Meeting Minutes	
November 15	Meeting Minutes	
December 13	Meeting Minutes	
January 17	Meeting Minutes	
February 21	FA Presidential Address	
March 21	Meeting Minutes	
April 18		
May 9		
May 25		

PREVIOUS MEETING TIMES

- [AY2015- 2016](#)
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All terms are for two years unless otherwise specified.

Senate Elections			
Office	Election	Term Begins	Electing Body
OFFICERS (PRESIDENT, VICE PRESIDENT, AND SECRETARY)	April of odd calendar years	July 1	At large by the Faculty
SCHOOL SENATORS	April of odd calendar years	First day of Fall semester	Schools (ARHU, BUSN, EDUC, GENS, HLTH, Library, NAMS and SOBL)
AT-LARGE SENATORS	April of even calendar years	First day of Fall semester	At large by the Faculty
AT-LARGE MEMBERS OF EXECUTIVE COMMITTEE	Beginning of every Fall semester when vacancies exist	Immediately on election (Term lasts until two weeks after the person's Senate term ends)	The Senate

Committee Elections			
Office	Election	Term Begins	Electing Body
STANDING COMMITTEE CHAIRS	April of even calendar years	First day of Fall semester	At large by the Faculty
STANDING COMMITTEE VICE CHAIRS	Fall of each calendar year	Immediately on election	The Senate
SCHOOL REPRESENTATIVES TO STANDING COMMITTEES:			
Committee on Academic Policies	Spring of odd calendar years	First day of Fall semester	Schools (ARHU, BUSN, EDUC, GENS, HLTH, Library, NAMS and SOBL)
Committee on Academic Programs & Planning			
Committee on Administration & Finance			
Committee on Information Technology & Media Services			
Committee on Library Student Affairs			
Committee on Research & Professional Development (Library Representative)	Spring of even calendar years	First day of Fall semester	Library
Committee on Research & Professional Development (Representatives of Schools Other than Library)	Spring of each calendar year	First day of Fall semester	ARHU, BUSN, EDUC, GENS, HLTH, NAMS and SOBL

Committee on General Studies	Spring of odd calendar years	First day of Fall semester	Schools that are not already represented on the committee by a G-convener or a Freshman Seminar Coordinator
GRADUATE FACULTY REPRESENTATIVES TO STANDING COMMITTEES:			
Committee on Academic Policies	Spring of odd calendar years	First day of Fall semester	At large by the Faculty
Committee on Academic Programs and Planning			

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Nominating Committee

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Nominating Committee

All at-large senator positions will be up for election in April 2014. Senate Standing Committee chairs will also be elected.

Senate leadership positions along with graduate representatives to the Academic Policies and Academic Programs & Planning committees will be elected in April 2015

Members (2013 - 2015)	
Hannah Ueno, Chair	ARHU
Marc Berg	SOBL
Allison N. Sinanan	SOBL
Mary Kientz	HLTH
Shaping Zhao	BUSN
Rodger Jackson	Ex officio
Marc Richard	Ex officio

Year End Reports

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CONSTITUTION

FACULTY OF THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Based upon the principle of shared governance, we the Faculty, in order to fully engage in that governance, do hereby adopt this Constitution.

ARTICLE I. NAME AND PURPOSE

1. **PURPOSE:** In superseding the previous Constitution of the Faculty Assembly of Richard Stockton College, this Constitution creates a Faculty senate to serve as the representative body elected by the Faculty to provide a Faculty voice in the formulation of College policy, while modifying the role of the Faculty Assembly.
2. **NAME:** The name of the new body shall be the Faculty Senate of the Richard Stockton College of New Jersey, herein referred to as the "Senate."

ARTICLE II. DEFINITIONS

1. **FACULTY:** The "Faculty" means all employees of the College
 - a) who hold the academic rank of Professor, Associate Professor, Assistant Professor, or Instructor,
 - b) who serve under at least a half-time contract, and
 - c) whose primary appointment is teaching or serving as faculty-librarians.
2. **FACULTY ASSEMBLY:** The "Faculty Assembly" refers to all members of the Faculty acting as a corporate body.
3. **SENATE:** The "Senate" refers to the representative body of the Faculty.
4. **COMMITTEES:** The term "Committees" means all the standing committees and task forces of the Senate, with the exception of the Executive Committee and the Nominating Committee.
5. **STANDING COMMITTEE:** The term "standing committee" refers to a Committee that is constituted to perform a continuing function and that remains in existence permanently unless dissolved by a Faculty Assembly referendum under Article VIII, section 1.
6. **TASK FORCE:** The term "task force" means a Committee charged by the Senate or Executive Committee to carry out a specific task that will typically take at least a year.
7. **SCHOOL:** In this document, the word "School" includes the Library and all academic schools of the College, with the exception of the School of Graduate and Continuing Studies.
8. **PRESIDENT:** "President" means the President of the Senate.
9. **PETITION:** The term "Petition" includes petitions that are electronically circulated and signed.

10. **ACADEMIC WEEK:** An “Academic Week” refers to a week during the Fall or Spring semester during which classes are scheduled, but does not include the final (extended class hour) week of each semester.

ARTICLE III. FUNCTIONS AND POWERS

1. **SENATE:** The Senate is the principal agent of the Faculty in the governance process. The Senate may consider any College matter on its own initiative or at the request of the Faculty Assembly, the Committees, individual Faculty members, students, the College administration, the Board of Trustees, or any campus organization. It may review any College policies and make recommendations concerning them.
2. **FACULTY ASSEMBLY:** The Faculty Assembly is the ultimate authority on all matters within its jurisdiction; the Senate is its agent. The Faculty Assembly may, therefore, reverse a Senate action, consistent with procedures described in Article IV, section 5.

ARTICLE IV. THE FACULTY ASSEMBLY

1. **REGULAR MEETINGS:** The Faculty Assembly shall meet at least three times a year, as follows:
 - a) a meeting in the Fall at which Senate leaders and senior administrators shall report on the ongoing work of the Senate and administration, respectively, and Faculty members shall be given an opportunity to recommend items for the Senate agenda for the year,
 - b) a forum in the Fall for Faculty members to discuss one or more issues of importance to the Faculty and for the Senate leadership to hear Faculty concerns on those issues, and
 - c) a meeting in the Spring at which senior administrators shall report to the Faculty and hear concerns of the Faculty.
2. **OTHER MEETINGS:** In addition to the three regular meetings, Faculty Assembly meetings may be called by the Senate or by a Petition signed by at least 20% of the Faculty.
3. **OBSERVERS:** Faculty Assembly meetings shall be open to the College community unless the Faculty Assembly votes to close a session, but observers may not vote.
4. **QUORUM:** A quorum for Faculty Assembly meetings shall be 20% of the membership.
5. **REVERSAL OF SENATE ACTION:** The Faculty Assembly, by a Petition signed by at least one-third of its members no later than two Academic Weeks after an action by the Senate is reported to the Faculty Assembly, may call for a Faculty Assembly vote to reverse the action. A vote must be held no later than two Academic Weeks after the President’s receipt of a Petition with a sufficient number of Faculty signatures. If at least two-thirds of the Faculty Assembly vote for reversal, the action of the Senate shall be reversed.

ARTICLE V. THE SENATE

1. **ELIGIBILITY FOR SENATE MEMBERSHIP:** Eligibility for Senate membership is limited to Faculty members.
2. **COMPOSITION OF SENATE:** The Senate shall be composed of the President, the Vice President, the Secretary, the President of the Union (ex officio), and one Senator for every ten Faculty members serving in the College as of March 1 of the election year, elected as set forth in this Article.
3. **SCHOOL SENATORS:** Each School shall elect one Senator.
4. **SENATORS AT LARGE:** The remaining Senators shall be elected at large by and from the Faculty Assembly.
5. **ADJUNCT LIAISON:** The President, in consultation with the Executive Committee, shall appoint an adjunct instructor to serve as non-voting Adjunct Liaison to the Senate.
6. **OBSERVERS:** Senate meetings shall be open to the College community unless the Senate votes to close a session. Faculty members and the Provost or a designee shall be given an opportunity to speak before an action is taken. Other observers may be allowed to speak at the discretion of the presiding officer, but only Senators may vote.
7. **ELECTIONS:** School Senators shall be elected in April of odd-numbered calendar years (April 2011, April 2013, etc.) and at-large Senators in April of even-numbered calendar years (April 2010, April 2012, etc.). Senators shall serve for a term of two years beginning on the first day of the Fall semester following their election.
8. **VACANCIES:** A vacancy occurs when a Senator resigns from the Senate, loses his or her eligibility for Senate membership, or is removed by Senate action, or in the case of a Senator elected from a School, when he or she leaves that School. If a Senate seat filled by a School election becomes vacant, the School shall elect a replacement to fill out the term. If an at-large seat becomes vacant, the candidate who received the next highest number of votes in the most recent at-large election shall complete the term. If that person is unable or unwilling to serve, the seat shall remain vacant until the next election of Senators at large.
9. **MEETINGS:** The Executive Committee shall schedule regular meetings of the Senate and publicize the dates of those meetings to the College community.
10. **QUORUM:** A quorum for Senate meetings shall be a majority of the Senators.
11. **INFORMAL SOLICITATION OF FACULTY OPINION:** Periodically, the Senate shall actively solicit Faculty opinion on pertinent issues through informal methods such as forums and email surveys.
12. **REFERENDA:** The Senate shall have the discretion to call for an electronic vote by the Faculty Assembly on any matter.

ARTICLE VI. THE OFFICERS OF THE SENATE AND PARLIAMENTARIAN

1. **ENUMERATION OF OFFICERS:** The Officers of the Senate are a President, a Vice President, and a Secretary. The Officers of the Senate shall also serve as officers of the Faculty Assembly.

2. **ELIGIBILITY:** The Officers must be tenured Faculty members. The Parliamentarian must be a Faculty member.
3. **SELECTION OF OFFICERS:** The Officers shall be elected by the Faculty Assembly in April in odd-numbered calendar years. Officers shall serve for a term of two years beginning on the first day of July following their election.
4. **SELECTION OF PARLIAMENTARIAN:** Prior to the first meeting of the Senate after the election of Officers, the President shall appoint the Parliamentarian, who shall begin serving a two-year term immediately. The Parliamentarian's term shall end when the next President's term begins; provided, however, that the Parliamentarian may continue serving as acting Parliamentarian until a replacement is appointed.
5. **DUTIES OF PRESIDENT:** The President shall:
 - a) be responsible for the administrative operation of the Senate,
 - b) preside over meetings of the Faculty Assembly, the Senate, and the Executive Committee,
 - c) together with the Secretary, maintain the archives of important documents of those three bodies,
 - d) attend meetings of the Board of Trustees, either in person or through a designee, and represent the Faculty to the Board,
 - e) act as the main spokesperson for the Faculty in discussions with the administration, and
 - f) serve as representative for the Faculty at community and College events, such as convocation and commencement.
6. **DUTIES OF VICE PRESIDENT:** The Vice President shall:
 - a) fulfill the duties of the President in his or her absence or incapacity,
 - b) serve as liaison between the Senate and the chairs of Committees, and
 - c) perform other duties as assigned by the President or Senate.
7. **DUTIES OF SECRETARY:** The Secretary shall:
 - a) in consultation with the President, insure that actions of the Senate are communicated to the appropriate persons or media as the Senate may direct,
 - b) in consultation with the President, conduct other communications pertinent to the Senate and its activities,
 - c) record the minutes of the Senate and Faculty Assembly meetings, including a summary of relevant discussions, and distribute these to the Faculty within one week,
 - d) in consultation with the President, publish advance notification and agenda of all meetings of the Senate and Faculty Assembly,
 - e) together with the President, maintain current archives of important documents of the Faculty Assembly, the Senate, and the Executive Committee, and
 - f) perform other duties as assigned by the President or Senate.
8. **DUTIES OF PARLIAMENTARIAN:** The Parliamentarian shall:
 - a) advise the President on matters of procedure during meetings of the Senate and the Faculty Assembly,

- b) supervise all elections, including establishing eligibility to vote and determining the number of Faculty members in the College for purposes of representation, and
 - c) supervise any votes under Article IV, section 5, or Article V, section 12, and any votes on amendments to this Constitution.
9. **VACANCIES:** A vacancy occurs when an Officer resigns from office, loses his or her eligibility to hold office, or is unable to complete his or her term of office. If the office of President becomes vacant, the Vice President shall assume the office. If the office of Vice President or Secretary becomes vacant, a special election shall be held to fill out the term.

ARTICLE VII. THE EXECUTIVE COMMITTEE OF THE SENATE

1. **PURPOSE OF EXECUTIVE COMMITTEE:** The Senate delegates to its Executive Committee the authority to conduct routine business of the Senate, to organize the work of the Senate, and to respond to urgent matters.
2. **COMPOSITION OF EXECUTIVE COMMITTEE:** The Executive Committee shall consist of the President, the Vice President, the Secretary, the President of the Union (ex officio), and three Senators elected at large by and from the Senate.
3. **TERMS OF AT-LARGE MEMBERS OF EXECUTIVE COMMITTEE:** No later than three Academic Weeks after the beginning of every Fall semester, the Senate shall hold an election to fill any upcoming vacancies in the at-large seats on the Executive Committee. At-large members of the committee shall begin serving immediately upon their election to the committee. Their terms on the Executive Committee shall expire two Academic Weeks after their Senate terms expire, or when their replacements are elected, whichever is earlier.
4. **MEETINGS:** The President shall call regular meetings of the Executive Committee. Any two members of the Executive Committee may call additional meetings as needed.
5. **AGENDA:** The Executive Committee shall set the agenda for its own meetings and also for meetings of the Senate and Faculty Assembly. Any member of the College community may propose to the Executive Committee that an item be placed on the agenda of the Faculty Assembly, Senate, or Executive Committee. Upon a Petition signed by at least 30% of the Faculty, or upon a Petition signed by at least 20% of the Senate, the Executive Committee must place the item on the agenda of the appropriate body.
6. **QUORUM:** A quorum for Executive Committee meetings shall be a majority of the committee's members.
7. **OBSERVERS:** Meetings of the Executive Committee shall be closed except by invitation. Only members of the Executive Committee may vote.
8. **REPORTS:** The Executive Committee shall prepare an annual report to the Faculty Assembly on the work of the Senate.
9. **RELATIONSHIP WITH THE UNION:** The Executive Committee shall be mindful of the legal rights and responsibilities contained within the relevant

collective bargaining agreements and ensure that actions of the Senate do not intrude on areas properly the concern of the collective bargaining agent.

ARTICLE VIII. THE COMMITTEES OF THE SENATE

1. **CREATION AND DISSOLUTION OF STANDING COMMITTEES AND TASK FORCES:** The Senate shall have two categories of Committees: standing committees and task forces. Notwithstanding the enumeration of standing committees in this Article, the Senate shall have the power to propose to the Faculty Assembly the creation of new standing committees, changes in their composition, or the dissolution of existing standing committees. In the event of administrative reorganization that changes the titles of any of those identified as ex officio members of a committee, the Executive Committee may approve substitution of equivalent ex officio members. All other changes require simple majority approval by the Faculty Assembly through a referendum as described in Article V, Section 12. New standing committees should provide balanced representation from across the College comparable to that of existing standing committees. Either the Senate or the Executive Committee may create new task forces. Task forces shall be automatically dissolved at the end of the academic year in which they were created, unless specifically continued by the Senate or the Executive Committee.
2. **ELIGIBILITY FOR COMMITTEE MEMBERSHIP:** The chairs of standing committees must be Faculty members but need not be Senators. The vice chairs of standing committees must be Senators. Where appropriate because of their special nature, Committees may include members from outside the Faculty, but in no case will a non-Faculty member serve as a chair or vice chair of a standing committee.
3. **SELECTION OF CHAIRS OF STANDING COMMITTEES:** Chairs of standing committees shall be elected at large by the Faculty Assembly in April of even-numbered calendar years. Chairs shall serve two-year terms to begin on the first day of the Fall semester following their election.
4. **DUTIES OF CHAIRS OF STANDING COMMITTEES:** The chair of each standing committee shall:
 - a) convene the standing committee regularly and be responsible for its work, and
 - b) submit to the Senate oral and written reports as described in section 10 of this Article.
5. **SELECTION OF REPRESENTATIVES TO STANDING COMMITTEES:** Elections of the Schools' representatives to standing committees shall be held in odd-numbered calendar years as soon as practicable after the results of elections of Officers and School Senators are announced, with one exception: In the case of the Committee on Research and Professional Development, one representative from the Library shall be elected each even-numbered calendar year, and one representative from each of the other Schools shall be elected each year. All representatives to standing committees elected pursuant to this section shall serve two-year terms to begin on the first day of the Fall semester following their election.

6. **SELECTION OF VICE CHAIRS OF STANDING COMMITTEES:** No later than four Academic Weeks after the beginning of every Fall semester, the Senate shall elect a Senator to serve as vice chair of each standing committee. The vice chair may, but need not be, elected from among Senators already serving on that standing committee as School representatives or G-conveners. Each vice chair shall begin serving a one-year term immediately upon election.
7. **DUTIES OF VICE CHAIRS OF STANDING COMMITTEES:** The vice chair of each standing committee shall:
 - a) serve as a liaison between the Senate and that standing committee,
 - b) assist the chair, and
 - c) perform the duties of the chair in his or her absence or incapacity.
8. **SELECTION OF MEMBERS OF TASK FORCES:** The Senate shall elect the chairs and members of task forces, who shall begin serving immediately upon election. The Senate may delegate this power to the Executive Committee.
9. **ASSIGNMENT OF WORK:** The Executive Committee shall assign business to appropriate Committees, and the Secretary shall be responsible for conveying the assignments to the Committees and to the Faculty.
10. **REPORTING:** All Committees are responsible to the Senate. Once a year, by a date established by the Senate, each standing committee shall submit to the Senate a written report on its activities. Task forces shall report in writing to the Senate at the end of their work or by a date established by the Senate. The President may, from time to time, require standing committees and task forces to present additional written or oral reports to the Senate.
11. **RECOMMENDATIONS:** Committee recommendations requiring Senate action, together with Committee reports related to such action, shall be placed before the Senate by the Vice President.
12. **SUBCOMMITTEES:** Each Committee shall be free to form subcommittees to deal with special issues. Upon notice to the Executive Committee, such subcommittees may include members from outside the Committee and outside the Faculty. Those invited to serve on a subcommittee do not become voting members of the full Committee.
13. **ALTERNATES:** If a member of a Committee is unable to attend one of its meetings, he or she may designate an alternate to represent him or her.
14. **VACANCIES:** A vacancy occurs on a Committee when a member resigns from the Committee, loses his or her eligibility for Committee membership, or is unable to complete his or her term; or in the case of a member elected from a School, when he or she leaves that School; or in the case of a vice chair, when he or she leaves the Senate. Appointments to fill vacancies on task forces shall be made by the Executive Committee. Vacancies on standing committees shall be filled, in the case of a chair, by a special at-large election by and from the Faculty Assembly; in the case of a vice chair, by a special Senate election; in the case of a representative from a School, by a special School election; and in the case of a member other than a chair, vice chair, or School representative, by an appropriate method.

15. **ENUMERATION OF STANDING COMMITTEES:** The initial standing committees of the Senate, their areas of concern, and their members, apart from the respective chairs and vice chairs, are as follows:
- a) The **Committee on Academic Policies** has oversight and advisory responsibility for all current Programs, both undergraduate and graduate, and addresses all aspects of Program curriculums, academic policies and procedures, and academic advising. Members: One member elected by and from the Faculty of each School, two members nominated from among those Faculty teaching graduate courses and elected at large by the Faculty, the Dean of Graduate and Continuing Studies (ex-officio), another Dean chosen by the Provost (ex-officio), the Provost (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio). One undergraduate student and one graduate student shall be appointed to serve as non-voting liaisons.
 - b) The **Committee on Academic Programs and Planning** recommends a long-range plan for undergraduate and graduate education and reviews and approves new degree-granting programs at both undergraduate and graduate levels. Members: One member elected by and from the Faculty of each School, two members nominated from among those Faculty teaching graduate courses and elected at large by the Faculty, the Dean of Graduate and Continuing Studies (ex-officio), another Dean chosen by the Provost (ex-officio), the Provost (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio). One undergraduate student and one graduate student shall be appointed to serve as non-voting liaisons.
 - c) The **Committee on Administration & Finance** has oversight and advisory responsibility for all matters of budget and finances, and all questions of institutional priorities and resources. Members: One member elected by and from the Faculty of each School, the Vice President for Administration and Finance (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio).
 - d) The **Committee on General Studies** has oversight and advisory responsibility for all aspects of the General Studies Program. Members: The Coordinator of the Freshman Seminar Program and the G-conveners, elected at large by and from the Faculty; the Dean of General Studies (ex-officio); the Provost (ex-officio); and a bargaining unit representative appointed by the President of the Union (ex-officio). Additional voting members shall be elected as follows: As soon as practicable in each odd-numbered calendar year, one member shall be elected by and from the Faculty of any School that is not already represented on the Committee by either a G-convener or the Freshman Seminar Coordinator.
 - e) The **Committee on Information Technology and Media Services** has advisory responsibility for all matters of academic computing, distributive education, media services and related information technology infrastructure. Members: One member elected by and from the Faculty of each School, the Director of Library Services (ex-officio), the Director of

Media Services (ex-officio), the Director of Computer Services (ex-officio), the Associate Vice President for Computing and Communications (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio).

- f) The **Committee on the Library** has advisory responsibility for all matters of Library policy. Members: One member elected by and from the Faculty of each School, the Director of Library Services (ex-officio), the Director of Media Services (ex-officio), the Director of Computer Services (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio).
- g) The **Committee on Research and Professional Development** has responsibility for the development and administration of policies for awarding internal grant monies and sabbaticals for faculty research and development. Members: One member elected by and from the Faculty of the Library, two members elected by and from the Faculty of each of the other Schools, the Provost or a designee (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio).
- h) The **Committee on Student Affairs** has oversight and advisory responsibility for all matters of student life and discipline. Members: One member elected by and from the Faculty of each School, the Vice President for Student Affairs (ex-officio), the Dean of Students (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio). One undergraduate student and one graduate student shall be appointed to serve as non-voting liaisons.

ARTICLE IX. ELECTIONS

1. **PURPOSE OF NOMINATING COMMITTEE:** The Nominating Committee shall affirmatively seek out capable Faculty members and encourage them to run in Faculty Assembly and Senate elections. It shall also strive to promote diversity and balance in Faculty governance by seeking candidates of different ranks, Schools, disciplines, genders, races, and ethnicities.
2. **COMPOSITION OF NOMINATING COMMITTEE:** The President, in consultation with the Executive Committee, shall appoint five Faculty members to serve on the Nominating Committee of the Senate, and shall appoint one of those five as the committee's chair. The chair and other members of the Nominating Committee shall serve two-year terms. The President shall serve ex officio on the Nominating Committee as a sixth member.
3. **NOMINATION PROCEDURE:** The Nominating Committee shall select candidates for all positions elected by the Faculty at large, but not for elections within the Schools. The Nominating Committee shall submit to the Faculty Assembly one nominee for each vacancy no later than two Academic Weeks prior to the election date. Additional candidates may self-nominate. The nominations shall close no later than three working days before the election, and a final list of candidates shall be circulated no later than one working day after nominations close.

4. **ELECTIONS WITHIN THE SCHOOLS:** Elections of the Schools' representatives to the Senate and the standing committees shall be by secret ballot and may be held by electronic voting. The Faculty of any newly created School shall vote for interim representatives to the Senate and standing committees to serve until the next regular election.
5. **FACULTY ASSEMBLY ELECTIONS:** Elections of Officers, Senators at large, and chairs of standing committees, and any other elections by the Faculty Assembly shall be conducted electronically with secret ballots, with every Faculty member having one vote.
6. **ELECTIONS OF SENATORS AT LARGE:** In the case of elections by the Faculty Assembly for Senators at large, each Faculty member shall vote for a number of candidates not to exceed the number of seats to be filled. The candidates with the highest number of votes shall be elected with one exception: where this would result in untenured Faculty constituting less than 10% of the total membership of the Senate, the untenured at-large candidate or candidates with the highest number of votes will be selected until 10 % of the Senate is untenured.
7. **ELECTIONS BY THE SENATE:** Elections of at-large members of the Executive Committee, chairs and members of task forces, vice chairs of standing committees, and any other elections by the Senate shall be conducted according to procedures that the Senate shall provide in its own internal rules.
8. **TIE BREAKING:** In the event of a tie, there will be a run-off election no later than one Academic Week after the election day.
9. **REFERENDA:** Any votes by the Faculty Assembly under Article IV, section 5; Article V, section 12; or Article XI, section 4, shall be conducted electronically, by secret ballot, with every Faculty member having one vote; provided, however, that if an electronic vote is not feasible within the period of two Academic Weeks specified in Article IV, section 5, a non-electronic method may be used.

ARTICLE X. PROCEDURES

1. **ROBERTS RULES:** Proceedings of the Faculty Assembly, the Senate, and the Executive Committee shall be governed by the latest edition of Roberts Rules of Order except where otherwise provided in this Constitution.
2. **COMMITTEE OF THE WHOLE:** As provided under the latest edition of Roberts Rules, the Faculty Assembly, Senate, or Executive Committee may call for a suspension of the rules and meet as a committee of the whole.

ARTICLE XI. AMENDMENTS

1. **INITIATION:** Proposals to amend this Constitution may be brought to the Senate in any of the following ways:
 - a) by the Executive Committee,
 - b) by a Petition signed by at least one-third of the Senators, or
 - c) by a Petition signed by at least one-third of the Faculty.

2. **FORM OF PROPOSAL:** Once a proposal to amend has been properly initiated under section 1 of this Article, the Executive Committee shall ensure that the proposal is precisely worded and includes all modifications of this Constitution necessary to keep it a consistent document.
3. **RATIFICATION BY SENATE:** After sections 1 and 2 of this Article have been satisfied, the Executive Committee shall distribute the proposed amendment to the members of the Senate at least one Academic Week in advance of the meeting at which it will be considered. Ratification of the proposed amendment by the Senate shall require an affirmative vote of two-thirds of the members of the Senate.
4. **RATIFICATION BY FACULTY ASSEMBLY:** If ratified by the Senate, the proposed amendment shall then be submitted to the Faculty Assembly for an electronic vote. The Executive Committee shall distribute the proposal electronically to the Faculty Assembly at least one Academic Week in advance of the vote. The amendment shall become effective when ratified by an affirmative vote of two-thirds of the Faculty Assembly vote.

This Constitution was adopted by the Faculty Assembly on November 10, 2008 and took effect on March 1, 2009. It was amended on October 14, 2011.

ADDENDUM: REPORT OF THE TASK FORCE ON GOVERNANCE

The following comments are intended to clarify recommendations by the Faculty Assembly Task Force on Governance convened during the 2007-08 academic year to recommend changes in Faculty governance at the Richard Stockton College of New Jersey and chaired by Robert Helsabeck, herein referred to as the “Task Force.”

- 1. Comment to the preamble (“Based upon the principle of shared governance . . .”):** The Task Force believes that the Faculty should preserve two ideals in governance: the Faculty should be a partner with the administration and the Faculty should have a distinctive voice. Therefore we recommend a senate to work effectively with the administration, representing the full Faculty, and an assembly to articulate the full force of the collective authority inherent in the Faculty.
- 2. Comment to Article II, sections 1(b) (Definition of “Faculty”) and 5 (Definition of “School”):** The definition of Faculty is intended to conform to the provisions of the statewide Collective Bargaining Agreement, to include “part-time faculty” but not adjunct faculty. The definition of School includes only those schools to which Faculty are typically appointed. Graduate and Continuing Studies is excluded from the general definition to avoid double representation of Faculty who help elect representatives from the schools to which they are appointed. Named representatives from Graduate and Continuing Studies are specifically called for on some standing committees.
- 3. Comment to Article III (Functions and Powers):** As indicated by Articles III, IV, and related provisions, it is the intent of the Task Force to establish the Senate as the primary representative body for purposes of shared governance. However, we sought a structure that would respect Stockton’s long tradition of governance by the full Faculty through the Faculty Assembly and reflect our deep commitment to retaining the democratic and communitarian values embodied in the Assembly. This we attempted to do by mandating three yearly meetings of the Assembly (Article IV, section 1), and by provisions that would allow the Faculty to reverse Senate action (Article IV, section 5). The process for overturning Senate action is deliberately burdensome: we expect it to be rarely—if ever—used. Nonetheless, it is a potential check on arbitrary Senate action.
- 4. Comment to Article IV, section 1 (Regular Meetings):** It seemed important to the Task Force to preserve the community-building functions of the Faculty Assembly by assembling the Faculty every semester. The two Fall meetings—which might occur during different times on the Fall Faculty Conference day—are further connected to preserving the democratic goals of our Assembly. One Fall meeting (subsection (a)) is for agenda-setting and reporting. Importantly, the second (subsection (b)) is intended to assure entire Faculty hearing on priority issues. In recent years, for example, there has been a Fall Faculty forum on a new approach to student-evaluation of teaching (IDEA); on proposed changes to General Studies; and on distributed education standards. We believe that beginning the year with communication in all directions (subsection (a)), and with a focused forum open to the entire Faculty (subsection (b)), will help us retain the sense of full-Faculty participation as we delegate greater power to a Senate.
- 5. Comment to Article V, section 2 (Composition of Senate):** The Task Force discussed, at length, what composition of the Senate would best meet the goals of (a)

assuring representation of various interests; (b) inviting persons with a broad vision of the College to run for the Senate—even if a disproportionate number of them come from the same School; and (c) keeping the size of the Senate at a reasonable number. We also tried to write a Constitution that would not need to be revised as the College grows significantly and/or shifts in emphasis.

Under this proposal and current conditions, the Senate would consist of twenty-nine Senators. Twelve of these would be: a president, vice president, and secretary elected by the Faculty; the President of the Union; and one Senator elected from each of the following: ARHU, BUSN, EDUC, GENS, the Library, NAMS, Health and SOBL. The remaining Senators (seventeen) will be elected at large. Article IX, section 6 assures that non-tenured Faculty will be at least 10% of the Senate.

6. Comment to Article V, sections 3 (School Senators) and 4 (Senators at Large): At a meeting of the Faculty Assembly, a straw poll indicated a clear preference for equal representation by School over the originally proposed proportionate representations for Schools. After extended discussion, the Task Force proposed one Senator per School, with most of the remaining Senators to be elected at large as described above in Comment 5.

The TASK FORCE arrived at this recommendation for the following reasons: First the Faculty preference for equity representation was overwhelming. Honoring that preference by allocating two Senators per School has the potential for creating hardship for the Faculty in the smaller Schools (e.g., the four Faculty in the Library; the fifteen Faculty in EDUC) who will need to represent their Schools in many capacities—ranging from the Faculty Review Committee to every Committee of the Assembly, etc. Second, we recognize the importance of School representation—to bring forward the concerns, perspectives, and insights that may be unique to each School. At the same time, we believe that one’s School-hat is only one of many. When issues of academic policy (add-drop, plus-minus grading), room allocation, student engagement, and parking arise, interests and perspectives rarely break along School lines. Third, we are convinced that the Senate will be best served by a large group of Senators who are encouraged—by nature of their election—to view themselves as representing the entire College, not a segment of it. Fourth, we seek a structure that is most likely to invite those Faculty who are truly interested in Faculty governance to come forward to serve. Too often, even the most important Faculty governance positions have been filled by uncontested elections because few are willing to serve. We hope the Senate will be different.

7. Comment to Article V, section 8 (Vacancies): The Task Force determined that the Senate ought to create its own bylaws to define grounds for removal of a Senator, such as excessive absences.

8. Comment to Article VIII, section 1 (Creation and Dissolution of Standing Committees and Task Forces): This section is intended to make it possible to create/abolish Committees—with faculty approval—without amending the Constitution. The Task Force used the language “balanced representation from across the College comparable to that of existing standing committees” to indicate that new Committees should have a representative from each of the Schools (including the Library) and, where appropriate, from the School of Graduate and Continuing Studies.

9. Comment to Article VIII, section 6 (Senate Liaison): The Task Force thought it was important to have a person designated as liaison to assure communication between

the Committees and the Senate. This is not intended to preclude the Senate from designating a Senator also elected to serve on a Committee as the liaison, should s/he be willing to assume that role. [Editor's note: The section referred to in this comment has been replaced with new sections 6 (Selection of Vice Chairs of Standing Committees) and 7 (Duties of Vice Chairs of Standing Committees) of Article VIII.]

10. Comment to Article VIII, section 15 (Enumeration of Standing Committees):

The Task Force looked at the Committee structure to assure that the standing committees (a) address identified needs; (b) remain appropriately consistent with the committee structure of the Board of Trustees; and (c) otherwise maximize our goal of a strong Faculty voice in shared governance of the College.

This Constitution makes only one major change in the standing committees at this time: We have re-constituted the Committees on Academic Policies and Programs and on Graduate Studies. Under the new structure, a newly-formed Committee on Academic Programs and Planning would be responsible for approving new programs at both undergraduate and graduate levels. The intent is to facilitate a broader look at the College's future ("planning" with a vision and an eye on the resource implications of decisions made at all levels). A second Committee (Academic Policies) would have oversight of both undergraduate and graduate studies. The work of the Committee on Academic Policies is likely to be cyclical in nature (e.g., there was a flurry of activity in the early years of graduate education; similar activity might occur when the College hires a new President or Provost), and experiences/problems at one level can enlighten decision making for other levels. The new Committees will include the administrators who previously served on the corresponding Committees.

11. Comment to Article VIII, section 15, subsections (a) (Committee on Academic Policies) and (b) (Committee on Academic Programs and Planning): Because this Constitution dissolves a Committee dedicated solely to Graduate Studies and assigns the functions formerly served by that Committee to the Committee on Academic Policies and the Committee on Academic Programs and Planning, the Task Force believes it appropriate to designate two seats on each of those Committees to Faculty teaching graduate courses to ensure that concerns and perspectives unique to graduate education are adequately addressed.



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Faculty Assembly

State of the Faculty Assembly, May 2009

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AY 2008 - 2009	AY 2007 - 2008	AY 2006 - 2007
April 21, 2009 & agenda	April 15, 2008 & agenda	April 17, 2007
March 10, 2009 & agenda	March 11, 2008 & agenda	March 20, 2007
February 17, 2009 & agenda	February 19, 2008 & agenda	February 20, 2007
January 20, 2009 & agenda	January 29, 2008 & agenda	December 05, 2006
November 18, 2008 & agenda	December 4, 2007 & agenda	October 17, 2006
October 21, 2008 & agenda	November 20, 2007 & agenda	September 01, 2006
September 16, 2008 & agenda	October 16, 2007 & discussion ballot	
September 2, 2008	September 18, 2007	
	September 04, 2007 & agenda	

The Faculty Assembly page and older documents are located [here](#)

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Please report any conflicts between the FAQs and the Constitution to the webmaster so that they can be referred to the Senate for correction.

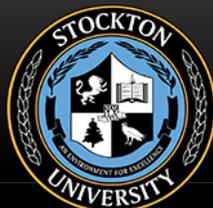
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Faculty Senate Meeting Documents

Senate Attendance Rule

(adopted by the Senate on May 6, 2010):

More than two absences from regular full Senate meetings during an academic year will constitute a vacancy. In other words, on the third absence during an academic year, the absent Senator's seat will be considered vacant, triggering the constitutional procedure for filling a vacancy in the Senate. All absences, whether excused or not, count. Meeting times are 4:30 - 6:00pm.

Full Meeting Schedule

AY 2015 - 2016		
Agenda	Minutes	Distributed Documents
May 20	Meeting Minutes	APP New Option in Existing Program Policy II 2017 Procedure 2019 Proposal Outline New Academic Degree Timeline for New Major Term of CD Prep Term SPAD Transcel Memo Updated
Apr 19	Meeting Minutes	
Mar 22	Meeting Minutes	
Feb 16		
Jan 19	Meeting Minutes	Portal Faculty Pictures Proposal December Graduation Resolution Fall Graduation Report First & Second Reading Resolution Dual Credit Task Force Report Dual Credit Task Force Recommendations Dual Credit Task Force Appendices
Dec 15	Meeting Minutes	Final Procedure Memo from EDUC-SOBL Module Task Force First & Second Reading

Nov 17	Meeting Minutes	Student Senate Recommendation Attendance Policy
Oct 20	Meeting Minutes	Genocide Prevention Certificate Proposal Data Analytics Proposal
Sept 29 Faculty Assembly	Meeting Minutes	Letter to BoT Letter from BoT
Sept 15	Meeting Minutes	Board of Trustees Powers & Duties
Sept 1 (Fall Faculty Conference)	Meeting Minutes	Board of Trustees By Laws State College & University Guidelines Proposal Victimology Minor

PREVIOUS MEETING TIMES

- AY2014- 2015
- AY2013- 2014
- AY2012-2013
- AY2011-2012
- AY2010-2011
- AY2009-2010

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May 11 Senate Retreat	May 11	Field Trip Absence Permission Slip General Studies Form Proposed Changes
Apr 21	Apr 21	
Apr 14 Faculty Assembly/Union	Apr 14	
Mar 24	Mar 24	
Feb 17		
Dec 9	Dec 9	Motion: Joint Task Force on a Potential Atlantic City Campus Proposal: Doctor of Education in Organizational Leadership Procedure: Life Cycle of Academic Programs
Nov 18	Nov 18	Spring 2015 Commencement Student Speaker Selection Pilot Concept Proposal
Oct 21	Oct 21	Supporting Materials Relating to Task Force on Dual Credit Recommended Actions on Accessibility Task Force Recommendations
Sept 16	Sept 16	
Sept 2 (Fall Faculty Conference)	Sept 2	

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- May 6 (Senate Retreat)
- Apr 15
- Mar 18 (Faculty Assembly/Pres. Saatkamp State of the College Address)
- Feb 18
- Jan 28
- Nov 19
- Oct 15
- Sept 17
- Sept 3 (Fall Faculty Conference)

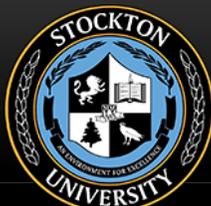
Minutes

- May 6
- Apr 15
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Distributed Documents

- Motion to Create Pan-College Task Force on University Status
- Women's, Gender & Sexuality Center Proposal
- Grad Student Academic Honesty Changes, Academic Honesty Policy/Procedures for Doctoral & Master's Candidates, Stockton "Walking Policy"
- Summer module change rationale, New summer session structure

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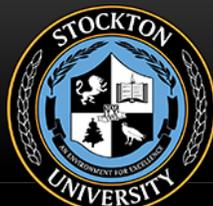
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[BSHS-PA Proposal, Testing Survey, Childhood Studies Minor](#)

[Report of Task Force on Double Major/Dual Degree, TEDU Worksheets for Faculty Senate, Phase Out Plan for the Post-Professional DPT Program, Bachelors Degree in Health Sciences Proposal, Concept paper on Minor in Childhood Studies, Interim report of the University Status Task Force, Stockton Reliance Agreement](#)

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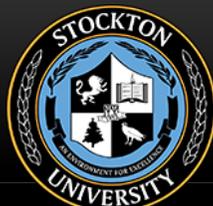
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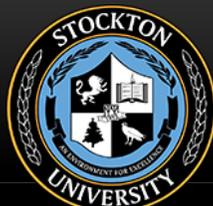
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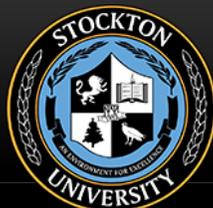
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Women's, Gender & Sexuality (WGSC) Center Proposal & Task Force Report	
Revised Student Academic Honesty Procedures	
Key Changes in New Student Academic Honesty Procedure	
Graduation Requirements Procedure	
NJ Higher Ed Statute on Military Service	
Transfer Credit Procedure	
Attendance Policy	
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Title IX Exec Summary	

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Title	Status
Bachelors Degree in Health Sciences Proposal	

AY 2011 - 2012 Proposals

Title	Status
Secondary Title Proposal	
Master of Arts in American Studies (MAAS)	

AY 2010 - 2011 Proposals

Title	Status
Recommendations on Distributed Education	Approved, April 19, 2011
Appendix A: Online Learning Data	
Bachelor of Science in Health Science (BSHS)	Approved, May 10, 2011
Master of Arts in American Studies (MAAS)	Approved, October 18, 2011
Sustainability Degree Program	Approved, April 19, 2011
International Studies Minor	Approved, Sept. 21, 2010
Digital Literacy and Multimedia Design Minor	Approved, Sept. 21, 2010
Jazz Studies Minor	Approved, Nov. 16, 2010
Bachelor of Arts in Interdisciplinary Studies (BAIS)	Under consideration

AY 2009 - 2010 Proposals

Title	Status
Non-matriculation credit limit for graduate students	Approved, Feb. 9, 2010

July 2009 proposal	
Accelerated Dual Degree Final Report	Approved, March 9, 2010
Double Major	Approved, Feb. 9, 2010
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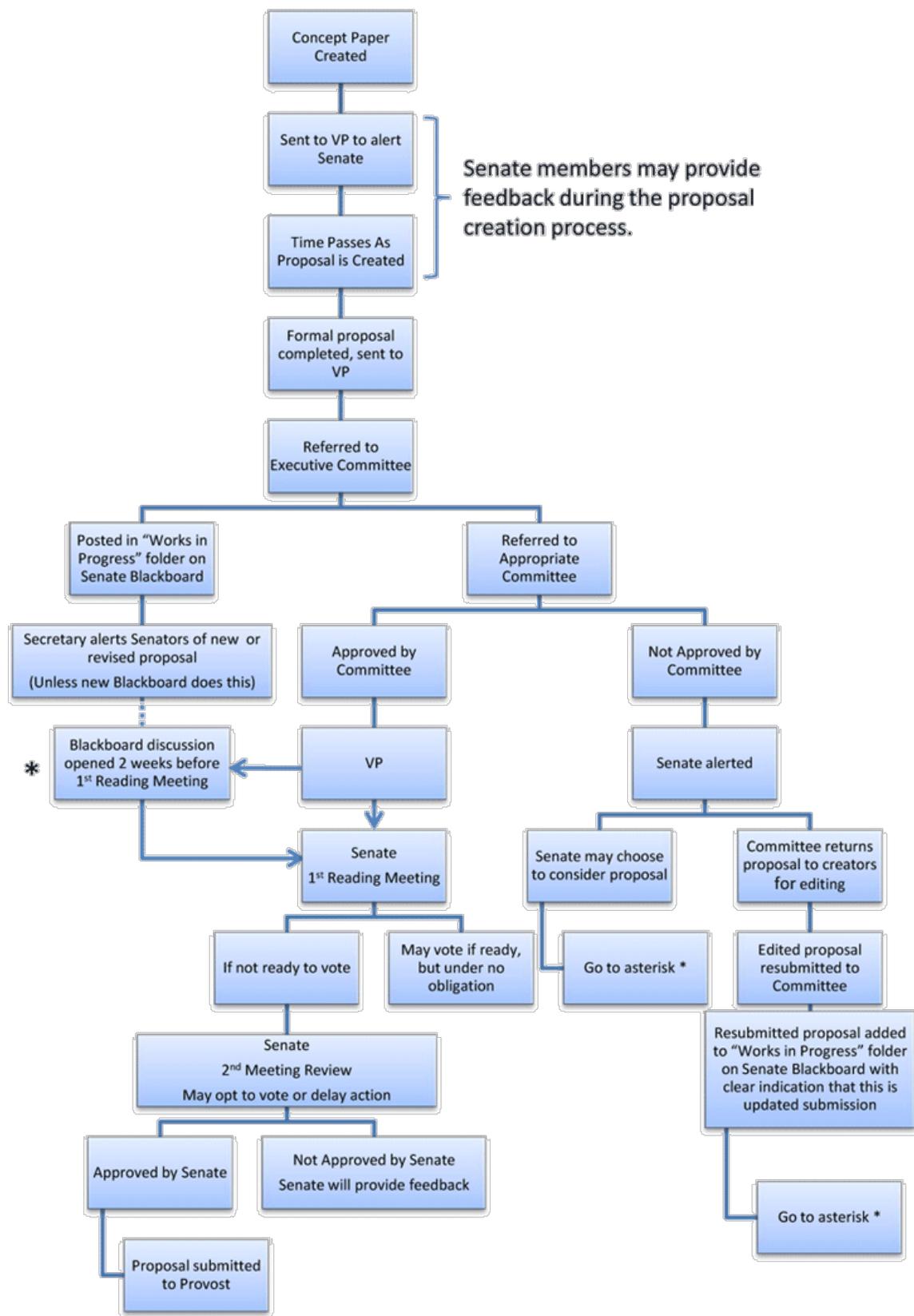
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Creating and submitting a proposal

This flowchart represents the path that most proposals may take through the Faculty Senate. The nature of the proposal determines the pathway. Please see [Proposal FAQs](#) for more information.



The Richard Stockton College of New Jersey

INTERNAL REVIEW PROCESS for newly proposed undergraduate minors

Approved by the Academic Programs & Planning Committee December 10, 2009

STEP 1- Documentation & Preparation

Programs wishing to create a new minor should begin this process by reviewing policy regarding the criteria for a minor. (See *Manual of Policy* pages 1-3 of Section II-31 adopted 7/96.)

A document should be prepared summarizing all necessary information for the newly proposed minor. (See *Concept Paper Guidelines* for a format you may follow.)

STEP 2- Identify as Program Specific or Multidisciplinary Minor

After establishing the criteria for the minor, the minor must be formally reviewed. This review is based on whether the minor is program specific or multi-disciplinary in nature.

For program specific minors, you must begin by seeking approval of your program and school before moving forward. Consult and complete your school's established process before moving on in this process.

For multi-disciplinary minors, a group of faculty representing this proposed minor should be identified. It is recommended that faculty members consult with their individual program throughout the creation and approval process.

STEP 3- Submission of Proposal to Faculty Senate

Upon completion of step 2, the newly proposed minor should be sent to the Faculty Senate President. The Faculty Senate President then passes this minor proposal on to the Academic Programs and Planning Committee for review.

STEP 4- Academic Programs and Planning Committee Review of Minor

Upon receipt of the new minor proposal, the Academic Program and Planning Committee will review the proposed minor. Upon approval by the committee, the proposed minor along with a recommendation of acceptance is sent to the Faculty Senate President.

STEP 5- Faculty Senate Review of Minor

The Faculty Senate, upon receipt of Academic Program and Planning Committee recommendation for approval, will do a final review of the proposed minor.

STEP 6- Academic Affairs Review of Minor

With Faculty Senate approval, the minor is then sent to Academic Affairs for the final stage of the approval process.

CONCEPT PAPER GUIDELINES

for proposed Undergraduate Minors

Approved by the Academic Programs and Planning Committee, December 10, 2009

Minors are established by a degree program or under the support of a group of faculty who propose a multidisciplinary minor. In preparation for the internal review process, those sponsoring the proposed minor should prepare a concept paper. The guidelines have been outlined below to facilitate the development and review of the minor. *Although the concept paper should address the items below it does not need to be as extensive as a full proposal for a new degree program.*

Format

Choose a standard font, no smaller than size 11, with 1" margins. Maximum length: 7 – 8 pages (including appendices).

Introductory Information

On a cover page (not counted toward page limit) list:

- The title of the proposed program
- The names and academic program (and School) affiliations of each faculty proposer for this new undergraduate minor

1. Overview

- Definition-** What is the minor? What discipline and field of study does it fall within?
- Rationale and Goals-** Why is the minor being proposed? Briefly summarize the minor including the nature and focus of the minor.

2. Needs Assessment

- National Trends-** Is there demand for such a minor? What national trends or documentation establishes a need or benefit in having such a minor?
- Student Interest-** What is the students' interest in such a minor? Why would students wish to earn such a minor?
- Target Groups-** What groups will the minor target? What student population might benefit from the establishing of this minor? What majors might benefit from coursework within this minor? What graduate programs might this impact?

3. Curriculum

- Goals/Outcomes-** Describe the curriculum of the minor proposed. Provide detail on how this minor maintains depth and coherence.

- b. Faculty-** Describe the faculty that will be teaching courses within this minor. A minimum of two faculty members, other than adjuncts, must be identified within this group.
- c. Courses-** Describe all coursework within the proposed minor. All proposed minors must include a minimum of 8 credits taken at the 3000 or 4000 level and total a minimum of 20 credits overall. List all courses needed to complete the minor including a list of courses in cases where students may select from a group of courses versus specifically designated courses. In addition, consideration should be given to the prerequisites that will be necessary for prescribed coursework.
- d. Resources-** Identify if any additional resources are needed to support the proposed minor. This may include, but is not limited to: library resources, materials, and equipment. *This is particularly important for multidisciplinary minors who may not have designated funds within a program to support projected resource needs.*
- e. Possible Concerns and Solutions-** List potential issues or concerns that may arise with the establishing of this minor such as: how this minor impacts coursework in other programs, reasoning for the types of courses listed within the minor, potential issues with demand for seats in courses, having appropriate faculty support to offer the minor, etc.
- f. Housing and Timeline-** Detail where the proposed minor will be housed and the timeline for its implementation.

Report by the Senate Task Force on Campus Accessibility

Prepared by Susan Fahey, Ph.D. (CRIM)

Co-chair Fran Bottone (LAP),
Camille Sauerwald (professional staff; OCTH),
Elizabeth Elmore (ECON),
Robert Ross (LAP),
Charles Ingram (Administration and Finance),
Don Hudson (Facilities), Donald Woolsey (Facilities),
Charles Skip West (Facilities),
Debbi Dagavarian (Assistant Provost),
Katherine Panagakos (LANG),
William Rosche (BIOL),
Carole-Rae Reed (NURS),
Shelly Meyers (EDUC),
Elaine Bukowski (PHTH),
Nestor Smith (adjunct; SOBL),
Mary Weisel (support staff; HLTH),
Lydia Fecteau (adjunct; former student; GENS),
Kimberly Furphy (OCTH)

Introduction

The Task Force on Campus Accessibility was commissioned by the Faculty Senate in May 2013 with a one-year term. Its purpose was to “identify accessibility challenges that students, faculty, staff and community members experience while on our campus. They may survey constituent groups and hold hearings to determine whether there are specific areas of concern.” This is the final report of the Task Force on Campus Accessibility.

Composition and Structure

A call was placed to the campus to elicit potential Task Force members. It was decided early on that the Task Force membership should include faculty, staff and administrators. We particularly sought to include faculty from Physical Therapy (PHTH), Occupational Therapy (OCTH), Nursing (NURS) and Education (EDUC), as we knew we would need the knowledge those disciplines possess. Also, we sought out both full-time and adjunct faculty as well as full-time staff. We knew that we would want to include representatives from the Learning Access Program (LAP). Another important constituency to include on the Task Force was administrators from Facilities and Administration and Finance. We also knew we would want to include disabled individuals. All of these goals were achieved. We ultimately decided to represent the student voice via a former student and current adjunct faculty member because of the large amount of work which would take place in Summer 2013.

The official membership of the Task Force includes the following individuals: chair Susan Fahey (CRIM), co-chair Fran Bottone (LAP), Camille Sauerwald (professional staff; OCTH), Elizabeth Elmore (ECON), Robert Ross (LAP), Charles Ingram (Administration and Finance), Don Hudson (Facilities), Donald Woolsey (Facilities), Charles Skip West (Facilities), Debbi Dagavarian (Assistant Provost), Katherine Panagakos (LANG), William Rosche (BIOL), Carole-Rae Reed (NURS), Shelly Meyers (EDUC), Elaine Bukowski (PHTH), Nestor Smith (adjunct; SOBL), Mary Weisel (support staff; HLTH), Lydia Fecteau (adjunct; former student; GENS), and Kimberly Furphy (OCTH). This Task Force represents a mix of the constituencies and disciplines at the College.

Activities of the Task Force

As a full task force, we met in person several times and created plans for campus users to report accessibility problems. We created a specific email address through which problems could be reported to the Task Force (access@stockton.edu). We advertised this email address via specially designed posters put up around campus, on the TV screens and at the Fall Faculty Conference, as well as at the various other activities we held. We wrote and deployed a survey of the faculty and staff, which was sent out to the faculty and staff in October 2013, with additional written reminders. There were 194 responses to this survey at the time of the writing of this report. We also wrote and deployed a survey of the students in February 2014. There were 1099 responses to this survey at the time of the writing of this report.

In our Task Force meetings, we sought to represent the interests of those with all types of physical disabilities, including those in electric wheelchairs, manual wheelchairs,

those who walk with assistive devices and/or with limited mobility, those with visual impairment and those with hearing impairment, among others, and combinations of these disabilities. We were also sensitive to the notion of hidden disabilities, those with disabilities that are not easily identified by others.

We quickly determined that in general, the campus itself is reasonably accessible with several notable exceptions, and that faculty, staff and the Learning Access Program are quite sensitive and responsive to issues of ensuring open access to the campus. However, we determined that while many on campus are sensitive to the issue, some are simply unaware of the type and number of challenges and obstacles disabled campus users face. We determined that it was important to change this lack of awareness. We decided to address this by holding two campus-wide events.

Our first campus-wide event was held on October 8, 2013. It was called “Defining Disability: Student Voices,” and the purpose of the event was twofold. The first portion of the event involved presentations by our three student speakers, Brett L., Taylor C., and Elizabeth T. The students spoke to the ways in which disability framed and molded their lives and specifically, their educations. The second half involved a town-hall type open meeting during which students, faculty and staff could report accessibility issues. We requested funding for the event to pay for pizza, cookies and soft drinks, Provost Kesselman generously provided this. The event was a success and generated much discussion. We advertised this event broadly throughout campus, with posters and images on the TV screens. Some of the faculty on the Task Force offered extra credit and other benefits to students for attending. We also offered ULTRA credit.

Our second campus-wide event was held on February 20, 2014. At Defining Disability: *Murderball*, we showed a film and held a discussion afterwards. *Murderball* is a documentary film that follows the story of the US quadriplegic rugby Paralympic Team. Task Force member Lydia Fecteau led the discussion afterwards. The discussion concentrated on the different definitions of disability, including physical disabilities relative to cognitive disabilities, stereotyping and discrimination, and living a complete life as a disabled person. Many of the audience members expressed amazement at the brutal physicality of the sport and how it changed their mental images of paraplegia. As with our first event, Provost Kesselman generously provided support for the event. In addition, the Graduate Student Council supported our event with a \$100 disbursal, which was used to compensate Professor Fecteau for her time and work in leading the discussion. We advertised this event broadly throughout campus, with posters and images on the TV and LED screens. Again, some of the faculty on the Task Force offered extra credit and other benefits to students for attending. We also offered ULTRA credit. In addition, the event and the work of the Task Force were covered by articles in the *Argo* and *The Press of Atlantic City*.

Why is Full Access Important?

With the passage of the Individuals with Disabilities Education Act, the Rehabilitation Act in 1973 and the Americans with Disabilities Act in 1990, disabled students are to be ensured equal access to education, including postsecondary education.

This is not a trivial matter. Individuals with disabilities are underrepresented in postsecondary institutions, particularly four-year colleges. Further, disabled individuals are less likely to obtain the credential/degree sought at these postsecondary institutions than able-bodied individuals. It was reported that these differences are attributable to both disability-related difficulties and other reasons reported in the able-bodied population as well, such as delaying school entrance and having a GED instead of a high school diploma.¹

Further, disabled employees ought to be able to access their workplace without obstacles. For both students and employees, this includes parking on campus, getting inside buildings, traveling within buildings, using toilet facilities and accessing classrooms. Although the financial resources of the institution are often considered when discussing architectural changes to the physical facilities, many of the problems with accessing the Stockton campus need to be addressed to allow employees and students to attain the best outcomes. We include in an appendix to this report a detailed list of problems that were reported to us. This list is long and looks a bit overwhelming. Thus, we highlight the most important domains of problems in our view. These domains are either so problematic that they demand swift remediation or they would provide a relatively easy way to increase the quality of life of our disabled employees, students and campus visitors.

Problematic Domains

Parking

As a whole, access to the main campus of Richard Stockton College of New Jersey is in many ways quite good with several notable and important exceptions. The first of these exceptions is parking. Although the campus itself meets the minimum requirements of the ADA for number of parking spots in several, though not all, of our parking lots, there are three main problems with this.

The first problem with this assertion is that although the minimum number of spots in some of the lots may be met, this assumes that our total number of parking spots meets our needs for the total number of parking spots, particularly during peak hours. In fact, this does not appear to be true. The single most reported complaint across the surveys and other solicitations was not enough handicapped parking. We simply have more demand than supply of handicapped parking spots, and it is likely that this will get worse as our employees continue to age and as our school hosts more disabled veterans as students and employees.

The second element of the parking problem is that the placement of parking spots is not ideal. The most common access point to the campus is to park in lots 1-4 and to travel through the Campus Center on to the main building. Many of the handicapped spots, especially the van-accessible spots, are concentrated in lots 1 and 2. Yet, the paths down from lot 1 toward A/B and Arts and Sciences are not properly accessible. Thus, individuals

¹ Laura Horn, Jennifer Berktold, and Larry Bobbitt. (1999). Students with Disabilities in Postsecondary Education: A Profile of Preparation, Participation and Outcomes NCES 1999-187. U.S. Department of Education, Office of Educational Research and Improvement. Washington, D.C.: U.S. Government Printing Office.

who cannot find parking closer to the Campus Center in lots 3 and 4 are forced to park in 1 or 2 and travel further than able-bodied individuals since they must travel through the Campus Center to get to the main building.² Further, in several of the lots, there are not enough van-accessible spots, or those that are there are not properly sized. When the van accessible spots are not of the required size, individuals who drive or are driven in a van and who require a motorized platform to lower their wheelchair to the ground are unable to use these spots as there is not enough room to do so.

The Task Force suggests that the design and placement of handicapped parking spots be reworked. In addition, we need more parking in general on campus. We need more handicapped parking, specifically, and we need more properly sized, van-accessible parking spaces. It is imperative that something be done about the lack of access to handicapped parking, as it was the most voiced complaint across the different surveys, email reports and meetings. It is our suggestion that one or more members of the Accessibility Task Force be allowed to provide input or testimony on the issue of faculty and staff parking to the Committee on Administration and Finance to allow disabled voices to be heard and to be included as a part of the solution.

Although the faculty, staff, and student complaints about lack of general parking spaces is beyond the purview of our Task Force, we note it in our report to communicate the level of anger and anxiety reported to us, particularly by students, about the lack of general parking on campus. We received multiple anecdotal reports that due to lack of general parking spaces, some students had resorted to parking illegally in handicapped spaces when parking was tight on campus and that some non-disabled students borrowed hangtags from others and were parking legally in handicapped parking under these false pretenses. Thus, the lack of general parking spaces on campus has also become an issue of disabled access if these anecdotal reports are true. The level of emotion on this topic is quite high according to the student, faculty and staff survey respondents. Our suggestion is to create a campus-wide task force specifically to examine the issue of parking on campus for students, faculty, and staff and to allow one or more members of the Accessibility Task Force to serve to represent the disabled.

We also suggest that a drop-off area be designated for use by disabled individuals who are driven to campus by another person. The placement of this drop-off area should be a short distance from the main buildings and not blocking main traffic, so disabled individuals will have plenty of time to exit their vehicles safely.

Signage

Signage is another systematic problem on the campus. First, the campus often lacks signs at inaccessible areas, such as inaccessible bathrooms, directing the user to an accessible bathroom, which is generally required by law. Further, many of the signs on campus do not meet minimum requirements for the visually impaired, such as fonts of a sufficient size, centered on a plaque of a specific size with Braille. The larger issue with our

² The New Jersey Barrier Free Subcode requires that “accessible parking spaces shall be the closest parking spaces provided and those spaces shall be on the shortest route, which shall be an accessible route, to an accessible entrance” (*N.J.A.C. 5:23-7a* 2013).

signs is that they are often quite small and located in places that make them harder to see, particularly from a distance. Many campus users reported to the Task Force that when an elevator is out of service, it would very helpful nice for signs to be placed in several locations to inform them of the problem. This would keep them from having to travel all the way to the malfunctioning elevator (or inaccessible bathroom) only to find they need to travel to yet another location. This can be quite a hardship for all disabled individuals but especially those who walk with assistive devices or limited mobility and particularly in the short time between classes.

Further, at the time of the creation of the Task Force, the campus maps available via the Stockton website did not include the location of handicapped parking. We are pleased to see that at the time of the writing of this report this has been changed. We challenge the College to go one step further and to create accessibility maps, available on the website for individuals to print and bring with them, and also available at the Campus Center information desk. These accessibility maps would show all accessible routes through campus, including from the parking lots to all buildings, especially to the Performing Arts Center (PAC), the Learning Access office, and the main academic buildings in addition to accessible building entrances, the locations of accessible bathrooms, and elevators. These should be of sufficient font size to be easily readable by those with visual impairments. We believe this would be a valuable resource for all. We also suggest that the PAC provide a copy of this map in holders in the parking lot or near the entrance to the PAC so that our many disabled arts patrons are better able to access the PAC itself and be directed to needed services, such as bathrooms and accessible seating.

Proper signage, direction through campus via easily obtained accessibility maps, and warning signs when elevators are not working are a simple and cost-effective way of improving the quality of life of the disabled who use our campus.

Doors

The problems with doors on campus are three-fold. One, many of the doors on the campus require greater than five pounds of pressure to open, the relevant benchmark.³ This benchmark allows individuals with weakened arm strength to be able to pull or push open a door that is not on an automatic opener. Many of the doors on the interior of campus buildings are too heavy, including bathroom, classroom and meeting room doors. This presents a hardship for many individuals, including students, employees, and campus visitors. It forces these individuals to either attempt to open the door, possibly injuring themselves in the process, or needing to wait until an able-bodied individual is able to open it for them.

The second main problem with the doors are the timers on many of the campus doors, particularly many doors that lead into or out of the exterior of the building. Many of the timers are set to close too quickly, in less than five seconds, the relevant benchmark.⁴ The Task Force has received multiple reports of doors closing on individuals as they travel

³ Americans with Disabilities Guidelines 2.45 & 3.11

⁴ ADA Guideline 2.46

through the door. We even received reports of individuals being trapped between double doors where there is only a push-button opener on the *outside* and not *between* the doors. Adjusting the timers on the doors to the required five seconds will help avoid incidents of this nature.

Third, the wing doors, particularly in the unrenovated parts of the main building (B-D; F), are problematic in several respects. These doors are not on automatic openers and require greater than 5 pounds of pressure to open, and in places are not wide enough to allow access for wider wheelchairs. As these wing doors provide access to classrooms, faculty offices and essential offices, like Computer Services and the computer labs, it is exceedingly important to provide open and easy access to these areas. We suggest that the wing entrances be renovated similarly to renovations in H and J-wings, where the door opening was widened and the doors are held open on magnets.

A final note on the doors on campus applies mostly to the unrenovated portions of the campus. Doorknobs are now required to be operable by an individual who is not able to form a rounded grasping motion.⁵ Thus, round doorknobs ought to be replaced with lever-style doorknobs or other suitable replacements in all locations on the campus.

Performing Arts Center and Experimental Theater

The PAC, the Experimental Theater and the L-wing art gallery represent an important opportunity to interface with the public and provide a positive image of Stockton to visitors who come on campus to enjoy the artistic performances and other events scheduled in this area. However, we believe that this opportunity is being squandered due to the accessibility challenges in this area.

Among the issues on this part of campus, there is not enough handicapped parking outside the PAC to meet demand during performances. Further, the existing parking is quite far away from the building itself and the outside paths from the parking lot into the PAC vestibule area are graded too steeply and need handrails. Two of these paths have stairs. This area also lacks an area for disabled individuals to be dropped off by their companions, who would then park the car in a location too far for the disabled individual to travel easily to the PAC itself.

Getting into and situated in the main theater itself can be difficult given the steepness of the seating area and stairs. The bathrooms in this area do not meet some of the requirements for accessibility, particularly the unisex, single-user bathroom which could be used to great effect by disabled individuals who are accompanied by an opposite-sex companion, like husband-wife pairs. The doors in the L-wing art gallery areas do not have push-button openers, making it difficult for individuals who lack the mobility or arm strength to pull the door open and enter through it at the same time.

There is no easy access to the Experimental Theater, the dressing rooms, or educational spaces in that area of the building. The stairs are not usable for individuals who use wheelchairs, and the open chair lift does not fit individuals who use larger electric

⁵ ADA Guideline 2.43

wheelchairs nor does it meet the minimum requirements for accessibility. In addition, we received a report that riding on the chair lift is a “terrifying” experience.

The Task Force thinks ensuring our performing arts spaces are easily accessible presents an important opportunity to reach out to the Stockton community as well as the external community. Creating a drop-off area, outfitting the L-wing art gallery doors with push button openers, installing an elevator in this area to allow access to the lower portions of the building, fixing the bathrooms in this area to bring them up to accessibility standards and providing more handicapped parking and better external access to the PAC will go a long way in establishing that goodwill and community outreach.

Other Reported Campus Problems

Through our surveys, town hall meeting and email solicitations of access issues, we were able to collect many reports of accessibility problems. Although not all of these are required by law to be addressed, fixing these problems will likely improve the quality of life on the campus for the disabled members of the College community.

One issue that was raised a great deal in the surveys was the lack of push-button door openers on bathroom doors. Within the bathrooms, there are many large and small issues which make several of the bathrooms on the campus inaccessible to many disabled individuals. This is particularly true of the bathrooms closest to the Learning Access Program, between H and J-wing, where the door is heavy and difficult to open, the handicapped stall is not wide enough to accommodate many wheelchairs or an attendant, and where the placement of the toilet is quite high. Although there are other, more accessible bathrooms elsewhere on the campus, it makes disabled persons’ lives more difficult if they are forced to travel excessively to find an accessible bathroom, especially if the individual is limited to the time between classes and signs are not provided with the location of the more accessible bathroom, as is required by law.

Yet another issue raised with bathrooms is the arrangement in the A-D area of the main building, in which only the female bathroom is on the ground floor closest to D-wing (with the male restroom upstairs) and only the male bathroom is on the ground floor (with the female upstairs) on the Alton Auditorium side.⁶ This requires that individuals use stairs to get to the alternate sex restroom or else travel about the length of a football field to get to the correct restroom. We are troubled by the idea that a disabled person is forced to travel further to get access to a working, appropriate restroom.

Another problem that faces the campus is the distance that disabled individuals must travel to gain access to the main academic building from the handicapped parking spaces. This is often much longer than able-bodied individuals.⁷ Even for those who obtain handicapped parking spaces, the trip up the ramps to an accessible door into the Campus Center and then, travel to an accessible door out of the Campus Center and into the main building or the other buildings on the campus is often quite long and longer than able-

⁶ This is also true of the restrooms in the renovated section of F-wing, near the Institute for Faculty Development.

⁷ See Note 2 on this point.

bodied individuals must make. More and closer handicapped parking ought to be set aside for disabled members of the campus community in an area that streamlines and shortens their trip to the main buildings.

Finally, another issue raised was the generally problematic character of the elevators in the main building. These elevators are old, prone to malfunctioning, lack Braille or audible sounds upon arrival at floors, and some are not large enough to accommodate large scooters or wheelchairs. Survey respondents noted that many break often, particularly the elevator between H-wing and J-wing and the elevator in F-wing. They also reported that some smell poorly, causing respiratory problems, and that some bounce and move unpredictably during the trip, triggering vertigo in the rider.

Raising Awareness

Although the work of this Task Force will end in May 2014, we recommend that the awareness campaign be continued. Specifically, we suggest that posters be designed by Graphics in the Office of External Affairs. We envision posters that would share a similar concept as the poster campaign currently directed at promoting responsible drinking by students. Like the drinking campaign, we suggest that the disability awareness campaign posters be placed in high-trafficked areas, such as near the osmosis water fountains and vending machines.

We recommend that these posters be designed to address disabled awareness etiquette in many domains. For parking, we recommend that posters be designed to discourage parking illegally in handicapped spaces or borrowing a handicapped hangtag from a family member to park in handicapped spaces under false pretenses. These posters could also be designed to discourage Stockton employees and students from parking in front of curb cuts and on sidewalks. Further, we suggest that posters be designed to encourage proper door etiquette, including allowing disabled persons into the stream of pedestrian traffic when there is a line of individuals traveling through a door, to allow disabled persons to pass through a door without being cut off, to hold doors open for disabled persons and to decrease casual usage of the automatic door openers by individuals who do not need them to access the door. In addition, posters could be designed for the theater spaces on campus that would discourage individuals from placing chairs or strollers in spaces reserved for wheelchairs. Posters addressing other problematic domains should also be considered.

Final Thoughts

The work of this Task Force has been met with much acceptance and affirmation. The Stockton community at large is one that wants to meet and exceed accessibility standards. We have encountered little resistance to our work, and we would like to thank our fellow employees, students and the community at-large for this support and acceptance.

As the College continues to grow and serve an aging constituency, the Task Force recommends follow-up research in five to ten years to gauge the degree of compliance with the recommendations, as well as any emerging issues.

We would like to thank President Saatkamp for supporting our work and for commissioning an accessibility assessment to evaluate the main campus. We would also like to thank the administration for allowing the Chair of the Task Force, Susan Fahey, access to the report and to meet with the architects themselves. We publicly acknowledge Task Force member Charles Skip West for granting us this access.

Further, we would like to thank Provost Kesselman and the Office of the Provost for providing support for our work and our events. We would also like to thank the Graduate Student Council for supporting the most recent event. We also acknowledge the support of the Stockton Federation of Teachers and the Faculty Senate, especially Mike Frank and Rodger Jackson, for recognizing the importance of this issue. Finally, we would like to extend our recognition and gratitude for the work of Task Force co-chair Fran Bottone and her Learning Access Program in ensuring that our students are equipped to succeed in their classes, despite the challenges.

WOMEN'S, GENDER & SEXUALITY
CENTER (WGSC)

Providing Advocacy, Resources, & Community

PROPOSAL
AND
FACULTY TASK FORCE REPORT

FACULTY SENATE TASK FORCE

Laurie A. Dutton, *co-chair & Associate Director of Counseling Services*

Kristin J. Jacobson, *co-chair & Associate Professor of Literature*

Dee McNeely-Greene, *Associate Vice President for Student Affairs*

Margaret Lewis, *Associate Professor of Biology*

Maya Lewis, *Assistant Professor of Social Work*

Nathan Long, *Associate Professor Creative Writing*

Jennifer Lyke, *Associate Professor of Psychology*

Daniel Tomé, *Assistant Director of Service Learning*

SUMMARY

GOAL: Establish a Women's, Gender, and Sexuality Center (WGSC) on the Galloway campus with a mission to serve the entire campus, including the satellite campuses via its webpage and other outreach programs.

WGSC MISSION: The WGSC will serve as a clearinghouse for gender, sexuality, and survivor resources on campus and provide a safe, welcoming space to enhance the quality of campus life. The WGSC will provide services aimed to:

- *Dismantle* all forms of oppression, including but not limited to discrimination based on ability, age, class, ethnicity, gender, race, and sexual orientation;
- *Advocate* for an equitable environment free from violence and harassment based on, but not limited to, gender, sexual orientation, and race;
- *Foster* an anti-racist, non-sexist, queer-affirmative safe space;
- *Coordinate* programming and educational campaigns related to women, gender, and sexuality.

WGSC PRIORITIES: The WGSC will provide:

1. Sexual harassment, sexual assault, interpersonal relationship violence, and bullying prevention advocacy, including the training and supervision of certified Osprey advocates;
2. LGBTQ resources and advocacy;
3. Pregnant and parenting student resources and advocacy.

RATIONALE FOR A WGSC:

Support Campus Diversity by Supporting Women and the LGBTQ communities:

- Women still make an average of 78 cents on a man's dollar and still lag men in key leadership positions.
- Pregnant and parenting students face enormous barriers to education.
- Almost one-quarter (23%) of LGBT staff, faculty, and students in a national survey reported experiencing harassment.
- LGBT respondents were twice as likely to be targets of derogatory remarks (61%).
- One-third of LGBT (33%) and transgender (38%) students, faculty, and staff have seriously considered leaving their institution.

Coordinate Existing and Provide New Resources: The WGSC would provide an efficient means to coordinate services and offer the college community a central location to access crucial resources.

Leadership Role in Anti-Violence Campus Initiatives and Training: Three percent of women on college campuses are sexually assaulted each year. Recently the White House formed a task force to help colleges prevent and respond to sexual assaults as well as hold colleges accountable when they fail victims.

Recruitment and Retention Investment: To remain competitive Stockton should join TCNJ, Ramapo, William Patterson, New Jersey City University, and Montclair, all of which have Women's Centers.

TASK FORCE RECOMMENDATIONS FOR COLLEGE SUPPORT:

- Support the establishment of the WGSC, including hiring an Assistant Director, providing support staff, and dedicating space.
 - Support the development of a campus grant for seed funding (e.g., release time for faculty/staff).
 - Support a permanent center's long-term resource needs.
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INTRODUCTION

A cooperative effort between Academic and Student Affairs, the report that follows outlines the Women's, Gender and Sexuality Center's mission, responsibilities, and required resources. The Faculty Senate approved the following charge for the Task Force on 28 January 2014:

The Task Force on the Women, Gender and Sexuality Center is charged to assist in expanding the current proposal's explanation of the Center's activities, staff, space and resource needs. The Task Force would interface with other agencies and organizations in an effort to identify potential challenges and clarify the role of the Center within the Stockton community. The Task Force will present the final proposal to the Faculty Senate for approval.

An ad hoc committee of faculty, staff, and students (membership list included below) started the original proposal that this Task Force is charged with completing. The ad-hoc committee formed in Spring 2013 when Kristin Jacobson served as WGSS coordinator (AY 2012-13). Student requests for such a center on campus, combined with the success of the interpersonal violence advocacy certificate program, and the gift of the Nancy Ashton collection of feminist books, prompted a formal call to action by faculty, staff, and students. The ad hoc committee successfully obtained a groundswell of support from both the Stockton and broader community for a WGSC via a Change.org campaign in Fall 2013 (<https://www.change.org/petitions/support-rscnj-women-s-gender-and-sexuality-center#>). The campaign exceeded its goal of 1000 supporters by 25 November 2013. To date, 1,329 people have signed in support of the WGSC for the Galloway campus.

ORIGINAL PROPOSAL COMMITTEE MEMBERS

Kristin Jacobson, *chair & Associate Professor of Literature*
 Luanne Anton, *Health Educator*
 Frances Bottone, *Director of Counseling & Health Services*
 Deeanna Button, *Assistant Professor of Criminal Justice*
 Elizabeth Calamidas, *Associate Professor of Public Health*
 Merydawilda Colon, *Professor of Social Work*
 Christy Cunningham, *Associate Director of the Career Center*
 Lauren Del Rossi, *Visiting Assistant Professor of Physical Therapy*
 Katherine Ditmire, *MSW Intern Therapist*
 Laurie A. Dutton, *Associate Director of Counseling Services*
 Betsy Erbaugh, *Assistant Professor of Sociology*
 Lauree Klein, *undergraduate student, liaison from Coalition for Student Engagement*
 Margaret Lewis, *Associate Professor of Biology*
 Maya Lewis, *Assistant Professor of Social Work*
 Nathan Long, *Associate Professor Creative Writing*
 Sara Martino, *Associate Professor of Psychology*
 Kyle Miceli, *undergraduate student, PRIDE co-president*
 Kristin Morell, *adjunct instructor in Social Work*
 Erin O'Hanlon, *Atlantic County Women's Center (community partner) & Activist in Residence*
 Rain Ross, *Assistant Professor of Dance*
 Kristen Slagle, *undergraduate student, PRIDE co-president*
 Daniel Tomé, *Assistant Director of Service Learning*
 Elisa von Joeden-Forgey, *Visiting Assistant Professor of Holocaust and Genocide Studies*
 Corrine Wilsey, *Program Assistant, School of Health Sciences*

WGSC NEEDS STATEMENT

Why establish a Women's, Gender and Sexuality Center on the Stockton Galloway campus? There are many motivations for establishing a center now, and the WGSC's full mission is described in the next section. The most important reasons include:

- **Centralized Clearinghouse that Coordinates New and Existing Resources:** A permanent center would provide a physical home and a focused 12-month professional staff assistant director for disparate, non-existing, and/or hard to find resources. The WGSC would provide an efficient means to coordinate services related to women, gender and sexuality and offer the college community a central location to access crucial resources. It would also offer a critical, new safe space for marginalized students who often feel they have no space or safe place in our community.
 - **Diversity Benchmark:** While no such center currently exists on a college campus in Southern NJ, Stockton is one of the few New Jersey state institutions that does not provide this vital resource for its community.
 - Kimone (BRIDGETON, NJ) writes on the Change.org petition: "I am a Stockton alumni, I feel Stockton truly values and embraces diversity, and I believe this would further demonstrate and emphasize Stockton College's commitment to a diverse learning environment."
 - **Inequality Still Exists:** More women now graduate college than men. In fact, the majority of Stockton students are women: 58% in Fall 2012. However:
 - Women still make an average of 78 cents on a man's dollar for doing the same work and still lag men in key leadership positions, such as the United States government: "Women hold 98, or 18.3%, of the 535 seats in the 113th US Congress—20, or 20%, of the 100 seats in the Senate and 78, or 17.9%, of the 435 seats in the House of Representatives" (source: Center for Women and Politics).
 - Pregnant and parenting students face enormous barriers to education: 61% of women who have children in community college do not finish their degree, and less than 2% of teen mothers who have a baby before age 18 get a college degree by age 30 (source: National Campaign to Prevent Teen and Unplanned Pregnancy).
 - Colleen (MULLICA HILL, NJ) writes on the Change.org petition: "As a female graduate of Stockton, I've personally experienced the devaluation of my professional skills in comparison to my male counterparts, based solely on my gender and the assumption that 'my responsibilities as a mother would get in the way' (even before I was one). We ALL deserve a fair and equitable chance to succeed based on our qualifications, not our irrelevant demographic boxes."
 - Dana (BROWNS MILLS, NJ) writes on the Change.org petition: "I am a Stockton student and I feel that a women's center would benefit women at Stockton in many ways by giving them added support and a place to discuss experiences only women go through."
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- **LGBTQ is an Underserved College Population** (source: *2010 State of Higher Education for LGBT People*):
 - Almost one-quarter (23%) of LGBT staff, faculty, and students reported experiencing harassment (defined as any conduct that interfered with the ability to work or learn). More than half of all LGBT faculty, students, and staff hide their sexual identity (43%) or gender identity (63%) to avoid intimidation. More than a third of all transgender students, faculty, and staff (43%) and 13% of LGBT respondents feared for their physical safety.
 - LGBT respondents were twice as likely to be targets of derogatory remarks (61%), stared at (37%), and singled out as the “resident authority” regarding LGBT issues due to their identity (36%) when compared with their heterosexual counterparts (29%, 17%, and 18%, respectively).
 - One-third of LGBT (33%) and transgender (38%) students, faculty, and staff have seriously considered leaving their institution due to the challenging climate.
 - Marlina (BRICK, NJ) writes on the Change.org petition: “I think this is something every college campus should have. Being a student at Stockton, I believe this center will benefit the entire Stockton community.”
 - **Stockton Should Provide a Leadership Role in Anti-Violence Campus Initiatives and Training:**
 - According to the U.S. Department of Justice, 3% of women on college campuses are sexually assaulted each year. In Fall 2012, female undergraduates numbered 4373 (58% of the total undergraduate population). This means the U.S. Department of Justice estimates that the number of sexual assault victims on the Stockton campus is about 131 annually.
 - According to *The Chronicle of Higher Education*, Catherine E. Lhamon, assistant secretary of education and head of the Office for Civil Rights, reports “Complaints of sexual assault have increased by 88 percent since the department issued policy guidance in 2011 reminding colleges of their obligations under federal civil-rights law to investigate and resolve reports of sexual misconduct” (Source: Libby Sander, “Colleges are Reminded of Federal Eye on Handling of Sexual-Assault Cases,” 11 Feb 2014).
 - Gloria (ATLANTIC CITY, NJ) writes on the Change.org petition that she supports the establishment of a WGSC: “Because I am a women, a mother of four daughters and about to graduate as a social worker and am excited about advocacy on women issues!”
 - **Student Demand and Interest:** students came to faculty with requests for a center, resulting in the establishment of an ad hoc committee. Their questions and initiatives related to a WGSC continue.
 - Service-Learning Projects: Two classes and three faculty members are completing service-learning projects in Spring 2014 directly related to the establishment of a center. A sampling of the projects include:
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- *Documentary Video*: The video features a variety of people that support the establishment of a center and why they support it. The video is available on YouTube: <http://youtu.be/DVkQw4JZvp8>.
 - *Tabling*: Students with laptops tabled at the Power to the V Festival events. Students explained the WGSC and ask people to sign the Change.org petition.
 - *Survey*: A survey about gender norms on campus, with additional questions about the resource center, is being created and will be administered.
 - Student Senate: The Student Senate voted in Spring 2014 to support the establishment of a WGSC.
 - Change.org Petition: Our on-line petition at Change.org also indicates the need for a WGSC (1,329 supporters to date). A number of self-identified current Stockton students as well as alumni wrote about why they support the establishment of a WGSC. The following is a sample of what they wrote:
 - Frank (SHIP BOTTOM, NJ): "I am an alumnus of the college and I am a feminist."
 - Nicole (MAYS LANDING, NJ): "As a working mother who attends college, it is challenging to do well in school. A support network such as this will hopefully make it easier for students with circumstances like mine and students with other challenges, to succeed."
 - Heather (OCEAN TOWNSHIP, NJ): "I attend this college and believe in its full success."
 - Nicholas (NORTHFIELD, NJ): "Stockton is a front runner in educating on this topic yet we do not have a physical place to support what we teach...the time is now!"
 - Donna (VINELAND, NJ): "Stockton Alumni-this will further the reputation of the college as a place that was an excellent experience for me and others."
 - Sara (GLOUCESTER, NJ): "Being a Women's, Gender, and Sexuality Studies minor at RSC sincerely changed my life. It's one of the many things the school should be proud of - it's full of dedicated staff and brilliant, ambitious students. Honor WGSS! Get more involved!"
 - Lauren (GALLOWAY, NJ): "Most other colleges in New Jersey have a center already and the fact that we, Stockton college, a progressive school don't have one is disheartening. There's an obvious need for the center in the community."
 - **Recruitment and Retention Investment and Support Tool**: Stockton should join TCNJ, Ramapo, William Patterson, New Jersey City University, and Montclair, all of which have Women's Centers, in providing visible support for at risk students.
 - Cori (BRIGANTINE, NJ) wrote on the Change.org petition: "The Women's Center at my school (University of Hawai'i at Manoa) was an open space with many resources for
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women and men. It was a place to catch your breath and feel safe. It advocated many causes on campus and ran several campaigns with other groups on the island. As a NJ native, I know many Stockton students and I think this would be a great addition to the campus, not just for students but also for the community.”

STOCKTON’S “SISTER SCHOOLS” AND STATUS OF A WGSC ON THOSE CAMPUSES

The College of New Jersey (TCNJ): Residential, liberal-arts school with approx. 7-8,000 students

- Office of Anti-Violence Initiatives & a **Women’s Center**: <http://www.tcnj.edu/~wmnctr/>

Ramapo: Residential, liberal-arts school with approx. 7-8,000 students

- Assault Contact Team (ACT) & **Women’s Center**: <http://www.ramapo.edu/womenscenter/about-the-center/>

Montclair: Second largest public university in NJ

- Center for Non-Violence and Peace Initiatives: <http://www.montclair.edu/peace/> & **Women’s Center**: <http://www.montclair.edu/womens-center/>

William Paterson: Twice the enrollment of Stockton

- **Women’s Center**: <http://www.wpunj.edu/womens-center/>

Kean: Twice the enrollment of Stockton

- No Women’s Center

Rowan: medium-sized, public state comprehensive research university, 13,349 undergraduate & graduate students

- **Multicultural, LGBTQ & Women’s Center Proposal**: <http://demandproficiency.wordpress.com/tag/project-3-blueprint-for-rowans-future/>

New Jersey City University: Public, urban, diverse, commuter, 8,703 undergraduate and graduate enrollment

- **Women’s Center for Equity & Diversity**: <http://web.njcu.edu/dept/womenscenter/Content/default.asp>

Rutgers-Camden: 3,700 undergraduate students and 1400 graduate students

- **Women’s Center listed in Campus Info and Services (no website for Center)**: <http://colleges.usnews.rankingsandreviews.com/best-colleges/rutgers-the-state-university-of-new-jersey-camden-4741>

Most importantly, the WGSC should be a priority investment because college campuses need to be safe and welcoming for all. While Stockton has some resources in place, the federal government recently acknowledged more needs to be done by higher education to address sexual violence. The White House formed a task force in January 2014 charged with assuring more is “done to assure safe, secure environments for students of higher education” (“[Memorandum—Establishing a White House Task Force to Protect Students from Sexual Assault](#),” 22 January 2014). Additionally, more needs to be done to assure a safe environment for LGBT students: “Each episode of LGBT victimization, such as physical or verbal harassment or abuse, increases the likelihood of self-harming behavior by 2.5 times on average” (Source: The Trevor Project). While Stockton lags behind other institutions of higher education in establishing a center to serve these needs, it can now become part of a dedicated federal movement to commit resources to addressing these disturbing problems in higher education.

WGSC MISSION AND PRIMARY RESPONSIBILITIES

The Stockton College Women’s, Gender and Sexuality Center (WGSC) has a two-fold mission. WGSC will serve as a clearinghouse for gender, sexuality and survivor resources on campus and provide a safe, welcoming space to enhance the quality of campus life. The WGSC is founded upon the conviction that issues related to victimization, gender, and sexuality are pertinent not only to women, but to everyone. The entire community should address problems such as sexual harassment, sexual assault,

interpersonal relationship violence, bullying, and homophobia and issues such as sexual orientation and parenting if we are to effect political and social change.

To accomplish its dual mission, the WGSC will focus on two priorities: advocacy and resources for our target constituents. The priorities and related responsibilities are as follows:

RESPONSIBILITY A: PROVIDE SEXUAL HARASSMENT, SEXUAL ASSAULT, INTERPERSONAL RELATIONSHIP VIOLENCE, AND BULLYING PREVENTION ADVOCACY, INCLUDING THE TRAINING AND SUPERVISION OF CERTIFIED OSPREY ADVOCATES

1. *Recruit and supervise campus advocates, aka 'Osprey Advocates':* Osprey Advocates are specially trained volunteers who support individuals of sexual assault through various systems—forensic exams, medical systems, police, or campus hearing board and legal proceedings. Advocates help to ensure that survivors know their rights and options, and that what the survivor wishes to occur is supported. How an advocate comforts a survivor varies, and may include reviewing options, checking in with other professional helpers, or making sure the survivor has all the information s/he needs.
 - a. WGSC Duties include:
 - i. Work with the Atlantic County Women's Center (TWC) and the Office of Service Learning to offer Osprey Advocacy training annually during Spring Break.
 - ii. Supervise trained, certified Osprey Advocates:
 1. Run monthly advocate meetings;
 2. In conjunction with TWC, provide ongoing supervision of student advocates and feedback to TWC;
 3. Organize "on call" hours and monthly student advocates schedule;
 4. Facilitate faculty supervision for student advocates who wish to earn independent study credit.
 5. WGSC Assistant Director would provide advocacy services when certified student advocates are not available, including additional referrals.
 - b. Change to Current Protocols: The Assistant Director of Counseling Services, who currently coordinates the advocate program, would no longer be responsible for the student advocate program. This would allow the Assistant Director of Counseling Services to focus on providing therapy to RSC students. The memorandum of understanding The Wellness Center has with TWC will reflect the new roles the WGSC would assume.

- c. Change to Current Protocols: The WGSC and Osprey Advocates would assume the advocacy work related to "[Healthy Relationships](#)" currently coordinated by the Wellness Center.
 - d. Impact on Campus Community: Since Spring 2013, over 75 advocates have been trained. During 2013-2014, ten advocates are actively volunteering on campus. Additionally, some certified advocates volunteer at off-campus locations.
 - i. In Fall 2013, certified advocates responded to four student incidents. One professional staff member responded to one additional student incident.
 - ii. While difficult to calculate, one incident, on average, takes four hours of advocate work, not including his/her transportation and transition time. Thus, the volunteer advocates saved over twenty therapy hours in Fall 2013, which were provided to other students by the Assistant Director of Counseling Services.
 - iii. Advocacy resources are key services for the campus community because not all survivors seek counseling; they do not perceive themselves as "mentally ill." However, survivors often need an array of support services not currently manifested in a single, centralized location on Stockton's campus. As a result, survivors may not seek services or may give up seeking support because they do not know where to go.
 - e. Difference Between Advocacy and Counseling: The advocacy provided by the WGSC and the counseling provided by campus Counseling Services are different services with distinct credentials and goals. Certified advocates provide trained peer support and empowerment by providing access to resources and information a survivor might require whereas a counselor provides clinical services focused on the mental wellbeing of the client. Advocates, for example, sit with clients while they complete police reports and offer support when a survivor undergoes medical exams. Advocates may refer a client to counseling for assistance dealing with the short and long term effects of trauma.
2. *Coordinate the campus Green Dot bystander intervention program in conjunction with The Division of Student Affairs*: The Green Dot program is "a comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Informed by social change theory, the model targets all community members as potential bystanders, and seeks to engage them, through awareness, education and skills-practice, in proactive behaviors that establish intolerance of violence as the norm, as well as reactive interventions in high-risk situations- resulting in the ultimate reduction of violence." (Edwards, D.J., 2014).
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- a. Change to Current Protocols: The Assistant Director of Counseling Services, who currently coordinates this program, would no longer be responsible for the coordination of Green Dot. This would allow the Assistant Director of Counseling Services to focus on providing therapy to RSC students. The WGSC would take over the leadership role of Green Dot bystander intervention programming, which works toward sustaining behavior change to reduce violence across our campus community
 - b. Change to Current Protocols: The WGSC will collaborate with the Step Up! Stockton bystander intervention initiative that is coordinated through the Office of Student Rights and Responsibilities and also with the HERO campaign, which is coordinated by several campus departments.
3. *Work with the Atlantic County Women's Center (TWC), the Office of Student Rights and Responsibilities, Office of Residential Life, and Campus Police to assure the success of the two objectives described above:*
- a. The WGSC would serve as the primary unit responsible for prevention-oriented programming on campus, including arranging joint programming and training with the TWC.
 - b. The WGSC would refer appropriate cases to the Associate Director of Counseling Services, Office of Student Rights and Responsibilities, and/or to Campus Police for security concerns.
 - c. The volunteer Osprey Advocates support the Wellness Center by providing peer crisis advocacy, which allows paid campus counselors to provide counseling services to other students.

As outlined above, advocacy work related to sexual assault, interpersonal violence, and sexual harassment relies on disparate units (such as, The Wellness Center, Campus Police, Office of Affirmative Action and Ethical Standards, and TWC) to identify problems and strengths in the current sexual assault, interpersonal violence, and sexual harassment protocols. The WGSC would provide a new leadership role to assure communication and coordinate services across the College staff, community partners, and College advocates. The WGSC's Advisory Board (defined below) would be charged with regular assessment of these protocols.

RESPONSIBILITY B: PROVIDE LGBTQ RESOURCES AND ADVOCACY

1. *Provide resources and support for co-curricular programs and events for lesbian, gay, bisexual, transgender, and queer community members as well as LGBTQ allies:*
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- a. New Resource: Currently there is no College unit specifically charged with supporting the needs of the student LGBTQ community. The WGSC would provide crucial institutional support to LGBTQ students and student groups as well as LGBTQ allies.
 - i. Resources for LGBTQ are decentralized. Students questioning their sexual or gender identity may seek nontherapeutic support via student groups, allies, and mentors. The WGSC would provide centralized support and access to these resources.
 - ii. The WGSC would coordinate with the Stockton Pride Alliance to provide additional resources as well as enhance Pride Alliance activities.

 2. *Develop and Coordinate a campus Safe Zone program*: A Safe Zone is a designated area and/or individual committed to providing an inclusive environment for the LGBTQ community and their allies: "Although it is unclear who first conceived of the 'Safe' idea, the earliest found is the Ball State University program called SAFE On Campus (1992) or Staff, Administration, and Faculty for Equality On Campus, which was implemented during the 1992-1993 academic year by the Lesbian, Bisexual, and Gay Student Association" (source: University of Illinois-Chicago, "[Safe Zone](#)"). Currently, a national organization does not "certify" campuses or workplaces as Safe Zones or provide a set of universally accepted guidelines. As a result, Safe Zone programs vary from institution to institution.
 - a. New Resource: No College unit is currently charged with Safe Zone training and identification.
 - b. New Resource: The WGSC would adopt or develop for the College Safe Zone guidelines and training as well as provide Safe Zone placards for display outside campus offices, meeting rooms, dorm rooms, etc.

RESPONSIBILITY C: PREGNANT AND PARENTING STUDENT RESOURCES

1. *Provide a Clearinghouse of Resources*: provide support for as well as resources and information related to pregnant and parenting student rights and responsibilities under Title IX.
 - a. New Resource: Currently little information is readily available via the web or other College publications outlining the rights and responsibilities of pregnant and parenting students. What is available is not easy to find: the WGSS program has a small list of resources available on their website, "[Family Friendly & Gender Neutral Spaces-Galloway Campus](#)." The WGSC would serve as a clearinghouse for information regarding students' rights and responsibilities and refer students to the Office of Affirmative Action and Ethical Standards to assure or adjudicate proper protocols for the student and College.
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MISSION, PRIORITIES, AND RESPONSIBILITIES SUMMARY

The WGSC's twofold mission and priorities would provide crucial resources and advocacy by:

- Facilitating discussions about gender, sexuality, and identity;
- Fostering intellectual and personal development; and
- Promoting equal and active participation on campus by all members of the college community.

By providing the above services, the WGSC supports the college's educational mission by confronting inequality, advocating change, and creating a safe environment that allows for the full integration and participation of all members of our community. The only center of its type in Southern New Jersey, the WGSC would also contribute to Stockton's distinctive status.

WGSC CAMPUS AFFILIATED FACULTY AND STAFF AND COMMUNITY PARTNERS

Similar to the Office of Service Learning, the WGSC and its assistant director would work with faculty, staff, student, and community partners to achieve its mission. The success of the dual mission described above depends on the WGSC's ability to assist with the coordination and support of related advocacy and awareness programs. To provide a fuller picture of how the WGSC would fit into the campus community, the following includes a list of College and community partners and their related and distinctive services:

- **The Office of Affirmative Action and Ethical Standards:** This office provides monitoring and coordinating services for Title IX. The office does little student outreach or co-curricular planning. The WGSC would provide new, student-centered resources and advocacy, referring students and employees to the Affirmative Action and Ethical Standards office when appropriate. For example, a pregnant student may initially seek advice about her rights and responsibilities from the WGSC and then be referred to the Office of Affirmative Action and Ethical Standards to assure or adjudicate proper protocols for the student and College.
- **Wellness Center:** The Wellness Center provides health, learning access, and counseling resources. The WGSC would coordinate and promote related services and programing, specifically:
 - His and Her Healthy Options Clinic
 - Counseling Services
 - Eating Disorders/Body Image

Reproductive health, counseling, and body image are key issues that span the heterosexual and LGBTQ communities. The above three related student services would continue to be handled primarily by Counseling and Health Services. The WGSC would coordinate as needed to assist with educational programing and advocacy related to sexual health, eating disorders, and body image concerns. It would refer students to Counseling Services as needed.

The basic guideline for distinguishing services is that the WGSC provides advocacy and support, not counseling therapy or health diagnosis. Cases involving medical issues (physical or psychological) would be referred to Health Services or Counseling Services respectively.

- **Women's, Gender and Sexuality Studies Program:** The minor provides curricular and co-curricular resources related to women, gender and sexuality. WGSS faculty may support the WGSC by supervising for-credit WGSC internships and encouraging WGSS students to participate in WGSC programs and initiatives. The WGSC would assist in the coordination of Women's History Month events.
- **Student Groups:** F.E.M.A.L.E.S., Coalition for Women's Rights and Pride Alliance. The WGSC would provide student meeting space and coordinate co-curricular programs.
- **Atlantic County Women's Center (TWC):** As a community partner, TWC provides domestic and sexual violence advocate training. As outlined above, the WGSC would coordinate with the TWC to provide these advocacy services and related programming. The WGSC would provide institutional support to maintain and enhance this community partnership.
- **Other Programs and Centers:** In the long and short term, the WGSC would advocate for a wide range of partnerships as part of its advocacy work, including but not limited to:
 - **Center for Digital Humanities:** Co-sponsoring opportunities for work connecting the digital humanities, gender, and/or sexuality.
 - **Stockton Center on Successful Aging:** Co-sponsoring opportunities for work connecting aging, gender, and/or sexuality.
 - **Office of Veteran Affairs:** Coordinate support for Stockton's veterans and active military related to gender and sexuality.

WGSC EXISTING AND NEEDED RESOURCES

To achieve the above mission and objectives, the WGSC would require the following:

1. **Priority Staff Positions:** The Task Force recommends the WGSC be created with the following essential staff positions:
 - a. **WGSC Assistant Director (U22):** 12-month position; reports to director of the Wellness Center or Counseling Center (or as otherwise designated by the College) Full job description below.
 - b. **Student Intern(s):** Semester appointments (unpaid); student interns report to the WGSC Assistant Director. Student interns may work with a faculty member and the WGSC Assistant Director to create a 1-4 credit independent study related to their work for the WGSC. The WGSC may also serve as an on-campus location for service-learning hours. Interns earning independent study or internship credit may count this coursework as a WGSS elective with permission of their preceptor and the WGSS coordinator and by securing a faculty independent study sponsor.
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- c. **Osprey Advocates:** Semester volunteers (see above); advocates report to the WGSC Assistant Director. Advocates may also work with a faculty member to create a 1-4 credit independent study related to their advocacy work. Advocacy work completed for credit may be counted as a WGSS elective with permission of their preceptor and the WGSS coordinator and by securing a faculty independent study sponsor.
 - d. **Support Staff:** 12-month clerk position responsible for office duties, such as answering phones, helping with promotional materials for programming, scheduling appointments for the Assistant Director; reports to the WGSC Assistant Director.
2. **Additional Staff Recommendations:** A skeleton staff is outlined above; the WGSC's effectiveness would be greatly enhanced with the following additional staff positions:
- a. **WGSC Assistant Advocate/Prevention Specialist (U-20):** 12-month position; reports to director of the Wellness Center or Counseling Center (or as otherwise designated by the College).
 - i. This individual would supervise the planning, coordination and assessment of either the Osprey Advocates and/or a series of other prevention/advocacy programs.
 - 1. Recruit, train and advise student volunteers/interns and Osprey Advocates.
 - 2. Provide workshops for the campus community, including prevention awareness workshops at orientations, club events and for classroom presentations.
 - 3. Establish and assess benchmarks for the campus climate related to interpersonal violence prevention and LGBTQ.
 - ii. Such a position is needed to sustain the growth of the Osprey Advocate program as well as other duties assigned to the WGSC.
 - b. **Graduate Assistant/Intern:** Semester appointment; reports to the WGSC Assistant Director. Graduate students from both the Social Work and American Studies programs would benefit from unpaid internships with the WGSC. Graduate students from other institutions in programs such as counseling, Women's, Gender and Sexuality studies, and social justice may also seek unpaid internship placement.
 - i. The graduate assistant/intern would be responsible for providing coordination support or developing new services, programing, and/or advocacy related to the Osprey Advocates, LGBTQ services/resources, and/or services/resources related to pregnant or parenting students. Graduate assistants/interns would apply to complete a specific project during their residency in the WGSC. Specific duties for graduate assistants/interns would depend on their area of expertise and interest and the project for which they are hired.
3. **WGSC Advisory Council:** Comprised of the WGSC's assistant director, WGSS coordinator (or other designated faculty member), Wellness Center staff member, Service Learning staff member, Affirmative Action staff member, TWC staff member, Campus Police, Student
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Rights and Responsibilities staff member, Residence Life staff member, and at least one student representative.

4. **Campus Space:** Safe space for survivors of sexual assault, interpersonal violence, harassment, bullying, etc. (including LGBTQ). Full description below, “(2) WGSC Office Space, Furnishings and Computers.”
5. **Budget:** Funds required to support the above programing. Full description below, “(3) Budget.”

DESCRIPTION OF EXISTING RESOURCES

The campus and community partners listed above as well as the student advocates and the Nancy Ashton library comprise the key existing resources. Student interns could come from a variety of disciplines, including psychology, health studies, social work, and WGSS.

The WGSC would provide an efficient means to coordinate these services and offer the college community a central location for all members to access these resources.

DESCRIPTION OF NEEDED RESOURCES

Given the WGSC’s primary mission to provide services to students and given that several of the key existing advocacy services are currently organized predominately by counseling and wellness staff, an obvious home for the WGSC is Student Affairs. Should this model be followed, the WGSC’s Assistant Director would report to the director of the Wellness Center or Counseling Center. Additionally, at other institutions of higher education student affairs is often charged with overseeing such centers.

Another model is to place the center under Academic Affairs as an academic support service. Academic Affairs at Stockton currently provides and conducts a range of advocacy work via The Center for Community Engagement and the Office of Service Learning. General Studies as well as other colleges and programs could provide curricular support as well as student interns to the WGSC. Support programs would include the WGSS minor and key related undergraduate and graduate degree programs, such as the MSW and American Studies graduate programs and undergraduate programs in Psychology, Literature, Sociology, and Communications—to name a few. Under this model, the WGSC Assistant Director would report to the Director of the Center for Community Engagement or the Associate Dean of General Studies.

The Task Force discussed advantages and disadvantages to housing WGSC under Academic Affairs or under Student Affairs. Whether the center is ultimately housed in Academic or Student Affairs, the Task Force moved forward with the assumption that the WGSC would most likely be incorporated into Student Affairs given its primary focus on student services. The Task Force is less invested in who the Assistant Director reports to than the work the WGSC will accomplish.

To create the WGSC and accomplish its mission, three key resources are needed:

(1) WGSC Assistant Director: This full-time position, akin to the director of community partnerships or the service learning coordinator, would direct all WGSC activities (described above), including student interns and Osprey advocate supervision, WGSC event planning, and community outreach and partnership-building. Additionally, the assistant director would serve on college committees, write grant proposals, and—depending on qualifications—teach workshops, seminars, and/or a course. A proposed job description follows.

Title: The Richard Stockton College of New Jersey Women's, Gender and Sexuality Center (WGSC) Assistant Director

Job Description: 12 month, full time position. The Assistant Director is responsible for providing the vision for services and programming of the WGSC, which frequently require skills in counseling, advocacy, and referral. With appropriate credentials, the Assistant Director may teach one course a year in the Women's, Gender and Sexuality Studies program.

Primary Duties and Responsibilities:

- Oversees the WGSC operations, including facilities, services, staffing, hours of operation, resources, programs, library, and referrals.
 - Recommends, administers, and monitors the WGSC budget.
 - Assesses WGSC goals, operations, and programs.
 - Prepares end of year report.
- Supervises and trains WGSC volunteers/interns and supervises Osprey Advocates, the volunteer campus domestic violence advocates.
- Works with campus and community partners to develop campus-wide education and advocacy programs, such as:
 - Women and gender issues awareness and outreach programs
 - Sexual violence awareness programs
 - Violence awareness/prevention training programs
 - Peer advocacy and counseling programs
 - Conducts Safe Zones trainings
 - Green Dot (Bystanders Intervention Programming)
- Represents the WGSC in orientations, First-Year Seminar Courses, and student activities fairs, and other campus events/programs.
- Designs and implements new programs and initiatives as needed.
- Maintains contact with county, state, and federal boards and organizations to remain up to date about laws, services, and protocols related to domestic violence, sexual assault, sexual harassment, and stalking as well as other relevant issues, such as LGBT concerns.
- Develops and maintains linkages with faculty, academic units, and campus wide committees with the intention of developing programs and services that support the mission of the WGSC and college, including current college initiatives.

Minimum Qualifications

- Master's degree from an accredited university in an appropriate field, such as Women and Gender Studies, Social Work, or a closely related field.
 - Minimum 3 years experience working in a women's or LGBTQ center, program, or shelter or another related program in higher education that relates to underrepresented individuals and groups, including women, LGBTQ individuals, or in equity or diversity program/department on a college or university campus.
 - Demonstrated success in developing, coordinating, and presenting programs that address gender and sexuality in an educational environment.
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- Demonstrated knowledge of gender equity and women's issues, dynamics of oppression, social justice and of social systems/social change literature and practices.
 - Experience working with and training students.
 - Experience with hands-on counseling.
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(2) WGSC Office Space, Furnishings and Computers: We recommend that the WGSC be allocated structurally flexible (customizable) space: approximately 500-1000 square feet with a 120-150 square foot private office. This allows the WGSC to reshape itself to accommodate student needs as those needs evolve through time. At minimum the WGSC requires two spaces to fulfill its mission:

- A common area that is a warm, inviting, and open area with comfortable seating and bookshelves, which could also house the Nancy Ashton library, and
- An office space for the Assistant Director. Ideally, the Assistant Director's office would have two entrances: a private entrance separate from the common area to assure confidentiality and a door opening to the common area.

In addition to the Assistant Director's office, the WGSC would benefit from having at least one more enclosed area where private consultation can occur. However, 1-3 private rooms in addition to the common rooms would be best. Students who are meeting with the Osprey advocates or seeking other support/resources may not wish to be on display, especially around individuals of different sexes, genders, or orientations. Pregnant or nursing students may also need a private area while they are visiting the WGSC. Additionally, when not in use by the advocates, student groups or individuals could reserve the room(s) for club meetings and study sessions.

Finally, the WGSC ideally would contain or be adjacent to a gender-neutral, family- and disable-friendly bathroom. The Task Force anticipates an increasing need for such bathrooms across campus if we truly are to be an institution that not only values diversity, but supports diversity.

The total cost for furnishing a new office space is approximately \$15,000 (based on comparable recent expenses related to the new Unified Science Center). Following a shared space model (as seen in Grants and Service Learning) would reduce these costs.

Office Facilities: The following are, at a minimum, the necessary facilities for the proposed WGSC*:

- Two phone extensions, one for the Assistant Director and one for the professional staff or general use
 - Three computers with individual Ethernet connections, one for the Assistant Director, one for the professional staff, and one for general use (the general computer could be a used model)
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- Personal printer for the Assistant Director (needed to maintain student privacy/confidentiality)
 - Desk with chair for Assistant Director
 - Desk with chair for professional staff
 - All-in-one printer for scanning, faxing, photocopying, and printing
 - Desk or table with chair for counselors, student workers, etc.
 - Sufficient couches and comfortable chairs for visitors to lounge in discussion (number is dependent on space)
 - A 60-inch round table with 5 chairs for more direct discussions
 - Projector (preferably portable on cart) with ability to hookup to room computers, laptops, tablets, etc. for display of informational materials, meeting audiovisuals, etc. both in the center or wherever needed on campus
 - Pull down or portable screen, visible from anywhere in room
 - Cabinet or shelving for office supplies and pamphlets
 - Multiple, lockable filing cabinets
 - Tables or shelving for displaying informational materials, prophylactics (e.g., condoms, dental dams) and information on their usage
 - Table or surface for coffee/tea area where visitors can get a snack to relax them
 - Coffee/hot water machine
 - Refrigerator (or two mini fridges) to allow for properly labeled student, faculty and staff breast milk storage in a separate, demarcated space from foods for adult consumption
 - Two mini fridges would allow that one be dedicated exclusively to breast milk and be appropriately labeled
 - One should have a freezer section to allow nursing moms to "recharge" personal ice packs used in the coolers that they use to transport the breast milk home.
 - 8 large, floor to ceiling bookshelves: needed to house the Nancy Ashton library as well as other feminist texts that WGSS faculty would like to donate.
 - Whatever is necessary to ensure proper wireless throughout the center

*Note: if an Assistant Advocate/Prevention Specialist and/or a Graduate Assistant or Assistants are hired, as we suggest, then a phone, computer, printer, desk, chair, etc., are necessary for each of them, as well. If the space is a standalone building, sufficient support personnel will be needed to staff the center.

Repurposed Space: The task force recognizes that space on campus is at a premium. The space described above would likely require one or more of the two new campus buildings (the classroom building and second science building) to be complete. While the Assistant Director would report to either the Director of the Wellness Center or the Director of the Counseling Center, the Task Force recommends that the WGSC exist as a separate space or suite of services. If connected with or housed as part of the Wellness Center or Counseling Center, a new suite or building that integrates space for these services would be required. In the meantime, existing space on campus may be inexpensively repurposed to provide an initial space for the WGSC and Assistant Director, providing staff support could be shared.

Existing spaces that could be repurposed to provide the current advocates with meeting and training space as well as current LGBTQ students with a safe space include: a quiet study room in the TRLC (or a similar space located in the Residence Halls), a classroom in West Quad adjacent to the

Wellness Center, an apartment suite in one of the residential buildings, or any other convertible space located in the main campus. Other temporary space, such as a trailer—which other programs (Sustainability) and offices (Human Resources) on campus have used for limited periods—provides another possible solution to the issue of tight space on campus.

Rather than wait a prohibitive period for a new office suite and delay the establishment of the WGSC, the task force recommends a temporary repurposed office and/or rooms be allocated for the WGSC’s library/meeting space and/or for the assistant director’s office. A repurposed office or room(s) would provide sufficient space to hire an assistant director and open the WGSC. A repurposed space would likely cost less than \$2000 to set up.

(3) Budget: WGSC events will require an annual event budget for speakers, training, and promotion; once established, grant funding may supplement event funds. Additionally, initial support for the WGSC should include the writing of a campus grant for seed funding. Seed funding for anti-violence programing may be available through U.S. Department of Justice Violence Against Women Act Campus Grant Program: <http://www.ovw.usdoj.gov/ovwgrantprograms.htm>. Immediate funding support might include faculty course release time and staff designated to write and submit the grant.

The following outlines the estimated start up and annual budget for the WGSC:

Description	Cost
Assistant Director, plus benefits (new, annual)	\$55,000-65,000
Assistant Advocate/Prevention Specialist, plus benefits	\$45,000-55,000
Support Staff (new, annual)	\$30,000-35,000
Student Interns (new, annual)	0
Osprey Advocates (existing, annual)	0
Graduate Student (new, annual)	0
Event Funding (new, annual)	\$5,000
Campus Office (\$15,000 new, \$1,000 annual)	\$2,000-15,000
Estimated Initial Budget (Minimum)	
• Assistant Director	\$55,000x50.75% = \$27,913= \$82,913
• Event Funding	\$5,000
• Repurposed Campus Office	\$2,000
Total	\$89,913
Estimated Initial Budget (Maximum)	
• Assistant Director	\$65,000x50.75% = \$32,988 = \$97,988
• Assistant Advocate/Prevention Specialist	\$55,000x50.75% = \$27,913 = \$82,913
• Support Staff	\$35,000x50.75% = \$17,763 = \$52,763
• Event Funding	\$5,000
• Campus Office	\$15,000
Total	\$253,664
Estimated Annual Budget (Minimum)	
• Assistant Director	\$82,913
• Event Funding	\$5,000
• Campus Office Supplies	\$1,000
Total	\$88,913

Estimated Annual Budget (Maximum)	
• Assistant Director	\$97,988
• Assistant Advocate/Prevention Specialist	\$82,913
• Support Staff	\$52,763
• Event Funding	\$5,000
• Campus Office	<u>\$1,000</u>
Total	\$239,664

As noted above, benefits currently add an additional cost of 50.75% of the individual salary.

WGSC LONG-TERM GOALS AND VISION

The WGSC would coordinate existing resources as well as provide new services for the college community. Long-term goals based on identified campus community needs include:

- **National Advocacy Coordination:** Coordinate national awareness, prevention, and advocacy programs, such as Take Back the Night, Interpersonal Violence Awareness Month, and The Clothesline Project. While important to the long-term success and relevancy of the WGSC, the task force recommends phasing in the WGSC's involvement in national advocacy campaigns, including:
 - **Women's History Month:** Plan, coordinate, and publicize campus women's history month events.
 - This duty has been assigned informally to the WGSS coordinator, who does not have a budget to plan, implement, or promote Women's History Month.
 - **Eating Disorders/Negative Body Images:** Provide advocacy; coordinate activities for national activities such as Love Your Body Week.
- **Social Space:** "Safe zone" hangout space or place for social gatherings and meetings.
- **Gender Neutral Bathroom:** Currently there are only two gender neutral bathroom on campus (K-wing near the PAC and outside the Campus Center Theater); additional family/gender neutral bathrooms, which are also accessible to individuals with disabilities, are needed to enhance the support of campus diversity and accessibility.
- **Ally Resources:** provide support for a range of social justice issues. The WGSC recognizes that identities intersect across sexuality, gender identity, race/ethnicity, class, disability, age, veteran status, etc. As such, working with campus and community partner allies will be key to the long-term success of the WGSC.
 - The WGSC would provide co-curricular support for curricular and co-curricular ally programs, services, and student clubs, such as Women's, Gender and Sexuality Studies, Africana Studies, Latin American and Caribbean Studies, Holistic Health, Social Work, Psychology, the Stockton Center on Successful Aging, HOPE, CARE, BRIDGE, Office of Veteran Affairs, FEMALES, MALES, Coalition for Women's Rights, and Pride Alliance.
- **Leadership and Advocacy Training:** Provide co-curricular programs and resources to encourage leadership, especially leadership among underrepresented groups, such as community

leadership mentoring for women and minority students and/or a Stockton Big/Little Brothers/Sisters program.

- Targeted leadership training for underrepresented groups would supplement and support existing leadership opportunities: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=258&pageID=39>.
- **Lending Library and Reading Room:** The WGSC would house and circulate the Nancy Ashton Library of feminist texts (a collection of about 2000 titles)
 - This collection is temporarily housed in F218, an ARHU space that functions as the Creative Writing Lab, Center for Digital Humanities, and the South Jersey Culture and History Center. Currently, only faculty and students associated with those three groups have access to the collection. A permanent, accessible home for the collection is needed.
- **Peer Support Groups:** as the WGSC grows, peer groups may develop around shared needs and interests.
- **Residence Hall Resources:** Offer educational programming for residents and training for resident assistants.
 - The WGSC trained undergraduate Sexual Assault and Interpersonal violence advocates would provide this programming.
- **Faculty Resources:** Provide resources for faculty teaching and research related to gender and sexuality, such as a fellows program and/or links to funding sources.
 - No such resource targeting women, gender and sexuality currently exists on the Stockton campus.

CONCLUSION

The Task Force recognizes the WGSC would require a significant initial and long-term investment by the College. The Task Force respectfully submits that the benefits the WGSC would offer outweigh the financial costs and the creative use of temporary campus space that may be required before a permanent home for the WGSC can be established. The WGSC addresses pressing needs on the campus. For example, Counseling Services is experiencing significant difficulty in dedicating counseling hours to advocacy work. Yet, the federal government is making increasing demands on higher education to assure Title IX compliance and Cleary Act reporting. Advocacy provided by the WGSC would play a key role in student rights and responsibilities related to Title IX and campus sexual assault prevention. Additionally, the diversity of our campus would be supported through the resources offered for two underserved student populations: pregnant and parenting students as well as the LGBTQ communities. The WGSC would fill crucial gaps in coverage and services. At best, in an increasingly competitive higher education market, a failure to invest in a WGSC risks losing students to other colleges or universities. At worst, a failure to invest in the WGSC fails our students and their demonstrated needs. In the words of Kennis (WILLIAMSTOWN, NJ) in the Change.org petition, "I believe that this would be a positive move for Stockton to become an even more distinctive college."

STATEMENT OF SUPPORT

We, the undersigned, support the establishment of a Women's, Gender and Sexuality Center on the Galloway campus and support priority funding for this initiative.

Women's, Gender and Sexuality Center Committee:

1. Kristin Jacobson, *chair & Associate Professor of Literature*
2. Luanne Anton, *Health Educator*
3. Frances Bottone, *Director of Counseling & Health Services*
4. Deeanna Button, *Assistant Professor of Criminal Justice*
5. Elizabeth Calamidas, *Associate Professor of Public Health*
6. Merydawilda Colon, *Professor of Social Work*
7. Christy Cunningham, *Associate Director of the Career Center*
8. Lauren Del Rossi, *Visiting Assistant Professor of Physical Therapy*
9. Katie Ditmire, *MSW Intern Therapist*
10. Laurie Dutton, *Associate Director of Counseling Services*
11. Betsy Erbaugh, *Assistant Professor of Sociology*
12. Lauree Klein, *undergraduate student, liaison from Coalition for Student Engagement*
13. Margaret Lewis, *Associate Professor of Biology*
14. Maya Lewis, *Assistant Professor of Social Work*
15. Nathan Long, *Associate Professor Creative Writing*
16. Sara Martino, *Associate Professor of Psychology*
17. Kyle Miceli, *undergraduate student, PRIDE co-president*
18. Kristin Morell, *adjunct instructor in Social Work*
19. Erin O'Hanlon, *Atlantic County Women's Center (community partner) & Activist in Residence*
20. Rain Ross, *Assistant Professor of Dance*
21. Kristen Slagle, *undergraduate student, PRIDE co-president*
22. Daniel Tomé, *Assistant Director of Service Learning*
23. Elisa von Joeden-Forgey, *Visiting Assistant Professor of Holocaust and Genocide Studies*
24. Corrine Wilsey, *Program Assistant, School of Health Sciences*

Individuals (The following individuals sent emails to Kristin Jacobson asking that their names be added.)

25. Carol Rittner, *Distinguished Professor of Holocaust & Genocide Studies & Dr. Marsha Radicoff Grossman Professor of Holocaust Studies*
26. Elinor Lerner, *Associate Professor of Sociology*
27. Deborah M. Figart, *Professor of Education and Economics*
28. Linda Wharton, *Associate Professor Political Science*
29. Linda M. Janelli, *Adjunct Professor of Nursing*
30. Juan Tolosa, *Professor of Mathematics*
31. Dr. Gorica Majstorovic, *Associate Professor, Spanish*
32. Christy Goodnight, *Outreach Librarian*
33. Oliver Cooke, *Associate Professor of Economics*

Change.Org Petition (<https://www.change.org/petitions/support-rscnj-women-s-gender-and-sexuality-center>)

34. Over 1,300 supporters signed our petition on Change.org
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Expand Annual Planning & Develop a Long-term Strategic Enrollment Plan to Ensure Fiscal & Mission Viability

Implementation Plan

Presented to:

Stockton University

Harvey Kesselman, EdD
President

Prepared April 15, 2016, by:

Rob Baird
Senior Vice President & Principal
Rob.Baird@RuffaloNL.com
319.270.3613 | 800.876.1117

RUFFALOSM
NOEL LEVITZ

Proposal Organization

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Executive Summary

It was truly a pleasure to spend time with the enrollment management team at Stockton University (Stockton). Thank you, again, for the magnificent accommodations and the warm hospitality during my time on campus. Though my time in Galloway was brief, I felt welcomed as part of the Stockton family and am looking forward to ways in which Ruffalo Noel Levitz can continue to collaborate with university colleagues as you proactively pursue next steps for long-term enrollment and fiscal sustainability.

As we discussed, Stockton's persistence, progression, and student completion rates are a tremendous achievement. The university is significantly outperforming competitors and peer institutions—a testament to your strong leadership and the efforts of the university's retention committee. As I have shared with my colleagues, Stockton's student success rates are among the highest I have seen in my 30-year career.

This is an exciting platform for us to build upon and carry momentum forward as we shift our attention to enhancing the new-student recruitment plan and developing a long-term strategic enrollment plan for the next three to five years. As John F. Kennedy once advised, *"The time to repair the roof is when the sun is shining."* While we pause to celebrate the university's evolution and progress thus far, we must also embrace the future and recognize that new-student enrollment has begun to slip despite the need for continued growth to generate revenue, particularly for the Atlantic City campus.

Recommendations

After careful consideration of Stockton's goals and your distinctive vision for the university, I have developed the following Detailed Implementation Plan that builds upon Stockton's recent transformation and your strategic planning efforts. Specific initiatives of this partnership would include:

- I. **Expanding annual planning with detailed, ROI-driven marketing/recruitment goals & action plans**
- II. **Developing a multiyear strategic enrollment plan**
- III. **Maximizing the use and enrollment impact of financial aid dollars**

Working with an outside planning facilitator will provide independent, unbiased perspective and expertise to encourage various university departments to work together, embrace these initiatives, and expedite the achievement of your goals with consistency and clarity. The Stockton community will be active, collaborative participants in our planning process. To openly engage and continuously inform all key stakeholders, Ruffalo Noel Levitz will:

- Respect and embrace a culture of transparency across the university community;
- Ensure our project approach and processes are communicated clearly in an open and collaborative manner;
- Respond to questions openly and promptly;
- Encourage faculty representation, engagement, and participation in the planning structure;
- Understand that different audiences and stakeholder groups may have different concerns and priorities—we will align elements of the project with the audiences that want and need to hear about them;
- Use data to justify project initiatives, with an understanding that all recommendations may not move forward; and
- Communicate data and technical approaches effectively and within a narrative framework.

Additionally, your role—as well as those of the chief academic, financial, and enrollment officers—in creating and monitoring these plans will be essential to our shared success. University leadership must be committed and willing to support institutionwide processes for communication, participation, endorsements, and

approvals for the project. With your enthusiasm and vision for Stockton's future, I am confident we can continue the university's trajectory as you work toward becoming the region's premier educational institution.

Next steps

Please consider this a working document that we can discuss and tailor to ensure we arrive at decisions that fulfill Stockton's mission and goals. Your distinct institutional qualities and opportunities require the support of a team of consultants who will conform to the uniqueness of Stockton and not offer boilerplate answers to your challenges. First and foremost, we serve as educators and seek to provide professional development and the transfer of knowledge for all levels of university personnel. My role, as we move forward, will be to ensure we build the right consulting team for Stockton and your distinct learning community. I will remain a resource for both the Ruffalo Noel Levitz team assigned to Stockton as well as university leadership to ensure our partnership reaches the full potential we see for the institution.

It is our privilege to already serve as an extension of the Stockton team and share in your excitement as we embark on the next chapter of the institution's journey. We look forward to remaining an important partner to help guide the university forward and assist with the important, meaningful work ahead.

Let's find a time in the coming weeks to walk through this proposed partnership, discuss your questions, and develop potential next steps. If you have questions in the meantime, please feel free to contact me directly at Rob.Baird@RuffaloNL.com or 319.270.3613 (800.876.1117).

Stockton's Implementation Plan

Expand annual planning with detailed, ROI-driven marketing/recruitment goals & action plans

As outlined below, defining the current state of the university, setting goals, identifying strategies, and developing action plans can vastly improve the chances that new-student recruitment and net tuition revenue goals will be achieved. In close collaboration with the campus team, a Ruffalo Noel Levitz consultant will work with you to:

1. **Conduct a situation analysis.** This includes collecting, developing, and/or compiling all pertinent data and information.
2. **Set data-informed goals.** Data from the situation analysis will guide the establishment of quantifiable, measurable, and realistic recruitment goals. Most importantly, these goals will be mutually agreed-upon by all whose efforts must achieve them.
3. **Develop action plans.** Each key strategy requires a set of action or activity plans, complete with timetables and budgets. The activity plan describes the actions or tactics that will occur in order to implement the strategy and achieve each goal. The action plans will identify staff responsibility, clear beginning and end dates, measurable objectives, and budget information.
4. **Track progress toward goals and the impact on net revenue.** Throughout plan implementation, we will rigorously monitor key metrics, make adjustments as needed, and keep a close watch on recruitment-related net revenue.



Benefits of working with Ruffalo Noel Levitz in this process include:

- **Creating a clear path for achieving your enrollment goals.** Shifting to a systematic, data-informed planning process will help us develop the optimal strategies for achieving your goals.
- **Increasing your operational efficiency and the impact of your available resources on enrollment.** By determining the optimal organizational structure for the university and prioritizing your existing enrollment resources more strategically, you will have a stronger, more focused recruitment organizational structure that better serves your enrollment objectives.
- **Implementing changes more quickly than Stockton could on its own.** Your consultant will serve as a catalyst to set goals, develop plans, and realign resources, working as an objective change agent who can increase cooperation and agreement on the necessary changes.
- **Measuring the return on investment for every strategy through quantifiable benchmarking.** Through benchmarks, you and your colleagues will have concrete metrics and data to justify successful strategies and adjust those that are not as effective, increasing both accountability and transparency.
- **Increasing the knowledge and capabilities of university staff.** Your consultant will work with your staff to make sure they have the necessary skills, knowledge, and training to meet enrollment goals and maintain progress after the project is over.

Areas of focus

It is important to note that the Stockton team is doing many things right. We can build upon these strengths by providing your team with training on how to develop, monitor, and evaluate key enrollment fiscal indicators and then work to develop supporting strategies that are designed to meet your goals.

Based on your campus strengths and the goals you want to accomplish, I recommend a series of 12 monthly, two-day consultations. The purpose of these consultations is to build an infrastructure that will allow the Stockton team to systematically develop and implement marketing and recruitment action plans, review and revise systems that must work together seamlessly, and facilitate the changes in organizational behavior necessary to support the achievement of the university's goals.

Action plans during these consultations could include:

- Further developing and defining the role, structure, and authority of the enrollment management committee, including the recruitment subcommittee;
- Further assessing the adequacy of current staffing and organizational structures as it relates to enrollment management and assist the university with any necessary realignment;
- Establishing clear and realistic annual recruitment goals and operational benchmarks by student cohort;
- Creating and executing an integrated prospective student communication system consisting of personal, written, telephone, and electronic contacts designed to align with your enrollment goals;
- Reviewing the current territory management model and reaffirm or revise staff goals for: applications, admits, deposits, enrolled students, campus visitors, and off-campus interactions;
- Developing strategies to increase the number of students that visit campus;
- Developing cost-effective admissions outreach strategies to optimize the number of student contacts;
- Developing a plan for professional staff to follow-up with targeted students at each stage of the enrollment funnel;
- Assisting with configuration and implementation of the enrollment management database—Recruiter;
- Developing regular database reports, including weekly activity reports and single/multiple source code analysis, with assistance in using the data to support enrollment planning and decision making;
- Ongoing analysis of the resources available to support the enrollment effort;
- Tracking the effectiveness of each marketing and recruiting activity;
- Mobilizing the campus community in support of the new-student enrollment effort; and
- Monitoring progress made toward outlined goals.

Develop a multiyear strategic enrollment plan

What is happening to the demographics of Stockton's target markets? Are your markets growing or shrinking? Are you offering the right mix of courses and programs at the right places and the right times, using the right modes of delivery (face-to-face, online, hybrid), and at the right prices and discounts? Focusing exclusively on annual plans often leaves little time for examining these strategic questions. For an even bigger payoff for your efforts, we need to look beyond annual metrics at broader areas that play a significant role in your enrollment outcomes.

Upon completion of your annual marketing and recruitment plan, I recommend developing a multiyear strategic enrollment plan that is data-informed and results in specific five-year enrollment goals (intake and total) by:

- Academic program
- First-year vs. transfer
- Nontraditional
- Graduate

- Undergraduate
- Online
- Commuter
- Geographic market, including international
- Gender
- Large co-curricular programs
- Academic quality
- Discount rate/Net revenue

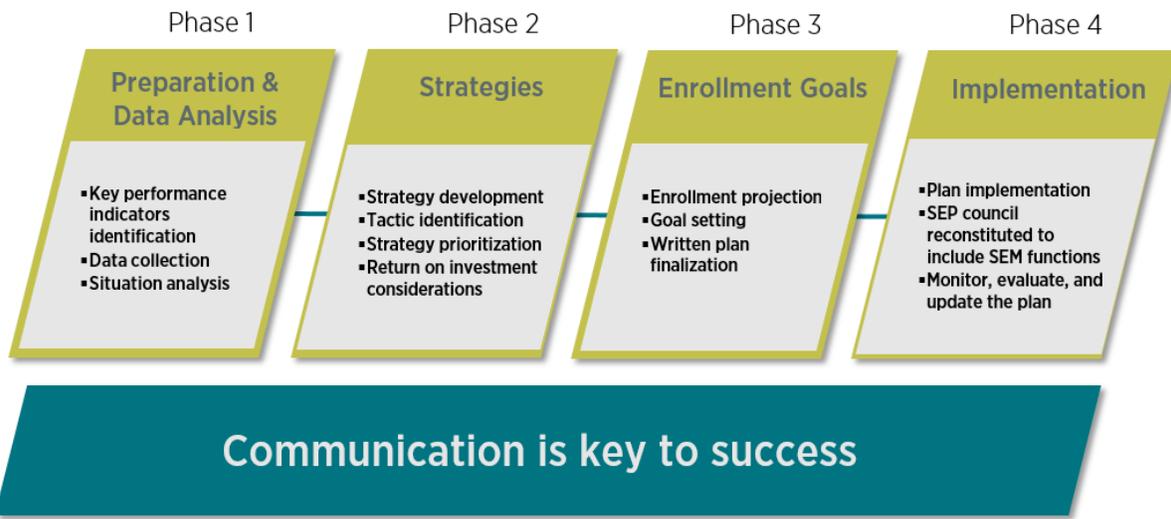
Strategic enrollment planning is a continuous, data-informed process that will enable us to:

- **Develop a sophisticated understanding of Stockton’s current state**—Comprehensive analysis will help you understand your historical performance within your unique environment. The identification of key performance indicators (KPIs), quantifiable benchmarks for accurately setting and tracking progress toward goals, will enable Stockton to align your efforts with institutional objectives and identify the KPIs needed to measure the plan’s performance.
- **Align your enrollment strategies with your mission, current state, and the changing environment**—This process uses your institutional mission, your current enrollment state, and regional environmental data to inform the planning process and make sure those plans continuously support the mission.
- **Adopt a return-on-investment (ROI) and action-item approach to planning**—Data will guide development of action plans for each potential strategy as well as assess the ROI for each step, helping you prioritize strategies with the greatest impact and make critical resource-allocation decisions.
- **Establish realistic, quantifiable goals**—With strategies developed and prioritized, Stockton will be prepared to set goals based on the anticipated enrollment and fiscal impact of the strategies you select.
- **Foster predictable long-term enrollment and fiscal health**—By the following detailed process outlined below, Stockton will have the data analysis, action steps, and strategic direction you need to ensure and maintain enrollment stability in the coming years.

Four-phase project approach

While I was impressed with the capabilities and dedication of the staff I met with on campus, it can be difficult for institutions to conduct strategic enrollment planning on their own. At Ruffalo Noel Levitz, we emphasize building robust data sets to inform the planning process, which typically proceeds according to the following four phases:

1. **Phase one** focuses on campus preparation, data collection, identification of key performance indicators, and creation of a situation analysis.
2. **Phase two** identifies desired strategies and actions and provides the planning team with the information needed to prioritize these strategies and actions.
3. **The third phase** establishes quantifiable goals and enrollment estimates for the overall university and each subpopulation.
4. **The final phase** concludes the planning project with implementation and monitoring.



More than just annual recruitment and retention planning, a true strategic enrollment planning process brings fiscal, academic, and enrollment leaders together to examine strategic, evidence-based questions that are aimed at re-aligning the institution with its changing environment. This methodology encourages Stockton to review data first; align the data with a situation analysis that informs the development of strategies, tactics, cost, and return-on-investment projections; and then develop enrollment goals that link academic and co-curricular priorities determined through an assessment of demand and capacity or planned increased costs to align with that demand.

Phase one: Preparation and data analysis

Your consultant will collaborate with university faculty and staff to complete a thorough review of internal and external data and current practices. After introducing the planning process, the strategic enrollment division will work with your consultant to determine KPIs and develop a situation analysis that sets the stage for the rest of the planning process. Specific components of this phase will include:

- Reviewing the university’s current (or most recent) Institutional Strategic Plan;
- Defining the scope of the planning process;
- Organizing the leaders and participants for a successful process, including the structure and membership of key campus working groups;
- Defining KPIs for the planning process;
- Collecting and reviewing data related to the university’s past, current, and future state;
- Collecting and reviewing data on the university’s region, peers, competitors, and aspirants; and
- Conducting data-informed situation analyses related to each working group’s focus area.

Phase two: Strategy development

As an output of the situation analyses, strategy development will maximize institutional effectiveness across the defined strategy areas as well as the overall realization of the university’s mission and vision.

Your consultant will lead a collaborative process to:

- Develop strategies to address the findings of the situation analyses and optimize the KPIs;
- Identify the major tactics or specific action items to implement each strategy;
- Determine estimated costs, outcomes, and ROI for each strategy;
- Identify additional data needed to refine the strategies, tactics, costs, and ROI; and

- Prioritize the strategies and tactics based on ROI and other considerations.

Phase three: Enrollment goal setting and plan finalization

Goal setting includes three key steps: 1) enrollment projections using historical and future trending demographic data to determine the potential new enrollment baseline; 2) a thorough review of the anticipated enrollment impact of each potential strategy; and 3) consideration of ROI based on enrollment impact and cost of each strategy. Together, these steps lead to the identification of goals.

Action items during this phase include:

- Conducting enrollment and fiscal projection scenarios, including:
 - State and/or county-level projections of the size of the senior class and the university's expected share from each county;
 - Community college enrollment projections from your main feeder community colleges and the university's expected share from each of these colleges;
 - Separate enrollment projections based on future enrollment of new freshmen and transfers. Typically, the enrollment tool will provide a baseline forecast that assumes: 1) no changes in market share and the most likely future trends in the size of each market; 2) a "best case" forecast that assumes increases in market share and the most likely future trends in the size of each market; and 3) a "worst case" forecast that assumes loss of market share to main competitors and the most likely future trends in the size of each market; and
 - Projections that include expected results from the strategic enrollment planning activities.
- Determining multiyear KPI goals based on the multiple scenarios;
- Finalizing a written plan; and
- Coordinating the approval process for the plan.

Phase four: Plan implementation and modification

During the final phase, your consultant will work with Stockton to implement and monitor the strategic enrollment plan. We will also create a strategic enrollment management council to monitor the KPIs with regularly scheduled progress reports on strategy implementation and results.

Your consultant will provide regular assistance to:

- Form a strategic enrollment management council and other necessary committees;
- Thoroughly implement the plan at every level;
- Monitor and evaluate the plan's outcomes; and
- Recommend strategies to continually update the planning process to align with new data and/or environmental changes after our partnership concludes.

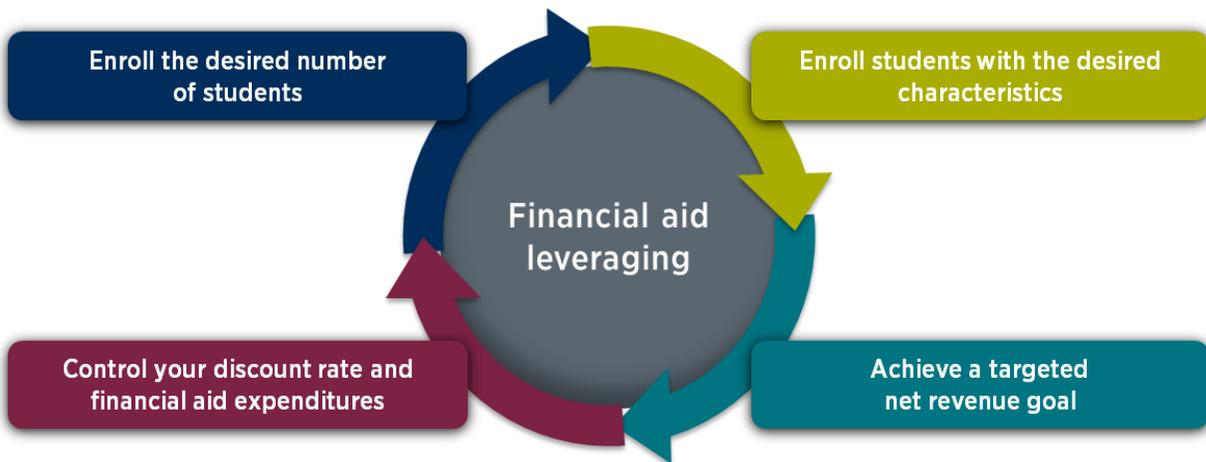
Maximize the use and enrollment impact of financial aid dollars

The ability to afford a college education has emerged as the most significant roadblock to attending college. Perhaps nothing will turn away a prospective student faster than a feeling that they cannot afford your institution. It goes without saying that developing a comprehensive strategy that addresses the ability and willingness to pay of your prospective student markets is a critical component of any enrollment plan.

In my initial review of your financial aid operations, I believe Stockton's awarding process is customer friendly, but there is a strong need for analytics to measure and model the impact financial aid has on both recruitment and retention. Doing this successfully means that you have to understand the price sensitivity of the various student populations you hope to recruit.

By creating statistical models based on Stockton’s past financial and enrollment data, Ruffalo Noel Levitz can provide consultation and statistical resources to help the university calculate the aid packages needed to enroll specific populations of students. Our approach will enable the university to pinpoint changes in yield behavior as we increase or decrease aid to more precisely determine how much aid to award a particular student in order to influence that student to enroll. As a result, Stockton will be better able to:

- Improve enrollment yields and net revenue;
- Control the discount rate;
- Predict the impact of tuition and aid changes on enrollment behavior through econometric modeling;
- Determine if you are over- or under-awarding students;
- Calculate the aid packages needed to reach certain enrollment goals, such as improving the academic profile and diversity of the student body; and
- Track progress toward your goals and project effects of changes for up to four years.



When you work with Ruffalo Noel Levitz, you gain a partner who collaborates with you. At every stage of the financial aid management process, you remain informed, involved, and in control. With *over two decades* of financial aid research and consulting experience, we give you access to a highly trained team that has an unparalleled combination of financial aid and enrollment experience along with statistical and technical expertise. Stockton’s three-person financial aid team would include:

1. **A financial aid consultant** to guide the implementation of the strategic awarding process, ensuring the resulting model is accurate and aligned with your enrollment objectives.
2. **A statistician** to construct an econometric model and identify key variables within the data that are fundamental to measuring each student’s ability and willingness to pay.
3. **A data integrity analyst** to provide expertise and assistance in collecting, cleaning, and analyzing data for the modeling process, as well as ongoing technical assistance throughout the process.

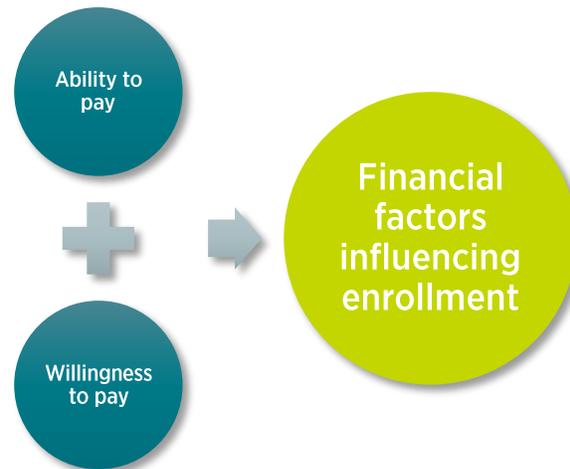
This dedicated team helps you:

- Prepare for the process and outline goals;
- Collect and clean the data to build the enrollment model;
- Build and test the model to ensure its statistical accuracy;
- Analyze the results;
- Use the data to strengthen your recruitment strategies and improve their cost effectiveness; and
- Track results and make adjustments/modifications to the leveraging strategy, as needed.

As detailed below, our process will show you how your financial aid has impacted enrollment in the past, model the impact of financial aid on current enrollment, and provide a plan to reach your goals and track your progress for fall 2017 and beyond.

Historical analysis of student enrollment behavior

The Historical Analysis is a comprehensive investigation of students' enrollment behaviors related to their needs, academic credentials, population segments, and financial aid offers (approximately 100+ pages), analyzing various population segments determined through statistical analysis and institutional objectives. These could include populations such as first-year students, transfer students, in-state, out-of-state, academic program, etc. The purpose of the Historical Analysis is to assist the university in determining the extent to which financial aid is a factor in enrollment and to understand the interaction of ability and willingness to pay for admitted students.



Student retention analysis

All too often, we encounter financial aid allocation models that encourage initial attendance but also contribute directly to unnecessary student attrition. The Retention Analysis will assist Stockton in determining the extent to which financial aid is a factor in persistence by answering these questions:

- Are the financial aid packages of students who do not return different from those of students who persist?
- Is there a pattern by need or academic level that can be detected to determine the reasons for attrition?
- Is persistence affected by geographic factors, by major, or by place of residence?
- Do aided or full-pay students tend to have better persistence?

The Analysis is targeted to new students, those with the highest propensity for attrition. It provides vital information to help us target areas of concern and identify, or eliminate, financial aid as a primary cause.

Econometric modeling

Using econometric modeling, we can instantly predict how incremental changes in net student charges (total direct cost minus total gift aid) will influence student yield behavior among specific population segments. As direct costs increase, they impact different segments of students depending on the percentage of need met with gift aid. For instance, if you raised your tuition by \$1,000, it could cost students:

- \$400 if 60 percent of need is met with gift aid;
- \$650 if 35 percent of need is met with gift aid; or
- \$1,000 if the student does not demonstrate need and receives no increase in scholarship.

This process can be repeated with different aid packages and student segments, allowing us to model any changes before altering aid awards. Your consultant will integrate the model results with the development of

your financial aid plan. Our goal-setting process uses the yield impact of incremental changes in net student cost to **project both the resulting enrollment level and the net revenue** that will be generated by a particular packaging strategy, level of direct cost, enrollment number, and academic mix for the incoming class.

Planning simulations

Through an exclusive partnership with SaaS, we are able to provide our campus partners with a simulation tool that allows each campus to understand their ability to balance and maximize enrollment, academic profile/quality, and discount rate/net tuition revenue. We will work with you to understand the goals you want to achieve and help you identify the costs—and trade-offs—to get there. As we work together to impact the entering class of fall 2017, we will be able to review and assess a limitless set of planning scenarios that will inform difficult trade-off decisions between financial aid and enrollment. Examples of a few possible scenarios can include:

- Identifying the level of aid that produces the highest net tuition revenue per student;
- Strategies to increase the academic profile while being mindful of maximum net tuition revenue; and
- The quality and revenue trade-off options necessary to enroll a specific number of students.

Using this tool in collaboration with the guidance of a financial aid consultant, we can help Stockton make decisions that translate into a strategic, operational financial aid plan that balances and accomplishes goals for enrollment headcount, quality, discounting, and net revenue.

Development of an annual plan

Stockton's financial aid consultant will work with your enrollment team to develop merit- and need-based financial aid strategies to maximize the impact of your institutional resources. These strategies are based upon the findings from the historical analysis, retention analysis, econometric model, and institutional goals.

We will work with the university to develop an annual plan that contains very specific enrollment goals and financial aid strategies for each student population, academic group, and need level. Changes in many factors, such as direct costs, outside aid, EFC, and enrollment are considered in order to estimate the cost of the goals and establish net revenue targets.

During plan development, your consultant factors in assumptions about the desired number of admitted and enrolled students by population segment, academic group, need level, projected changes in direct cost of attendance and student budgets, and projected changes in state and federal aid programs. Frequently, several iterations of the plan are developed to test different "what-if" scenarios (different cost increases, different institutional goals, etc.), which allow the institution to simulate and understand the impact of changes on enrollment, revenue, and discount rates before we need to take action.

Four-Year Enrollment & Net Revenue Projection Model

The Four-year Enrollment & Net Revenue Projection Model takes the university's current undergraduate student body and moves it through the subsequent four-year period, adding a new entering class each year, accounting for attrition, and graduating each year's outgoing class.

The model begins by identifying the size of each current academic class at the institution, the amount of institutional aid awarded to them, and the net revenue each class produces. It is then used to determine how enrollment, net revenue, discount rate, and demand for institutional aid will change over the period based on different assumptions about cost increases, retention rates, financial aid renewal policies, and resident hall occupancy. The effect of each factor may be evaluated individually or in combination with other factors.

Weekly tracking reports and consultations

Our campus partners are significantly involved in the work review process, ensuring the data surrounding the enrolling class doesn't sneak up on any institution. We stay regularly connected with our campus partners throughout each week of their financial aid awarding cycles, providing weekly update meetings, monitoring reports, and expert counsel so they always know their precise expected yield, discount rate, and net revenue with our data and experience to back up any necessary mid-course adjustments.

In the spring of the awarding cycle, we have our campus partners send us a weekly snapshot of their admitted student population, and we schedule conference calls/webinars at regular intervals (typically weekly or biweekly) to review where the campus numbers are settling. Tracking reports are generated for each subpopulation for which Annual Plan goals were developed.

We have found this type of review reduces surprises throughout the cycle. The consultant reviews the university data and uses their experience to point out inconsistencies within the data and provides counsel outside the boundaries of the awarding parameters to assist Stockton with goal attainment. If we see that a certain population is not being admitted at the rate we planned, we can talk about intervention strategies. At the end of the cycle, we analyze what happened during the first cycle, and learn, modify, and enhance the structure to update awarding parameters on an annual basis. Many of our campuses find this regular contact and counsel from their financial aid consultant as critical to their success in today's highly competitive and ever-changing environment.

Prior-Prior Year

Additionally, as we quickly approach the fall of 2016, the federal government has ruled that students may apply for federal student aid based on their family's income from two years earlier rather than the previous year—often referred to as the "prior-prior year." If admissions and financial aid calendars become more aligned as a result of the new policy, Stockton will have less time in the senior year to market the university's value proposition with strong ROI and brand messaging. If the financial aid package is presented without those complementary messages, families may be quick to cross Stockton off their list. This means that value messages must be communicated earlier in the process, when students are sophomores or juniors in high school. A proactive approach to this new policy and reduced timeframe will also be a key focus of our consultations, allowing the university to gain an edge over competing campuses by putting students more at ease and cultivating a value-based relationship with them earlier in the recruitment process.

Stockton's Investment Plan

We are committed to working with you to develop a delivery and billing schedule that best fits your immediate needs and fiscal realities. Note that travel expenses are additional and will be billed as incurred, estimated at \$1,500 per visit.

Pricing and terms are valid for **90 days**.

Expand annual planning with detailed, ROI-driven marketing/recruitment goals & action plans

Eight (8) consultations over 12 months	<i>Up to two days on campus per consultation</i>	\$96,000
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- Develop clear and measurable marketing/recruitment goals
- Develop strategies to implement those goals
- Develop detailed action plans that outline how each strategy will be implemented and evaluated for effectiveness
- Provide exit briefings and written follow-up reports after each on-site consultation
- Ongoing access to your consultant between visits

Develop a multiyear strategic enrollment plan

Eight (8) consultations over 15 months	<i>Up to two days on campus per consultation</i>	\$110,000
New student enrollment projections	<i>Area high schools and feeder community colleges</i>	\$6,000

- Collaborate with faculty and staff to complete a thorough review of internal and external data and current practices
- Determine key performance indicators (KPIs) and develop a situation analysis
- Develop strategies to address the findings of the situation analyses and optimize the KPIs
- Identify the major tactics or specific action items to implement each strategy
- Determine estimated costs, outcomes, and ROI for each strategy
- Identify additional data needed to refine the strategies, tactics, costs, and ROI
- Prioritize the strategies and tactics based on ROI and other considerations
- Conduct enrollment and fiscal projection scenarios
 - State and/or county-level projections of the size of the senior class and Stockton's expected share
 - Community college enrollment projections for the university's main feeder community colleges
 - Separate enrollment projections based on future enrollment of new freshmen and transfers
 - Projections that include expected results from specific strategic enrollment planning activities
- Determine multiyear KPI goals based on the multiple scenarios
- Finalize a written plan
- Coordinate the approval process for the plan
- Form a strategic enrollment management council and other necessary committees
- Thoroughly implement the plan at every level
- Monitor and evaluate the plan's outcomes

Maximize the use and enrollment impact of financial aid dollars

Financial aid analytics and consulting *Cost per year on a four-year agreement* \$50,000¹

- A comprehensive historical analysis of student yield behavior to determine the extent to which financial aid is a factor in enrollment and to understand the interaction of ability to pay and willingness to pay for admitted students
- An analysis of student retention factors and the role financial aid may be playing in student attrition
- An econometric model to predict the effects of incremental tuition and awarding changes
- Planning simulations to balance and maximize enrollment, academic profile, and discount rate/net tuition revenue
- An annual plan linking your enrollment goals and financial aid strategies, which will provide specific admissions, enrollment, and financial aid packaging goals for fall 2017 and beyond
- A four-year enrollment and net revenue model that enables us to see the longer-term impacts of new student aid strategies on net revenue, the institutional aid budget, and the overall institutional discount rate over the next four years
- Weekly reports and phone conferences with your consultant to track progress toward your goals

Make professional development a priority to gather momentum for continued success

Up to four (4) in-person event registrations Complimentary

Perhaps most importantly, Ruffalo Noel Levitz is committed to providing the necessary training and professional development opportunities to institutionalize these recommendations to ensure plans and strategies reside institutionwide. In addition to on-site training during the consulting project, acceptance of this proposal also includes up to four (4) complimentary registrations to any Ruffalo Noel Levitz workshop or conference over the proposed contract period.

This July marks our 30th annual [National Conference on Student Recruitment, Marketing, and Retention](#), an event that our founders started to enable campus professionals to expand their knowledge, gather momentum for change, and return to their campuses with the strategies and energy to take their schools to new levels of success. We highly encourage Stockton to use these complimentary registrations to attend this event—held in Dallas, TX, July 26-28, 2016. Please visit our [website](#) to view details and locations for all upcoming workshops and events.

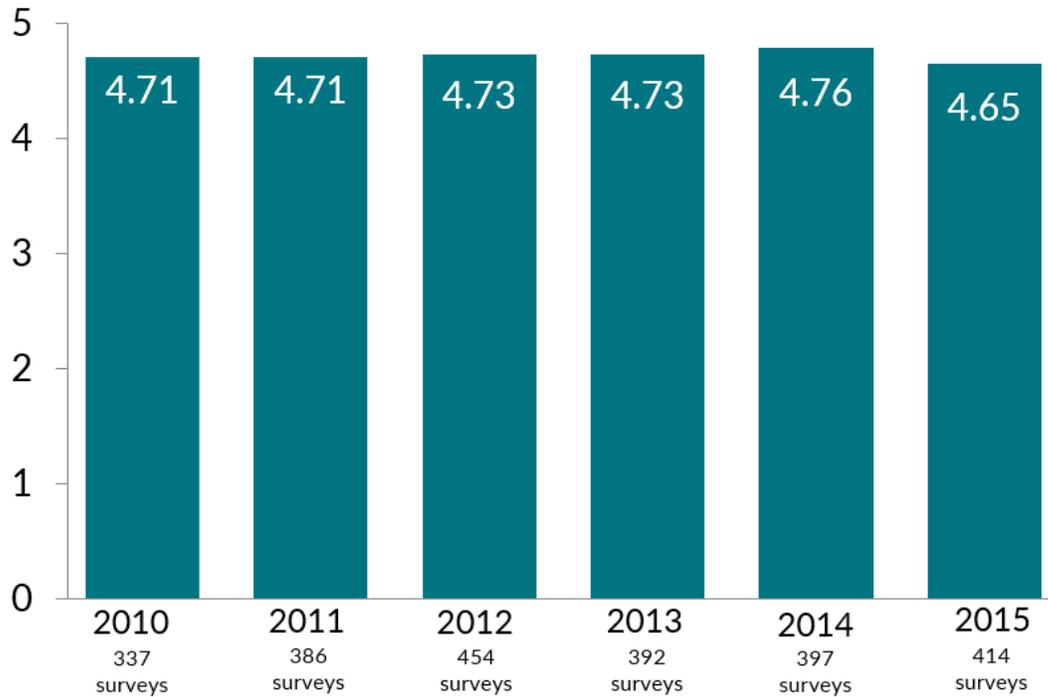
Annual Project Totals	<i>Fiscal Year One: July 1, 2016-June 30, 2017</i>	\$146,000
	<i>Fiscal Year Two: July 1, 2017-June 30, 2018</i>	\$138,500
	<i>Fiscal Year Three: July 1, 2018-June 30, 2019</i>	\$77,500
	<i>Fiscal Year Four: July 1, 2019-June 30, 2020</i>	\$50,000

During my time on campus, I emphasized the importance of measuring and evaluating Stockton’s return on the time and dollars invested in specific activities. Your investment in Ruffalo Noel Levitz is no exception. We are committed to facilitating enrollment and revenue gains that far exceed the cost of our services. Based on an estimated \$5,000 net tuition revenue per student, approximately 20 new students per year over four years will cover the cost of implementing this plan while establishing a strong foundation to continue and sustain the university’s growth trajectory.

¹ This is a discounted rate for purchasing financial aid analytics and consulting services on a four-year agreement. A one-, two-, or three-year agreement would incur different annual rates.

Client Satisfaction

Stockton will confirm the specific goals and outcomes to be accomplished throughout the course of this proposed partnership. Our role is to help bring this vision to life, and our track record of success and satisfaction proves that we can. As illustrated below, we consistently receive very-satisfied ratings for the services provided to our partner institutions.



Results based on a 5.0 scale where 1= Not At All Satisfied and 5 = Very Satisfied

Bowling Green State University (Ohio)

“Wonderful year” caps turnaround in enrollment and student retention

Bowling Green State University (BGSU) is a nationally recognized public university with a reputation for quality and value. Recently, after the emergence of several issues for the university, including increased competition, a new state funding formula for Ohio institutions, and a dip in enrollment and retention, university leaders came together to make some important changes.



Rather than focus on just one area, BGSU sought comprehensive improvements to strengthen enrollment across the board—at the undergraduate and graduate levels, in retention via the academic quality and preparedness of freshmen, and among specific populations such as international students and transfer students. To accomplish these goals, the university partnered with Ruffalo Noel Levitz to undertake a wide range of initiatives, including, but not limited to, raising admissions standards, reallocating resources, targeting and setting goals by region, increasing collaboration across campus, and using in-depth data and analytics such as predictive modeling and financial aid leveraging.

Outcomes

By making steady improvements, the university reached new heights in fall 2015:

- 12 percent gain in new freshmen, an increase of 369 students, from 3,036 to 3,405, more than double the university's goal;
- Strongest academically prepared freshman class in the university's 105-year history, reaching an average GPA at 3.36 and ACT composite of 22.6;
- 14.5 percent gain in new graduate students, an increase of 114 students, from 784 to 898;
- 4.3 percent gain in transfer students, an increase of 27 students, from 624 to 651;
- 35.3 percent gain in new international freshmen, an increase of 12 students, from 34 to 46;
- Maintained 20 percent level of multicultural ethnicity freshmen and 14.3 percent level of out-of-state freshmen, consistent with the prior year; and
- 8 percentage point gain in first-to-second-year student retention over the past two years, reaching a historic record high.

This year really paid off for us—it's been wonderful. We had a lot of changes we needed to make. I feel better today about BGSU than I've felt since I arrived here. We had the support we needed to be successful—the strategy for enrollment and the right people to make it happen. We're also going deep into the data to really target where we need to be.

Getting everyone pulling in the same direction was important for us. We needed faculty, students, alumni, and friends of the university all working together. I was a grassroots organizer in the '70s, and I'm still doing it, but I couldn't have done it without Ruffalo Noel Levitz.

MARY ELLEN MAZEY, PhD | PRESIDENT

University of Mary Washington (Virginia)

Record-breaking enrollment in a competitive East Coast environment

The University of Mary Washington (UMW) is a public liberal arts university in a region that has many excellent colleges and universities. Not surprisingly, the competition for students is substantial.

When enrollment at the university recently began to dip, administrators realized that they needed to make greater use of data to guide their enrollment strategy. At the same time, they also made the decision to stay focused on their historic target: high-achieving students who want an outstanding liberal arts experience.



Action

In the first year of their partnership with Ruffalo Noel Levitz, the university's enrollment team undertook a multi-pronged, data-driven strategy, employing financial aid leveraging, new search strategies, and a new CRM. Also during the first year, the university conducted a national search for a permanent Associate Provost for Enrollment Management. The new AVP arrived in May towards the end of year one of the partnership. With many changes to manage, the first year kept everyone busy building up the university's infrastructure while receiving expert consultation along the way.

In year two, resources were shifted, new opportunities were identified, and plans began to be implemented for recruitment, marketing, IT, and staffing, as the entire campus worked together to build more effective and efficient processes. In addition, a Ruffalo Noel Levitz predictive model was added. This model rated each applicant's likelihood to enroll.

Outcomes

The second year of the partnership brought the payoff. By working diligently toward its goal, the university brought a dramatic end to its declining enrollment trend in fall 2015:

- Enrolled the largest freshman class in the 107-year history of the university, rising 17.8 percent in one year (up 151 students, from 850 to 1001);
- Doubled the number of freshman honors students;
- Maintained the college's average SAT and GPA;
- Approximately 24 percent of the class is ethnically diverse, an increase from the previous year; and
- The increase included sizable gains in in-state freshmen, out-of-state freshmen, and international freshmen.

Going forward, the university is focused on sustaining its enrollment growth and accomplishing a steadier pattern of enrollment with fewer ups and downs. Specifically, administrators plan to create a strategic enrollment plan that will align, even more closely, the efforts and resources of academic affairs, student affairs, and the business office.

Missouri Southern State University

Missouri Southern State University has succeeded in bringing its enrollment back up following a decline that lasted at least two years. To lead the turnaround, the university invited Ruffalo Noel Levitz to engage in a comprehensive examination of its enrollment practices: marketing and outreach to potential students, financial aid policies, and student success and retention practices. Across these areas, the university's priority was on finding ways to make processes and procedures as efficient as possible using current best practices.

Many initiatives were put in place at the recommendation of Ruffalo Noel Levitz, including the development of long-range, strategic enrollment and retention plans, a "Lion Pride Tuition Discount" offering in-state tuition for students from bordering states in the university's "Four-State" area, and a focus on emphasizing the outcomes of recent graduates in the university's marketing messages.

Going forward, the university is continuing to analyze its procedures and processes, looking for additional opportunities to improve its marketing, admissions, and financial aid. To boost retention, the university also recently began a series of assessments, including predictive analytics and a survey of entering first-year freshmen to better understand their strengths and needs.

Outcomes

- 3.7 percent one-year increase—from 5,417 to 5,616 undergraduates (fall 2012 vs. fall 2013)
- 2.5 percent increase in full-time students
- 7 percent increase in part-time and dual credit enrollments
- 14.7 percent increase in out-of-state students
- 26.8 percent increase in international students

As we approached the issues of recruitment and retention, our staff wanted to make sure that we used a method of development that was not a consultant-driven process. University staff wanted to make sure that we could sustain the momentum gained from the consultation visits, and continue to advance our initiatives after the consultants had left campus. That is what [Ruffalo Noel Levitz] allowed us to do.

In addition, one of the advantages to working with [Ruffalo Noel Levitz] was the fact that they have worked with over 2,800 campus clients. The combination of accessible data compiled from these campuses, national research, and our very own campus-specific surveys, allowed our consultants to work closely with university faculty and staff to maximize our efficiency, analyze data, and initiate a variety of action plans.

If you are considering working with an enrollment consulting firm, I would definitely recommend [Ruffalo Noel Levitz].

DARREN FULLERTON | VICE PRESIDENT FOR STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

Tarleton State University (Texas)

Enrollment grows in the face of challenges

In 2009, Tarleton recognized it was having declines in the enrollment of first-time college students. Challenges the university faced included forecasted budget cuts and changing student demographics in Texas, a shifting employment market, scarce resources, and increased competition from other inventive higher education models like the for-profits and MOOCs.



Faced with these challenges, Tarleton's leaders took on a multiyear strategic enrollment planning project to re-energize and re-organize enrollment management, involving departments including Academic Affairs, Student Life, Recruitment, Admissions, and Marketing. The university now has a solid plan in place for the future, including a diverse array of strategies affecting academics and co-curriculars, pricing and financial aid, campus marketing, student success, and student recruitment.

Outcomes

- Enrollment of new, first-time students has increased 68 percent since the project began five years ago—from 1,232 students in 2009 to 2,073 in 2014.
- Retention has increased 2.4 percentage points since 2009, a major accomplishment given the dramatic increase in freshmen.
- Enrollment of transfer students has increased substantially over this same five-year period.

Last year was a banner year for us, and it looks like we may top it again this year, even with higher admissions standards. [Ruffalo Noel Levitz] has provided some very beneficial advisement. When you are trying to find new ideas, it is useful to have someone review your unique processes and situation, see what you're doing, and identify strengths and weaknesses to move forward.

We have continued to maintain a steady growth trajectory despite some changes in leadership here. We are on a good path, but we know we can do even better. As we look ahead to the next cohort, we want to leverage our information to better allocate resources and become even more strategic.

JAVIER GARZA, PhD | ASSOCIATE VICE PRESIDENT OF ENROLLMENT MANAGEMENT

Five Reasons to Partner With Us

Ruffalo Noel Levitz is the leading provider of technology-enabled services, software, and consulting for higher education enrollment management and fundraising. **More than 3,000 campuses and nonprofit organizations have turned to us for solutions to their challenges.** Why?

1 We inform every recommendation with relevant data

When you work with us, you harness the power of our advanced research and analytics. We work with you to analyze that data through predictive models, software, and other groundbreaking tools that pinpoint optimal strategies to reach your goals and use your resources as efficiently as possible.

2 We have every resource you need to accomplish your goals

No matter what you want to accomplish, we have the people and processes to achieve your objectives: An unmatched group of experienced consultants who have served college campuses of every size, type, and mission, or philanthropic organizations and other nonprofits. Technology-enabled services for recruitment and financial aid, student retention, fundraising management, and market research. A roster of statisticians, technical experts, data managers, and other specialists to turn your data into actionable information.

3 We never stop innovating for you

We have pioneered many of the practices that have become essential for enrollment managers and fundraising professionals—multichannel fundraising (including crowdfunding); financial aid leveraging; predictive modeling for student recruitment and student retention; and assessments for student retention and student satisfaction, just to name a few. We bring that innovation to your campus to ensure that you have the most advanced tools available for enrollment and fundraising.

4 We collaborate and customize

Because we have worked on campuses and nonprofit organizations, we know that even though you may face a common challenge, every institution is a unique entity that requires a unique solution. So we roll up our sleeves and work side-by-side with you to examine your goals, analyze your challenges, and create strategies that are tailored precisely to your objectives.

5 We empathize because we have been in your shoes

We know the challenges you face because, before coming to Ruffalo Noel Levitz, our consultants were in your shoes. They have worked as campus professionals for enrollment management, student retention, and institutional advancement. That experience drives our partnership with you, because ***we will never recommend a strategy or solution that we would not have used when we were on campus.***

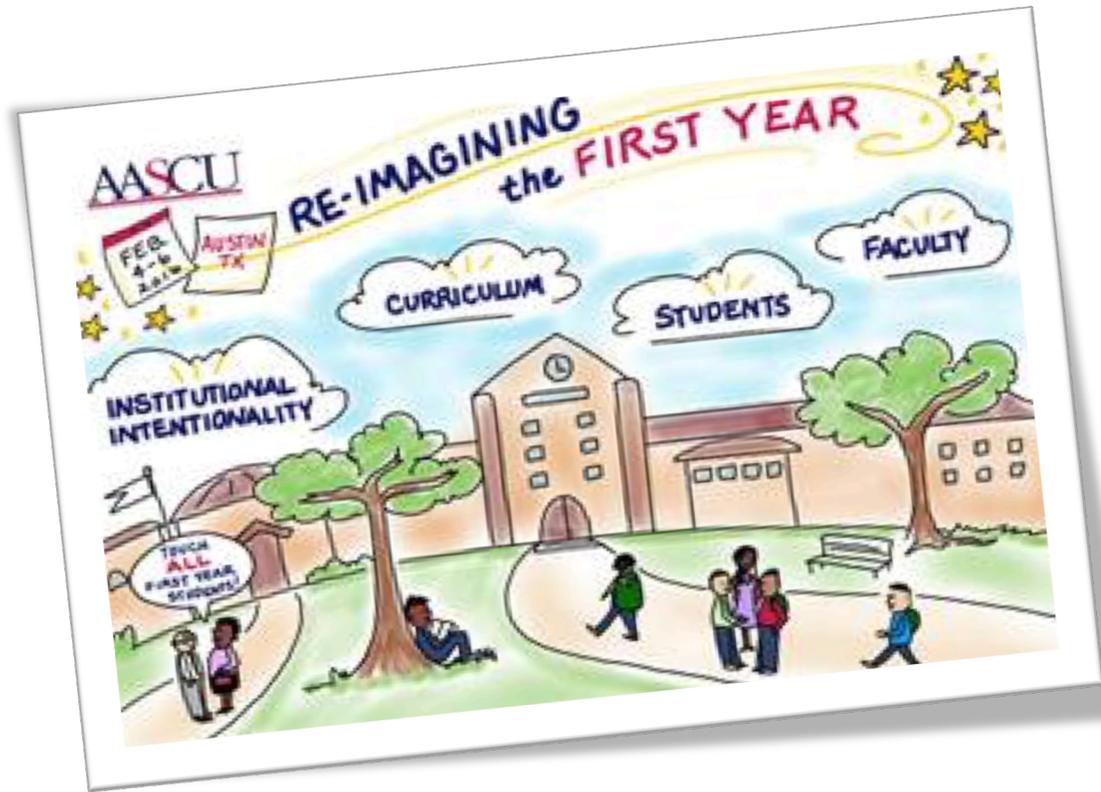
Visit us at RuffaloNL.com

Ruffalo Noel Levitz unites two nationally recognized firms for higher education—RuffaloCODY and Noel-Levitz. By joining forces, we have become the leading provider of technology-enabled solutions and services for enrollment, student success, and fundraising in the higher education and nonprofit communities. Over 60 years of combined operation brings together the successful histories and cultural strengths of both firms to enhance our current offerings and provide new solutions for the evolving challenges facing the organizations we serve.

Visit www.RuffaloNL.com to: learn more about our services for enrollment management, student success, and fundraising; read our latest trend reports and white papers; hear the latest strategies; and network with other campus colleagues at our events and webinars.

RUFFALOSM
NOEL LEVITZ





Reimagining the First Year of College

AASCU RFY Program, March 2016

Reimagining the First Year of College

In fall 2015, Stockton University was selected to participate in the American Association of State Colleges and Universities (AASCU) “Reimagining the First Year of College” (RFY) program, a three-year initiative that brings together 44 colleges and universities in a coordinated effort to improve graduation and retention rates nationwide. The end result will be a curated list of what AASCU hopes will be “the most promising practices” from across the country. Each campus has to commit to at least one strategy at four levels: institutional intentionality, curriculum, faculty/staff, and students. The strategies RFY institutions select, how they define success—or even “first year”—will vary, but the overarching goal of fostering and supporting student achievement remains the core mission of RFY.

In their call for participation, AASCU asked schools to consider both what they already do well as well as where they hoped to grow. Individual campuses may have figured out how to serve students better in a particular area, for example, such as mentoring and advising, but might need help in navigating things like curriculum redesign, rewarding faculty, developing career pathways, and using predictive analytics. No one size fits all, and schools are encouraged to explore which ideas best fit the kind of institution they are, the challenges they face, and the students they serve.

Moreover, although schools should focus on all first-year students, AASCU has asked that a special emphasis be placed on first-generation students and historically underserved populations who are at higher risk for dropping out of college.

Defining a Need

According to the National Center for Education Statistics (NCES), only 58 percent of the students who enrolled in public, four-year colleges as freshmen in 2007 had completed a bachelor’s degree by 2013. This means that two in every five students who began their bachelor’s program at public institutions failed to earn a degree within six years. The nationwide completion rates for minorities are lower still: 40 percent for African-Americans and 51 percent for Latinos, rates that have improved only modestly in recent years. Of the other at-risk groups identified by AASCU, only two-fifths of first-generation college students are estimated to complete their postsecondary degree, and only 22 percent of dependent students from the lowest income quartile will earn a bachelor’s degree by the age of 24.

Stockton’s retention rates—the percentage of first-time, first-year students who enroll for a second year—are much higher. On average, 85 percent of our students return, regardless of gender, race and ethnicity, or financial aid status. This holds true whether a student commutes or chooses to live on campus. As a result,

On average, 85% of Stockton’s first-year students return for their second year, regardless of gender, race or ethnicity, or financial aid status.

retention rates might not be the measure for “success” that Stockton feels it needs to strengthen. Other goals might have a greater impact on the institution, and more effectively meet the needs of our students.¹

Campus Conversations, March 10-11, 2016

In March 2016, Stockton held two campus conversations that brought together staff, faculty, and administration from across the institution to begin discussing what RFY means to us. Participants included full- and part-time faculty, Deans and Assistant Deans, as well as members of the Provost Office, Student Affairs, Academic Advising, Financial Aid, the Writing Center, the Career Center, the Tutoring Center, the Institute for Child Welfare Education, the Educational Opportunity Fund, the Office of Global Engagement, and Service Learning.

A vibrant series of discussions followed that began with how to define “first-year” and “success” over the next three years. Fairly quickly, several participants recommended that Stockton consider the “first-year” experiences of both traditional as well as transfer students, since the latter comprise roughly half of our undergraduate population.

Defining “success” proved more complicated. Stockton’s retention rate is, as already noted, quite high. Several other possible goals were suggested, including increasing 4-year graduation rates, ensuring broad-based participation in service learning and other forms of civic engagement, expanding the number and size of orientation and summer preparation programs, and creating academic and administrative support networks that ensure students have timely access to services ranging from expedited registration to financial aid preparation.

A summary of these ideas are presented below, clustered into four categories:

- Building Connections
- Time to Degree
- Understanding the 15%
- Expanding Civic Engagement

A. Building Connections:

Stockton offers programs designed to orient students to our campus and its mission, build networks of support, and emphasize skills that are critical for academic success. Such techniques are among of the strongest means of ensuring that students feel welcomed and prepared as they begin their respective programs of study.

¹ For comparison, the one-year retention rates among the 44 RFY institutions ranges from 55 to 93 percent, the majority of institutions being between 70 and 80 percent. Figures presented at the AASCU Winter Meeting, Austin, TX (February 2016).

The following programs—most, but not all, of which focus on traditional four-year matriculating students—are examples of Stockton’s existing commitment to first-year students:

Education Opportunity Fund (EOF): a five-week residential summer program of classes, afternoon and evening tutoring and study sessions, and social events designed to assist students with demonstrated academic and financial needs successfully make the transition to university life. Open to first-year students.

Stockton Outdoor Adventure Retreat (S.O.A.R.): a three-day/two-night experience at Camp Ockanickon in Medford, NJ with recreational activities and chances to meet other incoming students, as well as introductions to Stockton’s clubs and organizations, student leaders, and campus leadership opportunities. Open to first-year students; \$250 program fee (financial aid can be used to defray program expenses).

New Student Orientation: a concentrated, one-day orientation designed to introduce new students to current students, faculty, staff, and administrators, as well as tour the campus facilities and register for courses. Specific programs exist for both freshman and transfer students.

Welcome Week: several days of activities ranging from lectures about campus life, films, team-building activities, and overviews of campus groups and facilities. Culminated in Stockton’s fall MLK Day of Service. Open to both first-year and transfer students.

Coordinated Actions to Retain and Educate (CARE): network of personal and peer mentors (including faculty, staff, and students). Students may either self-enroll, or be assigned to the program if academically at risk. CARE participants develop an improvement plan, and meet with mentors weekly. They are also required to complete one community activity per semester, as well as three Academic and Life Skills workshops. Open to all students.

FRST Program: all newly admitted freshmen or transfer students with fewer than 15 credits are required to fulfill Stockton’s competency requirement. This can be done either through satisfactory SAT/ACT scores, or successful completion of FRST courses, a program within the School of General Studies. Students required to take FRST courses must do so in their first semester. While not applicable to any major, FRST courses, except FRST 1100 (Developmental Mathematics), can be applied to the “At Some Distance” requirement of a degree.

Freshman Seminars: all first-year students are required to take a Freshman Seminar within their first semester, which are guided by both annual themes and a common reading. While the subject matter of these courses varies, they focus on reading, communication skills (including writing, speaking and listening), and information literacy (defined as research and library skills). Courses can be applied to the General studies requirement of a degree.

Transfer Seminars: transfer seminars are not required, but are encouraged. Although the content of these courses does not materially differ from other classes, registration is restricted to transfer students in an effort to build student communities. As these can be either General Studies or Program courses, these might be applied towards major or the General Studies requirements of a degree.

RFY institutions have been asked to showcase what they do well, and an analysis of these programs, as well as their impact, could offer strong models for other institutions. Such studies might also afford Stockton the opportunity to explore how (or whether) such programs bolster retention or graduation rates, and which aspects of these programs might be even more broadly applicable throughout the first year.

Should Stockton, for example:

- Create a SOAR program for transfer students, or offer financial aid to those unable to afford the program fee to expand participation?
- Offer an EOF or SOAR experience at the end of the second term (or at the conclusion of the first year, in other words) to help to combat “sophomore slump,” and extend Stockton’s strong first-year retention rates into the second year of college?
- Expand the number of freshmen and transfer seminars (as well as the number of faculty who teach such courses) thereby increasing the number of faculty who directly engage with first-year students, either as freshmen or transfer students?

The overarching idea from all of these suggestions is that programs that build shared experiences and systems of peer and academic support are laudable goals. Ensuring that such communities are as broadly accessible to all students as possible, and that assessment is in place to demonstrate their impact on academic achievement, are essential next steps.

GOAL #1 (Institutional Intentionality): *Build on Stockton’s existing strengths—experiential programs and tailored first-year curriculum.*

STRATEGY: *Research best practices on experiential and first-year learning, compare with Stockton’s existing efforts (EOF, SOAR, CARE, FRST, Freshman Seminars, and F-attribute courses), and identify areas of strength as well as areas of expansion—particularly for “first-year” transfer students.*

B. Time to Degree:

Stockton’s graduation rates, like our retention rates, are well above the national average. Better still, the proportion of students who successfully complete their undergraduate degree in 6 years has been growing. Whereas 65 percent of the fall 2006 cohort completed their degree within 6 years, 73 percent of the fall 2009 incoming class has done so. The national average for four-year public institutions is 58 percent.²

² According to the National Center for Education Statistics: “The 2013 6-year graduation rate for first-time, full-time undergraduate students who began their pursuit of a bachelor’s degree at a 4-year degree-granting institution in fall 2007 was 59 percent. That is, 59 percent of first-time, full-time students who began seeking a bachelor’s degree at a 4-year institution in fall 2007 completed the degree at that institution by 2013.

Among first-time, full-time undergraduate students who began seeking a bachelor’s degree at a 4-year degree-granting institution in fall 2007, the 6-year graduation rate was 58 percent at public institutions, 65 percent at private nonprofit institutions, and 32 percent at private for-profit institutions....graduation rates were highest at postsecondary degree-granting institutions that were the most selective (i.e., had the lowest admissions acceptance rates), and graduation rates were lowest at institutions that were the least selective (i.e., had open admissions policies). For example, at 4-year institutions with open admissions policies, 34 percent of students

The number of Stockton students completing their degree in 4 years is rising too, from 41 percent of the fall 2006 class to 53 percent of fall 2011 (the most recent class for whom data is available).³ As the costs of higher education rise, however, alongside escalating student debt, Stockton might consider what programs and strategies would enable more students to graduate within four years, as well as which of these ideas could be implemented within a student's first year. Suggestions included:

- **Impact of Pre-College Credit:** A study of Stockton's current dual degree programs (along with summer offerings, such as AASCU's "Global Challenges," that enable students to complete college credit before matriculation and might impact time to degree.
- **Patterns of Course Enrollment:** Students need to complete at least of 32 credits per year in order to graduate in four years. The average Stockton student enrolls in 32 credits, but only completes 30 credits a year. Data analyses by major and focus groups might provide evidence about why students are not successfully completing four courses per term.⁴



FIGURE 1: EOF PROGRAM PARTICIPANTS, 2013.

Other suggestions revolved around course availability, particularly gateway, or introductory, courses for majors:

- **Introductory Courses:** students who do not register for a program course their first year might be missing an important opportunity to determine if their intended field of study

completed a bachelor's degree within 6 years. At 4-year institutions where the acceptance rate was less than 25 percent of applicants, the 6-year graduation rate was 89 percent."

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2015). *The Condition of Education 2015* (NCES 2015-144), [Institutional Retention and Graduation Rates for Undergraduate Students](https://nces.ed.gov/fastfacts/display.asp?id=40). Website accessed April 6, 2016: <https://nces.ed.gov/fastfacts/display.asp?id=40>).

³ Less data is available about 4-year graduation rates, as 6-year graduation rates remain the industry standard. One study conducted by *U.S. News and World Report* focused on students who started in fall 2008, and identified the 107 schools with the highest 4-year graduation rates (ranging from #1 Carlton College with a 91 percent 4-year graduation rate to #107 University of Southern California with 76 percent). Most schools on this list were private institutions, and only one school from New Jersey was included, #10 Princeton University with a 4-year graduation rate of 90 percent. Website accessed April 8, 2016: <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/highest-grad-rate>.

⁴ This despite Stockton's current flat rate enrollment, initiated in 2009, which allows students to pay the same flat rate when they register for 12 to 20 credits per term. Despite this seeming cost advantage, students are, on average, enrolling in 32 credits a year, but completing only 30.

is the right “fit.” As changing majors in the second semester, or even second year, has the potential for lengthening time to degree, Stockton might consider a requirement that all students take at least one program course during their first term.

- **Major Pre-Requisites:** The same concerns were raised regarding programs with gateway pre-requisites to the major that make it difficult for students to take a course within their program their first semester. Stockton might consider a co-curricular model, in which students take what are currently pre-requisite courses alongside introductory program courses, rather than in sequence.
- **Transfer Registration:** Similarly, transfer students do not register for courses until they complete summer orientation the July before they matriculate. By this time, many program courses (particularly gateway courses) have filled. Allowing transfer students to register when they are accepted, rather than at orientation, might allow them to progress through their first year at Stockton, and towards graduation, more quickly.⁵

Of course, students who change majors can still apply credits accrued in their first year towards “Cognate” or “At Some Distance” requirements. Nevertheless, course sequencing or prerequisites in their “new” major might take four years to complete. If students do not begin these courses until their second year, they will be unable to finish within four years.

GOAL #2 (Students): *Reduce time to degree for both traditional and transfer students.*

STRATEGY: *Assess how many credits students have when they graduate (both traditional and transfer students), specifically those students who do not take a program course their first year—or who change majors—to determine how many students graduate in excess of the 128 credits required.*

GOAL #3 (Faculty): *Accelerate “first-year” transfer student registration and increase the number of faculty and programs engaged in “first-year” transfer teaching (related to Goal #1).*

STRATEGY: *Develop faculty summer workshops for transfer seminars (modeled on those already offered for freshman seminars and “F” attribute courses), specifically targeting introductory program courses that would simultaneously allow such students to make progress in their major.*

⁵ Stockton launched a pilot program in spring 2016 called “ExpressReg!” designed to address this question. A sample of transfer students will be able to register as early as May. The hope is that this will not only encourage more students to transfer to Stockton, but will also allow such students to enter program courses in their first year, and thereby shorten time to degree. If successful, expansion of this initiative might become one of Stockton’s RFY strategies.

C. Understanding the 15%:

Although Stockton's retention rate is high, several campus conversation participants wanted to know more about the 15 percent that choose not to return. Suggestions ranged from focus groups to exit interviews. Representatives from Financial Aid wanted more information about the impact of financial need on students' decisions not to return after their first year. They advocated:

- Creation of a regularly offered course on financial literacy.
- Proactive efforts to ensure students understand the qualifications of and financial implications for legal status as an independent.
- Well-publicized FAFSA paperwork completion sessions (this may entail outreach into local high schools) to ensure that all eligible students have filed.

While laudable goals that should be pursued, they were not selected as a RFY goal because they did not affect the majority of Stockton's undergraduate population.



FIGURE 2: LOGO FOR STOCKTON'S 2016 MLK DAY OF SERVICE.

D. Expanding Civic Engagement:

A final set of ideas focused on the importance of incorporating civic engagement as a first-year experience. A significant body of research argues that integrating academics and community service results in "greater student leadership development, enriched learning, and improved academic performance."⁶ Such gains stem from several inter-related factors:

- Students engaged in community work bond with fellow students and faculty, creating social as well as intellectual networks that enhance all aspects of academic life.
- Students develop stronger ties to their communities, thereby increasing their interest in returning to (or remaining in) the area for their subsequent years of college.
- Finally, students develop a sense of their own abilities, practice leadership and organizational skills, and have higher levels of self-confidence, all of which enhance the likelihood of their academic success.

Stockton has both an Office of Service Learning as well as a Center for Community Engagement, both of which are engaged in both curricular and co-curricular civic-oriented initiatives, but

⁶ Dan Simonet, "Service-Learning and Academic Success: The Links to Retention Research," *Minnesota Campus Compact* (May 2008): 1. See also: Robert G. Bringle and Julie A. Hatcher, "The Role of Service-Learning on the Retention of First-Year Students to Second Year," *Michigan Journal of Community Service Learning* (Spring 2010): 38-49; of particular relevance for the target audiences of RFY, Theresa Ling Yeh, "Service-Learning and Persistence of Low-Income, First-Generation College Students: An Exploratory Study," *Michigan Journal of Community Service Learning* (Spring 2010) 50-65.

does not currently have a service-learning requirement, except for students in the Honors Program or enrolled in the CARE program. The institution is, however, in the process of drafting a Campus Compact “Civic Engagement Plan.” Members of that initiative have asked if RFY might present an opportunity meld these objectives, and suggested that the university consider creating incentives for faculty to incorporate service learning into their courses and programs and/or implement a service learning graduation requirement (perhaps within the School of General Studies).

GOAL #4 (Curriculum): *Infuse civic engagement throughout the curriculum.*

STRATEGY: *Develop faculty incentives and professional development training sessions to encourage incorporation of service learning in courses and programs; consider adoption of a first-year civic engagement graduation requirement.*

Next Steps:

- Convene one more campus conversation to discuss the structure of these working groups before the end of the spring 2016 term.
- Review committee progress mid-summer at Stockton’s Academic Affairs Retreat (July 2016).
- Re-introduce the campus community to RFY and our progress at the Fall Faculty Conference (September 2016).

Ad Hoc Transfer Working Group Summary and Recommendations

January 15, 2016

Ad Hoc Transfer Working Group Members

Peter Baratta, Chair	Tom Grites	Steve Phillips
Susan Allen	Peter Hagen	Michelle McDonald
Christina Birchler	Carra Hood	John Smith
Dennis Furgione		

Purpose of the Working Group

In an advisory capacity, the Ad Hoc Transfer Working Group met during the fall semester 2015 to determine relevant information concerning the transfer student population at Stockton University in an effort to improve the Stockton transfer experience, to attract more transfer students to Stockton, and to proactively solidify Stockton's role in educating students in Atlantic, Ocean, Cumberland, and Salem counties, particularly in relation to Rowan University's presence in the region.

This summary represents the Ad Hoc Transfer Working Group's research, findings, discussions, and recommendations:

Key Findings

1. Transfer students' retention and graduation rates are comparable to first-time full-time retention rates, averaging 85%.
2. Transfer graduation rates* are higher than the first-time full-time cohort: 72% to 51% for 4-year graduation rate, 76% to 63% for 5-year graduation rate, and 78% to 67% for 6-year graduation rate.
3. Transfer students are less likely to change majors than the first-time full-time cohort and tend to favor majors in SOBL (27%), largely CRIM and SOWK; BSNS (23%), largely BUSN; NAMS (17%), largely BIOL, ENVL, and MARS; and HSCI (17%), largely BSHS.
4. Current transfer students report that they choose to transfer to Stockton because of majors (43%), number of credits transferred (40%), convenient location (42%), and affordable price (40%).
5. Current transfer students note that their biggest challenges when transferring to Stockton were understanding credits (50%) and assistance with financial aid (35%).

These findings are drawn from IR data and the results of a survey sent out to matriculated transfer students in the Fall 2015 term. The appendix contains the full report of transfer survey results.

Recommendations:

In progress

- Conducting focus groups with current transfer students (follow up to Fall 2015 Transfer Student Survey)

Actions for Consideration (not ranked)

- Promoting transfer seminar course expansion
- Create a Transfer Seminar Summer Institute (1.5 day)
- Adding resources to and updating the transfer website
- Admissions and University Relations and Marketing will continue to synchronize marketing to potential transfer students and begin to integrate social media into these campaigns
- Publishing transfer Key Performance Indicators, retention rates, success rates, completion numbers, etc.
- Exploring targeted services for transfers at open houses, including the possibility for academic advisors to attend recruiting events to evaluate transfer credits
- Hosting symposia for county college advisors from county colleges to share Stockton's unique features and offerings, including ELOs
- Adjusting the new transfer registration calendar to create an opportunity for transfer early registration similar to their common pre-registration experience (April for Fall term/ November for Spring term)

These recommendations grow out of research and subsequent discussions among the members of the Ad Hoc Transfer Working Group. A chart of all the action items the Ad Hoc Transfer Working Group discussed, containing full description, timeline, and possible responsible parties to carry out each action item appears in the appendix.

*Transfer Graduation rates are calculated based on number of years (4, 5, or 6) from when the transfer student entered Stockton.

**Ad Hoc Transfer Working Group
Spring 2016 Action Items to Enhance Transfer Enrollment**

Proposed Action Item	Timeline	Projected Expense	Responsible Division/Unit/Individual	Notes
ACTIONS IN PROGRESS				
Conducting focus groups with the 187 transfer students who took the survey and provided their email addresses – program-transfer friendliness will be studied within focus groups	Spring 2016	Operational budget for refreshments	S. Gonsalves, C. Birchler	
ACTIONS FOR IMMEDIATE CONSIDERATION				
Updating transfer website with new resources to simplify for prospective and enrolled students the transfer process and address transfer needs,	Spring 2016	n/a	Admissions EYOS administrator with assistance from University Relations and Marketing & Academic Advising	including orientation calendar, advising/counseling information, financial aid/literacy tools, user-friendly instructions for CAPP evaluation, campus map/policies and procedures, and testimonials
Admissions and University Relations and Marketing will continue to synchronize marketing to potential transfer students and begin to integrate social media into these campaigns.	Spring 2016		S. Phillips, S. Allen, E. Tizol (U. Relations & Marketing)	To be proactive, an advance schedule of community college fairs and visits could be created to time advertising in those regions (i.e. ads in school newspapers).
Publishing transfer Key Performance Indicators, retention rates, success rates, completion numbers, etc.	January 2016	n/a	P. Baratta, D. Furgione, S. Phillips	
Exploring targeted services for transfers at open houses -- Academic Advising at recruiting events to evaluate transfer credits	April/May 2016	n/a	S. Phillips, P. Hagen	Requires new funding
Create Transfer Seminar Faculty Summer Institute (1.5 day)	Summer 2017	\$7,500 approx.	T. Grites, C. Hood,	
Promoting Transfer Seminar Course Expansion	Spring 2016-Summer 2017	n/a	T. Grites, C. Hood, P. Hagen, C. Birchler, J. Abbot (BUSN)	Attempt to schedule 10-15 seminars for Fall 2016
ACTIONS FOR INTERMEDIATE CONSIDERATION				
Hosting symposia for CC advisors from feeder schools to share Stockton's unique features, including ELOs/eportfolio	April/May 2016	2020 Engagement Proposal	S. Phillips, C. Birchler	
ACTIONS FOR FUTURE CONSIDERATION				
Adjusting the transfer registration calendar to create an opportunity for transfer early registration, commensurate with common pre-registration experience	March/April, 2016 (following matriculated pre-registration)		Academic Affairs Admissions	

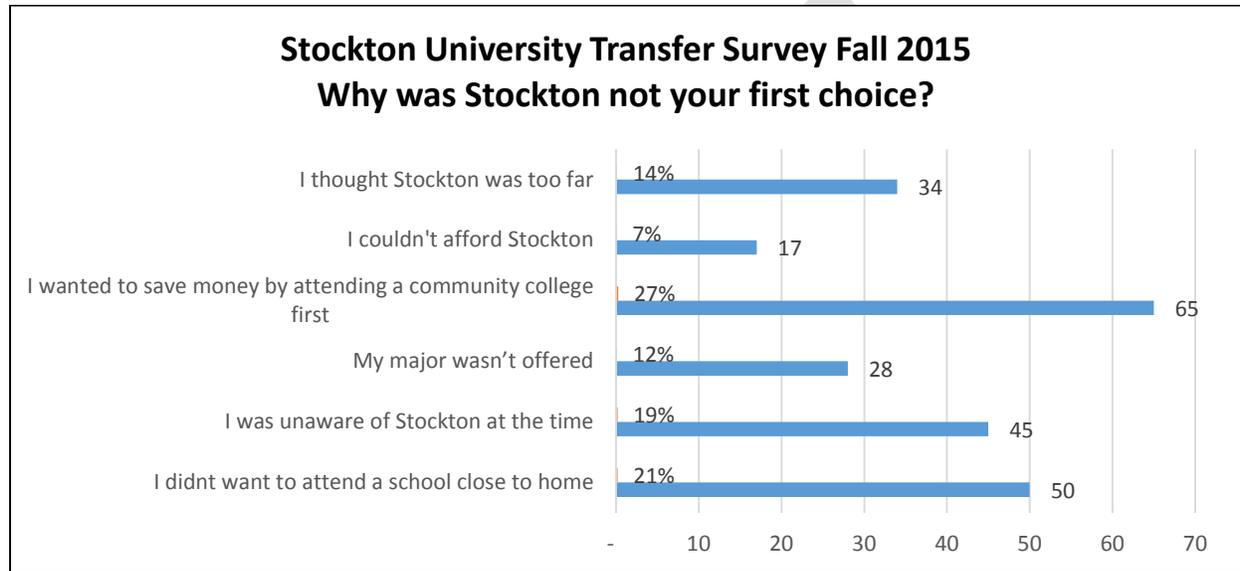
Ad Hoc Transfer Working Group
Transfer Survey Results, Fall 2015

From 9/30/2015 to 10/27/2015, a brief survey was conducted to assess what transfer students are thinking about Stockton University. There were 3,587 students who were asked to take an electronic survey and 1,005 responded giving a 28% response rate. Below are the summary of the survey results:

Question 1: In choosing a transfer institution, was Stockton your first choice?

- 785 answered yes (88%) and 220 answered no (22%).

Question 2: Why was Stockton not your first choice?



Using three variables: age, gender and ethnicity:

- The 22-24 age group had a 54% response rate for their major not being offered.
- The majority of females (75%) answered affirmatively to question 2 vs males (36%)
- 50% of the Atlantic county respondents who indicated Stockton was not their first choice indicated they did not want to attend Stockton, 57% said their major was not offered and 59% said they could not afford Stockton.

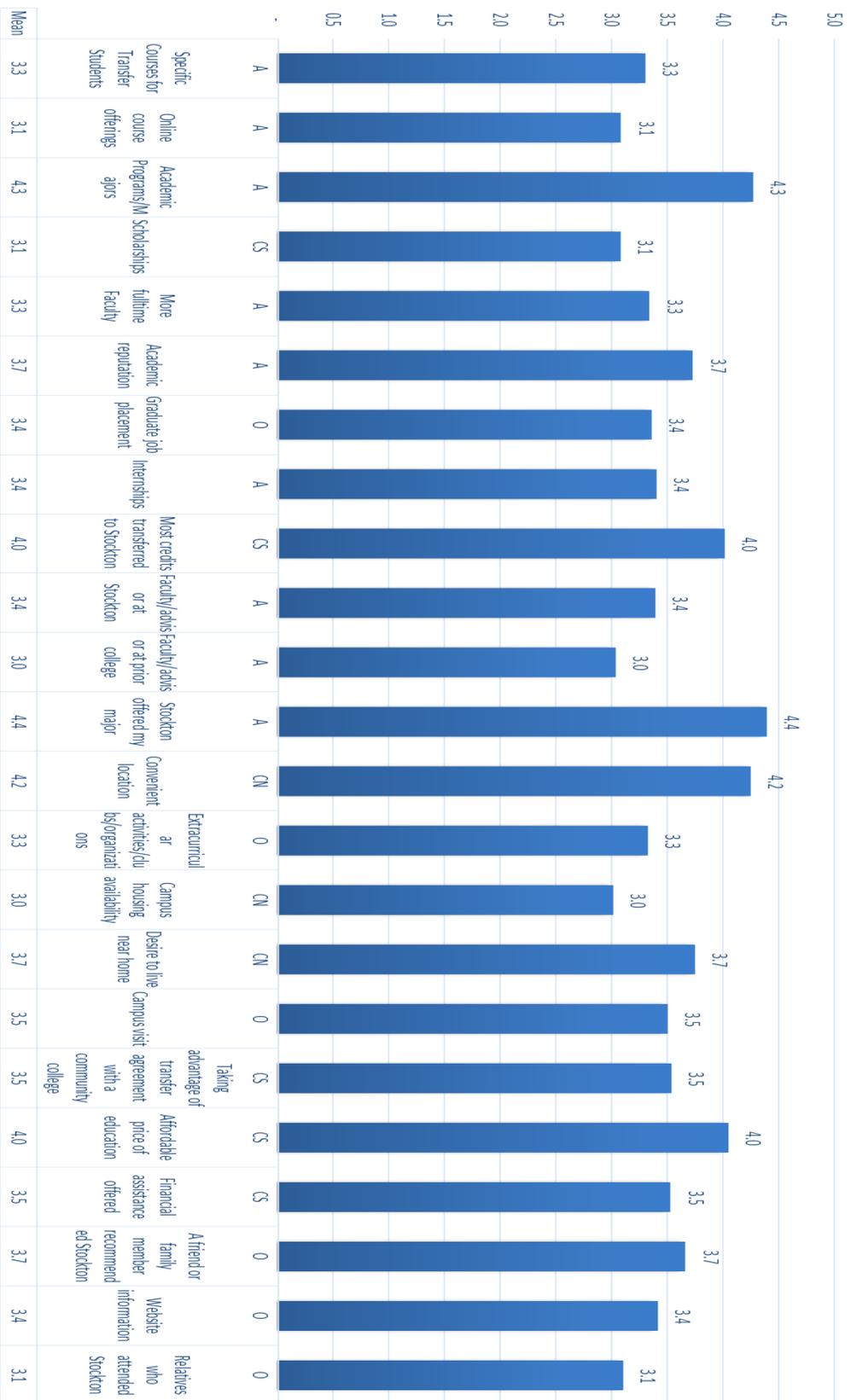
Age Range	I didnt want to attend a school close to home	I was unaware of Stockton at the time	My major wasn't offered	I wanted to save money by attending a community college first	I couldn't afford Stockton	I thought Stockton was too far
<=19	12%	7%	4%	2%	6%	0%
20-21	42%	24%	18%	37%	24%	35%
22-24	38%	36%	54%	46%	41%	41%
25-29	8%	13%	11%	5%	6%	3%
30-34	0%	11%	7%	3%	0%	6%
>34	0%	9%	7%	8%	24%	15%
Gender						
Males	24%	38%	36%	32%	18%	26%
Females	76%	62%	64%	68%	82%	74%
County						
ATLANTIC	50%	11%	57%	28%	59%	12%
BERGEN	0%	0%	0%	0%	0%	0%
BURLINGTON	2%	13%	7%	3%	6%	6%
CAMDEN	4%	11%	0%	14%	12%	15%
CAPE MAY	8%	9%	7%	8%	0%	6%
CUMBERLAND	4%	4%	11%	8%	0%	6%
ESSEX	0%	2%	0%	0%	6%	0%
GLOUCESTER	6%	7%	4%	5%	0%	9%
HUDSON	0%	0%	0%	0%	0%	3%
HUNTERDON	0%	0%	4%	0%	0%	3%
MERCER	0%	2%	0%	2%	0%	3%
MIDDLESEX	2%	0%	0%	5%	0%	6%
MONMOUTH	8%	4%	0%	6%	0%	6%
MORRIS	0%	7%	0%	2%	0%	6%
NOT NJ RES	0%	4%	0%	0%	0%	3%
OCEAN	14%	13%	11%	18%	18%	15%
PASSAIC	0%	4%	0%	0%	0%	3%
SALEM	2%	0%	0%	0%	0%	0%
SOMERSET	0%	0%	0%	0%	0%	0%
SUSSEX	0%	2%	0%	2%	0%	0%
UNION	0%	2%	0%	0%	0%	0%
WARREN	0%	2%	0%	2%	0%	0%

Question 3: What did Stockton offer that ultimately led you to choose Stockton

This was coded to determine whether cost and convenience were factors that led to choosing Stockton University. The questions on scholarships, credits transferred to Stockton, taking advantage of a transfer agreement, and affordable price of education were grouped as cost category. Questions on convenient location, campus housing availability, and desire to live near home were grouped into convenience category. Questions on academics, online course etc. were grouped in academics.

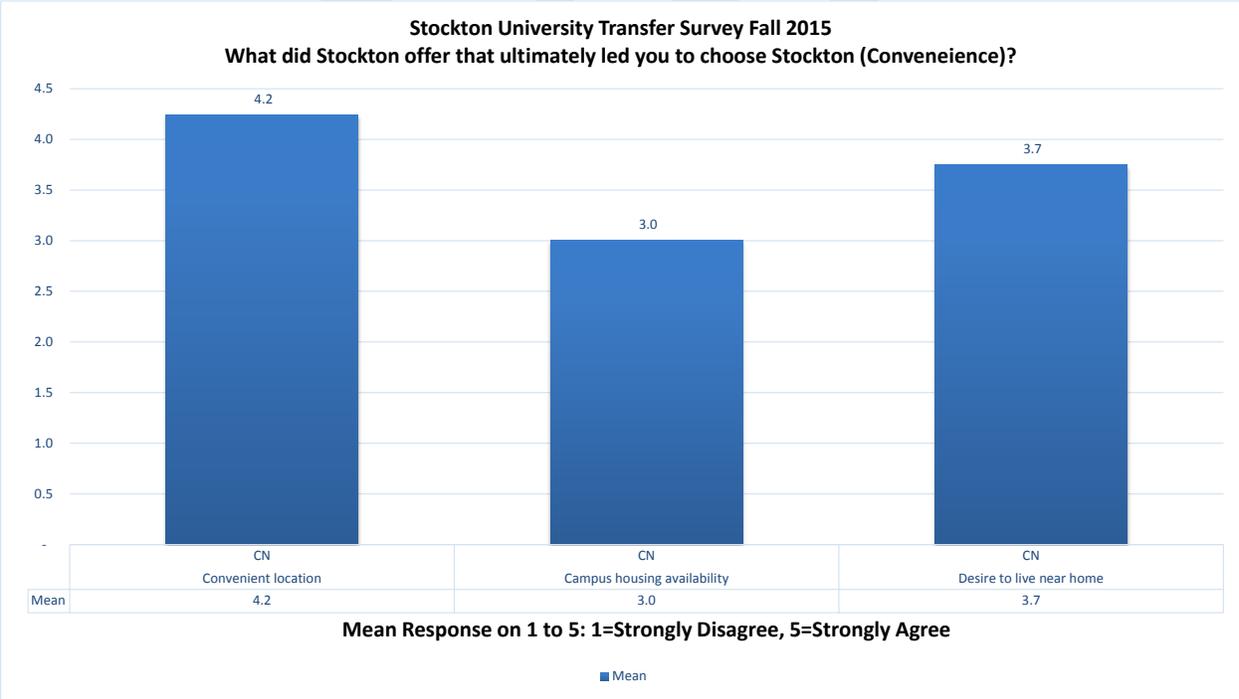
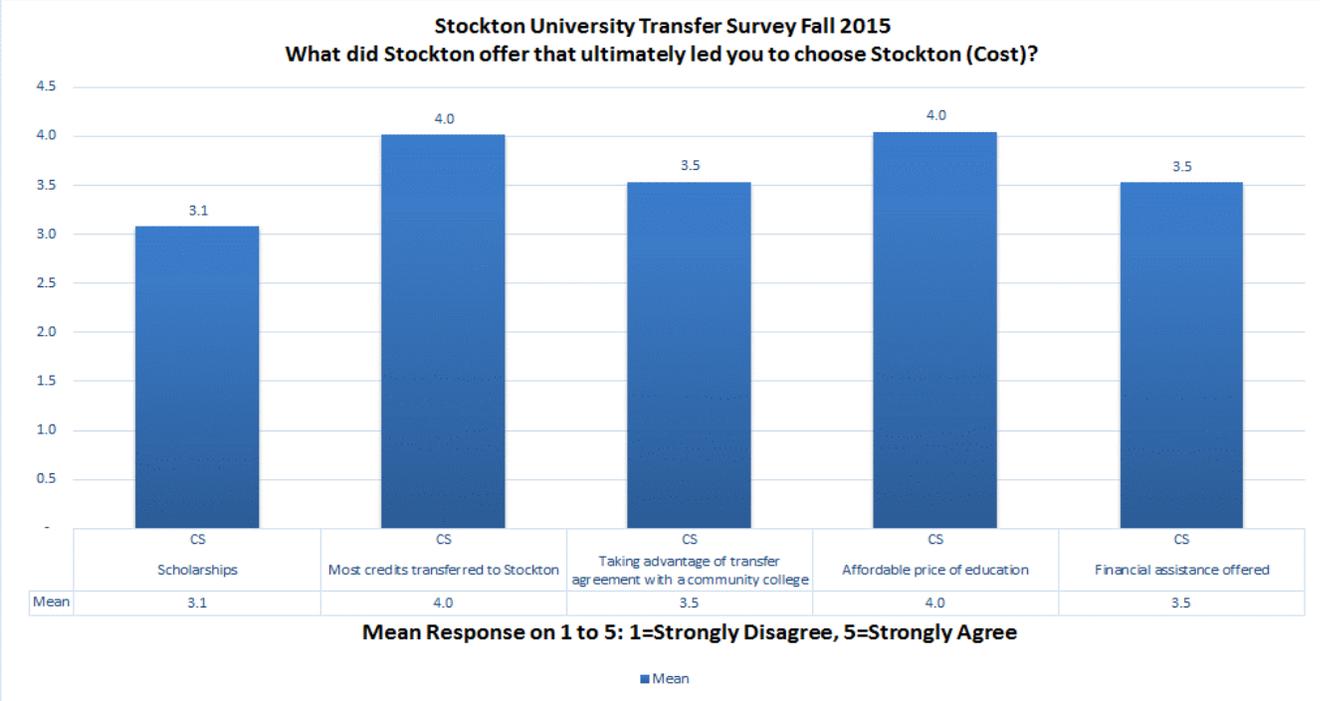
Stockton University Transfer Survey Fall 2015

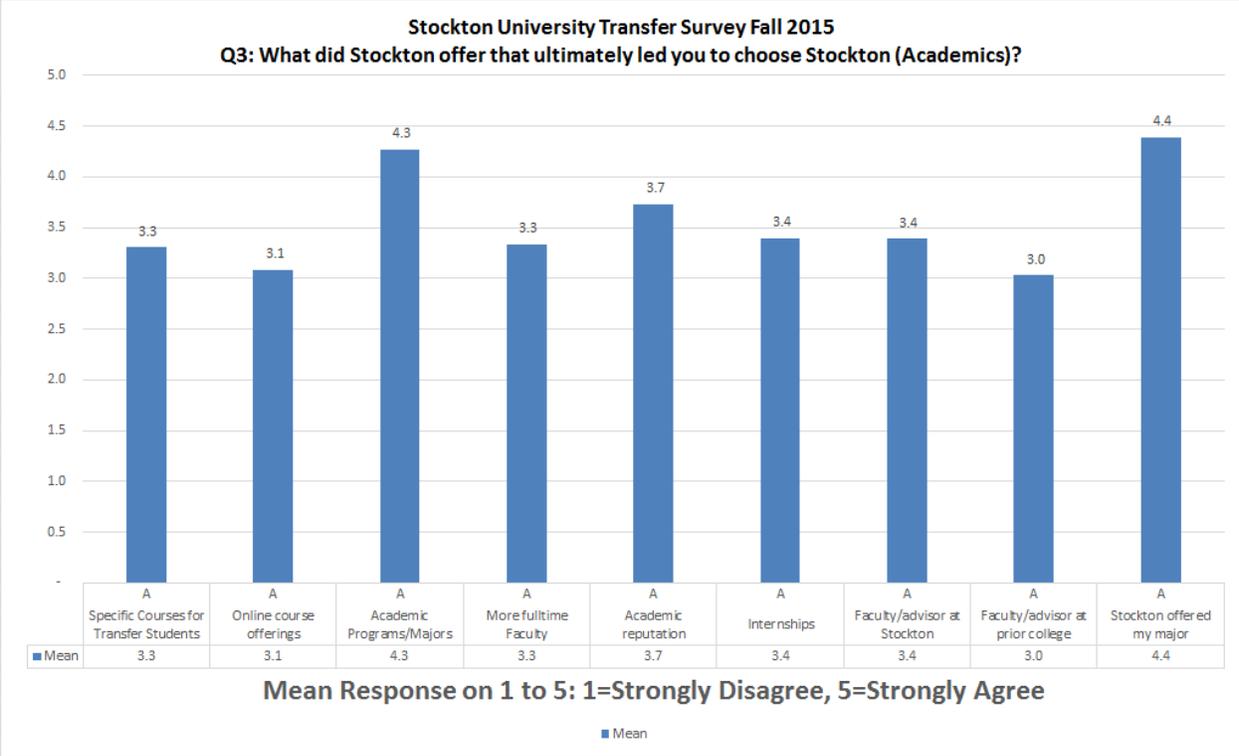
What did Stockton offer that ultimately led you to choose Stockton?



Mean Response on 1 to 5: 1=Strongly Disagree, 5=Strongly Agree

■ Mean



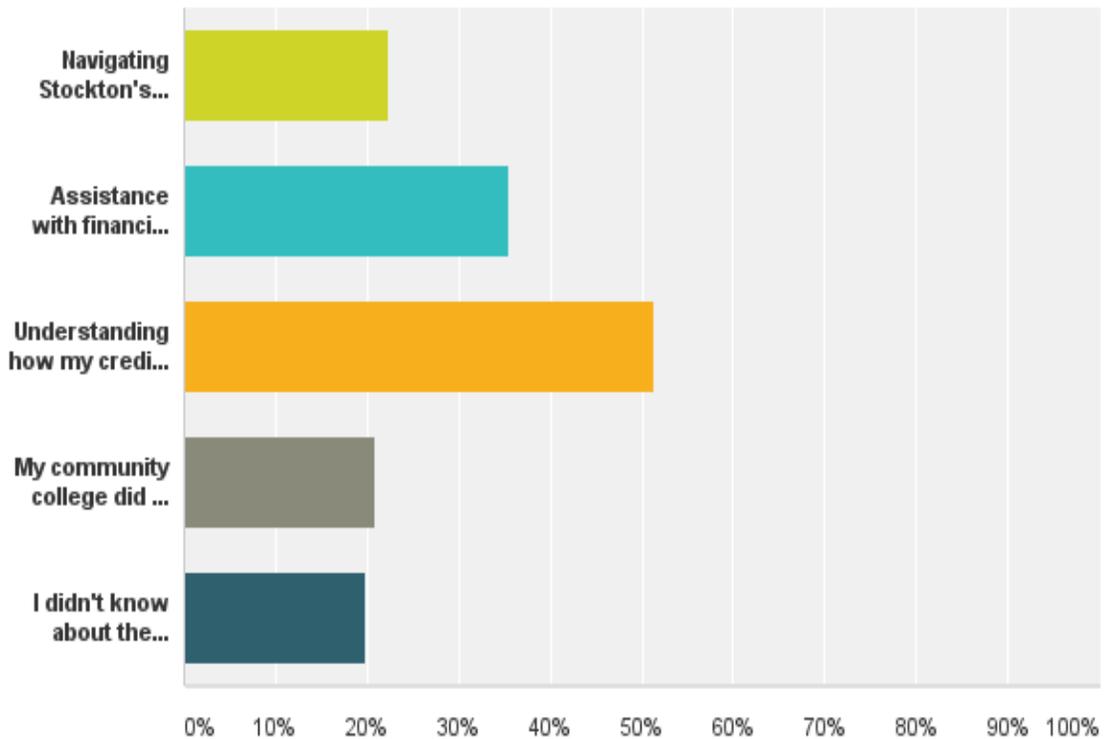


- High levels of agreement was noticed for academic program majors, most credits transferred, Stockton offered my major, convenient location and affordable price of education.
- Low levels of agreement was noticed for faculty/advisors from previous college, online course offerings, scholarships, campus housing and relatives who attended Stockton.

Question4: asked students what were their biggest challenges.

Q4 What were the biggest challenges you experienced while transferring to Stockton? Check all that apply.

Answered: 832 Skipped: 175



- 50% responded that understanding my credits was the biggest challenge experience and 35% indicated assistance with financial aid.

PCA (Factor Reduction)

Stockton University						
Transfer Survey Fall 2015						
Rotated Factor Matrix ^a						
	Factor				Questions	
	1	2	3	4		
q37	.697				q37	Internships
q313	.679				q313	Extracurricular activities/clubs/organizations
q36	.677				q36	Graduate job placement
q39	.659				q39	Faculty/advisor at Stockton
q310	.620				q310	Faculty/advisor at prior college
q34	.617				q34	More full-time Faculty
q35	.577				q35	Academic reputation
q321	.542		.450		q321	Website information
q316	.540				q316	Campus visit
q314	.537				q314	Campus housing availability
q30	.518				q30	Specific Courses for Transfer Students
q31	.451				q31	Online course offerings
q33	.435				q33	Scholarships
q317	.424				q317	Taking advantage of transfer agreement with a community college
q32		.746			q32	Academic Programs/Majors
q311		.648			q311	Stockton offered my major
q38		.408			q38	Most credits transferred to Stockton
q320			.673		q320	A friend or family member recommended Stockton
q322			.562		q322	Relatives who attended Stockton
q319			.434		q319	Financial assistance offered
q318					q318	Affordable price of education
q312				.756	q312	Convenient location
q315				.605	q315	Desire to live near home

Extraction Method: Principal Axis Factoring.
a. Rotation converged in 6 iterations.

Results from the PCA analysis on question 3 point to certain themes (see above) sorted by percent of importance.

- The 4 main themes that can be extracted using a PCA (principal factor analysis):
 - Internships (Engagement)
 - Academic Programs (majors and credits)
 - Alumni and friends of Stockton
 - Proximity to the campus

Other Comments from question 2:

I wanted to take Women's Gender Studies as a major which Stockton wasn't offering at the time.
I wanted to be out of state...
there was another school I liked from online, but I liked Stockton better after the tour & it's cheaper
Didn't know Stockton existed it was my mothers choice
KEAN offered a physical education teaching degree, and was much closer
No men's tennis team
University of Central Florida was my first choice but I didn't receive my acceptance letter in time so I chose Stockton incase I was not accepted to UCF.
Not that good of a school
I had other options. this school was one of them
Had another school in mind
I was looking for a college/university with a certain program.
I just was in search for OTHER options where as to what school could better meet my needs.
Kean was closer to home
Wanted to pursue music education but had a change of heart for Earth Sciences.
I didn't feel Stockton could meet my academic needs in terms of challenging course work, qualified faculty, and insightful peers.
I was interested in going to Rowan, but after visiting Stockton's campus, I changed my mind.
I just wanted to go to Rutgers
I was going to attend another university
I had another university in mind at the time.
Originally chose Rutgers but they did not offer ENVL Science at the Camden campus and I did not want to move up to New Brunswick
There were other options that enticed me to go there than here
I didn't know what to expect at 1st because I never heard of Stockton. it turned out to be the best choice for me
Wanted to go somewhere even further from home and warmer (hawaii)
Stockton was not accepting all of my credits and at the time I was coming from a University
I preferred to attend a school that specifically focuses on music.
Non desirable for major
A medical condition forced me to leave a military school
Stockton did not match the great academic standards that other schools did.
Is not too recognized university around the country.
i needed to transfer but i needed certain courses that stockton has. As of now though im embarrassed to get my degree from stockton so im transferring
I wanted to finish my marketing degree through Rutgers, however my credits transferred better through Stockton. I'd be able to finish in less time and with less student loans.
Wanted a school with more graduate programs.
Stockton is in the middle of nowhere and is a large commuter school.
Stockton's Master of Science Communication Disorders program wasn't accredited.
I wanted to attend college close to a large city.
Didn't have a Pre-Vet concentration.
It wasn't a very appealing campus
Rutgers had an astounding Social Work Program too
I thought Stockton was a second rate school and wanted something more prestigious. My mind was later changed. Also thought the 3 credit to 4 credit exchange would be troublesome.
They had a satellite school Kean College at my community college so it was easier.
I was going to go to Rutgers that was part of A.C.C.C. because I was familiar with the surrounding from going to A.C.C.C.

I didn't think about Stockton at first.

I was indecisive as to where I wanted to go

Stockton was the best school I got into, the better ones rejected me.

I was looking at studying abroad (and still am) but it wasn't possible yet.

Unsure of major at time, other universities offered better programs for the other major options.

I left my last college because it was too expensive. After that I took a year off. I was enrolled in Ramapo but had such a terrible orientation experience that I decided to apply to Stockton because I knew people that went here.

wanted to go to a bigger school

wanted to go out of state

Did not want to attend a school that does not have a good program for my major & doesn't seem to care about my program

I commute about an hour, and I know that the social work program expects you to be in numerous clubs so you'll be a well rounded SW, but also so you can get into their programs after graduation. The SW program is hard here for a commuter who works full time, and commutes to Stockton 4 days a week, even though realizing all of this, it was my only option bc an hour was the shortest commute after my other options.

Stockton wasn't renowned university

I compared three universities Rowan, Stockton, and Rutgers. I chose Stockton because of the Masters program you offer.

Didn't like Stockton when I applied in high school. I got accepted by Stockton and went elsewhere.

Stockton is not known for being a very good school.

They didn't have a Color Guard for the Marching Band and a football team.

I was looking into several colleges and I did not have a first choice. I chose based on which college best met my needs, which were uncertain at times.

I wasn't well informed about stockton before. It didn't show its existence during High school otherwise I would have picked it first.

Wanted to transfer to tcnj because their education program is highly regarded.

Other comments from question 4:

I feel financial aid should be given to everyone...

The brand new Unified Science Center was very appealing
gfys

Study abroad program

Semesters let out early

I don't participate in clubs and activities, commuter student, staff wasn't very helpful when signing up for the school and answering questions

The warm welcome when I called about transferring!

Was told 20 or so credits from my associates degree would transfer over, turns out this was a lie, but by the time I found out I was lied to, it was too late to go anywhere else and I didn't want to go through the hassle of re-applying to colleges for the next semester so I'm stuck here.

Strong Veteran's program

More credits are given for most classes

I went to an orientation at which other colleges also had a table. The Stockton representatives were the most helpful and seemed to care the most about me as a student/person. That sealed the deal for me.

mother graduated from stockton

Friendly and helpful teachers with an interest in students education.

Transfer agreement with Community College was key, as well as price. Environment/campus, and proximity (not too far) from home also important.

Undergraduate research opportunity for Science major students

Stockton was the only college that took all of my credits, if I was not thinking about how many credits colleges would have accepted from the county college then I would have picked a different college other than Stockton.

A lot of my friends go here.

Had German as a minor, but got rid of it.

Veteran organization.

Girlfriend motivated me to go back to school she attends this school currently

I had no other option & didn't want to attend community college

Tuition for in-state students is outrageously high.

Your admissions office team is the most kind group of people, do you realize that? For someone like me, affected by the economic downturn of the casino industry within which I've worked for more than 30 yrs., I felt very respected by the entire Stockton process of transferring in.

What really attracted me was that they had my major, accepted most of my credits, weren't too pricey, close to my house and had a transfer program with my community college

I only chose Stockton because it is so close to home.

I thought Stockton, unlike most state colleges, had professors who would actually teach, and care for the students that attend it, But Stockton proved me wrong, It's a business just like any other school. I would have gone away for college had I known that Stockton had professors who do not teach, rather just stand there and talk, could care less to guide their students during exams and other course work.

Parking is whole another issue for a commuter like myself. Not getting what I am paying for. No guidance, no facilities!!!

I wanted a certain major. I am transferring again to Rutgers soon. Stockton makes you take absolutely useless courses that have nothing to do with your major.

The Learning Access program is excellent. Coming from a community college, it was a struggle to get needed accommodations there.

Stockton was the most reasonable choice. Full-time faculty and staff have been one of the reasons I have grown to love Stockton.

Love the location. Did not want to live in or near a big city

Father, Glenn McHugh (applied physics major)

I came here three years ago without any knowledge of Stockton, just to help a friend move in. Saw the Oasis (by Lake Fred) and knew I will transfer here as soon as I can.

The checks in N/A or disagree were not checked because I found them to be turn-offs, I learned about many of them after I began here. The affordable education I strongly disagree with because even though Stockton's flat rate policy may help full-time students that want to take 5 courses a semester or be a fair price for those that are taking 4 I work a full-time job and I can only manage 3 a semester which makes it more expensive for me to attend Stockton than I believe it should.

Housing was a complete mess, and was not able to get the classes that I needed.

Instant decision day at my community college (OCC)

N/A

Veteran programs and support

Sports - Volleyball and my major

I chose Stockton because it displayed a modern and education-forward vibe. It was nice aesthetically and the size of the campus is small.

Known professor

Athletics

Relative who works at Stockton.

I decided against Rutgers because I was scheduled for a meeting at Rutgers, (some sort of seminar I was registered for, and I had to cancel, and when I did call to cancel, the security guard who answered the phone knew my name by my phone number coming in, and identified me as such, I was creeped out

that security guard knew my name, and felt that their security wasn't good if some guard who I don't know knows my name, and that was it, that is why I chose Stockton.

Strong disability services, the Skills for Success program, and mostly the amount of choice in general education requirements. Stockton is the ONLY college I could find other than Brown University that allowed ANY choice of required writing class! It was also one of the only ones that didn't require Introduction to Psychology or Introduction to Sociology. I have Asperger's Syndrome, a symptom of which is strong narrow interests. Mine are math, science, and languages. Having to deal with fiction, non-science writing, or "people subjects" is agonizing. Stockton actually had writing and social science classes that looked interesting and useful to my career, whereas other schools' general education requirements would have been a colossal (and expensive!) waste of my time and energy.

Offered a minor I was really interested in

I was surprised to learn of Stockton being a highly rated school for veterans and it was ultimately getting to sit down and speak with the personnel of the SVO and the VA liaisons that led me to my decision.

The Stockton University's Transfer agreement with Atlantic Cape Community College.

I was told that the education program was much better than other schools, Rowan and Rutgers, in the area.

One of the few universities offering Forensic Psych studies
transfer credentials were misleading

Chemistry/Chemical Engineering w/ NJIT. Was not aware of the program when I attended another school. Strongly influenced my decision to transfer here.

Environmentally conscious

Friends who attend Stockton

It was the only four year college or university in commuting distance from my home.

Smaller class sizes/ ability to develop relationships with faculty

Veteran Oriented

Disability services

Small campus

Ability to attend the Disney college program, holocaust program

Instant decision interview offered at ACCC.

Stockton was the only school that acceptable me in a 4 year institution.

I choose Stockton because I loved the passion all the professors had about their students and learning and the Master Criminal Justice program

I received my bachelors degree from stockton and have returned for a 2nd degree

Graduate programs

Closer then Rowan and okay for the price

Doctor of physical therapy program

parking is a disaster. People wait by your parking spot follow you to your car , thats how desperate people are to find a parking spot, then argue about who gets to the parking spot first Will the EPA not allow you to build garages because you need one badly.

Military friendly college

Really it came down to it had my major, was a lot cheaper than Rutgers or Rowan and was also a lot closer.

Kate Juliani was a huge factor. I called on a Friday after hours to get some information and she called me back 5 minutes later with TONS of information. She is the main reason why I decided to apply right away to Stockton

REPORT OF THE TASK FORCE ON IDEA TO THE SENATE

March 12, 2012

Task force members: Russell Manson (Chair), Deborah Ballard, Joshua Duntley, Sonia Gonsalves, Mary Kientz, Adeline Koh, Heather McGovern, Mark Richard, Mike Frank, Aakash Taneja, Carra Hood.

Main findings and recommendations

1. Continue using the IDEA instrument to provide data for teaching portfolios. The IDEA data should contribute no more than 30% of the teaching portfolio.
2. Increase knowledge of how to interpret IDEA statistics by increasing participation by faculty and administrators in IFD workshops.
3. Review the IDEA instrument again in five years.

Additional information and data

1. There was a broad consensus that the IDEA Instructor and Course Rating Form is basically a useful instrument. We have been using it for five years and it is a huge improvement over the old SET form. Of course, it is not perfect.
2. By far the most important problem identified and discussed is the lack of knowledge and understanding of IDEA data by those who use the form to evaluate faculty (PRC, FRC, Deans, Provost). Although the IFD has run workshops to educate this population, uptake of the workshops is very low. This group recommends that this population is either strongly encouraged or mandated to attend this workshop. A DVD is available for training and we wondered if it might be made available by online streaming.
3. It is also the case that faculty are still not aware of best practices when it comes to administering the form. Again more education all round seems to be key.
4. A concern was raised about the window for giving the assessment. For classes that meet once a week (e.g. graduate classes) this seemed too short. A second concern regarding timing was that IDEA summary results are not returned to faculty in a timely manner to allow them to contextualise the results for their file. In one case a faculty member received the IDEA summary stats on the day their file closed.
5. Concerns were raised over how well students interpret and critically think about the questions. It is not clear how we can tackle this real problem.
6. An online survey was designed and administered. The results of this survey were presented to the senate and are appended to this report.
7. It must be stressed that the IDEA instrument is an instructor and course rating system. It may be used as part (no more than 30%) of an overall teaching evaluation. Perhaps more work and workshops are required on the other 70%.
8. One committee member suggested that all IDEA scores should be made public.

9. There is a concern that the form is too long and students suffer from "question fatigue" which results in no comments at the end.

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Senate Task Force on IDEA (5 year review)

[View Individual Responses](#)

Survey Results

Please rate your level of agreement with statements 1-8 by selecting a rating number where 1 represents completely disagree and 5 represents completely agree.

- 1.** The IDEA rating system in its current form provides useful component data for my teaching portfolio.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	completely disagree								completely agree	
	1	2	3	4	5					
	29 15%	37 20%	57 30%	40 21%	25 13%					

- 2.** The IDEA system helps me improve my teaching.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	completely disagree								completely agree	
	1	2	3	4	5					
	31 17%	52 28%	50 27%	40 21%	14 7%					

- 3.** The questions on the IDEA survey are easily understood by students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	completely disagree								completely agree	
	1	2	3	4	5					
	42 23%	44 24%	54 29%	32 17%	12 7%					

- 4.** The usefulness of the IDEA system is understood by students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	completely disagree								completely agree	
	1	2	3	4	5					
	55 30%	50 27%	54 29%	23 12%	3 2%					

5. The IDEA survey takes an appropriate length of time for students to complete.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	completely disagree					completely agree				
	1	2	3	4	5	1	2	3	4	5
	37	33	49	42	26	20%	18%	26%	22%	14%

6. I understand how to interpret IDEA system statistics for the purpose of self-evaluating my teaching.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	completely disagree					completely agree				
	1	2	3	4	5	1	2	3	4	5
	24	28	46	53	37	13%	15%	24%	28%	20%

7. My faculty colleagues (e.g. PRC, FRC) understand how to interpret IDEA system statistics for the purpose of evaluating my teaching.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	completely disagree					completely agree				
	1	2	3	4	5	1	2	3	4	5
	30	25	79	39	9	16%	14%	43%	21%	5%

8. Administrators understand how to interpret IDEA system statistics for the purpose of evaluating my teaching.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	completely disagree					completely agree				
	1	2	3	4	5	1	2	3	4	5
	48	33	60	28	14	26%	18%	33%	15%	8%

9. Please add comments on any nature of the IDEA system:

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Senate Task Force on IDEA (5 year review)

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Open Ended Responses

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#	Response
9. Please add comments on any nature of the IDEA system:	
1	I find the data results virtually impossible to decipher.
2	I can only assume how administrators and students interpret, utilize, and/or understand the IDEA. I think it has very little practical significance and inundates the faculty with a lot of nuisance data. With so much data available, it is easy to see how an administrator could pick and choose specific numbers to support his/her evaluation of the faculty. I think we need a more streamline, userfriendly process
3	I like the IDEA--much more informative than the old SET. And I feel it's important to give students a measured voice. I would do away with tenured faculty being allowed to opt out from a course. What message are we sending other than we have a privileged class of classroom instructors for whom the students' opinions do not matter? My two cents.
4	Unless a better tool is found, these sure beat the SETS
5	Program specific evaluations would be much more helpful to faculty, to programs, etc., etc.
6	I am new to the college and am not completely familiar with the IDEA system.
7	Two of my courses are clinical courses where I am the students' supervisor. I find that the IDEA is not useful for this purpose and that the scores are lower than I think they should be because the questions are not applicable. Also, because of the length of the IDEA I find that students' seem to have survey fatigue or disinterest for those IDEAS that are administered at the end of the week long IDEA administration period.
8	I feel that since Heather McGovern became director of the faculty institute there has been better understanding of how to interpret and use the IDEA results, but she is only able to educate faculty and administrators, not students.
9	IDEA is the best student evaluation system and a tremendously useful tool. Faculty are evaluated by how well students believe they met course objectives, and while still subjective allows one to see how students perceive teaching methods based on outcomes, not pure personal like or dislike of the instructor. I would prefer all online evaluations - data returned faster, and can be done outside class time.
10	People will tend to complain about ANY evaluation tool. Please be wary about complaints about evaluations in general vs. complaints about IDEA in particular. IDEA is a vast improvement over the previous teaching evaluation form. I suspect that many faculty simply do not understand how to use it effectively, especially those intimidated by quantitative data.
11	The former system we used was straightforward and easy for everyone across the board. Idea takes far too much time and effort without yielding anything appreciably better than we had before. When it becomes necessary to have lengthy instructions and meetings for understanding the evaluations - especially with college professors - there is something obviously wrong. Please don't allow any more time to go by before you fix something that wasn't broken to begin with!
12	I mean, need I say more?
13	It's a horrid system. It costs the college a huge amount of money and is a total scam for the people here who get paid to administer it. I have asked many times exactly how much we pay for this and have never been given the information. Their literature says specifically that it's not designed to be used totally and always as the evaluating system. It has horrid flaws, like lowering the number score if students say that the course is harder than their usual courses. What sense does that make???? We have no information on what courses in their system that our courses are compared to.
14	Quite truthfully....I knew where I stood much better with the previous "primitive" forms. This system is convoluted. It does not answer any of the questions I have about how I have reached the students. I usually have to create my own survey for that.
15	Administrators and PRC members "USE" the IDEA in a reductionistic and punitive manner when evaluating faculty members for tenure and promotion. IDEA is an invalid indicator and poor substitute for REAL COMMUNICATION about teaching growth and student outcomes and the tool should be abolished. Faculty who have produced multiple graphs on IDEA scores in teaching portfolios should pause for thought. BEWARE when a checklist becomes more important than the evaluation of true creativity and leadership!
16	Any evaluation that is used must not have more than 20 questions. The questions should be posed using simple words and phrases most students can understand very quickly.
17	I am a 13D Professor, and this will be the first time I use the IDEA system.
18	I had a mix of the old SET and the new IDEA when I came up for tenure. The old SET provided no information that was directly useful for improving ones teaching; while the IDEA provides a ton of useful feedback if one is willing to take the time to consider it. The IDEA reports were more useful to me in improving my teaching during my pre-tenure years. They were also far easier to use within my self-eval, not due to the

	<p>numbers being any better, but more due to better defined meaning. On survey question 3, some of the learning objectives are not immediately understood by all students. They are written with language for educators. I've found it useful to provide students with an explanation for how the 12 IDEA objectives apply within the context of the course (e.g., paraphrased versions of them on my syllabi). This helps most students get a better grasp of the IDEA objectives. On question 8, I think most administrators understand how to interpret the IDEA stats. I've seen at least one example, however, where this is not the case. I've been at the level of faculty evaluation where I'd be able to see Dean's evaluations of candidates. In one such letter, a Dean pointed to an instance where an adjusted score of a candidate was below the "similar" category. In this instance, the raw score was within the "similar" category. According to the IDEA documentation, reports, etc on their website, it is considered best practice to use the HIGHER of the raw or adjusted scores. In this one example, a Dean was misusing a data point from the IDEA against a candidate.</p>
19	<p>A lot of these questions are asking us to get in the heads of others--students, administrators, colleagues. I suppose it's useful for the Senate and your committee to know what we BELIEVE others understand, but the actual correlation between what we think they understand and what they actually understand may be low. One might raise an additional question: What's the relationship between what students, colleagues and administrators THINK they understand about the IDEA, and what do they actually understand? Best of luck tackling that question. Finally, Russ's mustache rocks.</p>
20	<p>previous SET system was way better, simpler, shorter, easier to interpret, and way more helpful for improving my teaching</p>
21	<p>IDEA is an OK evaluation system that could be better with a few modifications to the questions. There are better evaluation systems out there, but IDEA is better than none or what was previously used. Keep it and tweak it!</p>
22	<p>In any student-to-teacher feedback, I find that the most important information comes from the free-form comments, such as those at the end of the IDEA survey. I have always gleaned the most meaningful insights into my own teaching and the experience of my students throughout the semester by reading them. I encourage my students to write comments at the end when I give them the IDEA forms. However, some people don't even know they exist, administrators do not look at them, and one has to go out of their way to get access to the individual surveys so that one may peruse them. When I have made significant changes and improvements to my teaching style as a result of student-teacher evaluations, it has always been in response to some specific comments my students have left me. I cannot ever recall looking at a number on the IDEA results form and improving my teaching in response to it, and with a strong background in statistical analysis, I know exactly what those numbers mean -- as it reflects on my teaching, almost nothing. They just seem like a way to quantify our performance as faculty. As convenient as it would be, the quality of a teacher cannot be quantified. It would be nice to be able to compare one faculty member's IDEA scores to another and say, "look, this person has higher numbers and is therefore a better teacher," but few of us would believe that to be true. No matter how many questions long the survey may be, teaching ability cannot and should not be projected onto a Likert scale and left at that. Convenient? Sure. Accurate? Certainly not.</p>
23	<p>I have found that by evaluating the statistical outcomes for each objective, I was able to improve my overall score by changing the importance for the objectives I had chosen based on the outcome. Now, does that mean I am a better teacher? To me, it indicates that the instrument is not a very good measure of teaching ability. Incidentally, I always have very high scores, so my comments are "sour grapes" as they say. Also, I did not complete the questions about what others do and do not understand because I feel unable to judge other people's perceptions about this issue. As you can see, I am not particularly impressed with this instrument.</p>
24	<p>This is better than the old system. From speaking with the folks complaining after the Fall Faculty Conference, it was clear that some of them didn't understand how to interpret the results and/or how to maximize the use of the form. From my Dean's comments about what junior faculty should improve, it is clear that he understands some parts, but not all of the results. I am a senior faculty member. All systems have problems. This is the best one that I have experienced at the various institutions I have taught at. It just takes awhile, but that's to be expected in a more comprehensive form. I have tried the online form and disliked that- fewer students completed it and they seemed to have been less connected to the course, as if they were hurrying through it. I value the additional comments I get and will not use the online form again as it seems to discourage that.</p>
25	<p>Simplify! Everyday language for students. Qualitative data more valuable--perhaps fewer evaluations, or rotate them, so we can read student statements.</p>
26	<p>I believe that the IDEA instrument will be very useful in assessing my own teaching, but I have not used it as fully as I should (and hope to in future).</p>
27	<p>Students often don't take time to make comments. That limits usefulness of this instrument.</p>
28	<p>I believe there should be a place where faculty could give an overview of the class setting: students' aptitude, attitudes, allowing the faculty member to provide information about some students who may be non-compliant and whose input may damage the teacher's ratings. We may have one or two students in a class that can "trash" the teacher and bring the entire IDEA scores down. Is this taken into consideration when admin. looks at the IDEA results?</p>
29	<p>I don't think that IDEA is so much more helpful than a simpler form that it merits its high cost.</p>
30	<p>It's a great system, somewhat hampered by people (administrators, but also many faculty members) failing to LEARN to interpret it, beyond looking at numbers.</p>
31	<p>I liked the original one better</p>
32	<p>Many students do not take the time to properly fill out the form. Very few give comments which I feel are most helpful. More than half will either fill in all the answers with 1's or 5's, which adds a lot of noise to the data. There is no real control variables, I can't tell if the issue are coming from the students who didn't purchase the text and came to few classes or the ones who were involved and diligent. I especially don't like the fact that the students are asked these questions when they are approaching finals, stressed out, and some have already gotten themselves in a hole so deep that failing the course is a real option. That halo effect contorts their perceptions. Therefore, if the College continue the IDEAs (which I think you should not), it should be given earlier in the semester, when most of the course and teacher characteristics can be judged and the stress and or anger for paper, tests, grades, and sleep, are not contributing to perceptions. I have a colleague at another school who makes sure that everyone in his class has close to an A average when they do the evaluations and then give a difficult final to effect the grades appropriately. I feel that is a mistake as the early assignments where they make the most mistakes. These are the best teaching opportunities. Henceforth, they can grow and when the final exams and papers arrives they are now best prepared to do well. By the way, Colleges and Universities are concerned about grade inflation. IDEAs are giving students the tools to encourage that trend. Non-tenured Faculty and adjuncts are the most vulnerable to wanting to please student for good evaluations. I think more emphasis should be put on peer and department evaluations for direction on tenure and conformance with school and academic objectives.</p>

33	Distinction needs to be made between undergraduate and graduate students
34	IDEA system is very good.
35	I can't say anything about other faculty or the administration, however, I feel that it is too lengthy and statistically dubious. I don't find the evaluations using this instrument very helpful in improving my teaching.
36	I was surprised and a bit appalled when my dean created an Excel file summarizing my scores to discuss my teaching with me. She used the adjusted scores and focused only on the negatives, ignoring the positives until I pointed out that there were more positives than negatives and that I can't control how students view their own efforts, which often lower my raw scores in the adjusted scores.
37	The essential goals from which to choose favor the arts, preparation for the professions, and important general skills such as teamwork. They are incomplete and disadvantageous to the social sciences. In addition, the CIP codes are horrible and useless--nothing is an acceptable match for Stockton's FYE courses, HIVA attributes, G categories, transfer student seminars. There are dozens and dozens of choices for particular areas within the professions (minutia), but other subjects are lumped with just one. The comparisons with other schools are not at all useful and we should not even show that data.
38	hard to answer about other people's understanding....!!
39	The students fill the IDEA out in 3 minutes. Don't write anything. I find them useless. My IDEA reports are in the high 4's always, but so what. They are useless.
40	I believe the IDEA approach is far superior to the former SET evaluation instrument, however I question the usefulness/validity of ANY evaluation instrument. This information should be collected/collated/distributed by the students. The purpose should be to inform students which instructors might best serve their needs/expectations during the pre-registration period.
41	I do not like the IDEA System and would prefer the old SET system. The IDEA Form is too long-- most students fill it in a minute without thought and careful reading. The way the adjusted scores are obtained in a mystery. Picking a few objectives and weighing them is like playing a game.
42	This IDEA system is WAY too long for the students to answer meaningfully. Further, while there is some use value to statistics in this capacity, the sheer length of the form precludes any chance that students might take the time to write more substantive qualitative comments -- the kind that actually help me think through specific things to "retain" or "improve." I'm not sure I could hate a teaching evaluation system more than this one. AND this is NOT because I misunderstand the data NOR because I do not score well -- In fact I score well above average in every class's IDEA evals. I just think that they are overly long and while they may provide some useful info for administrators, they do not really have much to offer in terms of actually becoming a better teacher.
43	The reduced emphasis on written comments on the IDEA is regretful. In the area of written feedback the old SETs were superior.
44	Evaluation should be made on how well the professor meets the course syllabus, not on a separate syllabus called the IDEA system. The IDEA system will eventually undermine the quality of education since it will force instructors to teach to those factors in the IDEA questionnaire, not course content. Results will be to dumb-down the contents of courses.
45	(1) I worry that the quantitative results of IDEA are privileged over the possibly more valuable qualitative info learned from other documents (peer observations, teaching philosophy, syllabi, etc.) despite warning by IDEA that it should not be overvalued. (2) concern that if you administer online the "window" is longer than if you do it in person; that means that if you give back exams or papers--events that we know can provoke emotional responses from students--class may do IDEA that same day and results may be skewed; (3) while IDEA seems to provide a wealth of info, it seems I don't have time (or incentive) to actually dig into it; might be different if I were not tenured; (4) Bias against any quantitative method as problematic in evaluating something like teaching
46	The IDEA evaluations have encouraged me to lower my standards of teaching in an effort to please the students. My teaching has become worse, my teaching methods are less based on contemporary knowledge about student learning and more a result of students' preferences and laziness. I am being forced to teach less and with lower quality. The only consolation is that when I have tenure, I will be able to finally teach the way I should without having to worry about IDEAs.
47	The form inhibits student comments which could be the most useful aid to changing a course. It would be better to get answers to three questions: What about the course should be retained? What about the course might be changes: Would you recommend this course to a friend? Why or why not?
48	I think this should not be used as an assessment for what makes a good teacher. It should only be used as supplementary material to the faculty portfolio. Some students can be unfair or cruel to teachers particularly when they get low marks because they are female, minority and with an accent in speaking. In addition, when some teachers promote independent, rigorous thinking, some students resist this paradigm shift in thinking about their human reality.
49	Unnecessarily complicated. The summary scores are all that is looked at in personnel decisions. There are too many questions on the survey since it covers all areas.
50	Students, for the most part, just breeze through it. I am not sure, therefore, of its value as an evaluative tool.
51	We waste money paying for it that could be put to better use. The old SET was free!
52	If students are not up to college level learning and do not receive As...you get a a poor grade from them.
53	Students who answer too many IDEA evaluations in one day/week often do not give the evaluation tool appropriate consideration--the students want to "be done with completing the form"; the method of collection for online teaching has the form open for two weeks while students in the face to face classroom have one class period to complete the IDEA--yet, proponents of online state the experiences should be similar between face to face and online education; during the two week period in which IDEA evaluations are open for students, often students are contributing work and having graded work returned in that timeframe. Sometimes, after receiving a lower grade in online assignments-- during a two week period--students have the opportunity to submit a negative IDEA based on their reaction to the lower score on the exam.
54	Drop the IDEA and get a better, and more affordable, tool of evaluation.
55	It doesn't really work with the discipline that I teach.
56	it's too confusing and vague

57	I really don't follow the system too well. Generally I think if the results are good, I am doing well, however, when I go to my faculty superior to interpret, I see some areas where questions are interpreted differently by students. Also, often, the better students do not respond or do so haphazardly, whereas the lower end or problem students use it to vent. In mid semester feedback I learn that most students would like the class better if they didn't have to read or write so much, they would rather just talk, so I don't know how valuable any of their input is!
58	The objectives are limiting and some too broad causing student and teacher confusion as to exact meaning. There appears to be a trick to getting higher scores, i.e. only selecting two essential objectives, etc....why? Objectives need to be clearer, non overlapping and you should select as many as apply to your course!
59	An improvement over the previous SET. As the most uniform assessment in the teaching portfolio, I think it is often given too much weight. Developing some common practices around peer evaluations, portfolio presentation would strengthen other mechanisms for evaluating teaching.
60	Junk and waste of taxpayer dollars. I'm constantly being adjusted downward while the poor teachers are adjusted upwards. Is this socialism for teaching evaluations? Give me a break.
61	need more text comments and a shorter quantitative instrument so that more students will fill out the text comments for it to be useful to my teaching.
62	Limitations experienced would be common to any evaluation form but there should be a way to ensure that different sections of the same course are always evaluated using the same form, even if one section happens to have enrollments under 15 and the other more than 15.
63	Somewhat useful. Better than the SETs. But, the larger issue concerns what this "Black Box" really is, what it represents, and how to best interpret the results. I suspect that most (including admins) glance at the basic stats and draw inferences. Probably a decent tool for identifying truly horrible teachers but not hugely useful in sorting out the rest. If IDEAs are used as ONE input into a larger evaluation process, I think they are probably OK. To the extent they become the principle means by which faculty teaching performance is evaluated they have huge shortcomings.
64	It's not perfect, but IDEA is better than the SETs!
65	better than the old instrument, but could (should) be improved
66	IDEA is more useful than the SET instrument. I administer IDEA at the beginning of class and students seem not to rush and do take time to think about the questions. I imagine that how well they understand them depends on the question. I also encourage them to write comments. My essential and important goals are posted right away on Blackboard (with specific explanations of what I am trying to accomplish). I mention these goals in class at the beginning of the semester (without mentioning IDEA) and that is it. I do not mention these goals again. I do find the IDEA feedback useful in ways that SET feedback was not. Specific actions are more obvious and strengths/weaknesses are spelled out. Generally, IDEA measures appear to be on target (at least for me), but I fare better on advanced courses than introductory courses. IDEA is clearly telling me that there is a difference in the way freshmen perceive my teaching compared to seniors (for example). I have been trying to figure out what this difference is for some time now. Is it amount of work? Teaching approaches? Expectations? It could be that seniors have come to expect challenging work, while freshmen are surprised (and annoyed?) by it, but IDEA has not helped me in teasing out an explanation for this difference. Like any evaluation instrument it has limitations, but again, it is much better than what we had.
67	Some of the questions on the IDEA form are difficult for the student to really understand what they are evaluating. There are also many questions on the form that are not relevant to all of the courses. For example: If the course is a seminar type format, then questions pertaining to small discussion groups etc would be more relevant. Otherwise, a student may give a poor rating when that type of format is irrelevant to the course. I also believe that there is too much weight placed on these evaluations in relation to tenure and promotion. The student feedback should be helpful to the faculty member for the purpose of improving teaching, not held against the faculty member especially if the subject matter that they are teaching is not within their control. Also, if students do not like the faculty member, they will base the evaluation on personality vs teaching skills, techniques etc. Also, they may base their opinion on the amount of work within the course. Hope these comments are helpful
68	The IDEA system requires a level of analytical game theory choices that are inconsistent with a serious approach to teaching.
69	Far too complicated.
70	who knows if administrators and FRC understand how to interpret IDEA stats!
71	Having the national norms is extremely helpful. I wish it had fewer questions, however.
72	I like it, it has helped me improve techniques and it's good feedback.
73	Adjustment of ratings is inappropriate based on a subjective student appraisal of "work difficulty," etc. Ratings should be based only on student responses without adjustment.
74	too long for students. I think they get tired of doing them and just rush through it.
75	Teaching in "team taught" courses, the students are frequently asked to use IDEA for multiple faculty members in a discrete time frame. This facilitates a lack of reflection and increased frustration on the students' part.
76	The system allows all the power to be held by the students, who are not experts in their fields and not experts in teaching. Although I enjoy "good scores", I think that it is too long and the information obtained is taken out of context.
77	It would be wonderful if each discipline determined the values that were going to be assessed for each class (rather than having those values determined by each instructor individually). This would eliminate appeals to oranges-style comparisons between profs. And I would trust the data I was collecting if I knew we were all be measured by the same criteria.
78	I believe that faculty and administrators sometimes forget that IDEAS provide information about students' PERCEPTIONS about a teacher and a course, rather than factual information about the faculty member and the course. Sometimes these perceptions relate clearly to the facts of the course, but sometimes they don't. Faculty can use student perceptions to better understand how students are responding to their course and teaching style, but the notion that the IDEA actually measures teaching effectiveness is problematic.
79	My only criticism of the current use of IDEA at Stockton is that for online courses, not many students complete the online version and therefore the results are not very accurate. I wish there was a way that we could increase the online students' participation in this important evaluation process.

80	Q3 is for students to answer
81	I have no data upon which to base answers to 7 and 8.
82	Any survey instrument which has more than 10 questions is fundamentally flawed. There are too many questions and many of the questions suggest aspects of teaching excellence which are questionable. The IDEA system is garbage!...Our old 7 question SET were much more valid and useful!
83	I don't like it. The old in house SET form was better.
84	As explained at a meeting: the scores are adjusted based on the mean.....??? Why adjust scores? Either students understand and respond because they care, or the result of the survey is moot. I think the student portfolio evaluations conducted by the writing department each year are much more telling and effective.
85	IDEA is annoying and can be manipulated for results. The former teacher rating system was better.
86	Categories for major are antiquated. For example: no Environmental Science.
87	The IDEA summary evaluation relies on 10 objectives and student ratings of two questions 1. I would rate this teacher as excellent 2. I would rate this course as excellent It might as well be whittled down to those 12 questions and about 7 subjective questions about the students perceptions about the amount of reading, whether they wanted to take the course etc to allow for the adjusted ratings. Since the styles and methods questions only count for use by the faculty member for their own use in changing their teaching style they really do not count as part of the evaluation used by the administration. I think the questions that are most easy for the students to understand and evaluate are the teaching styles and methods questions and feedback on these questions I felt was most important yet the score did not influence the overall idea score. The IDEA objectives are more geared towards humanities and social sciences courses. I think an instrument that adapted questions from the styles and methods sections would be more helpful than having faculty trying to second guess what objectives students think are important nd what is meant by an excellent teacher or excellent course.
88	Most programs that use contrived acronyms for titles are ineffectual and often stupid. This one qualifies on both counts.
89	The IDEA system takes a very simple objective like evaluating a teacher, and turns it into a mathematical calculation worthy of Advanced Calculus. Any simple questionnaire can fulfill the objectives of the IDEA system with greater accuracy and simplicity. This process does not need to be so esoteric, and frankly the numbers I received back on my forms were completely unintelligible and useless to me.
90	For a retiree adjuncting one course per semester, not having to be concerned with numerical scores, I think I would learn more about my teaching, and the students would learn more about evaluation, if there were a only a single question such as: Please comment constructively on the instructor's teaching.
91	My PRC and dean both understand how to use the IDEAs. The FRC last year and this year does not. I am not certain about the Provost. The FRC needs to complete mandatory training on the IDEAs given by the Institute for Faculty Development before serving on the FRC. There needs to be better adherence or definition of how the IDEAs will be used in tenure and promotion.
92	As compared to what?
93	The Dean does not even understand how to interpret the IDEA! Students don't understand the objectives/goals. Students complain that it is too long.
94	The students that I catch cheating on their papers and exams give be very poor grades on IDEA. Are you surprised?
95	The survey would be helpful to have "not sure". I have no way of knowing if the students and administrators understand the usefulness of IDEA or how to interpret. I would like a return to the SETS which were to the point and clear. The IDEA system is confusing, unclear, and not valuable in my opinion.
96	My students hate doing the teaching evaluations and were holding a meeting when I stepped into the hallway to give them some privacy while doing the IDEAs. The FRC does not used the IDEAs the way they were designed. According to the company they should be a small subset not 100%.
97	The survey is so long that students do not take the time to carefully consider their answers.
98	The most important feedback to me is the written responses. The length of IDEA makes written responses rare. I also find that students don't read the statements carefully and often answer strongly to statements that are irrelevant to the course.
99	Some of the questions are too much for some of our students (for example, 1st semester- or year- students), and the time of day of the class, type of course (required, part of major, smaller or larger) and room may not be adequately weighted in the final "assessment" of the IDEA survey. What, exactly, are the POSITIVES of this? Do faculty and discuss this together, do administrators sensitively deal with the data? In the present educational climate f NJ, do we really want to devote the good timeto grappling with what our students/ faculty/administrators/parents /advocates really expect from the (once highly-vaunted, but now sadly "factory-ized") educationalexperience,especially a liberal-arts one? Do we communicate with our community college colleagues to figure out a just way of assessing higher education in NJ (or anywhere)?
100	The evidence and guidelines published by IDEA should be utilized in evaluating teaching. for example, IDEA scores should comprise only 30-50% weight of teaching portfolio to evaluate teaching effectiveness as noted by IDEA; however many faculty and administrators use select IDEA scores as the sole measure of teaching effectiveness. The college needs to establish institution wide rubrics for use of IDEA scores based on the published evidence rather than individual bias and interpretation.

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DR. DOUG HARVEY,
DIRECTOR

VISIT: F-227
PHONE: 609-652-4796
FAX: 609-626-3583
WRITE: DOUGLAS.HARVEY@STOCKTON.EDU



IFD Seminar
April 11th, 2017
1:00 - 2:00 PM
F-227



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The Institute for Faculty Development (IFD) at Stockton University is a resource to support effective pedagogy and productive scholarship for all faculty members. The IFD works with faculty to develop services and resources to assist them in the pursuit of their goals for excellence in teaching, research, and service. Assessment of student learning is inexorably linked to good teaching, as the former is a measure of the latter. The Institute for Faculty Development conducts workshops and offers the following in-house resources on teaching, scholarship, and student learning.



Peer observations of teaching

A colleague trained to observe and provide formative feedback on your teaching in both face-to-face and online classes will provide you with a summary of your strengths as an instructor and give you ideas for enhancing your practice going forward. These observations are confidential, and you may choose whether or not to use them in official evaluations of your performance.



Seminars and Workshops



Teaching Circles

Small groups of faculty who collaborate together to develop expertise around a professionally relevant topic. Typically meeting once per month during the fall and spring semesters, circles currently running are:

- *Teaching Research in University Environment (TRUE)* - for faculty who teach research methods courses. Contact Dr. Manish Madan at Manish.Madan@stockton.edu
- *Service Learning & Civic Engagement* - for faculty seeking to learn more about teaching service learning courses. Contact Daniel Tome at Daniel.Tome@stockton.edu
- *Writing* - for faculty who wish to make writing and publishing a priority. Contact Dr. Melissa Zwick at Melissa.Zwick@stockton.edu

The IFD sponsors regular events designed to provide faculty with information and training on a range of topics relevant to teaching, scholarship and service. Other campus offices also offer events related to faculty development. Check our [calendar of events](#) for information on dates, times, and places.

After a seminar you can find resources and links, including audio and video recordings if available by going to our [IFD Seminars](#) notes page.



Social Media

There are a number of social media outlets that you may use to stay connected to the IFD. Content includes information on our programs as well as resources of interest to Stockton faculty. Follow us through the following:



Faculty Fellows

A program that supports peer-to-peer consultations between faculty in the following areas:

- *Instructional Coaching* - Dr. Sara Martino provides ongoing one-to-one coaching of faculty who wish to improve their teaching. Contact her at Sara.Martino@stockton.edu
- *Quantitative Research* - Dr. Christine Tartaro consults with faculty on designing and analyzing their quantitative research studies. Contact her at Christine.Tartaro@stockton.edu
- *Hybrid and Online Learning* - Dr. Amy Ackerman provides feedback to faculty who are designing and teaching online and hybrid courses. Contact her at Amy.Ackerman@stockton.edu
- *Post Tenure Advancement* - Dr. Deborah Gussman supports faculty who are at the mid-career phase develop their plans for promotion and career advancement. Contact her at Deborah.Gussman@stockton.edu



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DR. DOUG HARVEY,
DIRECTOR

VISIT: F-227
PHONE: 609-652-4796
FAX: 609-626-3583
WRITE: DOUGLAS.HARVEY@STOCKTON.EDU

IFD Calendar of Events

Today ◀ ▶ **Friday, 26 May** ▼

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Displaying events after 26/5. [Look for earlier events](#)

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New Faculty Orientation

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DR. DOUG HARVEY,
DIRECTOR

VISIT: F-227
PHONE: 609-652-4796
FAX: 609-626-3583
WRITE: DOUGLAS.HARVEY@STOCKTON.EDU



The New Faculty Orientation is a two day event in August designed to welcome our new faculty colleagues to Stockton. Linked here are the resources from the orientation, including the presentations and handouts. Links to the various departments and offices are also provided to help new faculty acclimate to the campus.

Getting to Know Stockton [NFO Agenda](#) [The Stockton Idea](#)

Your First Semester

Student Evaluations [IDEA IF](#) [Small Class Form](#) [IDEA Objectives Report](#)

First Day of Class

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[Mentoring at Stockton](#)

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[Fostering Deep Learning 9/30/15 & 10/7/15](#)

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[Using Fundamental and Powerful Concepts to Help Students Think Critically about Your Course](#)



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Evaluation of Teaching

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 DR. DOUG HARVEY,
 DIRECTOR

 VISIT: F-227
 PHONE: 609-652-4796
 FAX: 609-626-3583
 WRITE: DOUGLAS.HARVEY@STOCKTON.EDU

There are two methods of evaluating teaching at Stockton: 1) student evaluation of teaching (SET) and 2) peer evaluation of teaching (PET). The IDEA Student Ratings of Instruction system is the primary tool used for SET. The IDEA solicits students' feedback on their own learning progress, effort, and motivation, as well as their perceptions of the instructor's use of 20 instructional strategies and teaching methods. In addition, the system surveys instructors regarding their overall goals and indicates level of achievement for them in the analysis and report. There is also a Small Class Instrument (SCI) which elicits qualitative feedback from students about their experiences in a course that is used for classes of 14 or fewer students. All pre-tenure faculty are required to administer the IDEA or SCI in each course they teach. Tenured faculty are required to evaluate half of their classes using IDEA or the SCI but may elect to forego student evaluations of teaching in some or all of the rest of their courses. Detailed information about the IDEA and SCI can be found by selecting the IDEA link on the left column of this page.

The second approach to evaluating teaching is peer observation and self evaluation of teaching. All probationary faculty shall be observed in at least two classes annually by a tenured faculty member chosen by the faculty candidate in consultation with the Dean and the Review Advisor. (For purposes of tracking annual observations, in the case of faculty beginning service in September ÒannuallyÓ refers to a sequence of fall term and spring term; for faculty beginning mid-year ÒannuallyÓ refers to a sequence of spring term and fall term.) At least once prior to tenure, all probationary faculty who are contractually obligated to teach General Studies courses shall be evaluated teaching one of his/her General Studies courses. Tenured faculty are not required to be observed by their peers, but when seeking promotion or range adjustment they may request peer observations of their teaching by any tenured Stockton faculty member.

Each summer the IFD Director runs the Stockton Institute for the Peer Evaluation of Teaching (SIPET) to train tenured faculty in the peer observation process. Faculty who are seeking an observer are encouraged to select from the list of their SIPET-trained colleagues which appears within the ÒTeaching ObservationsÓ link on the left column of this page. Additional information about PET can be found there as well.

IDEA - Student Evaluation of Teaching

[Student Evaluation of Teaching](#) Ñ [Frequently Asked Questions](#)

[The IDEA Center](#)

- [Assessing Your Program-Level Assessment Plan](#)
- [Cheat Sheet on Student Evaluation Objectives](#)
- [Evaluation of Teaching at Stockton](#)
- [Evaluation of Teaching Excellence, a Guide for Administrators](#)
- [The "Excellent Teacher" Item](#)
- [IDEA- Selecting Objectives](#)
- [Interpreting IDEA](#)
- [Interpreting IDEA Summaries With Defaulted \(to important\) Objectives](#)

Forms

- [IDEA Survey Form](#)
- [IDEA Objectives Form](#)

Presentations

- [Increasing Online Survey Response Rates \(presented on 4/7/15\)](#)

Self Evaluation of Teaching

[Midterm Evaluation Form](#)

File Construction Resources

[File Construction Workshop Slides](#)

[Summary Guide for Faculty to Personnel Procedures, First Year](#)

[Summary Guide for Faculty to Personnel Procedures, Second Year](#)

[Summary Guide for Faculty to Personnel Procedures, Third Year](#)

[Summary Guide for Faculty to Personnel Procedures, Fourth Year](#)

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DR. DOUG HARVEY,
DIRECTOR

VISIT: F-227
PHONE: 609-652-4796
FAX: 609-626-3583
WRITE: DOUGLAS.HARVEY@STOCKTON.EDU

Peer Observations of Teaching

Stockton Institute for the Peer Evaluation of Teaching (SIPET)

The following faculty have been trained to conduct peer observations for their colleagues campuswide:

2012 Participants

- Deborah Gussman, Associate Professor of Literature and WGSS, ARHU
- Marissa Levy, Associate Professor of Criminal Justice, SOBL
- Betsy McShea, Associate Professor of Developmental Math, GENS
- Pat Reid-Merritt, Distinguished Professor of Social Work & Africana Studies, SOBL
- Jed Morfit, Associate Professor of Art, ARHU
- Shanthy Rajaraman, Associate Professor of Chemistry, NAMS
- Elizabeth Shobe, Associate Professor of Psychology, SOBL

2013 Participants

- Judy Vogel, Associate Professor of Mathematics, NAMS
- Christine Tartaro, Professor of Criminal Justice, SOBL
- Ellen Mutari, Professor of Economics, SOBL
- Amy Ackerman, Associate Professor of Instructional Technology, EDUC
- Gorica Majstorovic, Associate Professor of Spanish, ARHU
- Kory Olson, Associate Professor of French, ARHU
- Tara Crowell, Associate Professor of Public Health, HLTH
- Brian Tyrrell, Professor of Hospitality and Tourism Management Studies, BUSN
- Aakash Taneja, Associate Professor of Computer Science & Information Systems, CSIS
- Michael Scales, Professor of Hospitality and Tourism Management Studies, BUSN

2014 Participants

- Mark Berg, Associate Professor of Psychology, SOBL
- Josh Duntley, Associate Professor of Criminal Justice, SOBL
- Arleen Gonzalez, Associate Professor of Criminal Justice, SOBL
- Allison Sinanan, Associate Professor of Social Work, SOBL
- Rain Ross, Associate Professor of Dance, ARHU

2015 Participants

Resources

- Memorandum of Agreement
- General Guidance for Observers
- Example of: Class Observation Report
- Observation Note Taking
- Mock Observation
- Evaluation of Teaching at Stockton - Aug. 2013
- Article: "*Perceptions of The Observer and the Observed*"

Forms

- Class Observation Report
- Classroom Observation Form (Open Ended)
- Classroom Observation Form (Scaled)
- Classroom Observation Report Form
- Classroom Observation Report Form (2)
- Example Classroom

- Susan Fahey, Associate Professor of Criminal Justice, SOBL
- Deb Figart, Distinguished Professor of Economics, SOBL
- Amy Hadley, Associate Professor of Communication Disorders, HLTH
- Rick Mulvihill, Instructor of Criminal Justice, SOBL
- Ron Tinsley, Associate Professor of Education, EDUC

2016 Participants

- Guia Calicdan-Apostle, Associate Professor of Social Work, SOBL
- Susan Cydis, Associate Professor of Education - Literacy, EDUC
- Mary Kientz, Associate Professor of Occupational Therapy, HLTH
- Kimberly Furphy, Associate Professor of Occupational Therapy, HLTH
- Elizabeth Calamidas, Associate Professor of Public Health, HLTH
- Lee Ann Guenther, Associate Professor of Physical Therapy, HLTH
- Donnetrice Allison, Associate Professor of Communication, ARHU
- Mary Padden, Associate Professor of Nursing, HLTH
- Rose Scaffidi, Associate Professor of Nursing, HLTH
- Elizabeth Pollock, Associate Professor of Chemistry, NAMS
- Deeanna Button, Assistant Professor of Criminal Justice, SOBL
- Joseph Trout, Associate Professor of Physics, NAMS

- Observation Report
- Made-to-Order Form for Instructional Observation (Peer Version)
- Peer Observation Form
- Peer Teaching Observation Report
- Reformed Teaching Observation Protocol (RTOP)
- Teacher Behaviors Inventory
- Teaching Observation Report Form



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Past Initiatives

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 DIRECTOR

 VISIT: F-227
 PHONE: 609-652-4796
 FAX: 609-626-3583
 WRITE: DOUGLAS.HARVEY@STOCKTON.EDU

The Stockton Critical Thinking Institute (SCTI)

The SCTI was established in 2012 to provide training, coaching, and resources to faculty who are interested in helping students improve their critical thinking skills. Each summer in late July or early August the SCTI hosts a two-day workshop, during which faculty learn strategies for infusing critical thinking content and activities into their subject area courses. Day 1 focuses on the theory and practice of critical thinking instruction and is structured to teach participants about CT instruction, while simultaneously modeling activities and methods for teaching CT. Content covered during Day 1 includes a framework for understanding and teaching CT (drawn from the work of Richard Paul, Linda Elder, and others); a model for conducting a Socratic questioning session, including small group work in triads; and an introduction to fundamental and powerful concepts of a course or discipline (drawn from the work of Gerald Nosich), using a model lesson from a sculpture class to illustrate these ideas.

Critical Thinking Resources

- **Foundation for Critical Thinking** - www.criticalthinking.org
- Critical Thinking Grid
- Analytical Essay Rubric
- Directions for Peer Review
- Peer Review Rubric
- Rubric for the Intellectual Standards 2013
- The Ennis-Weir Critical Thinking Essay Test

Presentations

- Conference on Higher Education Pedagogy, 2015

The Mentoring Pilot

During the early summer of 2014, Interim Dean Bess Kathrins discussed the value of mentoring at Stockton, from both the in-program and out-of-program perspectives. Dean Kathrins asked the Provost's Council whether the College could benefit from forming a cadre of out-of-program mentors who had been recommended by their colleagues, based on their own positive experiences with mentoring.

Dr. Bill Reynolds of the Institute for Faculty Development collaborated with a small task force of faculty and deans to propose such a program to the Provost, and received approval to pilot this cadre of mentors, including two "kick-off" events in late fall, followed by professional development tailored to mentors and mentees in the spring semester. Informed by additional Stockton faculty feedback via the COACHE survey results, Director of Academic Assessment, Dr. Sonia Gonsalves, designed baseline and post-experience instruments to gauge the impact of the pilot program.

Our greatest hope for this program is that the mentors and mentees will find (as Stockton faculty always have) several meaningful and lasting relationships with colleagues across the College. In addition, we hope that this pilot program fosters additional insights and expertise in the art and craft of mentoring itself, as well as intensifies the activities around which mentors and mentees seek each other's counsel throughout the pilot program.



File Construction Resources

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DR. DOUG HARVEY,
DIRECTOR

VISIT: F-227
PHONE: 609-652-4796
FAX: 609-626-3583
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File Construction Resources

[File Construction Workshop Slides](#)[Summary Guide for Faculty to Personnel Procedures, First Year](#)[Summary Guide for Faculty to Personnel Procedures, Second Year](#)[Summary Guide for Faculty to Personnel Procedures, Third Year](#)[Summary Guide for Faculty to Personnel Procedures, Fourth Year](#)

Teaching Circles

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DR. DOUG HARVEY,
DIRECTOR

VISIT: F-227
PHONE: 609-652-4796
FAX: 609-626-3583
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Teaching Circles

Proposals

- [Teaching Circles 2020 Plan Proposal](#)
- [Conversations on Race, Ethnicity and Identity Teaching Circle Proposal](#)
- [Service-Learning and Civic Engagement Teaching Circle Proposal 2016-2017](#)
- [Teaching Research in University Environment \(TRUE\) Teaching Circle Proposal 2016-2017](#)
- [Urban Education Teaching Circle Proposal](#)
- [Women in Academics Teaching Circle Proposal](#)
- [Writing Teaching Circle Proposal for 2016-2017](#)

Reports

- [Annual Report for 2020 Initiatives Project](#)
- [Conversations on Race, Ethnicity and Identity Final Report](#)
- [Undergraduate Research Teaching Circle](#)
- [Women in Academia Report](#)
- [Writing Teaching Circle Final Report](#)



IFD Fellows

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DIRECTORVISIT: F-227
PHONE: 609-652-4796
FAX: 609-626-3583
WRITE: DOUGLAS.HARVEY
@STOCKTON.EDU

The IFD offers Faculty Fellows to further develop skills in teaching, research and service for all new and continuing, full-time, part-time and adjunct faculty.

IFD Fellows for 2016-2017**Dr. Christine Tartaro: Quantitative Research Fellow****Dr. Sara Martino: Instructional Coaching Fellow****Dr. Amy Ackerman: Hybrid and Online Learning Fellow****Dr. Deborah Gussman: Post-tenure Advancement Fellow**

- [FAQ: Post Tenure Advancement](#)

Fellows for 2015-2016**Ellen Mutari: Research Quality/Impact Fellow (Year 2)****Kristin Jacobson: Curriculum Development and Assessment Fellow (Year 2)****Sara Martino: Instructional Coaching Fellow (New)****Christine Tartaro: Quantitative Research Fellow (New)****Amy Ackerman: Hybrid and Online Learning Fellow (New)****Fellows for 2014-2015**

Ellen Mutari: Scholarship and Publishing Fellow

Mike Frank: Research Design and Data Analysis Fellow

Doug Harvey: Instructional technology Fellow

Kristin Jacobson: Curriculum Development and Assessment Fellow

Liz Shobe: Innovative Teaching Approaches Fellow



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Stockton Critical Thinking Institute

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 DIRECTOR

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- [The Ennis-Weir Critical Thinking Essay Test](#)

Presentations

- [Conference on Higher Education Pedagogy, 2015](#)



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DIRECTOR

VISIT: F-227
PHONE: 609-652-4796
FAX: 609-626-3583
WRITE: DOUGLAS.HARVEY@STOCKTON.EDU

Teaching Resources

Faculty Handbook

- [Publishing: A Behind the Scenes Look and Tips for New Faculty](#)
- [Tutoring Center: Quick Overview of What We Do at the Tutoring Center](#)
- [Faculty Scholarship Presentations](#)

Ellen Mutari & Kristin Jacobson: [Disseminating Your Research: Tips on Publishing Books](#)

Ellen Mutari & Kristin Jacobson: [Disseminating Your Research: Tips on Publishing Journal Articles](#)

Dr. Deb Figart's [White Paper on Documenting Journal Quality and Impact](#)

Videos

Academic Honesty Procedures

Accent Modification Services (Lois Spitzer)

The Advising Syllabus

Globalizing the Curriculum at Stockton

Increasing Student Interest and Response Rates—IDEA Center webinar

Internationalization at Stockton (JY Zhou and Lois Spitzer)

Moving from Associate to Full Professor, panel 2 12 14



OSRR Campus Hearing Board Explained

OSRR Presentation on Student Conduct

[Proposing a W2 Course \(PowerPoint Slides\)](#)

[Stockton's CAPP Audit Tutorial](#)

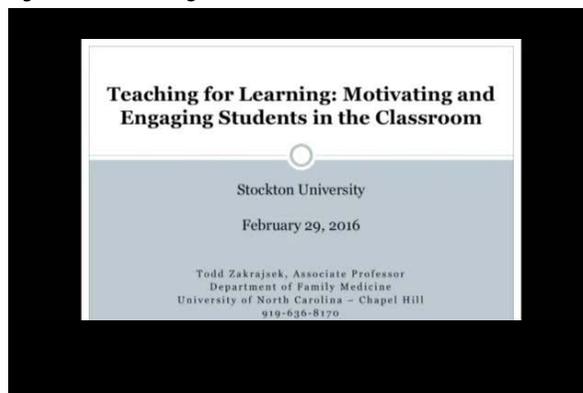
The Stockton Idea: Elite Education for State College Students



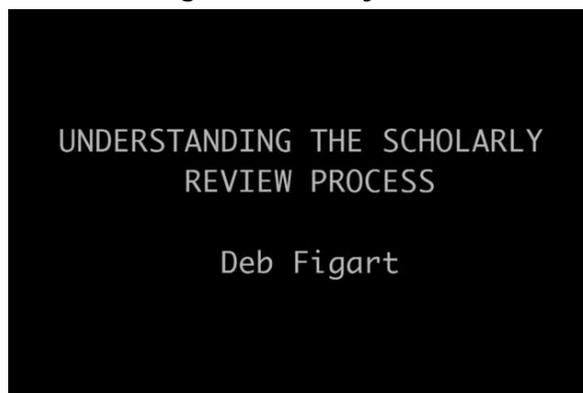
[Stockton Institutional Review Board](#)

[Stockton Tutoring Center Overview](#)

Teaching for Learning: Motivating and Engaging Students in the Classroom
by Todd Zakrajsek



Understanding The Scholarly Process



[Using Turnitin to Enhance Teaching](#)

[Weaving Wellness into Advising and Teaching](#)

Newsletters & Reports

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DIRECTOR

VISIT: F-227
PHONE: 609-652-4796
FAX: 609-626-3583
WRITE: DOUGLAS.HARVEY@STOCKTON.EDU

IFD Annual Reports

- [2010-2011](#)
- [2011-2012](#)
- [2012-2013](#)
- [2013-2014](#)
- [2014-2015](#)

Survey Results

- [Day of Scholarship presentation-What Do Our Adjuncts Think: Results of the Adjunct Survey](#)

Misc. Reports

[IFD Self Study 2-13-15](#)[Stockton External Review, Plank 5-20-15](#)

Newsletters

[IFD Newsletter - Fall 2013](#)[IFD Newsletter - Spring 2014](#)

(See Archived Information for earlier copies of Evidence)



Helpful Links

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[Faculty Handbook](#)

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[Ellen Mutari & Kristin Jacobson: Disseminating Your Research: Tips on Publishing Journal Articles](#)

[Dr. Deb Figart's White Paper on Documenting Journal Quality and Impact](#)

New Faculty Orientation 2015

[Computer Services Overview](#)

[Evaluation of Teaching at Stockton](#)

[Getting to Know Stockton and Each Other](#)

[Mentoring at Stockton](#)

[Office of E-Learning](#)

[Office of Research and Sponsored Programs](#)

[Prepping for the Semester](#)

New Faculty Workshops

[Fostering Deep Learning: An Introduction 9/03/15](#)

[Fostering Deep Learning 9/30/15 & 10/7/15](#)

[FRST - First Year Students](#)

[Using Fundamental and Powerful Concepts to Help Students Think Critically about Your Course](#)



Service-Learning

[Students](#)[Faculty](#)[Community Partners](#)[Resources](#)

Service-Learning



Additional Resources & Links

- [Students referred by Student Rights & Responsibilities](#)
- [The American Democracy Project and Political Engagement Project \(PEP\)](#)
- ["Strike A Match" - The Official Office of Service-Learning Blog](#)

What is the Office of Service-Learning?

The Office of Service-Learning provides the Students, Faculty/Staff and Community Partners of the Stockton University community with opportunities to engage in "Service with a Purpose". Our reciprocal relationships allow Stockton the ability to work with our communities and neighborhoods through classroom and co-curricular activities.

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it's the only thing that ever does."

— - Margaret Mead

Contact Information

Director: Daniel Fidalgo Tomé

Email: daniel.tome@stockton.edu

Program Assistant: Diana Strelczyk

Email: diana.strelczyk@stockton.edu

Program Assistant: Erin O'Hanlon

Email: erin.ohanlon@stockton.edu

Activist in Residence: Michael D'Aquilante

Email: michael.d'aquilante@stockton.edu

Questions about service-learning?

Reach us at: 609-652-4256

Email us at servlearn@stockton.edu



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Service-Learning

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Students

Benefits of Service-Learning

Students who complete a service-learning project gain powerful tools to add to their supply of skills as a student and citizen. Students will...

- Learn from experience
- Gain personal and interpersonal skills
- Develop social problem solving skills
- Learn civic innovation and responsibility
- Form relationships with potential employers, receive recommendations for jobs, and gain experience that will add to a resume or portfolio
- Learn outside the classroom
- Become more actively involved in the community
- Sharpen critical thinking skills through social/current issues
- Receive credit on your official transcript -- GENS3851 Service-Learning

Service-Learning Student Standards

- **Reliability:** Scheduling commitment must be fully honored
 - Fully participate for the minimum number of hours committed
 - Record your hours
 - Emergencies that prevent you from meeting your commitment require a phone call to your site supervisor
- **Professionalism:** Staff at the community agency will be your guide in developing a professional approach to working with the community and addressing their individual needs
 - Follow the community partners' policies and procedures. If you have any problems, report them to your site supervisor as soon as possible.
 - You should abide by the community partner's dress policy for professional staff
- **Confidentiality:** In many fields, information about community members or partners is covered by strict rules of confidentiality. Your site supervisors know how your service might be affected by obligations of confidentiality, and you may be asked to submit a signed confidentiality agreement
- **Sensitivity:** When you are in the community, be aware of situations and experiences that may affect your own safety. Ask your site supervisors to give you instructions and then take the steps to safeguard yourself

- **Service-Related Injuries and Illnesses:** Every service-learning student should sign a release of liability as part of their initial orientation. Make sure before beginning your assignment that you are covered by independent health insurance
- **Education:** To ensure the complete holistic experience please refer to Reflection and Dialogue sessions listed below

Links for Service-Learning Students

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Faculty

There are a number of excellent resources for faculty seeking to incorporate service-learning into their academic courses. These Web sites provide further information on service-learning and civic engagement, and many offer sample course syllabi.

Service-Learning Information

- [101 Ideas for Combining Service & Learning](#) (curricular guides)
- [Association of American Colleges & Universities \(AAC&U\): Civic Engagement](#)
- [Big Dummy's Guide to Service-Learning](#)
- [Campus Compact](#)
- [Center for Community Partnerships at Penn](#)
- [Community-Campus Partnerships for Health](#)
- [Corporation for National & Community Service \(CNCS\)](#)
- [Educators for Community Engagement \(formerly Invisible College\)](#)
- [National Service-Learning Clearinghouse: Higher Education SL](#)
- [National Service Resource Center](#)
- [National Society for Experiential Education \(NSEE\)](#)
- [The Saguaro Seminar: Civic Engagement in America](#) (Harvard project)

Service-Learning Publishing Outlets

- [Campus Compact List](#)
- [Central Michigan University Teaching Central](#) (review a book on SL)

Reflection Activities

- [Archie Bunker's Neighborhood](#) (45-90 mins.): raises awareness of prejudice & social justice issues
- [Culture Matters Workbook](#): used by the Peace Corps to prepare volunteers for working in multicultural environments
- [Models of Reflection](#) (University of Brighton, UK)
- [Reflection Questions](#) (MIT)
- [Reflection Statement](#) (Roger Williams Univ. - Feinstein Center)
- [Reflective Journals](#) (Boise State University)
- [Service-Learning Action Plan/Portfolio](#) (Delta Sierra Region Six SL Programs): can be adapted for any course or age group
- [What? So What? Now What? Model of Reflection](#) (Tidewater Community College)

Other Links of Interest

- [AACU's Horizons Service-Learning Project](#) (community colleges)
- [American Democracy Project \(AAC&U\)](#)
- [American Council on Education \(ACE\)](#)
- [American Humanics, Inc.](#)
- [Campus Compact: Service-Learning Syllabi](#)
- [Center for Civic Participation \(CCP\)](#)
- [CIRCLE: Center for Information & Research on Civic Learning & Engagement](#)
- [The Co-Intelligence Institute](#)
- [Diversity Web](#)
- [Deliberative Democracy Consortium \(DDC\)](#)
- [Public Knowledge Project at Simon Fraser University \(Canada\)](#) (a great resource for open journal systems - that means FREE access to all content online!)

Questions about service-learning?

Email us at servicelearning@stockton.edu

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Community Partners

NEW COMMUNITY PARTNERS

If you or your organization wish to become a Stockton Service-Learning Community Partner please email servicelearning@stockton.edu.

Community Partners have the benefits of:

- Stockton Students to compete Service-Learning Projects
- To be a part of our bi-annual "Day of Service" projects
- Meet and Collaborate with Stockton Faculty and Staff
- Network with other Community Partners
- Utilizing many of Stockton's Resources to improve our region, state and global community.

Questions about service-learning?

Email us at servicelearning@stockton.edu



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Students

Students taking service-learning courses become the major work-force of this learning model. This year we found the largest number of students, 2412, receiving service-learning credit (GEN 3851) on their academic transcripts. 1199 Students received GEN 3851 "Service-Learning credit in Fall 2015, 1213 students in Spring 2016. This increase from AY14-15 improves our ratio of students who receive service-learning credit to the entire Stockton Student population in a semester to 1:7. Students average approximately 20 hours for each service-learning project they complete, meaning 2412 students will contribute 48,240 hours during a school year. In terms of in-kind value to our local community, the work of service-learning students and day of service volunteers, is valued at \$1.47 Million. This value of work more than 5x the total operational, program and professional salary budget received by the Office of Service-Learning and a 42% increase from AY14-15.

[VIEW CREDITS, PROGRAMS, AND COURSES HERE](#)

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Referred by OSSR

Short-Term Volunteering and/or Student Rights & Responsibilities

1. If you are a student looking to complete Community Service or Volunteer hours not related to a Academic Course please complete the [COMMUNITY SERVICE/VOLUNTEER REGISTRATION FORM](#).
2. Meet with the Office of Service-Learning to discuss possible service project Community Partners and/or Locations
3. Complete your service project
4. Submit your Project Activity Log/Timesheet
5. Complete a Reflection Activity - chose from 1 option below
 - Reflection Option 1 - Complete the [Reflection Questionnaire](#)
 - Reflection Option 2 - Schedule a **Reflection Session**
 - Reflection Option 3 - Complete the [Reflection Essay](#) online or a 2-3 page paper to the Office of Service-Learning

Students may then have the option to either contact the **Service-Learning Staff** or review the list below to find a site to complete your service.

SHORT-TERM VOLUNTEER OPPORTUNITIES & COMMUNITY PARTNERS

THE STOCKTON CENTER FOR COMMUNITY ENGAGEMENT PROGRAMS

- Campus Kitchen at Atlantic City, the Stockton Food Drive, the Stanley S. Holmes Village Homework Completion Program, or A Future with Hope

[Absecon Lighthouse](#)

31 S. Rhode Island Ave., Atlantic City

Needs: Docents to give tours of the lighthouse to school groups & visitors

Commitment: not specified

Contact: Jean Muchanic, 609-449-1360

[American Red Cross, Atlantic/Cumberland Counties](#)

850 N. Franklin Blvd., Pleasantville

Needs: Clerical assistance, disaster services (requires training), armed forces emergency services (requires training), community education, blood services &

drives, events planning, fundraising

Duties: Varies according to position

Commitment: not specified

Contact: Juba Ward, 609-646-8330, x.232

American Red Cross, Jersey Coast Chapter

1540 W. Park Ave., Tinton Falls (main office); 175 Sunset Ave., Toms River

Needs: Clerical assistance, disaster services (requires training), armed forces emergency services (requires training), community education, blood services & drives, events planning, fundraising

Commitment: not specified

Contact: Maureen Buehl, 732-493-9100

The Arc, Atlantic County

6550 Delilah Rd., Ste. 101, Egg Harbor Twp.

Needs: Furniture movers to assist one or two people in lifting & moving household furniture from donors' homes to one of Arc's storage units or group homes/apartments. If possible, volunteering the use of trucks, vans, large SUVs, and hand trucks, blankets, pads, if available.

Commitment: Volunteers are especially needed weekdays from 9am to 5pm, but other times will be considered as well.

Contact: Pete Weaver, 609-485-0800, ext. 138

Atlantic City Rescue Mission

2009 Bacharach Blvd., Atlantic City

Needs: Various Needs in the field of hunger, homelessness and "providing physical and spiritual nourishment to those who are in need."

Commitment: not specified

Contact: Mike D'Aquilante, miked@acrescuemission.org 609-345-5517, x.165

Atlantic County Animal Shelter

240 Old Turnpike Rd., Pleasantville

Needs: Animal caretaker to assist with care, feeding, socialization, and adoption of animals

Commitment: not specified

Contact: Kathy Kelsey, 609-485-2345

Atlantic County Division of Intergenerational Services

Various locations

Needs: Volunteers to provide free, impartial, confidential health insurance counseling regarding Medicare, Medicare supplement insurance, Medicare managed care plans, and Medicare prescription plans for the State Health Insurance Assistance Program (SHIP).

Commitment: Training (1 day/wk for 5 weeks), volunteering 2 hours biweekly for at least 1 year, attendance at quarterly update training sessions

Contact: Carolyn Conover, 609-645-7700, x.4741

Atlantic Prevention Resources

1415 N. Main St., Pleasantville

Needs: Bilingual assistant/translator to assist with Life Skills programs in classrooms (some travel required), as well as Strengthening Families Initiative

Commitment: Life Skills programs last for 12 weeks

Contact: Kathy McFadden & Laurie Smith, 609-272-0101

Big Brothers Big Sisters of Ocean County

85 Williams St., Lakewood

Needs: Mentors to provide one-on-one personal and/or academic support for a child in either school-based or one-on-one programs

Commitment: Mentoring requires a minimum commitment of one year.

Contact: Sue Sedivec, 732-905-5349

Boys & Girls Club of Atlantic City (2 locations)

317 N. Pennsylvania Ave.; 215 N. Sovereign Ave

Needs: After-school assistants to help with one or more of following programs: Homework Helpers, computer lab, arts & crafts, sports & recreation

Commitment: not specified

Contact: 609-347-2697

C.A.R.E. - Pleasantville 21st Century Community Learning Center

Salem United Methodist Church, Mt. Pleasant United Methodist Church, Pleasantville Middle School

Needs: After-school tutors and mentors to help provide character education, life skills, and arts & crafts classes, as well as support for academic enrichment and homework assistance.

Commitment: Whatever you can offer

Contact: Dawn Rice-Bivens, 609-677-0800

Caring Hospice Services

102 Gaither Dr., Ste. 2, Mt. Laurel (locations throughout South Jersey)

Needs: Friendly visitors for hospice patients, both in their homes and in assisted living facilities; bereavement volunteers also needed.

Commitment: Varies; training required.

Contact: Michael Schaeffer, 856-439-0012

CASA of Atlantic & Cape May Counties

321 Shore Rd., Somers Point

Needs: Child advocates to speak for abused and neglected children in foster care; attend court cases and maintain regular contact with child until placed in permanent home.

Commitment: Duration of case

Contact: 609-601-7800

Community Center for Seniors at Absecon

United Methodist Church of Absecon, 100 Pitney Rd., Absecon

Needs: Volunteers to assist with distributing lunch to older adults who are served meals twice per week.

Commitment: 1-2 afternoons per week

Contact: Donna Payne, 609-645-0013

Community Food Bank of South Jersey

6735 Black Horse Pk., Egg Harbor Twp.

Needs: Warehouse volunteers to stock shelves, sort and package food into boxes for distribution

Commitment: not specified

Contact: 609-383-8843

Compassionate Care Hospice

518 U.S. 9, Marmora, NJ 08223

Needs: Patient Interactions, Administrative Office Needs, Other Duties

Commitment: Training/Orientation required. Please contact Virginia Nikolaidis.

Contact: (609) 390-9792

CONTACT Cape-Atlantic

8 S. Jefferson Ave., Margate

Needs: Reassurance callers to make weekly phone calls to elderly and homebound individuals (training provided)

Commitment: a few hours per week

Contact: Ann Magee, 609-823-1850

Eastern Service Workers Association

Washington Ave., Pleasantville

Needs: Canvassers to solicit financial, food, and clothing donations; also assist with special events

Commitment: varies

Contact: Andy 609-646-9814

(Edwin B.) Forsythe National Wildlife Refuge

Great Creek Rd., Oceanville (Galloway Twp.)

Positions: Visitor services, interpreters, environmental educators, tour leaders, and more!

Commitment: varies

Contact: Sandy Perchetti, 609-748-1535

Family Service Association

3073 English Creek Ave., Egg Harbor Twp.

Needs: Service Assistance through Volunteers for the Elderly (SAVE) volunteers to provide regular in-home visitation with Alzheimer's patients to temporarily relieve regular caregivers of duties (training provided by Alzheimer's Association, Delaware Valley Chapter)

Commitment: a few hours per week

Contact: Nick White, 609-563-0239, x.1148

Gilda's Club of South Jersey

555 Bay Ave., Somers Point

Needs: Volunteers to assist with programs and workshops for people with cancer and their families; child care assistance; general clubhouse maintenance and cleanup; representing Gilda's Club at community events; fundraisers and special events

Commitment: Varies; training required.

Contact: Barbara Ferrara, 609-926-2699

Heartland Hospice

2111 New Road, Site 100, Northfield, NJ 08225

Needs: Friendly visitors for hospice patients, both in their homes and in assisted living facilities

Commitment: Varies; training required.

Contact: Rosann Kureczko, Volunteer Coordinator 609-641-4675

Humane Society of Atlantic County

1401 Albany Blvd., Atlantic City

Needs: Marketing & office assistance, animal caretakers to assist with care, feeding, socialization, and adoption of animals

Commitment: not specified

Contact: 609-487-2487

Pleasantville Housing Authority

1156 North Main Street, Pleasantville, NJ

Needs: Arts and Crafts with Seniors

Contact: Shati Gerald, 609-646-3023 x13, sgerald@pleasantvilleha.org

(The) Shores at Wesley Manor

2201 Bay Ave., Ocean City

Needs: Resident and Staff Enrichment Volunteers to share a hobby or interest with senior citizen residents. Offer to instruct, demonstrate to impaired or well elderly persons in an assisted living community. Gift shop volunteers are also needed one day a month for two hours. Flexible schedules for all positions.

Commitment: not specified

Contact: Rosemarie Fiscus, 609-391-6321

The Women's Center (Formerly The Atlantic County Women's Center)

1201 Rte. 9, Linwood (Shelter location confidential)

Needs: Workshop teachers to teach life and career skills to displaced homemakers; trained positions available (Sexual Assault Response Counselor, shelter services, legal and children's advocacy)

Commitment: Trained positions require minimum of 30-hour training (provided by agency)

Contact: Andrea Ples, 609-601-9925

BECOME A VOLUNTEER HOST SITE!

If you're a **Community Partner** looking to advertise your volunteer needs, please email all relevant information to daniel.tome@stockton.edu. We'd be happy to post your information

Questions about service-learning?

Email us at servicelearning@stockton.edu

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Building Community through: Partners ♦ Engagement ♦ Opportunity

Visit our [Community](#), [Faculty & Staff](#) and [Students](#) pages for more information:

Community
Partnership

Faculty & Staff
Engagement

Students
Opportunity

Students Register to Volunteer HERE

STOCKTON UNIVERSITY | STOCKTON CENTER FOR COMMUNITY ENGAGEMENT

Annual Report

What is the SCCE?

Your first stop at Stockton University to promote Community Engagement throughout our greater Community. Here begins the journey to develop a combination of knowledge, skills, values and motivation to address important public issues through both political and non-political processes.

Community Engagement is Important to Stockton

“The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”



Contact us at SCCE@stockton.edu

Dr. Merydawilda Colón, Executive Director 609.652.4535, F-211

Visit us on Facebook:



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Our Mission

The mission of the Stockton Center for Community Engagement is to:

1. promote the ideals of public service and social responsibility by fostering community-based experiential learning and civic engagement for students, faculty and staff.
2. facilitate training, research and educational enrichment through collaborative efforts with campus groups, as well as local, state and regional community organizations and government agencies, and
3. cultivate connections between scholarship and the public interest.

Our Vision

The Stockton Center for Community Engagement promotes university and community efforts to serve the public good.

Visit our support page for information on how to make a gift to support the Center for Community Engagement.



Contact us at SCCE@stockton.edu

Dr. Merydawilda Colón, Executive Director 609.652.4535, F-211

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Faculty and Student Fellows

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The Stockton Center for Community Engagement welcomes Tara Luke, Associate Professor of Biology as **Faculty Fellow** for AY2016-2017.



The Stockton Center for Community Engagement **Student Fellows** are undergraduate and graduate Stockton students who have demonstrated an ability and an interest in working in the community. These students have been selected to lead Stockton student volunteers in various community engagement projects in Atlantic City, Pleasantville, and the surrounding area. Student fellow candidates are recommended by Dr. Merydawilda Colón, faculty, staff, and current fellows.

[Take a look at all we do:](#)



Video produced by Student Fellow and Junior Alejandra Londono who majors in Sociology/Anthropology and Spanish Language and Culture

Stockton Center for Community Engagement Fellows Roster

AY2016-2017

- Paola De Los Santos
- John Johnson
- Askhia Khawaja
- Sulsabeel Akram
- SarahDelicio
- Briana Simon
- Sarita Ware
- Francisca Ekeke
- Yassin Salah

AY2015-2016

- Christina Fischer
- John Johnson
- Askhia Khawaja
- Alejandra Londono
- Lidia Martinez
- Cristian Moreno-Rodriguez
- Domenico Raddi
- Blake Rosario
- Briana Simon
- Sarita Ware

AY2014-2015

- Heather Brilla-Swenson
- Maggie Buford
- Paul Campos
- Askhia Khawaja
- Sarah Lipuma
- Naomi Madden
- Lidia Martinez
- Jessica Ryan
- Ian Sullivan
- Jessica Webster

Jessica Webster

Melissa Zsithovsky

Melissa Zsithovsky

AY2013-2014

Amy Albee
Karissa Hoffman
Jennifer Love
Shannon O'Mara
Morgan Truncale

AY2012-2013

Amy Albee
Scott Fisher
Jennifer Love
Morgan Truncale

AY2011-2012

Scott Fisher
Randy Kohl
Amanda Parris
Erica Petrini



CP Student Fellows Scott Fisher, Jennifer Love, Amy Albee, and Morgan Truncale pose with President Herman Saatkamp before a presentation to him summarizing their engagement work for the academic work.



Dr. Reva Curry, CP Fellows Jennifer Love, Morgan Truncale and Amy Albee pose with Keynote Speaker Dr. Kathleen Waldron, President at William Patterson University at the NJ Campus Compact Conference. The Fellows also presented at the conference.

In addition to working in the Center for Community Engagement, Student Fellows also work in the Center for Community Schools in a variety of projects:

- [Nutrition: The Campus Kitchens Project](#)
- [Fitness and Wellness](#)
- [School Gardens](#)
- [School Murals](#)

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PROJECTS AND PROGRAMS

**Students Register to
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Spring 2017

Naturalization Classes

After a successful first year, SCCE will continue to offer naturalization classes at the Carnegie Center instructional site, 35 S. Dr. Martin Luther King Blvd, Atlantic City, NJ 08201, during the fall semester. Classes will begin on Tuesday, September 6 and continue on Tuesdays from 6:00 pm to 7:30 pm until Tuesday, May 30. Class materials are provided by Kelly C. Ayala, the Community Relations Officer of USCIS Newark District, and also derived from the U.S. Citizenship and Immigration Services Website, under Citizenship Resource Center, at www.uscis.gov/citizenship. If you wish to participate in this program, please e-mail SCCE@stockton.edu or contact Dr. Merydawilda Colón at 609.652.4535.

English Learner's Program

- o **Saint Mary's Episcopal Church**

SCCE has continued its collaboration with Saint Mary's Episcopal Church, located at 118 West Bayview Ave., Pleasantville, NJ, to maintain an English Learners Program for the parents of children who attend an after-school program at the church. Stockton students work with church staff members on Wednesdays from 4:00 pm to 6:00 pm to provide English instruction at the church. The program runs from September 7, 2016 through June 28, 2017. If you wish to participate in this program, please e-mail SCCE@stockton.edu or contact Dr. Merydawilda Colón at 609.652.4535.

- o **Ministerio Por Gracia Sois Salvos**

SCCE has continued its collaboration with the Ministerio Por Gracia Sois Salvos church, located at 113 Fabian Ave., Northfield, NJ, to maintain an English Learners Program for members of the church. Stockton students work with church staff members on Fridays and/or Saturdays from 4:00 pm to 6:30 pm to provide English instruction at the church. The program runs from September 9, 2016 through June 30, 2017. If you wish to participate in this program, please e-mail SCCE@stockton.edu or contact Dr. Merydawilda Colón at 609.652.4535.

Community Gardens

SCCE collaborates with Cookie Till and AtlantiCare to have Stockton students build and maintain gardens and planter boxes within Atlantic City and surrounding communities. Recipients of these gardens have included schools, churches, and the Absecon Lighthouse.

Food Drive

SCCE continues to maintain a monthly food drive for Stockton faculty and staff to contribute. Forty Stockton students assist in collecting and recording faculty and staff food donations. These donations allow the Campus Kitchen at Atlantic City to continue providing meals for families in Atlantic City and Pleasantville. Food items are also donated to the pantry at the New Day Family Success Center, Family Services Association in Galloway. Food collection also occurs at Stockton's instructional sites at Carnegie Library Center, Kramer Hall, and Manahawkin. Those donations go to the Campus Kitchen at Atlantic City, Hammonton Presbyterian Church, and King of Kings church in Ocean County, respectively. During AY15-16, we collected 1,633.5 pounds of food in total. Food collection will resume during the spring 2017 semester on the following dates: February 16th, March 16th, and April 20th.

Afternoon Tea with Older Adults

The Afternoon Tea with Older Adults is a collaboration between SCCE and the Atlantic City Housing Authority. This semester, we will be conducting three sessions, which will offer the opportunity for older adults to play the following games: checkers, chess, cards and dominoes. Sessions will occur from 3:00pm to 4:30pm on the following dates: January 20, February 17, March 17, April 21. SCCE is seeking student volunteers to participate in these sessions. Note that we have transportation available for 4 students per session. However, students are welcome to drive themselves. Please register to attend these events at the SCCE Activities [Registration Page](#).

Campus Kitchen at Atlantic City

Stockton students and Atlantic City High School students work together under the supervision of a professional chef at the Atlantic City High School on Monday afternoons from 2:30 to 5:00pm to prepare 130 meals for families in need within Atlantic City and Pleasantville. On Tuesdays from 2:30 to 5:00pm, the meals are plated and delivered throughout the community. Visit the SCCE Campus Kitchen [Registration Page](#) to volunteer at the Campus Kitchen at Atlantic City.

After School Programs

- o **Stanley S. Holmes Village**

The Homework Completion Program at Stanley S. Holmes Village, located at 1539 Adriatic Ave, Atlantic City, NJ, continues this semester. The program is a collaboration between SCCE, the Atlantic City Police Department (ACPD), and the Atlantic City Housing Authority and Urban Development Agency. The primary goal of the Homework Completion Program is to engage children in their schoolwork and offer children a vision into the potential of a future college education. The program is also meant to foster trust in local police officers. On Mondays through Thursdays from 3:00 pm to 5:00 pm, volunteers from SCCE, ACPD, and the AC Housing Authority tutor children at the community center of the Stanley S. Holmes Village apartment complex. Visit the SCCE Activities [Registration Page](#) to volunteer at the Homework Completion Programs at Stanley S. Holmes Village and Buzby Homes Village.

- o **Buzby Homes Village**

Due to the success of the program at Stanley S. Holmes Village, SCCE and its community partners launched an additional Homework Completion Program at Buzby Homes Village, located at 600 South Dr., Atlantic City, NJ! Here, volunteers tutor children at the community center of the Buzby Homes Village apartment complex on Wednesdays and Thursdays from 3:00 pm to 5:00 pm. Visit the SCCE Activities [Registration Page](#) to volunteer at the Homework Completion Programs at Stanley S. Holmes Village and Buzby Homes Village.

- o **Police Athletic League**

The Homework Completion Program at the Atlantic City Police Athletic League (PAL), located at 250 N New York Ave, Atlantic City, NJ, kicked off this semester. The program is a collaboration between SCCE, PAL, and ACPD. On Mondays and Thursdays from 3:00 pm to 5:00 pm, volunteers tutor children at the PAL's main building. Visit the SCCE Activities [Registration Page](#) to volunteer at the Homework Completion Program at the Atlantic City Police Athletic League.

School Murals

The Stockton Center for Community Engagement partnered with the Atlantic City School District to have Stockton students assist in designing and painting murals within the school district.

Contact us at SCCE@stockton.edu

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Welcome to Community Schools!

Location: Offices F-211 A&B
 Phone: 609.652.4535
 Executive Director: Dr. Merydawilda Colón

What is our purpose?: Our purpose at Community Schools is to work with urban schools to create positive change for schools and their neighborhoods and communities.

How will we do this?: We will achieve positive change through partnering with community groups already at work in supporting schools as well as new partners who would like to join us.

The Netter Model

Here at Stockton University we will use the University-Assisted Community School Model of the [University of Pennsylvania's Netter Center for Community Partnerships](#) to help support schools in South Jersey. We are pleased the Atlantic City School District has agreed to partners with Stockton in implenting and assessing the Netter Model as applied to a shore community.

Join us as we work with community partners and our schools to improve students' lives and transform our community, one school at a time.



Dr. Merydawilda Colón
Executive Director of Stockton Center for Community Engagement
Merydawilda.Colon@stockton.edu
 609-652-4535

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Community Schools

In The News, Photos, Videos

Newsletter - The Engaged Times

Upcoming Events

Advisory Council

SCCE Internal Affiliates

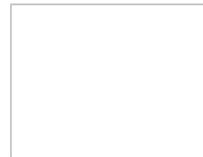
STAYING CONNECTED WITH COMMUNITY

In the Community

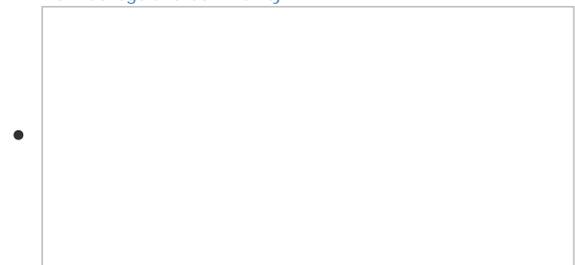
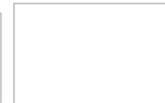
- ["Atlantic City Rescue Mission, Stockton students staff 'pay what you want' coffee shop."](#) Diane D'Amico, Press of Atlantic City, April 7, 2017.
- ["For homeowners in trouble, help on forestalling foreclosure."](#) Martin DeAngelis, Press of Atlantic City, March 11, 2017.
- ["Memory Cafe at Stockton University, a "comfortable place" for dementia sufferers."](#) Thomas Barlas, Press of Atlantic City, January 28, 2017.
- ["SCCE Hosts Nourishing Communities Food Summit at Stockton."](#) Stockton Times, January 19, 2017, Volume 6, Issue No. 11.
- ["Some 900 spend MLK Day helping others at Stockton Day of Service."](#) Press of Atlantic City, Diane D'Amico, January 16, 2017.
- ["First Atlantic County Food Summit draws state, local experts."](#) Press of Atlantic City, Nicole Leonard, January 10, 2017.
- ["Tween Tech offers girls reasons to love science."](#) Press of Atlantic City, Diane D'Amico, January 6, 2017.
- ["Stockton's Christina Jackson teaching students to make a difference."](#) Press of Atlantic City, Diane D'Amico, January 1, 2017.
- ["Campus Kitchen helps feed families in Atlantic City."](#) Press of Atlantic City, Diane D'Amico, November 27, 2016.
- ["South Jersey poets embrace diversity, community at World Above."](#) Press of Atlantic City, Madison Russ, November 7, 2016.
- ["Food-Stamp challenge leaves Stockton student hungry."](#) Press of Atlantic City, Diane D'Amico, October 23, 2016.
- ["Art exhibit on economic inequality featured in AC."](#) Press of Atlantic City, Maxwell Reil, October 13, 2016.
- ["SCOSA, SCCE Contribute to NJ Alzheimer's Study](#)

Staying Engaged

- Students at Stanley S. Holmes After School Homework Completion Program receive Certificates and celebrate a successful year!



- [Stanley S. Holmes Village Homework Completion Program students visit at Stockton University](#)
- Rain Garden Planting - Rain Garden is completed at the Frog Pond Elementary School in Little Egg Harbor. Sarah Lipuma, Ian Sullivan, Maggie Buford and Jessica Webster are proud of their accomplishment! 5.4.15
- [Adopt-A-Town: Tuckerton Seaport Presentation](#)
- [Stockton's Dr. Martin Luther King Day of Service Draws 1,000 from College and Community](#)



- [Stanley Holmes Student Photography Gallery](#)
- [Computer Literacy Program](#)
- [Atlantic City Homework Completion Program](#)
- [Community Gardens - Summer 2014](#)
- [Computer Access for Job Seekers](#)
- [Dogie Ball Tournament - 2.8.13](#)
- [Campus Kitchen Training - 2010 Washington D.C.](#)
- [School Murals](#)

- [Commission Report.](#) " Stockton Times, Vol 5 Issue 50, October 6, 2016.
- ["Lidia Martinez Receives National Award for Achievements in Spanish Studies."](#) Stockton University, online June 1, 2016.
 - ["NAMS, SCCE Host Winslow Schools for Extreme Science Experience."](#) Stockton Times, Vol 5 Issue 26, April 21, 2016.
 - ["Stockton to hold migrant worker outreach drive."](#) Atlantic City Press by Donna Weaver, March 18, 2016.
 - ["Boys and their badges."](#) Atlantic City Press by Thomas Barlas, February 21, 2016.
 - ["Messiah' on the move."](#) Atlantic City Press by Sara Tracey, December 9, 2015.
 - ["Memoir project a 'witness' to the Holocaust."](#) Atlantic City Press by Diane D'Amico, November 17, 2015.
 - ["Chinese choir adds more than music to lives."](#) Atlantic City Press by Diane D'Amico, November 3, 2015.
 - ["Naturalized citizens encourage others to take free Stockton class."](#) Atlantic City Press by Michelle Brunetti, September 22, 2015.
 - ["Ability fair showcases services, products for disabled."](#) Atlantic City Press by Nicole Lenard, September 19, 2015.
 - ["Science is a girl thing."](#) Atlantic City Press by Diane D'Amico, July 24, 2015.
 - ["First Year of Stockton Center for Community Engagement's Homework Completion Program a Success."](#) Stockton Times, Vol 4, Issue 39, July 2, 2015.
 - ["High School film fest makes inaugural appearance at Stockton"](#) Atlantic City Press by Sara Tracey, May 15, 2015.
 - ["Finding fans for classical music at an early age,"](#) Atlantic City Press by Nicholas Huba, May 7, 2015.
 - ["Special-needs students tell how they achieve the impossible,"](#) Atlantic City Press by Nicholas Huba, May 12, 2015.
 - ["Stockton PR students work for a grade and a cause,"](#) Atlantic City Press by Diane D'Amico, April 13, 2015.
 - ["Cost-effective parks / Woodbine and Egg Harbor Township set up,"](#) Atlantic City Press, April 6, 2015.
 - ["Stockton Track Team Runs with boy who beat cancer,"](#) Atlantic City Press by David Weinberg, April 2, 2015.
 - ["Underwater Science: Students prep for submarine competition,"](#) Atlantic City Press by Michael Miller, January 24, 2015.
 - ["Bob Ross Honored by Special Olympics New Jersey,"](#) Stockton Times, Vol 4 Issue 11, December 11, 2014.
 - ["Afterschool program brings homework help to Atlantic City students,"](#) Atlantic City Press by Linda

Cohen, October 30, 2014.

- ["SCCE Launches Adopt-A-Town Program,"](#) Stockton Times, Vol 4 Issue 6, October 30, 2014.
- ["Three Faculty Members Receive Community Partners Awards,"](#) Stockton Times, Vol 4 Issue 5, October 23, 2014.
- ["For birthday, he goes on nine first dates,"](#) Atlantic City Press by Donna Weaver, October 22, 2014.
- ["Serving Up Smiles,"](#) The Argo by Kendal Lambert, October 13, 2014.
- ["Local Chef visits ACHS to teach cooking more with less,"](#) NBC40.net, September 29, 2014
- ["Stockton's 'activist in residence' connecting students,"](#) community," Atlantic City Press by Diane D'Amico, September 19, 2014.
- ["Salvation Army camp teaches kids to garden,"](#) Atlantic City Press by Diane D'Amico. August 7, 2014.
- ["Rewarding Friendships,"](#) Atlantic City Press by Martin DeAngelis. May 5, 2014.
- ["A Place at the Table,"](#) documentary screening and panel discussion. AC Press article: [Teaming up to make meals: Chefs, students work together to help feed the needy](#)
- [Students Learning Lessons from Hurricane Sandy](#)
- [Coalition for a Safer Community](#)

Videos

- SCCE Student Fellows - [Involvement Video](#)
- [Community Anti-Violence Walk](#) - NBC 40 Video

Resources/Publications

-

-

-

[Newsletter](#)

- [What are Civic Actions?](#)

-

Contact us at SCCE@stockton.edu

Visit us on Facebook:



U.S. Department of State Diplomacy Lab
Fall 2016 Institutional Bids

PRIMARY BIDS

University Name:	Stockton University
University Diplomacy Lab Coordinator:	Tina Zappile
University Diplomacy Lab Coordinator Email Address:	tina.zappile@stockton.edu

Bid Proposal 1: **Project 112: Economic Factors of Violent Extremism**

Project Coordinator Name and Title	Ramya Vijaya, Associate Professor of Economics
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Project Coordinator Email vijayar@stockton.edu

Project Bid Description (500 characters max.)
Please include a brief description of how the chosen project will be conducted. It can be helpful to discuss proposed approaches and faculty members. *

Undergraduate economics students in an econometrics class will research economics factors that might influence violent extremism (VE). Students will assess various methodologies and construct quantitative indices of discrimination and inequality and study the potential relationships between these measures and VE. This project will satisfy a requirement for the econometrics course in Fall 2016. Students will have a background in macroeconomics and political economy and will be specifically studying regression and other methods to identify causal relationships. The lead professor's work in international development and poverty specifically related to the use of large quantitative data sets to build multidimensional indices of poverty and labor standards situates her well to guide students in this project.

U.S. Department of State Diplomacy Lab
Fall 2016 Institutional Bids

Bid Proposal 2:

Project 06: Economic and Social Impacts of Labor Migration to Gulf Countries from the states of Telangana and Andhra Pradesh (AP)

Project Coordinator Name and Title

Ramya Vijaya, Associate Professor of Economics

Project Coordinator Email

vijayar@stockton.edu

Project Bid Description (500 characters max.)

Undergraduate economics students will conduct original data analysis to examine the scale and trends of labor flows from Telangana and AP to the Gulf. Students in this independent study class will have a background in political economy and development and will also examine the impact of remittances on the local economies. The lead professor's forthcoming book on women immigrants from India situates her well to equip students with the required regional and cultural background for this project. This professor's professional networks in India and familiarity with large quantitative household survey datasets for India will provide students access to the data sources required.

U.S. Department of State Diplomacy Lab
Fall 2016 Institutional Bids

Bid Proposal 3:

Project 67: The Influence of Student Activism on Domestic and Foreign Policy

Project Coordinator Name and Title

Elisa von Joeden-Forgey, Assistant Professor of Holocaust and Genocide Studies

Project Coordinator Email

elisa.forgey@stockton.edu

Project Bid Description (500 characters max.)

Undergraduate Holocaust and Genocide Studies (HGS) students in the required HGS minor course “Perspectives on Genocide” will compile a comprehensive timeline of student activism from 1960 to the present in Africa, Asia, and Latin America and will provide a report that analyzes the overall success of student activism in these regions and its future direction. After initial research, students will choose five case studies, one of which will be South Africa. Students will be broken down into two teams: one will work on the timeline and another on the report. The final products (two white papers) will be presented to U.S. Department of State Officials. The lead professor’s work background in African history, as well as her work in genocide prevention, situates her well to guide students towards a deeper understanding of the relationship between social movements and historical change.

U.S. Department of State Diplomacy Lab
Fall 2016 Institutional Bids

Bid Proposal 4: **Project 47: Namibia's Voting Behavior in International Bodies**

Project Coordinator Name and Title **Tina Zappile, Assistant Professor of Political Science**

Project Coordinator Email tina.zappile@stockton.edu

Project Bid Description (500 characters max.)

Undergraduate political science and sustainability students with experience in international political economy (IPE), international economics, and economic development will conduct original data analysis on Namibia's voting behavior in international organizations (IOs). This project will satisfy a requirement for a research methods course in Fall 2016. The lead professor's work in international organizations, specifically in large-n quantitative studies using data on voting alliances in the U.N and U.S. votes in multilateral development banks (MDBs) situates her very well to guide students towards a robust understanding of voting patterns in IOs. This professor's professional network of scholars in IPE and IOs (e.g., participation in Political Economy of International Organizations conferences and more) will be used to provide her students access to scholars working on cutting edge research on patterns of formal (and informal) influence of states in IOs.

U.S. Department of State Diplomacy Lab
Fall 2016 Institutional Bids

Bid Proposal 5: **Project 28: 70 years of Diplomatic Relationship between the U.S. and Federal Democratic Republic of Nepal**

Project Coordinator Name and Title **Tina Zappile, Assistant Professor of Political Science**

Project Coordinator Email tina.zappile@stockton.edu

Bid Description (500 characters max.) Undergraduate political science and sustainability students with experience in international relations, international political economy (IPE), and economic development will conduct original data analysis on USAID assistance to Nepal by sector, producing high-quality infographics and other forms of visually-appealing data presentation to assist in the 2017 celebration of 70 years of friendship. This project will satisfy a requirement for a research methods course in Fall 2016. The lead professor's field is international relations and her work in trade, finance, and development along with her courses in the same fields situates her well to guide students towards a deeper understanding of how U.S. bilateral development assistance has both reflected and been driven by its relationship with Nepal. The university's network of former officers and student interns from the State Dept. will provide opportunities for students working on the project to consult with them on the final deliverable(s).



ESSENTIAL LEARNING OUTCOMES



Essential Learning Outcomes	Description of Abilities
Adapting to Change	The ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.
Communication Skills	The ability to create and share ideas and knowledge effectively with diverse audiences and in various formats.
Creativity and Innovation	The ability to generate ideas, take risks, and recognize opportunities in problem-solving, relationships, or self-expression
Critical Thinking	The ability to formulate an effective, balanced perspective on an issue or topic.
Ethical Reasoning	The ability to consider alternative viewpoints and their potential consequences.
Global Awareness	The ability to appreciate diversity and cultural interconnectedness.
Information Literacy and Research Skills	The ability to locate, evaluate, analyze, and use information to solve problems or to produce an argument.
Program Competence	The ability to use and to integrate concepts, theories, and principles in one's major field of study in a masterful way.
Quantitative Reasoning	The ability to understand and to work confidently with numbers and mathematical concepts
Teamwork and Collaboration	The ability to join with others to achieve a common goal.

Stockton University's 10 Essential Learning Outcomes (ELOs) combine Stockton's flexible and distinctive liberal arts education with real-world, practical skills. They guide all Stockton University students from first-year through graduation to the intellectual and marketable talents needed to prepare for personal and professional success in the 21st century. As a set of values shared by everyone in the campus community, students encounter opportunities to develop ELOs in all Stockton majors, career preparation, professional experiences both on and off-campus, and academic as well as social activities.

Carra Leah Hood, Assistant Provost for Programs and Planning

101 Vera King Farris Drive | Galloway NJ 08205-9441 | P: 609.652.4606 • E: carra.hood@stockton.edu | stockton.edu/elo

Stockton University in Atlantic City



Community Engagement, Internships and Partnerships



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Opening In

466	13	08	58
Days	Hours	Minutes	Seconds



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Join the first wave of students to have an extraordinary living and learning experience at a state-of-the-art residential campus with ocean views, enhanced amenities and the latest technology.

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Exceptional Academic Programs

Be challenged by outstanding Stockton faculty, with the same academic rigor found on the Galloway campus. We offer courses in business, hospitality, social work and leadership.

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Community Involvement

Stockton has a long history of involvement in the community. We will expand our activities with internships, service-learning, professional mentorships and job opportunities.

[Learn More](#)



Frequently Asked Questions

We are growing! Stay up-to-date on the latest developments on the new Atlantic City campus. Check back here for more answers to your questions.

[Learn More](#)



Steps to the Boardwalk & Beach



533 Student Beds



1st Wave of Students Fall 2018

Bookstore
Library
Employment
Safety Information
Statements & Policies

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Media Resources
Doing Business With Stockton



Additional Locations
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Hammonton
Manahawkin
Woodbine

Stockton University
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Galloway, NJ 08205-9441
(609) 652-1776
Maps & Directions



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**GSS 1236: Go Global! Assessment 2014-2015
September 2016**

2015 Cohort

Table 1. 2015 Go Global Cohort in Fall 2015 (first semester)

Values	Enrolled in Go Global	Invited but not Enrolled	Not Invited	Total
Average of Term Credits Earned 201580	16	16	15	15
Average of Term GPA201580	3.44	3.47	3.13	3.24
Average of Overall Credits Earned 201580	20	16	16	16
Average of Cumulative GPA 201580	3.47	3.47	3.14	3.25
Number of Students Enrolled 201620	92	283	711	1086
Percentage Enrolled for Spring 2016	99%	96%	93%	94%

Table 2. 2015 Go Global Cohort in Spring 2016 (second semester)

Values	Enrolled in Go Global	Invited but not Enrolled	Not Invited	Total
Average of Term Credits Earned 201620	16	16	15	16
Average of Term GPA201620	3.43	3.47	3.08	3.21
Average of Overall Credits Earned 201620	37	33	31	32
Average of Cumulative GPA 201620	3.46	3.49	3.14	3.26
Number of Students Enrolled 201680	88	272	643	1003
Percentage Enrolled for Fall 2016	95%	92%	84%	87%

Summary of Tables 1-2

Student Retention: Students enrolled in Go Global in Summer 2015 were also 3% more likely to remain at Stockton for Fall 2016 compared to students who were invited but did not enroll. They were 11% more likely to remain for Fall 2016 than students who were not invited or enrolled in Go Global. Note: in their first semester, the Go Global cohort was also 3% more likely to stay at Stockton compared to invited students. Unlike with the 2014 cohort, this effect appears to be immediate and constant (thus far).

Earned Credits (likely to support higher graduation rate):

Students enrolled have also consistently maintained higher earned credits starting with 4 in Fall 2015 (from Go Global itself) and remaining the same in Spring 2016. Go Global students on average earned 6 more credits compared to the rest of the Fall 2015 class. Note: this effect, too, is likely to be long-term and may translate into higher and/or earlier graduation rates for the Go Global! cohort.

Student Achievement: The average cumulative GPA for enrolled and invite students is within 0.03 points and is 0.32 points higher than the rest of the 2014 class. Note: this appears to suggest no noticeable difference (note: this is not necessarily a goal of the program, either).

Pre-Posttest Survey Results (Davenport, Gonsalves, and Zappile): There was significant positive change ($p < .05$ or $p < .001$) for the following questions/areas:

- Recognizing the importance of hearing others ideas even if I find their ideas very different from mine.
- Better understanding what it would feel like to be a person living in a different country than my own.
- Taking part in a peaceful protest, march, or demonstration.
- Staying informed on current events and politics.
- Looking for opportunities to learn about people's lives in other countries.
- Watching shows on TV or on the Internet about people's lives in other countries.

Also, students agreed that the GSS1236 successfully achieved or included the following feature(s):

- We talked about or shared our perspectives on current events.
- We learned about problems in our society and what causes them.
- We talked about issues that matter to me.
- Using a computer made it more interesting. (note: we had multiple questions on technology to gauge attitudes towards online feature of class)

2014 Cohort

Table 3. 2014 Go Global Cohort as of Fall 2014 (first semester)

Values	Enrolled in Go Global	Invited but not Enrolled	Not Invited	Total
Average of Term Credits Earned 201480	16	16	14	15
Average of Term GPA 201480	3.47	3.51	3.02	3.18
Average of Overall Credits Earned 201480	20	16	15	16
Average of Cumulative GPA 201480	3.47	3.51	3.03	3.18
Number of Students Enrolled 201520	95	279	757	1131
Percentage Enrolled for Spring 2015	98%	97%	95%	95%

Table 4. 2014 Go Global Cohort as of Spring 2016 (fourth semester)

Values	Enrolled in Go Global	Invited but not Enrolled	Not Invited	Total
Average of Term Credits Earned 201520	16	16	15	15
Average of Term GPA 201520	3.36	3.49	3.03	3.17
Average of Overall Credits Earned 201520	36	33	30	31
Average of Cumulative GPA 201520	3.45	3.52	3.07	3.21
Number of Students Enrolled 201580	90	257	675	1022
Percentage Enrolled for Fall 2015	93%	89%	84%	86%

Summary of Tables 3-4

Student Retention: This appears to be the most substantive positive result. Students enrolled in Go Global in Summer 2014 were 3% more likely to remain at Stockton for Fall 2016 compared to students who were invited but did not enroll. They were 9% more likely to remain for Fall 2016 than students who were not invited or enrolled in Go Global. Note: in their first semester, the Go Global cohort was only 1% more likely to stay at Stockton compared to invited students. This increased to 4% in their second semester, and went back to 1% for their third semester before settling on the 3% increase in their fourth semester here at Stockton. This positive effect seems to be long term and (obviously) subject to other factors not considered here.

Earned Credits (likely to support higher graduation rate):

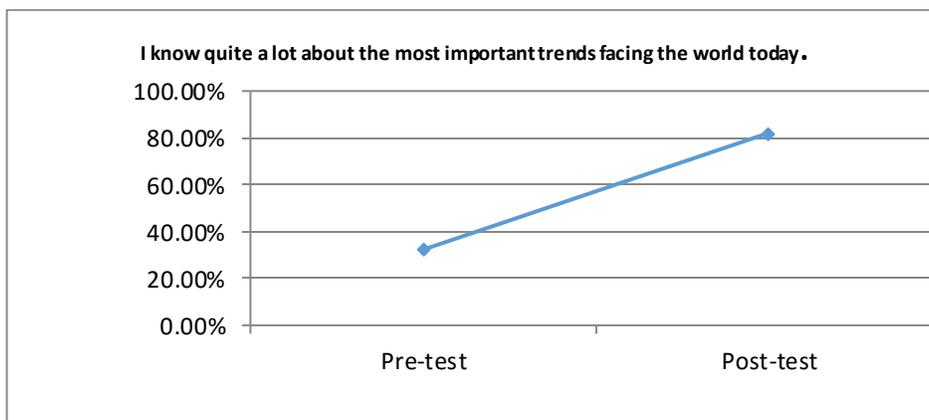
Students enrolled have also consistently maintained more earned credits starting with 4 in Fall 2014 (from Go Global itself) widening to 5 credits more than students invited who did not enroll and 9 credits more than the Fall 2014 class. Note: this effect, too, is likely to be long-term and may translate into higher and/or earlier graduation rates for the Go Global! cohort.

Student Achievement: The average cumulative GPA for enrolled and invite students remained virtually the same, with Go Global students earning 0.45 points higher than the rest of the 2014 class. Note: Cumulative GPA performance for Go Global students varied quite a bit before settling on no difference by the end of the fourth semester.

Richard Stockton College Pre/post-test for Global Challenges Summer 2014
S. Mills and J. Sun (September 30, 2014) with contributions from Tina Zappile

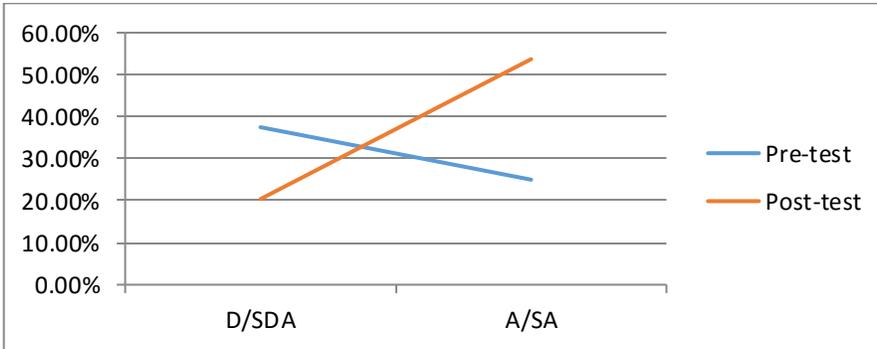
Jian Sun and Shala Mills (FHSU) met to discuss the results of the Pre-/Post-Test Assessments of the summer 2014 New Jersey transition to college Global Challenges pilot. Rowan University participated in the pilot and had students complete the pre-test, but Rowan students did not complete the post-test so the Rowan results have been removed from this analysis. Over 100 RSC students completed the transition to college Global Challenges pilot course. 56 (or about half) of those students completed the pre/post-test surveys.

Knowledge about global trends (significant positive increase): There was tremendous growth (32.3% compared to 82.1%) in the percentage of students who Agreed/Strongly Agreed with the statement “I know quite a lot about the most important trends facing the world today.”

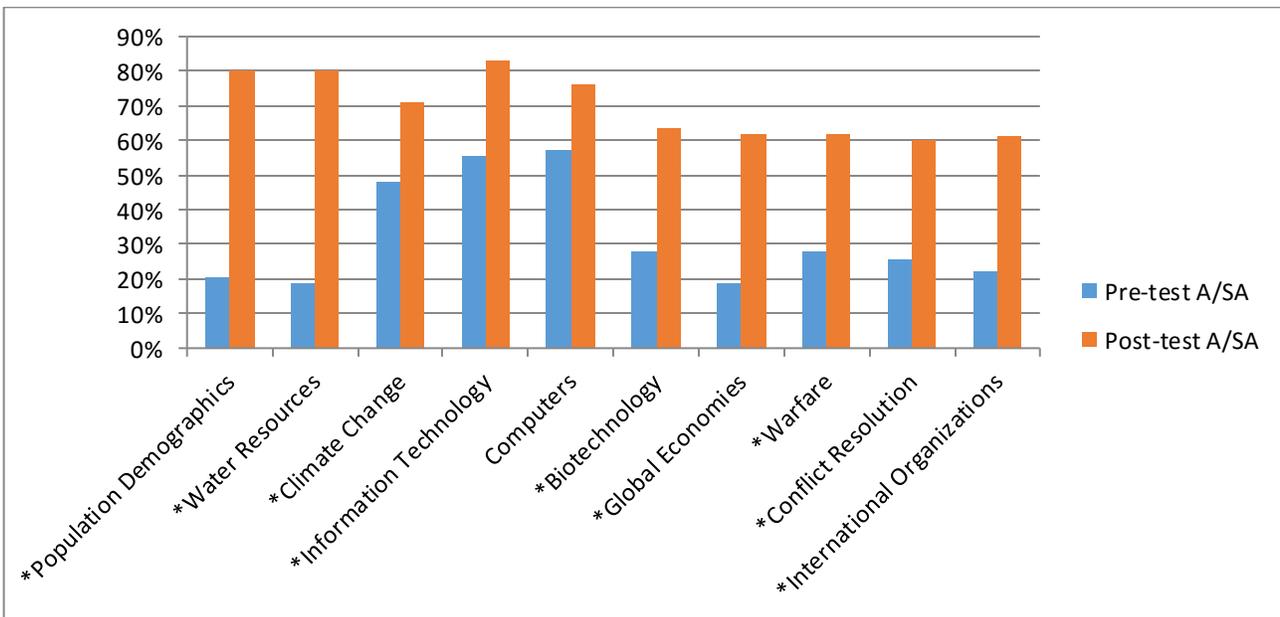


Connection to people in different parts of the world (significant positive increase): An encouraging, and statistically significant, result was a pronounced increase in the percentage of students who Agreed/Strongly Agreed with the statement “I feel a connection to people in different parts of the world.” (48.3% compared to 72.2%). Indeed, the percentage who Strongly Agreed with that statement grew from only 17.9% in the pre-test to 37% in the post-test. Conversely, the percentage who Disagreed fell from 16.1% in the pre-test to only 5.6% in the post-test. Again, this was a welcome result compared to the Fall 2013-Spring 2014 assessments where students’ sense of connected to other parts of the world decreased.

Reading about other parts of the world regularly (significant positive increase): The course required students to read about other parts of the world, so it is unclear whether this trend will continue after the course was complete, but there was a strong and statistically significant growth in the percentage of students who Agreed/Strongly Agreed with the statement “I read information about other parts of the world regularly.”

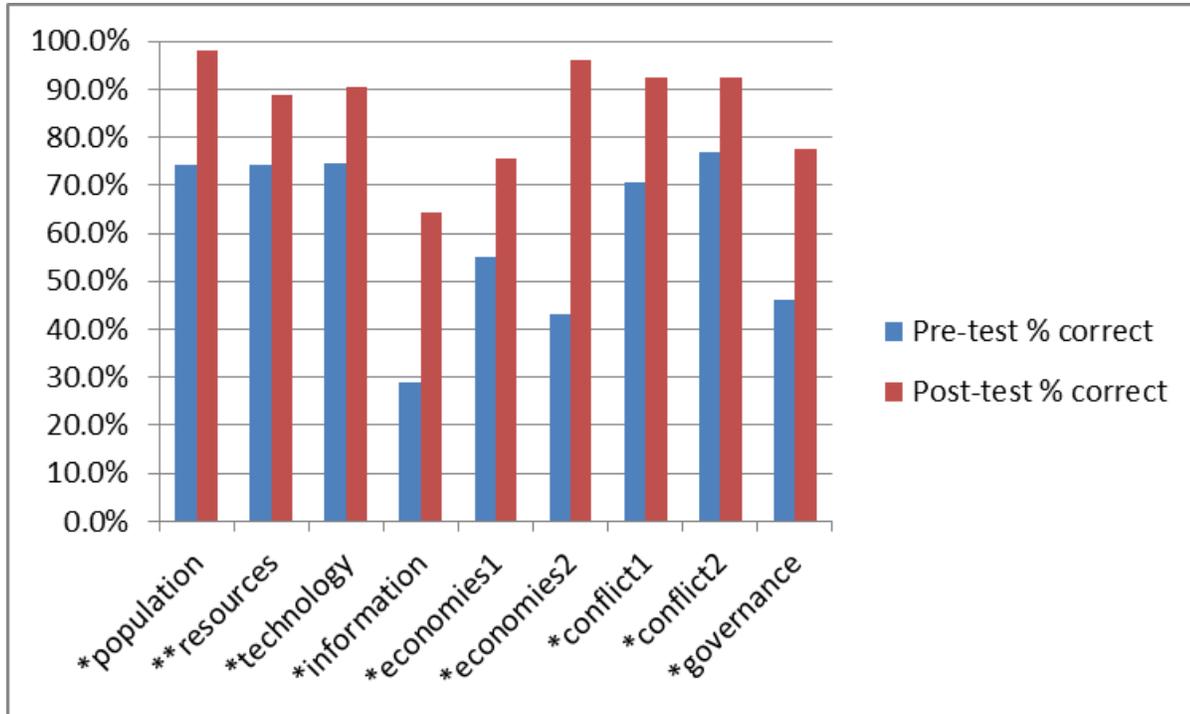


Perception of knowledge of impact of global challenges (significant positive increases in 8/9 issue areas): The next portion of the Pre-/post-test assessment focused on the perceived level of knowledge about several important topics. In response to the statement “Please rate your knowledge of the significant impact of these topics” students’ Strong/Very Strong responses grew with respect to every content item. (* denotes statistically significant results). In general, students came to the course with the highest perceptions of knowledge in the areas of climate change and technology issues (See blue bars above) and with the lowest perception of knowledge regarding challenges associated with population, water, and the global economy.



Actual knowledge of impact of global challenges (significant positive increases in 8/9 issue areas):

The students were asked nine content questions, one each regarding population, resources, technology, information and governance and two each related to economies and conflict. The results were statistically significant for eight of the nine questions (denoted by *) and were almost statistically significant for the remaining question (denoted by **). Notice that although there was knowledge growth in every area, large percentages of the students came to the class already knowing the correct answers to several of the questions. 70% or more correctly answered the population, resources, technology and conflict questions in the pre-test. The scholars should carefully re-consider the question choices as they appear to represent content that is not “new” to 21-st century students.



STOCKTON UNIVERSITY—STUDENT AFFAIRS SUMMARY PROGRESS REPORT (Fall 2016)

VETERAN AFFAIRS

www.stockton.edu/veteranaffairs

In 2008, The Stockton Veterans Program began with 79 veterans. Today there are over 650 veterans and the program have received national recognition. Most recently, Military Times has ranked Stockton's Veteran Program #6 in the nation. U.S. and World Report has also ranked Stockton's Program as one of the best in the nation. The program is known for its academic success within our veteran population. With a graduation rate exceeding 95%, Stockton leads the Region. The average GPA is above Stockton's norm and employment rates for veterans is very strong as well.

Stockton's Office of Veteran Affairs also provides excellent programming and guidance. A veteran orientation program allows our veterans to register for their classes first. A veterans lounge serves as a resource center with computer and academic resource support. Stockton's veterans are active within the community providing strong service learning programs as well as participation with our community partners. When it comes to serving our veterans in Higher Education, Stockton University leads the way.

CARE Program

<http://inraweb.stockton.edu/eyos/page.cfm?siteID=295&pageID=1>

CARE was launched as a pilot and received a commendation from the Middle States Commission on Higher Education in 2012. Since its inception CARE has improved its strategic partnerships with faculty, staff and students and with their support, the CARE Early Alert System was implemented in Fall 2014. Now with the Early Alert System the CARE program is able to better identify at-risk students and provide them with direct services and support. The feedback from faculty on participants' academic performance resulted in increased completion rates for CARE students:

FA 14 - SP 15
42% and 45%

FA 15 - SP 16
93% and 62%

The Care Program's future plan is to build a "Center for Student Success and Innovation" as a study space and activity center. The Center would provide a defined space conducive for social cohesion, learning, creativity and engagement. Programs in the Center will also help students acquire the academic and life skills necessary to thrive and succeed at Stockton, and become productive citizens.

Career Center

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=115&pageID=1>

Since 2012, the Career Center has implemented the Career Community Model, where each advisor is responsible for students interested in specific occupational areas. Walk-in hours were scheduled three days per week to improve staff availability for students. The website was updated often to improve user friendliness. The Center has been successfully collecting graduate outcomes data for use by the University in planning. The Career Center was rebranded with the support of University Relations resulting in StocktonWorks.

EOF

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=118&pageID=1>

The EOF Program enrolled 75 students in the Summer Program of which 72 finished. For 2016, the Summer Program was renamed to EOF Summer Academy to reflect the actual learning that takes place. The Summer Academy enrolled 85 students with 81 completing the program. The summer enrollment trends since 2012 are as follows:

2016	Started 85	Finished 81
2015	Started 85	Finished 83
2014	Started 76	Finished 76
2013	Started 76	Finished 76
2012	Started 75	Finished 72

Stockton Award was increased from the yearly \$400,00 to current \$550,000. The number of Graduate EOF grants increased from 2 to 4, which is a funding increase from \$4,800 to \$9,600. A new Director was hired in 2015 and the Director established the EOF Program Advisory Board in 2016. The long term goals for EOF are to increase student participation in Study Abroad and establish a Graduate Admissions Mentoring Initiative.

OSRR

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=225&pageID=1>

The Office of Student Rights and Responsibilities grew from the Campus Hearing Board committee. A Director was hired in 2012 whose focus was conduct and positioning the Office as a proactive educational program versus a reactive one. OSRR has expanded its services to include behavior intervention, case management and mediation. The Office also provides bystander intervention training via Step-Up Stockton. The Office continues to collaborate, provide support, and conduct outreach to faculty and staff across campus assisting with students of concern and crises.

Office of Residential Life

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=128&pageID=1>

The Office of Residential Life aspires to be a leading residential program in the state of New Jersey by creating a residential experience built upon mutual understanding and respect that supports interpersonal growth and development. Residential Life strives to create a seamless atmosphere for long lasting and meaningful friendships at Stockton and aspires to shape transformative experiences which challenge students to engage in the pursuit of knowledge and personal fulfillment. The office strives to create an experiential community

that fosters personal responsibility with the core belief that continuous, comprehensive opportunities in the residence areas enriches learning, promotes involvement and inspires meaningful engagement.

Stockton University's Residential Life program created occupancy for 3,039 students in fall 2015, up from 2362 students in 2009, which raised the housing occupancy to 124% overall capacity. Residential Life utilized 222 beds at the Stockton Seaview Resort, 123 beds at the Clarion Hotel and 14 students at the Comfort Inn and Suites located in Galloway, New Jersey in order to guarantee housing for our residential population for four years. For the fall 2016 semester, 23 new beds were added at the Stockton Seaview resort totaling 245 beds. 91 beds were also added at an off-campus site, Chris Gaupp Property, which will be used for fall 2016, 2017, and 2018. To address the demand for housing, Stockton anticipates opening a newly constructed residence hall in Atlantic City that will add approximately 520 beds. In fall 2016, Stockton University will provide on-campus housing for approximately 3,011 students. This represents 73% of the undergraduate first-year students enrolled on campus annually. Overall, approximately 38.5% of our students reside in our residential community.

Event Services and Campus Center Operations

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=29&pageID=1>

This office was newly created, by merging the offices of Event Services and the former College Center in FY '12 coinciding with the opening of Stockton's 154,000 square foot Campus Center. Three operational aspects are managed through this office; main campus event scheduling, Campus Center operations and Orientation/New Student Programs. Reservations on the main campus have grown from approximately 15,000 in fiscal year 2012 to over 20,000 in fiscal year 2016. During this time, new event diagramming software has been brought on line creating labor efficiencies. Sometime in fiscal year 2017 scheduling will move to a new web based system (25Live). The Campus Center facility operates until midnight every night during the academic semesters and flexes hours during breaks to accommodate events. This operation uses numerous, new technologies for operational needs such as student scheduling, lost and found tracking, game room scheduling and building inspections. The Campus Center employs more than 30 students. Orientation and New Student programs was transferred to this office in 2014 and continues to grow its impact. The Stockton Outdoor Adventure Retreat (SOAR), continues to sell out and has expanded to accept 245 students up from 225. Welcome Week, consisting of about a dozen programs has doubled attendance from 6,600 to over 13,000 since fiscal year 2012. Finally, Stockton is also one of the few institutions with an active Parent Family Association Facebook page.

Student Development

This office is responsible for training student leaders, providing management and oversight to more than 125 student organizations and coordinating major campus life programs. Since fiscal year 2012, Greek Life membership has almost doubled and now equals approximately 10% of the undergraduate population. The intake process for Greek

Life now includes an online test requirement through Blackboard in addition to in-person sessions. Student leader conferences have focused numerous topics such as social justice, racism and civil rights. In 2015 author, speaker Tim Wise conducted a full day on the topic of white privilege. In fall 2016 this office will bring a new student organization management software product (CollegiateLink) online to create communication efficiencies, improve involvement tracking and reduce paperwork.

Wellness Center

The Wellness center has grown significantly in the last five years in terms of Leadership, scope, operations and services to students. The Leadership now consists of an Associate Dean of Students who has a concentrated focus on the daily management, strategic planning, and providing a vision for every area of operation.

On March 7, 2015, the Women's, Gender, and Sexuality Center (WGSC) began and now empowers Stockton University students who identify as women and all genders who identify as LGBTQ+, victims of power-based personal violence, and community allies. WGSC will accomplish this by promoting equality and justice, ensuring access to opportunities, and providing services through education and advocacy. The Inaugural Director has set three specific goals for the future success of the WGSC: meet or exceed Title IX reporting, provide leadership in establishing a foundation for WGSC and integrating blackboard into peer and student learning.

In addition, there are now separate directors for Counseling Services and Community Wellness and Health Education that have addressed the needs of increased services (Since 2012) in counseling (2677 students to 3430 students) and Learning Access Program (LAP) (484 students to 705 students, Highest percentage of students with disabilities with State Colleges and Universities) and Health Services (4320 students, 1184 higher than the previous year, 2014). Additionally, the center has added a Health Educator, Coordinator of Disabilities Services and Adaptive Technology Specialist.

Dr. Vera King Farris Fellowship

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Office of the Provost:
K-201
provost@stockton.edu
p: (609) 652-4514
f: (609) 626-5509



Dr. Vera King Farris FELLOWSHIP

Diversifying teaching, learning, and research.



The Stockton University Office of the Provost is pleased to announce the call for applications for its annual Dr. Vera King Farris Fellowship program. The Dr. Vera King Farris Fellowship program provides funding and an environment to teach, write, and network for promising scholars committed to diversity in research and curriculum in public higher education.

The Dr. Vera King Farris Fellowship program is named after the third president of Stockton University, who served the institution for two decades. A native of Atlantic City, New Jersey, Dr. Farris oversaw impressive growth at Stockton; she increased overall enrollment by 40%, SAT scores by 22%, admission of students of color to 17%, and added the first six Master's programs, including the first MA in Holocaust and Genocide Studies in the United States, during her tenure. Dr. Farris, a renowned leader, received many awards for both academic and administrative accomplishments, in honor of which the Board of Trustees renamed the University's main road from College Drive to Vera King Farris Drive following her death in 2009. In addition to her work in higher education and in science, Dr. Farris was dedicated to the advancement and the equality of all people and cultures, to the study of holocausts and genocides across the globe, and to her work with her church. In her memory, the Dr. Vera King Farris Fellowship awards deserving scholars an opportunity to showcase their research and to teach on a campus fully committed to diversity and inclusion.

Fellows will work with Stockton University faculty and students during the term of the Fellowship. An innovative public liberal arts institution known for its interdisciplinary approach to teaching and learning, Stockton is ranked among the top ten public Master's institutions in the Northeast. The campus, set in the Pinelands National Reserve of southern New Jersey and in close proximity to the Jersey shore, is conveniently located near four urban areas: Philadelphia, New York City, Newark, and Atlantic City. The institution continuously aims to build a welcoming and inclusive community of faculty, students, and staff with diverse talents and backgrounds and seeks applications from those with a desire to learn from and contribute to such a community. The University offers Fellows many opportunities for living in and researching urban as well as suburban environments and for introducing students to urban as well as suburban engagement, community involvement, and service learning. Graduate students or recent PhD/EdD recipients, including those from underrepresented groups, are encouraged to apply for this Fellowship.

Position Responsibilities and Term

Applications are welcome for scholars in all major academic programs offered at Stockton University. In addition, Stockton University has a number of interdisciplinary minors that offer candidates potential sites for collaboration. These minors include: Africana Studies; Global Studies; Women, Gender and Sexuality Studies; Latin and Caribbean Studies; Jewish Studies; and Holocaust and Genocide Studies.

This call for applications is for 2018-2019 Dr. Vera King Farris Fellows. Fellowships are for the academic year and are nonrenewable.

Successful post-doctoral applicants will receive a salary comparable to that of a Visiting Assistant Professor; successful pre-doctoral applicants will receive a salary comparable to that of an Instructor. In addition, Fellows will receive office space equipped with computer technology, access to Stockton University facilities, and opportunity for mentoring by a Stockton University faculty member. Fellows are expected to teach two courses in their area of expertise each semester, and are expected to participate in a significant project such as a creative/research project, curriculum development project, community engagement project, or comparable activity. Fellows will make at least one presentation on campus that showcases their work and agree to complete an exit interview.

Eligibility and Application Process

Advanced graduate students and recent PhD/EdD recipients are eligible to apply for this Fellowship. Graduate students should be close to finishing the dissertation, and recent PhD/EdD recipients should be no more than two years beyond graduation.

Applicants must submit a CV, cover letter, syllabi for two courses, and contact information for three references. In the cover letter, applicants should describe their background, approach to teaching, interest in Stockton University, the applicant's anticipated significant project, and other contributions the applicant hopes to make while at Stockton University.

FYI: if selected, Fellows will be asked to provide official undergraduate and graduate transcripts and to undergo background checks.

Applicants should submit all application materials electronically to Carra Leah Hood, Assistant Provost at carra.hood@stockton.edu, by November 15, 2017.

Please explore the Stockton University website (<http://www.stockton.edu>) to learn more about the University's academic programs, mission, and values.

For additional information or answers to questions, please contact Carra Leah Hood, Assistant Provost, 609-652-4606,

Appendices 24-27: IPEDS Enrollment Data

- [Appendix 24: IPEDS Enrollment Data \(2013-14\)](#)
- [Appendix 25 : IPEDS Enrollment Data \(2014-15\)](#)
- [Appendix 26: IPEDS Enrollment Data \(2015-16\)](#)
- [Appendix 27: IPEDS Enrollment Data \(2016-17\)](#)

Institution: The Richard Stockton College of New Jersey (186876)

User ID: P1868761

Overview

Fall Enrollment Overview

The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, gender and race/ethnicity. In addition, first-time student retention rates and the student-to-faculty ratio are collected. Every other year data on residence of first-time undergraduates is required and in opposite years, enrollment by student age is required to be reported.

Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.

Data Reporting Reminders:

- Institutions must continue to report using the new race/ethnicity categories.
- Institutions must continue to use the new postbaccalaureate degree categories (eliminating the first-professional category and reclassifying those programs). All postbaccalaureate students are to be reported as graduate students for enrollment purposes, including any doctor's-professional practice students (formerly first-professional).
- Part B, Enrollment of students by age, is **required** this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is **optional** this year.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Part C Selection

Part C (Residence of First-Time Degree/Certificate-Seeking Undergraduates) is optional this year.

Do you wish to complete Part C this year?

If you select 'Yes', you will be expected to complete the Part C screens.

If you select 'No', you will skip Part C.

Yes, I will complete Part C

No, I will not complete Part C

Part A - Fall Enrollment for Full-Time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2013

Full-time Undergraduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing			
Men						
Nonresident alien	0	3	3	6	0	6
Hispanic/Latino	44	32	166	242	0	242
American Indian or Alaska Native	0	0	4	4	0	4
Asian	22	13	129	164	0	164
Black or African American	12	21	125	158	0	158
Native Hawaiian or Other Pacific Islander	0	2	5	7	0	7
White	334	293	1,499	2,126	2	2,128
Two or more races	6	10	58	74	0	74
Race and ethnicity unknown	9	8	24	41	0	41
Total men	427	382	2,013	2,822	2	2,824
Total men prior year	401	426	2,015	2,842	3	2,845
Women						
Nonresident alien	1	1	10	12	0	12
Hispanic/Latino	80	76	275	431	1	432
American Indian or Alaska Native	0	0	3	3	0	3
Asian	36	22	148	206	0	206
				258		258

Black or African American	37	27	194		0	
Native Hawaiian or Other Pacific Islander	1	1	5	7	0	7
White	446	431	2,161	3,038	0	3,038
Two or more races	22	13	89	124	0	124
Race and ethnicity unknown	16	4	29	49	0	49
Total women	639	575	2,914	4,128	1	4,129
Total women prior year	600	580	2,795	3,975	0	3,975
Grand total (men+women)	1,066	957	4,927	6,950	3	6,953
Grand total (men+women) prior year	1,001	1,006	4,810	6,817	3	6,820

Part A - Fall Enrollment for Part-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2013

Part-time Undergraduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing			
Men						
Nonresident alien	0	0	1	1	1	2
Hispanic/Latino	0	3	19	22	1	23
American Indian or Alaska Native	0	0	1	1	0	1
Asian	0	0	14	14	1	15
Black or African American	0	2	12	14	1	15
Native Hawaiian or Other Pacific Islander	0	1	0	1	0	1
White	0	16	137	153	17	170
Two or more races	0	0	7	7	0	7
Race and ethnicity unknown	0	1	1	2	0	2
Total men	0	23	192	215	21	236
Total men prior year	0	14	214	228	81	309
Women						
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	4	30	34	2	36
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	15	15	0	15
				24		25

Black or African American	0	5	19		1	
Native Hawaiian or Other Pacific Islander	0	0	0		0	0
White	3	45	194	242	20	262
Two or more races	0	1	7	8	0	8
Race and ethnicity unknown	0	1	2	3	1	4
Total women	3	56	267	326	24	350
Total women prior year	2	42	247	291	96	387
Grand total (men+women)	3	79	459	541	45	586
Grand total (men+women) prior year	2	56	461	519	177	696

Part A - Fall Enrollment for Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2013

Graduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Graduate Student Reporting Reminder:

- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
Men			
Nonresident alien	0	0	0
Hispanic/Latino	7	7	14
American Indian or Alaska Native	0	1	1
Asian	3	6	9
Black or African American	0	7	7
Native Hawaiian or Other Pacific Islander	1	0	1
White	58	113	171
Two or more races	1	4	5
Race and ethnicity unknown	5	6	11
Total men	75	144	219
Total men prior year	69	155	224
Women			
Nonresident alien	1	3	4
Hispanic/Latino	18	28	46
American Indian or Alaska Native	1	0	1
Asian	4	15	19
Black or African American	15	19	34

Native Hawaiian or Other Pacific Islander	1	0	1
White	191	376	567
Two or more races	6	4	10
Race and ethnicity unknown	7	11	18
Total women	244	456	700
Total women prior year	214	446	660
Grand total (men+women)	319	600	919
Grand total (men+women) prior year	283	601	884

Part A - Fall Enrollment by Distance Education Status

Enrollment as of the institution's official fall reporting date or as of October 15, 2013

	Undergraduate Students		Graduate Students
	Degree/Certificate Seeking	Non-Degree/Certificate Seeking	
Enrolled exclusively in distance education courses	68	1	75
Enrolled in some but not all distance education courses	1,523	2	35
Not enrolled in any distance education courses	5,900	45	809
Total (all distance education statuses)	7,491	48	919
Total (from prior part A screens)	7,491	48	919
<i>NOTE: The total of all distance education statuses (above) must equal this total carried forward from the prior part A screens</i>			

You may use the space below to provide context for the data you've reported above.

Part A - Fall Enrollment by Distance Education Status

Of those students <i>exclusively</i> enrolled in distance education courses, report the number that are:		Undergraduate Students		Graduate Students
		Degree/Certificate Seeking	Non-Degree/Certificate Seeking	
Located in	NJ	67	1	69
Located in the U.S. but not in	NJ	1		3
Located in the U.S. but state/jurisdiction unknown				3
Located outside the U.S.				
Location unknown/unreported		0	0	0
Total students exclusively enrolled in distance education (from section above)		68	1	75

Part A - Fall Enrollment Summary

Fall Enrollment Summary			
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Men			
<u>Nonresident alien</u>	6	2	8
<u>Hispanic/Latino</u>	249	30	279
<u>American Indian or Alaska Native</u>	4	2	6
<u>Asian</u>	167	21	188
<u>Black or African American</u>	158	22	180
<u>Native Hawaiian or Other Pacific Islander</u>	8	1	9
<u>White</u>	2,186	283	2,469
<u>Two or more races</u>	75	11	86
<u>Race and ethnicity unknown</u>	46	8	54
Total men	2,899	380	3,279
Women			
<u>Nonresident alien</u>	13	3	16
<u>Hispanic/Latino</u>	450	64	514
<u>American Indian or Alaska Native</u>	4	0	4
<u>Asian</u>	210	30	240
<u>Black or African American</u>	273	44	317
<u>Native Hawaiian or Other Pacific Islander</u>	8	0	8
<u>White</u>	3,229	638	3,867
<u>Two or more races</u>	130	12	142
<u>Race and ethnicity unknown</u>	56	15	71
Total women	4,373	806	5,179
Grand Total (men+women)	7,272	1,186	8,458

Part B - Fall Enrollment by Age and Gender for Full-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2013

Age	Full-time Undergraduate Students	
	Men	Women
Under 18	2	3
18-19	693	1,136
20-21	965	1,539
22-24	792	1,016
25-29	269	260
30-34	48	61
35-39	22	40
40-49	21	55
50-64	12	19
65 and over	0	0
Age unknown/unreported	0	0
Total full-time undergraduate students (from part A)	2,824	4,129

Part B - Fall Enrollment by Age and Gender for Part-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2013

Age	Part-time Undergraduate Students	
	Men	Women
Under 18	0	1
18-19	4	6
20-21	15	16
22-24	89	99
25-29	57	86
30-34	30	43
35-39	23	19
40-49	12	48
50-64	6	31
65 and over	0	0
Age unknown/unreported	0	1
Total part-time undergraduate students (from part A)	236	350

Part B - Fall Enrollment by Age and Gender for Full-time Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2013

Age	Full-time Graduate Students	
	Men	Women
Under 18	0	0
18-19	0	0
20-21	0	3
22-24	39	128
25-29	24	67
30-34	8	16
35-39	0	12
40-49	3	9
50-64	1	9
65 and over	0	0
Age unknown/unreported	0	0
Total full-time graduate students (from part A)	75	244

Part B - Fall Enrollment by Age and Gender for Part-time Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2013

Age	Part-time Graduate Students	
	Men	Women
Under 18	0	0
18-19	0	0
20-21	0	0
22-24	18	51
25-29	40	115
30-34	15	70
35-39	19	64
40-49	26	92
50-64	21	61
65 and over	3	2
Age unknown/unreported	2	1
Total part-time graduate students (from part A)	144	456

Part C - Screening Question

Did any of your first-time degree/certificate-seeking undergraduate students (reported in Part A) enroll within 12 months of graduating high school or receiving their GED?

- Yes, we have first-time students who enrolled within 12 months of their high school graduation.
- No, we do not have any first-time students who enrolled within 12 months of their high school graduation.

You may use the space below to provide context for the data you've reported above.

Part C - Residence of First-time Undergraduates

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2013

State of residence when student was first admitted	FIPS Code	 Total first-time degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Alabama	01		
Alaska	02		
Arizona	04		
Arkansas	05		
California	06		
Colorado	08		
Connecticut	09	0	0
Delaware	10	2	2
District of Columbia	11		
Florida	12	1	1
Georgia	13		
Hawaii	15		
Idaho	16		
Illinois	17		
Indiana	18		
Iowa	19		
Kansas	20		
Kentucky	21		
Louisiana	22		
Maine	23		

Part C - Residence of First-time Undergraduates

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of **October 15, 2013**

State of residence when student was first admitted	FIPS Code	Total first-time degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Maryland	24	1	1
Massachusetts	25		
Michigan	26	0	0
Minnesota	27		
Mississippi	28		
Missouri	29		
Montana	30		
Nebraska	31		
Nevada	32		
New Hampshire	33		
New Jersey	34	1,046	1,026
New Mexico	35		
New York	36	4	4
North Carolina	37		
North Dakota	38		
Ohio	39		
Oklahoma	40		
Oregon	41		
Pennsylvania	42	11	11
Rhode Island	44		

Part C - Residence of First-time Undergraduates

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of **October 15, 2013**

State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
South Carolina	45		
South Dakota	46		
Tennessee	47		
Texas	48	0	0
Utah	49		
Vermont	50		
Virginia	51	3	3
Washington	53		
West Virginia	54		
Wisconsin	55		
Wyoming	56		
<u>State Unknown</u>	57	1	0
American Samoa	60		
Federated States of Micronesia	64		
Guam	66		
Marshall Islands	68		
Northern Marianas	69		
Palau	70		
Puerto Rico	72		
Virgin Islands	78		
Foreign Countries	90		
Residence unknown/unreported	98	0	

Total first-time degree/certificate-seeking undergraduates (from Part A)	1,069	1,048
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You may use the space below to provide context for the data you've reported above.

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Part D - Total Undergraduate Entering Class

Total Undergraduate Entering Class, Fall 2013	
D1 Total full-time, first-time degree/certificate-seeking <u>undergraduates</u> from Part A (GR cohort)	1,066
D2 Total <u>first-time</u> degree/certificate-seeking undergraduates (full-time + part-time) from Part A	1,069
D3 Total <u>transfer-in</u> degree/certificate-seeking undergraduates (full-time + part-time) from Part A	1,036
D4 Total <u>non-degree/certificate-seeking</u> undergraduates (full-time + part-time) from Part A	48
D5 Of the total non-degree/certificate-seeking undergraduates displayed on line D4, the number that are new to the institution in Fall 2013	24
D6 Total <u>entering students</u> at the undergraduate level Note: This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/certificate-seeking undergraduates entering in Fall 2013 (line D5).	2,129
D7 Percentage of undergraduate entering class represented by your GR <u>cohort</u> (line D1/line D6)	50

Part E - First-time Bachelor's Cohort Retention Rates (Part-time)

Retention Rates

Part-time, First-time Bachelor's Cohort from Fall 2012

Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2012 and retention based on August 1, 2013.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **part-time, first-time bachelor's-seeking** students in this cohort.
- Determine part-time using Fall 2012 attendance status (e.g. if a student was part-time in Fall 2012, report them in the part-time cohort regardless of their Fall 2013 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions.

		Prior year data (Fall 2011 cohort)
PART-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:		
E6	Part-time, first-time Fall 2012 bachelor's cohort	2
E7	<u>Exclusions</u> from the Fall 2012 cohort	
E8	Adjusted Fall 2012 cohort (line E6 - line E7)	2
E9	Students from Fall 2012 cohort still enrolled as of Fall 2013	2
E10	Part-time, first-time Fall 2012 bachelor's cohort retention rate (line E9 / line E8)	100%

 You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Part F - Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2013. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.

Note: Logic in this item is similar to item I-2 from the Common Data Set data collection.

Click [here](#) to use a worksheet to help you determine the student-to-faculty ratio

Student-to-faculty ratio	<input type="text" value="17"/>	to 1
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Student-to-faculty ratio prior year	18	to 1
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 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Summary

Fall Enrollment Survey Summary Four-Year Institutions with Graduate Students

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2014.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Student Enrollment	
Total enrollment	8,458
Undergraduate enrollment	7,539
Undergraduate transfer-in enrollment	1,036
Graduate enrollment	919
Student-to-faculty ratio	17 to 1

Student Characteristics (All Students)	
Percent of all students who are female	61%
Percent of all students by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	5%
Black or African American	6%
Hispanic/Latino	9%
Native Hawaiian or Pacific Islander	0%
White	75%
Two or More Races	3%
Race and ethnicity unknown	1%
Nonresident alien	0%

Undergraduate Student Characteristics	
Percent of undergraduates who are female	59%
Percent of undergraduates who are full-time	92%

Percent of undergraduates by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	5%
Black or African American	6%
Hispanic/Latino	10%
Native Hawaiian or Pacific Islander	0%
White	74%
Two or More Races	3%
Race and ethnicity unknown	1%
Nonresident alien	0%

Percent of undergraduate students by age:	
24 and under	85%
25 and over	15%
Age unknown	0%

Undergraduate Retention and Graduation Rate Cohort	
First-time, full-time bachelor's seeking student retention rate	87%
First-time, part-time bachelor's seeking student retention rate	100%
Graduation rate cohort as percent of total entering students	50%

Graduate Student Characteristics	
Percent of graduate students who are female	76%
Percent of graduate students who are full-time	35%

Fall Enrollment

The Richard Stockton College of New Jersey (186876)

Source	Description	Severity	Resolved	Options
Global Edits				
Perform Edits	You did not complete all of the mandatory survey items. The following screens have missing information: Part A - Distance Education 1 Additional edits will be performed once the missing information is provided. (Error #6502)	Fatal	No	
Screen: Part E - First-time Bachelor's Cohort Retention Rates (Part-time)				
Screen Entry	The data reported indicates that your retention rate for this cohort is 100%. Please confirm that the data reported are correct. (Error #6147)	Confirmation	Yes	

Institution: Stockton University (186876)

User ID: P1868761

Overview

Fall Enrollment Overview

The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, gender and race/ethnicity. In addition, first-time student retention rates and the student-to-faculty ratio are collected. Every other year data on residence of first-time undergraduates is required and in opposite years, enrollment by student age is required to be reported.

Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.

Data Reporting Reminders:

- Part B, Enrollment of students by age, is **optional** this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is **required** this year.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Part Selection

Completion of Part B (Enrollment of Students by Age) is optional this year.

Do you wish to complete Part B this year?

If you select 'Yes', you will be expected to complete the Part B screens.

If you select 'No', you will skip Part B.

Yes, I will complete Part B

No, I will not complete Part B

Fall Enrollment - CIPCODE Selection

Indicate which of the following fields of study are offered by your institution. Students are to be reported by their major field of study for the categories listed below. Fields for which enrollment was reported for Fall 2012 have already been checked; please make sure all listed fields that are offered by your institution are checked.

Undergraduate and graduate fields

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 13.0000 -- Education |
| <input type="checkbox"/> | 14.0000 -- Engineering |
| <input checked="" type="checkbox"/> | 26.0000 -- Biological and Biomedical Sciences |
| <input checked="" type="checkbox"/> | 27.0000 -- Mathematics |
| <input checked="" type="checkbox"/> | 40.0000 -- Physical Sciences |
| <input checked="" type="checkbox"/> | 52.0000 -- Business, Management, Marketing, and Related Support Services |

Graduate-only fields

- | | |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | 22.0101 -- Law (LL.B., J.D.) |
| <input type="checkbox"/> | 51.0401 -- Dentistry (D.D.S., D.M.D.) |
| <input type="checkbox"/> | 51.1201 -- Medicine (M.D.) |

None of the above

You may use the space below to provide context for the data you've reported above.

Part A - Fall Enrollment for Full-Time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

Full-time Undergraduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	1	3	6	10	1	11
Hispanic/Latino	55	46	174	275	0	275
American Indian or Alaska Native	0	1	3	4	0	4
Asian	28	25	121	174	0	174
Black or African American	35	39	124	198	0	198
Native Hawaiian or Other Pacific Islander	2	0	5	7	0	7
White	311	302	1,532	2,145	0	2,145
Two or more races	8	13	55	76	0	76
Race and ethnicity unknown	11	1	33	45	0	45
Total men	451	430	2,053	2,934	1	2,935
Total men prior year	427	382	2,013	2,822	2	2,824

Women

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	9	9	1	10
Hispanic/Latino	92	64	305	461	0	461
American Indian or Alaska Native	1	0	1	2	0	2
Asian	31	23	162	216	0	216
Black or African American	47	47	172	266	0	266
Native Hawaiian or Other Pacific Islander	2	0	2	4	0	4
White	531	416	2,141	3,088	0	3,088
Two or more races	18	22	86	126	0	126
Race and ethnicity unknown	12	8	42	62	0	62
Total women	734	580	2,920	4,234	1	4,235
Total women prior year	639	575	2,914	4,128	1	4,129

Grand total (men+women)	1,185	1,010	4,973	7,168	2	7,170
Grand total (men+women) prior year	1,066	957	4,927	6,950	3	6,953

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 13.0000 -- Education

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	1	1	0	1
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	2	6	8	0	8
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	1	1	0	1
Total men	0	2	8	10	0	10

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	1	0	1	0	1
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	1	1	0	1
Black or African American	0	1	1	2	0	2
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	4	30	34	0	34
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	1	1	0	1
Total women	0	6	33	39	0	39

Grand total (men+women) 0 8 41 49 0 49

Grand total (men+women) 2012-13 3 54 57 57

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	1	0	1	0	1
Hispanic/Latino	7	4	17	28	0	28
American Indian or Alaska Native	0	0	0	0	0	0
Asian	7	2	26	35	0	35
Black or African American	1	0	13	14	0	14
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	26	23	169	218	0	218
Two or more races	1	2	10	13	0	13
Race and ethnicity unknown	2	0	3	5	0	5
Total men	44	32	238	314	0	314

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	1	1	0	1
Hispanic/Latino	9	6	30	45	0	45
American Indian or Alaska Native	0	0	0	0	0	0
Asian	7	3	34	44	0	44
Black or African American	1	5	14	20	0	20
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	45	31	244	320	0	320
Two or more races	3	1	8	12	0	12
Race and ethnicity unknown	1	1	5	7	0	7
Total women	66	47	336	449	0	449

Grand total (men+women)	110	79	574	763	0	763
Grand total (men+women) 2012-13	109	115	650	874		874

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 27.0000 -- Mathematics and Statistics

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	3	1	2	6	0	6
American Indian or Alaska Native	0	0	0	0	0	0
Asian	1	0	7	8	0	8
Black or African American	0	0	1	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	10	12	41	63	0	63
Two or more races	0	1	1	2	0	2
Race/ethnicity unknown	0	0	2	2	0	2
Total men	14	14	54	82	0	82

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	3	3	0	3
American Indian or Alaska Native	0	0	0	0	0	0
Asian	1	0	4	5	0	5
Black or African American	0	0	2	2	0	2
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	10	4	34	48	0	48
Two or more races	0	0	2	2	0	2
Race/ethnicity unknown	0	0	2	2	0	2
Total women	11	4	47	62	0	62

Grand total (men+women)	25	18	101	144	0	144
Grand total (men+women) 2012-13	25	24	137	186		186

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 40.0000 -- Physical Sciences

Full-time undergraduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	4	0	5	9	0	9
American Indian or Alaska Native	0	1	0	1	0	1
Asian	1	2	9	12	0	12
Black or African American	3	1	1	5	0	5
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	13	5	61	79	0	79
Two or more races	0	0	2	2	0	2
Race/ethnicity unknown	1	0	1	2	0	2
Total men	22	9	79	110	0	110

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	1	1	0	1
Hispanic/Latino	3	0	2	5	0	5
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	3	3	0	3
Black or African American	0	2	2	4	0	4
Native Hawaiian or Other Pacific Islander	0	0	1	1	0	1
White	8	4	25	37	0	37
Two or more races	0	0	3	3	0	3
Race/ethnicity unknown	0	0	1	1	0	1
Total women	11	6	38	55	0	55

Grand total (men+women)	33	15	117	165	0	165
Grand total (men+women) 2012-13	17	18	110	145		145

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	2	3	5	0	5
Hispanic/Latino	7	12	28	47	0	47
American Indian or Alaska Native	0	0	2	2	0	2
Asian	3	9	28	40	0	40
Black or African American	8	10	23	41	0	41
Native Hawaiian or Other Pacific Islander	1	0	0	1	0	1
White	59	79	351	489	0	489
Two or more races	3	2	14	19	0	19
Race/ethnicity unknown	1	0	5	6	0	6
Total men	82	114	454	650	0	650

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	3	3	0	3
Hispanic/Latino	6	5	40	51	0	51
American Indian or Alaska Native	0	0	0	0	0	0
Asian	2	5	34	41	0	41
Black or African American	9	5	11	25	0	25
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	51	71	280	402	0	402
Two or more races	1	3	12	16	0	16
Race/ethnicity unknown	1	0	4	5	0	5
Total women	70	89	384	543	0	543

Grand total (men+women)	152	203	838	1,193	0	1,193
Grand total (men+women) 2012-13	110	178	784	1,072		1,072

Part A - Fall Enrollment for Part-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

Part-time Undergraduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning	Total degree/certificate- seeking		
Nonresident alien	0	0	1	1	1	2
Hispanic/Latino	0	4	26	30	0	30
American Indian or Alaska Native	0	0	1	1	0	1
Asian	0	2	9	11	0	11
Black or African American	0	1	6	7	2	9
Native Hawaiian or Other Pacific Islander	0	0	1	1	0	1
White	1	12	131	144	14	158
Two or more races	0	0	6	6	0	6
Race and ethnicity unknown	0	0	1	1	0	1
Total men	1	19	182	202	17	219
Total men prior year	0	23	192	215	21	236

Women

Enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning	Total degree/certificate- seeking		
Nonresident alien	0	1	0	1	1	2
Hispanic/Latino	0	3	22	25	1	26
American Indian or Alaska Native	0	1	1	2	0	2
Asian	0	2	12	14	0	14
Black or African American	0	2	19	21	1	22
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	23	209	232	14	246
Two or more races	0	1	6	7	1	8
Race and ethnicity unknown	0	2	2	4	1	5
Total women	0	35	271	306	19	325
Total women prior year	3	56	267	326	24	350
Grand total (men+women)	1	54	453	508	36	544
Grand total (men+women) prior year	3	79	459	541	45	586

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 13.0000 -- Education

Part-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	1	1	0	1
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	13	13	0	13
Two or more races	0	0	1	1	0	1
Race/ethnicity unknown	0	0	0	0	0	0
Total men	0	0	15	15	0	15

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	2	2	0	2
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	1	23	24	0	24
Two or more races	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0
Total women	0	1	25	26	0	26

Grand total (men+women)	0	1	40	41	0	41
Grand total (men+women) 2012-13		2	33	35		35

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Part-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	6	6	0	6
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	1	1	0	1
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	5	15	20	0	20
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0
Total men	0	5	22	27	0	27

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	1	1	0	1
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	1	1	2	0	2
Black or African American	0	1	3	4	0	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	2	21	23	0	23
Two or more races	0	0	1	1	0	1
Race and ethnicity unknown	0	0	0	0	0	0
Total women	0	4	27	31	0	31

Grand total (men+women) 0 9 49 58 0 58

Grand total (men+women) 2012-13 4 44 48 48

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 27.0000 -- Mathematics and Statistics

Part-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	5	5	0	5
Two or more races	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0
Total men	0	0	5	5	0	5

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	2	2	0	2
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	2	2	0	2
Two or more races	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0
Total women	0	0	4	4	0	4

Grand total (men+women)	0	0	9	9	0	9
Grand total (men+women) 2012-13			8	8		8

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 40.0000 -- Physical Sciences

Part-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	7	7	0	7
Two or more races	0	0	1	1	0	1
Race and ethnicity unknown	0	0	0	0	0	0
Total men	0	0	8	8	0	8

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	2	2	0	2
Two or more races	0	0	1	1	0	1
Race and ethnicity unknown	0	0	0	0	0	0
Total women	0	0	3	3	0	3

Grand total (men+women)	0	0	11	11	0	11
Grand total (men+women) 2012-13		1	9	10		10

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Part-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning				
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	4	4	0	0	4
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	1	3	4	0	0	4
Black or African American	0	1	3	4	1	0	5
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	3	24	27	0	0	27
Two or more races	0	0	1	1	0	0	1
Race and ethnicity unknown	0	0	0	0	0	0	0
Total men	0	5	35	40	1	0	41

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning				
Nonresident alien	0	1	0	1	0	0	1
Hispanic/Latino	0	0	5	5	0	0	5
American Indian or Alaska Native	0	1	0	1	0	0	1
Asian	0	1	4	5	0	0	5
Black or African American	0	1	2	3	0	0	3
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	2	28	30	0	0	30
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
Total women	0	6	39	45	0	0	45

Grand total (men+women) 0 11 74 85 1 86

Grand total (men+women) 2012-13 10 73 83

Part A - Fall Enrollment for Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

Graduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Graduate Student Reporting Reminder:

- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	3	7	10
American Indian or Alaska Native	0	0	0
Asian	1	3	4
Black or African American	2	4	6
Native Hawaiian or Other Pacific Islander	0	0	0
White	46	109	155
Two or more races	1	5	6
Race and ethnicity unknown	6	8	14
Total men	59	136	195
Total men prior year	75	144	219

Women

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
Nonresident alien	3	2	5
Hispanic/Latino	19	27	46
American Indian or Alaska Native	0	1	1
Asian	7	13	20
Black or African American	15	16	31
Native Hawaiian or Other Pacific Islander	0	0	0
White	197	328	525
Two or more races	7	10	17
Race and ethnicity unknown	7	9	16
Total women	255	406	661
Total women prior year	244	456	700
Grand total (men+women)	314	542	856
Grand total (men+women) prior year	319	600	919

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 13.0000 -- Education

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	2	2
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	1	1
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	31	31
Two or more races	0	2	2
Race and ethnicity unknown	0	2	2
Total men	0	38	38

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	1	10	11
American Indian or Alaska Native	0	0	0
Asian	0	2	2
Black or African American	0	6	6
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	143	143
Two or more races	1	2	3
Race and ethnicity unknown	0	0	0
Total women	2	163	165

Grand total (men+women)	2	201	203
Grand total (men+women) 2012-13	13	267	280

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total men	0	0	0

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total women	0	0	0

Grand total (men+women)

	0	0	0
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Grand total (men+women) 2012-13

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 27.0000 -- Mathematics and Statistics

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race/ethnicity unknown	0	0	0
Total men	0	0	0

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race/ethnicity unknown	0	0	0
Total women	0	0	0

Grand total (men+women)	0	0	0
Grand total (men+women) 2012-13			

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 40.0000 -- Physical Sciences

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total men	0	0	0

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total women	0	0	0

Grand total (men+women)	0	0	0
Grand total (men+women) 2012-13			

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	1	1
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	1	1
Native Hawaiian or Other Pacific Islander	0	0	0
White	5	27	32
Two or more races	0	1	1
Race and ethnicity unknown	0	1	1
Total men	5	31	36

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	1	0	1
Hispanic/Latino	0	2	2
American Indian or Alaska Native	0	0	0
Asian	2	3	5
Black or African American	0	1	1
Native Hawaiian or Other Pacific Islander	0	0	0
White	7	23	30
Two or more races	0	2	2
Race and ethnicity unknown	0	0	0
Total women	10	31	41

Grand total (men+women)	15	62	77
Grand total (men+women) 2012-13	3	42	45

Part A - Fall Enrollment by Distance Education Status

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

	Undergraduate Students		Graduate Students
	Degree/Certificate Seeking	Non-Degree/Certificate Seeking	
Enrolled exclusively in distance education courses	67	1	69
Enrolled in some but not all distance education courses	1,541	0	43
<i>Not enrolled in any distance education courses</i>	6,068	37	744
Total (all distance education statuses)	7,676	38	856
Total (from prior part A screens)	7,676	38	856

NOTE: The total of all distance education statuses (above) must equal this total carried forward from the prior part A screens

You may use the space below to provide context for the data you've reported above.

Part A - Fall Enrollment by Distance Education Status

Of those students <i>exclusively</i> enrolled in distance education courses, report the number that are:		Undergraduate Students		Graduate Students
		Degree/Certificate Seeking	Non-Degree/Certificate Seeking	
Located in	NJ	67	1	66
Located in the U.S. but not in	NJ			2
Located in the U.S. but state/jurisdiction unknown				
Located outside the U.S.				1
Location unknown/unreported		0	0	0
Total students exclusively enrolled in distance education (from section above)		67	1	69

Part A - Fall Enrollment Summary

Fall Enrollment Summary

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	11	2	13
<u>Hispanic/Latino</u>	278	37	315
<u>American Indian or Alaska Native</u>	4	1	5
<u>Asian</u>	175	14	189
<u>Black or African American</u>	200	13	213
<u>Native Hawaiian or Other Pacific Islander</u>	7	1	8
<u>White</u>	2,191	267	2,458
<u>Two or more races</u>	77	11	88
<u>Race and ethnicity unknown</u>	51	9	60
Total men	2,994	355	3,349

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	13	4	17
<u>Hispanic/Latino</u>	480	53	533
<u>American Indian or Alaska Native</u>	2	3	5
<u>Asian</u>	223	27	250
<u>Black or African American</u>	281	38	319
<u>Native Hawaiian or Other Pacific Islander</u>	4	0	4
<u>White</u>	3,285	574	3,859
<u>Two or more races</u>	133	18	151
<u>Race and ethnicity unknown</u>	69	14	83
Total women	4,490	731	5,221
Grand Total (men+women)	7,484	1,086	8,570

Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 13.0000 -- Education

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	0	0	0
<u>Hispanic/Latino</u>	1	2	3
<u>American Indian or Alaska Native</u>	0	1	1
<u>Asian</u>	0	0	0
<u>Black or African American</u>	0	1	1
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	8	44	52
<u>Two or more races</u>	0	3	3
<u>Race and ethnicity unknown</u>	1	2	3
Total men	10	53	63

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	0	0	0
<u>Hispanic/Latino</u>	2	12	14
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	1	2	3
<u>Black or African American</u>	2	6	8
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	34	167	201
<u>Two or more races</u>	1	2	3
<u>Race and ethnicity unknown</u>	1	0	1
Total women	41	189	230

Grand Total (men+women)	51	242	293
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Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	1	0	1
<u>Hispanic/Latino</u>	28	6	34
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	35	1	36
<u>Black or African American</u>	14	0	14
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	218	20	238
<u>Two or more races</u>	13	0	13
<u>Race and ethnicity unknown</u>	5	0	5
Total men	314	27	341

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	1	0	1
<u>Hispanic/Latino</u>	45	1	46
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	44	2	46
<u>Black or African American</u>	20	4	24
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	320	23	343
<u>Two or more races</u>	12	1	13
<u>Race and ethnicity unknown</u>	7	0	7
Total women	449	31	480

Grand Total (men+women)	763	58	821
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Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 27.0000 -- Mathematics and Statistics

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	0	0	0
Hispanic/Latino	6	0	6
American Indian or Alaska Native	0	0	0
Asian	8	0	8
Black or African American	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0
White	63	5	68
Two or more races	2	0	2
Race and ethnicity unknown	2	0	2
Total men	82	5	87

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	0	0	0
Hispanic/Latino	3	2	5
American Indian or Alaska Native	0	0	0
Asian	5	0	5
Black or African American	2	0	2
Native Hawaiian or Other Pacific Islander	0	0	0
White	48	2	50
Two or more races	2	0	2
Race and ethnicity unknown	2	0	2
Total women	62	4	66

Grand Total (men+women)	144	9	153
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Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 40.0000 -- Physical Sciences

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	0	0	0
Hispanic/Latino	9	0	9
American Indian or Alaska Native	1	0	1
Asian	12	0	12
Black or African American	5	0	5
Native Hawaiian or Other Pacific Islander	0	0	0
White	79	7	86
Two or more races	2	1	3
Race and ethnicity unknown	2	0	2
Total men	110	8	118

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	1	0	1
Hispanic/Latino	5	0	5
American Indian or Alaska Native	0	0	0
Asian	3	0	3
Black or African American	4	0	4
Native Hawaiian or Other Pacific Islander	1	0	1
White	37	2	39
Two or more races	3	1	4
Race and ethnicity unknown	1	0	1
Total women	55	3	58

Grand Total (men+women)	165	11	176
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Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	5	0	5
<u>Hispanic/Latino</u>	47	5	52
<u>American Indian or Alaska Native</u>	2	0	2
<u>Asian</u>	40	4	44
<u>Black or African American</u>	41	6	47
<u>Native Hawaiian or Other Pacific Islander</u>	1	0	1
<u>White</u>	494	54	548
<u>Two or more races</u>	19	2	21
<u>Race and ethnicity unknown</u>	6	1	7
Total men	655	72	727

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	4	1	5
<u>Hispanic/Latino</u>	51	7	58
<u>American Indian or Alaska Native</u>	0	1	1
<u>Asian</u>	43	8	51
<u>Black or African American</u>	25	4	29
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	409	53	462
<u>Two or more races</u>	16	2	18
<u>Race and ethnicity unknown</u>	5	0	5
Total women	553	76	629

Grand Total (men+women)	1,208	148	1,356
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Part B - Fall Enrollment by Age and Gender for Full-time Undergraduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

Age	Full-time Undergraduate Students	
	Men	Women
Under 18	2	3
18-19	723	1,220
20-21	1,044	1,633
22-24	811	1,004
25-29	239	236
30-34	52	50
35-39	33	35
40-49	22	39
50-64	9	15
65 and over	0	0
Age unknown/unreported	0	0
Total full-time undergraduate students (from part A)	2,935	4,235

Part B - Fall Enrollment by Age and Gender for Part-time Undergraduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

Age	Part-time Undergraduate Students	
	Men	Women
Under 18	0	0
18-19	3	4
20-21	15	20
22-24	71	110
25-29	70	70
30-34	24	31
35-39	16	24
40-49	13	36
50-64	7	27
65 and over	0	3
Age unknown/unreported	0	0
Total part-time undergraduate students (from part A)	219	325

Part B - Fall Enrollment by Age and Gender for Full-time Graduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

Age	Full-time Graduate Students	
	Men	Women
Under 18	0	0
18-19	0	0
20-21	0	2
22-24	30	163
25-29	16	47
30-34	8	14
35-39	1	12
40-49	3	14
50-64	1	3
65 and over	0	0
Age unknown/unreported	0	0
Total full-time graduate students (from part A)	59	255

Part B - Fall Enrollment by Age and Gender for Part-time Graduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

Age	Part-time Graduate Students	
	Men	Women
Under 18	0	0
18-19	0	0
20-21	0	0
22-24	28	47
25-29	39	109
30-34	15	60
35-39	12	57
40-49	27	81
50-64	13	51
65 and over	2	1
Age unknown/unreported	0	0
Total part-time graduate students (from part A)	136	406

Part C - Screening Question

Did any of your **first-time degree/certificate-seeking undergraduate** students (reported in Part A) enroll within 12 months of graduating high school or receiving their GED?

- Yes, we have first-time students who enrolled within 12 months of their high school graduation.
- No, we do not have any first-time students who enrolled within 12 months of their high school graduation.

You may use the space below to provide context for the data you've reported above.

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2014**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	 Total first-time degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Alabama	01		
Alaska	02		
Arizona	04		
Arkansas	05		
California	06		
Colorado	08		
Connecticut	09	1	1
Delaware	10	2	2
District of Columbia	11		
Florida	12	0	0
Georgia	13		
Hawaii	15		
Idaho	16		
Illinois	17		
Indiana	18		
Iowa	19		
Kansas	20		
Kentucky	21		
Louisiana	22		
Maine	23	0	0

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2014**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of residence when student was first admitted	FIPS Code	Total first-time degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Maryland	24	3	3
Massachusetts	25		
Michigan	26		
Minnesota	27		
Mississippi	28		
Missouri	29		
Montana	30		
Nebraska	31		
Nevada	32	1	1
New Hampshire	33		
New Jersey	34	1,160	1,144
New Mexico	35		
New York	36	6	5
North Carolina	37	1	1
North Dakota	38		
Ohio	39	1	1
Oklahoma	40		
Oregon	41		
Pennsylvania	42	11	11
Rhode Island	44		

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's official fall reporting date or as of October 15, 2014

Enter at least one zero, where applicable, to verify that the screen has not been skipped.

State of residence when student was first admitted	FIPS Code	Total first-time degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
South Carolina	45		
South Dakota	46		
Tennessee	47		
Texas	48		
Utah	49		
Vermont	50		
Virginia	51		
Washington	53		
West Virginia	54		
Wisconsin	55		
Wyoming	56		
State Unknown	57	0	0
American Samoa	60		
Federated States of Micronesia	64		
Guam	66		
Marshall Islands	68		
Northern Marianas	69		
Palau	70		
Puerto Rico	72		
Virgin Islands	78		
Foreign Countries	90		
Residence unknown/unreported	98	0	
Total first-time degree/certificate-seeking undergraduates (from Part A)		1,186	1,169

You may use the space below to provide context for the data you've reported above.

Part D - Total Undergraduate Entering Class

Total Undergraduate Entering Class, Fall 2014

D1 Total full-time, first-time degree/certificate-seeking undergraduates from Part A (GR cohort)	1,185
D2 Total first-time degree/certificate-seeking undergraduates (full-time + part-time) from Part A	1,186
D3 Total transfer-in degree/certificate-seeking undergraduates (full-time + part-time) from Part A	1,064
D4 Total non-degree/certificate-seeking undergraduates (full-time + part-time) from Part A	38
D5 Of the total non-degree/certificate-seeking undergraduates displayed on line D4, the number that are new to the institution in Fall 2014	27
D6 Total entering students at the undergraduate level Note: This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/certificate-seeking undergraduates entering in Fall 2014 (line D5).	2,277
D7 Percentage of undergraduate entering class represented by your GR cohort (line D1/line D6)	52

Part E - First-time Bachelor's Cohort Retention Rates (Full-time)

Retention Rates

Full-time, First-time Bachelor's Cohort from Fall 2013

Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2013 and retention based on August 1, 2014.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **full-time, first-time bachelor's** students in this cohort.
- Determine the full-time cohort using Fall 2013 status (e.g. if a student was full-time in Fall 2013, report them in the full-time cohort regardless of their Fall 2014 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E2) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions.

		Prior year data (Fall 2012 cohort)

FULL-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:

E1	Full-time, first-time Fall 2013 bachelor's cohort	1,066	1,001	
E2	Exclusions from the Fall 2013 cohort	0	1	
E3	Adjusted Fall 2013 cohort (line E1- line E2)	1,066	1,000	
E4	Students from Fall 2013 cohort still enrolled as of Fall 2014	930	868	
E5	Full-time, first-time Fall 2013 bachelor's cohort retention rate (line E4 / line E3)	87%	87	%

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Part E - First-time Bachelor's Cohort Retention Rates (Part-time)

Retention Rates

Part-time, First-time Bachelor's Cohort from Fall 2013

Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2013 and retention based on August 1, 2014.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **part-time, first-time bachelor's-seeking** students in this cohort.
- Determine part-time using Fall 2013 attendance status (e.g. if a student was part-time in Fall 2013, report them in the part-time cohort regardless of their Fall 2014 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions.

				Prior year data (Fall 2012 cohort)
PART-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:				
E6	Part-time, first-time Fall 2013 bachelor's cohort	3	2	
E7	Exclusions from the Fall 2013 cohort	0	0	
E8	Adjusted Fall 2013 cohort (line E6 - line E7)	3	2	
E9	Students from Fall 2013 cohort still enrolled as of Fall 2014	1	2	
E10	Part-time, first-time Fall 2013 bachelor's cohort retention rate (line E9 / line E8)	33%	100	%

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Part F - Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2014. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.

Note: Logic in this item is similar to item I-2 from the Common Data Set data collection.

Click [here](#) to use a worksheet to help you determine the student-to-faculty ratio

Student-to-faculty ratio	17	to 1
Student-to-faculty ratio prior year	17	to 1

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Prepared by

This survey component was prepared by:

<input checked="" type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other

Name: Xiangping Kong

Email: xiangping.kong@stockton.edu

How long did it take to prepare this survey component?	40hours	minutes
--	---------	---------

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary

Fall Enrollment Survey Summary Four-Year Institutions with Graduate Students

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2015.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Student Enrollment	
Total enrollment	8,570
Undergraduate enrollment	7,714
Undergraduate transfer-in enrollment	1,064
Graduate enrollment	856
Student-to-faculty ratio	17 to 1

Student Characteristics (All Students)	
Percent of all students who are female	61%
Percent of all students by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	5%
Black or African American	6%
Hispanic/Latino	10%
Native Hawaiian or Pacific Islander	0%
White	74%
Two or More Races	3%
Race and ethnicity unknown	2%
Nonresident alien	0%

Undergraduate Student Characteristics	
Percent of undergraduates who are female	59%
Percent of undergraduates who are full-time	93%
Percent of undergraduates by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	5%
Black or African American	6%
Hispanic/Latino	10%
Native Hawaiian or Pacific Islander	0%
White	73%
Two or More Races	3%
Race and ethnicity unknown	1%
Nonresident alien	0%
Percent of undergraduate students by age:	
24 and under	86%

25 and over	14%
Age unknown	0%

Undergraduate Retention and Graduation Rate Cohort	
First-time, full-time bachelor's seeking student retention rate	87%
First-time, part-time bachelor's seeking student retention rate	33%
Graduation rate cohort as percent of total entering students	52%

Graduate Student Characteristics	
Percent of graduate students who are female	77%
Percent of graduate students who are full-time	37%

Fall Enrollment

Stockton University (186876)

Source	Description	Severity	Resolved	Options
Screen: Part A - Fall Enrollment for Part-time Undergraduate Students				
Screen Entry	The number entered is outside the expected range when compared with the prior year value. Please correct your data or explain. (Error #6304)	Explanation	Yes	
Reason: This number has been verified.				
Screen: Part A - Fall Enrollment by Distance Education Status				
Perform Edits	All undergraduate degree/certificate-seeking students exclusively enrolled in distance education courses are not expected to be reported under the same location category. Please correct your data or explain. (Error #6169)	Explanation	Yes	
Reason: This number has been verified				
Screen: Part E - First-time Bachelor's Cohort Retention Rates (Part-time)				
Screen Entry	The calculated cohort retention rate is outside the expected range when compared with the prior year value. Please correct your data or explain. (Error #6308)	Explanation	Yes	
Reason: Data was verified				

Institution: Stockton University (186876)
User ID: P1868761

Overview

Fall Enrollment Overview

The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, gender and race/ethnicity. In addition, first-time student retention rates and the student-to-faculty ratio are collected. Every other year data on residence of first-time undergraduates is required and in opposite years, enrollment by student age is required to be reported.

Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.

Data Reporting Reminders:

- Part B, Enrollment of students by age, is **required** this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is **optional** this year.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Part Selection

Completion of Part C (Residence of First-Time Degree/Certificate-Seeking Undergraduates) is optional this year.

Do you wish to complete Part C this year?

If you select 'No', you will skip Part C.

If you select 'Yes', you will be expected to complete the Part C screens.

No, I will not complete Part C

Yes, I will complete Part C

Part A - Fall Enrollment for Full-Time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2015

Full-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	1	0	7	8	6	14
Hispanic/Latino	53	47	227	327	1	328
American Indian or Alaska Native	1	0	3	4	0	4
Asian	28	18	123	169	0	169
Black or African American	23	37	142	202	0	202
Native Hawaiian or Other Pacific Islander	1	1	3	5	0	5
White	306	300	1,564	2,170	0	2,170
Two or more races	11	9	51	71	1	72
Race and ethnicity unknown	8	2	34	44	0	44
Total men	432	414	2,154	3,000	8	3,008
Total men prior year	451	430	2,053	2,934	1	2,935

Women

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	1	2	3	6	1	7
Hispanic/Latino	82	71	347	500	0	500
American Indian or Alaska Native	2	0	0	2	0	2
Asian	39	29	162	230	0	230
Black or African American	41	59	209	309	0	309
Native Hawaiian or Other Pacific Islander	1	3	4	8	0	8
White	521	385	2,218	3,124	0	3,124
Two or more races	21	18	89	128	0	128
Race and ethnicity unknown	11	4	47	62	0	62
Total women	719	571	3,079	4,369	1	4,370
Total women prior year	734	580	2,920	4,234	1	4,235
Grand total (men+women)	1,151	985	5,233	7,369	9	7,378
Grand total (men+women) prior year	1,185	1,010	4,973	7,168	2	7,170

Part A - Fall Enrollment for Part-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2015

Part-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	3	11	14	1	15
American Indian or Alaska Native	0	0	2	2	0	2
Asian	0	4	10	14	1	15
Black or African American	0	1	8	9	1	10
Native Hawaiian or Other Pacific Islander	0	0	2	2	0	2
White	0	8	125	133	16	149
Two or more races	0	0	1	1	0	1
Race and ethnicity unknown	0	0	3	3	0	3
Total men	0	16	162	178	19	197
Total men prior year	1	19	182	202	17	219

Women

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	3	15	18	1	19
American Indian or Alaska Native	0	0	1	1	0	1
Asian	0	0	7	7	2	9
Black or African American	0	2	12	14	3	17
Native Hawaiian or Other Pacific Islander	0	0	1	1	0	1
White	0	24	142	166	9	175
Two or more races	0	1	5	6	0	6
Race and ethnicity unknown	0	1	4	5	0	5
Total women	0	31	187	218	15	233
Total women prior year	0	35	271	306	19	325
Grand total (men+women)	0	47	349	396	34	430
Grand total (men+women) prior year	1	54	453	508	36	544

Part A - Fall Enrollment for Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2015

Graduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Graduate Student Reporting Reminder:

- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	3	6	9
American Indian or Alaska Native	0	0	0
Asian	6	8	14
Black or African American	3	10	13
Native Hawaiian or Other Pacific Islander	0	0	0
White	49	96	145
Two or more races	2	1	3
Race and ethnicity unknown	1	9	10
Total men	64	130	194
Total men prior year	59	136	195

Women

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
Nonresident alien	2	2	4
Hispanic/Latino	21	33	54
American Indian or Alaska Native	0	0	0
Asian	3	16	19
Black or African American	14	15	29
Native Hawaiian or Other Pacific Islander	0	0	0
White	222	317	539
Two or more races	7	9	16
Race and ethnicity unknown	4	7	11
Total women	273	399	672
Total women prior year	255	406	661
Grand total (men+women)	337	529	866
Grand total (men+women) prior year	314	542	856

Part A - Fall Enrollment by Distance Education Status

Enrollment as of the institution's official fall reporting date or as of October 15, 2015

	Undergraduate Students		Graduate Students
	Degree/Certificate Seeking	Non-Degree/Certificate Seeking	
Enrolled exclusively in distance education courses	38		104
Enrolled in some but not all distance education courses	1,737	43	66
Not enrolled in any distance education courses	5,990	0	696
Total (from prior part A screens)	7,765	43	866

You may use the space below to provide context for the data you've reported above.

Part A - Fall Enrollment by Distance Education Status

Of those students <i>exclusively</i> enrolled in distance education courses, report the number that are:		Undergraduate Students		Graduate Students
		Degree/Certificate Seeking	Non-Degree/Certificate Seeking	
Located in	NJ	38		102
Located in the U.S. but not in	NJ			2
Located in the U.S. but state/jurisdiction unknown				
Located outside the U.S.				
Location unknown/unreported		0	0	0
Total students exclusively enrolled in distance education (from section above)		38		104

Part A - Fall Enrollment Summary

Fall Enrollment Summary

Men			
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	14	0	14
<u>Hispanic/Latino</u>	331	21	352
<u>American Indian or Alaska Native</u>	4	2	6
<u>Asian</u>	175	23	198
<u>Black or African American</u>	205	20	225
<u>Native Hawaiian or Other Pacific Islander</u>	5	2	7
<u>White</u>	2,219	245	2,464
<u>Two or more races</u>	74	2	76
<u>Race and ethnicity unknown</u>	45	12	57
Total men	3,072	327	3,399
Women			
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	9	2	11
<u>Hispanic/Latino</u>	521	52	573
<u>American Indian or Alaska Native</u>	2	1	3
<u>Asian</u>	233	25	258
<u>Black or African American</u>	323	32	355
<u>Native Hawaiian or Other Pacific Islander</u>	8	1	9
<u>White</u>	3,346	492	3,838
<u>Two or more races</u>	135	15	150
<u>Race and ethnicity unknown</u>	66	12	78
Total women	4,643	632	5,275
Grand Total (men+women)	7,715	959	8,674

Part B - Fall Enrollment by Age and Gender for Full-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2015

Age	Full-time Undergraduate Students	
	Men	Women
Under 18	1	2
18-19	738	1,298
20-21	1,095	1,699
22-24	815	950
25-29	241	251
30-34	49	69
35-39	35	39
40-49	21	43
50-64	13	19
65 and over	0	0
Age unknown/unreported	0	0
Total full-time undergraduate students (from part A)	3,008	4,370

Part B - Fall Enrollment by Age and Gender for Part-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2015

Age	Part-time Undergraduate Students	
	Men	Women
Under 18	1	0
18-19	3	5
20-21	6	13
22-24	77	87
25-29	65	47
30-34	25	18
35-39	4	16
40-49	11	25
50-64	4	22
65 and over	1	0
Age unknown/unreported	0	0
Total part-time undergraduate students (from part A)	197	233

Part B - Fall Enrollment by Age and Gender for Full-time Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2015

Age	Full-time Graduate Students	
	Men	Women
Under 18	0	0
18-19	0	0
20-21	0	5
22-24	38	175
25-29	19	56
30-34	1	18
35-39	1	6
40-49	4	11
50-64	1	2
65 and over	0	0
Age unknown/unreported	0	0
Total full-time graduate students (from part A)	64	273

Part B - Fall Enrollment by Age and Gender for Part-time Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2015

Age	Part-time Graduate Students	
	Men	Women
Under 18	0	0
18-19	0	0
20-21	0	0
22-24	16	49
25-29	38	113
30-34	19	54
35-39	13	49
40-49	21	89
50-64	22	44
65 and over	1	1
Age unknown/unreported	0	0
Total part-time graduate students (from part A)	130	399

Part C - Screening Question

Did any of your **first-time degree/certificate-seeking undergraduate** students (reported in Part A) enroll within 12 months of graduating high school or receiving their GED?

- No, we do not have any first-time students who enrolled within 12 months of their high school graduation.
- Yes, we have first-time students who enrolled within 12 months of their high school graduation.

You may use the space below to provide context for the data you've reported above.

--

Part C - Residence of First-time Undergraduates

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of **October 15, 2015**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	 Total first-time degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Alabama	01		
Alaska	02		
Arizona	04	1	1
Arkansas	05		
California	06		
Colorado	08		
Connecticut	09	1	1
Delaware	10		
District of Columbia	11		
Florida	12		
Georgia	13		
Hawaii	15		
Idaho	16		
Illinois	17		
Indiana	18		
Iowa	19		
Kansas	20		
Kentucky	21		
Louisiana	22		
Maine	23		

Part C - Residence of First-time Undergraduates

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of **October 15, 2015**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Maryland	24	1	1
Massachusetts	25		
Michigan	26		
Minnesota	27		
Mississippi	28		
Missouri	29		
Montana	30		
Nebraska	31		
Nevada	32		
New Hampshire	33	1	1
New Jersey	34	1,137	1,132
New Mexico	35		
New York	36	1	1
North Carolina	37		
North Dakota	38		
Ohio	39		
Oklahoma	40		
Oregon	41		
Pennsylvania	42	8	8
Rhode Island	44		

Part C - Residence of First-time Undergraduates

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of **October 15, 2015**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
South Carolina	45		
South Dakota	46		
Tennessee	47		
Texas	48		
Utah	49		
Vermont	50		
Virginia	51		
Washington	53		
West Virginia	54		
Wisconsin	55		
Wyoming	56		
State Unknown	57	1	1
American Samoa	60		
Federated States of Micronesia	64		
Guam	66		
Marshall Islands	68		
Northern Marianas	69		
Palau	70		
Puerto Rico	72		
Virgin Islands	78		
Foreign Countries	90		
Residence unknown/unreported	98	0	
Total first-time degree/certificate-seeking undergraduates (from Part A)		1,151	1,146

You may use the space below to provide context for the data you've reported above.

Part D - Total Undergraduate Entering Class

Total Undergraduate Entering Class, Fall 2015

D1 Total full-time, first-time degree/certificate-seeking undergraduates from Part A (GR cohort)	1,151
D2 Total first-time degree/certificate-seeking undergraduates (full-time + part-time) from Part A	1,151
D3 Total transfer-in degree/certificate-seeking undergraduates (full-time + part-time) from Part A	1,032
D4 Total non-degree/certificate-seeking undergraduates (full-time + part-time) from Part A	43
D5 Of the total non-degree/certificate-seeking undergraduates displayed on line D4, the number that are new to the institution in Fall 2015	27
D6 Total entering students at the undergraduate level Note: This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/certificate-seeking undergraduates entering in Fall 2015 (line D5).	2,210
D7 Percentage of undergraduate entering class represented by your GR cohort (line D1/line D6)	52

Part E - First-time Bachelor's Cohort Retention Rates (Full-time)

Retention Rates

Full-time, First-time Bachelor's Cohort from Fall 2014

Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2014 and retention based on August 1, 2015.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **full-time, first-time bachelor's** students in this cohort.
- Determine the full-time cohort using Fall 2014 status (e.g. if a student was full-time in Fall 2014, report them in the full-time cohort regardless of their Fall 2015 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E2) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions.

		Prior year data (Fall 2013 cohort)
--	--	------------------------------------

FULL-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:

E1	Full-time, first-time Fall 2014 bachelor's cohort	1,185	1,066	
E2	Exclusions from the Fall 2014 cohort	0	0	
E3	Adjusted Fall 2014 cohort (line E1- line E2)	1,185	1,066	
E4	Students from Fall 2014 cohort still enrolled as of Fall 2015	1,026	930	
E5	Full-time, first-time Fall 2014 bachelor's cohort retention rate (line E4 / line E3)	87%	87	%

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Part E - First-time Bachelor's Cohort Retention Rates (Part-time)

Retention Rates

Part-time, First-time Bachelor's Cohort from Fall 2014

Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2014 and retention based on August 1, 2015.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **part-time, first-time bachelor's-seeking** students in this cohort.
- Determine part-time using Fall 2014 attendance status (e.g. if a student was part-time in Fall 2014, report them in the part-time cohort regardless of their Fall 2015 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions.

			Prior year data (Fall 2013 cohort)
PART-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:			
E6	Part-time, first-time Fall 2014 bachelor's cohort	1	3
E7	Exclusions from the Fall 2014 cohort	0	0
E8	Adjusted Fall 2014 cohort (line E6 - line E7)	1	3
E9	Students from Fall 2014 cohort still enrolled as of Fall 2015	0	1
E10	Part-time, first-time Fall 2014 bachelor's cohort retention rate (line E9 / line E8)	0%	33%

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Part F - Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2015. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.

Note: Logic in this item is similar to item I-2 from the Common Data Set data collection.

Click [here](#) to use a worksheet to help you determine the student-to-faculty ratio

Student-to-faculty ratio	17	to 1
Student-to-faculty ratio prior year	17	to 1

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Summary

Fall Enrollment Survey Summary Four-Year Institutions with Graduate Students

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Student Enrollment	
Total enrollment	8,674
Undergraduate enrollment	7,808
Undergraduate transfer-in enrollment	1,032
Graduate enrollment	866
Student-to-faculty ratio	17 to 1

Student Characteristics (All Students)	
Percent of all students who are female	61%
Percent of all students by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	5%
Black or African American	7%
Hispanic/Latino	11%
Native Hawaiian or Pacific Islander	0%
White	73%
Two or More Races	3%
Race and ethnicity unknown	2%
Nonresident alien	0%

Undergraduate Student Characteristics	
Percent of undergraduates who are female	59%
Percent of undergraduates who are full-time	94%
Percent of undergraduates by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	5%
Black or African American	7%
Hispanic/Latino	11%
Native Hawaiian or Pacific Islander	0%
White	72%
Two or More Races	3%
Race and ethnicity unknown	1%
Nonresident alien	0%
Percent of undergraduate students by age:	
24 and under	87%

25 and over	13%
Age unknown	0%

Undergraduate Retention and Graduation Rate Cohort	
First-time, full-time bachelor's seeking student retention rate	87%
First-time, part-time bachelor's seeking student retention rate	0%
Graduation rate cohort as percent of total entering students	52%

Graduate Student Characteristics	
Percent of graduate students who are female	78%
Percent of graduate students who are full-time	39%

Fall Enrollment

Stockton University (186876)

Source	Description	Severity	Resolved	Options
Screen: Part A - Fall Enrollment for Part-time Undergraduate Students				
Screen Entry	The number entered is outside the expected range when compared with the prior year value. Please correct your data or explain. (Error #6304)	Explanation	Yes	
Reason:	Data vetted for accuracy			
Screen Entry	Your institution indicated in the IC Header survey that it enrolls part-time, first-time degree/certificate-seeking undergraduate students; however, there is no enrollment of this type reported in Part A of this survey. If the IC Header data are correct, you must provide the enrollment counts for these students in Part A. Please correct the data or explain. (Error #6305)	Explanation	Yes	
Reason:	Data vetted for accuracy			
Screen: Part A - Fall Enrollment by Distance Education Status				
Screen Entry	All undergraduate degree/certificate-seeking students exclusively enrolled in distance education courses are not expected to be reported under the same location category. Please correct your data or explain. (Error #6169)	Explanation	Yes	
Reason:	Data vetted for accuracy			
Related Screens:	Distance Education Status 1, Distance Education Status 2			
Screen: Part E - First-time Bachelor's Cohort Retention Rates (Full-time)				
Screen Entry	The full-time, first-time bachelor's cohort reported in Part E (1,185) is outside the expected range when compared with the prior year value (Fall 2013 cohort). Please correct your data or explain. (Error #6164)	Explanation	Yes	
Reason:	Data vetted for accuracy			
Screen: Part E - First-time Bachelor's Cohort Retention Rates (Part-time)				
Screen Entry	The calculated cohort retention rate is outside the expected range when compared with the prior year value. Please correct your data or explain. (Error #6308)	Explanation	Yes	
Reason:	Data vetted for accuracy			

Institution: Stockton University (186876)

User ID: P1868761

Overview**Fall Enrollment Overview**

The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, gender and race/ethnicity. In addition, first-time student retention rates and the student-to-faculty ratio are collected. Every other year data on residence of first-time undergraduates is required and in opposite years, enrollment by student age is required to be reported.

Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.

Data Reporting Reminders:

- Part B, Enrollment of students by age, is **optional** this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is **required** this year.

Recent changes:

- There is one change to the 2016-17 Fall Enrollment component from the 2015-16 collection. The one change is for retention rates. IPEDS ask that you report inclusions in the adjusted Fall 2015 cohort. For inclusions to the Fall 2015 cohort, report first-time bachelor's seeking study abroad students who were excluded from the first-time cohort but who have re-enrolled at the institution their second year.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Part Selection

Completion of Part B (Enrollment of Students by Age) is optional this year.

Do you wish to complete Part B this year?

If you select 'Yes', you will be expected to complete the Part B screens.

If you select 'No', you will skip Part B.

No, I will not complete Part B

Yes, I will complete Part B

Fall Enrollment - CIPCODE Selection

Indicate which of the following fields of study are offered by your institution. Students are to be reported by their major field of study for the categories listed below. Fields for which enrollment was reported for Fall 2014 have already been checked; please make sure all listed fields that are offered by your institution are checked.

Undergraduate and graduate fields

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 13.0000 -- Education |
| <input type="checkbox"/> | 14.0000 -- Engineering |
| <input checked="" type="checkbox"/> | 26.0000 -- Biological and Biomedical Sciences |
| <input checked="" type="checkbox"/> | 27.0000 -- Mathematics |
| <input checked="" type="checkbox"/> | 40.0000 -- Physical Sciences |
| <input checked="" type="checkbox"/> | 52.0000 -- Business, Management, Marketing, and Related Support Services |

Graduate-only fields

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 22.0101 -- Law (LL.B., J.D.) |
| <input type="checkbox"/> | 51.0401 -- Dentistry (D.D.S., D.M.D.) |
| <input type="checkbox"/> |  51.1201 -- Medicine (M.D.) |

None of the above

Yes, I confirm that I reviewed the fields of study are offered by my institution above.

You may use the space below to provide context for the data you've reported above.

Part A - Fall Enrollment for Full-Time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Full-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	1	6	4	11	0	11
Hispanic/Latino	63	51	229	343	0	343
American Indian or Alaska Native	0	1	3	4	0	4
Asian	30	26	139	195	0	195
Black or African American	21	35	128	184	0	184
Native Hawaiian or Other Pacific Islander	0	0	4	4	0	4
White	338	272	1,577	2,187	1	2,188
Two or more races	7	11	43	61	1	62
Race and ethnicity unknown	7	5	31	43	0	43
Total men	467	407	2,158	3,032	2	3,034
Total men prior year	432	414	2,154	3,000	8	3,008

Women

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	2	6	7	15	2	17
Hispanic/Latino	97	84	379	560	0	560
American Indian or Alaska Native	3	1	3	7	0	7
Asian	50	18	190	258	0	258
Black or African American	43	59	228	330	0	330
Native Hawaiian or Other Pacific Islander	3	2	8	13	0	13
White	484	332	2,184	3,000	0	3,000
Two or more races	15	15	90	120	0	120
Race and ethnicity unknown	23	7	47	77	0	77
Total women	720	524	3,136	4,380	2	4,382
Total women prior year	719	571	3,079	4,369	1	4,370

Grand total (men+women)	1,187	931	5,294	7,412	4	7,416
Grand total (men+women) prior year	1,151	985	5,233	7,369	9	7,378

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 13.0000 -- Education

Full-time undergraduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	1	1	0	1
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	11	11	0	11
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0
Total men	0	0	12	12	0	12

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	1	1	2	0	2
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	2	2	0	2
Black or African American	0	1	1	2	0	2
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	3	18	21	0	21
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0
Total women	0	5	22	27	0	27

Grand total (men+women)	0	5	34	39	0	39
Grand total (men+women) 2014-15		8	41	49		49

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	1	1	0	2	0	2
Hispanic/Latino	3	0	25	28	0	28
American Indian or Alaska Native	0	0	0	0	0	0
Asian	4	1	20	25	0	25
Black or African American	1	2	5	8	0	8
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	26	19	131	176	0	176
Two or more races	1	3	3	7	0	7
Race and ethnicity unknown	1	0	2	3	0	3
Total men	37	26	186	249	0	249

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	8	6	35	49	0	49
American Indian or Alaska Native	0	0	0	0	0	0
Asian	8	4	48	60	0	60
Black or African American	3	5	26	34	0	34
Native Hawaiian or Other Pacific Islander	0	0	1	1	0	1
White	22	31	239	292	0	292
Two or more races	1	1	14	16	0	16
Race and ethnicity unknown	3	2	4	9	0	9
Total women	45	49	367	461	0	461

Grand total (men+women)	82	75	553	710	0	710
Grand total (men+women) 2014-15	110	79	574	763		763

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 27.0000 -- Mathematics and Statistics

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	1	1	4	6	0	6
American Indian or Alaska Native	0	0	0	0	0	0
Asian	1	1	5	7	0	7
Black or African American	0	1	3	4	0	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	6	3	44	53	0	53
Two or more races	0	1	2	3	0	3
Race/ethnicity unknown	0	0	1	1	0	1
Total men	8	7	59	74	0	74

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	1	1	2	0	2
American Indian or Alaska Native	0	0	0	0	0	0
Asian	1	0	3	4	0	4
Black or African American	0	0	1	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	11	4	45	60	0	60
Two or more races	0	0	1	1	0	1
Race/ethnicity unknown	1	0	0	1	0	1
Total women	13	5	51	69	0	69

Grand total (men+women)	21	12	110	143	0	143
Grand total (men+women) 2014-15	25	18	101	144		144

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 40.0000 -- Physical Sciences

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	1	0	1	0	1
Hispanic/Latino	2	2	8	12	0	12
American Indian or Alaska Native	0	0	1	1	0	1
Asian	2	1	7	10	0	10
Black or African American	0	0	5	5	0	5
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	15	10	60	85	0	85
Two or more races	0	0	0	0	0	0
Race/ethnicity unknown	0	1	1	2	0	2
Total men	19	15	82	116	0	116

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	1	1	0	1
Hispanic/Latino	1	1	7	9	0	9
American Indian or Alaska Native	0	0	0	0	0	0
Asian	3	1	0	4	0	4
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	3	1	37	41	0	41
Two or more races	0	0	0	0	0	0
Race/ethnicity unknown	2	0	1	3	0	3
Total women	9	3	46	58	0	58

Grand total (men+women)	28	18	128	174	0	174
Grand total (men+women) 2014-15	33	15	117	165		165

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	1	1	2	0	2
Hispanic/Latino	10	8	58	76	0	76
American Indian or Alaska Native	0	0	1	1	0	1
Asian	0	9	33	42	0	42
Black or African American	8	7	31	46	0	46
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	67	80	435	582	1	583
Two or more races	1	0	13	14	0	14
Race/ethnicity unknown	0	1	5	6	0	6
Total men	86	106	577	769	1	770

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	1	1	1	3	0	3
Hispanic/Latino	6	14	47	67	0	67
American Indian or Alaska Native	0	0	0	0	0	0
Asian	3	3	35	41	0	41
Black or African American	6	4	23	33	0	33
Native Hawaiian or Other Pacific Islander	0	0	2	2	0	2
White	47	68	274	389	0	389
Two or more races	1	1	7	9	0	9
Race/ethnicity unknown	0	0	2	2	0	2
Total women	64	91	391	546	0	546

Grand total (men+women)	150	197	968	1,315	1	1,316
Grand total (men+women) 2014-15	152	203	838	1,193		1,193

Part A - Fall Enrollment for Part-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Part-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Enrolled for credit	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning	Total degree/certificate-seeking		
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	24	24	2	26
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	2	9	11	0	11
Black or African American	0	0	16	16	2	18
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	2	16	120	138	13	151
Two or more races	0	0	6	6	0	6
Race and ethnicity unknown	0	0	2	2	0	2
Total men	2	18	177	197	17	214
Total men prior year		16	162	178	19	197

Women

Enrolled for credit	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning	Total degree/certificate-seeking		
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	3	19	22	1	23
American Indian or Alaska Native	0	0	1	1	0	1
Asian	0	3	8	11	0	11
Black or African American	1	5	19	25	1	26
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	10	142	152	5	157
Two or more races	0	1	2	3	1	4
Race and ethnicity unknown	0	0	2	2	0	2
Total women	1	22	193	216	8	224
Total women prior year		31	187	218	15	233

Grand total (men+women)	3	40	370	413	25	438
Grand total (men+women) prior year		47	349	396	34	430

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 13.0000 -- Education

Part-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	10	10	0	10
Two or more races	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0
Total men	0	0	10	10	0	10

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	1	6	7	0	7
Two or more races	0	0	0	0	0	0
Race/ethnicity unknown	0	0	1	1	0	1
Total women	0	1	7	8	0	8

Grand total (men+women) 0 1 17 18 0 18

Grand total (men+women) 2014-15 1 40 41 41

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Part-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	2	2	0	2
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	1	2	3	0	3
Black or African American	0	0	1	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	2	4	6	0	6
Two or more races	0	0	2	2	0	2
Race and ethnicity unknown	0	0	1	1	0	1
Total men	0	3	12	15	0	15

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	2	2	0	2
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	2	2	0	2
Black or African American	0	0	1	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	2	16	18	0	18
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0
Total women	0	2	21	23	0	23

Grand total (men+women) 0 5 33 38 0 38

Grand total (men+women) 2014-15 9 49 58 58

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 27.0000 -- Mathematics and Statistics

Part-time undergraduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	1	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	1	1	6	8	0	8
Two or more races	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0
Total men	1	1	7	9	0	9

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	1	1	0	1
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0
Total women	0	0	1	1	0	1

Grand total (men+women)	1	1	8	10	0	10
Grand total (men+women) 2014-15			9	9		9

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 40.0000 -- Physical Sciences

Part-time undergraduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	1	0	1	0	1
Black or African American	0	0	1	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	1	0	5	6	0	6
Two or more races	0	0	1	1	0	1
Race and ethnicity unknown	0	0	0	0	0	0
Total men	1	1	7	9	0	9

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	1	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	2	2	0	2
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0
Total women	0	0	3	3	0	3

Grand total (men+women)	1	1	10	12	0	12
Grand total (men+women) 2014-15			11	11		11

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Part-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning				
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	5	5	0	0	5
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	4	4	0	0	4
Black or African American	0	0	6	6	0	0	6
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	4	26	30	0	0	30
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
Total men	0	4	41	45	0	0	45

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning				
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	4	4	0	0	4
American Indian or Alaska Native	0	0	1	1	0	0	1
Asian	0	0	0	0	0	0	0
Black or African American	0	1	4	5	0	0	5
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	3	22	25	0	0	25
Two or more races	0	0	1	1	0	0	1
Race and ethnicity unknown	0	0	0	0	0	0	0
Total women	0	4	32	36	0	0	36

Grand total (men+women) 0 8 73 81 0 81

Grand total (men+women) 2014-15 11 74 85 1 86

Part A - Fall Enrollment for Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Graduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Graduate Student Reporting Reminder:

- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
Nonresident alien	1	2	3
Hispanic/Latino	7	7	14
American Indian or Alaska Native	0	0	0
Asian	6	6	12
Black or African American	4	7	11
Native Hawaiian or Other Pacific Islander	0	1	1
White	56	84	140
Two or more races	5	2	7
Race and ethnicity unknown	1	4	5
Total men	80	113	193
Total men prior year	64	130	194

Women

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
Nonresident alien	1	5	6
Hispanic/Latino	27	31	58
American Indian or Alaska Native	0	2	2
Asian	10	6	16
Black or African American	18	25	43
Native Hawaiian or Other Pacific Islander	0	0	0
White	221	318	539
Two or more races	4	4	8
Race and ethnicity unknown	3	6	9
Total women	284	397	681
Total women prior year	273	399	672
Grand total (men+women)	364	510	874
Grand total (men+women) prior year	337	529	866

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 13.0000 -- Education

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	1	1
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	1	1
Native Hawaiian or Other Pacific Islander	0	0	0
White	2	20	22
Two or more races	0	1	1
Race and ethnicity unknown	0	1	1
Total men	2	24	26

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	1	1
Hispanic/Latino	4	9	13
American Indian or Alaska Native	0	1	1
Asian	0	2	2
Black or African American	0	8	8
Native Hawaiian or Other Pacific Islander	0	0	0
White	16	153	169
Two or more races	0	4	4
Race and ethnicity unknown	0	2	2
Total women	20	180	200

Grand total (men+women)	22	204	226
Grand total (men+women) 2014-15	2	201	203

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total men	0	0	0

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total women	0	0	0

Grand total (men+women)

	0	0	0
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Grand total (men+women) 2014-15

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 27.0000 -- Mathematics and Statistics

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race/ethnicity unknown	0	0	0
Total men	0	0	0

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race/ethnicity unknown	0	0	0
Total women	0	0	0

Grand total (men+women)

	0	0	0
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Grand total (men+women) 2014-15

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 40.0000 -- Physical Sciences

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total men	0	0	0

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total women	0	0	0

Grand total (men+women)

	0	0	0
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Grand total (men+women) 2014-15

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	1	0	1
Hispanic/Latino	1	4	5
American Indian or Alaska Native	0	0	0
Asian	1	3	4
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	11	20	31
Two or more races	1	1	2
Race and ethnicity unknown	1	1	2
Total men	16	29	45

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	1	1
Hispanic/Latino	1	8	9
American Indian or Alaska Native	0	0	0
Asian	0	1	1
Black or African American	1	1	2
Native Hawaiian or Other Pacific Islander	0	0	0
White	4	22	26
Two or more races	0	0	0
Race and ethnicity unknown	0	1	1
Total women	6	34	40

Grand total (men+women)	22	63	85
Grand total (men+women) 2014-15	15	62	77

Part A - Fall Enrollment by Distance Education Status

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

	Undergraduate Students		Graduate Students
	Degree/Certificate Seeking	Non-Degree/Certificate Seeking	
 Enrolled <i>exclusively</i> in <u>distance education courses</u>	65	1	133
Enrolled in <i>some</i> but not all distance education courses	1,986	2	59
<i>Not enrolled in any</i> distance education courses	5,774	26	682
Total (from prior part A screens)	7,825	29	874

 You may use the space below to provide context for the data you've reported above.

These context notes may be posted on the College Navigator website, and should be written to be understood by students and parents.

Part A - Fall Enrollment by Distance Education Status

Of those students <i>exclusively</i> enrolled in distance education courses, report the number that are:		Undergraduate Students		Graduate Students
		Degree/Certificate Seeking	Non-Degree/Certificate Seeking	
Located in	NJ	65	1	129
Located in the U.S. but not in	NJ			1
Located in the U.S. but state/jurisdiction unknown				
Located outside the U.S.				3
Location unknown/unreported		0	0	0
Total students exclusively enrolled in distance education (from section above)		65	1	133

Part A - Fall Enrollment Summary

Fall Enrollment Summary

Men			
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	12	2	14
<u>Hispanic/Latino</u>	350	33	383
<u>American Indian or Alaska Native</u>	4	0	4
<u>Asian</u>	201	17	218
<u>Black or African American</u>	188	25	213
<u>Native Hawaiian or Other Pacific Islander</u>	4	1	5
<u>White</u>	2,244	235	2,479
<u>Two or more races</u>	67	8	75
<u>Race and ethnicity unknown</u>	44	6	50
Total men	3,114	327	3,441
Women			
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	18	5	23
<u>Hispanic/Latino</u>	587	54	641
<u>American Indian or Alaska Native</u>	7	3	10
<u>Asian</u>	268	17	285
<u>Black or African American</u>	348	51	399
<u>Native Hawaiian or Other Pacific Islander</u>	13	0	13
<u>White</u>	3,221	475	3,696
<u>Two or more races</u>	124	8	132
<u>Race and ethnicity unknown</u>	80	8	88
Total women	4,666	621	5,287
Grand Total (men+women)	7,780	948	8,728

Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 13.0000 -- Education

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	0	0	0
Hispanic/Latino	1	1	2
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	1	1
Native Hawaiian or Other Pacific Islander	0	0	0
White	13	30	43
Two or more races	0	1	1
Race and ethnicity unknown	0	1	1
Total men	14	34	48

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	0	1	1
Hispanic/Latino	6	9	15
American Indian or Alaska Native	0	1	1
Asian	2	2	4
Black or African American	2	8	10
Native Hawaiian or Other Pacific Islander	0	0	0
White	37	160	197
Two or more races	0	4	4
Race and ethnicity unknown	0	3	3
Total women	47	188	235

Grand Total (men+women)	61	222	283
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Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	2	0	2
<u>Hispanic/Latino</u>	28	2	30
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	25	3	28
<u>Black or African American</u>	8	1	9
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	176	6	182
<u>Two or more races</u>	7	2	9
<u>Race and ethnicity unknown</u>	3	1	4
Total men	249	15	264

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	0	0	0
<u>Hispanic/Latino</u>	49	2	51
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	60	2	62
<u>Black or African American</u>	34	1	35
<u>Native Hawaiian or Other Pacific Islander</u>	1	0	1
<u>White</u>	292	18	310
<u>Two or more races</u>	16	0	16
<u>Race and ethnicity unknown</u>	9	0	9
Total women	461	23	484

Grand Total (men+women)	710	38	748
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Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 27.0000 -- Mathematics and Statistics

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	0	0	0
Hispanic/Latino	6	0	6
American Indian or Alaska Native	0	0	0
Asian	7	0	7
Black or African American	4	1	5
Native Hawaiian or Other Pacific Islander	0	0	0
White	53	8	61
Two or more races	3	0	3
Race and ethnicity unknown	1	0	1
Total men	74	9	83

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	0	0	0
Hispanic/Latino	2	0	2
American Indian or Alaska Native	0	0	0
Asian	4	1	5
Black or African American	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0
White	60	0	60
Two or more races	1	0	1
Race and ethnicity unknown	1	0	1
Total women	69	1	70

Grand Total (men+women)	143	10	153
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Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 40.0000 -- Physical Sciences

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	1	0	1
<u>Hispanic/Latino</u>	12	0	12
<u>American Indian or Alaska Native</u>	1	0	1
<u>Asian</u>	10	1	11
<u>Black or African American</u>	5	1	6
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	85	6	91
<u>Two or more races</u>	0	1	1
<u>Race and ethnicity unknown</u>	2	0	2
Total men	116	9	125

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	1	0	1
<u>Hispanic/Latino</u>	9	0	9
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	4	0	4
<u>Black or African American</u>	0	1	1
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	41	2	43
<u>Two or more races</u>	0	0	0
<u>Race and ethnicity unknown</u>	3	0	3
Total women	58	3	61

Grand Total (men+women)	174	12	186
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Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	3	0	3
Hispanic/Latino	77	9	86
American Indian or Alaska Native	1	0	1
Asian	43	7	50
Black or African American	46	6	52
Native Hawaiian or Other Pacific Islander	0	0	0
White	594	50	644
Two or more races	15	1	16
Race and ethnicity unknown	7	1	8
Total men	786	74	860

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	3	1	4
Hispanic/Latino	68	12	80
American Indian or Alaska Native	0	1	1
Asian	41	1	42
Black or African American	34	6	40
Native Hawaiian or Other Pacific Islander	2	0	2
White	393	47	440
Two or more races	9	1	10
Race and ethnicity unknown	2	1	3
Total women	552	70	622

Grand Total (men+women)	1,338	144	1,482
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Part B - Fall Enrollment by Age and Gender for Full-time Undergraduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Age	Full-time Undergraduate Students	
	Men	Women
Under 18	4	4
18-19	756	1,277
20-21	1,042	1,701
22-24	872	971
25-29	253	262
30-34	50	75
35-39	25	40
40-49	15	34
50-64	12	18
65 and over		
Age unknown/unreported	5	0
Total full-time undergraduate students (from part A)	3,034	4,382

Part B - Fall Enrollment by Age and Gender for Part-time Undergraduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Age	Part-time Undergraduate Students	
	Men	Women
Under 18	1	0
18-19	5	3
20-21	13	21
22-24	76	77
25-29	75	47
30-34	18	20
35-39	9	10
40-49	12	26
50-64	2	20
65 and over	2	0
Age unknown/unreported	1	0
Total part-time undergraduate students (from part A)	214	224

Part B - Fall Enrollment by Age and Gender for Full-time Graduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Age	Full-time Graduate Students	
	Men	Women
Under 18	0	0
18-19	0	0
20-21	1	6
22-24	51	175
25-29	18	69
30-34	2	12
35-39	2	9
40-49	5	8
50-64	0	5
65 and over		
Age unknown/unreported	1	0
Total full-time graduate students (from part A)	80	284

Part B - Fall Enrollment by Age and Gender for Part-time Graduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Age	Part-time Graduate Students	
	Men	Women
Under 18	0	0
18-19	0	0
20-21	0	0
22-24	14	49
25-29	24	97
30-34	18	54
35-39	12	66
40-49	17	78
50-64	20	53
65 and over	2	0
Age unknown/unreported	6	0
Total part-time graduate students (from part A)	113	397

Part C - Screening Question

Did any of your **first-time degree/certificate-seeking undergraduate** students (reported in Part A) enroll within 12 months of graduating high school or receiving their GED?

- No, we do not have any first-time students who enrolled within 12 months of their high school graduation.
- Yes, we have first-time students who enrolled within 12 months of their high school graduation.

You may use the space below to provide context for the data you've reported above.

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2016**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	 Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Alabama	01		
Alaska	02		
Arizona	04		
Arkansas	05		
California	06		
Colorado	08		
Connecticut	09	2	2
Delaware	10	2	1
District of Columbia	11		
Florida	12	2	1
Georgia	13		
Hawaii	15		
Idaho	16		
Illinois	17		
Indiana	18		
Iowa	19		
Kansas	20		
Kentucky	21		
Louisiana	22		
Maine	23		

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2016**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	Total first-time degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Maryland	24		
Massachusetts	25		
Michigan	26		
Minnesota	27		
Mississippi	28		
Missouri	29		
Montana	30		
Nebraska	31		
Nevada	32		
New Hampshire	33		
New Jersey	34	1,168	552
New Mexico	35		
New York	36	4	2
North Carolina	37		
North Dakota	38		
Ohio	39	1	0
Oklahoma	40		
Oregon	41		
Pennsylvania	42	9	5
Rhode Island	44		

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2016**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of residence when student was first admitted	FIPS Code	Total first-time degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
South Carolina	45		
South Dakota	46		
Tennessee	47		
Texas	48	1	0
Utah	49		
Vermont	50		
Virginia	51	1	0
Washington	53		
West Virginia	54		
Wisconsin	55		
Wyoming	56		
State Unknown	57		
American Samoa	60		
Federated States of Micronesia	64		
Guam	66		
Marshall Islands	68		
Northern Marianas	69		
Palau	70		
Puerto Rico	72		
Virgin Islands	78		
Foreign Countries	90		
Residence unknown/unreported	98	0	
Total first-time degree/certificate-seeking undergraduates (from Part A)		1,190	563

You may use the space below to provide context for the data you've reported above.

Part D - Total Undergraduate Entering Class

Total Undergraduate Entering Class, Fall 2016

D1 Total full-time, first-time degree/certificate-seeking undergraduates from Part A (GR cohort)	1,187
D2 Total first-time degree/certificate-seeking undergraduates (full-time + part-time) from Part A	1,190
D3 Total transfer-in degree/certificate-seeking undergraduates (full-time + part-time) from Part A	971
D4 Total non-degree/certificate-seeking undergraduates (full-time + part-time) from Part A	29
D5 Of the total non-degree/certificate-seeking undergraduates displayed on line D4, the number that are new to the institution in Fall 2016	28
D6 Total entering students at the undergraduate level Note: This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/certificate-seeking undergraduates entering in Fall 2016 (line D5).	2,189
D7 Percentage of undergraduate entering class represented by your GR cohort (line D1/line D6)	54

Part E - First-time Bachelor's Cohort Retention Rates (Full-time)

Retention Rates

Full-time, First-time Bachelor's Cohort from Fall 2015

Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2015 and retention based on August 1, 2016.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from and inclusions are added to the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **full-time, first-time bachelor's** students in this cohort.
- Determine the full-time cohort using Fall 2015 status (e.g. if a student was full-time in Fall 2015, report them in the full-time cohort regardless of their Fall 2016 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E2a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E2b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E1) but who have re-enrolled at the institution their second year.

Prior year
data (Fall
2014 cohort)

FULL-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:

E1	Full-time, first-time Fall 2015 bachelor's cohort	1,151	1,185	
E2a	Exclusions from the Fall 2015 cohort	0	0	
E2b	Inclusion to the Fall 2015 cohort	0		
E3	Adjusted Fall 2015 cohort (line E1- E2a + E2b)	1,151	1,185	
E4	Students from Fall 2015 cohort still enrolled as of Fall 2016	992	1,026	
E5	Full-time, first-time Fall 2015 bachelor's cohort retention rate (line E4 / line E3)	86%	87	%

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Part E - First-time Bachelor's Cohort Retention Rates (Part-time)

Retention Rates

Part-time, First-time Bachelor's Cohort from Fall 2015

Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2015 and retention based on August 1, 2016.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **part-time, first-time bachelor's-seeking** students in this cohort.
- Determine part-time using Fall 2015 attendance status (e.g. if a student was part-time in Fall 2015, report them in the part-time cohort regardless of their Fall 2016 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E7b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E6) but who have re-enrolled at the institution their second year.

				Prior year data (Fall 2014 cohort)
PART-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:				
E6	Part-time, first-time Fall 2015 bachelor's cohort	0	1	
E7a	Exclusions from the Fall 2015 cohort	0	0	
E7b	Inclusions to the Fall 2015 cohort	0		
E8	Adjusted Fall 2015 cohort (line E6 - E7a + E7b)	0	1	
E9	Students from Fall 2015 cohort still enrolled as of Fall 2016	0	0	
E10	Part-time, first-time Fall 2015 bachelor's cohort retention rate (line E9 / line E8)	%	0	%

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Part F - Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2016. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.

Note: Logic in this item is similar to item I-2 from the Common Data Set data collection.

Click [here](#) to use a worksheet to help you determine the student-to-faculty ratio

Student-to-faculty ratio	17	to 1
Student-to-faculty ratio prior year	17	to 1

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Prepared by

This survey component was prepared by:

<input checked="" type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other

Name: Xiangping Kong
Email: xiangping.kong@stockton.edu

How long did it take to prepare this survey component?	20hours	minutes
--	---------	---------

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary

Fall Enrollment Survey Summary Four-Year Institutions with Graduate Students

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Student Enrollment	
Total enrollment	8,728
Undergraduate enrollment	7,854
Undergraduate transfer-in enrollment	971
Graduate enrollment	874
Student-to-faculty ratio	17 to 1

Student Characteristics (All Students)	
Percent of all students who are female	61%
Percent of all students by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	6%
Black or African American	7%
Hispanic/Latino	12%
Native Hawaiian or Pacific Islander	0%
White	71%
Two or More Races	2%
Race and ethnicity unknown	2%
Nonresident alien	0%

Undergraduate Student Characteristics	
Percent of undergraduates who are female	59%
Percent of undergraduates who are full-time	94%
Percent of undergraduates by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	6%
Black or African American	7%
Hispanic/Latino	12%
Native Hawaiian or Pacific Islander	0%
White	70%
Two or More Races	2%
Race and ethnicity unknown	2%
Nonresident alien	0%
Percent of undergraduate students by age:	
24 and under	87%

25 and over	13%
Age unknown	0%

Undergraduate Retention and Graduation Rate Cohort	
First-time, full-time bachelor's seeking student retention rate	86%
First-time, part-time bachelor's seeking student retention rate	
Graduation rate cohort as percent of total entering students	54%

Graduate Student Characteristics	
Percent of graduate students who are female	78%
Percent of graduate students who are full-time	42%

Fall Enrollment

Stockton University (186876)

Source	Description	Severity	Resolved	Options
Screen: Part A - Fall Enrollment for Part-time Undergraduate Students				
Upload File	Your institution indicated in the IC Header survey that it does not enroll part-time, first-time degree/certificate-seeking undergraduate students; however, enrollment of this type was reported here. Please correct the data or explain. (Error #6113)	Explanation	Yes	
Reason:	The indication in the IC Header survey was a mistake, based on actual, enrolled first-time, degree-seeking students in Fall 2015. Occasionally part-time, first-time students are enrolled.			
Screen: Part A - Fall Enrollment by Distance Education Status				
Perform Edits	All undergraduate degree/certificate-seeking students exclusively enrolled in distance education courses are not expected to be reported under the same location category. Please correct your data or explain. (Error #6169)	Explanation	Yes	
Reason:	All 65 undergraduate students happened to be located in NJ.			

Stockton University: IPEDS Enrollment

	Fall 2015	Fall 2014	Fall 2013	Fall 2012
Full-Time undergraduates	7,378	7,170	6,953	6,820
Part-Time undergraduates	430	544	586	696
Sub-total undergraduates	7,808	7,714	7,539	7,516
Full-Time graduates	337	314	319	283
Part-Time graduates	529	542	600	601
Sub-total graduates	866	856	919	884
Total Enrollment	8,674	8,570	8,458	8,400
Total Full-Time Enrollment	7,715	7,484	7,272	7,103
Total Part-Time Enrollment	959	1,086	1,186	1,297
Total Enrollment	8,674	8,570	8,458	8,400
First-time Full-time Degree seeking students	1,151	1,185	1,066	1,001
New Transfers	1,032	1,064	1,036	1,062
Total	2,183	2,249	2,102	2,063

% Change				
Full-Time undergraduates	2.9%	3.1%	2.0%	
Part-Time undergraduates	-21.0%	-7.2%	-15.8%	
Sub-total undergraduates	1.2%	2.3%	0.3%	
Full-Time graduates	7.3%	-1.6%	12.7%	
Part-Time graduates	-2.4%	-9.7%	-0.2%	
Sub-total graduates	1.2%	-6.9%	4.0%	
Total Enrollment	1.2%	1.3%	0.7%	
Total Full-Time Enrollment	3.1%	2.9%	2.4%	
Total Part-Time Enrollment	-11.7%	-8.4%	-8.6%	
Total Enrollment	1.2%	1.3%	0.7%	
First-time Full-time Degree seeking students	-2.9%	11.2%	6.5%	
New Transfers	-3.0%	2.7%	-2.4%	
Total	-2.9%	7.0%	1.9%	

Summary

- * Full-time undergraduate enrollments have continued to grow for the last 3 years; or average 2.7% growth per year.
- * Part-time undergraduate enrollment have continued to decline for the last 3 years; or average 14.% decline per year.
- * Total enrollments have continued to grow for the last 3 years; or average 1.1% growth per year.
- * Total Full-time enrollments have continued to grow for the last 3 years; or average 2.8% growth per year.
- * Total part-time enrollments have continued to decline for the last 3 years; or average 9.6% decline per year.

Appendices 29-32: Stockton's Audited Financial Statements

- [Appendix 29: Audited Financial Statements \(2013-14\)](#)
- [Appendix 30 : Audited Financial Statements \(2014-15\)](#)
- [Appendix 31: Audited Financial Statements \(2015-16\)](#)
- [Appendix 32: Audited Financial Statements \(2016-17\)](#)

**The Richard Stockton College
of New Jersey (A Component
Unit of the State of New Jersey)**

Financial Statements

June 30, 2013 and 2012



**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

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June 30, 2013 and 2012

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Independent Auditors' Report

Board of Trustees
The Richard Stockton College of New Jersey

Report on the Financial Statements

We have audited the accompanying financial statements of The Richard Stockton College of New Jersey (the "College") and its discretely presented component units, a component unit of the State of New Jersey, as of and for the years ended June 30, 2013 and 2012 and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Richard Stockton College of New Jersey and its discretely presented component units as of June 30, 2013 and 2012, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis ("MD&A") on pages 3 through 12 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 1, 2013 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.



Philadelphia, Pennsylvania
November 1, 2013

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Introduction

The Richard Stockton College of New Jersey (the "College" or "Stockton") is proud to present its comparative financial statements for fiscal years 2013 and 2012. This section of the College's financial statements presents our discussion and analysis of the College's financial performance. Since this discussion and analysis is designed to focus on current activities, it should be read in conjunction with the College's basic financial statements, which follow this section.

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. 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.

College Overview

The College is located in Galloway, New Jersey on 1,600 acres of pristine forest and wetlands in an area that is growing rapidly. The College owns an 8-acre Marine and Environmental Field Station along the Nacote Creek in nearby Port Republic City along with over 100 acres of wooded property in Hamilton Township and an additional 200 acres in Galloway. The College also has a location in Atlantic City, the Carnegie Library is a 17,335 square foot historical building, which hosts undergraduate and graduate courses, continuing professional education programming, and special events. The College owns the historic Stockton Seaview Hotel and Golf Club ("Stockton Seaview"), which is located on nearly 300 acres in Galloway, NJ.

Three instructional sites have opened during fiscal 2013 which have been added to provide academic offerings that range from continuing education and professional opportunities to undergraduate and graduate courses. In September of 2012, Stockton extended its reach into southern Ocean County with the Manahawkin instructional site, a 3,200 square foot facility. January 2013, Stockton formally opened Kramer Hall in downtown Hammonton which provides students with state-of-the-art classrooms, computer labs, and seminar rooms as well as providing the local community use of the facility. In April of 2013, Anne Azeez Hall in Woodbine opened, allowing Stockton to establish a stronger presence in Cape May County.

A significant percentage of the student body is from Atlantic, Cape May, and Ocean Counties. The College continues to evidence significant enrollment demand, with 8,893 undergraduate applications for Fall 2012 admission, compared with 8,103 for the prior fall. Fall 2012's total headcount enrollment was 8,400, compared with 8,108 for the prior fall, an increase of 4%. The increase in full-time equivalent ("FTE") students was even greater at 5%, reflecting an FTE of 7,723 for the Fall of 2012, compared with 7,369 for the previous fall. The College offers undergraduate degrees in Bachelor of Arts, Bachelor of Science and Bachelor of Science in Nursing, as well as twelve Master's level programs and a doctoral program in Physical Therapy.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Financial Statements

The College's comparative financial statements include three basic financial statements: Statement of Net Position; Statement of Revenues, Expenses, and Changes in Net Position; and Statement of Cash Flows, which have been prepared following Governmental Accounting Standards Board ("GASB") principles. These statements present the College's operations as a whole, rather than individual funds, focusing on its assets, liabilities, revenues, expenses, and cash flows on an entity-wide basis.

Summary of Net Position

The Statement of Net Position presents the assets, liabilities, and net position of the College as of the end of the fiscal year. The Statement of Net Position is a point-of-time financial statement. The purpose of the Statement of Net Position is to present to the readers of the financial statements a fiscal snapshot of The Richard Stockton College of New Jersey. The Statement of Net Position presents end-of-the-year data concerning assets (current and noncurrent), deferred outflows of resources, liabilities (current and noncurrent), deferred inflows of resources and net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources).

Net position is one indicator of the current financial condition of the College, while the change in net position is an indicator of whether the overall financial condition has improved or worsened during the year.

From the data presented, readers of the Statement of Net Position are able to determine the assets available to continue the operations of the College. They are also able to determine how much the College owes vendors, investors, and lending institutions. Finally, the Statement of Net Position provides a picture of the net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources) and their availability for expenditure by the College.

Net position is divided into three major categories. The first category, net investment in capital assets, provides the institution's equity in property, plant, and equipment owned by the College, net of accumulated depreciation, reduced by the outstanding balances of debt and deferred inflows of resources related to the acquisition, construction, or improvement of those assets. The next net position category is restricted. Expendable restricted is available for expenditure by the College but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of the assets. Nonexpendable restricted net position is required to be maintained in perpetuity by donors and/or external entities. The final category is unrestricted. Unrestricted assets are available to the College for any lawful purpose of the College.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

A summary of the College's assets, liabilities, and net position as of June 30, 2013 and 2012, is as follows (in thousands):

	<u>2013</u>	<u>2012</u>
Assets		
Current assets	\$ 123,600	\$ 132,064
Capital assets	318,204	305,251
Other assets	<u>11,296</u>	<u>12,143</u>
Total assets	<u>\$ 453,100</u>	<u>\$ 449,458</u>
Liabilities		
Current liabilities	\$ 40,269	\$ 38,257
Noncurrent liabilities	<u>243,745</u>	<u>250,350</u>
Total liabilities	<u>\$ 284,014</u>	<u>\$ 288,607</u>
Net Position		
Net invested in capital assets	\$ 72,936	\$ 66,979
Restricted for:		
Renewal and replacement	301	300
Debt service reserve	6,393	6,189
Unrestricted	<u>89,456</u>	<u>87,383</u>
Total net position	<u>\$ 169,086</u>	<u>\$ 160,851</u>

The College's Statement of Net Position indicates an improvement in financial position and reflects prudent utilization of financial resources and management of investments, the utilization of debt, and development of the capital plan.

Current assets consist primarily of cash and cash equivalents, assets held by trustees under bond agreements for capital activities, investments and receivables. Noncurrent assets consist primarily of investments and capital assets. Current liabilities consist primarily of accounts payable and accrued expenses, accrued compensated absences and the current portion of long-term debt. Noncurrent liabilities consist primarily of long-term debt.

Total assets increased by \$3,642,207 in fiscal 2013. This net increase is primarily due to the increase in the fair value of investments with a decrease in amounts due to the College from component units. Total assets increased by \$678,329 in fiscal 2012 primarily due to the inclusion of Stockton Seaview assets.

Total liabilities decreased by \$4,592,887 in fiscal 2013. This net decrease is primarily due to principal payments made by the College on outstanding debt, decreased construction payables, offset by an addition of a line of credit with Credit Suisse. Total liabilities increased by \$1,253,446 in fiscal 2012 primarily due to the inclusion of Stockton Seaview liabilities and principal payments made by the College on outstanding debt.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

Summary of Revenues, Expenses, and Changes in Position

Changes in total net position as presented on the Statement of Net Position are based on the activity presented in the Statement of Revenues, Expenses, and Changes in Net Position. The purpose of the statement is to present the revenues received by the institution, both operating and nonoperating, and the expenses paid by the institution, operating and nonoperating, and any other revenues, expenses, gains, and losses received or spent by the College.

Generally speaking, operating revenues are received for providing goods and services to the various customers and constituents of the College. Operating expenses are those expenses paid to acquire or produce the goods and services provided in return for the operating revenues, and to carry out the mission of the College. Nonoperating revenues are revenues received for which goods and services are not provided. For example, State of New Jersey appropriations are nonoperating because they are provided by the Legislature to the College without the Legislature directly receiving commensurate goods and services for those revenues.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

The Statement of Revenues, Expenses, and Changes in Net Position present the College's results of operations. A summary of the College's revenues, expenses, and changes in net position for the year ended June 30, 2013 and 2012 is as follows (in thousands):

	<u>2013</u>	<u>2012</u>
Operating revenues:		
Net student revenues	\$ 93,042	\$ 89,161
Governmental grants	28,926	31,022
Independent operations	19,242	8,322
Other	7,036	6,064
	<u>148,246</u>	<u>134,569</u>
Total operating revenues		
Operating expenses	<u>176,631</u>	<u>164,042</u>
Operating loss	(28,385)	(29,473)
Nonoperating revenue (expenses):		
State of New Jersey appropriations	39,819	39,369
Investment income	8,782	2,786
Disposal of capital assets, net	15	(1)
Interest on capital asset related debt	(11,807)	(11,813)
Other nonoperating expenses, net	(189)	(1,443)
	<u>36,620</u>	<u>28,898</u>
Net nonoperating revenues		
Increase (decrease) in net position	8,235	(575)
Net position, beginning of year	<u>160,851</u>	<u>161,426</u>
Net position, end of year	<u>\$ 169,086</u>	<u>\$ 160,851</u>

Revenues

To fund its operation, the College receives revenues from a variety of sources including tuition and fees, grants and contracts, auxiliary services, independent operations, State of New Jersey appropriations, and investment income. The College is continuing to seek additional funds from all possible sources to adequately fund operating activities.

Operating

Operating revenues for the years ended June 30, 2013 and 2012 totaled \$148,246,378 and \$134,568,353, respectively. The sources of these revenues were student revenues, net of scholarships, of \$93,042,251, governmental grants of \$28,925,616 independent operations of \$19,242,070, and other revenue of \$7,036,441 for the year ended June 30, 2013. Student revenues net of scholarships were \$89,160,888, governmental grants were \$31,021,733, independent operations of \$8,321,985 and other revenue totaling \$6,063,747 for the year ending June 30, 2012.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

Student revenues which include tuition and fees are the primary source of operating revenue for the College. These tuition and fee revenues have increased from fiscal year 2012 to fiscal year 2013 by approximately 5%. Auxiliary activities include housing and college center, which are responsible for an approximate 4% increase in revenue from the prior year. Revenues for independent operations more than doubled due to the operations of the Stockton Seaview beginning in January 2012. Fiscal 2012 only reflects six months of hotel and golf activity. Total operating revenues increased by 10% in fiscal 2013.

Operating revenues for 2013 and 2012 were as follows (in thousands):

	<u>2013</u>	<u>% of Total</u>
Student revenues, net ***	\$ 93,042	63 %
Governmental grants	28,926	20
Independent operations	19,242	12
Other	<u>7,036</u>	<u>5</u>
Total operating revenue	<u>\$ 148,246</u>	<u>100 %</u>
	<u>2012</u>	<u>% of Total</u>
Student revenues, net	\$ 89,161	66 %
Governmental grants	31,022	23
Independent operations	8,322	6
Other	<u>6,064</u>	<u>5</u>
Total operating revenue	<u>\$ 134,569</u>	<u>100 %</u>

*** Note that Student revenues increased from the prior year, but its percentage of the whole decreased due to the full year of Stockton Seaview operating activity in fiscal year 2013.

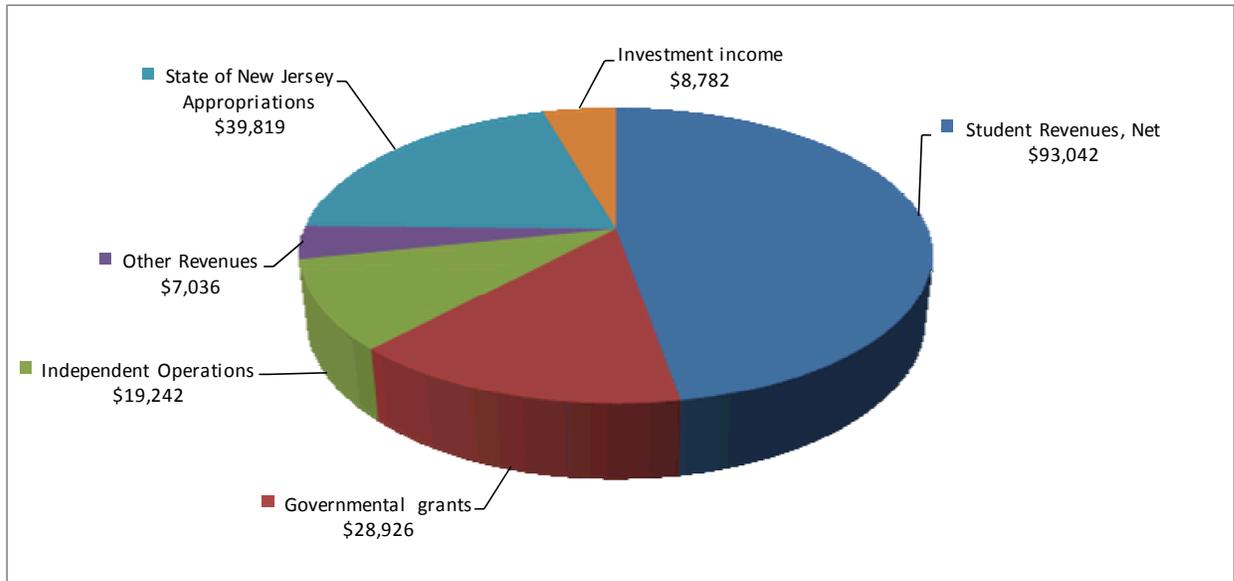
Non-Operating

Net non-operating revenue for the years ended June 30, 2013 and 2012 totaled \$36,620,300 and \$28,897,619, respectively. The primary source of non-operating revenue was the State of New Jersey appropriation, including fringe benefits, of \$39,819,440 and \$39,369,435 respectively, for the years ended June 30, 2013 and 2012. The other components of net non-operating revenues were the investment income of \$8,781,402 and \$2,786,227 and interest expense on plant facilities related debt of \$(11,806,636) and \$(11,813,153) for the years ended June 30 2013 and 2012, respectively.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Categories of both operating and nonoperating revenues that support Stockton's core activities in 2013 are as follows (in thousands of dollars):



Operating Expenses

Operating expenses are defined as expenses paid by the College to acquire or produce goods and services used to carry out its mission, in return for operating revenues. For the years ended June 30, 2013 and 2012 the College incurred operating expenses totaling \$176,631,584 and \$164,041,089, respectively. Operating revenues for these years totaled \$148,246,378 and \$134,568,353, respectively. The net operating loss for these years was \$(28,385,206) and \$(29,472,736), respectively.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Management's Discussion and Analysis (Unaudited)

A summary of operating expenses for the years ended June 30, 2013 and 2012 is as follows (in thousands):

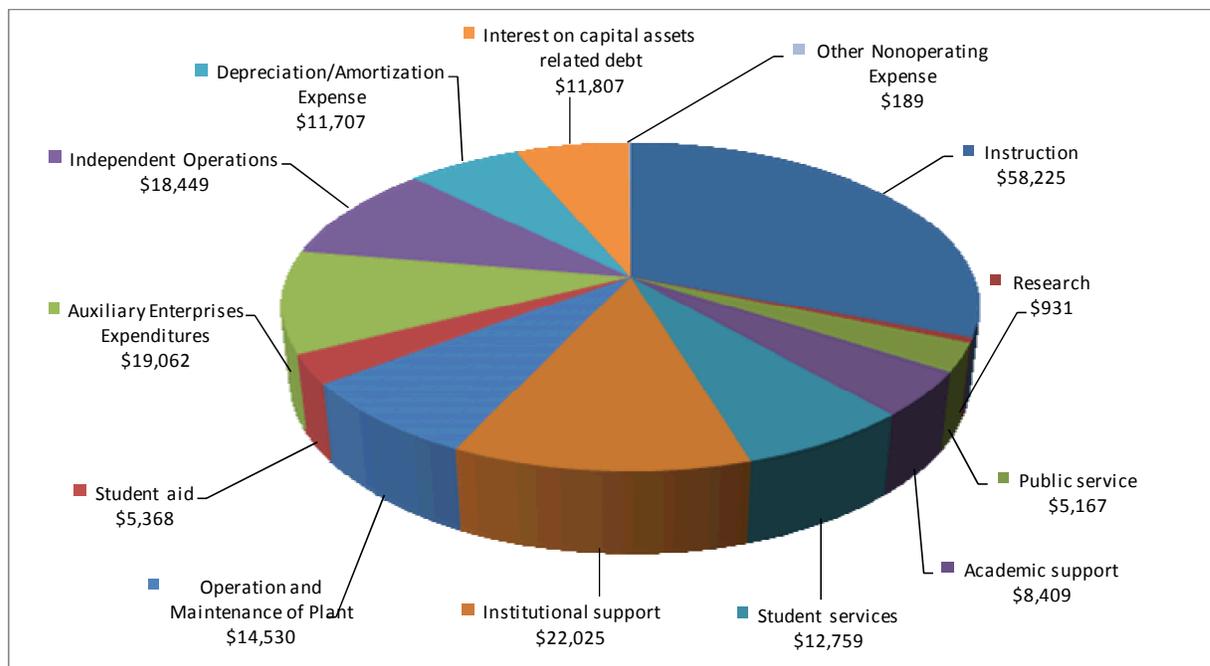
	2013	% of Total
Instruction	\$ 58,225	33 %
Research	931	1
Public service	5,167	3
Academic support	8,409	5
Student services	12,759	7
Institutional support	22,025	12
Operation and maintenance of plant	14,530	8
Student aid	5,368	3
Auxiliary enterprises expenditures	19,062	11
Independent operations	18,449	10
Depreciation/amortization	11,707	7
	<u>\$ 176,632</u>	<u>100 %</u>
	2012	% of Total
Instruction	\$ 56,660	35 %
Research	921	1
Public service	8,430	5
Academic support	8,069	5
Student services	12,294	7
Institutional support	19,202	12
Operation and maintenance of plant	13,699	8
Student aid	5,509	3
Auxiliary enterprises expenditures	19,117	12
Independent operations	8,827	5
Depreciation/amortization	11,313	7
	<u>\$ 164,041</u>	<u>100 %</u>

As the Full Time Equivalent and Student Headcount numbers increase, so do expenses college wide. Based on the amounts reported above, expenses have remained fairly consistent for each of the categories over the past two years. Independent operations increased due to a full year of Stockton Seaview operations in fiscal year 2013 in contrast to a half year of operations in fiscal year 2012. Instructional expenses increased from the prior year, however their percentage of the whole decreased due to the full year inclusion of Stockton Seaview in fiscal year 2013.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Categories of both operating and nonoperating expenses related to Stockton's core activities in 2013 are as follows (in thousands of dollars):



Change in Net Position

The College had a \$8,235,094 increase in net position for fiscal year 2013 primarily due to the appreciation of the College's investment portfolio. Similarly the depreciation of the fiscal 2012 portfolio mainly resulted in a decrease in net position of (\$575,117).

Capital Assets and Debt Activities

The College continues to manage its financial resources so as to ensure adequate financial flexibility to access the capital markets as needed. The College maintains a debt rating from Moody's Investor Services and Fitch Rating Ltd. of A2 and A+, respectively.

The College has been advancing a master plan consistent with its strategic and Middle States reaccreditation plans, where the College intends to keep the existing campus in good repair and to ensure that it is prepared to meet the needs of future students. Included in those plans are numerous renovation and site improvement projects, as well as the newly completed science building.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Economic Outlook

The populations of Atlantic and Ocean Counties are increasing dramatically. These counties provided the majority of our student body. The College is rated highly among the public liberal arts colleges in the country and is above the sector average with respect to tuition and fees charged among the nine state colleges. The College receives approximately 6,200 applications for the roughly 1,000 seats available for the incoming freshman class. For these and many more reasons, the College is never at a loss to fill our classrooms; we can afford to be very selective.

Requests for Information

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Controller's Office, The Richard Stockton College of New Jersey, 101 Vera King Farris Drive – N119, Galloway, NJ 08205.

Complete financial statements for the individual component unit can also be obtained from the Controller's Office.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Net Position
June 30, 2013 and 2012

	2013			2012		
	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.
Assets						
Current Assets						
Cash and cash equivalents	\$ 9,475,219	\$ 148,805	\$ 2,274,151	\$ 9,876,145	\$ 72,523	\$ 3,179,610
Receivables, net:						
Students, less allowance of \$1,369,912 in 2013 and \$1,243,887 in 2012	744,301	-	-	792,805	-	-
Loans, less allowance of \$74,193 in 2013 and \$86,180 in 2012	261,879	-	-	316,237	-	-
Federal government	617,641	-	-	871,719	-	-
State of New Jersey	477,556	-	-	578,118	-	-
Due from College/component units	717,844	2,993	150,719	2,569,172	1,853	213,731
Other receivables	2,464,537	1,224,989	193,353	2,891,909	1,601,858	239,810
Total receivables	5,283,758	1,227,982	344,072	8,019,960	1,603,711	453,541
Investments at fair value	93,386,524	-	-	85,916,616	-	-
Deposits held by bond trustees	14,631,664	-	-	27,495,912	-	-
Other current assets	822,978	2,068	26,227	754,951	899	17,617
Total current assets	123,600,143	1,378,855	2,644,450	132,063,584	1,677,133	3,650,768
Noncurrent Assets						
Investments at fair value	5,346,699	23,109,188	-	6,105,861	20,499,371	-
Loans, less allowance of \$570,125 in 2013 and \$544,314 in 2012	2,012,374	-	-	1,997,343	-	-
Deferred financing costs, net of accumulated amortization of \$570,121 in 2013 and \$467,258 in 2012	2,471,913	-	-	2,575,376	-	-
Note receivable	1,464,683	-	-	1,464,683	-	-
Capital assets, net	318,204,224	2,894	2,047,741	305,250,982	5,209	2,160,203
Total noncurrent assets	329,499,893	23,112,082	2,047,741	317,394,245	20,504,580	2,160,203
Total assets	\$ 453,100,036	\$ 24,490,937	\$ 4,692,191	\$ 449,457,829	\$ 22,181,713	\$ 5,810,971
Liabilities and Net Position						
Current Liabilities						
Accounts payable and accrued expenses	\$ 21,759,597	\$ 13,408	\$ 593,481	\$ 25,197,134	\$ 34,225	\$ 574,909
Due to College/component units	153,712	18,791	699,053	215,584	25,244	2,543,928
Deferred revenue	4,140,838	-	40,575	4,118,101	-	2,500
Compensated absences	2,707,660	-	-	2,446,893	-	-
Demand note payable	5,000,000	-	-	-	-	-
Bonds payable – current portion	5,978,672	-	-	5,773,672	-	-
Other long-term debt – current portion	528,359	-	-	505,661	-	-
Total current liabilities	40,268,838	32,199	1,333,109	38,257,045	59,469	3,121,337
Noncurrent Liabilities						
Compensated absences, noncurrent portion	945,595	-	-	1,043,244	-	-
U.S. Government grants refundable	1,980,872	-	-	1,980,872	-	-
Bonds payable, noncurrent portion	235,038,314	-	-	241,016,986	-	-
Other long-term debt, noncurrent portion	5,780,457	-	1,464,683	6,308,816	-	1,464,683
Total noncurrent liabilities	243,745,238	-	1,464,683	250,349,918	-	1,464,683
Total liabilities	284,014,076	32,199	2,797,792	288,606,963	59,469	4,586,020
Net Position						
Net invested in capital assets	72,935,432	\$ -	\$ 583,058	\$ 66,979,103	\$ -	\$ 695,520
Restricted:						
Nonexpendable, scholarships	-	16,417,626	-	-	15,800,546	-
Expendable:						
Scholarships	-	5,978,943	-	-	4,351,416	-
Renewal and replacement	300,824	-	-	300,072	-	-
Debt service and debt service reserves	6,393,310	-	-	6,188,684	-	-
Unrestricted	89,456,394	2,062,169	1,311,341	87,383,007	1,970,282	529,431
Total net position	169,085,960	24,458,738	1,894,399	160,850,866	22,122,244	1,224,951
Total liabilities and net position	\$ 453,100,036	\$ 24,490,937	\$ 4,692,191	\$ 449,457,829	\$ 22,181,713	\$ 5,810,971

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Revenues, Expenses, and Changes in Net Position
Years Ended June 30, 2013 and 2012

	2013			2012		
	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.	College	Component Unit Foundation	Component Unit Stockton Affiliated Services, Inc.
Operating Revenues						
Student revenues:						
Tuition and fees	\$ 87,146,634	\$ -	\$ -	\$ 82,893,395	\$ -	\$ -
Auxiliary enterprises	34,131,398	-	-	32,922,142	-	-
Less scholarship allowances	(28,235,781)	-	-	(26,654,649)	-	-
Net student revenues	93,042,251	-	-	89,160,888	-	-
Gifts and contributions	-	1,207,762	-	-	7,472,903	-
Federal grants and contracts	14,982,503	-	-	17,527,399	-	-
State and local grants and contracts	13,943,113	-	-	13,494,334	-	-
Nongovernmental grants and contracts	547,219	-	-	520,140	-	-
Other auxiliary enterprises revenues	1,729,118	-	9,652,812	1,720,652	-	9,537,749
Other operating revenues	4,760,104	690,975	1,276,936	3,822,955	640,542	2,272,042
Independent operations	19,242,070	-	-	8,321,985	-	10,218,248
In-kind contributions	-	199,014	-	-	138,448	-
Total operating revenues	148,246,378	2,097,751	10,929,748	134,568,353	8,251,893	22,028,039
Operating Expenses						
Instruction	58,224,719	-	-	56,661,088	-	-
Research	930,831	-	-	920,656	-	-
Public service	5,167,239	-	-	8,429,717	-	-
Academic support	8,408,960	-	-	8,068,853	-	-
Student services	12,759,078	-	-	12,294,128	-	-
Institutional support	22,025,481	1,321,884	2,259,530	19,201,863	960,804	2,187,777
Operation and maintenance of plant	14,529,694	-	-	13,699,178	-	-
Student aid	5,367,612	396,265	-	5,509,091	393,690	-
Auxiliary enterprises	19,062,218	-	7,805,740	19,116,661	-	7,657,749
Independent operations	18,448,857	-	-	8,826,778	-	9,738,075
Depreciation	11,706,895	2,315	132,672	11,313,076	2,315	124,074
In-kind expense	-	338,209	-	-	192,135	-
Total operating expenses	176,631,584	2,058,673	10,197,942	164,041,089	1,548,944	19,707,675
Operating (loss) gain	(28,385,206)	39,078	731,806	(29,472,736)	6,702,949	2,320,364
Nonoperating Revenues (Expenses)						
State of New Jersey appropriations	19,839,000	-	-	19,839,000	-	-
State of New Jersey appropriations, fringe benefits	19,980,440	-	-	19,530,435	-	-
Investment income	8,781,402	2,297,416	1,346	2,786,227	636,592	2,362
Gain (loss) on disposal of capital assets, net	15,098	-	-	(1,071)	-	-
Interest on capital assets related debt	(11,806,636)	-	-	(11,813,153)	-	-
Other nonoperating expense, net	(189,004)	-	(63,704)	(1,443,819)	-	(81,890)
Net nonoperating revenues	36,620,300	2,297,416	(62,358)	28,897,619	636,592	(79,528)
Increase (decrease) in net position	8,235,094	2,336,494	669,448	(575,117)	7,339,541	2,240,836
Net Position, Beginning of Year	160,850,866	22,122,244	1,224,951	161,425,983	14,782,703	(1,015,885)
Net Position, End of Year	\$ 169,085,960	\$ 24,458,738	\$ 1,894,399	\$ 160,850,866	\$ 22,122,244	\$ 1,224,951

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Statement of Cash Flows

Years Ended June 30, 2013 and 2012

	<u>2013</u>	<u>2012</u>
Cash Flows from Operating Activities		
Student revenue	\$ 94,881,937	\$ 92,420,030
Grants and contracts	29,887,660	31,580,833
Payments to suppliers	(50,027,702)	(45,176,300)
Payments for employee salaries and benefits	(112,975,434)	(108,444,885)
Student loan receipts	65,311,935	64,271,362
Student loan disbursements	(65,311,935)	(64,271,362)
Other receipts	29,354,848	20,156,062
	<u>(8,878,690)</u>	<u>(9,464,260)</u>
Net cash flows used in operating activities		
Cash Flows from Noncapital Financing Activities		
State of New Jersey appropriations	34,466,766	34,281,158
Proceeds from demand note payable	5,000,000	-
Payments made for other nonoperating expenses	(189,004)	(1,443,819)
	<u>39,277,762</u>	<u>32,837,339</u>
Net cash flows provided by noncapital financing activities		
Cash Flows from Capital and Related Financing Activities		
Principal paid on capital debt	(6,279,333)	(4,230,967)
Purchases of capital assets	(27,603,211)	(39,202,086)
Proceeds from the sale of capital assets	16,144	13,003
Interest paid on capital debt	(11,830,126)	(11,786,334)
Change in deposits held by bond trustees	12,864,248	21,106,810
	<u>(32,832,278)</u>	<u>(34,099,574)</u>
Net cash flows used in capital and related financing activities		
Cash Flows from Investing Activities		
Proceeds from sales of investments	36,922,461	194,175,904
Purchases of investments	(38,348,055)	(195,281,688)
Interest on investments	3,457,874	3,226,961
	<u>2,032,280</u>	<u>2,121,177</u>
Net cash flows provided by investing activities		
Net decrease in cash and cash equivalents	(400,926)	(8,605,318)
Cash and Cash Equivalents, Beginning of Year	<u>9,876,145</u>	<u>18,481,463</u>
Cash and Cash Equivalents, End of Year	<u>\$ 9,475,219</u>	<u>\$ 9,876,145</u>
Reconciliation of Operating Loss to Net Cash Used in Operating Activities		
Operating loss	(28,385,206)	(29,472,736)
Adjustments to reconcile operating loss to net cash used in operating activities:		
State-paid fringe benefit expense	5,352,674	5,088,277
Depreciation	11,706,895	11,313,076
Loss on dissolution of debt	-	1,250,759
Change in assets and liabilities:		
Receivables	2,759,546	(3,576,926)
Note receivable	-	1,333,171
Other current assets	(68,027)	(693,376)
Accounts payable and accrued expenses	(430,427)	3,380,519
Deferred revenues	22,737	1,904,668
Compensated absences	163,118	8,308
	<u>\$ (8,878,690)</u>	<u>\$ (9,464,260)</u>
Net cash used in operating activities		
Supplemental Disclosure of Noncash Capital Financing Activity		
Capital assets received via donation	<u>\$ 914,568</u>	<u>\$ -</u>
Capital asset additions in accounts payable	<u>\$ 5,495,223</u>	<u>\$ 8,437,251</u>

See notes to financial statements

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

1. Organization and Summary of Significant Accounting Policies

(a) Organization

The Richard Stockton College of New Jersey (the "College") is primarily an undergraduate college of arts, sciences, and professional studies that provides undergraduate programs, including traditional and alternative approaches to education. The operations of management are vested in the College Board of Trustees. In 1986, State College Autonomy legislation was enacted, which granted certain fiscal and financial responsibility to the College Board of Trustees. In 1994, the Higher Education Restructuring Act further expanded the role of the board of trustees. Under the law, the College is an instrumentality of the State of New Jersey with a high degree of autonomy. However, under Governmental Accounting Standards Board ("GASB") Statement No. 61, *The Financial Reporting Entity: Omnibus*, an amendment of GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, an amendment of GASB Statement 14 and GASB Statement 14, *The Financial Reporting Entity*, the College is considered a component unit of the State of New Jersey for financial reporting purposes. Accordingly, the College's financial statements are included in the State of New Jersey's Comprehensive Annual Financial Report.

(b) Net Position

The College classifies its resources into three net position categories:

- Net invested in capital assets - Capital assets, net of accumulated depreciation, and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets.
- Restricted:
 - Nonexpendable - Restricted assets subject to externally imposed stipulations that must be maintained permanently by the College.
 - Expendable - Restricted assets whose use by the College is subject to externally imposed stipulations that can be fulfilled by actions of the College pursuant to the stipulations or that expire by the passage of time.
- Unrestricted - Amounts that are not subject to externally imposed stipulations, unrestricted net position, may be designated by specific purposes by action of the board of trustees or may otherwise be limited by contractual agreements with outside parties. When an expense is incurred that can be paid using either restricted or unrestricted resources, the College's policy is to first apply the expense towards restricted resources and then towards unrestricted resources.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

(c) Measurement Focus and Basis of Accounting

The accounting policies of the College conform to accounting principles generally accepted in the United States of America as applicable to colleges and universities. The financial statements of the College have been prepared on the accrual basis of accounting using the economic resources measurement focus, in accordance with governmental accounting standards. The College reports as a Business-Type Activity, as defined by GASB Statement No. 34, activities that are financed in whole or in part by fees charged to external parties for goods or services. Certain other transactions are reported as non-operating activities in accordance with GASB statement No. 35. The effect of inter-fund activity has been eliminated from these financial statements.

(d) Student Revenue Recognition

Student revenues are presented in the statement of revenues, expenses, and changes in net position, net of scholarships applied to student accounts, while other payments made directly to students are presented as student aid expenses and are recognized in the period earned. Student revenues collected in advance of the fiscal year are recorded as deferred revenue in the accompanying financial statements.

(e) Grants and Contract Revenue Recognition

Federal, state, and local grant and contract revenue is comprised mainly of grant revenues received from the federal government and the State of New Jersey, and are recognized as the related expenses are incurred. Amounts received from grants, which have not yet been earned under the terms of the agreement, are recorded as deferred revenue in the accompanying statement of net position.

(f) Cash and Cash Equivalents

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and mature in three months or less.

The College invests a certain portion of its cash in the State of New Jersey Cash Management Fund, which permits the overnight sweep of available cash balances directly into a common fund for short-term investments. This is an interest bearing account from which funds are available upon demand.

(g) Investments

The College follows the provisions of GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Therefore, investments are recorded in the financial statements at fair value, based on quoted market prices.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2013 and 2012

(h) Capital Assets

Capital assets are recorded at historical cost if purchased or constructed. Although legal title to certain academic buildings and equipment remains with the State of New Jersey, the College has been given exclusive use of the buildings and equipment, through enabling legislation and has included their cost in the accompanying statements of net position. The College currently does not pay any rental fees to the State of New Jersey in connection with the aforementioned buildings and equipment and has not included any amount as revenue or expense in the financial statements of the College.

The College reports gifts of capital assets as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of capital assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire capital assets are reported as restricted support. Absent explicit donor stipulations about how long those capital assets must be maintained, the College reports expirations of donor restrictions when the donated or acquired capital assets are placed in service.

Capital assets of the College are depreciated using the straight-line method over the following useful lives:

<u>Asset Category</u>	<u>Useful Life</u>	<u>Capital Threshold</u>
Buildings	40 to 60 years	\$100,000
Infrastructure	20 to 40 years	10,000
Land improvements	10 to 25 years	10,000
Equipment	3 to 15 years	5,000

The College discontinued capitalizing library books in accordance with its capitalization procedure adopted in fiscal 2007. Library books previously placed into service prior to 2007 will continue to be depreciated over their remaining useful life.

(i) Deferred Financing Costs

Deferred financing costs, net of accumulated amortization are included in noncurrent assets and are amortized over the life of the related bonds payable.

(j) Income Taxes

The College is exempt from federal income taxes under *Internal Revenue Code* Section 501(a) as an organization described under Section 501(c)(3).

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(k) Scholarship Discounts and Allowances

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship discounts and allowances in the statement of revenues, expenses and changes in net position. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the College and the amount that is paid by students and/or third parties making payments on students' behalf to the extent revenues from such programs are used to satisfy tuition and fees and other student services.

(l) Classification of Revenue

The College's policy for defining operating activities in the statement of revenues, expenses, and changes in net position are those that serve the College's principal purpose and generally result from exchange transactions such as payments received for services and payments made for the purchase of goods and services. Examples include (1) student tuition and fees, net of scholarship allowances, (2) sales and services of auxiliary enterprises and the Stockton Seaview Hotel and Golf Club ("Seaview") resort operations (3) most federal, state, and local grants and contracts. Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as operating and capital appropriations from the State of New Jersey and investment income.

(m) Financial Dependency

One of the College's largest sources of revenue is appropriations from the State of New Jersey. The College is economically dependent on these appropriations to carry on its operations.

(n) Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(o) Reclassification

Certain reclassifications have been made to the 2012 financial statements to conform to the 2013 reporting format.

(p) New Accounting Standards

The College adopted GASB Statement No. 61, *The Financial Reporting Entity: Omnibus*. Statement No. 61 modifies existing requirements for the assessment of potential component units in determining what should be included in the financial reporting entity and financial reporting entity display and disclosure requirements. The College implemented Statement No. 61 as of July 1, 2012. This implementation did not change the determination of the College's component units or the related display and disclosure of the component units.

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The College adopted GASB Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*. GASB No. 62 directly incorporates the applicable guidance from those FASB and AICPA pronouncements, issued prior to November 30, 1989, into the state and local government accounting and financial reporting standards. The College implemented the accounting and reporting requirement of GASB 62 as of July 1, 2012. This implementation did not materially change the College's accounting and reporting policies.

The College adopted GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*. This Statement provides financial reporting guidance for deferred outflows of resources and deferred inflows of resources and incorporates deferred outflows of resources and deferred inflows of resources into the definitions of the required components of the residual measure and by renaming that measure as net position, rather than net assets. The application of this guidance affects presentation only and therefore does not have an impact on the College's financial statements. The College implemented Statement No. 63 as of July 1, 2012.

(q) New Accounting Pronouncements

In March 2012, GASB issued Statement No. 65, *Items Previously Reported as Assets and Liabilities*. This Statement establishes accounting and financial reporting standards that reclassify, as deferred outflows of resources or deferred inflows of resources, certain items that were previously reported as assets and liabilities and recognizes, as outflows of resources or inflows of resources, certain items that were previously reported as assets and liabilities. The College is required to adopt Statement No. 65 for the fiscal year ending June 30, 2014.

In March 2012, GASB issued Statement No. 66, *Technical Corrections – 2012 – an amendment of GASB Statements No. 10 and No. 62*. The objective of this Statement is to improve accounting and financial reporting for a government financial reporting entity by resolving conflicting guidance that resulted from the issuance of two pronouncements, Statements No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, and No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*. The College is required to adopt Statement No. 66 for the fiscal year ending June 30, 2014.

In June 2012, GASB issued Statement No. 68, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*. Statement No. 68 requires that cost-sharing employers to recognize a liability for its proportionate share of the net pension liability of all employers for benefits provided through the pension plan. Statement No. 68 also requires additional footnote disclosure and required supplementary information. The College is required to adopt Statement No. 68 for the fiscal year ending June 30, 2015.

In January 2013, GASB issued Statement No. 69, *Government Combinations and Disposals of Government Operations*. The objective of this Statement is to establish accounting and financial reporting standards related to government combinations and disposals of government operations. It also improves the decision usefulness of financial reporting by requiring that disclosures be made by governments about combination arrangements in which they engage and for disposals of government operations. To the extent applicable, the College is required to adopt Statement No. 69 for the fiscal year ending June 30, 2015.

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In April 2013, GASB issued Statement No. 70, *Accounting and Financial Reporting for Nonexchange Financial Guarantees*. The objectives of this Statement is to establish accounting and financial reporting standards related to governments that extend or receive financial guarantees for the obligations of another organization without directly receiving equal or approximately equal value in exchange. To the extent applicable, the College is required to adopt Statement No. 70 for the fiscal year ending June 30, 2014.

The College has not yet determined the effect of Statement Nos. 65, 66, 68, 69 and 70 on its financial statements.

2. Cash and Cash Equivalents, Investments and Deposits Held by Bond Trustees

In accordance with GASB Statement No. 40, *Deposit and Investment Risk Disclosures*, an amendment of GASB Statement No. 3, the College has assessed the custodial credit risk, concentration of credit risk, credit risk and interest rate risk of its cash and cash equivalents and investments.

Cash and Cash Equivalents

Cash and cash equivalents consist of the following as of June 30, 2013 and 2012:

	<u>2013</u>	<u>2012</u>
Cash and cash equivalents:		
Cash (bank accounts)	\$ 5,617,334	\$ 4,228,701
New Jersey cash management fund	<u>3,857,885</u>	<u>5,647,444</u>
	<u>\$ 9,475,219</u>	<u>\$ 9,876,145</u>

Bank balances of cash amounted to \$6,496,635 and \$5,020,183 as of June 30, 2013 and 2012, respectively of which \$250,000 and \$250,000, respectively, are FDIC (Federal Deposit Insurance Corporation) insured. Bank balances in excess of insured amounts of \$6,246,635 and \$4,770,183 as of June 30, 2013 and 2012, respectively, are collateralized in accordance with Chapter 64 of Title 18A of New Jersey Statutes.

Statutes of the State of New Jersey and Regulations of the State Investment Council authorize the New Jersey Division of Investment to invest in obligations of the U.S. Treasury, agencies and municipal or political subdivisions of the State, commercial paper, bankers acceptances, revenue obligations of public authorities, debt instruments of banks, collateralized notes and mortgages, certificates of deposit, repurchase agreements, equity, and convertible equity securities, and other common types of investment securities. Investee institutions and organizations are prescribed by the statutes and regulations based on such criteria as minimum capital, dividend paying history, credit history, and other evaluation factors.

The College participates in the State of New Jersey Cash Management Fund wherein amounts also contributed by other State entities are combined into a large scale investment program. The cash management fund is unrated.

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Investments

Investments at fair value consist of the following as of June 30, 2013 and 2012:

	<u>2013</u>	<u>2012</u>
Money market accounts	\$ 4,620,572	\$ 3,631,910
U.S. Treasury and agency obligations	811,028	806,796
Corporate bonds	3,212,160	4,198,099
Foreign corporate bonds	519,276	541,915
U.S. government bonds	804,235	919,826
Stocks	17,592,375	18,068,777
Mutual funds, equities	58,980,972	52,494,184
Term deposits	-	2,000,000
Alternative investments	12,192,605	9,360,970
	<u>98,733,223</u>	<u>92,022,477</u>
Total	98,733,223	92,022,477
Less noncurrent portion	<u>(5,346,699)</u>	<u>(6,105,861)</u>
Total current portion	<u>\$ 93,386,524</u>	<u>\$ 85,916,616</u>

The College's investments are subject to custodial credit risk, credit risk, concentration of credit risk and interest rate risk. Each one of these risks is discussed in more detail below.

The College's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the College and are held by either the counterparty or the counterparty's trust department or agent but not in the College's name. The investment risk is that, in the event of the failure of the counterparty to a transaction, the College will not be able to recover the sale of the investment or collateral securities that are in the possession of the outside party. As of June 30, 2013 and 2012, the College's investments are either, insured, registered, or held by the College's investment custodian in the College's name.

Credit risk is the risk that an investment issuer or counterparty to an agreement will not fulfill its obligations. GASB 40 requires that disclosure be made as to the credit rating of all fixed income securities except obligations of the U.S. government or obligations explicitly guaranteed by the U.S. government. The credit risk of a debt instrument is measured by nationally recognized statistical rating agencies such as Moody's and Fitch or Standard and Poors (S&P).

Concentration of credit risk is the risk associated with the amount of investments the College has with any one issuer or agreement counterparty that exceed five percent or more of its total investments. The College's investment policy provides guidance pertaining to the diversification of the investment portfolio. The College's investment policy requires each investment manager to develop and propose a diversification strategy to the Investment Committee. The Investment Committee's agreement to the proposed strategy will not alter the investment manager's responsibility for the results of pursuing that diversification strategy.

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Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The College's investment policy provides limitations in the maturities and composition of the various types of investments as a means of managing its exposure to fair value losses arising from interest rate fluctuations.

The following tables summarize S&P ratings and investment maturities as of June 30, 2013 and 2012:

Investment Type	June 30, 2013 Investment Maturities (in Years)				
	S & P Ratings	Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and agency obligations	AA+	\$ 811,028	\$ -	\$ 134,762	\$ 676,266
Money market accounts	Not Rated	4,620,572	4,620,572	-	-
Corporate bonds	CCC+ - AA+	3,212,160	-	473,811	2,738,349
Foreign bonds	BBB- - A-	519,276	-	-	519,276
U.S. government bonds	AA+	804,235	-	140,889	663,346
Stocks	Not Rated	17,592,375	17,592,375	-	-
Mutual funds, equities	Not Rated	58,980,972	58,980,972	-	-
Alternative investments	Not Rated	12,192,605	12,192,605	-	-
Total		<u>\$ 98,733,223</u>	<u>\$ 93,386,524</u>	<u>\$ 749,462</u>	<u>\$ 4,597,237</u>

June 30, 2012 Investment Maturities (in Years)					
U.S. Treasury and agency obligations	AA+	\$ 806,796	\$ -	\$ -	\$ 806,796
Money market accounts	Not Rated	3,631,910	3,631,910	-	-
Corporate bonds	CCC+ - AA+	4,198,099	360,775	529,739	3,307,585
Foreign bonds	B- - A-	541,915	-	5,125	536,790
U.S. government bonds	AA+	919,826	-	129,866	789,960
Stocks	Not Rated	18,068,777	18,068,777	-	-
Mutual funds, equities	Not Rated	52,494,184	52,494,184	-	-
Alternative investments	Not Rated	9,360,970	9,360,970	-	-
Term deposits	Not Rated	2,000,000	2,000,000	-	-
Total		<u>\$ 92,022,477</u>	<u>\$ 85,916,616</u>	<u>\$ 664,730</u>	<u>\$ 5,441,131</u>

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Deposits Held by Bond Trustees

Deposits held by bond trustees include restricted funds held by board-approved trustees. Deposits held by bond trustees are carried in the financial statements at fair value, as determined by quoted market prices, and consist primarily of U.S. Treasury and agency obligations. As of June 30, 2013 and 2012, deposits held by bond trustees include the following:

	<u>2013</u>	<u>2012</u>
Cash and cash equivalents, cash held by trustees	\$ 12,308,060	\$ 11,968,918
Investments, government bonds and agency obligations	<u>2,323,604</u>	<u>15,526,994</u>
	<u>\$ 14,631,664</u>	<u>\$ 27,495,912</u>

The College's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the College and are held by either the counterparty or the counterparty's trust department or agent but not in the College's name.

As of June 30, 2013 and 2012, the College's deposits held with bond trustees are invested in government bonds and obligations guaranteed by the U.S. government.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The above investments are current in nature and interest rate risk is minimal.

As of June 30, 2013 and 2012, deposits held by bond trustees were composed of funds held for the following purposes:

	<u>2013</u>	<u>2012</u>
Construction	\$ 2,057,010	\$ 15,008,281
Renewal and replacement	300,501	300,071
Debt service and debt service reserves	<u>12,274,153</u>	<u>12,187,560</u>
	<u>\$ 14,631,664</u>	<u>\$ 27,495,912</u>

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3. Capital Assets

Capital assets activity for the year ended June 30, 2013 consisted of the following:

	<u>July 1, 2012</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2013</u>
Nondepreciable assets:				
Land	\$ 18,988,101	\$ 136,346	\$ -	\$ 19,124,447
Construction In progress	23,507,076	23,228,230	(46,103,364)	631,942
Total nondepreciable assets	<u>42,495,177</u>	<u>23,364,576</u>	<u>(46,103,364)</u>	<u>19,756,389</u>
Depreciable assets:				
Land improvements	11,851,083	-	-	11,851,083
Buildings and improvements	304,588,989	299,354	42,647,550	347,535,893
Infrastructure	26,003,009	-	62,342	26,065,351
Library books	2,453,226	-	(328,133)	2,125,093
Equipment	21,373,525	1,002,729	3,196,502	25,572,756
Total depreciable assets	<u>366,269,832</u>	<u>1,302,083</u>	<u>45,578,261</u>	<u>413,150,176</u>
Less accumulated depreciation:				
Land improvements	6,159,678	308,053	-	6,467,731
Buildings and improvements	73,827,651	7,960,945	-	81,788,596
Infrastructure	9,902,606	893,915	-	10,796,521
Library books	1,811,536	212,509	(328,133)	1,695,912
Equipment	11,812,556	2,331,473	(190,448)	13,953,581
Total accumulated depreciation	<u>103,514,027</u>	<u>11,706,895</u>	<u>(518,581)</u>	<u>114,702,341</u>
Depreciable assets, net	<u>262,755,805</u>	<u>(10,404,812)</u>	<u>46,096,842</u>	<u>298,447,835</u>
Capital assets, net	<u>\$ 305,250,982</u>	<u>\$ 12,959,764</u>	<u>\$ (6,522)</u>	<u>\$ 318,204,224</u>

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Capital assets activity for the year ended June 30, 2012 consisted of the following:

	<u>July 1, 2011</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2012</u>
Nondepreciable assets:				
Land	\$ 18,988,101	\$ -	\$ -	\$ 18,988,101
Construction In progress	11,737,684	38,772,407	(27,003,015)	23,507,076
Total nondepreciable assets	<u>30,725,785</u>	<u>38,772,407</u>	<u>(27,003,015)</u>	<u>42,495,177</u>
Depreciable assets:				
Land improvements	9,913,408	-	1,937,675	11,851,083
Buildings and improvements	282,646,236	-	21,942,753	304,588,989
Infrastructure	24,819,698	21,495	1,161,816	26,003,009
Library books	2,453,226	-	-	2,453,226
Equipment	19,125,447	675,747	1,572,331	21,373,525
Total depreciable assets	<u>338,958,015</u>	<u>697,242</u>	<u>26,614,575</u>	<u>366,269,832</u>
Less accumulated depreciation:				
Land improvements	5,860,578	299,100	-	6,159,678
Buildings and improvements	65,667,365	8,160,286	-	73,827,651
Infrastructure	9,303,408	599,198	-	9,902,606
Library books	1,566,213	245,323	-	1,811,536
Equipment	10,177,752	2,009,169	(374,365)	11,812,556
Total accumulated depreciation	<u>92,575,316</u>	<u>11,313,076</u>	<u>(374,365)</u>	<u>103,514,027</u>
Depreciable assets, net	<u>246,382,699</u>	<u>(10,615,834)</u>	<u>26,988,940</u>	<u>262,755,805</u>
Capital assets, net	<u>\$ 277,108,484</u>	<u>\$ 28,156,573</u>	<u>\$ (14,075)</u>	<u>\$ 305,250,982</u>

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4. Accounts Payable and Accrued Expenses

As of June 30, 2013 and 2012, accounts payable and accrued expenses consisted of the following:

	<u>2013</u>	<u>2012</u>
Accounts payable, construction	\$ 5,495,223	\$ 8,437,251
Accounts payable, other	7,262,661	7,949,916
Accrued salaries and fringe benefits	150,879	119,739
Accrued withholdings	2,850,517	2,562,957
Accrued interest on bonds payable and other long-term debt	6,000,317	6,127,271
	<u> </u>	<u> </u>
Total	<u>\$ 21,759,597</u>	<u>\$ 25,197,134</u>

5. State Paid Fringe Benefits

The State of New Jersey, through separate appropriations, pays certain fringe benefits (principally health insurance and FICA taxes) on behalf of College employees. Such benefits amounted to \$19,980,440 and \$19,530,435 for the years ended June 30, 2013 and 2012, respectively, and are included in both the State of New Jersey appropriations revenue and operating expenses in the accompanying financial statements.

The State of New Jersey is also required to fund postretirement medical benefits for those state employees who retire with 25 years of credited service or retire on disability regardless of years of service. These expenses are not included in the College's financial statements.

The College is not required to record a reserve for Other Post Employment Benefits ("OPEB") because this is an obligation of the State of New Jersey. The State of New Jersey reports this expense and related liability for OPEB in the consolidated financial statements of the State of New Jersey.

6. Retirement Plans

Plan Descriptions

There are three major retirement plans in which employees of the College participate: Public Employees' Retirement System ("PERS"); Police and Fireman's Retirement System ("PFRS"); and The Alternate Benefit Program ("ABP") which presently makes contributions to Teachers Insurance and Annuity Association - College Retirement Equities Fund ("TIAA/CREF"), Aetna Life Insurance ("ING"), Hartford, Equitable ("Equi-Vest"), MetLife and Annuity Company of Connecticut, and VALIC. PERS and PFRS are cost-sharing, multiple-employer defined benefit pension plans administered by the State of New Jersey. Generally all employees, except certain part-time employees, participate in one of these plans.

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PERS was established under the provisions of N.J.S.A. 43:15A to provide coverage, including postretirement health care, to substantially all full-time employees of the state or public agency provided the employee is not a member of another state-administered retirement system. PFRS was established under the provisions of N.J.S.A. 43:16A to provide coverage to substantially all full-time county and municipal police or firemen and State of New Jersey firemen appointed after June 30, 1994.

The State of New Jersey issues publicly available financial reports that include financial statements and required supplementary information for PERS and PFRS. These reports may be obtained by writing to the State of New Jersey, Department of the Treasury, Division of Pension and Benefits, P.O. Box 295, Trenton, New Jersey 08625-0295.

PERS Funding Policy

PERS members are required to contribute 6.64% of their annual covered salary. The State of New Jersey, in accordance with State statutes, makes employer contributions on behalf of the College. The State of New Jersey contribution is based upon annual actuarially determined percentages of total compensation of all active members. The State of New Jersey's annual contribution approximates the actuarially determined pension cost for the year. The percentage for the year ended June 30, 2013 is 7.71% of annual covered payroll. The contribution requirements of the plan members and the College are established and may be amended by the State of New Jersey. The employer contributions for the years ended June 30, 2013, 2012, and 2011 were \$561,342, \$449,746, and \$446,566, respectively.

PFRS Funding Policy

PFRS members are required to contribute 10% of their annual covered salary. The State of New Jersey, in accordance with State statutes, makes employer contributions on behalf of the College. The State of New Jersey contribution is based upon annual actuarially determined percentages of total compensation of all active members. The State of New Jersey's annual contribution approximates the actuarially determined pension cost for the year. The percentage for the year ended June 30, 2013 is 14.94% of annual covered payroll. The contribution requirements of the plan members and the College are established and may be amended by the State of New Jersey. The employer contributions for the years ended June 30, 2013, 2012, and 2011 were \$34,194, \$40,523, and \$51,084, respectively.

Alternate Benefit Program Information

ABP provides the choice of six investment carriers, all of which are privately operated defined contribution retirement plans. The College assumes no liability for ABP members other than payment of contributions. ABP provides retirement and death benefits for or on behalf of these full-time professional employees and faculty members participating in this retirement program. Participation eligibility as well as contributory and noncontributory requirements are established by the State of New Jersey Retirement and Social Security Law. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits vest after the completion of one year of service. Individually owned annuity contracts that provide for full ownership of retirement and survivor benefits are purchased at the time of vesting.

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Participating College employees are required to contribute 5% and may contribute a voluntary additional contribution of salary up to the maximum federal statutory limit, on a pretax basis. Employer contributions are 8% of salary. During the year ended June 30, 2013, ABP received employer and employee contributions of approximately \$3,650,163 and \$2,281,352, respectively, which were based on participating employee salaries of \$45,627,033. During the year ended June 30, 2012, ABP received employer and employee contributions of \$3,466,234 and \$2,166,396, respectively, which were based on participating employee salaries of \$43,327,928. Employer contributions to ABP paid by the State of New Jersey are reflected in the accompanying financial statements as State of New Jersey appropriations revenue and as expenses.

7. Bonds Payable and Other Long-Term Debt

Bonds payable and other long-term debt as of June 30, 2013 and 2012 consisted of the following:

	<u>Interest Rate</u>	<u>2013</u>	<u>2012</u>
Bond payable:			
New Jersey Educational Facilities Authority			
Bonds:			
Housing I and II Renovations Series			
1988A	3.00 %	\$ 544,000	\$ 689,000
Housing and College Center, Series			
2005F (Refunded 1996B, 1996F,	4.00-5.00 %	21,845,000	22,800,000
and 1998C)			
Housing V and Academic, Series			
2006F	3.65-5.00 %	47,235,000	48,320,000
Housing and College, Series 2007G	4.00-4.50 %	37,450,000	38,300,000
Housing, College, and College Center			
Series 2008A (Refunded 2005C)	4.00-5.00 %	<u>133,390,000</u>	<u>136,100,000</u>
Total		240,464,000	246,209,000
Unamortized discount		(266,848)	(277,451)
Unamortized premium		1,416,284	1,479,259
Deferred loss		<u>(596,450)</u>	<u>(620,150)</u>
Total		241,016,986	246,790,658
Less current portion		<u>(5,978,672)</u>	<u>(5,773,672)</u>
Long-term debt, noncurrent portion		<u>\$ 235,038,314</u>	<u>\$ 241,016,986</u>

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	<u>Interest Rate</u>	<u>2013</u>	<u>2012</u>
Other long-term debt:			
Higher Education Dormitory Safety Trust Fund	4.50-5.25 %	\$ 678,012	\$ 884,837
Higher Education Capital Improvement Fund	3.00-5.25 %	5,324,609	5,604,667
Dam Restoration Loan	2.00 %	<u>306,195</u>	<u>324,973</u>
Total		6,308,816	6,814,477
Less current portion		<u>(528,359)</u>	<u>(505,661)</u>
Other long-term debt, noncurrent portion		<u>\$ 5,780,457</u>	<u>\$ 6,308,816</u>

Bonds Payable

Series 1988A Housing I and II Renovations bonds are a 3.00% federal loan for housing improvements and are due serially each July 1 through 2016. These bonds are collateralized by a pledge of and first lien on the net revenues derived from Housing I and II. The College is required to maintain a debt service reserve fund, a renewal and replacement reserve fund, and a sinking fund reserve.

On October 21, 2005, the New Jersey Educational Facilities Authority, on behalf of the College, issued its Series F Bonds in the par amount of \$28,180,000. The purpose of the Series 2005 F Bonds was to fund the following: (i) advance refund the Colleges' Series 1996 F Bonds (the Multipurpose Recreation Center) for the principal amount of \$17,750,000, and the Colleges' Series 1998 C Bonds (Housing IV) for the principal amount of \$11,875,000; (ii) the payment of costs and expenses in connection with the issuance of the Series 2005 F Bonds.

Series 2005F Bonds consist of \$23,810,000 Serial Bonds and \$4,370,000 5% Term Bonds. The Serial Bonds bear interest rates between 4-5% with the average being 4.45%. They are due serially each July 1 through 2025. The Term Bonds are due July 1, 2028.

Series 2006F bonds consist of \$26,560,000 Serial Bonds, \$9,395,000 5% Term Bonds, and \$14,410,000 4.250% Term Bonds. The Serial Bonds bear interest rates between 3.65-5% with the average being 4.40%. They are due serially each July 1 through 2027. The \$9,395,000 Term Bonds are due July 1, 2031 and the \$14,410,000 Term Bonds are due July 1, 2036.

Series 2007G bonds consist of \$27,300,000 Serial Bonds, \$6,005,000 5% Term Bonds, and \$6,945,000 5% Term Bonds. The Serial Bonds bear interest rates between 4-4.5% with the average being 4.11%. They are due serially each July 1 through 2031. The \$6,005,000 Term Bonds are due July 1, 2034 and the \$6,945,000 Term Bonds are due July 1, 2037.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

Series 2008A Bonds consist of \$22,360,000 Serial Bonds, \$20,010,000 5.5% Term Bonds, \$25,695,000 5.125% Term Bonds and \$68,845,000 5.375% Term Bonds. The Serial Bonds bear interest rates between 4-5% with the average being 4.25%. They are due serially each July 1 through 2018. The \$20,010,000 Term Bonds are due July 1, 2023, the \$25,695,000 Term Bonds are due July 1, 2028 and the \$68,845,000 Term Bonds are due July 1, 2038.

The Bond Series 2008A refunded Bond Series 2005C. \$31,290,097 was placed in an irrevocable trust with an escrow agent to provide for future debt service payments. As a result, the 2005C Series Bonds are considered to be defeased, and the related liability has been removed from the statement of net position. This transaction resulted in a loss on advance refunding of approximately \$711,000. This amount is deferred and amortized as a component of interest expense over the life of the defeased 2005C Series Bonds.

Other Long-Term Debt

On August 14, 2001, the New Jersey Educational Facilities Authority issued bonds to finance the College's loan amount request pursuant to the Dormitory Safety Trust Fund Act (P.L. 2000, C56). The College's loan under this Act was \$3,453,000 and will be repaid in annual installments from January 15, 2002 through January 15, 2016. This is a non-interest bearing note and interest expense is imputed at a rate of 4.5%.

During 2003, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2002 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The College was allocated \$17,204,000 of the total proceeds of the bond issue to be used for academic campus exterior repairs, HVAC improvements, gallery safety rails, Housing II roof replacement, and F-Wing extension and renovation design. The terms of the agreement require one-third of the total allocation, or \$5,734,667, to be repaid in annual rental payments equal to the College's allocable share of the Series 2002 A Bonds and related program expenses through 2022.

During 2004, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2004 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The College was allocated \$3,848,250 of the total proceeds of the bond issue to be used for Housing I exterior and Housing I HVAC. The terms of the agreement require one-third of the total allocation, or \$1,282,750, to be repaid in annual rental payments equal to the College's allocable share of the Series 2004 A Bonds and related program expenses through 2024.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Notes to Financial Statements
 June 30, 2013 and 2012

Payments due on all bonds payable and other long-term debt excluding net unamortized premiums/discounts/and deferred losses totaling \$552,986, subsequent to June 30, 2013 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Years ending June 30:			
2014	\$ 6,478,359	\$ 11,792,618	\$ 18,270,977
2015	6,783,297	11,467,714	18,251,011
2016	7,129,565	11,159,532	18,289,097
2017	7,080,128	10,853,256	17,933,384
2018	7,300,048	10,531,934	17,831,982
2019-2023	43,155,068	46,944,891	90,099,959
2024-2028	50,146,351	35,420,207	85,566,558
2029-2033	52,795,000	22,434,019	75,229,019
2034-2038	58,875,000	7,558,125	66,433,125
2039	7,030,000	-	7,030,000
	<u>\$ 246,772,816</u>	<u>\$ 168,162,296</u>	<u>\$ 414,935,112</u>

8. Demand Note Payable

The College has available a \$15,000,000 revolving line of credit with Credit Suisse AG, of which \$5,000,000 was outstanding as of June 30, 2013. Interest is payable monthly at a rate of 1 month LIBOR (London InterBank Offered Rate) plus 1.00% per annum (1.19% per annum as of June 30, 2013). The demand note payable is available for all purposes with the exception of the purchase of additional securities, and is fully collateralized by the investments of the College. Interest expense was \$1,983 for the year ended June 30, 2013.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2013 and 2012

9. Noncurrent Liabilities

Activity in noncurrent liabilities for the years ended June 30, 2013 and 2012 was as follows:

	<u>July 1, 2012</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2013</u>	<u>Current Portion</u>
Compensated absences	\$ 3,490,137	\$ 2,610,011	\$ 2,446,893	\$ 3,653,255	\$ 2,707,660
U.S. government grants refundable	1,980,872	-	-	1,980,872	-
Bonds payable	246,790,658	-	5,773,672	241,016,986	5,978,672
Other long-term debt	6,814,477	-	505,661	6,308,816	528,359
	<u>\$ 259,076,144</u>	<u>\$ 2,610,011</u>	<u>\$ 8,726,226</u>	<u>\$ 252,959,929</u>	<u>\$ 9,214,691</u>
	<u>July 1, 2011</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2012</u>	<u>Current Portion</u>
Compensated absences	\$ 3,481,829	\$ 2,549,467	\$ 2,541,159	\$ 3,490,137	\$ 2,446,893
U.S. government grants refundable	1,980,872	-	-	1,980,872	-
Bonds payable	250,539,330	-	3,748,672	246,790,658	5,773,672
Other long-term debt	7,296,772	-	482,295	6,814,477	505,661
	<u>\$ 263,298,803</u>	<u>\$ 2,549,467</u>	<u>\$ 6,772,126</u>	<u>\$ 259,076,144</u>	<u>\$ 8,726,226</u>

10. Component Units

In accordance with GASB Statement No. 61, *The Financial Reporting Entity: Omnibus*, an amendment of GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, an Amendment of GASB 14, and GASB Statement No. 14, *The Financial Reporting Entity*, the College has determined that The Richard Stockton College of New Jersey Foundation (the "Foundation") and Stockton Affiliated Services, Inc. ("SASI") should be included in the College's financial statements as discretely presented component units. A component unit is a legally separate organization for which the primary institution is financially accountable or to which the primary institution is closely related.

The Foundation and SASI are private not for-profit organizations that report under the FASB Accounting Standards Codification ("ASC"), including FASB Topic ASC 958-205, Presentation of Financial Statements. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's or to SASI's financial information in the College's financial reporting for these differences.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

The Richard Stockton College of New Jersey Foundation

The Foundation is a legally separate, tax-exempt component unit of the College. The Foundation has received a determination letter from the Internal Revenue Service concluding that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The Foundation acts primarily as a fundraising entity to supplement the resources that are available to the College in support of its programs. The board of directors of the Foundation, which consists of at least five and no more than forty persons, is self-perpetuating and consists of qualified persons elected by majority vote of the board of directors of the Foundation. Although the College does not control the timing or amount of receipts from the Foundation, the resources, or income thereon, the Foundation holds investments that are used exclusively for the benefit, support, and promotion of the College for its educational activities. Because these resources held by the Foundation can only be used by, or for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

Investments include money market funds, mutual funds, fixed income and equity securities donated to, or purchased by, the Foundation, which are recorded at fair value using dealer or exchange quoted market prices.

The Foundation has adopted a total return investment policy. The primary investment objective is to maximize long-term return through a combination of income and capital appreciation achieved in a prudent manner.

Therefore, the financial objective is to earn, over the long term, a total return (net of all fees and expenses) equal to or exceeding the spending rate plus the inflation rate as measured by the Consumer Price Index. The investment policy of the Foundation will be carried out by means of investment strategies that reflect continuous evaluation of changing investment environments, manager judgment regarding the allocation of assets among different kinds of asset classes, identification of appropriate investment vehicles and the making of specific investment decisions.

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2013 and 2012

Investments as of June 30, 2013 and 2012 consisted of the following:

	2013		2012	
	Cost	Fair Value	Cost	Fair Value
Money market fund	\$ 848,668	\$ 848,668	\$ 894,399	\$ 894,399
Equity mutual funds:				
International	2,174,620	2,255,064	1,849,599	1,704,921
Domestic Large cap	8,186,383	10,172,810	8,781,195	9,336,840
Domestic Mid cap	1,124,170	1,363,845	1,061,308	1,053,600
Domestic Small cap	472,265	582,000	472,265	477,360
Other	311,727	239,800	424,067	435,680
Fixed income mutual funds:				
Domestic Intermediate	3,265,761	3,180,350	3,650,549	3,737,469
Domestic High yield	800,025	800,000	745,467	749,723
Domestic Short term	1,505,999	1,485,713	1,400,150	1,403,218
International	2,225,400	2,180,938	725,250	706,161
Total	\$ 20,915,018	\$ 23,109,188	\$ 20,004,249	\$ 20,499,371

The Foundation is located on the campus of the College. During fiscal years 2013 and 2012, the following contributions were made:

	2013	2012
Foundation's contributions to the College		
Scholarships	\$ 396,265	\$ 393,690
Academic support	381,157	380,107
Facilities support		
Holocaust resource center	50,000	50,000
Kramer hall	50,000	-
Sam Azeez museum	210,584	150,000
Other	11,948	-
Total	\$ 1,099,954	\$ 973,797
	2013	2012
Foundation's contributions to the college		
In-kind finance and admin services	\$ 199,014	\$ 138,448

Stockton Affiliated Services, Inc

SASI was established in accordance with New Jersey's Public College Auxiliary Organization Act (N.J.S.A. 18A:64-26, et seq.) in July, 2008. SASI is a legally separate, tax-exempt 501(c)(3) organization with a fiscal year end of June 30.

The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)

Notes to Financial Statements
 June 30, 2013 and 2012

SASI's purpose is to support the mission of the College by expanding, and improving the level of services provided by the College. The College has contracted with SASI to manage programs and services, which support the College's mission of teaching, research, scholarship, and public services. Because of its relationship with the College, SASI is considered a component unit of the College and is discretely presented in the College's financial statements. SASI contributed \$1,236,000 and \$1,200,000, respectively in fiscal 2013 and 2012 to the College as auxiliary services revenues.

The College has issued a line of credit to SASI in the amount of \$2,000,000. As of June 30, 2013 and 2012, a note receivable in the amount of \$1,464,683, is reflected in the financial statements of the College relating to this line of credit. The College charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 4.21% percent. The interest rate will be reviewed and changed by the College, in its sole discretion, to a rate equal to 150 basis points plus the thirty year US Treasury Note rate at the time of the interest review. Interest only payments will be made on the outstanding principal balance at the stated interest rate. Interest expense on the line of credit totaled \$63,704 and \$81,890 for the years ended June 30, 2013 and 2012, respectively. SASI reimburses the College for use of space and personnel through payment of an overhead charge. As of June 30, 2013 and 2012 the overhead charge was \$392,933 and \$391,644, respectively.

The College had issued a revolving line of credit of \$4,000,000 in fiscal 2011 for the purpose of working capital for operations of the Seaview. SASI and the College entered into an agreement effective January 1, 2012 to discharge SASI of its obligation to repay the line of credit under the note and loan agreement, in consideration for SASI giving up its right, title and interest to future profits and losses. This agreement will transfer all profit and losses for Seaview operations from SASI's books and records to the books and records of the College. The outstanding balance on the line of credit as of January 1, 2012 was \$1,250,759, which was recognized in other nonoperating costs for fiscal year ending June 30, 2012.

The following amounts are recorded on the statement of net position as due to/from the College as of June 30:

	<u>2013</u>	<u>2012</u>
Due from the College:		
Food service	\$ 80,806	\$ 170,633
Miscellaneous	69,913	43,098
	<u>\$ 150,719</u>	<u>\$ 213,731</u>
Total due from the College		
Due to the College:		
Institutional support	\$ -	\$ 1,200,000
Seaview operations	629,723	950,163
Overhead charge	42,110	391,644
Miscellaneous	27,220	2,121
	<u>\$ 699,053</u>	<u>\$ 2,543,928</u>
Total due to the College		

**The Richard Stockton College of New Jersey
(A Component Unit of the State of New Jersey)**

Notes to Financial Statements
June 30, 2013 and 2012

11. Commitments and Contingencies

Compensated Absences

The College recorded a liability for compensated absences in the amount of \$3,653,255 and \$3,490,137 as of June 30, 2013 and 2012, respectively, which is included in compensated absences in the accompanying statement of net position. The liability is calculated based upon employees' accrued vacation leave as of year-end, as well as an estimated vested amount for accrued sick leave.

Payments for accumulated sick leave balances are made to retiring employees upon regular retirement. The payment is based on 50% of the employee's sick leave accumulation, at the pay rate in effect at the time of retirement up to a maximum of \$15,000. Employees separating from College service prior to retirement are not entitled to payments for accumulated sick leave balances.

Litigation

The College is a party to various legal actions arising in the ordinary course of business. While it is not possible, at this time, to predict the ultimate outcome of these actions, it is the opinion of management that the resolution of these matters will not have a material adverse effect on the College's financial position.

Grants

The College receives support from federal government and State of New Jersey grant programs, primarily student financial assistance. Entitlement to the resources requires compliance with terms of the grant agreements and applicable regulations, including the expenditure of the resources for eligible purposes. Substantially all grants are subject to financial and compliance audits by the grantors. As June 30, 2013 and 2012, the College estimates that adjustments, if any, as a result of such audits would not have a material adverse effect on the College's financial statements.

Construction Contracts

The College has outstanding construction commitments in the amount of \$5,455,700 as of June 30, 2013. These commitments are primarily related to the completion of the Science Center.

It is expected that all of the funding for these projects will be allocated from unrestricted funds.

Lease Commitments

The College leases office space with expiration dates through 2022.

The Richard Stockton College of New Jersey (A Component Unit of the State of New Jersey)

Notes to Financial Statements
June 30, 2013 and 2012

Future minimum lease payments required under all non-cancelable operating leases are as follows:

Years ending June 30:		
2014	\$	210,500
2015		226,417
2016		230,516
2017		234,617
2018		238,119
2019 – 2022		<u>687,879</u>
Total	\$	<u>1,828,048</u>

Total rental expense for these leases for the years ended June 30, 2013 and 2012 was \$132,000 and \$140,500, respectively.

Power Purchase Agreement

The College entered into various agreements with Stockton Blue Sky Power, LLC (“Blue Sky”) related to the construction of a solar power plant at the College. Blue Sky owns and operates the solar power plant and the College leases the space on campus where the solar power plant is located. The College agreed to purchase all of the energy produced by the solar power plant for a 15 year period at a fixed rate of \$0.03 per kWh.

12. Bond Obligation Offset Fund

Unrestricted net position includes the College’s Bond Obligation Offset Fund. The College intends to utilize these funds to offset its’ bond obligations and debt-service costs. The intent of the College is to use \$61,831,451 or one quarter of the total outstanding bond obligations of \$247,325,802 for its bond obligation and debt service requirements liability.

13. Related Parties

The College has entered into a Collaborative Project Agreement with the Noyes Museum of Art (the “Museum”) on February 4, 2011. Pursuant to the terms of Agreement, the Museum has agreed to sublease to the College the property located at 733 Lily Lake Road, Galloway Township, New Jersey for a period of ten years. The College and the Museum have agreed to have two individuals affiliated with the College serve as members on the Museum’s Board of Directors and one individual affiliated with the College to serve as a member for the Noyes Foundation Board of Directors for the duration of the Agreement. The College is required to pay an annual rental to the Museum over the life of the Agreement. It is acknowledged by the parties that the term of the Agreement may be less than ten years if either party is not satisfied with the progress made to meet operational benchmarks as defined in the Agreement. Notwithstanding the foregoing, there shall be no readjustments between the parties as of the date of termination. The Museum is entitled to retain the entire lease payment for the year of termination.

**Independent Auditors' Report on Internal Control
Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of
Financial Statements Performed in Accordance
With Government Auditing Standards**

Board of Trustees
The Richard Stockton College of New Jersey

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Richard Stockton College of New Jersey (the "College") and its discretely presented component units, a component unit of the State of New Jersey, as of and for the year ended June 30, 2013 and the related notes to the financial statements, which collectively comprise College's basic financial statements, and have issued our report thereon dated November 1, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Parente Beard LLC".

Philadelphia, Pennsylvania
November 1, 2013

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)**

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEARS ENDED JUNE 30, 2014 AND 2013

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Richard Stockton College of New Jersey

Report on the Financial Statements

We have audited the accompanying financial statements of Richard Stockton College of New Jersey (the "College") and its discretely presented component units, a component unit of the State of New Jersey, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these basic financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of The Richard Stockton College of New Jersey Foundation, Stockton Affiliated Services, Inc., and Stockton Aviation Research and Technology Park of New Jersey, Inc. were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of The Richard Stockton College of New Jersey and its discretely presented component units as of June 30, 2014, and the respective changes in financial position and cash flows, where applicable thereof, for the year then ended in accordance with accounting principles generally accepted in the United States of America

Change in Accounting Principle

As discussed in Note 1 to the financial statements, the College implemented the provisions of Governmental Accounting Standards Board (GASB) Statement No. 65 – *Items Previously Reported as Assets and Liabilities* for the year ended June 30, 2014, which represents a change in accounting principle. As of July 1, 2012, the net position was restated to reflect the impact of adoption. A summary of the restatement is presented in Note 15. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis ("MD&A") on pages 4 through 11 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the College's basic financial statements. The accompanying schedules of expenditures of federal and State of New Jersey awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the State of New Jersey Department of Treasury Circular 04-04, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*, respectively, are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The schedules of expenditures of federal and State of New Jersey awards are the responsibility of management and were derived from and related directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedules of expenditures of federal and State of New Jersey awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

The financial statements of The Richard Stockton College of New Jersey as of June 30, 2013 were audited by other auditors whose report dated November 1, 2013 express an unmodified opinion on those statements.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2014 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
October 31, 2014

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
YEAR ENDED JUNE 30, 2014**

INTRODUCTION

The Richard Stockton College of New Jersey (the "College") is proud to present its comparative financial statements for fiscal years 2014 and 2013, and its changes in financial position for the fiscal years then ended with fiscal year 2012 data presented for comparative purposes. This section of the College's financial statements presents our discussion and analysis of the College's financial performance. Since this discussion and analysis is designed to focus on current activities, it should be read in conjunction with the College's basic financial statements, which follow this section.

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. 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.

COLLEGE OVERVIEW

The College is located in Galloway, New Jersey on 1,600 acres of pristine forest and wetlands in an area that is growing rapidly. The College owns an 8-acre Marine and Environmental Field Station along the Nacote Creek in nearby Port Republic City, along with over 100 acres of wooded property in Hamilton Township and an additional 200 acres in Galloway. The College also has a location in Atlantic City. The Carnegie Center is a 17,335-square-foot historical building which hosts undergraduate and graduate courses, continuing professional education programming, and special events. The College also owns the historic Stockton Seaview Hotel and Golf Club (Stockton Seaview), which is located on nearly 300 acres in Galloway, New Jersey.

Three instructional sites have been added to provide academic offerings that range from continuing education and professional opportunities to undergraduate and graduate courses. In September 2012, Stockton extended its reach into southern Ocean County with the Manahawkin instructional site, a 3,200-square-foot facility that hosts classes and community events. In January 2013, Stockton formally opened Kramer Hall in downtown Hammonton, which provides students with state-of-the-art classrooms, computer labs, and seminar rooms as well as providing the local community with use of the facility. In April 2013, Anne Azeez Hall in Woodbine opened, allowing Stockton to offer students in Cape May County more flexibility and access.

A significant percentage of the student body is from Atlantic, Cape May, and Ocean counties, but the College is expanding its reach, attracting more students from northern New Jersey and other areas. Stockton continues to experience impressive growth, with a record headcount of 8,570 students enrolled for Fall 2014, compared with 8,458 in 2013.

Full-time equivalent ("FTE") students increased by 2 percent, reflecting an FTE of 8,115 for the Fall of 2014, compared with 7,926 in the previous fall.

The College offers undergraduate degrees in Bachelor of Arts, Bachelor of Science and Bachelor of Science in Nursing, as well as 12 Master's level programs and a doctoral program in Physical Therapy.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
YEAR ENDED JUNE 30, 2014**

FINANCIAL STATEMENTS

The College's comparative financial statements include three basic financial statements: Statement of Net Position; Statement of Revenues, Expenses, and Changes in Net Position; and Statement of Cash Flows, which have been prepared following Governmental Accounting Standards Board ("GASB") principles. These statements present the College's operations as a whole, rather than individual funds, focusing on its assets, liabilities, revenues, expenses, and cash flows on an entity-wide basis.

SUMMARY OF NET POSITION

The Statement of Net Position presents the assets, liabilities, and net position of the College as of the end of the fiscal year. The Statement of Net Position is a point-of-time financial statement. The purpose of the Statement of Net Position is to present to the readers of the financial statements a fiscal snapshot of The Richard Stockton College of New Jersey. The Statement of Net Position presents end-of-the-year data concerning assets (current and noncurrent), deferred outflows of resources, liabilities (current and noncurrent), deferred inflows of resources and net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources).

Net position is one indicator of the current financial condition of the College, while the change in net position is an indicator of whether the overall financial condition has improved or worsened during the year.

From the data presented, readers of the Statement of Net Position are able to determine the assets available to continue the operations of the College. They are also able to determine how much the College owes vendors, investors, and lending institutions. Finally, the Statement of Net Position provides a picture of the net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources) and their availability for expenditure by the College.

Net position is divided into three major categories. The first category, net investment in capital assets, provides the institution's equity in property, plant, and equipment owned by the College, net of accumulated depreciation, reduced by the outstanding balances of debt and deferred inflows of resources related to the acquisition, construction, or improvement of those assets. The next net position category is restricted. Expendable restricted is available for expenditure by the College but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of the assets. Nonexpendable restricted net position is required to be maintained in perpetuity by donors and/or external entities. The final category is unrestricted. Unrestricted assets are available to the College for any lawful purpose of the College.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
YEAR ENDED JUNE 30, 2014**

A summary of the College's assets, deferred outflows of resources, liabilities, deferred inflows of resources and net position as of June 30, 2014, 2013, and 2012 is as follows (in thousands):

	<u>2014</u>	<u>2013</u> Restated	<u>2012</u>
ASSETS			
Current Assets	\$ 142,378	\$ 123,600	\$ 132,064
Capital Assets	315,056	318,204	305,251
Other Assets	9,045	8,824	12,143
Total Assets	<u>\$ 466,479</u>	<u>\$ 450,628</u>	<u>\$ 449,458</u>
Deferred Outflows of Resources			
Loss on refunding debt	<u>\$ 645</u>	<u>\$ 596</u>	<u>\$ 620</u>
LIABILITIES			
Current Liabilities	\$ 51,129	\$ 40,293	\$ 38,257
Noncurrent Liabilities	242,801	244,317	250,350
Total Liabilities	<u>\$ 293,930</u>	<u>\$ 284,610</u>	<u>\$ 288,607</u>
NET POSITION			
Net Investment in Capital Assets	\$ 74,517	\$ 72,936	\$ 66,979
Restricted for:			
Renewal and Replacement	300	301	300
Debt Service Reserve	6,375	6,393	6,189
Unrestricted	92,002	86,984	87,383
Total Net Position	<u>\$ 173,194</u>	<u>\$ 166,614</u>	<u>\$ 160,851</u>

The College's Statement of Net Position indicates an improvement in financial position and reflects prudent utilization of financial resources and management of investments, the utilization of debt, and development of the capital plan.

Current assets consist primarily of cash and cash equivalents, assets held by trustees under bond agreements for capital activities, investments and receivables. Noncurrent assets consist primarily of investments and capital assets. Current liabilities consist primarily of accounts payable and accrued expenses, accrued compensation absences and the current portion of long-term debt. Noncurrent liabilities consist primarily of long-term debt.

Total assets increased by \$15,851,597 in fiscal 2014. The increase is primarily due to funds held in trust relating to the State capital grants awarded to the College in fiscal 2014. Total assets increased by \$1,170,294 in fiscal 2013 primarily due to the increase in the fair value of investments with a decrease in amounts due to the College from component units.

Total liabilities increased by \$9,319,756 in fiscal 2014. This net increase is primarily due to unearned State capital grant revenue. Total liabilities decreased by \$3,996,437 in fiscal 2013. This net decrease is primarily due

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
YEAR ENDED JUNE 30, 2014**

to principal payments made by the College on outstanding debt, decreased Construction payables, and an addition of a line of credit with Credit Suisse.

SUMMARY OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

Changes in total net position as presented on the Statement of Net Position are based on the activity presented in the Statement of Revenues, Expenses, and Changes in Net Position. The purpose of the statement is to present the revenues received by the institution, both operating and nonoperating, and the expenses paid by the institution, operating and nonoperating, and any other revenues, expenses, gains, and losses received or spent by the College.

Generally speaking, operating revenues are received for providing goods and services to the various customers and constituents of the College. Operating expenses are those expenses paid to acquire or produce the goods and services provided in return for the operating revenues, and to carry out the mission of the College. Nonoperating revenues are revenues received for which goods and services are not provided. For example, State of New Jersey appropriations are nonoperating because they are provided by the Legislature to the College without the Legislature directly receiving commensurate goods and services for those revenues.

The Statement of Revenues, Expenses, and Changes in Net Position present the College's results of operations. A summary of the College's revenues, expenses, and changes in net position for the year ended June 30, 2014, 2013, and 2012 are as follows (in thousands):

	2014	2013 Restated	2012
OPERATING REVENUES			
Net Student Revenues	\$ 95,169	\$ 93,042	\$ 89,161
Governmental Grants	19,407	17,637	20,244
Independent Operations	18,596	19,242	8,322
Other	5,815	7,036	6,064
Total Operating Revenues	<u>138,987</u>	<u>136,957</u>	<u>123,791</u>
OPERATING EXPENSES	<u>185,277</u>	<u>176,631</u>	<u>164,042</u>
OPERATING LOSS	(46,290)	(39,674)	(40,251)
NONOPERATING REVENUE (EXPENSES):			
State of New Jersey Appropriations	39,758	39,819	39,369
Pell Grant	11,344	11,289	10,778
Investment Income	10,678	8,782	2,786
Capital Grant Revenue	3,122	-	-
Disposal of Capital Assets, Net	(1)	15	(1)
Interest on Capital Assets Related Debt	(11,850)	(11,703)	(11,813)
Other Nonoperating Expenses, Net	(181)	(189)	(1,443)
Net Nonoperating Revenues	<u>52,870</u>	<u>48,013</u>	<u>39,676</u>
INCREASE (DECREASE) IN NET POSITION	6,580	8,339	(575)
Net Position - Beginning of Year	<u>166,614</u>	<u>*158,275</u>	<u>161,426</u>
NET POSITION - END OF YEAR	<u>\$ 173,194</u>	<u>\$ 166,614</u>	<u>\$ 160,851</u>

*Difference is noted due to the adoption of GASB 65

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
YEAR ENDED JUNE 30, 2014**

REVENUES

To fund its operation, the College receives revenues from a variety of sources including tuition and fees, grants and contracts, auxiliary services, independent operations, State of New Jersey appropriations, and investment income. The College is continuing to seek additional funds from all possible sources to adequately fund operating activities.

OPERATING

Operating revenues for the years ended June 30, 2014, 2013 and 2012 totaled \$138,987,713, \$136,957,274, and \$123,790,546, respectively. Student revenues net of scholarships were \$95,169,392, governmental grants were \$19,406,821, independent operations of \$ 18,596,208 and other revenue totaling \$5,815,292 for year ending June 30, 2014. For the year ended June 30, 2013, the sources of these revenues were student revenues, net of scholarships of \$93,042,251, governmental grants of \$17,636,512, independent operations of \$19,242,070, and other revenue of \$7,036,441.

Student revenues which include tuition and fees are the primary source of operating revenue for the College. These tuition and fee revenues have increased from fiscal year 2013 to fiscal year 2014 by approximately 1.7%. Auxiliary activities include housing and college center, which are responsible for an approximate 3.6% increase in revenue from the prior year. Total operating revenues increased by approximately 1.4% from fiscal 2013 to fiscal 2014. Total operating revenues increased by approximately 11 % in fiscal 2012 to fiscal 2013

Operating revenues for 2014, 2013, and 2012 were as follows (in thousands):

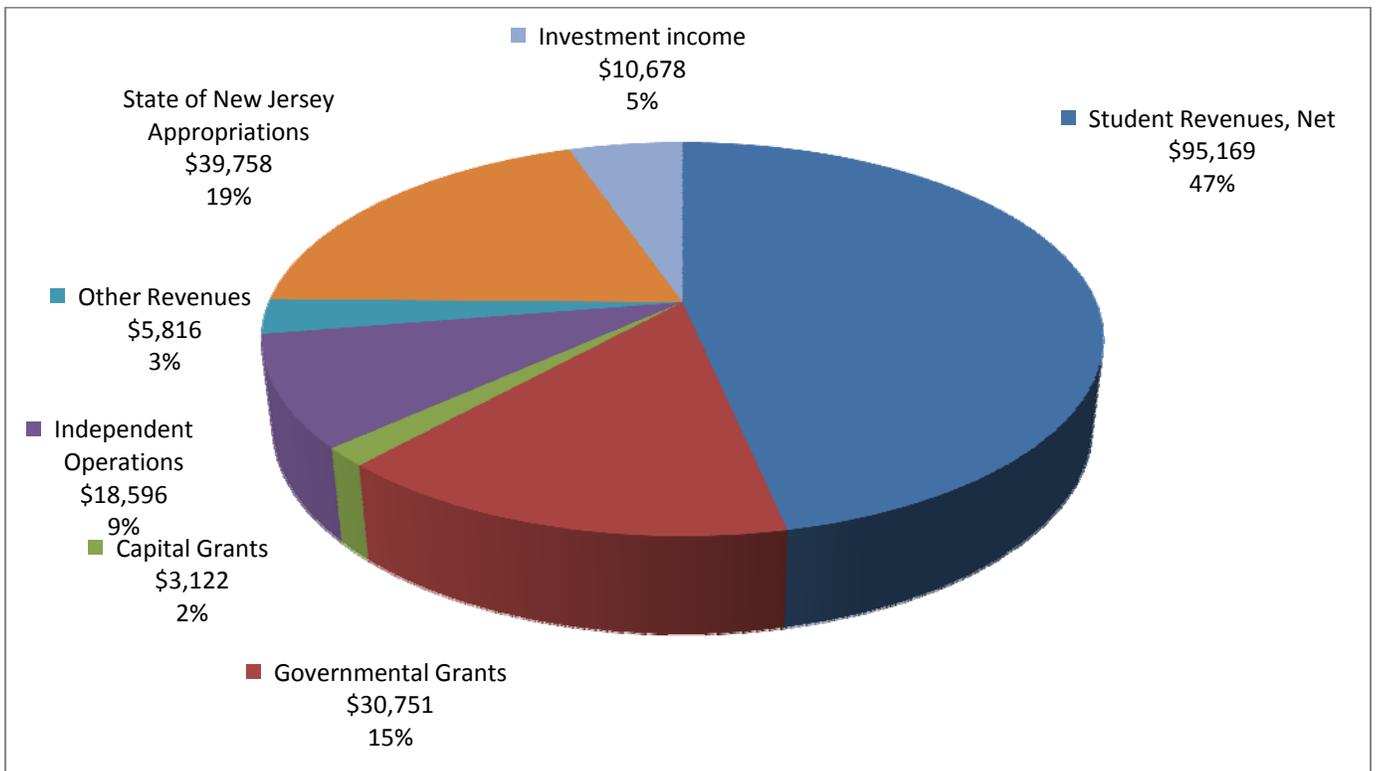
	<u>2014</u>	<u>% of Total</u>
Student Revenues, Net	\$ 95,169	69 %
Governmental Grants	19,407	14
Independent Operations	18,596	13
Other	5,815	4
Total Operating Revenue	<u>\$ 138,987</u>	<u>100 %</u>
	<u>2013</u>	<u>% of Total</u>
Student Revenues, Net	\$ 93,042	68 %
Governmental Grants	17,637	13
Independent Operations	19,242	14
Other	7,036	5
Total Operating Revenue	<u>\$ 136,957</u>	<u>100 %</u>
	<u>2012</u>	<u>% of Total</u>
Student Revenues, Net	\$ 89,161	72 %
Governmental Grants	20,244	16
Independent Operations	8,322	7
Other	6,064	5
Total Operating Revenue	<u>\$ 123,791</u>	<u>100 %</u>

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
YEAR ENDED JUNE 30, 2014**

NON-OPERATING

Net non-operating revenue for the years ended June 30, 2014, 2013 and 2012 totaled \$52,869,917, \$48,012,867 and \$39,675,426, respectively. The primary source of non-operating revenue was the State of New Jersey appropriation, including fringe benefits, of \$39,757,617, \$39,819,440 and \$39,369,435, respectively, for the years ended June 30, 2014, 2013 and 2012. The other components of net non-operating revenues were the investment income of \$ 10,677,601, \$8,781,402 and \$2,786,227, Pell grant of \$11,344,510, \$11,289,104, and \$10,777,807 and interest expense on plant facilities related debt of \$(11,849,937), \$(11,703,173) and \$(11,813,153) for the years ended June 30, 2014, 2013 and 2012, respectively.

Categories of both operating and nonoperating revenues that support Stockton's core activities in 2014 are as follows (in thousands of dollars):



OPERATING EXPENSES

Operating expenses are defined as expenses paid by the College to acquire or produce goods and services used to carry out its mission, in return for operating revenues. For the years ended June 30, 2014, 2013, and 2012 the College incurred operating expenses totaling \$185,277,616, \$176,631,584, and \$164,041,089, respectively. Operating revenues for these periods totaled \$138,987,713, \$136,957,274 and \$123,790,546, respectively, causing a loss from operations of \$(46,289,904), \$(39,674,310), and \$(40,250,543), respectively.

A summary of operating expenses for the years ended June 30, 2014, 2013, and 2012 is as follows (in thousands):

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
YEAR ENDED JUNE 30, 2014

	<u>2014</u>	<u>% of Total</u>
Instruction	\$ 60,481	33%
Research	1,268	1%
Public Service	6,056	3%
Academic Support	8,860	5%
Student Services	13,294	7%
Institutional Support	21,668	12%
Operation and Maintenance of Plant	16,804	9%
Student Aid	5,762	3%
Auxiliary Enterprises Expenditures	20,571	11%
Independent Operations	17,524	9%
Depreciation/Amortization	<u>12,989</u>	<u>7%</u>
Total Operating Expense	<u>\$ 185,277</u>	<u>100%</u>

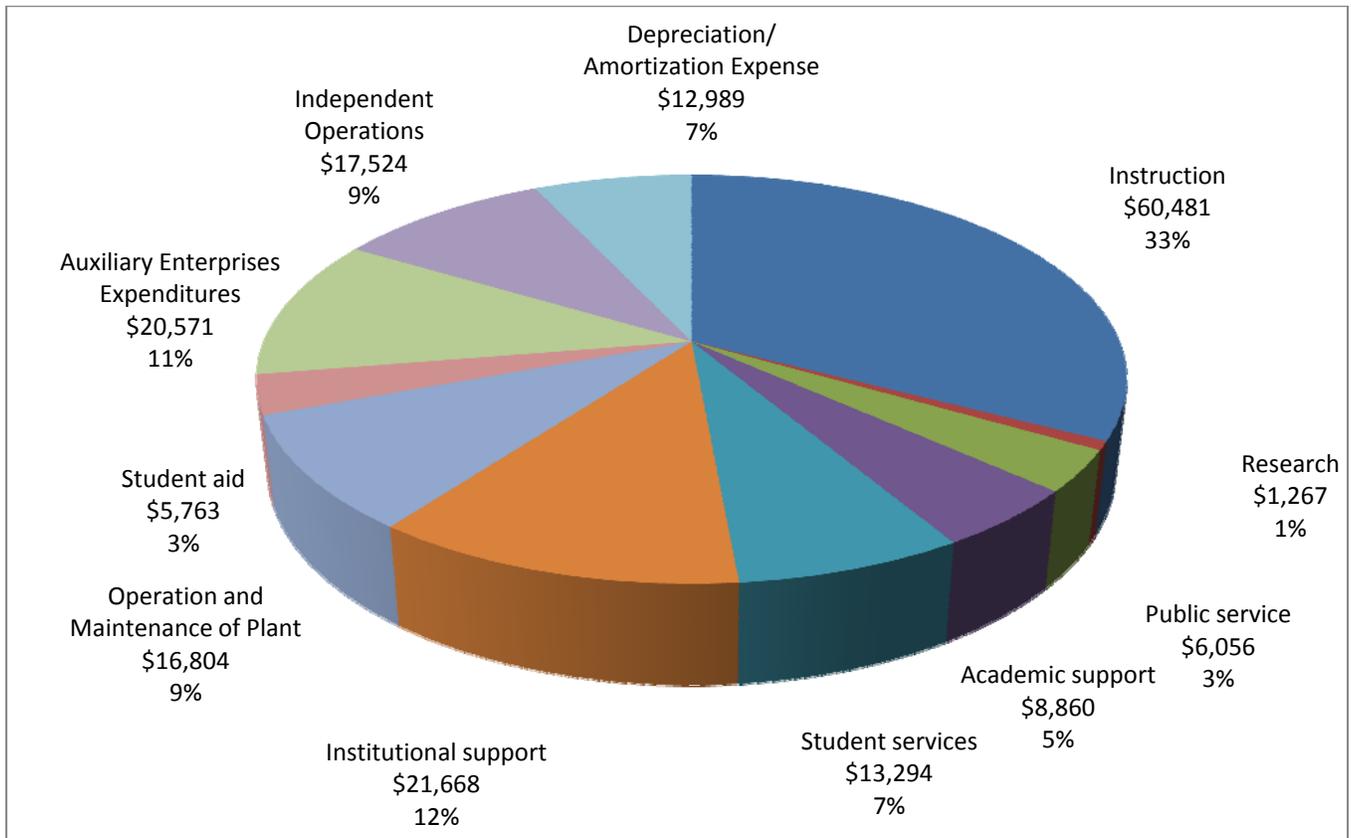
	<u>2013</u>	<u>% of Total</u>
Instruction	\$ 58,225	33 %
Research	931	1
Public Service	5,167	3
Academic Support	8,409	5
Student Services	12,759	7
Institutional Support	22,025	12
Operation and Maintenance of Plant	14,530	8
Student Aid	5,367	3
Auxiliary Enterprises Expenditures	19,062	11
Independent Operations	18,449	10
Depreciation/Amortization	<u>11,707</u>	<u>7</u>
Total Operating Expense	<u>\$ 176,631</u>	<u>100 %</u>

	<u>2012</u>	<u>% of Total</u>
Instruction	\$ 56,660	35 %
Research	921	1
Public Service	8,430	5
Academic Support	8,069	5
Student Services	12,294	7
Institutional Support	19,202	12
Operation and Maintenance of Plant	13,699	8
Student Aid	5,510	3
Auxiliary Enterprises Expenditures	19,117	12
Independent Operations	8,827	5
Depreciation/Amortization	<u>11,313</u>	<u>7</u>
Total Operating Expense	<u>\$ 164,042</u>	<u>100 %</u>

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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YEAR ENDED JUNE 30, 2014**

As the Full Time Equivalent and Student Headcount numbers increase, so do expenses college wide. Based on the amounts reported above, expenses have remained fairly consistent for each of the categories over the past years.

Categories of both operating and nonoperating expenses related to Stockton's core activities in 2014 are as follows (in thousands of dollars):



**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
YEAR ENDED JUNE 30, 2014**

CHANGE IN NET POSITION

The College had a \$6,580,013 increase in net position for fiscal year 2014 primarily due to Capital Grant Revenue and market appreciation on the College's investment portfolio. The College had a \$8,338,557 increase in net position for fiscal year 2013 primarily due to the appreciation of the College's investment portfolio.

CAPITAL ASSETS AND DEBT ACTIVITIES

The College continues to manage its financial resources so as to ensure adequate financial flexibility to access the capital markets as needed. The College maintains a debt rating from Moody's Investor Services and Fitch Rating Ltd. of A2 and A+ with a stable outlook, respectively.

The College has been advancing a master plan consistent with its strategic and Middle States reaccreditation plans, where the College intends to keep the existing campus in good repair and to ensure that it is prepared to meet the needs of future students. Included in those plans are numerous renovation and site improvement projects, as well as the newly completed science building.

ECONOMIC OUTLOOK

The populations of Atlantic and Ocean counties are growing, and while these counties provide the majority of our student body, the College's reputation for providing quality, value and distinction attracts applicants from throughout New Jersey and elsewhere.

Stockton is ranked at #9 among public Regional Universities of the North by *U.S. News & World Report* in its 2015 edition of "America's Best Colleges." Stockton also is ranked overall at #41 out of 135 public and private Northern universities by *U.S. News & World Report*. Stockton advanced in both categories this year, continuing its top tier designation.

Stockton's tuition and fees are competitive with the other eight state colleges – and a great value compared with private institutions. Stockton's flat-rate tuition program enables full-time students to take between 12 and 20 credits and pay the same rate. Students who take 20 credits can graduate sooner and potentially save thousands of dollars in the cost of classes and housing or commuting.

Over the past three years, the average number of freshmen applicants was 5,850 for about 1,000 to 1,100 available seats. In Fall 2014, a record 1,186 new freshmen represented an 11 percent increase over last fall's incoming freshmen class. For these and many more reasons, Stockton is never at a loss to fill our classrooms; we can afford to be very selective.

REQUESTS FOR INFORMATION

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Controller's Office, The Richard Stockton College of New Jersey, 101 Vera King Farris Drive – N119, Galloway, NJ 08205.

Complete financial statements for the individual component units can also be obtained from the Controller's Office.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
STATEMENTS OF NET POSITION
JUNE 30, 2014 AND 2013

ASSETS	2014		2013 (As Restated)	
	College	Component Units	College	Component Units
CURRENT ASSETS				
Cash and Cash Equivalents	\$ 12,296,431	\$ 2,587,787	\$ 9,475,219	\$ 2,422,956
Receivables, Net:				
Students, Less Allowance of \$1,391,121 in 2014 and \$1,369,912 in 2013	837,160	-	744,301	-
Loans, Less Allowance of \$76,846 in 2014 and \$74,193 in 2013	258,126	-	261,879	-
Federal Government	642,775	-	617,641	-
State of New Jersey	775,368	-	477,556	-
Due from College/Component Units	989,535	112,978	717,844	153,712
Other Receivables	<u>3,162,534</u>	<u>1,222,384</u>	<u>2,464,537</u>	<u>1,418,342</u>
Total Receivables	6,665,498	1,335,362	5,283,758	1,572,054
Investments at Fair Value	92,770,614	-	93,386,524	-
Deposits Held by Bond Trustees	29,239,926	-	14,631,664	-
Other Current Assets	<u>1,406,392</u>	<u>43,970</u>	<u>822,978</u>	<u>28,295</u>
Total Current Assets	<u>142,378,861</u>	<u>3,967,119</u>	<u>123,600,143</u>	<u>4,023,305</u>
NONCURRENT ASSETS				
Investments at Fair Value	5,509,255	26,847,149	5,346,699	23,109,188
Loans, Less Allowance of \$614,256 in 2014 and \$570,125 in 2013	2,063,299	-	2,012,374	-
Note Receivable	1,472,683	-	1,464,683	-
Capital Assets, Net	<u>315,055,622</u>	<u>1,912,279</u>	<u>318,204,224</u>	<u>2,050,635</u>
Total Noncurrent Assets	<u>324,100,859</u>	<u>28,759,428</u>	<u>327,027,980</u>	<u>25,159,823</u>
 Total Assets	 <u>\$ 466,479,720</u>	 <u>\$ 32,726,547</u>	 <u>\$ 450,628,123</u>	 <u>\$ 29,183,128</u>
 Deferred Outflows of Resources				
Loss on refunding debt	<u>\$ 644,623</u>	<u>\$ -</u>	<u>\$ 596,450</u>	<u>\$ -</u>
LIABILITIES AND NET POSITION				
CURRENT LIABILITIES				
Accounts Payable and Accrued Expenses	\$ 21,170,579	\$ 441,061	\$ 21,759,597	\$ 606,889
Due to College/Component Units	112,978	989,535	153,712	717,844
Unearned Revenue	14,900,658	71,096	4,140,838	40,575
Compensated Absences	2,930,095	-	2,707,660	-
Demand Note Payable	5,000,000	-	5,000,000	-
Bonds Payable - Current Portion	6,282,372	-	6,002,372	-
Other Long-Term Debt - Current Portion	<u>733,295</u>	<u>-</u>	<u>528,359</u>	<u>-</u>
Total Current Liabilities	51,129,977	1,501,692	40,292,538	1,365,308
NONCURRENT LIABILITIES				
Compensated Absences, Noncurrent Portion	943,028	-	945,595	-
U.S. Government Grants Refundable	1,980,872	-	1,980,872	-
Bonds Payable, Noncurrent Portion	229,328,692	-	235,611,064	-
Other Long-Term Debt, Noncurrent Portion	<u>10,547,714</u>	<u>1,472,683</u>	<u>5,780,457</u>	<u>1,464,683</u>
Total Noncurrent Liabilities	<u>242,800,306</u>	<u>1,472,683</u>	<u>244,317,988</u>	<u>1,464,683</u>
 Total Liabilities	 <u>\$ 293,930,283</u>	 <u>\$ 2,974,375</u>	 <u>\$ 284,610,526</u>	 <u>\$ 2,829,991</u>
NET POSITION				
Net Investment in Capital Assets	\$ 74,516,987	\$ 597,017	\$ 72,935,432	\$ 583,058
Restricted:				
Nonexpendable, Scholarships	-	17,066,845	-	16,417,626
Expendable:				
Scholarships	-	8,582,945	-	5,978,943
Renewal and Replacement	300,147	-	300,824	-
Debt Service and Debt Service Reserves	6,374,706	-	6,393,310	-
Unrestricted	<u>92,002,220</u>	<u>3,505,365</u>	<u>86,984,481</u>	<u>3,373,510</u>
Total Net Position	<u>\$ 173,194,060</u>	<u>\$ 29,752,172</u>	<u>\$ 166,614,047</u>	<u>\$ 26,353,137</u>

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
YEARS ENDED JUNE 30, 2014 AND 2013

	2014		2013 (As Restated)	
	College	Component Units	College	Component Units
OPERATING REVENUES				
Student Revenues:				
Tuition and Fees	\$ 88,653,754	\$ -	\$ 87,146,634	\$ -
Auxiliary Enterprises	35,381,002	-	34,131,398	-
Less Scholarship Allowances	(28,865,364)	-	(28,235,781)	-
Net Student Revenues	95,169,392	-	93,042,251	-
Gifts and Contributions	-	930,551	-	1,207,762
Federal Grants and Contracts	5,570,596	-	3,693,399	-
State and Local Grants and Contracts	13,836,225	-	13,943,113	-
Nongovernmental Grants and Contracts	575,700	-	547,219	-
Other Auxiliary Enterprises Revenues	1,620,580	9,807,472	1,729,118	9,652,812
Other Operating Revenues	3,619,012	1,875,975	4,760,104	1,967,911
Independent Operations	18,596,208	-	19,242,070	-
In-Kind Contributions	-	264,008	-	199,014
Total Operating Revenues	138,987,713	12,878,006	136,957,274	13,027,499
OPERATING EXPENSES				
Instruction	60,481,012	-	58,224,719	-
Research	1,267,367	-	930,831	-
Public Service	6,055,777	-	5,167,239	-
Academic Support	8,860,002	-	8,408,960	-
Student Services	13,294,306	-	12,759,078	-
Institutional Support	21,668,270	4,296,793	22,025,481	3,581,414
Operation and Maintenance of Plant	16,803,982	-	14,529,694	-
Student Aid	5,762,898	520,752	5,367,612	396,265
Auxiliary Enterprises	20,570,986	7,900,991	19,062,218	7,805,740
Independent Operations	17,524,249	-	18,448,857	-
Depreciation	12,988,768	138,356	11,706,895	134,987
In-Kind Expense	-	315,259	-	338,209
Total Operating Expenses	185,277,617	13,172,151	176,631,584	12,256,615
OPERATING (LOSS) GAIN	(46,289,904)	(294,145)	(39,674,310)	770,884
NONOPERATING REVENUES (EXPENSES)				
State of New Jersey Appropriations	19,839,000	-	19,839,000	-
State of New Jersey Appropriations, Fringe Benefits	19,918,617	-	19,980,440	-
Pell Grants	11,344,510	-	11,289,104	-
Investment Income	10,677,601	3,698,978	8,781,402	2,298,762
Capital Grant Revenue	3,122,154	-	-	-
Gain (Loss) on Disposal of Capital Assets, Net	(800)	-	15,098	-
Interest on Capital Assets Related Debt	(11,849,937)	-	(11,703,173)	-
Other Nonoperating Expense, Net	(181,228)	(96,241)	(189,004)	(63,704)
Net Nonoperating Revenues	52,869,917	3,602,737	48,012,867	2,235,058
INCREASE (DECREASE) IN NET POSITION	6,580,013	3,308,592	8,338,557	3,005,942
Net Position - Beginning of Year, as Previously Reported	166,614,047	26,443,580	160,850,866	23,347,195
Prior Period Adjustment	-	-	(2,575,376)	-
Net Assets as of Beginning of Year, as Restated	166,614,047	-	158,275,490	-
NET POSITION - END OF YEAR	<u>\$ 173,194,060</u>	<u>\$ 29,752,172</u>	<u>\$ 166,614,047</u>	<u>\$ 26,353,137</u>

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2014 AND 2013**

	<u>2014</u>	<u>2013</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Student Revenue	\$ 97,989,924	\$ 94,881,937
Grants and Contracts	19,672,458	18,598,556
Payments to Suppliers	(56,166,580)	(50,027,702)
Payments for Employee Salaries and Benefits	(115,054,643)	(112,975,434)
Other Receipts	<u>27,815,093</u>	<u>29,354,848</u>
Net Cash Flows Used by Operating Activities	(25,743,748)	(20,167,794)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State of New Jersey Appropriations	34,149,744	34,466,766
Student Loan Receipts	64,593,024	65,311,935
Student Loan Disbursements	(64,593,024)	(65,311,935)
Pell Grants	11,344,510	11,289,104
Proceeds from Demand Note Payable	-	5,000,000
Payments Made for Other Nonoperating Expenses	<u>(181,228)</u>	<u>(189,004)</u>
Net Cash Flows Provided by Noncapital Financing Activities	45,313,026	50,566,866
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Capital grant proceeds	17,973,719	-
Principal Paid on Capital Debt	(6,478,359)	(6,279,333)
Purchases of Capital Assets	(12,824,872)	(27,603,211)
Proceeds from the Sale of Capital Assets	5,957	16,144
Interest Paid on Capital Debt	(11,988,893)	(11,830,126)
Change in Deposits Held by Bond Trustees	<u>(14,608,262)</u>	<u>12,864,248</u>
Net Cash Flows Used by Capital and Related Financing Activities	(27,920,710)	(32,832,278)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from Sales of Investments	40,094,278	36,922,461
Purchases of Investments	(32,011,882)	(38,348,055)
Interest on Investments	<u>3,090,248</u>	<u>3,457,874</u>
Net Cash Flows Provided by Investing Activities	<u>11,172,644</u>	<u>2,032,280</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	2,821,212	(400,926)
Cash and Cash Equivalents - Beginning of Year	<u>9,475,219</u>	<u>9,876,145</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u><u>\$ 12,296,431</u></u>	<u><u>\$ 9,475,219</u></u>

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
STATEMENTS OF CASH FLOWS (CONTINUED)
YEARS ENDED JUNE 30, 2014 AND 2013**

	<u>2014</u>	<u>2013</u> (As Restated)
RECONCILIATION OF OPERATING LOSS TO NET CASH USED BY OPERATING ACTIVITIES		
Operating Loss	\$ (46,289,904)	\$ (39,674,310)
Adjustments to Reconcile Operating Loss to Net Cash Used by Operating Activities:		
State-Paid Fringe Benefit Expense	5,607,874	5,352,674
Depreciation	12,988,768	11,706,895
Loss on Dissolution of Debt	71,875	-
Effect of Changes in Operating Assets and Liabilities:		
Receivables	(1,474,355)	2,759,546
Note Receivable	(79,875)	-
Other Current Assets	(583,414)	(68,027)
Accounts Payable and Accrued Expenses	2,455,432	(430,427)
Unearned Revenues	1,339,983	22,737
Compensated Absences	219,868	163,118
Net Cash Used by Operating Activities	<u>\$ (25,743,748)</u>	<u>\$ (20,167,794)</u>
SUPPLEMENTAL DISCLOSURE OF NONCASH CAPITAL FINANCING ACTIVITY		
Capital Assets Received via Donation	<u>\$ -</u>	<u>\$ 914,568</u>
Capital Asset Additions in Accounts Payable	<u>\$ 2,517,273</u>	<u>\$ 5,495,223</u>

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 1 ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

The Richard Stockton College of New Jersey (the "College") is primarily an undergraduate college of arts, sciences, and professional studies that provides undergraduate programs, including traditional and alternative approaches to education. The operations of management are vested in the College Board of Trustees. In 1986, State College Autonomy legislation was enacted, which granted certain fiscal and financial responsibility to the College Board of Trustees. In 1994, the Higher Education Restructuring Act further expanded the role of the board of trustees. Under the law, the College is an instrumentality of the State of New Jersey with a high degree of autonomy. However, under Governmental Accounting Standards Board ("GASB") Statement No. 61, *The Financial Reporting Entity: Omnibus*, an amendment of GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, an amendment of GASB Statement 14 and GASB Statement 14, *The Financial Reporting Entity*, the College is considered a component unit of the State of New Jersey for financial reporting purposes. Accordingly, the College's financial statements are included in the State of New Jersey's Comprehensive Annual Financial Report.

Reporting Entity

The College functions as a Business-Type Activity, as defined by the Governmental Accounting Standards Board (GASB).

The Richard Stockton College of New Jersey Foundation (the "Foundation") was formed and incorporated within the state of New Jersey in April 1972, to receive gifts, grants and bequests from the community to support, complement and extend the programs and goals of The Richard Stockton College of New Jersey (the "College"). The mission of the Foundation is to act in partnership with the Board of Trustees of the College to develop resources and secure private contributions for the enhancement of educational opportunities and services at the College. The Foundation is considered a component unit of The Richard Stockton College of New Jersey for financial reporting purposes. Accordingly, the Foundation's financial statements are discretely presented in the College's financial statements. The financial activity of the Foundation is presented as of and for the years ended June 30, 2014 and 2013.

Stockton Affiliated Services, Inc. ("SASI") was formed and incorporated within the State of New Jersey in July 2008 to manage services that support the goals of The Richard Stockton College of New Jersey (the "College"). The services provided to the College include off campus housing rentals, transportation and safety services, dining services and the campus bookstore. SASI is a self-supporting enterprise established to increase, expand and improve service levels at the College by providing effective, efficient and innovative business solutions that help the College achieve its teaching, scholarship and public service missions while improving operating results and the financial position of the College. SASI is considered a component unit of The Richard Stockton College of New Jersey for financial reporting purposes. Accordingly, SASI's financial statements are discretely presented in the College's financial statements. The financial activity of SASI is presented as of and for the years ended June 30, 2014 and 2013.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Reporting Entity (Continued)

The purpose of Stockton Aviation Research and Technology Park of New Jersey, Inc. to be know as "Stockton ARTP" is to conduct research and development and to promote concept and product development using emerging technologies in a laboratory and operational environment. Stockton ARTP (SARTP) is a focal point for interaction and innovation among researchers, academia, government and private industry in developing the next generation air traffic control system ("NextGen") which is critical to our nation's aviation system. SARTP is considered a component unit of The Richard Stockton College of New Jersey for financial reporting purposes. Accordingly, SARTP's financial statements are discretely presented in the College's financial statements. The financial activity of SARTP is presented as of and for the period from September 18, 2013 through June 30, 2014.

Complete financial statements for the component units may be obtained at the College's Administrative Office.

Net Position

The College classifies its resources into three net position categories:

Net Investment in Capital Assets

Capital assets, net of accumulated depreciation, and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets.

Restricted

Nonexpendable – Restricted assets subject to externally imposed stipulations that must be maintained permanently by the College.

Expendable – Restricted assets whose use by the College is subject to externally imposed stipulations that can be fulfilled by actions of the College pursuant to the stipulations or that expire by the passage of time.

Unrestricted

Amounts that are not subject to externally imposed stipulations, unrestricted net position, may be designated by specific purposes by action of the board of trustees or may otherwise be limited by contractual agreements with outside parties. When an expense is incurred that can be paid using either restricted or unrestricted resources, the College's policy is to first apply the expense towards restricted resources and then towards unrestricted resources.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 1 ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Measurement Focus and Basis of Accounting

The accounting policies of the College conform to accounting principles generally accepted in the United States of America as applicable to colleges and universities. The financial statements of the College have been prepared on the accrual basis of accounting using the economic resources measurement focus, in accordance with governmental accounting standards. The College reports as a Business-Type Activity, as defined by GASB Statement No. 34, activities that are financed in whole or in part by fees charged to external parties for goods or services. Certain other transactions are reported as non-operating activities in accordance with GASB statement No. 35. The effect of inter-fund activity has been eliminated from these financial statements.

The accompanying financial statements of the component units, which are all private nonprofit organizations, are reported in accordance with Financial Accounting Standards Board (FASB) requirements, including FASB Statement No. 117, Financial Reporting for Not-for-Profit Organizations. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. Reclassifications have been made to convert their financial statements to the GASB format.

Student Revenue Recognition

Student revenues are presented in the statement of revenues, expenses, and changes in net position, net of scholarships applied to student accounts, while other payments made directly to students are presented as student aid expenses and are recognized in the period earned. Student revenues collected in advance of the fiscal year are recorded as deferred revenue in the accompanying financial statements.

Grants and Contract Revenue Recognition

Federal, state, and local grant and contract revenue is comprised mainly of grant revenues received from the federal government and the State of New Jersey, and are recognized as the related expenses are incurred. Amounts received from grants, which have not yet been earned under the terms of the agreement, are recorded as unearned revenue in the accompanying statement of net position. U.S. government grants refundable represent Perkins loan funds provided to students by the federal government through the College. The College is required to collect the loans on behalf of the federal government. The amounts due from students are reported as student loans receivable. The amount due to the federal government, if the College should no longer participate, is reported as U.S. government grants refundable.

Cash and Cash Equivalents

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and mature in three months or less.

The College invests a certain portion of its cash in the State of New Jersey Cash Management Fund, which permits the overnight sweep of available cash balances directly into a common fund for short-term investments. This is an interest bearing account from which funds are available upon demand.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 1 ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Investments

The College follows the provisions of GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Therefore, investments are recorded in the financial statements at fair value, based on quoted market prices.

Capital Assets

Capital assets are recorded at historical cost if purchased or constructed. Although legal title to certain academic buildings and equipment remains with the State of New Jersey, the College has been given exclusive use of the buildings and equipment, through enabling legislation and has included their cost in the accompanying statements of net position. The College currently does not pay any rental fees to the State of New Jersey in connection with the aforementioned buildings and equipment and has not included any amount as revenue or expense in the financial statements of the College.

The College reports gifts of capital assets as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of capital assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire capital assets are reported as restricted support. Absent explicit donor stipulations about how long those capital assets must be maintained, the College reports expirations of donor restrictions when the donated or acquired capital assets are placed in service.

Capital assets of the College are depreciated using the straight-line method over the following useful lives:

<u>Asset Category</u>	<u>Useful Life</u>	<u>Capital Threshold</u>
Buildings	40 to 60 Years	\$ 100,000
Infrastructure	20 to 40 Years	10,000
Land Improvements	10 to 25 Years	10,000
Equipment	3 to 15 Years	5,000

The College discontinued capitalizing library books in accordance with its capitalization procedure adopted in fiscal 2007.

Impairment of Capital Assets

Management reviews capital assets for impairment whenever events or changes in circumstances indicate that the service utility of an asset has declined significantly and unexpectedly. Any write downs due to impairment are charged to operations at the time the impairment is identified. No write down of capital assets was required for the years ended June 30, 2014 or 2013.

Income Taxes

The College is exempt from federal income taxes under *Internal Revenue Code* section 501(a) as an organization described under Section 501(c)(3).

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 1 ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Unearned Revenue

Unearned revenue includes amounts received for tuition and fees, grants, corporate sponsorship payments and certain auxiliary activities prior to the end of the fiscal year but related to the subsequent accounting period.

Deferred Outflows of Resources And Deferred Inflows of Resources

In addition to assets and liabilities, the statements of net position report separate sections of deferred outflows of resources and deferred inflows of resources. Deferred outflows of resources represent a consumption of net position that applies to a future period which will not be recognized as an outflow of resources until that time. Deferred inflows of resources represent an acquisition of net position that applies to a future period which will not be recognized as an inflow of resources until that time.

Deferred charges on refunding of bonds results from a difference in the carrying value of refunded debt to its reacquisition price. The amounts are deferred and amortized over the shorter of the life of the refunded or refunding debt.

Scholarship Discounts and Allowances

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship discounts and allowances in the statement of revenues, expenses and changes in net position. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the College and the amount that is paid by students and/or third parties making payments on students' behalf to the extent revenues from such programs are used to satisfy tuition and fees and other student services.

Classification of Revenue

The College's policy for defining operating activities in the statement of revenues, expenses, and changes in net position are those that serve the College's principal purpose and generally result from exchange transactions such as payments received for services and payments made for the purchase of goods and services. Examples include (1) student tuition and fees, net of scholarship allowances, (2) sales and services of auxiliary enterprises and Stockton Seaview Hotel and Golf Club ("Seaview") resort operations (3) most federal, state, and local grants and contracts. Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as operating and capital appropriations from the State of New Jersey, Pell grants, and investment income.

Financial Dependency

One of the College's largest sources of revenue is appropriations from the State of New Jersey. The College is economically dependent on these appropriations to carry on its operations.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 1 ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

New Accounting Standards

The College adopted GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*. This Statement establishes accounting and financial reporting standards that reclassify, as deferred outflows of resources or deferred inflows of resources, certain items that were previously reported as assets and liabilities and recognizes, as outflows of resources or inflows of resources, certain items that were previously reported as assets and liabilities. The College implemented the accounting and reporting requirement of GASB 65 as of July 1, 2013. The June 30, 2012 balance of the deferred bond issuances costs of \$2,575,376 is included in the Statements of Revenues, Expenses, and Changes to Net Position as a restatement to the 2013- Net Position- beginning of year (see Note 15)

The College adopted GASB issued Statement No. 66, *Technical Corrections – 2012 – an amendment of GASB Statements No. 10 and No. 62*. The objective of this Statement is to improve accounting and financial reporting for a governmental financial reporting entity by resolving conflicting guidance that resulted from the issuance of two pronouncements, Statements No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, and No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*. The College implemented the accounting and reporting requirement of GASB 66 as of July 1, 2013.

Future Accounting Pronouncements

In June 2012, GASB issued statement No. 68, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*. Statement No. 68 requires that cost-sharing employers to recognize a liability for its proportionate share of the net pension liability of all employers for benefits provided through the pension plan. Statement No. 68 also requires additional footnote disclosure and required supplementary information. The College is required to adopt Statement No. 68 for the fiscal year ending June 30, 2015.

In January 2013, GASB issued Statement No. 69, *Government Combinations and Disposals of Government Operations*. The objective of this Statement is to establish accounting and financial reporting standards related to government combinations and disposals of government operations. It also improves the decision usefulness of financial reporting by requiring that disclosures be made by governments about combination arrangements in which they engage and for disposals of government operations. To the extent applicable, the College is required to adopt Statement No. 69 for the fiscal year ending June 30, 2015.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

In November 2013, GASB issued Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date* ("GASB 71"). The objective of this Statement is to improve accounting and financial reporting by addressing an issue in GASB 68, concerning transition provisions related to certain pension contributions made to defined pension plans prior to implementation of that Statement made by employers and non-employer contributing entities.

The College has not yet determined the effect of Statement Nos. 68, 69 and 71 on its financial statements.

Reclassifications

Certain accounts in the prior year financial statements have been reclassified for comparative purposes to conform to the presentation in the current year financial statements. These reclassifications had no impact on total assets, total liabilities or net assets. The most significant reclassification was due to changing Pell Grants from operating revenue to non-operating revenue which resulted in a decrease in Federal Grants and Contracts for 2013 of \$11,289,104 and an increase to Pell Grants.

NOTE 2 CONDENSED COMPONENT UNIT INFORMATION

The following represents combining condensed statement of financial position information for the component units as of June 30, 2014:

	<u>Foundation</u>	<u>SASI</u>	<u>SARTP</u>	<u>Total</u>
Cash and Cash Equivalents	\$ 90,813	\$ 2,487,739	\$ 9,235	\$ 2,587,787
Due from College	16,109	96,869	-	112,978
Other Receivables	1,087,583	134,021	780	1,222,384
Investments	26,847,149	-	-	26,847,149
Capital assets, net	579	1,911,700	-	1,912,279
Other Assets	1,173	38,364	4,433	43,970
Total Assets	<u>\$28,043,406</u>	<u>\$ 4,668,693</u>	<u>\$ 14,448</u>	<u>\$ 32,726,547</u>
Due to College	96,577	890,215	2,743	989,535
Other Liabilities	19,901	455,232	37,024	512,157
Long-Term Debt	\$ -	\$ 1,314,683	\$ 158,000	\$ 1,472,683
Total Liabilities	<u>116,478</u>	<u>1,345,447</u>	<u>39,767</u>	<u>2,974,375</u>
Net Assets (Deficit):				
Net Investment in Capital Assets	\$ -	\$ 597,017	\$ -	\$ 597,017
Permanently Restricted	17,066,845	-	-	17,066,845
Temporarily Restricted	8,582,945	-	-	8,582,945
Unrestricted	<u>2,277,138</u>	<u>1,411,546</u>	<u>(183,319)</u>	<u>3,505,365</u>
Total Net Assets (Deficit)	<u>27,926,928</u>	<u>2,008,563</u>	<u>(183,319)</u>	<u>29,752,172</u>
Total Liabilities and Net Assets	<u>\$28,043,406</u>	<u>\$ 3,354,010</u>	<u>\$ (143,552)</u>	<u>\$ 32,726,547</u>

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 2 CONDENSED COMPONENT UNIT INFORMATION (CONTINUED)

The following represents combining condensed statement of financial position information for the component units as of June 30, 2013:

	Foundation	SASI	SARTP	Total
Cash and Cash Equivalents	\$ 148,805	\$ 2,274,151	\$ -	\$ 2,422,956
Due from College	2,993	150,719	-	153,712
Other Receivables	1,224,989	193,353	-	1,418,342
Investments	23,109,188	-	-	23,109,188
Capital assets, net	2,894	2,047,741	-	2,050,635
Other Assets	2,068	26,227	-	28,295
Total Assets	<u>\$24,490,937</u>	<u>\$ 4,692,191</u>	<u>\$ -</u>	<u>\$ 29,183,128</u>
Long-Term Debt	\$ -	\$ 1,464,683	\$ -	\$ 1,464,683
Due to College	18,791	699,053	-	717,844
Other Liabilities	13,408	634,056	-	647,464
Total Liabilities	<u>32,199</u>	<u>2,797,792</u>	<u>-</u>	<u>2,829,991</u>
Net Assets (Deficit):				
Net Investment in Capital Assets	\$ -	\$ 583,058	\$ -	\$ 583,058
Permanently Restricted	16,417,626	1,311,341	-	17,728,967
Temporarily Restricted	5,978,943	-	-	5,978,943
Unrestricted	2,062,169	-	-	2,062,169
Total Net Assets (Deficit)	<u>24,458,738</u>	<u>1,894,399</u>	<u>-</u>	<u>26,353,137</u>
Total	<u>\$24,490,937</u>	<u>\$ 4,692,191</u>	<u>\$ -</u>	<u>\$ 29,183,128</u>

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 2 CONDENSED COMPONENT UNIT INFORMATION (CONTINUED)

The following represents combining statement of activities for the component units for the year ended June 30, 2014 and for the period from September 18, 2013 to June 30, 2014 for the SARTP:

	<u>Foundation</u>	<u>SASI</u>	<u>SARTP</u>	<u>Total</u>
CHANGES IN UNRESTRICTED NET ASSETS				
Revenues and Other Additions:				
Gifts and Contributions	\$ 19,790	\$ -	\$ -	\$ 19,790
Other auxiliary enterprises revenues	-	10,393,060	-	10,393,060
Other Revenues	431,567	648,136	-	1,079,703
Investment Income	42,259	-	-	42,259
Realized and Unrealized Gains (Losses) on Investments, Net	281,552	-	-	281,552
Net Assets Released from Restrictions	1,507,399	-	-	1,507,399
Total Revenues and Other Additions	2,282,567	11,041,196	-	13,323,763
Expenses and Other Deductions:				
Institutional Support	1,229,272	2,890,000	273,762	4,393,034
Student Aid	520,752	-	-	520,752
Auxiliary Enterprises	-	7,900,991	-	7,900,991
Depreciation	2,315	136,041	-	138,356
In-Kind Expense	315,259	-	-	315,259
Total Expenses and Other Deductions	2,067,598	10,927,032	273,762	13,268,392
Change in Unrestricted Net Assets	214,969	114,164	(273,762)	55,371
CHANGES IN TEMPORARILY RESTRICTED NET ASSETS				
Gifts and Contributions	444,979	-	-	444,979
Other Revenues, Net	328,927	-	-	328,927
Investment Income	469,984	-	-	469,984
Realized and Unrealized Gains on Investments, Net	2,867,511	-	-	2,867,511
Net Assets Released from Restrictions	(1,507,399)	-	-	(1,507,399)
Change in Temporarily Restricted Net Assets	2,604,002	-	-	2,604,002
CHANGES IN PERMANENTLY RESTRICTED NET ASSETS				
Gifts and Contributions	465,782	-	-	465,782
Other Revenues, Net	183,437	-	-	183,437
Net Assets Released from Restrictions	-	-	-	-
Change in Permanently Restricted Net Assets	649,219	-	-	649,219
CHANGE IN NET ASSETS	3,468,190	114,164	(273,762)	3,308,592
Net Assets (Deficit) - Beginning of Year	24,458,738	1,894,399	90,443	26,443,580
NET ASSETS (DEFICIT) - END OF YEAR	\$ 27,926,928	\$ 2,008,563	\$ (183,319)	\$ 29,752,172

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTE 2 CONDENSED COMPONENT UNIT INFORMATION (CONTINUED)

The following represents combining statement of activities for the component units for the year ended June 30, 2013:

	<u>Foundation</u>	<u>SASI</u>	<u>Total</u>
Changes in Unrestricted Net Assets			
Revenues and Other Additions:			
Gifts and Contributions	\$ 31,803	\$ -	31,803
Other auxiliary enterprises revenues	-	10,324,986	10,324,986
Other Revenues	339,447	604,762	944,209
Investment Income	35,346	1,346	36,692
Realized and Unrealized Gains			
(Losses) on Investments, Net	165,958	-	165,958
Net Assets Released from Restrictions	<u>1,281,159</u>	<u>-</u>	<u>1,281,159</u>
Total Revenues and Other Additions	1,853,713	10,931,094	12,784,807
Expenses and Other Deductions:			
Institutional Support	1,023,683	2,323,234	3,346,917
Student Aid	396,265	-	396,265
Auxiliary Enterprises	-	7,805,740	7,805,740
Depreciation	2,315	132,672	134,987
In-Kind Expense	338,209	-	338,209
Loss on uncollectible pledges	1,354	-	1,354
Total Expenses and Other Deductions	<u>1,761,826</u>	<u>10,261,646</u>	<u>12,023,472</u>
Change in Unrestricted Net Assets	91,887	669,448	761,335
CHANGES IN TEMPORARILY RESTRICTED NET ASSETS			
Gifts and Contributions	714,241	-	714,241
Other Revenues, Net	187,034	-	187,034
Investment Income	380,585	-	380,585
Realized and Unrealized Gains on			
Investments, Net	1,681,072	-	1,681,072
Loss on uncollectible pledges	(54,246)	-	(54,246)
Net Assets Released from Restrictions	<u>(1,281,159)</u>	<u>-</u>	<u>(1,281,159)</u>
Change in Temporarily Restricted Net Assets	1,627,527	-	1,627,527
CHANGES IN PERMANENTLY RESTRICTED NET ASSETS			
Gifts and Contributions	461,718	-	461,718
Other Revenues, Net	397,964	-	397,964
Loss on uncollectible pledges	(242,602)	-	(242,602)
Net Assets Released from Restrictions	<u>-</u>	<u>-</u>	<u>-</u>
Change in Permanently Restricted Net Assets	<u>617,080</u>	<u>-</u>	<u>617,080</u>
CHANGE IN NET ASSETS	2,336,494	669,448	3,005,942
Net Assets (Deficit) - Beginning of Year	<u>22,122,244</u>	<u>1,224,951</u>	<u>23,347,195</u>
NET ASSETS (DEFICIT) - END OF YEAR	<u>\$ 24,458,738</u>	<u>\$ 1,894,399</u>	<u>\$ 26,353,137</u>

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTE 3 CASH AND CASH EQUIVALENTS, INVESTMENTS AND DEPOSITS HELD BY BOND TRUSTEES

In accordance with GASB Statement No. 40, *Deposit and Investment Risk Disclosures*, an amendment of GASB Statement No. 3, the College has assessed the custodial credit risk, concentration of credit risk, credit risk and interest rate risk of its cash and cash equivalents and investments.

Cash and Cash Equivalents

Cash and cash equivalents consist of the following as of June 30, 2014 and 2013:

	<u>2014</u>	<u>2013</u>
Cash and Cash Equivalents:		
Cash (Bank Accounts)	\$11,296,103	\$ 5,617,334
New Jersey Cash Management Fund	<u>1,000,328</u>	<u>3,857,885</u>
Total	<u>\$12,296,431</u>	<u>\$ 9,475,219</u>

Bank balances of cash amounted to \$12,030,020 and \$6,496,635 as of June 30, 2014 and 2013, respectively, of which \$250,000 and \$250,000, respectively, are FDIC (Federal Deposit Insurance Corporation) insured. Bank balances in excess of insured amounts of \$ 11,780,020 and \$6,246,635 as of June 30, 2014 and 2013, respectively, are collateralized in accordance with Chapter 64 of Title 18A of New Jersey Statutes.

Statutes of the State of New Jersey and Regulations of the State Investment Council authorize the New Jersey Division of Investment to invest in obligations of the U.S. Treasury, agencies and municipal or political subdivisions of the State, commercial paper, bankers acceptances, revenue obligations of public authorities, debt instruments of banks, collateralized notes and mortgages, certificates of deposit, repurchase agreements, equity, and convertible equity securities, and other common types of investment securities. Investee institutions and organizations are prescribed by the statutes and regulations based on such criteria as minimum capital, dividend paying history, credit history, and other evaluation factors.

The College participates in the State of New Jersey Cash Management Fund wherein amounts also contributed by other State entities are combined into a large scale investment program. The cash management fund is unrated.

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**NOTE 3 CASH AND CASH EQUIVALENTS, INVESTMENTS AND DEPOSITS HELD BY BOND TRUSTEES
(CONTINUED)**

Investments

Investments at fair value consist of the following as of June 30, 2014 and 2013:

	<u>2014</u>	<u>2013</u>
Money Market Accounts	\$ 4,135,583	\$ 4,620,572
U.S. Treasury and Agency Obligations	1,028,843	811,028
Corporate Bonds	3,603,414	3,212,160
Foreign Corporate Bonds	-	519,276
U.S. Government Bonds	1,006,481	804,235
Stocks	20,144,162	17,592,375
Mutual Funds, Equities	52,583,444	58,980,972
Alternative Investments	<u>15,777,942</u>	<u>12,192,605</u>
Total	98,279,869	98,733,223
Less Noncurrent Portion	<u>(5,509,255)</u>	<u>(5,346,699)</u>
Total Current Portion	<u><u>\$92,770,614</u></u>	<u><u>\$93,386,524</u></u>

The College's investments are subject to custodial credit risk, credit risk, concentration of credit risk and interest rate risk. Each one of these risks is discussed in more detail below.

The College's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the College and are held by either the counterparty or the counterparty's trust department or agent but not in the College's name. The investment risk is that, in the event of the failure of the counterparty to a transaction, the College will not be able to recover the sale of the investment or collateral securities that are in the possession of the outside party. As of June 30, 2014 and 2013, the College's investments are either insured, registered, or held by the College's investment custodian in the College's name.

Credit risk is the risk that an investment issuer or other counterparty to an investment will not fulfill its obligations. GASB 40 requires that disclosure be made as to the credit rating of all fixed income securities except obligations of the U.S. government or obligations explicitly guaranteed by the U.S. government. The credit risk of a debt instrument is measured by nationally recognized statistical rating agencies such as Moody's and Fitch or Standard and Poors (S&P).

Concentration of credit risk is the risk associated with the amount of investments the College has with any one issuer or agreement counterparty that exceed five percent or more of its total investments. The College's investment policy provides guidance pertaining to the diversification of the investment portfolio. The College's investment policy requires each investment manager to develop and propose a diversification strategy to the Investment Committee. The Investment Committee's agreement to the proposed strategy will not alter the Investment Manager's responsibility for the results of pursuing that diversification strategy.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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**NOTE 3 CASH AND CASH EQUIVALENTS, INVESTMENTS AND DEPOSITS HELD BY BOND TRUSTEES
(CONTINUED)**

Investments (Continued)

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The College's investment policy provides limitations in the maturities and composition of the various types of investments as a means of managing its exposure to fair value losses arising from interest rate fluctuations.

The following tables summarize S&P ratings and investment maturities as of June 30, 2014 and 2013:

Investment Type	June 30, 2014 Investment Maturities (in Years)				
	S&P Ratings	Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and Agency Obligations	AA+	\$ 1,028,843	\$ -	\$ -	\$ 1,028,843
Money Market Accounts	Not Rated	4,135,583	4,135,583		
Corporate Bonds	CCC+ - AA+	3,603,414	129,483		3,473,931
Foreign Bonds					
U.S. Government Bonds	AA+	1,006,481			1,006,481
Total		<u>\$ 9,774,321</u>	<u>\$ 4,265,066</u>	<u>\$ -</u>	<u>\$ 5,509,255</u>

Investment Type	June 30, 2013 Investment Maturities (in Years)				
	S&P Ratings	Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and Agency Obligations	AA+	\$ 811,028	\$ -	\$ 134,762	\$ 676,266
Money Market Accounts	Not Rated	4,620,572	4,620,572	-	-
Corporate Bonds	CCC+ - AA+	3,212,160	-	473,811	2,738,349
Foreign Bonds	BBB- - A-	519,276	-	-	519,276
U.S. Government Bonds	AA+	804,235	-	140,889	663,346
Total		<u>\$ 9,967,271</u>	<u>\$ 4,620,572</u>	<u>\$ 749,462</u>	<u>\$ 4,597,237</u>

The College invests in alternative investments consisting of funds and partnerships that invest in a variety of investments to include: private equity, real estate, multi-strategy, long/short equities, distressed, and opportunistic fixed income.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTE 3 CASH AND CASH EQUIVALENTS, INVESTMENTS AND DEPOSITS HELD BY BOND TRUSTEES
(CONTINUED)

Deposits Held by Bond Trustees

Deposits held by bond trustees include restricted funds held by board-approved trustees. Deposits held by bond trustees are carried in the financial statements at fair value, as determined by quoted market prices, and consist primarily of U.S. Treasury and agency obligations. As of June 30, 2014 and 2013, deposits held by bond trustees include the following:

	<u>2014</u>	<u>2013</u>
Cash and Cash Equivalents,		
Cash Held by Trustees	\$27,500,098	\$12,308,060
Investments, Government Bonds and		
Agency Obligations	<u>1,739,828</u>	<u>2,323,604</u>
Total	<u>\$29,239,926</u>	<u>\$14,631,664</u>

The College's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the College and are held by either the counterparty or the counterparty's trust department or agent but not in the College's name. As of June 30, 2014 and 2013, the College's investments are either insured, registered, or held by the College's investment custodian in the College's name.

As of June 30, 2014 and 2013, the College's deposits held with bond trustees are invested in government bonds and obligations guaranteed by the U.S. government.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The above investments are current in nature, mature within 1 year, and interest rate risk is minimal.

As of June 30, 2014 and 2013, deposits held by bond trustees were composed of funds held for the following purposes:

	<u>2014</u>	<u>2013</u>
State Capital Grant Programs	\$15,521,304	
Construction	\$ 1,273,364	\$ 2,057,010
Renewal and Replacement	300,146	300,501
Debt Service and Debt Service Reserves	<u>12,145,112</u>	<u>12,274,153</u>
Total	<u>\$29,239,926</u>	<u>\$14,631,664</u>

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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JUNE 30, 2014 AND 2013

NOTE 4 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2014 consisted of the following:

	<u>July 1, 2013</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>July 1, 2014</u>
Nondepreciable Assets:				
Land	\$ 19,124,447	\$ -	\$ -	\$ 19,124,447
Construction in Progress	<u>631,942</u>	<u>5,289,594</u>	<u>(4,017,286)</u>	<u>1,904,250</u>
Total Nondepreciable Assets	19,756,389	5,289,594	(4,017,286)	21,028,697
Depreciable Assets:				
Land Improvements	11,851,083	-	1,296,507	13,147,590
Buildings and Improvements	347,535,893	601,875	2,658,385	350,796,153
Infrastructure	26,065,351	-	62,394	26,127,745
Library Books	2,125,093	-	(289,587)	1,835,506
Equipment	<u>25,572,756</u>	<u>3,955,454</u>	<u>(255,850)</u>	<u>29,272,360</u>
Total Depreciable Assets	413,150,176	4,557,329	3,471,849	421,179,354
Less Accumulated Depreciation:				
Land Improvements	6,467,731	322,380	-	6,790,111
Buildings and Improvements	81,788,596	8,810,752	-	90,599,348
Infrastructure	10,796,521	895,473	-	11,691,994
Library Books	1,695,912	183,551	(289,587)	1,589,876
Equipment	<u>13,953,581</u>	<u>2,776,612</u>	<u>(249,093)</u>	<u>16,481,100</u>
Total Accumulated Depreciation	<u>114,702,341</u>	<u>12,988,768</u>	<u>(538,680)</u>	<u>127,152,429</u>
Depreciable Assets, Net	<u>298,447,835</u>	<u>(8,431,439)</u>	<u>4,010,529</u>	<u>294,026,925</u>
Capital Assets, Net	<u>\$318,204,224</u>	<u>\$ (3,141,845)</u>	<u>\$ (6,757)</u>	<u>\$315,055,622</u>

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 4 CAPITAL ASSETS (CONTINUED)

Capital assets activity for the year ended June 30, 2013 consisted of the following:

	<u>July 1, 2012</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>July 1, 2013</u>
Nondepreciable Assets:				
Land	\$ 18,988,101	\$ 136,346	\$ -	\$ 19,124,447
Construction in Progress	<u>23,507,076</u>	<u>23,228,230</u>	<u>(46,103,364)</u>	<u>631,942</u>
Total Nondepreciable Assets	42,495,177	23,364,576	(46,103,364)	19,756,389
Depreciable Assets:				
Land Improvements	11,851,083	-	-	11,851,083
Buildings and Improvements	304,588,989	299,354	42,647,550	347,535,893
Infrastructure	26,003,009	-	62,342	26,065,351
Library Books	2,453,226	-	(328,133)	2,125,093
Equipment	<u>21,373,525</u>	<u>1,002,729</u>	<u>3,196,502</u>	<u>25,572,756</u>
Total Depreciable Assets	366,269,832	1,302,083	45,578,261	413,150,176
Less Accumulated Depreciation:				
Land Improvements	6,159,678	308,053	-	6,467,731
Buildings and Improvements	73,827,651	7,960,945	-	81,788,596
Infrastructure	9,902,606	893,915	-	10,796,521
Library Books	1,811,536	212,509	(328,133)	1,695,912
Equipment	<u>11,812,556</u>	<u>2,331,473</u>	<u>(190,448)</u>	<u>13,953,581</u>
Total Accumulated Depreciation	<u>103,514,027</u>	<u>11,706,895</u>	<u>(518,581)</u>	<u>114,702,341</u>
Depreciable Assets, Net	<u>262,755,805</u>	<u>(10,404,812)</u>	<u>46,096,842</u>	<u>298,447,835</u>
Capital Assets, Net	<u><u>\$305,250,982</u></u>	<u><u>\$12,959,764</u></u>	<u><u>\$ (6,522)</u></u>	<u><u>\$318,204,224</u></u>

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTE 5 ACCOUNTS PAYABLE AND ACCRUED EXPENSES

As of June 30, 2014 and 2013, accounts payable and accrued expenses consisted of the following:

	<u>2014</u>	<u>2013</u>
Accounts Payable, Construction	\$ 2,517,274	\$ 5,495,223
Accounts Payable, Other	6,197,293	5,132,496
Accrued Salaries, Fringe Benefits and Withholdings	6,562,930	5,131,561
Accrued Interest on Bonds Payable and Other Long-Term Debt	<u>5,893,082</u>	<u>6,000,317</u>
Total	<u>\$21,170,579</u>	<u>\$21,759,597</u>

NOTE 6 STATE PAID FRINGE BENEFITS

The State of New Jersey, through separate appropriations, pays certain fringe benefits (principally health insurance, the Alternate Benefit Program, and FICA taxes) on behalf of College employees. Such benefits amounted to \$19,918,617 and \$19,980,440 for the years ended June 30, 2014 and 2013, respectively, and are included in both the State of New Jersey appropriations revenue and operating expenses in the accompanying financial statements.

The State of New Jersey is also required to fund postretirement medical benefits for those state employees who retire with 25 years of credited service or retire on disability regardless of years of service. These expenses are not included in the College's financial statements.

The College is not required to record a reserve for Other Post Employment Benefits ("OPEB") because this is an obligation of the State of New Jersey. The State of New Jersey reports this expense and related liability for OPEB in the consolidated financial statements of the State of New Jersey.

NOTE 7 RETIREMENT PLANS

Plan Descriptions

There are three major retirement plans in which employees of the College participate: Public Employees' Retirement System ("PERS"); Police and Fireman's Retirement System ("PFRS"); and The Alternate Benefit Program ("ABP") which presently makes contributions to Teachers Insurance and Annuity Association – College Retirement Equities Fund ("TIAA/CREF"), Aetna Life Insurance ("ING"), Hartford, Equitable ("Equi-Vest"), MetLife and Annuity Company of Connecticut, and VALIC. PERS and PFRS are cost-sharing, multiple-employer defined benefit pension plans administered by the State of New Jersey. Generally all employees, except certain part-time employees, participate in one of these plans.

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NOTE 7 RETIREMENT PLANS (CONTINUED)

Plan Descriptions (Continued)

PERS was established under the provisions of N.J.S.A. 43:15A to provide coverage, including postretirement health care, to substantially all full-time employees of the state or public agency provided the employee is not a member of another state-administered retirement system. PFRS was established under the provisions of N.J.S.A. 43:16A to provide coverage to substantially all full-time county and municipal police or firemen and State of New Jersey firemen appointed after June 30, 1994.

The State of New Jersey issues publicly available financial reports that include financial statements and required supplementary information for PERS and PFRS. These reports may be obtained by writing to the State of New Jersey, Department of the Treasury, Division of Pension and Benefits, P.O. Box 295, Trenton, New Jersey 08625-0295.

PERS Funding Policy

PERS members are required to contribute 6.64% of their annual covered salary. The State of New Jersey, in accordance with State statutes, makes employer contributions on behalf of the College. The State of New Jersey contribution is based upon annual actuarially determined percentages of total compensation of all active members. The State of New Jersey's annual contribution approximates the actuarially determined pension cost for the year. The percentage for the year ended June 30, 2014 is 7.71% of annual covered payroll. The contribution requirements of the plan members and the College are established and may be amended by the State of New Jersey. The employer contributions for the years ended June 30, 2014, 2013 and 2012 were \$2,355,259, \$1,998,255, and \$1,869,446, respectively.

PFRS Funding Policy

PFRS members are required to contribute 10% of their annual covered salary. The State of New Jersey, in accordance with State statutes, makes employer contributions on behalf of the College. The State of New Jersey contribution is based upon annual actuarially determined percentages of total compensation of all active members. The State of New Jersey's annual contribution approximates the actuarially determined pension cost for the year. The percentage for the year ended June 30, 2014 is 14.94% of annual covered payroll. The contribution requirements of the plan members and the College are established and may be amended by the State of New Jersey. The employer contributions for the years ended June 30, 2014, 2013 and 2012 were \$ 109,939, \$142,207, and \$162,277, respectively.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 7 RETIREMENT PLANS (CONTINUED)

Alternate Benefit Program Information

ABP provides the choice of six investment carriers, all of which are privately operated defined contribution retirement plans. The College assumes no liability for ABP members other than payment of contributions. ABP provides retirement and death benefits for or on behalf of these full-time professional employees and faculty members participating in this retirement program. Participation eligibility as well as contributory and noncontributory requirements are established by the State of New Jersey Retirement and Social Security Law. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits vest after the completion of one year of service. Individually owned annuity contracts that provide for full ownership of retirement and survivor benefits are purchased at the time of vesting.

Participating College employees are required to contribute 5% and may contribute a voluntary additional contribution of salary up to the maximum federal statutory limit, on a pretax basis. Employer contributions are 8% of salary. During the year ended June 30, 2014, ABP received employer and employee contributions of \$ 3,810,352 and \$ 2,381,470, respectively, which were based on participating employee salaries of \$47,629,411. During the year ended June 30, 2013, ABP received employer and employee contributions of approximately \$3,650,163 and \$2,281,352, respectively, which were based on participating employee salaries of \$45,627,033. Employer contributions to ABP paid by the State of New Jersey are reflected in the accompanying financial statements as State of New Jersey appropriations revenue and as expenses.

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NOTE 8 BONDS PAYABLE AND OTHER LONG-TERM DEBT

Bonds payable and other long-term debt as of June 30, 2014 and 2013 consisted of the following:

	<u>Interest Rate</u>	<u>2014</u>	<u>2013</u>
Bond Payable:			
New Jersey Educational Facilities			
Authority Bonds:			
Housing I and II Renovations Series 1988A	3.00 %	\$ 394,000	\$ 544,000
Housing and College Center, Series 2005F (Refunded 1996B, 1996F, and 1998C)	4.00 - 5.00 %	20,840,000	21,845,000
Housing V and Academic, Series 2006F	3.65 - 5.00 %	46,105,000	47,235,000
Housing and College, Series 2007G	4.00 - 4.50 %	36,565,000	37,450,000
Housing, College, and College Center Series 2008A (Refunded 2005C)	4.00 - 5.00 %	<u>130,610,000</u>	<u>133,390,000</u>
Total		234,514,000	240,464,000
Unamortized Discount		(256,245)	(266,848)
Unamortized Premium		1,353,309	1,416,284
Total		<u>235,611,064</u>	<u>241,613,436</u>
Less Current Portion		<u>(6,282,372)</u>	<u>(6,002,372)</u>
Long-Term Debt, Noncurrent Portion		<u>\$229,328,692</u>	<u>\$235,611,064</u>
Other Long-Term Debt:			
Higher Education Dormitory Safety			
Trust Fund	4.50 - 5.25 %	\$ 461,880	\$ 678,012
Higher Education Equipment Leasing Fund	5.00 %	1,652,954	-
Higher Education Capital Improvement Fund	3.00 - 5.25 %	8,396,237	5,324,609
Dam Restoration Loan	2.00 %	<u>287,039</u>	<u>306,195</u>
Total		10,798,110	6,308,816
Unamortized Premium		<u>482,899</u>	-
Total		11,281,009	6,308,816
Less Current Portion		<u>(733,295)</u>	<u>(528,359)</u>
Other Long-Term Debt, Noncurrent Portion		<u>\$ 10,547,714</u>	<u>\$ 5,780,457</u>

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NOTE 8 BONDS PAYABLE AND OTHER LONG-TERM DEBT (CONTINUED)

Bonds Payable

Series 1988A Housing I and II Renovations bonds are a 3.00% federal loan for housing improvements and are due serially each July 1 through 2016. These bonds are collateralized by a pledge of and first lien on the net revenues derived from Housing I and II. The College is required to maintain a debt service reserve fund, a renewal and replacement reserve fund, and a sinking fund reserve.

On October 21, 2005, the New Jersey Educational Facilities Authority, on behalf of the College, issued its Series F Bonds in the par amount of \$28,180,000. The purpose of the Series 2005 F bonds was to fund the following: (i) advance refund the Colleges' Series 1996 F Bonds (the Multipurpose Recreation Center) for the principal amount of \$17,750,000, and the Colleges' Series 1998 C Bonds (Housing IV) for the principal amount of \$11,875,000; (ii) the payment of costs and expenses in connection with the issuance of the Series 2005 F Bonds.

Series 2005F Bonds consist of \$23,810,000 Serial Bonds and \$4,370,000 5% Term Bonds. The Serial Bonds bear interest rates between 4-5% with the average being 4.45%. They are due serially each July 1 through 2025. The Term Bonds are due July 1, 2028.

Series 2006F Bonds consist of \$26,560,000 Serial Bonds, \$9,395,000 5% Term Bonds, and \$14,410,000 4.250% Term Bonds. The Serial Bonds bear interest rates between 3.65-5% with the average being 4.40%. They are due serially each July 1 through 2027. The \$9,395,000 Term Bonds are due July 1, 2031 and the \$14,410,000 Term Bonds are due July 1, 2036.

Series 2007G Bonds consist of \$27,300,000 Serial Bonds, \$6,005,000 5% Term Bonds, and \$6,945,000 5% Term Bonds. The Serial Bonds bear interest rates between 4-4.5% with the average being 4.11%. They are due serially each July 1 through 2031. The \$6,005,000 Term Bonds are due July 1, 2034 and the \$6,945,000 Term Bonds are due July 1, 2037.

Series 2008A Bonds consist of \$22,360,000 Serial Bonds, \$20,010,000 5.5% Term Bonds, \$25,695,000 5.125% Term Bonds and \$68,845,000 5.375% Term Bonds. The Serial Bonds bear interest rates between 4-5% with the average being 4.25%. They are due serially each July 1 through 2018. The \$20,010,000 Term Bonds are due July 1, 2023, the \$25,695,000 Term Bonds are due July 1, 2028 and the \$68,845,000 Term Bonds are due July 1, 2038.

The Bond Series 2008A refunded Bond Series 2005C. \$31,290,097 was placed in an irrevocable trust with an escrow agent to provide for future debt service payments. As a result, the 2005C Series Bonds were considered to be defeased, and the related liability was removed from the statement of net position. The 2005C Bond Series were paid in full from the escrow account during the fiscal year 2009. This transaction resulted in a loss on advance refunding of approximately \$711,000. This amount is deferred and amortized as a component of interest expense over the life of the defeased 2005C Series Bonds.

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JUNE 30, 2014 AND 2013**

NOTE 8 BONDS PAYABLE AND OTHER LONG-TERM DEBT (CONTINUED)

Other Long-Term Debt

On August 14, 2001, the New Jersey Educational Facilities Authority issued bonds to finance the College's loan amount request pursuant to the Dormitory Safety Trust Fund Act (P.L. 2000, C56). The College's loan under this Act was \$3,453,000 and will be repaid in annual installments from January 15, 2002 through January 15, 2016. This is a non-interest bearing note and interest expense is imputed at a rate of 4.5%.

During 2003, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2002 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The College was allocated \$17,204,000 of the total proceeds of the bond issue to be used for academic campus exterior repairs, HVAC improvements, gallery safety rails, Housing II roof replacement, and F-Wing extension and renovation design. The terms of the agreement require one-third of the total allocation, or \$5,734,667, to be repaid in annual rental payments equal to the College's allocable share of the Series 2002 A Bonds and related program expenses through 2022.

During 2002, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2002 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The College was allocated \$17,204,000 of the total proceeds of the bond issue to be used for Academic Exterior, F Wing Exterior Design, PAC roof, and Housing II Roof. The terms of the agreement require one-third of the total allocation, or \$5,734,666, to be repaid in annual rental payments equal to the College's allocable share of the Series 2002 A Bonds and related program expenses through 2022.

During 2004, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2004 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The College was allocated \$3,848,250 of the total proceeds of the bond issue to be used for Housing I exterior and Housing I HVAC. The terms of the agreement require one-third of the total allocation, or \$1,282,750, to be repaid in annual rental payments equal to the College's allocable share of the Series 2004 A Bonds and related program expenses through 2024.

New Jersey Educational Facilities Authority's 2002A and 2004A bonds have since been partially advance refunded by the 2005A and 2006A bonds. The 2004A bonds were also partially advance refunded by the 2014C bonds. While the 2002A and 2004A bonds have been partially advance refunded, the Authority still records these bonds as outstanding as the 2005A, 2006A and 2014C bonds did not result in a new grant. These transactions resulted in a loss on advance refunding of approximately \$77,005.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTE 8 BONDS PAYABLE AND OTHER LONG-TERM DEBT (CONTINUED)

During 2014, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2014 A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The College was allocated \$10,600,000 of the total proceeds of the bond issue to be used for the Arts and Science Renovations and an Energy Management Project. The terms of the agreement require one-third of the total allocation, or \$3,287,691, to be repaid in annual rental payments equal to the College's allocable share of the Series 2014A Bonds through 2034. This includes a premium of \$245,288.

During 2014, the College entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2014 Revenue Bonds to provide funding for the Higher Education Equipment Leasing Fund. The College was allocated \$7,595,000 of the total proceeds of the bond issue to be used for the Science Building Teaching Laboratory Equipment and the Education Technology Project. The terms of the agreement require one-quarter of the total allocation, or \$1,652,956, to be repaid in annual rental payments equal to the College's allocable share of the Series 2014 Bonds through 2023. This includes a premium of \$241,699.

Payments due on bonds payable and other long-term debt excluding net unamortized premiums/discounts/and deferred losses totaling \$ 935,340 subsequent to June 30, 2014 are as follows:

<u>Years Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2015	\$ 6,926,452	\$ 11,680,028	\$ 18,606,480
2016	7,414,610	11,352,595	18,767,205
2017	7,377,090	11,034,501	18,411,591
2018	7,609,176	10,700,884	18,310,060
2019	7,950,034	10,365,045	18,315,079
2020-2024	46,307,529	45,394,759	91,702,288
2025-2029	51,900,829	33,269,815	85,170,644
2030-2034	56,001,390	19,762,573	75,763,963
2035-2039	53,825,000	4,800,256	58,625,256
Total	<u>\$245,312,110</u>	<u>\$158,360,456</u>	<u>\$403,672,566</u>

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 9 DEMAND NOTE PAYABLE

The College has available a \$15,000,000 revolving line of credit with Credit Suisse AG, of which \$5,000,000 was outstanding as of June 30, 2014 and 2013. Interest is payable monthly at a rate of 1 month LIBOR (London InterBank Offered Rate) plus 1.00% per annum (1.15% per annum as of June 30, 2014 and 1.19% per annum as of June 30, 2013). The demand note payable is available for all purposes with the exception of the purchase of additional securities, and is fully collateralized by the investments of the College. Interest expense was \$60,440 for the year ended June 30, 2014.

NOTE 10 NONCURRENT LIABILITIES

Activity in noncurrent liabilities for the years ended June 30, 2014 and 2013 was as follows:

	<u>July 1, 2013</u>	<u>Additions</u>	<u>Reductions</u>	<u>July 1, 2014</u>	<u>Current Portion</u>
Compensated Absences	\$ 3,653,255	\$ 2,927,528	\$ 2,707,660	\$ 3,873,123	\$ 2,930,095
U.S. Government Grants					
Refundable	1,980,872	-	-	1,980,872	-
Bonds Payable	241,613,436	-	6,002,372	235,611,064	6,282,372
Other Long-Term Debt	<u>6,308,816</u>	<u>5,431,730</u>	<u>459,537</u>	<u>11,281,009</u>	<u>733,295</u>
Total	<u>\$253,556,379</u>	<u>\$ 8,359,258</u>	<u>\$ 9,169,569</u>	<u>\$252,746,068</u>	<u>\$ 9,945,762</u>

	<u>July 1, 2012</u>	<u>Additions</u>	<u>Reductions</u>	<u>July 1, 2013</u>	<u>Current Portion</u>
Compensated Absences	\$ 3,490,137	\$ 2,610,011	\$ 2,446,893	\$ 3,653,255	\$ 2,707,660
U.S. Government Grants					
Refundable	1,980,872	-	-	1,980,872	-
Bonds Payable	247,387,108	-	5,773,672	241,613,436	6,002,372
Other Long-Term Debt	<u>6,814,477</u>	<u>-</u>	<u>505,661</u>	<u>6,308,816</u>	<u>528,359</u>
Total	<u>\$259,672,594</u>	<u>\$ 2,610,011</u>	<u>\$ 8,726,226</u>	<u>\$253,556,379</u>	<u>\$ 9,238,391</u>

Compensated Absences

The College recorded a liability for compensated absences in the amount of \$3,873,123 and \$3,653,255 as of June 30, 2014 and 2013, respectively, which is included in compensated absences in the accompanying statements of net position. The liability is calculated based upon employees' accrued vacation leave as of yearend, as well as an estimated vested amount for accrued sick leave.

Payments for accumulated sick leave balances are made to retiring employees upon regular retirement. The payment is based on 50% of the employee's sick leave accumulation, at the pay rate in effect at the time of retirement up to a maximum of \$15,000. Employees separating from College service prior to retirement are not entitled to payments for accumulated sick leave balances.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTE 11 COMPONENT UNITS

In accordance with GASB Statement No. 61, *The Financial Reporting Entity: Omnibus*, an amendment of GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units, an Amendment of GASB 14*, and GASB Statement No. 14, *The Financial Reporting Entity*, the College has determined that The Richard Stockton College of New Jersey Foundation (the "Foundation"), Stockton Affiliated Services, Inc. ("SASI"), and Stockton Aviation Research and Technology Park ("SARTP") should be included in the College's financial statements as discretely presented component units. A component unit is a legally separate organization for which the primary institution is financially accountable or to which the primary institution is closely related.

The Foundation, SASI, and SARTP are private not for-profit organizations that report under the FASB Accounting Standards Codification ("ASC"), including FASB Topic ASC 958-205, Presentation of Financial Statements. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's or to SASI's financial information in the College's financial reporting for these differences.

The Richard Stockton College of New Jersey Foundation

The Foundation is a legally separate, tax-exempt component unit of the College. The Foundation has received a determination letter from the Internal Revenue Service concluding that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The Foundation acts primarily as a fundraising entity to supplement the resources that are available to the College in support of its programs. The board of directors of the Foundation, which consists of at least five and no more than forty persons, is self-perpetuating and consists of qualified persons elected by majority vote of the board of directors of the Foundation. Although the College does not control the timing or amount of receipts from the Foundation, the resources, or income thereon, the Foundation holds investments that are used exclusively for the benefit, support, and promotion of the College for its educational activities. Because these resources held by the Foundation can only be used by, or for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

Investments include money market funds, mutual funds, fixed income and equity securities donated to, or purchased by, the Foundation, which are recorded at fair value using dealer or exchange quoted market prices.

The Foundation has adopted a total return investment policy. The primary investment objective is to maximize long-term return through a combination of income and capital appreciation achieved in a prudent manner.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 11 COMPONENT UNITS (CONTINUED)

The Richard Stockton College of New Jersey Foundation (Continued)

Therefore, the financial objective is to earn, over the long term, a total return (net of all fees and expenses) equal to or exceeding the spending rate plus the inflation rate as measured by the Consumer Price Index. The investment policy of the Foundation will be carried out by means of investment strategies that reflect continuous evaluation of changing investment environments, manager judgment regarding the allocation of assets among different kinds of asset classes, identification of appropriate investment vehicles and the making of specific investment decisions.

Investments as of June 30, 2014 and 2013 consisted of the following:

	<u>2014</u>		<u>2013</u>	
	<u>Cost</u>	<u>Fair Value</u>	<u>Cost</u>	<u>Fair Value</u>
Money Market Fund	\$ 1,297,614	\$ 1,297,614	\$ 848,668	\$ 848,668
Equity Mutual Funds:				
International	2,547,497	2,963,738	2,174,620	2,255,064
Domestic Large Cap	7,706,085	11,797,865	8,186,383	10,172,810
Domestic Mid Cap	1,154,252	1,706,880	1,124,170	1,363,845
Domestic Small Cap	576,572	831,670	472,265	582,000
Other	-	-	311,727	239,800
Fixed Income Mutual Funds:				
Domestic Intermediate	3,265,761	3,211,230	3,265,761	3,180,350
Domestic High Yield	1,000,075	1,007,081	800,025	800,000
Domestic Short Term	1,505,999	1,489,958	1,505,999	1,485,713
International	2,525,450	2,541,113	2,225,400	2,180,938
Total	<u>\$21,579,305</u>	<u>\$26,847,149</u>	<u>\$20,915,018</u>	<u>\$23,109,188</u>

The Foundation is located on the campus of the College. During fiscal years 2014 and 2013, the following contributions were made:

	<u>2014</u>	<u>2013</u>
Foundation's Contributions to the College		
Scholarships	\$ 520,752	\$ 396,265
Academic Support	325,448	381,157
Facilities Support		
Holocaust Resource Center	50,000	50,000
Kramer Hall	46,820	50,000
Other	76,519	11,948
Total	<u>\$ 1,019,539</u>	<u>\$ 889,370</u>
Foundation's Contributions to SASI		
Sam Azeez Museum	\$ 210,585	\$ 210,585

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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JUNE 30, 2014 AND 2013**

NOTE 11 COMPONENT UNITS (CONTINUED)

The Richard Stockton College of New Jersey Foundation (Continued)

The College provided in-kind Finance and Admin services to the Foundation during fiscal years 2014 and 2013 of \$264,008 and \$199,014, respectively.

The following amounts are recorded on the statement of financial position as due to/from the College as of June 30:

	<u>2014</u>	<u>2013</u>
Due from the College:		
Scholarships College Match	\$ 11,960	\$ -
Miscellaneous	<u>4,149</u>	<u>2,993</u>
Total Due from the College	<u><u>\$ 16,109</u></u>	<u><u>\$ 2,993</u></u>
Due to the College:		
Construction	\$ 76,519	\$ -
Services provided	\$ 6,042	\$ 11,536
Scholarships	\$ 3,578	
Miscellaneous	<u>10,438</u>	<u>7,255</u>
Total Due to the College	<u><u>\$ 96,577</u></u>	<u><u>\$ 18,791</u></u>

Stockton Affiliated Services, Inc.

SASI was established in accordance with New Jersey's Public College Auxiliary Organization Act (N.J.S.A. 18A:64-26, et seq.) in July 2008. SASI is a legally separate, tax-exempt 501(c)(3) organization with a fiscal year end of June 30.

SASI's purpose is to support the mission of the College by expanding, and improving the level of services provided by the College. The College has contracted with SASI to manage programs and services, which support the College's mission of teaching, research, scholarship, and public services. Because of its relationship with the College and resources are held by SASI and can only be used to benefit the College and its students, SASI is considered a component unit of the College and is discretely presented in the College's financial statements. SASI contributed \$1,236,000 in fiscal 2014 and 2013 to the College as auxiliary services revenues.

The College has issued a line of credit to SASI in the amount of \$2,000,000. As of June 30, 2014 and 2013, a note receivable in the amount of \$1,464,683, is reflected in the financial statements of the College relating to this line of credit. The College charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 4.97%. The interest rate will be reviewed and changed by the College, in its sole discretion, to a rate equal to 150 basis points plus the thirty year U.S. Treasury Note rate at the time of the interest review. Interest only payments will be made on the outstanding principal balance at the stated interest rate. Interest expense on the line of credit totaled \$67,545 and \$63,704 for the years ended June 30, 2014 and 2013, respectively. SASI reimburses the College for use of space and personnel through payment of an overhead charge. As of June 30, 2014 and 2013 the overhead charge was \$404,430 and \$392,933, respectively.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 11 COMPONENT UNITS (CONTINUED)

Stockton Affiliated Services, Inc. (Continued)

The following amounts are recorded on the statement of financial position as due to/from the College as of June 30:

	<u>2014</u>	<u>2013</u>
Due from the College:		
Food Service	\$ 78,744	\$ 80,806
Miscellaneous	<u>18,125</u>	<u>69,913</u>
Total Due from the College	<u><u>\$ 96,869</u></u>	<u><u>\$ 150,719</u></u>
 Due to the College:		
Seaview Operations	\$ 790,391	\$ 629,723
Overhead Charge	65,162	42,110
Miscellaneous	<u>34,662</u>	<u>27,220</u>
Total Due to the College	<u><u>\$ 890,215</u></u>	<u><u>\$ 699,053</u></u>

Stockton Aviation Research and Technology Park, Inc.

SARTP was established in accordance with New Jersey's Public College Auxiliary Organization Act (N.J.S.A. 18A:64-26, et seq.) in September 2013. SARTP I is a legally separate, tax-exempt 501(c)(3) organization with a fiscal year end of June 30.

SARTP's purpose is to conduct research and development and to promote concept and product development using emerging technologies in a laboratory and operational environment. SARTP is a focal point for interaction and innovation among researchers, academia, government and private industry in developing the next generation air traffic control system ("NextGen") which is critical to our nation's aviation system. Accordingly, SARTP's financial statements are discretely presented in the College's financial statements.

The College has issued a line of credit to SARTP in the amount of \$1,500,000. As of June 30, 2014 a note receivable in the amount of \$158,000, is reflected in the financial statements of the College relating to this line of credit. The College charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 5.25%. The interest rate will be reviewed and changed by the College, in its sole discretion, to a rate equal to 150 basis points plus the thirty year U.S. Treasury Note rate at the time of the interest review. Interest only payments will be made on the outstanding principal balance at the stated interest rate. Interest expense on the line of credit totaled \$204 for fiscal 2014. SARTP reimburses the College for use of space and personnel through payment of an overhead charge. The overhead charge was \$166,286 for the period from September 18, 2013 through June 30, 2014.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 11 COMPONENT UNITS (CONTINUED)

Stockton Aviation Research and Technology Park, Inc. (Continued)

The following amounts are recorded on the statement of financial position as due to/from the College as of June 30:

	2014
Due to the College:	
Overhead Charge	1,763
Miscellaneous	980
Total Due to the College	\$ 2,743

NOTE 12 COMMITMENTS AND CONTINGENCIES

Litigation

The College is a party to various legal actions arising in the ordinary course of business. While it is not possible, at this time, to predict the ultimate outcome of these actions, it is the opinion of management that the resolution of these matters will not have a material adverse effect on the College's financial position.

Grants

The College receives support from federal government and State of New Jersey grant programs, primarily student financial assistance. Entitlement to the resources requires compliance with terms of the grant agreements and applicable regulations, including the expenditure of the resources for eligible purposes. Substantially all grants are subject to financial and compliance audits by the grantors. As June 30, 2014 and 2013, the College estimates that adjustments, if any, as a result of such audits would not have a material adverse effect on the College's financial statements.

Construction Contracts

The College has outstanding construction commitments in the amount of \$926,551 as of June 30, 2014. These commitments are primarily related to the completion of the Science Center.

It is expected that all of the funding for these projects will be allocated from unrestricted funds.

Lease Commitments

The College leases office space with expiration dates through 2022.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 12 COMMITMENTS AND CONTINGENCIES (CONTINUED)

Future minimum lease payments required under all non-cancelable operating leases are as follows:

<u>Years Ending June 30,</u>	<u>Amount</u>
2015	\$ 226,417
2016	230,516
2017	234,617
2018	238,119
2019-2022	687,879
Total	<u>\$ 1,617,548</u>

Total rental expense for these leases for the years ended June 30, 2014 and 2013 was \$210,500 and \$132,000, respectively.

Power Purchase Agreement

The College entered into various agreements with Stockton Blue Sky Power, LLC (“Blue Sky”) related to the construction of a solar power plant at the College on May 25, 2011. Blue Sky owns and operates the solar power plant and the College leases the space on campus where the solar power plant is located. The College agreed to purchase all of the energy produced by the solar power plant for a 15 year period at a fixed rate of \$0.03 per kWh.

NOTE 13 BOND OBLIGATION OFFSET FUND

Unrestricted net position includes the College’s Bond Obligation Offset Fund. The College intends to utilize these funds to offset its’ bond obligations and debt-service costs. The intent of the College is to use \$61,723,018 or one quarter of the total outstanding bond obligations of \$246,892,073 for its bond obligation and debt service requirements liability.

NOTE 14 RELATED PARTIES

The College entered into a Collaborative Project Agreement with the Noyes Museum of Art (the “Museum”) on February 4, 2011. Pursuant to the terms of Agreement, the Museum has agreed to sublease to the College the property located at 733 Lily Lake Road, Galloway Township, New Jersey for a period of ten years. The College and the Museum have agreed to have two individuals affiliated with the College serve as members on the Museum’s Board of Directors and one individual affiliated with the College to serve as a member for the Noyes Foundation Board of Directors for the duration of the Agreement. The College is required to pay an annual rental to the Museum over the life of the Agreement. It is acknowledged by the parties that the term of the Agreement may be less than ten years if either party is not satisfied with the progress made to meet operational benchmarks as defined in the Agreement. Notwithstanding the foregoing, there shall be no readjustments between the parties as of the date of termination. The Museum is entitled to retain the entire lease payment for the year of termination.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 14 RELATED PARTIES (CONTINUED)

SASI's Board of Trustees approved an expenditure in the amount of \$310,912 to assist the College in converting a tennis court to a parking lot in order to help alleviate parking congestion on campus. The parking lot is a College capital asset.

NOTE 15 CHANGE IN ACCOUNTING PRINCIPLE

GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*, requires that certain items that were previously reported as assets and liabilities be reclassified as deferred outflows of resources or deferred inflows of resources. Further, it required that debt issuance costs be expensed in the year incurred applied retroactively.

The College adopted the provisions of Statement No. 65 for the fiscal year beginning July 1, 2012. Accordingly, the College no longer reports debt issuance costs as deferred asset, but rather as an expense in the year incurred. The cumulative effect of applying this statement on the previously reported 2013 financial statements is as follows:

Net Position, July 1, 2012, as Previously Reported	\$ 160,850,866
Cumulative Effect of Adoption of New Accounting Standard, GASB 65	<u>(2,575,376)</u>
Net Position, July 1, 2013, as Restated	<u><u>\$ 158,275,490</u></u>

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2014**

Federal Grantor / Pass-through Grantor / Program or Cluster Title	Federal CFDA Number	Federal Expenditures
Student Financial Assistance Cluster:		
U.S. Department of Education:		
Federal Direct Loan Program	84.268	49,590,655
Federal Perkins Loan Program Outstanding (including administrative costs of \$2,942)	84.038	3,019,918
Federal Supplemental Educational Opportunity Grants (including administrative costs of \$2,292)	84.007	211,437
Federal Work Study Program	84.033	195,345
Federal Pell Grant Program (including administrative costs of \$14,230)	84.063	11,344,510
Teach Program	84.379	7,068
		<hr/>
Total Student Financial Assistance Cluster		64,368,933
Research and Development Cluster:		
U.S. Department of Commerce:		
National Oceanic & Atmospheric Administration (NOAA):		
Passed Through Rutgers, The State University of NJ: Coastal Zone Management Estuarine Research Reserves: NA13NOS4200118	11.420	16,199
Coastal Services Center - NOAA Dune Assessment	11.473	148,147
Habitat Conservation-Derelict Crab Trap Removal in Mullica Rive & Great Bay Estuary of NJ	11.463	25,310
National Science Foundation:		
Education and Human Resources: Scholarships for Success in Science, Technology, Engineering & Math	47.076	121,729
National Environmental Protection Agency: Office of Water, Passed Through Barnegat Bay Partnership Ocean County College:		
National Estuary Program - Modeling Zostera marina restoration potential in Barnegat Bay: CE98212311	66.456	17,220
National Estuary Program - Derelict Crab Trap Identification & Removal in Barnegat Bay, New Jersey: CR98212310	66.456	7,429
National Environmental Protection Agency: Office of Chemical Safety and Pollution Prevention:		
Garden State Green Hotels Project Cases Studies with Stockton College	66.708	97,897
National Endowment for the Arts:		
Passed Through Mid Atlantic Arts Foundation:		
Mid Atlantic Tours Program - Aquila Theatre: 25525	45.025	2,000
National Endowment for the Humanities:		
Passed Through New Jersey Council for the Humanities:		
Sports in American Culture & Communities: America and the 1936 Olympics: 2013-24-HFG	45.129	500
U.S. Department of the Interior Fish and Wildlife Service:		
Forsyth Wildlife Refuge Lidar Survey	15.677	17,910
Volunteer Master naturalist Program	15.649	2,208
Passed Through NJ DEP: Division of Fish & Wildlife - Deer Exclosure & Cedar Study: FG13-040	15.625	10,054
		<hr/>
Total Research and Development Cluster		466,603
Other Federal Assistance:		
U.S. Department of Health and Human Services:		
Passed Through Atlantic County Department of Human Services, Educational Programs and Lectures for Older Adults: 00-1376-AAAC-02		
	93.044	15,000
Passed Through The New Jersey Council on Developmental Disabilities, 2013-2014 Get FIT partnership - Get Fit @ Home: 09LA4R		
	93.630	4,546
Passed Through NJ Department of Children and Families,		
Foster Care Title IV-E - Child Welfare Education Institute (CWEI) - BCWEP Program: 14AAAR	93.658	662,170
Foster Care Title IV-E - Child Welfare Education Institute (CWEI) - MCWEP Program: 14AAAR	93.658	530,392
Child Abuse & Neglect State Grants - Child Welfare Education Institute (CWEI) - MCWEP Program: 14AAAR	93.669	170,000
Chafee Foster Care Independence Program - Foster and Adoptive Family Services: EC12-032	93.674	8,285

See Notes to Schedules of Expenditures of Federal and State of New Jersey Awards.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)
JUNE 30, 2014**

Federal Grantor / Pass-through Grantor / Program or Cluster Title	Federal CFDA Number	Federal Expenditures
Other Federal Assistance (continued):		
U.S. Department of Transportation: National Highway Traffic Safety Administration (NHTSA): Passed Through NJ Department of Law and Public Safety Division of Highway Traffic Safety, Stay Safe and Graduate: CP-14-08-05-04	20.601	28,737
U.S. Department of Education, Rehabilitation Services Vocational Rehabilitation Grants to States Passed Through NJ Commission for the Blind & Visually Impaired, Rehabilitation Training State Vocational Rehabilitation Unit In-Service Training	84.126	243,895
Stockton Coastal Collaborative Math & Science Partnership	84.265	21,549
NJDOE Formative Assessment 2014	84.366	211,772
U.S. Department of Homeland Security: Passed Through NJ Department of Environmental Protection: Cooperating Technical Partners	84.367	148,513
U.S. Department of Labor: WIA Cluster, Passed Through Atlantic Cape May Workforce Investment Board: Work First New Jersey: K13231	97.045	61,108
Dislocated Workers - On-The-Job Training	17.207	60,000
Summer Youth Employment Training	17.260	9,654
Passed Through NJ Department of Labor & Workforce Development: Dislocated Workers - Retail, Hospitality & Tourism Talent Network: N/A	17.259	14,475
	17.278	154,788
Total WIA Cluster		<u>238,917</u>
U.S. Small Business Administration: Passed Through Rutgers, The State University of NJ New Jersey Small Business Development Centers (NJSBDC): SBAHQ-13-B-0062	59.037	41,918
Hurricane Sandy Small Business Revitalization Opportunity: SBAHQ-13-R-0006	59.064	238,237
Total Other Federal Assistance		<u>2,625,039</u>
Total Expenditures of Federal Awards		<u>\$ 67,460,575</u>

See Notes to Schedules of Expenditures of Federal and State of New Jersey Awards.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
SCHEDULE OF EXPENDITURES OF STATE OF NEW JERSEY AWARDS
JUNE 30, 2014**

Grantor Department Program Title	Account Number	Program Amount	Grant Period	Current Year Expenditures	Total Disbursements
Student Financial Assistance:					
N.J. Department of Treasury:					
New Jersey College Loans to Assist State Students	N/A	\$ 4,860,214	07/01/13-06/30/14	\$ 4,860,214	\$ 4,860,214
Tuition Aid Grant	100-074-2405-007	9,305,973	07/01/13-06/30/14	9,305,973	9,305,973
Edward J. Bloustein Distinguished Scholars	100-074-2405-278	465	07/01/13-06/30/14	465	465
Urban Scholars	100-074-2405-278	6,500	07/01/13-06/30/14	6,500	6,500
New Jersey STARS II	100-074-2405-313	287,087	07/01/13-06/30/14	287,087	287,087
Law Enforcement Officer Memorial	100-074-2405-312	25,298	07/01/13-06/30/14	25,298	25,298
NJ BEST	100-074-2405-316	16,750	07/01/13-06/30/14	16,750	16,750
N.J. Department of State:					
Educational Opportunity Fund Article III Summer FY2014	100-074-2401-001	293,841	06/01/13-07/31/14	278,056	293,841
Educational Opportunity Fund Article III Summer FY2015	100-074-2401-001	293,841	06/01/14-07/31/15	12,255	12,255
Educational Opportunity Fund Article III Academic Year	100-074-2401-001	416,796	07/01/13-06/30/14	416,796	416,796
Total Student Financial Assistance				<u>15,209,394</u>	<u>15,225,179</u>
Other State of N.J. Assistance:					
N.J. Department of Environmental Protection:					
N.J. Beach Profile 2013	100-042-4895-043	497,293	04/01/13-06/30/14	440,327	497,293
Analysis of Potential Wetlands Enhancement in Barnegat Bay Estuary	100-042-4895-130	26,731	08/16/13-06/18/14	26,731	26,731
Superstorm Sandy - Waterway Debris Removal	703-042-4895-005	950,000	07/23/13-05/31/14	616,695	616,695
N.J. Department of Transportation:					
Dredged Material Management System	480-078-6300-CTB	286,993	03/06/08-03/06/16	13,965	131,082
Passed Through Rutgers University: Landfill Closure with Dredged Material	480-078-6300-CTB	48,000	05/05/12-09/30/14	3,468	45,653
Barnegat Bay & Inlet Emergency Survey for Dredging - 2014	568-078-6070-001	24,954	05/22/14-05/21/15	8,449	8,449
State Channel Maintenance Capacity Project 2013	568-078-6070-001	123,370	10/01/13-12/31/14	70,689	70,689
N.J. Department of Children & Families Services,					
Child Welfare Education Institute (CWEI) - MCWEP	100-016-1600-047	125,000	07/01/13-06/30/14	125,000	125,000
N.J. Department of Human Services: Division of Youth and Family Services,					
Passed Through Rutgers University: NJ Child Welfare Training Consortium	100-016-1600-047	685,000	07/01/13-06/30/14	676,895	676,895
N.J. Department of Commerce and Economic Growth,					
Passed through Rutgers University: Small Business Development Center	763-020-2830-004	14,218	07/01/13-06/30/14	14,218	14,218
N.J. Department of Treasury:					
Passed Through Casino Reinvestment Development Authority: LEAD AC Yr1	100-022-0820-092	21,800	10/01/12-07/31/13	5,132	10,267
Passed Through Casino Reinvestment Development Authority: LEAD AC Yr2	100-022-0820-092	21,800	09/26/13-07/31/14	2,609	2,609
N.J. Department of Law and Public Safety					
Drunk Driving Enforcement Fund	100-078-6400-YYY	1,653	09/01/13-08/31/13	669	1,381

See Notes to Schedules of Expenditures of Federal and State of New Jersey Awards.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
SCHEDULE OF EXPENDITURES OF STATE OF NEW JERSEY AWARDS (CONTINUED)
JUNE 30, 2014**

Grantor Department Program Title	Account Number	Program Amount	Grant Period	Current Year Expenditures	Total Disbursements
Other State of N.J. Assistance (Continued):					
N.J. Department of Labor and Workforce Development, Consortium for Leadership and Service Superiority	780-062-4545-003	174,400	05/10/12-08/10/13	11,013	28,937
Retail, Hospitality & Tourism Talent Network	780-062-4545-007	40,000	04/01/13-06/30/14	29,179	38,697
N.J. Department of Military & Veteran's Affairs, An Environmental Internship Program	100-067-3620-178	26,913	06/01/14-10/01/14	3,744	3,744
N.J. Office of the Attorney General Passed Through Rutgers University: Municipal Planning for Safe Streets	100-066-1000-146	80,000	01/01/12-08/31/14	34,082	42,660
State of New Jersey Appropriation	100-074-2480-001	19,839,000	07/01/13-06/30/14	19,839,000	19,839,000
Educational Opportunity Fund Article IV-Academic Year	100-074-2401-002	248,265	06/01/13-07/31/14	248,265	248,265
NJSCA General Program Support	100-074-2530-032	101,020	07/01/13-06/30/14	101,020	101,020
NJSCA 09 CSP Co Sponsored Project - State of the Arts Web Tool	100-074-2530-032	60,000	07/01/13-12/31/14	15,584	15,584
NJSCA 09 CSP Co Sponsored Project - State of the Arts	100-074-2530-032	200,000	07/01/13-06/30/14	200,000	200,000
Atlantic County Awards 2013	100-074-2505-053	3,000	01/01/13-12/20/13	1,500	3,000
Atlantic County Awards 2014	100-074-2505-053	9,100	01/01/14-12/20/14	4,900	4,900
N.J. Commission on Higher Education: Higher Education Equipment Leasing Fund Program	100-082-2155-036	5,696,250	01/01/14-12/31/23	2,988,838	2,988,838
Higher Education Technology Infrastructure Fund Program	100-074-2400-029	775,000	01/01/14-12/31/XX	133,316	133,316
Higher Education Capital Improvement Fund	100-082-2155-079	7,067,020	03/01/14-03/01/34	-	-
Interdepartmental Accounts: State Fringe Benefits other than FICA	100-094-9410-134	10,500,391	07/01/13-06/30/14	10,500,391	10,500,391
FICA-State Colleges and Universities Reimbursement Program	100-094-9410-137	5,607,873	07/01/13-06/30/14	5,607,873	5,607,873
Alternate Benefits Program	100-094-9410-132	3,810,353	07/01/13-06/30/14	3,810,353	3,810,353
Total Other State of NJ Assistance				45,533,905	45,793,540
Total Expenditures of State of New Jersey Awards				\$ 60,743,299	\$ 61,018,719

See Notes to Schedules of Expenditures of Federal and State of New Jersey Awards.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
NOTES TO SCHEDULES OF EXPENDITURES OF FEDERAL AND STATE OF NEW JERSEY AWARDS
JUNE 30, 2014

NOTE 1 GENERAL

The accompanying Schedule of Expenditures of Federal Awards and Schedule of Expenditures of the State of New Jersey Awards include the activity of all federal and state financial assistance programs of The Richard Stockton College of New Jersey (the "College"). All federal assistance received directly from federal agencies, as well as federal financial assistance passed through other government agencies and non-federal organizations, is included on the Schedule of Expenditures of Federal Awards.

NOTE 2 BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards and Schedule of Expenditures of the State of New Jersey Awards summarize the expenditures of the College under programs of the federal and New Jersey governments for the year ended June 30, 2014.

The accompanying Schedule of Expenditures of Federal Awards summarizes the expenditures of the College under programs of the federal government for the year ended June 30, 2014 and is presented on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-21, *Cost Principles for Educational Institutions*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. For the purposes of the Schedule of Expenditures of Federal Awards, federal grants include all grants, contracts, and similar agreements entered into directly between the College and agencies or departments of the federal government and all sub-awards to the College by non-federal organizations pursuant to federal grants, contracts, and similar agreements. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The accompanying Schedule of Expenditures of State of New Jersey Awards summarizes the expenditures of the College under grant programs of the State of New Jersey for the year ended June 30, 2014 and is presented on the accrual basis of accounting. For the purposes of the Schedule of Expenditures of State of New Jersey Awards, state financial assistance programs include all state appropriation aid, grants, contracts, and similar agreements entered into directly between the College and agencies or departments of the state government. State financial assistance disbursements are recorded in accordance with the cost principles established under the State of New Jersey, Department of Treasury Circular Letter 04-04, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*, and/or under the terms and conditions of particular state grant agreements. Because the Schedule of Expenditures of Federal Awards and the Schedule of Expenditures of the State of New Jersey Awards present only a selected portion of the operations of the College, it is not intended to and does not present the financial position, changes in net position or cash flows of the College.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
NOTES TO SCHEDULES OF EXPENDITURES OF FEDERAL AND STATE OF NEW JERSEY AWARDS
JUNE 30, 2014**

NOTE 3 DIRECT LOAN PROGRAM AND NEW JERSEY COLLEGE LOANS TO ASSIST STATE STUDENTS

Loans made by the College to eligible students under the State of New Jersey College Loans to Assist State Students Program and the Federal Direct Loan Program during the year ended June 30, 2014 are summarized as follows:

Federal Direct Loan Program	\$ 49,590,655
New Jersey College Loans to Assist State Students	\$ 4,860,214

The College is responsible only for the performance of certain administrative duties with respect to the Direct Loan Program and the New Jersey College Loans to Assist State Students Program and has no responsibility to collect on these loans. Accordingly, these loans are not included in the College's financial statements. It is not practicable to determine the balance of loans outstanding to students of the College under these programs as of June 30, 2014.

NOTE 4 FEDERAL PERKINS LOANS

The Federal Perkins Loan expenditures presented in the accompanying Schedule of Expenditures of Federal Awards, \$3,019,918, represents the total balance of loans outstanding under the Perkins Program. The current fiscal year's issuance of loans from the revolving loan fund from which new loans are issued utilizing receipts from repayments of loans that have entered collection status was \$385,496.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Board of Trustees
The Richard Stockton College of New Jersey

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Richard Stockton College of New Jersey (the "College") and its discretely presented component units, a component unit of the State of New Jersey, as of and for the year ended June 30, 2014 and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and have issued our report thereon dated October 31, 2014. The financial statements of The Richard Stockton College of New Jersey Foundation and Stockton Affiliated Services, Inc. were not audited in accordance with *Government Auditing Standards*.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College’s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
October 31, 2014

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH
MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE
WITH OMB CIRCULAR A-133 AND STATE OF NEW JERSEY CIRCULAR 04-04 OMB**

Board of Trustees
The Richard Stockton College of New Jersey

Report on Compliance for Each Major Federal and State of New Jersey Program

We have audited The Richard Stockton College of New Jersey's (the "College") compliance with the types of compliance requirements described in the OMB Circular A-133 *Compliance Supplement* and the State of New Jersey Department of Treasury *State Grant Compliance Supplement* that could have a direct and material effect on the College's major federal and state programs for the year ended June 30, 2014. The College's major federal and state programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal and state programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the College's major federal and state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*; and State of New Jersey, Department of Treasury Circular 04-04, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*. Those standards, OMB Circular A-133, and State of New Jersey Circular 04-04 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal and state program occurred. An audit includes examining, on a test basis, evidence about the College's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal and state program. However, our audit does not provide a legal determination of the College's compliance.

Opinion on Each Major Federal and State of New Jersey Program

In our opinion, the College complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal and state programs for the year ended June 30, 2014.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with OMB Circular A-133 and the State of New Jersey Circular 04-04 and which are described in the accompanying schedule of findings and questioned costs as item 2014-001 and 2014-002. Our opinion on the major federal and state program is not modified with respect to this matter.

Report on Internal Control Over Compliance

Management of the College is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the College's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal and state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal and state program and to test and report on internal control over compliance in accordance with OMB Circular A-133 and the State of New Jersey Circular 04-04, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal and state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal and state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified deficiencies in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as item 2014-001 and 2014-002, that we consider to be significant deficiencies.

The College's response to the internal control over compliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The College's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Board of Directors
The Richard Stockton College of New Jersey

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133 and the State of New Jersey Circular 04-04. Accordingly, this report is not suitable for any other purpose.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
October 31, 2014

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
 (A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
 SUMMARY SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 JUNE 30, 2014**

SECTION I SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of Auditors' Report Issued:	UNMODIFIED	
Internal Control over Financial Reporting:		
Material Weakness(es) Identified?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Significant Deficiency(ies) Identified?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> None Reported
Noncompliance Material to Financial Statements Noted?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Federal and State Awards

Internal Control Over Major Programs:		
Material Weakness(es) Identified?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Significant Deficiency(ies) Identified?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> None Reported
Type of Auditors' Report Issued on Compliance for Major Programs:	UNMODIFIED	
Any Audit Findings Disclosed that are Required to be Reported in Accordance with Section 501(a) of OMB Circular A-133 or NJ OMB 04-04?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
SUMMARY SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2014

SECTION II FINANCIAL STATEMENT FINDINGS

None to report

SECTION III FEDERAL AWARD AND STATE FINANCIAL ASSISTANCE FINDINGS AND QUESTIONED COSTS

Finding Reference: 2014-001 – Student Financial Aid – Outstanding Student Refund Checks

Federal Agency:	U.S. Department of Education
Federal Program:	Student Financial Assistance Cluster (CFDA 84.007, 84.033, 84.038, 84.063, 84.268)
Compliance Requirement:	Special Test and Provisions (Return of Title IV Funds)
Type of Finding:	Significant Deficiency in Internal Control, Noncompliance

Criteria:

Refunds given to students relating to Title IV federal financial aid are required to be returned to the Department of Education after they are outstanding more than 240 days. (34 CFR 668.164)

Condition:

Two checks totaling \$7,330.94 related to student refunds of Title IV federal financial aid were outstanding more than 240 days as of June 30, 2014.

Questioned Costs:

\$7,330.94

Cause:

The College does not have a policy in place to ensure that Title IV funds disbursed to students that are outstanding greater than 240 days are returned to the Department of Education.

Effect:

The College is not in compliance with Department of Education requirements that all student refund checks that are outstanding for more than 240 days be returned to the Department of Education.

Auditors' Recommendation:

We recommend that the College implement procedures to ensure checks are being returned to the Department of Education after 240 days.

Views of Responsible Officials and Planned Corrective Action:

The College has immediately implemented appropriate actions. Procedures have been updated to include steps to identify Title IV federal financial aid student refund checks that are unclaimed after 240 days. Throughout the year, in reviewing our outstanding check list, any check still outstanding after 90 days from the date of the check is flagged to receive a letter. A due diligence letter is sent to the payee notifying them that the check is outstanding and requesting a response on their part to inform us of the status and request a reissue if necessary. Any check still outstanding after 240 days will be returned to the Department of Education.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
SUMMARY SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2014**

Finding Reference: 2014-002 – Student Financial Aid – Student Credit Balances Arising From Federal Funds

Federal Agency:	U.S. Department of Education
Federal Program:	Student Financial Assistance Cluster (CFDA 84.007, 84.033, 84.038, 84.063, 84.268)
Compliance Requirement:	Eligibility
Type of Finding:	Significant Deficiency in Internal Control, Noncompliance

Criteria:

Whenever an institution disburses Title IV, HEA program funds by crediting a student's account and the total amount of all Title IV, HEA program funds credited exceeds the amount of tuition and fees, room and board, and other authorized charges the institution assessed the student, the institution must pay the resulting credit balance directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred. (34 CFR 668.164(e))

Condition:

The College had 5 out of 40 student files tested where a student who had credit balances arising from federal funds were not disbursed to the student within the required 14 day timeframe.

Questioned Costs:

None

Cause:

Control procedures related to review of payment of Federal Student Aid credit balances were not consistently applied.

Effect:

Credit balances were not paid to students on a timely basis.

Auditors' Recommendation:

We recommend that the College review and revise its current procedures and controls related to identifying and paying student credit balances on within the required timeframe.

Views of Responsible Officials and Planned Corrective Action:

The College has immediately implemented appropriate actions. A student credit report is generated and reviewed daily; refunds are processed as needed.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
(A COMPONENT UNIT OF THE STATE OF NEW JERSEY)
SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS
JUNE 30, 2014**

SECTION IV SUMMARY OF PRIOR YEAR FINDINGS

None to report

Report on Financial Statements and Federal Award
Expenditures in Accordance with U.S. Office of Management and Budget
Circular A-133 and State of New Jersey Award Expenditures in Accordance with
State of New Jersey Department of Treasury Circular 2015-08

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)

June 30, 2015 and 2014

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)

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Grant Thornton LLP
757 Third Avenue, 9th Floor
New York, NY 10017
T 212.599.0100
F 212.370.4520
GrantThornton.com
[linkd.in/GrantThorntonUS](https://www.linkedin.com/company/GrantThorntonUS)
twitter.com/GrantThorntonUS

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

Board of Trustees

Stockton University:

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and discretely presented component units of Stockton University (the University), a component unit of the State of New Jersey, as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the University's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of the business-type activities and discretely presented component units of Stockton University as of June 30, 2015, and the changes in their net position and, where applicable, their cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other matters

2014 Financial Statements

The financial statement of Stockton University as of and for the year ended June 30, 2014 were audited by other auditors. Those auditors expressed an unmodified opinion on those 2014 financial statements in their report dated October 31, 2014.

Adoption of New Accounting Standards

As discussed in Note 1 to the financial statements, in fiscal year 2015 the University adopted Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*, and GASB Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date – an amendment of GASB Statement No. 68*. Our opinion is not modified with respect to this matter.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis included on pages 3 through 11 and the Schedules of Proportionate Share of the Net Pension Liability – Last 10 Years on page 47 be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the University's financial statements. The accompanying Schedules of Expenditures of Federal Awards and State of New Jersey Awards for the year ended June 30, 2015, as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*, respectively, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other reporting required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report, dated January 8, 2016, on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.



New York, New York
January 8, 2016

STOCKTON UNIVERSITY

(A Component Unit of The State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Years ended June 30, 2015 and 2014

INTRODUCTION

Stockton University (the "University"), which was formerly known as The Richard Stockton College of New Jersey, is proud to present its comparative financial statements for fiscal years 2015 and 2014, and its changes in financial position for the fiscal years then ended with fiscal year 2013 data presented for comparative purposes. This section of the University's financial statements presents our discussion and analysis of the University's financial performance. Since this discussion and analysis is designed to focus on current activities, it should be read in conjunction with the University's basic financial statements, which follow this section.

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. 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 University is located.

UNIVERSITY OVERVIEW

The University is located in Galloway, New Jersey, an area that is growing rapidly. Stockton's Galloway holdings include a total of 2,000 acres, much of which is pristine forest and wetlands. The University owns the historic Stockton Seaview Hotel and Golf Club located on nearly 300 acres in Galloway, a premier vacation and golfing destination that also provides residences for over 200 students.

The University owns an 8-acre Marine and Environmental Field Station along the Nacote Creek in nearby Port Republic City, along with over 100 acres of wooded property in Hamilton Township and an additional 200 acres in Galloway. The University also has a location in Atlantic City. The Carnegie Center is a 17,335-square-foot historical building which hosts undergraduate and graduate courses, continuing professional education programming, and special events.

Three instructional sites have been added to provide academic offerings that range from continuing education and professional opportunities to undergraduate and graduate courses. In September 2012, Stockton extended its reach into southern Ocean County with the Manahawkin instructional site, a 3,200-square-foot facility that hosts classes and community events. In January 2013, Stockton formally opened Kramer Hall in downtown Hammonton, which provides students with state-of-the-art classrooms, computer labs, and seminar rooms as well as providing the local community with use of the facility. In April 2013, Anne Azeez Hall in Woodbine opened, allowing Stockton to offer students in Cape May County more flexibility and access.

A significant percentage of the student body is from Atlantic, Cape May, and Ocean counties, but the University is expanding its reach, attracting more students from northern New Jersey and other areas. Stockton continues to experience impressive growth, with a record headcount of 8,674 students enrolled for Fall 2015, compared with 8,570 in 2014.

Full-time equivalent (FTE) students increased by 1.98 percent to 8,274 in 2015 compared to an FTE of 8,113 for the Fall of 2014, which was a 2.36 percent increase over 2013's FTE of 7,926.

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The University offers undergraduate degrees in Bachelor of Arts, Bachelor of Science and Bachelor of Science in Nursing, as well as 12 Master's level programs and two doctoral programs in Physical Therapy and Organizational Leadership.

FINANCIAL STATEMENTS

The University's comparative financial statements include three basic financial statements: statements of net position; statements of revenues, expenses, and changes in net position; and statements of cash flows, which have been prepared following Governmental Accounting Standards Board ("GASB") principles. These statements present the University's operations as a whole, focusing on its assets, deferred outflows of resources, liabilities, deferred inflows of resources, revenues, expenses, and cash flows on an entity-wide basis.

SUMMARY OF NET POSITION

The statements of net position presents the assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position of the University as of the end of the fiscal year. The statements of net position is a point-of-time financial statement. The purpose of the statements of net position is to present to the readers of the financial statements a fiscal snapshot of the University. The statements of net position presents end-of-the-year data concerning assets (current and noncurrent), deferred outflows of resources, liabilities (current and noncurrent), deferred inflows of resources and net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources).

Net position is one indicator of the current financial condition of the University, while the change in net position is an indicator of whether the overall financial condition has improved or worsened during the year.

From the data presented, readers of the statements of net position are able to determine the assets available to continue the operations of the University. They are also able to determine how much the University owes vendors and lending institutions. Finally, the statements of net position provides a picture of the net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources) and their availability for expenditure by the University.

Net position is divided into three major categories. The first category, net investment in capital assets, provides the institution's equity in property, plant, and equipment owned by the University, net of accumulated depreciation, reduced by the outstanding balances of debt and deferred inflows and outflows of resources related to the acquisition, construction, or improvement of those assets. The next net position category is restricted. Expendable restricted is available for expenditure by the University but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of those assets. Nonexpendable restricted net position is required to be maintained in perpetuity by donors and/or external entities. The final category is unrestricted. Unrestricted assets are available to the University for any lawful purpose of the University.

Effective July 1, 2014 the University adopted GASB Statement 68– *Accounting and Financial Reporting for Pensions* and Statement 71 – *Pension Transition for Contributions Made Subsequent to the Measurement Date*, an amendment of GASB Statement 68. These standards require all state and local governmental employers providing defined benefit pensions to recognize their proportionate share of the actuarially determined amount of the unfunded pension benefit obligation as a liability. As required from the data provided by the State of New Jersey, the University recorded its portion of the pension liabilities and expenses from the New Jersey State-administered retirement systems. Changes in accounting for pensions are designed to improve transparency regarding pension

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obligations and it requires the recognition of pension expense using a systematic method, designed to match the cost of pension benefits with service periods for eligible employees. The unfunded pension liability will change each year resulting from the changes in plan assumptions about economic and demographic factors, differences between actual and expected experience, and differences between actual and expected investment earnings. The net pension liability was measured as of June 30, 2013 and June 30, 2014, a one year lag from the University's year end reporting date (Note: GASB Statement 68 requires the net pension liability to be measured as of a date no earlier than the end of the employer's prior fiscal year).

As a result of this change in reporting, the University has recorded its proportionate share of the net pension liability, pension expense, deferred outflows and deferred inflows of resources in the June 30, 2015 financial statements presented, however, the State of New Jersey did not provide the necessary data to present such balances in the June 30, 2014 financial statements and accordingly, this MD & A and the financial statements that follow are not comparative relative to the pension related balances. Further, the note disclosures regarding the pension benefit have changed to include a discussion of both the net pension liability and pension expense. Finally, as part of required supplemental information, the University has included certain schedules of data that have not previously been required. These accounting changes do not impact the University's funding requirements for the pension plans.

An illustration of the impact of adopting these accounting pronouncements on the University's beginning net position at July 1, 2014 is as follows:

Net position at June 30, 2014, as previously reported		\$ 173,194,060
Net pension liability at June 30, 2014	(129,745,039)	
Fiscal year 2014 contributions made subsequent to measurement date	<u>1,232,254</u>	
Cumulative effect of the adoption of new accounting principle		<u>(128,512,785)</u>
Restated net position at July 1, 2014		<u>\$ 44,681,275</u>

The adoption of GASB 68 decreased beginning of the year net position by approximately \$129 million and the current year related pension expense further decreased net position by \$6 million to have a \$135 million impact on net position at June 30, 2015. The components of pension related items on net position at June 30, 2015 are as follows:

Deferred outflows of resources - pension related	\$ 6,375,090
Net pension liability	(135,883,399)
Deferred inflows of resources - pension related	<u>(5,833,309)</u>
Net position impact from GASB 68 implementation at June 30, 2015	<u>\$ (135,341,618)</u>

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(A Component Unit of The State of New Jersey)
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A summary of the University's assets, deferred outflows of resources, liabilities, deferred inflows of resources and net position as of June 30, 2015, 2014 and 2013 is as follows (in thousands):

	<u>2015</u>	<u>2014</u>	<u>2013</u>
ASSETS			
Current assets	\$ 40,718	\$ 43,479	\$ 47,819
Other current assets	19,621	-	-
Capital assets	313,695	315,056	318,204
Other non-current assets	73,847	107,944	84,605
Total assets	<u>447,881</u>	<u>466,479</u>	<u>450,628</u>
DEFERRED OUTFLOWS OF RESOURCES			
Pension related	6,375	-	-
Loss on refunding debt	606	645	596
Total deferred outflows of resources	<u>6,981</u>	<u>645</u>	<u>596</u>
LIABILITIES			
Current liabilities	44,789	51,129	40,293
Noncurrent liabilities	371,664	242,801	244,317
Total liabilities	<u>416,453</u>	<u>293,930</u>	<u>284,610</u>
DEFERRED INFLOWS OF RESOURCES			
Pension related	5,833	-	-
Gain on refunding debt	144	-	-
Total deferred inflows of resources	<u>5,977</u>	<u>-</u>	<u>-</u>
NET POSITION			
Net investment in Capital Assets	78,977	74,517	72,936
Restricted for:			
Renewal and replacement	301	300	301
Debt service reserve	5,647	6,375	6,393
Unrestricted	(52,493)	92,002	86,984
Total net position	<u>\$ 32,432</u>	<u>\$ 173,194</u>	<u>\$ 166,614</u>

The University's statements of net position reflects a prudent utilization of financial resources and management of investments, the utilization of debt, and development of the capital plan.

Current assets consist primarily of cash and cash equivalents, assets held by trustees under bond agreements for capital activities, investments and receivables. Noncurrent assets consist primarily of investments, assets held by trustees, and capital assets. Current liabilities consist primarily of accounts payable and accrued expenses, accrued compensation absences and the current portion of long-term debt. Noncurrent liabilities consist primarily of long-term debt and net pension liability as a result of the implementation of GASB 68.

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Years ended June 30, 2015 and 2014

Other current assets increased in fiscal 2015 due to the University's purchase in December 2014 of the former Showboat Casino, a 1.73 million-square-foot property, for \$18 million with plans to develop a residential campus in Atlantic City. Use restrictions placed on the Showboat property through previous transactions prevented the University's efforts. Consequently, the University elected to sell this property and, presently, has a pending purchase contract that is scheduled to close on January 15, 2016.

Total assets decreased by \$18,598,956 in fiscal 2015. This was primarily due to an investment draw for operations of \$8 million of which \$5 million was for expenses incurred from the Island Campus (former Showboat property) and \$3 million for a State receivable subsequently received in fiscal year 2016. The decrease is also due to the paying down of the University's line of credit of \$5 million and principal long term debt payments of \$7 million. Total assets increased by \$15,851,597 in fiscal 2014. The increase is primarily due to funds held in trust relating to the State capital grants awarded to the University in fiscal 2014.

The increase in deferred outflows is primarily attributed to the implementation of GASB 68. These deferred outflows are related to pensions and represents the fiscal year 2015 contribution made on behalf of the University after the measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other components of the pension related deferred outflows include changes in assumption and the University's proportionate share of the liability from the previous year.

Total liabilities increased by \$122,522,107 in fiscal 2015. This is primarily due to an increase in the net pension liability of \$136 million due to the implementation of GASB 68 and a decrease of \$13 million primarily due to the reduction in outstanding debt made by principal payments and the paying down of the University's line of credit. Total liabilities increased by \$9,319,756 in fiscal 2014. This net increase is primarily due to unearned State capital grant revenue.

The increase in deferred inflow of resources is attributable to the implementation of GASB 68. These deferred inflows are related to net difference between projected and actual investment earning on pension plan investments and changes in the proportionate share of the University's net pension liability. These deferred inflows will be recognized as pension expense in future years.

SUMMARY OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

Changes in total net position as presented on the statements of net position are based on the activity presented in the statements of revenues, expenses, and changes in net position. The purpose of the statement is to present the revenues received by the institution, both operating and nonoperating, and the expenses paid by the institution, operating and nonoperating, and any other revenues, expenses, gains, and losses received or spent by the University.

Generally speaking, operating revenues are received for providing goods and services to the various customers and constituents of the University. Operating expenses are those expenses paid to acquire or produce the goods and services provided in return for the operating revenues, and to carry out the mission of the University. Nonoperating revenues are revenues received for which goods and services are not provided in exchange. For example, State of New Jersey appropriations are nonoperating because they are provided by the Legislature to the University without the Legislature directly receiving commensurate goods and services in exchange for those revenues.

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Years ended June 30, 2015 and 2014

The statements of revenues, expenses, and changes in net position present the University's results of operations. A summary of the University's revenues, expenses, and changes in net position for the years ended June 30, 2015, 2014 and 2013 is as follows (in thousands):

	<u>2015</u>	<u>2014</u>	<u>2013</u>
OPERATING REVENUES			
Net student revenues	\$ 100,574	\$ 95,169	\$ 93,042
Governmental grants	20,556	19,408	17,637
Independent operations	18,657	18,596	19,242
Other	<u>6,853</u>	<u>5,815</u>	<u>7,036</u>
Total operating revenues	146,640	138,988	136,957
OPERATING EXPENSES			
Operating loss	<u>205,819</u>	<u>185,277</u>	<u>176,631</u>
NONOPERATING AND OTHER REVENUE (EXPENSES):			
State of New Jersey appropriations	41,812	39,757	39,819
Pell grants	12,128	11,344	11,289
Investment income	713	10,678	8,782
Capital grant revenue	4,084	3,122	-
Disposal of capital assets, net	-	(1)	15
Interest on capital asset related debt	(11,625)	(11,850)	(11,703)
Other nonoperating expenses, net	<u>(182)</u>	<u>(181)</u>	<u>(189)</u>
Net nonoperating and other revenues	46,930	52,869	48,013
(Decrease) increase in net position	(12,249)	6,580	8,339
Net position - beginning of year, as previously reported	173,194	166,614	158,275
Cumulative effect of change in accounting principle	<u>(128,513)</u>	<u>-</u>	<u>-</u>
Net position - beginning of year as restated	44,681	166,614	158,275
Net position - end of year	<u>\$ 32,432</u>	<u>\$ 173,194</u>	<u>\$ 166,614</u>

REVENUES

To fund its operation, the University receives revenues from a variety of sources including tuition and fees, grants and contracts, auxiliary services, independent operations, State of New Jersey appropriations, and investment income. The University is continuing to seek additional funds from all possible sources to adequately fund operating activities.

OPERATING

Operating revenues for the years ended June 30, 2015, 2014 and 2013 totaled \$146,640,303, \$138,987,713 and \$136,957,274, respectively. Student revenues net of scholarships were \$100,573,479, governmental grants were \$20,556,694, independent operations of \$18,657,136 and other revenue totaling \$6,852,994 for year ending June 30, 2015. For the year ending June 30, 2014, student revenues net of scholarships were \$95,169,392, governmental grants were \$19,406,821, independent operations of \$18,596,208 and other revenue totaling \$5,815,292.

Student revenues which include tuition and fees are the primary source of operating revenue for the University. These tuition and fee revenues have increased from fiscal year 2014 to fiscal year 2015 by approximately 5.4%.

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Auxiliary activities include housing and college center, which are responsible for an approximate 7.7% increase in revenue from the prior year. Total operating revenues increased by approximately 5.5% from fiscal 2014 to fiscal 2015. Total operating revenues increased by approximately 1.5% from fiscal 2013 to fiscal 2014.

Operating revenues for 2015, 2014 and 2013 were as follows (in thousands):

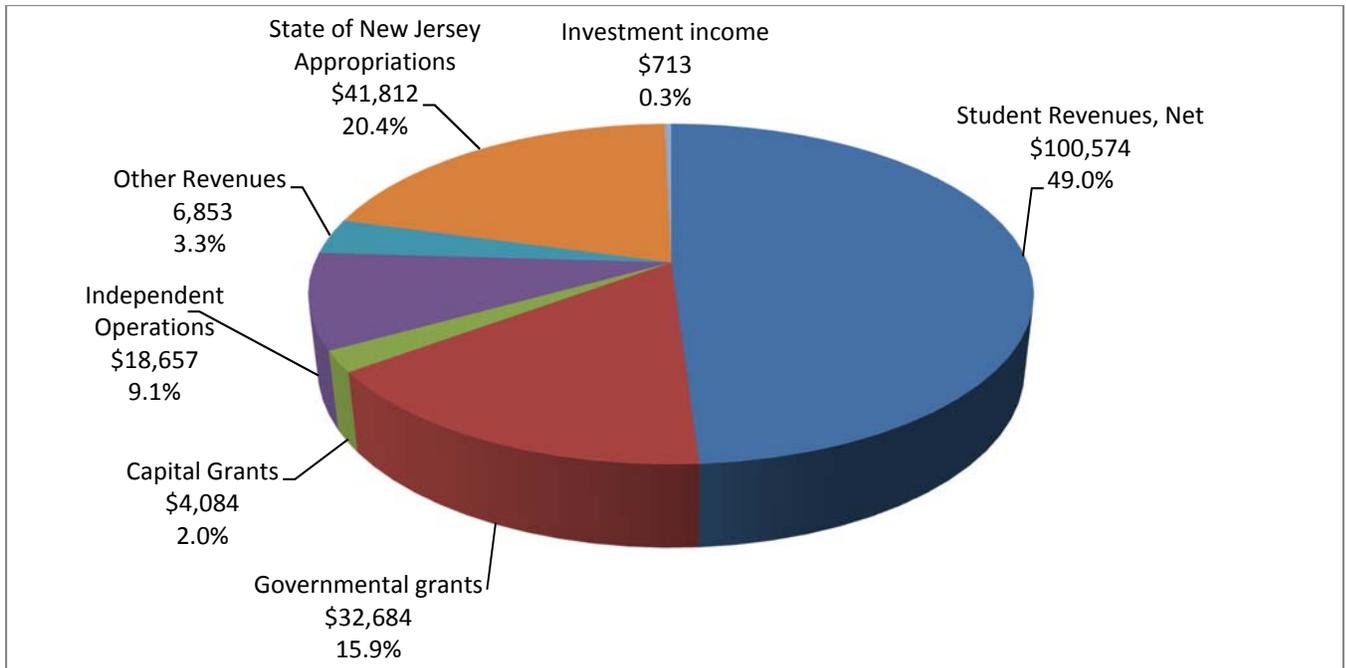
	<u>2015</u>	<u>% Total</u>	<u>2014</u>	<u>% of Total</u>	<u>2013</u>	<u>% of Total</u>
Student Revenues, Net	\$ 100,574	69 %	\$ 95,169	69 %	\$ 93,042	68 %
Governmental Grants	20,556	14	19,408	14	17,637	13
Independent Operations	18,657	13	18,596	13	19,242	14
Other	<u>6,853</u>	<u>4</u>	<u>5,815</u>	<u>4</u>	<u>7,036</u>	<u>5</u>
Total Operating Revenue	<u>\$ 146,640</u>	<u>100 %</u>	<u>\$ 138,988</u>	<u>100 %</u>	<u>\$ 136,957</u>	<u>100 %</u>

NON-OPERATING AND OTHER REVENUES

Net non-operating and other revenue for the years ended June 30, 2015, 2014 and 2013 totaled \$46,929,634, \$52,869,917, and \$48,012,867, respectively. The primary source of non-operating revenue was the State of New Jersey appropriation, including fringe benefits, of \$41,812,067, \$39,757,617 and \$39,819,440, respectively, for the years ended June 30, 2015, 2014 and 2013. The other components of net non-operating revenues were Pell Grant revenues of \$12,128,023, \$11,344,510, and \$11,289,104, investment income of \$712,378, \$10,677,601 and \$8,781,402 and interest expense on plant facilities related debt of \$(11,625,024), \$(11,849,937) and \$(11,703,173) for the years ended June 30, 2015, 2014 and 2013, respectively. Included in other revenues for the years ended June 30, 2015 and 2014 was capital grant revenue of \$4,084,271 and \$3,122,154, respectively.

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(A Component Unit of The State of New Jersey)
Management's Discussion and Analysis (Unaudited)
Years ended June 30, 2015 and 2014

Categories of both operating, nonoperating, and other revenues that support the University's core activities in 2015 are as follows (in thousands of dollars):



OPERATING EXPENSES

Operating expenses are defined as expenses paid by the University to acquire or produce goods and services used to carry out its mission, in return for operating revenues. For the years ended June 30, 2015, 2014 and 2013 the University incurred operating expenses totaling \$205,819,312 (\$198,990,479 excluding the affects of GASB 68), \$185,277,617 and \$176,631,584, respectively. Operating revenues for these periods totaled \$146,640,303, \$138,987,713 and \$136,957,274, respectively, causing a loss from operations of \$(59,179,009), \$(46,289,904) and \$(39,674,310), respectively.

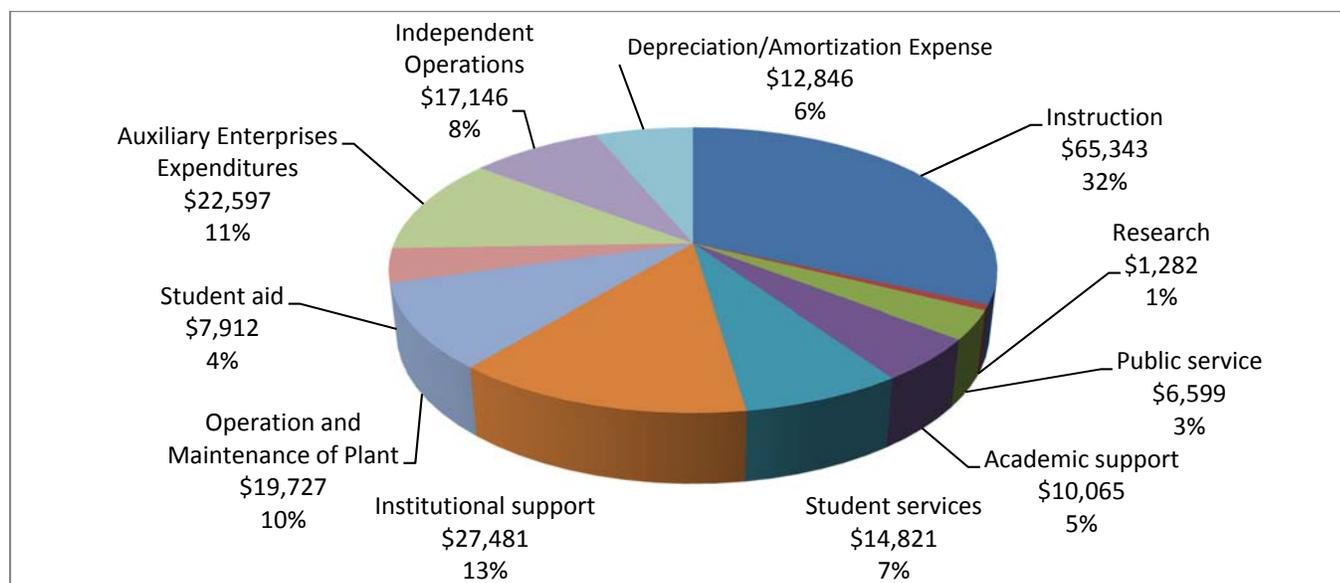
STOCKTON UNIVERSITY
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Years ended June 30, 2015 and 2014

A summary of operating expenses for the years ended June 30, 2015, 2014 and 2013 is as follows (in thousands):

	<u>2015</u>	<u>of Total</u>	<u>2014</u>	<u>of Total</u>	<u>2013</u>	<u>of Total</u>
Instruction	\$ 65,343	32 %	\$ 60,481	33 %	\$ 58,225	33 %
Research	1,282	1	1,268	1	931	1
Public Service	6,599	3	6,056	3	5,167	3
Academic Support	10,065	5	8,860	5	8,409	5
Student Services	14,821	7	13,294	7	12,759	7
Institutional Support	27,481	13	21,668	12	22,025	12
Operation and Maintenance of Plant	19,727	9	16,804	9	14,530	8
Student Aid	7,912	4	5,762	3	5,368	3
Auxiliary Enterprises Expenditures	22,597	11	20,571	11	19,062	11
Independent Operations	17,146	9	17,524	9	18,449	10
Depreciation/Amortization	12,846	6	12,989	7	11,707	7
Total Operating Expense	<u>\$ 205,819</u>	<u>100 %</u>	<u>\$ 185,277</u>	<u>100 %</u>	<u>\$ 176,632</u>	<u>100 %</u>

As the full time equivalent and student headcount numbers increase, so do expenses University wide. Based on the amounts reported above, expenses have remained fairly consistent for each of the categories over the past years.

Categories of both operating and nonoperating expenses related to Stockton's core activities in 2015 are as follows (in thousands of dollars):



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CHANGE IN NET POSITION

The University had a decrease in net position of \$12,249,375 for fiscal year 2015. This is primarily due to \$5 million additional operational expenses incurred for Island Campus (former Showboat property) which the University acquired in December 2014 and \$6.8 million due to the affects of the adoption of GASB 68. The University had a \$6,580,014 increase in net position for fiscal year 2014 primarily due to capital grant revenue and market appreciation on the University's investment portfolio.

CAPITAL ASSETS AND DEBT ACTIVITIES

The University continues to manage its financial resources so as to ensure adequate financial flexibility to access the capital markets as needed. The University has a debt rating from Moody's Investor Services and Fitch Rating Ltd. of A3 and A+, respectively.

The University has been advancing a master plan consistent with its strategic and Middle States reaccreditation plans, where the University intends to keep the existing campus in good repair and to ensure that it is prepared to meet the needs of future students. Included in those plans are numerous renovation and site improvement projects, as well as the newly completed science building.

ECONOMIC OUTLOOK

The populations of Atlantic and Ocean counties are growing, and while these counties provide the majority of our student body, the University's reputation for providing quality, value and distinction attracts applicants from throughout New Jersey and elsewhere.

Stockton is ranked at #12 among public Regional Universities of the North by *U.S. News & World Report* in its 2016 edition of "America's Best Colleges." Stockton also is rated as "Best for Vets" among Northern regional universities by *U.S. News & World Report*. Stockton has been named one of the "2016 Best Colleges: Region by Region" for the Northeast and cited on its list of "Green Colleges" by *The Princeton Review*.

Stockton's tuition and fees are competitive with New Jersey's seven other public master's and doctoral colleges and universities - and a great value compared with private institutions. Stockton's flat-rate tuition program enables full-time students to take between 12 and 20 credits and pay the same rate. Students who take 20 credits can graduate sooner and potentially save thousands of dollars in the cost of classes and housing or commuting.

Over the past three years, the average number of freshmen applicants was 5,613 for about 1,000 to 1,100 available seats. In Fall 2015, 1,151 new freshmen are enrolled. For these and many more reasons, Stockton is never at a loss to fill our classrooms; we can afford to be very selective.

REQUESTS FOR INFORMATION

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Controller's Office, Stockton University, 101 Vera King Farris Drive - N119, Galloway, NJ 08205.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Statements of Net Position
For the years ended June 30, 2015 and 2014

	2015		2014	
	Stockton University	Discretely Presented Component Units	Stockton University	Discretely Presented Component Units
Assets				
Current assets:				
Cash and cash equivalents	\$ 7,822,619	\$ 2,265,845	\$ 12,296,431	\$ 2,587,787
Receivables:				
Students, less allowance of \$886,537 in 2015 and \$1,391,121 in 2014	610,238	-	837,160	-
Loans, less allowance of \$88,057 in 2015 and \$76,846 in 2014	283,212	-	258,126	-
Federal government	563,208	-	642,775	-
State of New Jersey	4,469,360	-	775,368	-
Due from University or component units	909,188	302,628	989,535	112,978
Other receivables	3,424,818	1,101,818	3,162,534	647,336
Total receivables	10,260,024	1,404,446	6,665,498	760,314
Investments	10,080,539	-	10,665,291	-
Deposits held by bond trustees	11,061,425	-	12,445,258	-
Other current assets	21,114,422	79,285	1,406,392	43,970
Total current assets	60,339,029	3,749,576	43,478,870	3,392,071
Noncurrent assets:				
Investments	57,504,201	28,123,425	87,614,578	26,847,149
Deposits held by bond trustees	12,548,664	-	16,794,668	-
Loans, less allowance of \$615,918 in 2015 and \$614,256 in 2014	1,980,948	-	2,063,299	-
Note receivable	1,812,683	-	1,472,683	-
Other receivables	-	478,913	-	575,048
Capital assets, net	313,695,239	1,898,193	315,055,622	1,912,279
Total noncurrent assets	387,541,735	30,500,531	423,000,850	29,334,476
Total assets	447,880,764	34,250,107	466,479,720	32,726,547
Deferred Outflows of Resources				
Pension related	6,375,090	-	-	-
Loss on refunding of debt	605,524	-	644,623	-
Total deferred outflows of resources	6,980,614	-	644,623	-

The accompanying notes are an integral part of these financial statements.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Statements of Net Position
For the years ended June 30, 2015 and 2014

	2015		2014	
	Stockton University	Discretely Presented Component Units	Stockton University	Discretely Presented Component Units
Liabilities				
Current liabilities:				
Accounts payable and accrued expenses	\$ 22,109,066	\$ 673,236	\$ 21,170,579	\$ 431,703
Due to University or component units	302,628	909,188	112,978	989,535
Unearned revenue	12,657,842	65,379	14,900,658	71,096
Compensated absences	3,325,459	14,167	2,930,095	9,358
Line of credit	-	-	5,000,000	-
Bonds payable	5,492,102	-	6,282,372	-
Other long-term debt	901,453	-	733,295	-
Total current liabilities	<u>44,788,550</u>	<u>1,661,970</u>	<u>51,129,977</u>	<u>1,501,692</u>
Noncurrent liabilities:				
Compensated absences	902,412	-	943,028	-
U.S. Government grants refundable	2,498,131	-	1,980,872	-
Bonds payable	203,902,811	-	229,328,692	-
Net pension liability	135,883,399	-	-	-
Other long-term debt	28,477,087	1,812,683	10,547,714	1,472,683
Total noncurrent liabilities	<u>371,663,840</u>	<u>1,812,683</u>	<u>242,800,306</u>	<u>1,472,683</u>
Total liabilities	<u>416,452,390</u>	<u>3,474,653</u>	<u>293,930,283</u>	<u>2,974,375</u>
Deferred Inflows of Resources				
Pension related	5,833,309	-	-	-
Gain on refunding of debt	143,779	-	-	-
Total deferred inflows of resources	<u>5,977,088</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net Position				
Net investment in capital assets	78,976,916	583,510	74,516,987	597,596
Restricted:				
Nonexpendable	-	18,073,859	-	17,066,845
Expendable:				
Scholarships	-	8,814,490	-	8,582,945
Renewal and replacement	300,404	-	300,147	-
Debt service and debt service reserves	5,647,337	-	6,374,706	-
Unrestricted	<u>(52,492,757)</u>	<u>3,303,595</u>	<u>92,002,220</u>	<u>3,504,786</u>
Total net position	<u>\$ 32,431,900</u>	<u>\$ 30,775,454</u>	<u>\$ 173,194,060</u>	<u>\$ 29,752,172</u>

The accompanying notes are an integral part of these financial statements.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Statements of Revenues, Expenses, and Changes in Net Position
For the years ended June 30, 2015 and 2014

	2015		2014	
	Stockton University	Discretely Presented Component Units	Stockton University	Discretely Presented Component Units
Operating Revenues				
Student revenues:				
Tuition and fees	\$ 93,483,413	\$ -	\$ 88,653,754	\$ -
Auxiliary enterprises	38,112,813	-	35,381,002	-
Less scholarship allowances	(31,022,747)	-	(28,865,364)	-
Net student revenues	100,573,479	-	95,169,392	-
Federal grants and contracts	5,746,263	-	5,570,596	-
State and local grants and contracts	14,810,431	326,000	13,836,225	-
Nongovernmental grants and contracts	879,010	-	575,700	-
Other auxiliary enterprises revenues	1,699,513	11,688,159	1,620,580	10,608,926
Independent operations	18,657,136	-	18,596,208	-
Other operating revenues	4,274,471	409,895	3,619,012	487,698
In-kind contributions	-	360,094	-	315,259
Total operating revenues	146,640,303	12,784,148	138,987,713	11,411,883
Operating Expenses				
Instruction	65,342,681	-	60,481,012	-
Research	1,282,436	-	1,267,367	-
Public service	6,599,118	-	6,055,777	-
Academic support	10,065,163	-	8,860,002	-
Student services	14,820,446	-	13,294,306	-
Institutional support	27,481,338	4,687,250	21,668,270	3,946,264
Operation and maintenance of plant	19,726,823	-	16,803,982	-
Student aid	7,912,309	631,573	5,762,898	520,752
Auxiliary enterprises	22,597,381	8,951,874	20,570,986	7,983,435
Independent operations	17,146,078	-	17,524,249	-
Depreciation	12,845,539	139,474	12,988,768	138,356
In-kind expense	-	360,094	-	315,259
Total operating expenses	205,819,312	14,770,265	185,277,617	12,904,066
Operating loss	(59,179,009)	(1,986,117)	(46,289,904)	(1,492,183)
Nonoperating Revenues (Expenses)				
State of New Jersey appropriations	19,839,000	-	19,839,000	-
State of New Jersey appropriations - fringe benefits	21,973,067	-	19,918,617	-
Pell grants	12,128,023	-	11,344,510	-
Gifts and contributions	-	550,621	-	464,769
Investment income	712,378	1,337,923	10,677,601	3,661,306
Gain (loss) on disposal of capital assets, net	302	-	(800)	-
Interest on capital asset related debt	(11,625,024)	(60,616)	(11,849,937)	(67,545)
University support	-	224,457	-	171,722
Other nonoperating expense	(182,383)	-	(181,228)	(28,696)
Total nonoperating revenues (expenses)	42,845,363	2,052,385	49,747,763	4,201,556
Other Revenues				
Capital grants	4,084,271	-	3,122,154	-
Additions to permanent endowments	-	957,014	-	599,219
Total other revenues	4,084,271	957,014	3,122,154	599,219
(Decrease) increase in net assets	(12,249,375)	1,023,282	6,580,013	3,308,592
Net position at beginning of year, as previously reported	173,194,060	29,752,172	166,614,047	26,443,580
Cumulative effect of change in accounting principle	(128,512,785)	-	-	-
Net position at beginning of year, as restated (Note 1)	44,681,275	29,752,172	166,614,047	26,443,580
Net position at end of year	\$ 32,431,900	\$ 30,775,454	\$ 173,194,060	\$ 29,752,172

The accompanying notes are an integral part of these financial statements.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Statements of Cash Flows
For the years ended June 30, 2015 and 2014

	Stockton University	
	2015	2014
Cash Flows from Operating Activities		
Student revenues	\$ 100,831,622	\$ 97,989,924
Grants and contracts	21,905,550	19,672,458
Payments to suppliers	(59,081,604)	(56,166,580)
Payments for employee salaries and benefits	(124,466,628)	(115,054,643)
Other receipts	28,480,962	27,815,093
Net cash used in operating activities	<u>(32,330,098)</u>	<u>(25,743,748)</u>
Cash Flows from Noncapital Financing Activities		
State of New Jersey appropriations	35,922,712	34,149,744
Pell grants	12,128,023	11,344,510
Payment of line of credit	(5,000,000)	-
Payments made for other noncapital assets	(19,620,988)	-
Payments made for other nonoperating expenses	(182,383)	(181,228)
Net cash provided by noncapital financing activities	<u>23,247,364</u>	<u>45,313,026</u>
Cash Flows from Capital and Related Financing Activities		
Capital grant proceeds	-	17,973,719
Proceeds from issuance of debt	18,830,826	
Principal paid on capital debt	(26,716,454)	(6,478,359)
Purchases of capital assets	(12,290,140)	(12,824,872)
Proceeds from the sale of capital assets	1,432	5,957
Interest paid on capital debt	(12,279,076)	(11,988,893)
Change in deposits held by bond trustees	5,629,837	(14,608,262)
Net cash used in capital and related financing activities	<u>(26,823,575)</u>	<u>(27,920,710)</u>
Cash Flows from Investing Activities		
Proceeds from sales of investments	153,698,346	40,094,278
Purchases of investments	(122,901,153)	(32,011,882)
Earnings from investments	635,304	3,090,248
Net cash provided by investing activities	<u>31,432,497</u>	<u>11,172,644</u>
Net (decrease) increase in cash and cash equivalents	(4,473,812)	2,821,212
Cash and cash equivalents at beginning of year	<u>12,296,431</u>	<u>9,475,219</u>
Cash and cash equivalents at end of year	<u>\$ 7,822,619</u>	<u>\$ 12,296,431</u>

The accompanying notes are an integral part of these financial statements.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Statements of Cash Flows
For the years ended June 30, 2015 and 2014

	<u>2015</u>	<u>2014</u>
Reconciliation of Operating Loss to Net Cash		
Used By Operating Activities		
Operating loss	\$ (59,179,009)	\$ (46,289,904)
Adjustments to reconcile operating loss to net cash used in operating activities:		
State paid fringe benefit expense	5,889,355	5,607,874
Depreciation	12,845,539	12,988,768
Loss on dissolution of debt	-	71,875
Change in assets and liabilities:		
Receivables	(3,537,165)	(1,474,355)
Note receivable	(340,000)	(79,875)
Other assets	(87,042)	(583,414)
Accounts payable and accrued expenses	2,535,930	2,455,432
Unearned revenues	1,841,455	1,339,983
Compensated absences	354,748	219,868
Net pension liability	6,828,833	-
U.S. Government grants refundable	<u>517,259</u>	<u>-</u>
Net cash used in operating activities	<u>\$ (32,330,098)</u>	<u>\$ (25,743,748)</u>
Supplemental Disclosure of Noncash Capital Financing Activity		
Capital asset additions in accounts payable	<u>\$ 1,713,418</u>	<u>\$ 2,517,273</u>

The accompanying notes are an integral part of these financial statements.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Financial Statements
June 30, 2015 and 2014

1. ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Stockton University, which was formerly known as The Richard Stockton College of New Jersey, is primarily an undergraduate university of arts, sciences, and professional studies that provides undergraduate programs, including traditional and alternative approaches to education. The operations of management are vested in the University's Board of Trustees. In 1986, State College Autonomy legislation was enacted, which granted certain fiscal and financial responsibility to the University Board of Trustees. In 1994, the Higher Education Restructuring Act further expanded the role of the board of trustees. Under the law, the University is an instrumentality of the State of New Jersey with a high degree of autonomy. However, for financial reporting purposes the University is considered a discretely presented component unit of the State of New Jersey. Accordingly, the University's financial statements are included in the State of New Jersey's Comprehensive Annual Financial Report. The University is exempt from federal income taxes under Internal Revenue Code section 501(a) as an organization described under Section 501(c)(3).

In accordance with Governmental Accounting Standards Board (GASB) Statement No. 61, The Financial Reporting Entity: Omnibus, an amendment of GASB Statement No. 39, Determining Whether Certain Organizations Are Component Units, an Amendment of GASB 14, and GASB Statement No. 14, The Financial Reporting Entity, the University has determined that The Stockton University Foundation (the "Foundation"), Stockton Affiliated Services, Inc. ("SASI"), and Stockton Aviation Research and Technology Park ("SARTP") should be included in the University's financial statements as discretely presented component units. A component unit is a legally separate organization for which the primary institution is financially accountable or to which the primary institution is closely related.

The Foundation is a legally separate, tax-exempt component unit of the University. The Foundation has received a determination letter from the Internal Revenue Service concluding that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The Foundation acts primarily as a fundraising entity to supplement the resources that are available to the University in support of its programs. The board of directors of the Foundation, which consists of at least five and no more than forty persons, is self-perpetuating and consists of qualified persons elected by majority vote of the board of directors of the Foundation. Although the University does not control the timing or amount of receipts from the Foundation, the resources, or income thereon, the Foundation holds investments that are used exclusively for the benefit, support, and promotion of the University for its educational activities. Because these resources held by the Foundation can only be used by, or for the benefit of the University, the Foundation is considered a component unit of the University and is discretely presented in the University's financial statements.

SASI was established in accordance with New Jersey's Public College Auxiliary Organization Act (N.J.S.A. 18A:64-26, et seq.) in July 2008. SASI is a legally separate, tax-exempt 501(c)(3) organization. SASI's purpose is to support the mission of the University by expanding, and improving the level of services provided by the University. The University has contracted with SASI to manage programs and services, which support the University's mission of teaching, research, scholarship, and public services. Because of its relationship with the University, SASI is considered a component unit of the University and is discretely presented in the University's financial statements. SASI contributed \$1,273,080 and \$1,236,000, respectively in fiscal 2015 and 2014 to the University as auxiliary services revenues.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Financial Statements
June 30, 2015 and 2014

SARTP was established in accordance with New Jersey's Public College Auxiliary Organization Act (N.J.S.A. 18A:64-26, et seq.) in September 2013. SARTP is a legally separate, tax-exempt 501(c)(3) organization. SARTP's purpose is to conduct research and development and to promote concept and product development using emerging technologies in a laboratory and operational environment. SARTP is a focal point for interaction and innovation among researchers, academia, government and private industry in developing the next generation air traffic control system ("NextGen") which is critical to our nation's aviation system.

Separately issued financial statements are available for the Foundation, SASI, and SARTP and are available by contacting the University's controller's office.

Basis of Presentation

The University's financial statements have been prepared on the accrual basis of accounting using the economic resources measurement focus, in accordance with U.S. generally accepted accounting principles as promulgated by GASB.

Use of Estimates

The financial statements include estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the statement of net position dates, as well as the reported amounts of revenues and expenses for the fiscal years then ended. Actual results could differ from those estimates.

Cash and Cash Equivalents

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and mature in three months or less from the date of purchase.

The University invests a certain portion of its cash in the State of New Jersey Cash Management Fund, which permits the overnight sweep of available cash balances directly into a common fund for short-term investments. This is an interest bearing account from which funds are available upon demand.

Investments and Deposits Held With Trustees

The University follows the provisions of GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Investments traded in active markets are recorded in the financial statements at fair value, based on quoted market prices. Hedge and other investment funds are carried at estimated fair value based on the net asset values reported by the fund managers, which are reviewed by management for reasonableness. Those estimated fair values may differ from the values that would have been used had a ready market for these securities existed.

Investment securities are exposed to various risks such as interest rate, market, and credit risks. Due to the level of risk associated with certain investment securities, changes in the values of investment securities could occur. In the near term, such changes could materially affect the amounts reported in the statements of net position.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Financial Statements
June 30, 2015 and 2014

Capital Assets

Capital assets are recorded at historical cost if purchased or constructed. Although legal title to certain academic buildings and equipment remains with the State of New Jersey, the University has been given exclusive use of the buildings and equipment, through enabling legislation and has included their cost in the accompanying statements of net position. The University currently does not pay any rental fees to the State of New Jersey in connection with the aforementioned buildings and equipment and has not included any amount as revenue or expense in the accompanying financial statements of the University.

Depreciation is calculated on the straight-line basis. The University's capital assets policy establishes the following capitalization thresholds and estimated useful lives:

Asset Category	Useful Life	Capital Threshold
Buildings	40 to 60 Years	\$ 100,000
Infrastructure	20 to 40 Years	10,000
Land Improvements	10 to 25 Years	10,000
Equipment	3 to 15 Years	5,000

The University discontinued capitalizing library books in accordance with its capitalization policy adopted in fiscal 2007. Library books placed into service prior to 2007 will continue to be depreciated over their remaining useful life of 1 year.

Other Current Assets

In December 2014, the University purchased the former Showboat Casino, a 1.73 million-square-foot property, for \$18 million with plans to develop a residential campus in Atlantic City. Use restrictions placed on the Showboat property through previous transactions prevented the University's efforts. Consequently, the University elected to sell this property and, presently, has a pending purchase contract that is scheduled to close on January 15, 2016. As of June 30, 2015, this asset was recorded within other current assets in the accompanying statements of net position.

Deferred Outflows and Inflows of Resources

Deferred outflows of resources are defined as a consumption of net assets that are applicable to a future reporting period. Deferred inflows of resources are defined as an acquisition of net assets that are applicable to a future reporting period. Deferred inflows and deferred outflows of resources include differences between expected or projected results related to the University's proportionate share of net pension liability and contributions made to the pension systems subsequent to the measurement date. Deferred outflows and inflows of resources also include gain and losses resulting from refinancing of debt which represents the difference between the reacquisition price and the net carrying amount of the old debt and is amortized over the life of the related debt.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Financial Statements
June 30, 2015 and 2014

Net Pension Liability

The University is required to report its proportionate share of the pension plan activity for the plans in which it participates. For the purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the pension plans; and additions and deductions from the pension plans fiduciary net position have been determined on the same basis as they are reported by those pension plans.

Classification of Net Position

The University classifies its resources into three net position categories:

- Net investment in capital assets contains the land and land improvements, buildings and building improvements, equipment and other assets, and construction in progress of the University, net of depreciation, and the indebtedness incurred to finance their acquisition and construction. As well as, capital assets acquired through research grants and contracts whose title remains with the University at the conclusion of the grant or contract period with the permission of the grantor.
- Restricted nonexpendable net position is comprised of donor-restricted endowment funds. Endowments are subject to restrictions of gift instruments requiring that the principal be invested in perpetuity.
- Restricted expendable net position includes gifts that are restricted to use for specific purposes by the donor, capital grants and gifts, endowment income and appreciation, and other restricted resources. Funds that are restricted are utilized only for the specified purposes.
- Unrestricted net position is derived principally from student tuition and fees, gifts and bequests, and investment income, and is spent to meet the objectives of the University.

The University's policy is to first utilize available restricted expendable, and then unrestricted, resources in the conduct of its operations.

Classification of Revenue and Expense

The University's policy for defining operating activities in the statements of revenues, expenses, and changes in net position are those that serve the University's principal purpose and generally result from exchange transactions such as payments received for services and payments made for the purchase of goods and services. Examples include (1) student tuition and fees, net of scholarship allowances, (2) sales and services of auxiliary enterprises and Stockton Seaview Hotel and Golf Club ("Seaview") resort operations (3) most federal, state, and local grants and contracts. Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as operating and capital appropriations from the State of New Jersey, Pell grants, and investment income. Other revenues arise from nonexchange transactions which provide funding for acquisitions of capital assets and additions to permanent endowments.

Interest expense is reported as a nonoperating activity.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Financial Statements
June 30, 2015 and 2014

Revenue Recognition

Student revenues are presented in the statements of revenues, expenses, and changes in net position, net of scholarships applied to student accounts, while other payments made directly to students are presented as student aid expenses and are recognized in the period earned. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the University and the amount that is paid by students and/or third parties making payments on students' behalf to the extent revenues from such programs are used to satisfy tuition and fees and other student services. Student revenues collected in advance of the fiscal year are recorded as deferred revenue in the statements of net position.

Federal, state, and local grant and contract revenue is comprised mainly of grant revenues received from the federal government and the State of New Jersey, and are recognized as the related expenses are incurred. Amounts received from grants, which have not yet been earned under the terms of the agreement, are recorded as deferred revenue in the statements of net position.

Investment income, which includes interest, dividends, and realized and unrealized gains and losses, is recognized on the accrual basis. Gains and losses on investments are determined using specific identification, except for mutual funds, which are based on average cost.

Gifts and bequests are recorded upon receipt by the University. Pledges, other than endowment, are recognized as gift income and recorded at their present value. Additions to permanent endowments are recognized upon their receipt.

Risk Management

The University carries commercial insurance covering its risks of loss related to real and personal property, personal injuries, torts, errors and omissions, environmental damage, and natural and other unforeseen disasters.

Reclassifications

Certain prior year amounts have been reclassified in the accompanying financial statements to conform to the current year presentation.

New Accounting Standards

Effective July 1, 2014, the University adopted GASB Statement No. 68, Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27, and GASB Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date – an amendment of GASB Statement No. 68 (collectively, GASB 68), which address accounting and financial reporting for pensions that are provided to employees of governmental employers through pension plans that are administered through trusts. The University participates in several State of New Jersey administered pension plans.

The effect of the adoption of GASB 68 was to restate beginning net position at June 30, 2014 of \$173,194,060 for the cumulative effect of change in accounting principle of \$128,512,785 to a restated net position of \$44,681,275 at July 1, 2014 and to provide additional pension disclosures in Note 6.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Financial Statements
June 30, 2015 and 2014

The University also adopted GASB Statement No. 69, *Government Combinations and Disposals of Government Operations*. The objective of this Statement is to establish accounting and financial reporting standards related to government combinations and disposals of government operations. It also improves the decision usefulness of financial reporting by requiring that disclosures be made by governments about combination arrangements in which they engage and for disposals of government operations. The University implemented the accounting and reporting requirement of GASB No. 69 as of July 1, 2014, there was no impact from the adoption of GASB No. 69.

In February 2015, GASB issued Statement No. 72, *Fair Value Measurement and Application*. The requirements of this Statement will enhance comparability of financial statements among governments by requiring measurement of certain assets and liabilities at fair value using a consistent and more detailed definition of fair value and accepted valuation techniques. This Statement also will enhance fair value application guidance and related disclosures in order to provide information to financial statement users about the impact of fair value measurements on a government's financial position. The University is required to adopt Statement No. 72 for its fiscal year ending June 30, 2016.

In June 2015, GASB issued Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68*. The objective of this Statement is to improve the usefulness of information about pensions included in the general purpose external financial reports of state and local governments for making decisions and assessing accountability. The University is required to adopt Statement No. 73 for its fiscal year ending June 30, 2017.

In June 2015, GASB issued statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*. The objective of this Statement is to improve the usefulness of information about postemployment benefits other than pensions (other postemployment benefits or OPEB) included in the general purpose external financial reports of state and local governmental OPEB plans for making decisions and assessing accountability. The University is required to adopt Statement No. 74 for its fiscal year ending June 30, 2017.

In June 2015, GASB issued Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. The primary objective of this Statement is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (other postemployment benefits or OPEB). It also improves information provided by state and local governmental employers about financial support for OPEB that is provided by other entities. The University is required to adopt Statement No. 75 for fiscal year ending June 30, 2018.

In June 2015, GASB issued Statement No. 76, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*. The objective of this Statement is to identify—in the context of the current governmental financial reporting environment—the sources of accounting principles used to prepare financial statements of state and local governmental entities in conformity with generally accepted accounting principles (GAAP) and the framework for selecting those principles. This Statement supersedes Statement No. 55, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*. It also amends Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements, paragraphs 64, 74, and 82*. The University is required to adopt Statement No. 76 for its fiscal year ending June 30, 2016.

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In August 2015, GASB issued Statement No. 77, *Tax Abatement Disclosures*. The requirements of this Statement improve financial reporting by giving users of financial statements essential information that is not consistently or comprehensively reported to the public at present. Disclosure of information about the nature and magnitude of tax abatements will make these transactions more transparent to financial statement users. The University is required to adopt Statement No. 77 for its fiscal year ending June 30, 2017.

The University has not yet determined the effect of Statement Nos. 72, 73, 74, 75, 76, and 77 on its financial statements.

2. CASH AND CASH EQUIVALENTS, INVESTMENTS AND DEPOSITS HELD BY BOND TRUSTEES

In accordance with GASB Statement No. 40, *Deposit and Investment Risk Disclosures*, an amendment of GASB Statement No. 3, the University has assessed the custodial credit risk, concentration of credit risk, credit risk and interest rate risk of its cash and cash equivalents and investments.

Cash and Cash Equivalents

Cash and cash equivalents consisted of the following as of June 30, 2015 and 2014:

	<u>2015</u>	<u>2014</u>
Cash and cash equivalents:		
Cash (bank accounts)	\$ 7,121,660	\$ 11,296,103
New Jersey Cash Management Fund	<u>700,959</u>	<u>1,000,328</u>
Total	<u>\$ 7,822,619</u>	<u>\$ 12,296,431</u>

Cash balances maintained by banks amounted to \$ 8,252,338 and \$12,030,020 as of June 30, 2015 and 2014, respectively, of which \$250,000 and \$250,000, respectively, are FDIC (Federal Deposit Insurance Corporation) insured. Bank balances in excess of insured amounts of \$ 8,002,338 and \$11,780,020 as of June 30, 2015 and 2014, respectively, were collateralized in accordance with Chapter 64 of Title 18A of New Jersey Statutes.

The University participates in the State of New Jersey Cash Management Fund wherein amounts also contributed by other State entities are combined into a large scale investment program. The cash management fund is unrated. Statutes of the State of New Jersey (“Statutes”) and Regulations of the State Investment Council (“Regulations”) authorize the New Jersey Division of Investment to invest in obligations of the U.S. Treasury, agencies and municipal or political subdivisions of the State, commercial paper, bankers acceptances, revenue obligations of public authorities, debt instruments of banks, collateralized notes and mortgages, certificates of deposit, repurchase agreements, equity, and convertible equity securities, and other common types of investment securities. Investee institutions and organizations are prescribed by the Statutes and Regulations based on such criteria as minimum capital, dividend paying history, credit history, and other evaluation factors.

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Investments

Investments, at fair value, consisted of the following as of June 30, 2015 and 2014:

	<u>2015</u>	<u>2014</u>
Money market accounts	\$ 2,060,558	\$ 4,135,583
U.S. Treasury and agency obligations	482,447	1,028,843
Corporate bonds	1,748,208	3,603,414
U.S. government bonds	429,014	1,006,481
Stocks	14,860,097	20,144,162
Mutual funds	34,315,157	52,583,444
Alternative investments	<u>13,689,259</u>	<u>15,777,942</u>
Total	<u>\$ 67,584,740</u>	<u>\$ 98,279,869</u>

The University's investments are subject to custodial credit risk, credit risk, concentration of credit risk and interest rate risk. Each one of these risks is described in more detail below.

The University's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the University and are held by either the counterparty or the counterparty's trust department or agent but not in the University's name. The investment risk is that, in the event of the failure of the counterparty to a transaction, the University will not be able to recover the sale of the investment or collateral securities that are in the possession of the outside party. As of June 30, 2015 and 2014, the University's investments were either insured, registered, or held by the University's investment custodian in the University's name and, accordingly, not subject to custodial credit risk.

Credit risk is the risk that an investment issuer or other counterparty to an investment will not fulfill its obligations. GASB 40 requires that disclosure be made as to the credit rating of all fixed income securities except obligations of the U.S. government or obligations explicitly guaranteed by the U.S. government. The credit risk of a debt instrument is measured by nationally recognized statistical rating agencies such as Moody's and Fitch or Standard and Poor's (S&P).

Concentration of credit risk is the risk associated with the amount of investments the University has with any one issuer or agreement with a counterparty that exceeds five percent or more of its total investments. The University's investment policy provides guidance pertaining to the diversification of the investment portfolio. The University's investment policy requires each investment manager to develop and propose a diversification strategy to the University's Investment Committee. The Investment Committee's agreement to the proposed strategy will not alter the investment manager's responsibility for the results of pursuing that diversification strategy.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The University's investment policy provides limitations in the maturities and composition of the various types of investments as a means of managing its exposure to fair value losses arising from interest rate fluctuations.

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The following tables present the University's credit and interest rate risk on its fixed income investments as of June 30, 2015 and 2014:

Investment Type	June 30, 2015 Investment Maturities (in Years)				
	S&P Ratings	Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and agency obligations	AAA	\$ 482,447	\$ -	\$ -	\$ 482,447
Corporate bonds	A3 to BAA3	1,748,208	-	140,718	1,607,490
U.S. government bonds	AAA	429,014	-	209,954	219,060
Total		<u>\$ 2,659,669</u>	<u>\$ -</u>	<u>\$ 350,672</u>	<u>\$ 2,308,997</u>

Investment Type	June 30, 2014 Investment Maturities (in Years)				
	S&P Ratings	Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and agency obligations	AA+	\$ 1,028,843	\$ -	\$ -	\$ 1,028,843
Corporate bonds	AA+ to CCC+	3,603,414	129,483	-	3,473,931
U.S. government bonds	AA+	1,006,481	-	-	1,006,481
Total		<u>\$ 5,638,738</u>	<u>\$ 129,483</u>	<u>\$ -</u>	<u>\$ 5,509,255</u>

Deposits Held by Bond Trustees

Deposits held by bond trustees include restricted funds held by board-approved trustees. Deposits held by bond trustees are carried in the accompanying financial statements at fair value, as determined by quoted market prices, and consist primarily of U.S. Treasury and agency obligations. As of June 30, 2015 and 2014, deposits held by bond trustees included the following:

	<u>2015</u>	<u>2014</u>
Cash and cash equivalents - cash held by trustees	\$ 23,143,256	\$ 27,500,098
Investments - government bonds and agency obligations	<u>466,833</u>	<u>1,739,828</u>
Total	<u>\$ 23,610,089</u>	<u>\$ 29,239,926</u>

The University's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the University and are held by either the counterparty or the counterparty's trust department or agent but not in the University's name. The University's deposits held with bond trustees are held in the University's name.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The above investments are current in nature and interest rate risk is minimal, if any.

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As of June 30, 2015 and 2014, deposits held by bond trustees were composed of funds held for the following purposes:

	<u>2015</u>	<u>2014</u>
State capital grant programs	\$ 12,548,665	\$ 15,521,304
Construction	-	1,273,364
Renewal and replacement	300,404	300,147
Debt service and debt service reserves	<u>10,761,020</u>	<u>12,145,111</u>
Total	<u>\$ 23,610,089</u>	<u>\$ 29,239,926</u>

3. CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2015 consisted of the following:

	<u>July 1, 2014</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2015</u>
Nondepreciable assets:				
Land	\$ 19,124,447	\$ 101,100	\$ -	\$ 19,225,547
Construction in progress	1,904,250	9,297,230	(3,333,723)	7,867,757
Total nondepreciable assets	<u>21,028,697</u>	<u>9,398,330</u>	<u>(3,333,723)</u>	<u>27,093,304</u>
Depreciable assets:				
Land improvements	13,147,590	-	517,952	13,665,542
Buildings and improvements	350,796,153	108,562	2,754,522	353,659,237
Infrastructure	26,127,745	-	-	26,127,745
Library books	1,835,506	-	(264,717)	1,570,789
Equipment	<u>29,272,360</u>	<u>2,067,667</u>	<u>(501,721)</u>	<u>30,838,306</u>
Total depreciable assets	421,179,354	2,176,229	2,506,036	425,861,619
Less accumulated depreciation:				
Land Improvements	6,790,111	365,590	-	7,155,701
Buildings and improvements	90,599,348	8,387,040	-	98,986,388
Infrastructure	11,691,994	896,643	-	12,588,637
Library books	1,589,876	157,079	(264,717)	1,482,238
Equipment	<u>16,481,100</u>	<u>3,039,187</u>	<u>(473,567)</u>	<u>19,046,720</u>
Total accumulated depreciation	<u>127,152,429</u>	<u>12,845,539</u>	<u>(738,284)</u>	<u>139,259,684</u>
Depreciable assets, net	<u>294,026,925</u>	<u>(10,669,310)</u>	<u>3,244,320</u>	<u>286,601,935</u>
Capital assets, net	<u>\$ 315,055,622</u>	<u>\$ (1,270,980)</u>	<u>\$ (89,403)</u>	<u>\$ 313,695,239</u>

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Capital asset activity for the year ended June 30, 2014 consisted of the following:

	<u>July 1, 2013</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2014</u>
Nondepreciable assets:				
Land	\$ 19,124,447	\$ -	\$ -	\$ 19,124,447
Construction in progress	<u>631,942</u>	<u>5,289,594</u>	<u>(4,017,286)</u>	<u>1,904,250</u>
Total nondepreciable assets	19,756,389	5,289,594	(4,017,286)	21,028,697
Depreciable Assets:				
Land improvements	11,851,083	-	1,296,507	13,147,590
Buildings and improvements	347,535,893	601,875	2,658,385	350,796,153
Infrastructure	26,065,351	-	62,394	26,127,745
Library books	2,125,093	-	(289,587)	1,835,506
Equipment	<u>25,572,756</u>	<u>3,955,454</u>	<u>(255,850)</u>	<u>29,272,360</u>
Total depreciable assets	413,150,176	4,557,329	3,471,849	421,179,354
Less accumulated depreciation:				
Land improvements	6,467,731	322,380	-	6,790,111
Buildings and improvements	81,788,596	8,810,752	-	90,599,348
Infrastructure	10,796,521	895,473	-	11,691,994
Library books	1,695,912	183,551	(289,587)	1,589,876
Equipment	<u>13,953,581</u>	<u>2,776,612</u>	<u>(249,093)</u>	<u>16,481,100</u>
Total accumulated depreciation	<u>114,702,341</u>	<u>12,988,768</u>	<u>(538,680)</u>	<u>127,152,429</u>
Depreciable assets, net	<u>298,447,835</u>	<u>(8,431,439)</u>	<u>4,010,529</u>	<u>294,026,925</u>
Capital assets, net	<u>\$ 318,204,224</u>	<u>\$ (3,141,845)</u>	<u>\$ (6,757)</u>	<u>\$ 315,055,622</u>

4. ACCOUNTS PAYABLE AND ACCRUED EXPENSES

As of June 30, 2015 and 2014, accounts payable and accrued expenses consisted of the following:

	<u>2015</u>	<u>2014</u>
Accounts payable, construction	\$ 1,713,418	\$ 2,517,274
Accounts payable, other	7,957,913	6,197,293
Accrued salaries, fringe benefits and withholdings	7,148,591	6,562,930
Accrued interest on bonds payable and other long-term debt	<u>5,289,144</u>	<u>5,893,082</u>
Total	<u>\$ 22,109,066</u>	<u>\$ 21,170,579</u>

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5. STATE PAID FRINGE BENEFITS

The State of New Jersey, through separate appropriations, pays certain fringe benefits (principally health insurance and FICA taxes) on behalf of University employees. Such benefits amounted to \$ 21,973,067 and \$19,918,617 for the years ended June 30, 2015 and 2014, respectively, and are included in both the State of New Jersey appropriations revenue and operating expenses in the accompanying financial statements.

The State of New Jersey is also required to fund postretirement medical benefits for those University employees who retire with 25 years of credited service or retire on disability regardless of years of service. These expenses are not included in the University's financial statements.

The University is not required to record a liability for Other Post-Employment Benefits ("OPEB") because this is an obligation of the State of New Jersey. This expense and related liability for OPEB is recorded in the financial statements of the State of New Jersey.

6. RETIREMENT PROGRAMS

General Information about Pension Plans

The University participates in several retirement plans covering its employees – the Public Employees' Retirement System ("PERS"), the Police and Firemen's Retirement System ("PFRS"), and the Alternate Benefit Program (ABP), which are administered by the State of New Jersey, Division of Pensions and Benefits (the Division). PERS and PFRS are defined benefit pension plans and ABP is a defined contribution pension plan. Generally, all employees, except certain part-time employees, participate in one of these plans.

The State issues a publicly available Comprehensive Annual Financial Report of the State of New Jersey, Division of Pensions and Benefits, which includes financial statements and required supplementary information for PERS and PFRS. These reports can be obtained by writing to the State of New Jersey, Department of the Treasury, Division of Pensions and Benefits, P.O. Box 295, Trenton, New Jersey 08625-0295, or obtained at www.nj.gov/treasury/pensions/.

Defined Benefit Plans

Public Employees' Retirement System

PERS is a cost-sharing multiple-employer defined benefit pension plan which provides coverage to substantially all full-time employees and certain part-time employees of the State or public agencies who are not members of another State-administered retirement system.

Membership is mandatory for eligible employees. The vesting and benefit provisions are set by N.J.S.A. 43:15A. PERS provides retirement, death, and disability benefits, including post-retirement health care benefits. All benefits vest after ten years of service, except for health care benefits, which vest after 25 years of service or under the disability provisions of PERS. Benefits are determined by member's tier (based on date of enrollment), as defined in the PERS plan documents, member's age, years of service, and final compensation.

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The contribution policy is set by N.J.S.A. 43:15A and requires contributions by active members and contributing employers. The current employee contribution rate is 6.92% of base salary. Employer contributions are based on an actuarially determined rate which was 7.71% of annual covered payroll for the year ended June 30, 2015. The annual employer contributions include funding for basic retirement allowances and noncontributory death benefits. The State's contribution on behalf of the University (State Contribution) to PERS for the fiscal year ended June 30, 2015 was \$2,414,969, which is recognized as a deferred outflow of resources in the statement of net position.

Police and Firemen's Retirement System

PFRS is a cost-sharing multiple-employer defined benefit pension plan which provides coverage for substantially all permanent, full-time police officers and firemen in the State.

Membership is mandatory for eligible employees. The vesting and benefit provisions are set by N.J.S.A. 43:16A. PFRS provides retirement, death, and disability benefits, including post-retirement health care benefits. All benefits vest after ten years of service, except for health care benefits, which vest after 25 years of service and disability benefits which vest after four years of service. Benefits are determined by member's tier (based on date of enrollment), as defined in the PFRS plan documents, member's age, years of service, and final compensation.

The contribution policy is set by N.J.S.A. 43:16A and requires contributions by active members and contributing employers. The current employee contribution rate is 10% of base salary. Employer contributions are based on an actuarially determined rate which is 14.94% of annual covered payroll for the year ended June 30, 2015. The annual employer contributions include funding for basic retirement allowances and noncontributory death benefits. The State Contribution to PFRS for the fiscal year ended June 30, 2015 was \$134,728, which is recognized as a deferred outflow of resources in the statement of net position.

Net pension liabilities, pension expense, deferred outflows of resources, and deferred inflows of resources related to pensions

Net pension liabilities, pension expense, deferred outflows of resources, and deferred inflows of resources amounts recorded to reflect the provisions of GASB 68 are reflective of the respective plan's published financial statements and actuarial valuations as of June 30, 2014 (Measurement Date).

The University's respective net pension liability, deferred outflows of resources, deferred inflows of resources, and net pension expense related to PERS and PFRS, at and for the fiscal year ended June 30, 2015, are as follows:

	<u>PERS</u>	<u>PFRS</u>	<u>Total</u>
Proportionate share of the net pension liability (\$)			
2014	\$ 129,367,998	\$ 6,515,401	\$ 135,883,399
Proportionate share of the net pension liability (%)			
2014	0.640%	0.180%	
2013	0.630%	0.250%	
Deferred outflows of resources	\$ 6,024,472	\$ 350,618	\$ 6,375,090
Deferred inflows of resources	\$ 3,926,323	\$ 1,906,986	\$ 5,833,309
Net pension expense	\$ 6,873,820	\$ (44,987)	\$ 6,828,833

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The University's proportionate share of each respective plan's net pension liability was based on the State Contribution to the respective plans from July 1, 2013 to June 30, 2014 relative to the total contributions from all participating employers

The components of pension related deferred outflows of resources and deferred inflows of resources at the Measurement Date are as follows:

	<u>PERS</u>	<u>PFRS</u>	<u>TOTAL</u>
Deferred Outflow of Resources:			
Changes of assumptions	\$ 2,853,028	\$ 132,460	\$ 2,985,488
Changes in proportionate share	2,149,078	-	2,149,078
Contributions subsequent to the measurement date	<u>1,022,366</u>	<u>218,158</u>	<u>6,375,090</u>
Total	<u>\$ 6,024,472</u>	<u>\$ 350,618</u>	<u>\$ 11,509,656</u>
Deferred Inflow of Resources:			
Net differences between projected and actual			
investment earnings on pension plan investments	\$ 3,926,323	\$ 160,984	\$ 4,087,307
Changes in proportionate share	<u>-</u>	<u>1,746,002</u>	<u>1,746,002</u>
Total	<u>\$ 3,926,323</u>	<u>\$ 1,906,986</u>	<u>\$ 5,833,309</u>

The deferred outflows of resources related to pensions resulting from contributions subsequent to the Measurement Date of \$1,022,366 for PERS and \$218,158 for PFRS will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense in the statement of revenues, expenses, and changes in net position as follows:

	<u>PERS</u>	<u>PFRS</u>	<u>Total</u>
2016	\$ (62,076)	\$ (451,126)	\$ (513,202)
2017	(62,076)	(451,126)	(513,202)
2018	(62,076)	(451,126)	(513,202)
2019	(62,076)	(451,124)	(513,200)
2020	919,505	25,621	945,126
Thereafter	<u>404,582</u>	<u>4,355</u>	<u>408,937</u>
	1,075,783	(1,774,526)	(698,743)
Contributions paid subsequent to Measurement Date	<u>1,022,366</u>	<u>218,158</u>	<u>1,240,524</u>
	<u>\$ 2,098,149</u>	<u>\$ (1,556,368)</u>	<u>\$ 541,781</u>

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Actuarial Assumptions

The University's net pension liability at the Measurement Date was determined by an actuarial valuation as of July 1, 2013, which was rolled forward to June 30, 2014. The actuarial valuation used the following actuarial assumptions:

	<u>PERS</u>	<u>PFRS</u>
Inflation rate	3.01%	3.01%
Salary increases:		
2012-2021	2.15 -4.40% based on age	3.95 -8.62% based on age
Thereafter	3.15 - 5.40% based on age	4.95 - 9.62% based on age
Investment rate of return	7.90%	7.90%

Mortality rates were based on the RP-2000 Combined Healthy Male and Female Mortality Tables (setback 1 year for females for PERS) with adjustments for mortality improvements from the base year of 2012 for PERS and 2011 for PFRS based on Projection Scale AA.

The actuarial assumptions used in the July 1, 2013 valuations were based on the results of an actuarial experience studies for the periods July 1, 2008 to June 30, 2011 for PERS, July 1, 2007 to June 30, 2010 for PFRS.

Long Term Expected Rate of Return

In accordance with State statute, the long-term expected rate of return on plan investments is determined by the State Treasurer, after consultation with the Directors of the New Jersey Division of Investments and New Jersey Division of Pension and Benefits, the board of trustees of each plan and the plans' actuaries. Best estimates of the arithmetic real rates of return for each major asset class included PERS's and PFRS's target asset allocations at the Measurement Date are summarized in the following table:

<u>Asset Class</u>	<u>PERS and PFRS</u>	
	<u>Target Allocation</u>	<u>Long-term Expected Real Rate of Return</u>
Cash	6.00 %	0.80 %
Core bonds	1.00 %	2.49 %
Intermediate-term bonds	11.20 %	2.26 %
Mortgages	2.50 %	2.17 %
High yield bonds	5.50 %	4.82 %
Inflation-indexed bonds	2.50 %	3.51 %
Broad US equities	25.90 %	8.22 %
Developed foreign equities	12.70 %	8.12 %
Emerging market equities	6.50 %	9.91 %
Private equity	8.25 %	13.02 %
Hedge funds/absolute return	12.25 %	4.92 %
Real estate (property)	3.20 %	5.80 %
Commodities	2.50 %	5.35 %

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Discount Rate

The discount rates used to measure the total pension liabilities were 5.39% and 6.32% for PERS and PFRS at the Measurement Date and 5.55%, and 6.45% at June 30, 2013, respectively. These single blended discount rates were based on the long-term expected rate of return on pension plan investments of 7.90% and a municipal bond rate of 4.29% at the Measurement Date based on the Bond Buyer GO 20-Bond Municipal Bond Index which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher for PERS and PFRS. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current member contribution rates and that contributions from employers will be made based on the average of the last five years of contributions made in relation to the last five years of recommended contributions. Based on those assumptions, the plans' fiduciary net position was projected to be available to make projected future benefit payments of current plan members through 2033 for PERS and 2045 for PFRS. Therefore, the long-term expected rate of return on plan investments was applied to the projected benefit payments through 2033 for PERS and 2045 for PFRS, and the municipal bond rate was applied to the projected benefit payments after those dates in determining the total pension liabilities.

Sensitivity of the Collective Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability of the plan calculated using the discount rates of 5.39% for PERS and 6.32% for PFRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	PERS		PFRS	
	Rate	Amount	Rate	Amount
1% decrease	4.39%	\$ 152,798,653	5.32%	\$ 7,876,866
Current discount rate	5.39%	129,367,998	6.32%	6,515,401
1% increase	6.39%	109,717,794	7.32%	5,394,305

Defined Contribution Pension Plans

Alternate Benefit Program Information

ABP is a defined contribution retirement program administered by the Division for eligible full-time employees in accordance with N.J.S.A. 52:18A.

ABP provides retirement and death benefits for or on behalf of these full-time professional employees and faculty members participating in this retirement program. Participation eligibility as well as contributory and noncontributory requirements are established by the State of New Jersey Retirement and Social Security Law. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits vest after the completion of one year of service. Individually owned annuity contracts that provide for full ownership of retirement and survivor benefits are purchased at the time of vesting. ABP provides the choice of six investment carriers, all of which are privately operated defined contribution retirement plans. The University assumes no liability for ABP members other than payment of contributions.

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Participating University employees are required to contribute 5% of total base salary and may contribute a voluntary additional contribution of salary up to the maximum federal statutory limit, on a pretax basis. Employer contributions are 8% of base salary up to \$141,000. During the year ended June 30, 2015, ABP employer and employee contributions were \$4,071,132 and \$2,544,457, respectively, which were based on participating employee salaries of \$50,889,150. During the year ended June 30, 2014, ABP employer and employee contributions were \$ 3,810,352 and \$ 2,381,470, respectively, which were based on participating employee salaries of \$47,629,411. Employer contributions to ABP paid by the State of New Jersey are reflected in the accompanying financial statements as State of New Jersey appropriations revenue and as expenses.

7. BONDS PAYABLE AND OTHER LONG-TERM DEBT

Bonds payable and other long-term debt as of June 30, 2015 and 2014 consisted of the following:

	<u>Interest Rate</u>	<u>2015</u>	<u>2014</u>
Bond payable:			
New Jersey Educational Facilities			
Authority Bonds:			
Housing I and II Renovations Series 1988A	3.00%	\$ 239,000	\$ 394,000
Housing and College Center, Series 2005F (Refunded 1996B, 1996F, and 1998C)	4.00 - 5.00%	-	20,840,000
Housing V and Academic, Series 2006F	3.65 - 5.00%	44,940,000	46,105,000
Housing and College, Series 2007G	4.00 - 4.50%	35,650,000	36,565,000
Housing, College, and College Center Series 2008A (Refunded 2005C)	4.00 - 5.00%	<u>127,665,000</u>	<u>130,610,000</u>
Total		208,494,000	234,514,000
Unamortized discount		(245,642)	(256,245)
Unamortized premium		<u>1,146,555</u>	<u>1,353,309</u>
Total		209,394,913	235,611,064
Less current portion		<u>(5,492,102)</u>	<u>(6,282,372)</u>
Long-term debt, noncurrent portion		<u>\$ 203,902,811</u>	<u>\$ 229,328,692</u>
Other long-term debt:			
Higher Education Dormitory Safety Trust Fund	4.50 - 5.25%	\$ 236,022	\$ 461,880
Higher Education Equipment Leasing Fund	5.00%	1,527,221	1,652,954
Higher Education Capital Improvement Fund	3.00 - 5.25%	8,070,917	8,396,237
Series 2015E (Current refunding of 2005F)	2.83%	18,830,826	-
Dam Restoration Loan	2.00%	<u>267,499</u>	<u>287,039</u>
Total		28,932,485	10,798,110
Unamortized premium		<u>446,055</u>	<u>482,899</u>
Total		29,378,540	11,281,009
Less current portion		<u>(901,453)</u>	<u>(733,295)</u>
Other long-term debt, noncurrent portion		<u>\$ 28,477,087</u>	<u>\$ 10,547,714</u>

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Bonds Payable

Series 1988A Housing I and II Renovations bonds are a 3.00% federal loan for housing improvements and are due serially each July 1 through 2016. These bonds are collateralized by a pledge of and first lien on the net revenues derived from Housing I and II. The University is required to maintain a debt service reserve fund, a renewal and replacement reserve fund, and a sinking fund reserve.

Series 2005F Bonds consisted of \$23,810,000 Serial Bonds and \$4,370,000 5% Term Bonds and were refunded on June 12, 2015 with 2015E Bonds. As a result, the 2005F Series Bonds are considered to be defeased and the related liability has been removed from the statements of net position. Prepaid interest on the Series 2005F bonds as of June 30, 2015 is \$28,601.

Series 2006F Bonds consist of \$26,560,000 Serial Bonds, \$9,395,000 5% Term Bonds, and \$14,410,000 4.250% Term Bonds. The Serial Bonds bear interest rates between 3.65-5% with the average being 4.40%. They are due serially each July 1 through 2027. The \$9,395,000 Term Bonds are due July 1, 2031 and the \$14,410,000 Term Bonds are due July 1, 2036.

Series 2007G Bonds consist of \$27,300,000 Serial Bonds, \$6,005,000 5% Term Bonds, and \$6,945,000 5% Term Bonds. The Serial Bonds bear interest rates between 4-4.5% with the average being 4.11%. They are due serially each July 1 through 2031. The \$6,005,000 Term Bonds are due July 1, 2034 and the \$6,945,000 Term Bonds are due July 1, 2037.

Series 2008A Bonds consist of \$22,360,000 Serial Bonds, \$20,010,000 5.5% Term Bonds, \$25,695,000 5.125% Term Bonds and \$68,845,000 5.375% Term Bonds. The Serial Bonds bear interest rates between 4-5% with the average being 4.25%. They are due serially each July 1 through 2018. The \$20,010,000 Term Bonds are due July 1, 2023, the \$25,695,000 Term Bonds are due July 1, 2028 and the \$68,845,000 Term Bonds are due July 1, 2038.

The Bond Series 2008A refunded Bond Series 2005C. \$31,290,097 was placed in an irrevocable trust with an escrow agent to provide for future debt service payments. As a result, the 2005C Series Bonds are considered to be defeased, and the related liability has been removed from the statements of net position. This transaction resulted in a loss on advance refunding of approximately \$711,000. This amount is deferred and amortized as a component of interest expense over the life of the defeased 2005C Series Bonds.

Other Long-Term Debt

On August 14, 2001, the New Jersey Educational Facilities Authority (“Authority”) issued bonds to finance the University’s loan amount request pursuant to the Dormitory Safety Trust Fund Act (P.L. 2000, C56). The University’s loan under this Act was \$3,453,000 and will be repaid in annual installments from January 15, 2002 through January 15, 2016. This is a non-interest bearing note and interest expense is inputed at a rate of 4.5%.

During 2003, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2002A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated

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\$17,204,000 of the total proceeds of the bond issue to be used for academic campus exterior repairs, HVAC improvements, gallery safety rails, Housing II roof replacement, and F-Wing extension and renovation design. The terms of the agreement require one-third of the total allocation, or \$5,734,667, to be repaid in annual rental payments equal to the University's allocable share of the Series 2002A Bonds and related program expenses through 2022.

During 2004, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2004A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$3,848,250 of the total proceeds of the bond issue to be used for Housing I exterior and Housing I HVAC. The terms of the agreement require one-third of the total allocation, or \$1,282,750, to be repaid in annual rental payments equal to the University's allocable share of the Series 2004A Bonds and related program expenses through 2024.

The 2002A and 2004A bonds have since been partially advance refunded by the 2005A and 2006A bonds. The 2004A bonds were also partially advance refunded by the 2014C bonds. These transactions resulted in a loss on advance refunding of approximately \$77,005.

During 2014, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2014A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$10,600,000 of the total proceeds of the bond issue to be used for the Arts and Science Renovations and an Energy Management Project. The terms of the agreement require one-third of the total allocation, or \$3,287,691, to be repaid in annual rental payments equal to the University's allocable share of the Series 2014A Bonds through 2034. The financing included a premium of \$245,288.

During 2014, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2014 Revenue Bonds to provide funding for the Higher Education Equipment Leasing Fund. The University was allocated \$7,595,000 of the total proceeds of the bond issue to be used for the Science Building Teaching Laboratory Equipment and the Education Technology Project. The terms of the agreement require one-quarter of the total allocation, or \$1,652,956, to be repaid in annual rental payments equal to the University's allocable share of the Series 2014 Bonds through 2023. The financing included a premium of \$241,699.

On June 12, 2015 the University issued \$18,830,826 of Tax-Exempt Series 2015E Revenue Refunding Bonds issued through the New Jersey Educational Facilities Authority. The 2015E issuance was issued as a direct loan with a fixed interest rate of 2.83% and a final maturity of July 1, 2028. The proceeds of the 2015E Bonds were used to currently refund Series 2005F Bonds originally issued October 27, 2005 including issuance costs of \$123,222. This transaction resulted in a gain on refunding of approximately \$143,779. The gain is being deferred and amortized as a component of interest expense over the life of the 2015E Series Bonds.

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Payments due on bonds payable and other long-term debt excluding net unamortized premiums/ discounts/and deferred gains and losses totaling \$885,225 subsequent to June 30, 2015 are as follows:

<u>Years Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2016	\$ 6,314,610	\$ 11,055,609	\$ 17,370,219
2017	7,484,409	10,719,923	18,204,332
2018	7,734,086	10,408,920	18,143,006
2019	8,052,330	10,086,568	18,138,898
2020	8,345,311	9,712,309	18,057,620
2021-2025	47,970,099	42,137,037	90,107,136
2026-2030	51,813,527	30,483,275	82,296,802
2031-2035	58,542,113	16,787,906	75,330,019
2036-2040	41,170,000	2,682,375	43,852,375
Total	<u>\$ 237,426,485</u>	<u>\$ 144,073,922</u>	<u>\$ 381,500,407</u>

8. LINE OF CREDIT

The University has available a \$15,000,000 revolving line of credit with Credit Suisse AG, of which \$0 and \$5,000,000 was outstanding as of June 30, 2015 and 2014, respectively. Interest is payable monthly at a rate of 1-month LIBOR (London InterBank Offered Rate) plus 1.00% per annum (1.19% per annum as of June 30, 2015 and 1.15% per annum as of June 30, 2014). The note payable is available for all purposes with the exception of the purchase of additional securities, is fully collateralized by the investments of the University, and is due on demand. Interest expense was \$19,817 and \$60,440 for the years ended June 30, 2015 and 2014, respectively.

9. LONG-TERM LIABILITIES

Activity in long-term liabilities for the years ended June 30, 2015 and 2014, follows:

	<u>July 1, 2014</u> <u>(as restated)</u>	<u>Additions</u>	<u>Reductions</u>	<u>July 1, 2015</u>	<u>Current Portion</u>
Compensated absences	\$ 3,873,123	\$ 3,284,843	\$ 2,930,095	\$ 4,227,871	\$ 3,325,459
Net pension liability	129,745,039	6,138,360	-	135,883,399	-
U.S. government grants refundable	1,980,872	517,259	-	2,498,131	-
Bonds payable					
Other long-term debt	235,611,064	-	26,216,151	209,394,913	5,492,102
	11,281,009	18,830,826	733,295	29,378,540	901,453
Total	<u>\$ 382,491,107</u>	<u>\$ 28,771,288</u>	<u>\$ 29,879,541</u>	<u>\$ 381,382,854</u>	<u>\$ 9,719,014</u>

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	<u>July 1, 2013</u>	<u>Additions</u>	<u>Reductions</u>	<u>July 1, 2014</u>	<u>Current Portion</u>
Compensated absences	\$ 3,653,255	\$ 2,927,528	\$ 2,707,660	\$ 3,873,123	\$ 2,930,095
U.S. government grants refundable	1,980,872	-	-	1,980,872	-
Bonds payable	241,613,436	-	6,002,372	235,611,064	6,282,372
Other long-term debt	<u>6,308,816</u>	<u>5,431,730</u>	<u>459,537</u>	<u>11,281,009</u>	<u>733,295</u>
Total	<u>\$ 253,556,379</u>	<u>\$ 8,359,258</u>	<u>\$ 9,169,569</u>	<u>\$ 252,746,068</u>	<u>\$ 9,945,762</u>

10. DISCRETELY PRESENTED COMPONENT UNITS

The following displays condensed combining information, which is presented in total in the accompanying statements of net position for the University's discretely presented component units as of June 30, 2015 and 2014:

	<u>2015</u>				
	<u>Foundation</u>	<u>SASI</u>	<u>SARTP</u>	<u>Eliminations</u>	<u>Total</u>
Current assets:					
Cash and cash equivalents	\$ 105,742	\$ 2,115,267	\$ 44,836	\$ -	\$ 2,265,845
Due from University/component unit	5,475	670,074	2,079	(375,000)	302,628
Other receivables	578,510	197,308	326,000	-	1,101,818
Other current assets	1,215	73,021	5,049	-	79,285
Noncurrent assets:					
Investments	28,123,425	-	-	-	28,123,425
Other receivables	478,913	-	-	-	478,913
Capital assets, net	-	1,898,193	-	-	1,898,193
Total assets	<u>29,293,280</u>	<u>4,953,863</u>	<u>377,964</u>	<u>(375,000)</u>	<u>34,250,107</u>
Current liabilities	30,550	662,413	59,819	-	752,782
Due to University/component unit	90,331	805,229	388,628	(375,000)	909,188
Long-term liabilities to University	-	1,314,683	498,000	-	1,812,683
Total liabilities	<u>120,881</u>	<u>2,782,325</u>	<u>946,447</u>	<u>(375,000)</u>	<u>3,474,653</u>
Net position:					
Net investment in capital assets	-	583,510	-	-	583,510
Restricted - unexpendable	18,073,859	-	-	-	18,073,859
Restricted - expendable	8,814,490	-	-	-	8,814,490
Unrestricted	2,284,050	1,588,028	(568,483)	-	3,303,595
Total net position	<u>\$ 29,172,399</u>	<u>\$ 2,171,538</u>	<u>\$ (568,483)</u>	<u>\$ -</u>	<u>\$ 30,775,454</u>

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	2014			
	Foundation	SASI	SARTP	Total
Current assets:				
Cash and cash equivalents	\$ 90,813	\$ 2,487,739	\$ 9,235	\$ 2,587,787
Due from University/component unit	16,109	96,869	-	112,978
Other receivables	512,535	134,021	780	647,336
Other current assets	1,173	38,364	4,433	43,970
Noncurrent assets:				
Investments	26,847,149	-	-	26,847,149
Other receivables	575,048	-	-	575,048
Capital assets, net	579	1,911,700	-	1,912,279
Total assets	<u>28,043,406</u>	<u>4,668,693</u>	<u>14,448</u>	<u>32,726,547</u>
Current liabilities				
Due to University/component unit	19,901	455,232	37,024	512,157
Long-term liabilities to University	96,577	890,215	2,743	989,535
Total liabilities	<u>116,478</u>	<u>2,660,130</u>	<u>197,767</u>	<u>2,974,375</u>
Net position:				
Net investment in capital assets	579	597,017	-	597,596
Restricted - unexpendable	17,066,845	-	-	17,066,845
Restricted - expendable	8,582,945	-	-	8,582,945
Unrestricted	2,276,559	1,411,546	(183,319)	3,504,786
Total net position	<u>\$ 27,926,928</u>	<u>\$ 2,008,563</u>	<u>\$ (183,319)</u>	<u>\$ 29,752,172</u>

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The following displays condensed combining information, which is presented in total in the accompanying statements of revenues, expenses and changes in net position for the University's discretely presented component units for the years ended June 30, 2015 and 2014:

	2015				
	Foundation	SASI	SARTP	Eliminations	Total
Operating revenues:					
Other auxiliary enterprises	\$ -	\$ 11,688,159	\$ -	\$ -	\$ 11,688,159
Grants	-	-	326,000	-	326,000
Other	346,172	46,223	25,000	(7,500)	409,895
In-kind contributions	360,094	-	-	-	360,094
Total operating revenues	<u>706,266</u>	<u>11,734,382</u>	<u>351,000</u>	<u>(7,500)</u>	<u>12,784,148</u>
Operating expenses:					
Institutional support	1,358,374	2,869,554	736,164	(276,842)	4,687,250
Student aid	631,573	-	-	-	631,573
Auxiliary enterprises	-	8,951,874	-	-	8,951,874
Depreciation	579	138,895	-	-	139,474
In-kind expense	360,094	-	-	-	360,094
Total operating expenses	<u>2,350,620</u>	<u>11,960,323</u>	<u>736,164</u>	<u>(276,842)</u>	<u>14,770,265</u>
Operating loss	<u>(1,644,354)</u>	<u>(225,941)</u>	<u>(385,164)</u>	<u>269,342</u>	<u>(1,986,117)</u>
Non-operating revenues (expenses):					
Investment income	1,332,190	5,733	-	-	1,337,923
Interest expense	-	(60,616)	-	-	(60,616)
University and Foundation support	-	443,799	-	(219,342)	224,457
Gift and contributions	550,621	-	-	-	550,621
	<u>1,882,811</u>	<u>388,916</u>	<u>-</u>	<u>(219,342)</u>	<u>2,052,385</u>
Other revenues:					
Additions to permanent endowments	1,007,014	-	-	(50,000)	957,014
Change in net position	1,245,471	162,975	(385,164)	-	1,023,282
Net position - beginning of year	<u>27,926,928</u>	<u>2,008,563</u>	<u>(183,319)</u>	<u>-</u>	<u>29,752,172</u>
Net position - end of year	<u>\$ 29,172,399</u>	<u>\$ 2,171,538</u>	<u>\$ (568,483)</u>	<u>\$ -</u>	<u>\$ 30,775,454</u>

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	2014				
	Foundation	SASI	SARTP	Eliminations	Total
Operating revenues:					
Other auxiliary enterprises	\$ -	\$ 10,608,926	\$ -	\$ -	\$ 10,608,926
Other	445,235	49,963	-	(7,500)	487,698
In-kind contributions	315,259	-	-	-	315,259
Total operating revenues	<u>760,494</u>	<u>10,658,889</u>	<u>-</u>	<u>(7,500)</u>	<u>11,411,883</u>
Operating expenses:					
Institutional support	1,229,272	2,711,315	273,762	(268,085)	3,946,264
Student aid	520,752	-	-	-	520,752
Auxiliary enterprises	-	7,983,435	-	-	7,983,435
Depreciation	2,315	136,041	-	-	138,356
In-kind expense	315,259	-	-	-	315,259
Total operating expenses	<u>2,067,598</u>	<u>10,830,791</u>	<u>273,762</u>	<u>(268,085)</u>	<u>12,904,066</u>
Operating loss	<u>(1,307,104)</u>	<u>(171,902)</u>	<u>(273,762)</u>	<u>260,585</u>	<u>(1,492,183)</u>
Non-operating revenues (expenses)					
Investment income	3,661,306	-	-	-	3,661,306
Interest expense	-	(67,545)	-	-	(67,545)
University and Foundation support	-	382,307	-	(210,585)	171,722
Other expenses	-	(28,696)	-	-	(28,696)
Gift and contributions	464,769	-	-	-	464,769
	<u>4,126,075</u>	<u>286,066</u>	<u>-</u>	<u>(210,585)</u>	<u>4,201,556</u>
Other revenues					
Additions to permanent endowments	649,219	-	-	(50,000)	599,219
Change in net position	3,468,190	114,164	(273,762)	-	3,308,592
Net position - beginning of year	<u>24,458,738</u>	<u>1,894,399</u>	<u>90,443</u>	<u>-</u>	<u>26,443,580</u>
Net position - end of year	<u>\$ 27,926,928</u>	<u>\$ 2,008,563</u>	<u>\$ (183,319)</u>	<u>\$ -</u>	<u>\$ 29,752,172</u>

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The following amounts are presented in the statements of financial position of the respective entities as due to/from the University as of June 30, 2015 and 2014:

	2015			
	Foundation	SASI	SARTP	Total
Due from the University:				
Scholarships	\$ 820	\$ -	\$ -	\$ 820
Food service	-	187,097	-	187,097
Overhead charge adjustment	-	-	2,079	2,079
Miscellaneous	4,655	107,977	-	112,632
Total due from the University	<u>\$ 5,475</u>	<u>\$ 295,074</u>	<u>\$ 2,079</u>	<u>\$ 302,628</u>
Due to the University:				
Institutional support	\$ -	\$ 22,225	\$ -	\$ 22,225
Services provided	63,829	-	-	63,829
Scholarships	21,348	-	-	21,348
Seaview operations	-	759,965	-	759,965
Overhead charge	-	22,929	-	22,929
Interest on loan	-	-	13,605	13,605
Miscellaneous	5,154	110	23	5,287
Total due to the University	<u>\$ 90,331</u>	<u>\$ 805,229</u>	<u>\$ 13,628</u>	<u>\$ 909,188</u>
2014				
	Foundation	SASI	SARTP	Total
Due from the University:				
Scholarships	\$ 11,960	\$ -	\$ -	\$ 11,960
Food service	-	78,744	-	78,744
Miscellaneous	4,149	18,125	-	22,274
Total due from the University	<u>\$ 16,109</u>	<u>\$ 96,869</u>	<u>\$ -</u>	<u>\$ 112,978</u>
Due to the University:				
Institutional support	\$ -	\$ 32,009	\$ -	\$ 32,009
Construction	76,519	-	-	76,519
Services provided	6,042	-	-	6,042
Scholarships	3,578	-	-	3,578
Seaview operations	-	790,391	-	790,391
Overhead charge	-	65,162	1,763	66,925
Miscellaneous	10,438	2,653	980	14,071
Total due to the University	<u>\$ 96,577</u>	<u>\$ 890,215</u>	<u>\$ 2,743</u>	<u>\$ 989,535</u>

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The Foundation provided support of \$1,330,073 and \$1,019,539 to the University for scholarships, academic support and facilities support for the years ended June 30, 2015 and 2014, respectively. The University provided in-kind finance and administrative services of \$335,993 and \$264,008 for the years ended June 30, 2015 and 2014, respectively.

The Foundation provided support to SASI for the Sam Azeez Museum of \$219,342 and \$210,585 for the years ended June 30, 2015 and 2014, respectively.

The University has issued a line of credit to SASI in the amount of \$2,000,000. As of June 30, 2015 and 2014, a note receivable in the amount of \$1,314,683, was reflected in the financial statements of the University relating to this line of credit. The University charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 4.25%. The interest rate will be reviewed and changed by the University, in its sole discretion, to a rate equal to 150 basis points plus the thirty year U.S. Treasury Note rate at the time of the interest review. Interest only payments will be made on the outstanding principal balance at the stated interest rate. Interest expense on the line of credit totaled \$60,616 and \$67,545 for the years ended June 30, 2015 and 2014, respectively. SASI reimburses the University for use of space and personnel through payment of an overhead charge. For the years ended June 30, 2015 and 2014 the overhead charge was \$497,704 and \$404,430, respectively.

On May 27, 2015, Stockton Affiliated Services, Inc., (SASI) provided a short term, non-interest bearing advance of \$375,000 to SARTP. The funds were used to purchase architectural plans and design services from South Jersey Economic Development District (SJEDD). The plans will be used for constructing the Aviation Research and Technology Park. This advance was subsequently repaid on July 30, 2015.

The University has issued a line of credit to SARTP in the amount of \$1,500,000. As of June 30, 2015 and 2014 a note receivable in the amount of \$ 498,000 and \$158,000, respectively, was reflected in the financial statements of the University relating to this line of credit. The University charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 4.25%. The interest rate will be reviewed and changed by the University, in its sole discretion, to a rate equal to 150 basis points plus the thirty year U.S. Treasury Note rate at the time of the interest review. Interest only payments will be made on the outstanding principal balance at the stated interest rate. Interest expense on the line of credit totaled \$13,605 and \$204 for the year ended June 30, 2015 and 2014, respectively. SARTP reimburses the University for use of space and personnel through payment of an overhead charge. For the years ended June 30, 2015 and 2014 the overhead charge was \$318,600 and \$166,286 respectively.

11. COMMITMENTS AND CONTINGENCIES

Compensated Absences

The University recorded a liability for compensated absences in the amount of \$4,227,871 and \$3,873,123 for the years ended June 30, 2015 and 2014, respectively, which was included in compensated absences in the accompanying statements of net position. The liability is calculated based upon employees' accrued vacation leave as of year-end, as well as an estimated vested amount for accrued sick leave.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Financial Statements
June 30, 2015 and 2014

Payments for accumulated sick leave balances are made to retiring employees upon regular retirement. The payment is based on 50% of the employee's sick leave accumulation, at the pay rate in effect at the time of retirement up to a maximum of \$15,000. Employees separating from University service prior to retirement are not entitled to payments for accumulated sick leave balances.

Litigation

The University is a party to various legal actions arising in the ordinary course of business. While it is not possible, at this time, to predict the ultimate outcome of these actions, it is the opinion of management that the resolution of these matters will not have a material adverse effect on the University's financial statements.

Grants

The University receives support from federal government and State of New Jersey grant programs, primarily student financial assistance. Entitlement to these resources requires compliance with terms of the grant agreements and applicable regulations, including the expenditure of the resources for allowable purposes. Substantially all grants are subject to financial and compliance audits by the respective sponsors. As of June 30, 2015 and 2014, the University believes that adjustments, if any, as a result of such audits would not have a material adverse effect on the University's financial statements.

Construction Contracts

The University has outstanding construction commitments in the amount of \$5,772,410 as of June 30, 2015. These commitments are primarily related to the completion of the Science Center. It is expected that all of the funding for these projects will be allocated from unrestricted resources.

Lease Commitments

Future minimum lease payments required under all non-cancelable operating leases, follow:

<u>Years Ending June 30,</u>	<u>Amount</u>
2016	\$ 230,516
2017	234,617
2018	238,119
2019	241,572
2020-2022	<u>446,307</u>
Total	<u>\$ 1,391,131</u>

Total rent expense for the years ended June 30, 2015 and 2014 approximated \$148,000 and \$148,000, respectively.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Financial Statements
June 30, 2015 and 2014

Power Purchase Agreement

The University entered into various agreements with Stockton Blue Sky Power, LLC (“Blue Sky”) related to the construction of a solar power plant at the University. Blue Sky owns and operates the solar power plant and the University leases the space on campus where the solar power plant is located. The University agreed to purchase all of the energy produced by the solar power plant for a 15 year period at a fixed rate of \$0.03 per kWh.

12. RELATED PARTIES

The University entered into a Collaborative Project Agreement (Agreement) with the Noyes Museum of Art (the “Museum”) on February 4, 2011. Pursuant to the terms of Agreement, the Museum agreed to sublease to the University the property located in Galloway Township, New Jersey for a period of ten years. The University and the Museum also agreed to have two individuals affiliated with the University serve as members on the Museum’s Board of Directors and one individual affiliated with the University to serve as a member for the Noyes Foundation Board of Directors for the duration of the Agreement. The University is required to pay an annual rental to the Museum over the life of the Agreement. It was acknowledged by the parties that the term of the Agreement may be less than ten years if either party is not satisfied with the progress made to meet operational benchmarks as defined in the Agreement. Notwithstanding the foregoing, there shall be no readjustments between the parties as of the date of termination and, the Museum is entitled to retain the entire lease payment for the year of termination. As of June 30, 2015 there was no indication by either party as to termination of the Agreement.

REQUIRED SUPPLEMENTARY INFORMATION

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Required Supplementary Information
Schedules of Proportionate Share of the Net Pension Liability – Last 10 Years*
June 30, 2015

Public Employees' Retirement System (PERS)

Reporting fiscal year (Measurement Date, June 30,)	University's proportion of the net pension liability		University's covered employee payroll	University's proportionate share of the net pension liability as a percentage of its covered employee payroll	Plan fiduciary net position as a percentage of the total pension liability
	%	\$			
2015 (2014)	0.643%	\$ 129,367,998	\$ 29,636,603	436.51%	30.06%

Police and Firemen's Retirement System (PFRS)

Reporting fiscal year (Measurement Date, June 30,)	University's proportion of the net pension liability		University's covered employee payroll	University's proportionate share of the net pension liability as a percentage of its covered employee payroll	Plan fiduciary net position as a percentage of the total pension liability
	%	\$			
2015 (2014)	0.183%	\$ 6,515,401	\$ 723,945	899.99%	34.70%

* *These schedules are intended to show information for 10 years. Additional years will be displayed as they become available.*

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Required Supplementary Information
Schedules of University Contribution – Last 10 Years*
June 30, 2015

Public Employees' Retirement System (PERS)

	<u>2015</u>
Contractually required contribution	\$ 1,022,366
Contributions in relation to the contractually determined contribution	<u>1,022,366</u>
Contribution deficiency (excess)	<u>\$ -</u>
Covered-employee payroll	\$ 29,636,603
Contributions as a percentage of covered employee payroll	3.45 %

Police and Firemen's Retirement System (PFRS)

	<u>2015</u>
Contractually required contribution	\$ 218,158
Contributions in relation to the contractually determined contribution	<u>218,158</u>
Contribution deficiency (excess)	<u>\$ -</u>
Covered-employee payroll	\$ 723,945
Contributions as a percentage of covered employee payroll	30.13 %

* *These schedules are intended to show information for 10 years. Additional years will be displayed as they become available.*

SUPPLEMENTARY INFORMATION

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Expenditures of Federal Awards
June 30, 2015

Federal Grantor / Pass-through Grantor / Program or Cluster Title	CFDA Number	Federal Expenditures
Student Financial Assistance Cluster:		
U.S. Department of Education:		
Federal Direct Student Loans	84.268	\$ 49,791,539
Federal Perkins Loan Program	84.038	2,975,310
Federal Supplemental Educational Opportunity Grants	84.007	216,844
Federal Work Study Program	84.033	256,951
Federal Pell Grant Program (including administrative costs of \$14,820)	84.063	12,128,023
Teacher Education Assistance for College and Higher Education Grants (TEACH Grants)	84.379	<u>11,907</u>
Total Student Financial Assistance Cluster		<u>65,380,574</u>
Research and Development Cluster:		
U.S. Department of Commerce - National Oceanic & Atmospheric Administration (NOAA):		
Passed through Rutgers, The State University of New Jersey:		
Coastal Zone Management Estuarine Research Reserves	11.420	13,975
Habitat Conservation - Derelict Crab Trap Removal in Mullica River and Great Bay Estuary of New Jersey	11.463	28,349
National Science Foundation:		
Education and Human Resources - Scholarships for Success in Science, Technology, Engineering and Math	47.076	122,122
U.S. Environmental Protection Agency - Office of Chemical Safety and Pollution Prevention:		
Pollution Prevention Grants Program - Garden State Green Hotels Project Cases Studies	66.708	31,271
National Endowment for the Humanities:		
Passed through New Jersey Council for the Humanities:		
Promotion of the Humanities - Public Programs	45.164	21,103
U.S. Department of the Interior - Fish and Wildlife Service:		
Hurricane Sandy Disaster Relief Activities - Forsyth Wildlife Refuge Lidar Survey	15.677	42,527
Passed Through New Jersey Department of Environmental Protection - Division of Fish & Wildlife:		
Wildlife Conservation and Restoration - Deer Exclosure and Cedar Study	15.625	<u>8,952</u>
Total Research and Development Cluster		<u>268,299</u>
Other Federal Assistance:		
U.S. Department of Health and Human Services:		
Passed through Atlantic County Department of Human Services:		
Special Programs for the Aging - Title III, Part B - Grants for Supportive Services and Senior Centers - Educational Programs and Lectures for Older Adults	93.044	15,000
Partnerships to Improve Community Health - New Jersey Healthy Kids, Vineland YMCA	93.331	24,958
Passed through the New Jersey Council on Developmental Disabilities:		
Development Disabilities Basic Support and Advocacy Grants - 2013-2014 Get FIT Partnership - Get Fit @ Home	93.630	4,356
Passed through New Jersey Department of Children and Families:		
Foster Care Title IV-E - Child Welfare Education Institute (CWEI) - BCWEP Program	93.658	736,055
Foster Care Title IV-E - Child Welfare Education Institute (CWEI) - MCWEP Program	93.658	406,188
Child Abuse and Neglect State Grants - Child Welfare Education Institute (CWEI) - MCWEP Program	93.669	170,000
Chafee Foster Care Independence Program - Foster and Adoptive Family Services	93.674	<u>12,540</u>
Total U.S. Department of Health and Human Services		<u>1,369,097</u>

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Expenditures of Federal Awards
June 30, 2015

Federal Grantor / Pass-through Grantor / Program or Cluster Title	Federal CFDA Number	Federal Expenditures
Other Federal Assistance (continued):		
U.S. Department of Transportation - National Highway Traffic Safety Administration:		
Passed Through New Jersey Department of Law and Public Safety:		
Alcohol Impaired Driving Countermeasures Incentive Grants - Stay Safe and Graduate	20.601	\$ 8,770
U.S. Department of Education:		
Rehabilitation Services Vocational Rehabilitation Grants to States	84.126	201,908
Mathematics and Science Partnerships - Stockton Coastal Collaborative	84.366	277,036
Improving Teacher Quality State Grants - New Jersey Department of Education Formative Assessment	84.367	339,289
Total other U.S. Department of Education		<u>818,233</u>
U.S. Department of Veteran Affairs:		
Post-9/11 Veterans Educational Assistance	64.028	1,861,268
U.S. Department of Homeland Security:		
Passed Through New Jersey Department of Environmental Protection:		
Cooperating Technical Partners	97.045	6,065
U.S. Corporation for National and Community Service:		
Volunteers in Service to America - Segal AmeriCorps Education Award	94.013	5,124
U.S. Department of Labor:		
WIA Cluster:		
Passed Through Atlantic Cape May Workforce Investment Board:		
WIA/WIOA Adult Program - Work First New Jersey	17.258	59,674
WIA Dislocated Workers - On-The-Job Training	17.260	5,074
WIA/WIOA Adult Program - Adult Program	17.258	1,651
WIA/WIOA Youth Activities - Summer Youth Employment Training	17.259	28,278
WIA/WIOA Youth Activities-Year Round Out of School	17.259	870
Passed Through New Jersey Department of Labor and Workforce Development:		
WIA/WIOA Dislocated Worker Formula Grants - Retail, Hospitality and Tourism Talent Network	17.278	179,375
Total WIA Cluster and U.S. Department of Labor		<u>274,922</u>
U.S. Small Business Administration:		
Passed Through Rutgers, The State University of New Jersey		
New Jersey Small Business Development Centers (NJSBDC)	59.037	160,928
Entrepreneurial Development Disaster Assistance - Hurricane Sandy Small Business Revitalization Opportunity	59.064	42,503
Total U.S. Small Business Administration		<u>203,431</u>
Total Other Federal Assistance		<u>2,685,642</u>
Total Expenditures of Federal Awards		<u>\$ 70,195,783</u>

See Notes to Schedules of Expenditures of Federal and State of New Jersey Awards.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Expenditures of State of New Jersey Awards
June 30, 2015

State of New Jersey Grantor/ Pass-Through Grantor/Program or Cluster Title	Account Number	Program Amount	Grant Period	Current Year State of New Jersey Expenditures	Cumulative Disbursements
Student Financial Assistance:					
N.J. Higher Education Student Assistance Authority:					
New Jersey College Loans to Assist State Students	N/A	\$ 4,251,781	07/01/14-06/30/15	\$ 4,251,781	\$ 4,251,781
Tuition Aid Grant	100-074-2405-007	9,967,794	07/01/14-06/30/15	9,967,794	9,967,794
Urban Scholars	100-074-2405-278	12,000	07/01/14-06/30/15	12,000	12,000
New Jersey STARS II	100-074-2405-313	262,822	07/01/14-06/30/15	262,822	262,822
Survivor Tuition Benefits	100-074-2405-009	8,107	07/01/14-06/30/15	8,107	8,107
Law Enforcement Officer Memorial	100-074-2405-312	12,443	07/01/14-06/30/15	12,443	12,443
NJ BEST	100-074-2405-316	18,000	07/01/14-06/30/15	18,000	18,000
N.J. Commission on Higher Education:					
Educational Opportunity Fund Article III Summer FY2015	100-074-2401-001	293,841	06/01/14-07/31/15	281,586	283,841
Educational Opportunity Fund Article III Summer FY2016	100-074-2401-001	298,983	06/01/15-07/31/16	37,230	37,230
Educational Opportunity Fund Article III Academic Year	100-074-2401-001	426,339	07/01/14-06/30/15	426,339	426,339
Educational Opportunity Fund Graduate Grants	100-074-2401-001	4,600	07/01/14-06/30/15	4,600	4,600
Total Student Financial Assistance				15,282,702	15,284,957
Other State of N.J. Assistance:					
N.J. Department of Environmental Protection:					
N.J. Beach Profile 2014	100-042-4895-043	499,542	12/31/13-01/31/15	499,542	499,542
N.J. Beach Profile 2015	100-042-4895-043	499,982	01/01/15-01/31/16	303,247	303,247
Mullica River-Great Bay Oyster Monitoring	100-042-4885-014	9,000	09/01/14-09/01/16	8,869	8,869
Wildlife Protection User Survey	100-042-4880-274	33,049	12/05/14-06/30/17	32,969	32,969
Superstorm Sandy - Waterway Debris Removal	703-042-4895-005	950,000	07/23/13-07/31/14	104,766	721,461
Deal Lake - Sediment and Core Sampling	534-042-4890-006	5,998	11/12/10-12/31/14	5,998	5,998
N.J. Department of Transportation:					
Dredged Material Management System	480-078-6300-CTB	286,993	03/06/08-03/06/16	33,669	164,751
Passed Through Rutgers University: Landfill Closure with Dredged Material	480-078-6300-CTB	48,000	05/05/12-09/30/14	2,346	47,998
Barneгат Bay & Inlet Emergency Survey for Dredging - 2014	568-078-6070-001		05/22/14-08/22/14		
State Channel Maintenance Capacity Project 2013	568-078-6070-001	138,236	10/01/13-04/01/15	67,547	138,236
N.J. Department of Children & Families Services,					
Child Welfare Education Institute (CWEI) - MCWEP	100-016-1600-047	391,175	07/01/14-06/30/15	391,175	391,175
N.J. Department of Human Services: Division of Youth and Family Services,					
Passed Through Rutgers University: NJ Child Welfare Training Consortium	100-016-1600-047	550,000	07/01/14-06/30/15	544,916	544,916
N.J. Department of Corrections:					
Leadership Characteristics Training	100-026-7025-015	17,500	02/09/15-03/06/15	17,500	14,218

See Notes to Schedules of Expenditures of Federal and State of New Jersey Awards.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Expenditures of State of New Jersey Awards
June 30, 2015

Grantor Department	Account Number	Program Amount	Grant Period	Current Year State of New Jersey Expenditures	Cumulative Disbursements
Program Title					
Other State of N.J. Assistance: (continued)					
N.J. Department of Commerce and Economic Growth, Passed through Rutgers University: Small Business Development Center	100-074-2505-001	\$ 14,218	07/01/14-06/30/15	\$ 14,218	\$ 14,218
N.J. Department of Treasury: Passed Through Casino Reinvestment Development Authority: LEAD AC Yr2	100-022-0820-092	21,800	10/01/13-12/31/14	2,391	5,000
Passed Through Casino Reinvestment Development Authority: LEAD AC Yr3	100-022-0820-092	21,800	01/01/15-12/31/15	4,145	4,145
N.J. Department of Law and Public Safety Disparity Study A.C. Casino Gaming Industry	490-066-1460-003	24,750	08/12/13-06/30/15	24,750	24,750
N.J. Department of Labor and Worforce Development, Retail, Hospitality & Tourism Talent Network	780-062-4545-007	66,667	07/01/14-10/31/15	44,844	44,844
N.J. Department of Military & Veteran's Affairs, An Environmental Internship Program Year 1	100-067-3620-178	26,971	06/01/14-10/01/14	23,226	26,971
An Environmental Internship Program Year 2	100-067-3620-178	39,659	05/18/15-09/30/15	9,333	9,333
N.J. Office of the Attorney General Passed Through Rutgers University: Municipal Planning for Safe Streets	100-066-1000-146	80,000	11/01/12-08/31/14	12,971	55,631
Municipal Planning for Safe Streets	100-066-1000-146	80,000	09/01/14-06/30/16	40,000	40,000
N.J. Department of State: Educational Opportunity Fund Article IV-Academic Year	100-074-2401-002	261,324	07/01/14-06/30/15	252,331	252,331
NJSCA General Program Support	100-074-2530-032	101,020	07/01/14-06/30/15	101,020	101,020
NJSCA 09 CSP Co Sponsored Project - State of the Arts Web Tool	100-074-2530-032	60,000	06/01/13-12/31/14	44,416	60,000
NJSCA 09 CSP Co Sponsored Project - State of the Arts	100-074-2530-032	200,000	07/01/14-06/30/15	200,000	200,000
Atlantic County Awards 2014	100-074-2505-053	4,200	01/01/14-12/20/14	4,197	4,197
Atlantic County Awards 2015	100-074-2505-053	9,600	01/01/15-12/20/15	6,300	6,300
N.J. Commission on Higher Education: Higher Education Equipment Leasing Fund Program	100-082-2155-036	5,696,250	01/01/14-05/02/23	1,702,047	4,690,884
Higher Education Technology Infrastructure Fund Program	100-074-2400-059	775,000	01/01/14-12/31/XX	246,263	379,579
Higher Education Capital Improvement Fund	100-082-2155-079	7,102,000	03/01/14-03/01/34	557,754	557,754
Higher Education General Obligation Fund	586-074-2400-014	34,987,950	03/01/14-12/31/XX	1,578,207	1,578,207
Web-based Survey - Academic & Career Counseling	100-074-2400-012	20,000	06/26/14-12/31/14	20,000	20,000
N.J. Higher Education Services and N.J. Department of State: State of New Jersey Appropriation	100-074-2480-001	19,839,000	07/01/14-06/30/15	19,839,000	19,839,000
Interdepartmental Accounts: State Fringe Benefits other than FICA	100-094-9410-134	12,012,580	07/01/14-06/30/15	12,012,580	12,012,580
FICA-State Colleges and Universities Reimbursement Program	100-094-9410-137	5,889,355	07/01/14-06/30/15	5,889,355	5,889,355
Alternate Benefits Program	100-094-9410-132	4,071,132	07/01/14-06/30/15	4,071,132	4,071,132
Total Other State of NJ Assistance				<u>48,713,024</u>	<u>52,760,611</u>
Total Expenditures of State of New Jersey Awards				<u>\$ 63,995,726</u>	<u>\$ 68,045,568</u>

See Notes to Schedules of Expenditures of Federal and State of New Jersey Awards.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Schedule of Expenditures of Federal and State of New Jersey Awards
June 30, 2015

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of Federal awards has been prepared in accordance with the requirements of U.S. Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The accompanying schedule of expenditures of State of New Jersey awards has been prepared in accordance with the requirements of the State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*. The purpose of these schedules is to present the respective expenditures of federal and state programs, under the accrual basis of accounting of Stockton University (the University) for the year ended June 30, 2015. For purposes of the respective schedules, Federal and State of New Jersey awards include any assistance provided by a Federal or State agency directly or indirectly in the form of grants, contracts, cooperative agreements, direct appropriations, loan and loan guarantees, and other noncash assistance. Because the schedules present only a selected portion of the activities of the University, they are not intended to, and do not, present either the net position of the University at June 30, 2015 or its changes in net position and cash flows for the year then ended. Accordingly, some amounts presented in the respective schedules may differ from amounts presented in, or used in, the preparation of the University's fiscal 2015 financial statements.

2. DIRECT LOAN PROGRAM AND NEW JERSEY COLLEGE LOANS TO ASSIST STATE STUDENTS

Loans made by the University to eligible students under the State of New Jersey College Loans to Assist State Students Program and the Federal Direct Loan Program during the year ended June 30, 2015, follow:

Federal Direct Student Loans	<u>\$ 49,791,539</u>
New Jersey College Loans to Assist State Students	<u>\$ 4,251,781</u>

The University is responsible only for the performance of certain administrative duties with respect to the Direct Loan Program and the New Jersey College Loans to Assist State Students Program and has no responsibility to collect these loans. Accordingly, these loans are not included in the University's financial statements. It is not practicable to determine the balance of loans outstanding to students of the University under these programs as of June 30, 2015.

3. FEDERAL PERKINS LOANS

The Federal Perkins Loan expenditures presented in the accompanying Schedule of Expenditures of Federal Awards of \$2,975,310, represents the total balance of loans outstanding under the Perkins Program. The current fiscal year's new loans made from the revolving loan fund from which new loans are made utilizing receipts from repayments of loans that have entered collection status was \$359,430.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Schedule of Expenditures of Federal and State of New Jersey Awards
June 30, 2015

4. SUBRECIPIENT AWARDS

The University passed through the following Federal awards to subrecipients during the year ended June 30, 2015:

<u>Federal Program Name</u>	<u>Subrecipient</u>	<u>CFDA Number</u>	<u>Pass-Through Expenditures</u>
Research and Development Cluster:			
Habitat Conservation - Derelict Crab Trap Removal in Mullica River and Great Bay Estuary of New Jersey	Rutgers, The State University of New Jersey	11.463	9,287
Promotion of the Humanities - Public Programs	EduWeb	45.164	<u>15,100</u>
			<u>\$ 24,387</u>

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS REQUIRED BY *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
Stockton University:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Stockton University (the “University”) and its discretely presented component units, a component unit of the State of New Jersey, as of and for the year ended June 30, 2015 and the related notes to the financial statements, which collectively comprise the University’s basic financial statements, and have issued our report thereon dated January 8, 2016.

Internal control over financial reporting

In planning and performing our audit of the financial statements, we considered the University’s internal control over financial reporting (internal control) to design audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of internal control. Accordingly, we do not express an opinion on the effectiveness of the University’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the University’s financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in the University’s internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and other matters

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Intended purpose

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

A handwritten signature in black ink that reads "GRANT THORNTON LLP". The letters are in all caps and have a cursive, flowing style.

New York, New York
January 8, 2016

**REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS ON COMPLIANCE
FOR EACH MAJOR PROGRAM (U.S. OFFICE OF MANAGEMENT AND BUDGET CIRCULAR
A-133 AND STATE OF NEW JERSEY DEPARTMENT OF TREASURY CIRCULAR 2015-08)
AND ON INTERNAL CONTROL OVER COMPLIANCE**

Board of Trustees

Stockton University:

Report on compliance for each major program

We have audited the compliance of Stockton University (the University) with the types of compliance requirements described in the U.S. Office of Management and Budget's *OMB Circular A-133 (OMB Circular A-133) Compliance Supplement* and State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid* that could have a direct and material effect on each of its major federal and State of New Jersey programs for the year ended June 30, 2015. The University's major federal and State of New Jersey programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Our audit of, and opinion on, the University's compliance for its major federal program does not include the compliance requirements governing student loan repayments under the federal Perkins Loan Program in accordance with the requirements of the federal Student Financial Assistance Cluster because the University engaged Educational Loan Servicing LLC (d/b/a Campus Partners) to perform these compliance activities. This third-party servicer has obtained a compliance attestation from another practitioner for the year ended June 30, 2015, in accordance with the U.S. Department of Education's Audit Guide, *Audits of Federal Student Financial Assistance Programs at Participating Institutions and Institution Servicers*.

Management's responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to the University's federal and State of New Jersey programs.

Auditor's responsibility

Our responsibility is to express an opinion on compliance for each of the University's major federal and State of New Jersey programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing*

Standards issued by the Comptroller General of the United States of America; OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*; and State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*.

The above-mentioned standards, OMB Circular A-133, and State of New Jersey Department of Treasury Circular 2015-08 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal or State of New Jersey program occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal and State of New Jersey program. However, our audit does not provide a legal determination of the University's compliance.

Opinion on each major Federal and State of New Jersey program

In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal and State of New Jersey programs for the year ended June 30, 2015.

Report on internal control over compliance

Management of the University is responsible for designing, implementing, and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University's internal control over compliance with the types of compliance requirements that could have a direct and material effect on each major federal and State of New Jersey program to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal and State of New Jersey program and to test and report on internal control over compliance in accordance with OMB Circular A-133 and State of New Jersey Department of Treasury Circular 2015-08, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

As described in our Report on Compliance for Each Major Federal Program above, this Report on Internal Control Over Compliance does not include the results of the other auditors' testing of internal control over compliance that is reported on separately by those auditors.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal or a State of New Jersey program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal or a State of New Jersey program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal or a State of New Jersey program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in the University's internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this Report on Internal Control Over Compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133 and State of New Jersey Department of Treasury Circular 2015-08. Accordingly, this report is not suitable for any other purpose.

Grant Thornton LLP

New York, New York
January 8, 2016

STOCKTON UNIVERSITY
Schedule of Findings and Questioned Costs
For the year ended June 30, 2014

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statements:

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? yes no
- Significant deficiencies identified that are not considered to be material weakness(es)? yes none reported
- Noncompliance material to financial statements noted? yes no

Federal and State of New Jersey Awards:

Internal control over the major programs:

- Material weakness(es) identified? yes no
- Significant deficiencies identified that are not considered to be material weakness(es)? yes none reported

Type of auditor's report issued on compliance for each major program: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133 or State of New Jersey Department of Treasury Circular 2015-08? yes no

Identification of the major programs:

<u>Program or Cluster Title</u>	<u>Federal CFDA Number or NJ State Identifying Number</u>
Federal:	
Student Financial Assistance Cluster	84.007, 84.033, 84.038 84.063, 84.268, 84.379
Improving Teacher Quality State Grants	84.367
State of New Jersey:	
Student Financial Assistance Cluster	Various

Dollar threshold used to distinguish between type A and type B programs - Federal: \$300,000

Dollar threshold used to distinguish between type A and type B programs - NJ State: \$1,919,872

Auditee qualified as low-risk auditee? yes no

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Findings and Questions Costs
June 30, 2015

SECTION II - Findings Relating to the Financial Statements Reported in Accordance with *Government Auditing Standards*

No findings identified that are required to be reported.

SECTION III - Findings and Questioned Costs Relating to Federal or State of New Jersey Awards

No findings identified that are required to be reported.

SECTION IV - Summary of Prior Year Findings

Prior Year Reference	Federal Programs Impacted	Prior Year Finding Summary	Status of Finding
2014-001	Student Financial Assistance Cluster (84.007, 84.003, 84.038, 84.063, 84.268)	<p><i>Special Tests and Provision – Return of Title IV Funds</i></p> <p>The finding noted that two checks related to student refunds of Title IV federal financial aid were outstanding more than 240 days.</p>	<p>The University’s Comprehensive Corrective Action Plan that was implemented immediately, follows:</p> <ul style="list-style-type: none"> • Accounting staff reviews outstanding check register regardless of date and identifies the student refunds • Using the finance@stockton.edu email address, emails are sent to students. Replies are printed for our records (documentation needed if audited) • Reissues and voids performed on student accounts after stops/voids through the bank • The student outstanding checks are monitored each month, those that are 200 days old will be forwarded to specific accounting staff personnel to see if they involve federal funds. (Total FSA funds must be greater than allowable charges) • If account involves FSA funds. Then financial aid is provided a print-out of the applicable student accounts reflecting the calculation, proving it involves FSA funds and stating the term. Financial aid reviews and confirms then notifies accounting staff to send funds back to applicable federal program. If loans, then Financial Aid identifies servicer and provides necessary info according to the Student Financial Aid Blue Book, so check can be requested and sent back.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Findings and Questions Costs
June 30, 2015

Prior Year Reference	Federal Programs Impacted	Prior Year Finding Summary	Status of Finding
			<ul style="list-style-type: none"> If account does not involve FSA funds, unclaimed escheating process is followed.
2014-002	Student Financial Assistance Cluster (84.007, 84.003, 84.038, 84.063, 84.268)	<p><i>Eligibility</i></p> <p>The finding noted the University had 5 out of 40 student files sampled where a student had credit balances from federal funds were not disbursed to the student within the required 14 day timeframe</p>	The University immediately implemented steps so that a student credit report is generated and reviewed daily with refunds processed as needed.

Report on Financial Statements and Federal Award
Expenditures in Accordance with Uniform Guidance and State of New Jersey
Award Expenditures in Accordance with State of New Jersey Department of
Treasury Circular 2015-08

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)

June 30, 2016 and 2015

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)

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Grant Thornton LLP
Two Commerce Square
2001 Market St., Suite 700
Philadelphia, PA 19103
T 215.561.4200
F 215.561.1066
GrantThornton.com
[linked.in/GrantThorntonUS](https://www.linkedin.com/company/GrantThorntonUS)
twitter.com/GrantThorntonUS

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

Board of Trustees

Stockton University:

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and discretely presented component units of Stockton University (the "University"), a component unit of the State of New Jersey, as of and for the years ended June 30, 2016 and 2015, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and State of New Jersey Department of Treasury Circular 2015-08. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the University's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of the business-type activities and discretely presented component units of Stockton University as of June 30, 2016 and 2015, and the changes in its net position and, where applicable, its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Other matters

Required supplementary information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, included on pages 3 through 16, and the Schedules of Proportionate Share of the Net Pension Liability – Last 10 Years on pages 55 and 56 be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board, which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the University's financial statements. The accompanying Schedules of Expenditures of Federal Awards and State of New Jersey Awards for the year ended June 30, 2016, as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*, respectively, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other reporting required by *Government Auditing Standards*

In accordance with *Government Auditing Standards* and State of New Jersey Department of Treasury Circular 2015-08, we have also issued our report, dated November 1, 2016, on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and State of New Jersey Department of Treasury Circular 2015-08 in considering the University's internal control over financial reporting and compliance.

Grant Thornton LLP

Philadelphia, Pennsylvania
November 1, 2016

STOCKTON UNIVERSITY

(A Component Unit of The State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Years ended June 30, 2016 and 2015

INTRODUCTION

Stockton University (the “University” or “Stockton”), which was formerly known as The Richard Stockton College of New Jersey, is proud to present its comparative financial statements for fiscal years 2016 and 2015, and its changes in financial position for the fiscal years then ended with fiscal year 2014 data presented for comparative purposes. This section of the University’s financial statements presents our discussion and analysis of the University’s financial performance. Since this discussion and analysis is designed to focus on current activities, it should be read in conjunction with the University’s basic financial statements, which follow this section.

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. 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 University is located.

UNIVERSITY OVERVIEW

The University is located in Galloway, New Jersey, an area that is growing rapidly. Stockton’s Galloway holdings include a total of approximately 2,000 acres, much of which is pristine forest and wetlands. The University owns the historic Stockton Seaview Hotel and Golf Club located on nearly 300 acres in Galloway, a premier vacation and golfing destination that also provides residences for over 240 students.

The University owns an 8-acre Marine and Environmental Field Station along the Nacote Creek in nearby Port Republic City, along with over 100 acres of wooded property in Hamilton Township and an additional 200 acres in Galloway.

The University is expanding, with two new academic buildings and a distinctive Quad entrance being built on the main Galloway campus, and a residential campus being developed as part of a public-private partnership in Atlantic City.

The Unified Science Center 2 in Galloway will provide an additional 56,700 square feet in a three-story structure, with science labs, classrooms, a greenhouse, a vivarium, a gross anatomy lab and faculty offices. The \$28.6 million expansion of Stockton’s Unified Science Center will enable the continued growth of the School of Natural Sciences and Mathematics, which currently graduates 22% of the math and science majors at New Jersey’s senior public colleges and universities. The Unified Science Center 2 is supported by \$21.465 million in funding from the Building Our Future Bond Act approved by voters in 2012.

The 36,000-square-foot classroom building in Galloway will house a sustainability lab, health science simulation space, exercise science space and offices. The \$18 million facility will receive \$13.5 million in funding from the bond issue.

The first classes in both facilities are expected to be held in Spring 2018.

In Atlantic City, a new campus with 535 residences overlooking the beach and boardwalk is being developed in partnership with the Atlantic City Development Corp., or “AC Devco”. The campus includes a parking garage topped by new offices for South Jersey Gas, with 879 parking spaces for use by the University, South Jersey Gas

STOCKTON UNIVERSITY
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Management's Discussion and Analysis (Unaudited)
Years ended June 30, 2016 and 2015

and the public. An academic building will accommodate up to 1,800 students. The University plans to open the Atlantic City campus in 2018 with about 1,000 students, with room for future growth.

Funding sources for the Atlantic City campus include \$48 million in bonds from the Atlantic County Improvement Authority from proceeds of almost \$70 million in tax credits issued by the N.J. Economic Development Authority, \$22 million from a Capital Improvement Fund ("CIF") grant awarded in July 2016 by the N.J. Secretary of Higher Education, an \$8.3 million contribution from South Jersey Gas, \$2.1 million in developer's equity and \$18 million from Stockton, along with \$79 million in Atlantic County Improvement Authority bonds secured by lease payments from the University.

Also in Atlantic City, the University's Carnegie Center is a 17,335-square-foot historical building which hosts undergraduate and graduate courses, continuing professional education programming, and special events.

Three instructional sites have been added to provide academic offerings that range from continuing education and professional opportunities to undergraduate and graduate courses. In September 2012, Stockton extended its reach into southern Ocean County with the Manahawkin instructional site, a 3,200-square-foot facility that hosts classes and community events. In January 2013, Stockton formally opened Kramer Hall in downtown Hammonton, which provides students with state-of-the-art classrooms, computer labs and seminar rooms, as well as providing the local community with use of the facility. In April 2013, Anne Azeez Hall in Woodbine opened, allowing Stockton to offer students in Cape May County more flexibility and access.

A significant percentage of the student body is from Atlantic, Cape May and Ocean counties, but the University is expanding its reach, attracting more students from northern New Jersey and other areas. Stockton continues to experience impressive growth, with a record headcount of 8,728 students enrolled for Fall 2016, compared with 8,674 in 2015.

Full-time equivalent ("FTE") students increased by 1.38% to 8,388 in 2016 from 8,274 in 2015, which was a 1.98% increase over 2014's FTE of 8,113.

The University offers undergraduate degrees in Bachelor of Arts, Bachelor of Science and Bachelor of Science in Nursing, as well as 12 Master's level programs and two doctoral programs in Physical Therapy and Organizational Leadership.

FINANCIAL STATEMENTS

The University's comparative financial statements include three basic financial statements: statements of net position; statements of revenues, expenses, and changes in net position; and statements of cash flows, which have been prepared following Governmental Accounting Standards Board ("GASB") principles. These statements present the University's operations as a whole, focusing on its assets, deferred outflows of resources, liabilities, deferred inflows of resources, revenues, expenses and cash flows on an entity-wide basis.

SUMMARY OF NET POSITION

The statements of net position present the assets, deferred outflows of resources, liabilities, deferred inflows of resources and net position of the University as of the end of the fiscal year. The statements of net position are point-of-time financial statements. The purpose of the statements of net position is to present to the readers of the financial statements a fiscal snapshot of the University. The statements of net position present end-of-the-year

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Management's Discussion and Analysis (Unaudited)
Years ended June 30, 2016 and 2015

data concerning assets (current and noncurrent), deferred outflows of resources, liabilities (current and noncurrent), deferred inflows of resources and net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources).

Net position is one indicator of the current financial condition of the University, while the change in net position is an indicator of whether the overall financial condition has improved or worsened during the year.

From the data presented, readers of the statements of net position are able to determine the assets available to continue the operations of the University. They are also able to determine how much the University owes vendors and lending institutions. Finally, the statements of net position provide a picture of the net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources) and their availability for expenditure by the University.

Net position is divided into three major categories. The first category, net investment in capital assets, provides the institution's equity in property, plant, and equipment owned by the University, net of accumulated depreciation, reduced by the outstanding balances of debt and deferred inflows and outflows of resources related to the acquisition, construction, or improvement of those assets. The next net position category is restricted. Expendable restricted is available for expenditure by the University but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of those assets. Nonexpendable restricted net position is required to be maintained in perpetuity by donors and/or external entities. The final category is unrestricted. Unrestricted assets are available to the University for any lawful purpose of the University.

Effective July 1, 2014, the University adopted GASB Statement 68, *Accounting and Financial Reporting for Pensions*, and Statement 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date*, an amendment of GASB Statement 68. These standards require all state and local governmental employers providing defined benefit pensions to recognize their proportionate share of the actuarially determined amount of the unfunded pension benefit obligation as a liability. As required from the data provided by the State of New Jersey, the University recorded its portion of the pension liabilities and expenses from the New Jersey State-administered retirement system. Changes in accounting for pensions are designed to improve transparency regarding pension obligations and require the recognition of pension expense using a systematic method, designed to match the cost of pension benefits with service periods for eligible employees. The unfunded pension liability will change each year, resulting from the changes in plan assumptions about economic and demographic factors, differences between actual and expected experience, and differences between actual and expected investment earnings. The net pension liability was measured as of June 30, 2013, June 30, 2014 and June 30, 2015, a one-year lag from the University's year-end reporting date (note: GASB Statement 68 requires the net pension liability to be measured as of a date no earlier than the end of the employer's prior fiscal year).

As a result of this change in reporting, the University has recorded its proportionate share of the net pension liability, pension expense, deferred outflows and deferred inflows of resources in the June 30, 2016 and 2015 financial statements presented; however, the State of New Jersey did not provide the necessary data to present such balances in the June 30, 2014 financial statements, and accordingly, this MD&A that follows is not comparative relative to the pension related balances. Further, the note disclosures regarding the pension benefit have changed to include a discussion of both the net pension liability and pension expense. Finally, as part of required supplemental information, the University has included certain schedules of data that have not previously

STOCKTON UNIVERSITY
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Years ended June 30, 2016 and 2015

been required. These accounting changes do not impact the University's funding requirements for the pension plans.

An illustration of the impact of adopting these accounting pronouncements on the University's beginning net position at July 1, 2014 is as follows:

Net position at June 30, 2014, as previously reported		\$ 173,194,060
Net pension liability at June 30, 2014	\$ (129,745,039)	
Fiscal year 2014 contributions made subsequent to measurement date	<u>1,232,254</u>	
Cumulative effect of the adoption of new accounting principle		<u>(128,512,785)</u>
Restated net position at July 1, 2014		<u>\$ 44,681,275</u>

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Management's Discussion and Analysis (Unaudited)
Years ended June 30, 2016 and 2015

The effect of the adoption of GASB 68 was the recording of a cumulative effect of change in accounting principle at July 1, 2014; the recognition of net pension expense in fiscal year 2015; and increases in deferred outflows of resources, net pension liability and deferred inflows of resources at June 30, 2015, as follows:

	Prior to Adoption of GASB 68	Adoption of GASB 68	Subsequent to Adoption of GASB 68
Statement of net position at June 30, 2015:			
Deferred outflows of resources - pension related	\$ -	\$ 6,375,090	\$ 6,375,090
Net pension liability	-	135,883,399	135,883,399
Deferred inflows of resources - pension related	-	5,833,309	5,833,309
Net position - unrestricted	82,848,861	(135,341,618)	(52,492,757)
Total net position	167,773,518	(135,341,618)	32,431,900
Statement of revenues, expenses, and changes in net position for the year ended June 30, 2015:			
Operating expenses			
Instruction	\$ 63,899,179	\$ 1,443,502	\$ 65,342,681
Research	1,282,436	-	1,282,436
Public service	6,530,380	68,738	6,599,118
Academic support	9,240,305	824,858	10,065,163
Student services	14,201,801	618,645	14,820,446
Institutional support	25,876,608	1,604,730	27,481,338
Operation and maintenance of plant	18,489,536	1,237,287	19,726,823
Student aid	7,912,309	-	7,912,309
Auxiliary enterprises	21,566,308	1,031,073	22,597,381
Independent operations	17,146,078	-	17,146,078
Depreciation	12,845,539	-	12,845,539
Total operating expenses	<u>\$198,990,479</u>	<u>\$ 6,828,833</u>	<u>\$205,819,312</u>

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Management's Discussion and Analysis (Unaudited)
Years ended June 30, 2016 and 2015

The effect of GASB 68 was the recognition of net pension expense in fiscal year 2016; and increases in deferred outflows of resources, net pension liability and deferred inflows of resources at June 30, 2016, as follows:

	Prior to Adoption of GASB 68	Adoption of GASB 68	Subsequent to Adoption of GASB 68
Statement of net position at June 30, 2016:			
Deferred outflows of resources - pension related	\$ -	\$ 21,345,740	\$ 21,345,740
Net pension liability	-	163,839,503	163,839,503
Deferred inflows of resources - pension related	-	1,569,023	1,569,023
Net position - unrestricted	75,350,533	(144,062,786)	(68,712,253)
Total net position	170,923,858	(144,062,786)	26,861,072
Statement of revenues, expenses, and changes in net position for the year ended June 30, 2016:			
Operating expenses			
Instruction	\$ 64,397,098	\$ 1,926,766	\$ 66,323,864
Research	1,411,754	-	1,411,754
Public service	6,789,856	91,751	6,881,607
Academic support	8,492,174	1,101,009	9,593,183
Student services	19,302,905	917,509	20,220,414
Institutional support	28,521,017	1,748,111	30,269,128
Operation and maintenance of plant	22,111,917	2,202,016	24,313,933
Student aid	8,977,397	-	8,977,397
Auxiliary enterprises	14,156,379	734,006	14,890,385
Independent operations	16,396,906	-	16,396,906
Depreciation	12,756,381	-	12,756,381
Total operating expenses	<u>\$203,313,784</u>	<u>\$ 8,721,168</u>	<u>\$212,034,952</u>

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Management's Discussion and Analysis (Unaudited)
Years ended June 30, 2016 and 2015

A summary of the University's assets, deferred outflows of resources, liabilities, deferred inflows of resources and net position as of June 30, 2016, 2015 and 2014 is as follows (in thousands):

	<u>2016</u>	<u>2015</u>	<u>2014</u>
ASSETS			
Current assets	\$ 42,676	\$ 40,718	\$ 43,479
Other current assets	-	19,621	-
Capital assets	314,291	313,695	315,056
Other non-current assets	84,043	73,847	107,944
Total assets	<u>441,010</u>	<u>447,881</u>	<u>466,479</u>
DEFERRED OUTFLOWS OF RESOURCES			
Loss on refunding debt	566	606	645
Deferred outflows related to pensions	21,346	6,375	-
Total deferred outflows of resources	<u>21,912</u>	<u>6,981</u>	<u>645</u>
LIABILITIES			
Current liabilities	42,299	44,789	51,129
Noncurrent liabilities	392,061	371,664	242,801
Total liabilities	<u>434,360</u>	<u>416,453</u>	<u>293,930</u>
DEFERRED INFLOWS OF RESOURCES			
Gain on refunding debt	133	144	-
Deferred inflows related to pensions	1,569	5,833	-
Total deferred inflows of resources	<u>1,702</u>	<u>5,977</u>	<u>-</u>
NET POSITION			
Net investment in capital assets	84,597	78,977	74,517
Restricted for:			
Renewal and replacement	301	301	300
Debt service reserve	10,675	5,647	6,375
Unrestricted	(68,712)	(52,493)	92,002
Total net position	<u>\$ 26,861</u>	<u>\$ 32,432</u>	<u>\$ 173,194</u>

The University's statements of net position reflect a prudent utilization of financial resources and management of investments, the utilization of debt, and development of the capital plan.

Current assets consist primarily of cash and cash equivalents, assets held by trustees under bond agreements for capital activities, investments and receivables. Noncurrent assets consist primarily of investments, assets held by trustees, and capital assets. Current liabilities consist primarily of accounts payable and accrued expenses, accrued compensation absences and the current portion of long-term debt. Noncurrent liabilities consist primarily of long-term debt and net pension liability per the implementation of GASB 68.

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Other current assets decreased in fiscal year 2016 due to the sale of the former Showboat Casino. The University, in fiscal year 2015, had purchased the former Showboat Casino, a 1.73 million-square-foot property, for \$18 million with plans to develop a residential campus in Atlantic City. Use restrictions placed on the Showboat property through previous transactions prevented the University's efforts. Consequently, the University sold this property on January 15, 2016.

Total assets decreased by \$6,870,473 in fiscal 2016. The decrease is primarily due to a \$2.6 million decrease in deposits held by bond trustees. The decrease in total assets in fiscal 2015 was primarily due to an investment draw for operations of \$8 million, of which \$5 million was for expenses incurred from the Island Campus (former Showboat property) and \$3 million for a State receivable subsequently received in fiscal year 2016. The decrease is also due to the paying down of the University's line of credit of \$5 million and principal long-term debt payments of \$7 million.

The increase in deferred outflows is attributed to GASB 68 pensions and represents the fiscal year 2016 contribution made on behalf of the University after the measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other components of the pension related deferred outflows include changes in assumption and the University's proportionate share of the liability from the previous year and will be recognized as a component of pension expense in future years.

Total liabilities increased by \$17,907,250 in fiscal 2016. This net increase is primarily due to a combination of an increase in net pension liability of \$28 million with a reduction in outstanding debt made by principal payments of \$6.3 million and the recognition of unearned State grant revenue of \$3.2 million. Total liabilities increased by \$122,522,107 in fiscal 2015 due to an increase in net pension liability of \$136 million from the implementation of GASB 68 and a decrease of \$13 million primarily due to the reduction in outstanding debt made by principal payments and the paying down of the University's line of credit.

The decrease in deferred inflows of resources is attributable to GASB 68 pensions. These deferred inflows are related to net difference between projected and actual investment earnings on pension plan investments and changes in the share of the University's net pension liability. These deferred inflows will be recognized as a component of pension expenses in future years.

SUMMARY OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

Changes in total net position as presented on the statements of net position are based on the activity presented in the statements of revenues, expenses, and changes in net position. The purpose of the statement is to present the revenues received by the institution, both operating and nonoperating, and the expenses paid by the institution, operating and nonoperating, and any other revenues, expenses, gains, and losses received or spent by the University.

Generally speaking, operating revenues are received for providing goods and services to the various customers and constituents of the University. Operating expenses are those expenses paid to acquire or produce the goods and services provided in return for the operating revenues, and to carry out the mission of the University. Nonoperating revenues are revenues received for which goods and services are not provided in exchange. For example, State of New Jersey appropriations are nonoperating because they are provided by the Legislature to the University without the Legislature directly receiving commensurate goods and services in exchange for those revenues.

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The statements of revenues, expenses, and changes in net position present the University's results of operations. A summary of the University's revenues, expenses, and changes in net position for the years ended June 30, 2016, 2015 and 2014 is as follows (in thousands):

	<u>2016</u>	<u>2015</u>	<u>2014</u>
OPERATING REVENUES			
Net student revenues	\$ 102,745	\$ 100,574	\$ 95,169
Governmental grants	21,110	20,556	19,408
Independent operations	17,775	18,657	18,596
Other	14,404	6,853	5,815
Total operating revenues	156,034	146,640	138,988
OPERATING EXPENSES	<u>212,035</u>	<u>205,819</u>	<u>185,277</u>
Operating loss	(56,001)	(59,179)	(46,289)
NONOPERATING AND OTHER REVENUE			
(EXPENSES):			
State of New Jersey appropriations	39,714	41,812	39,757
Pell grants	12,799	12,128	11,344
Investment income	729	713	10,678
Capital grant revenue	4,973	4,084	3,122
Gain on disposal of capital assets, net	3,392	-	(1)
Interest on capital asset related debt	(10,997)	(11,625)	(11,850)
Other nonoperating expenses, net	(180)	(182)	(181)
Net nonoperating and other revenues	50,430	46,930	52,869
(Decrease) increase in net position	(5,571)	(12,249)	6,580
Net position - beginning of year, as previously reported	32,432	173,194	166,614
Cumulative effect of change in accounting principle	-	(128,513)	-
Net position - beginning of year as restated	32,432	44,681	166,614
Net position - end of year	<u>\$ 26,861</u>	<u>\$ 32,432</u>	<u>\$ 173,194</u>

REVENUES

To fund its operation, the University receives revenues from a variety of sources including tuition and fees, grants and contracts, auxiliary services, independent operations, State of New Jersey appropriations, and investment income. The University is continuing to seek additional funds from all possible sources to adequately fund operating activities.

OPERATING

Operating revenues for the years ended June 30, 2016, 2015 and 2014 totaled \$156,033,674, \$146,640,303 and \$138,987,713, respectively. Student revenues net of scholarships were \$102,744,865, governmental grants were \$21,109,731, independent operations were \$17,774,803 and other revenue totaled \$14,404,275 for the year ended June 30, 2016. For the year ended June 30, 2015, student revenues net of scholarships were \$100,573,479,

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governmental grants were \$20,556,694, independent operations were \$18,657,136 and other revenue totaled \$6,852,994.

Student revenues, which include tuition and fees, are the primary source of operating revenue for the University. These tuition and fee revenues have increased from fiscal year 2015 to fiscal year 2016 by approximately 3.8%. Auxiliary activities include housing, which is responsible for an approximate 2.5% increase in revenue from the prior year. Total operating revenues increased by approximately 6.4% from fiscal 2015 to fiscal 2016. Total operating revenues increased by approximately 5.5% from fiscal 2014 to fiscal 2015.

Operating revenues for 2016, 2015 and 2014 were as follows (in thousands):

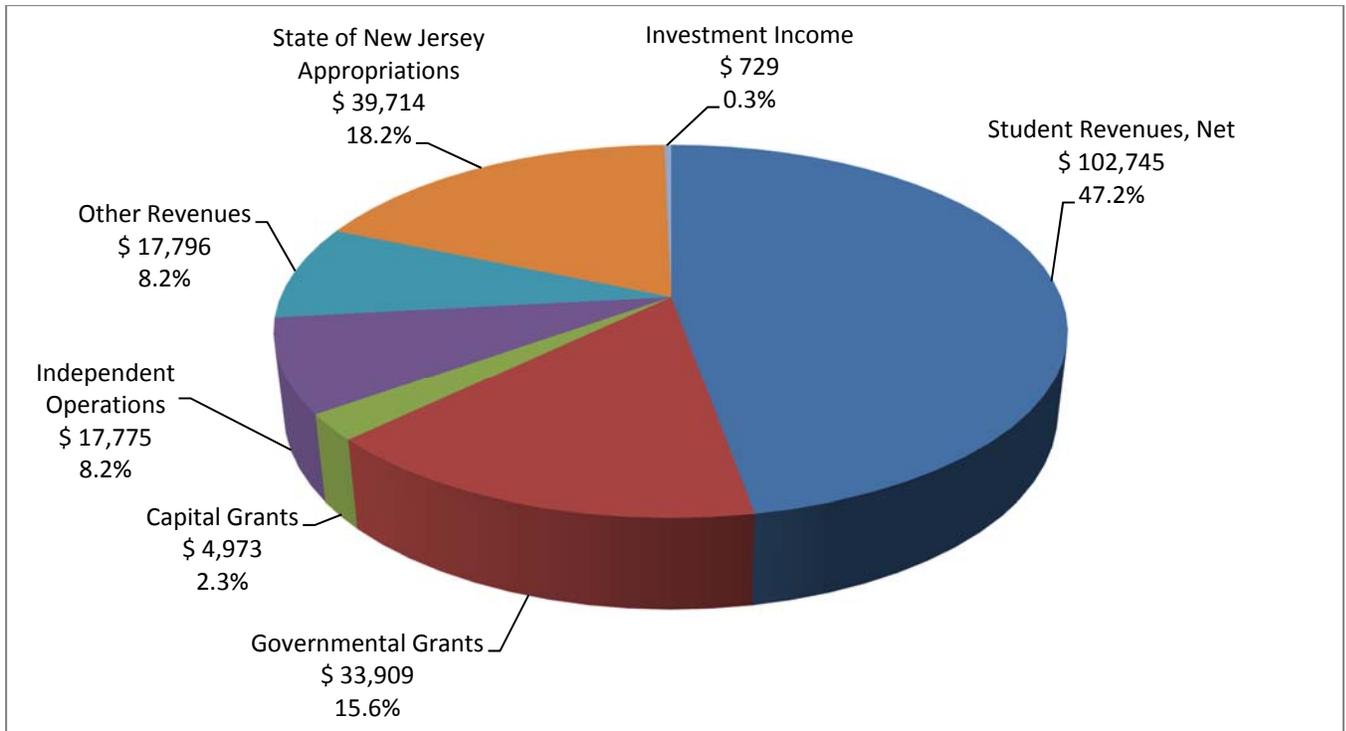
	<u>2016</u>	<u>% Total</u>	<u>2015</u>	<u>% Total</u>	<u>2014</u>	<u>% of Total</u>
Student revenues, net	\$ 102,745	66 %	\$ 100,574	69 %	\$ 95,169	69 %
Governmental grants	21,110	14	20,556	14	19,408	14
Independent operations	17,775	11	18,657	13	18,596	13
Other	<u>14,404</u>	<u>9</u>	<u>6,853</u>	<u>4</u>	<u>5,815</u>	<u>4</u>
Total operating revenues	<u>\$ 156,034</u>	<u>100 %</u>	<u>\$ 146,640</u>	<u>100 %</u>	<u>\$ 138,988</u>	<u>100 %</u>

NONOPERATING AND OTHER REVENUES

Net nonoperating and other revenue for the years ended June 30, 2016, 2015 and 2014 totaled \$50,430,450, \$46,929,634 and \$52,869,917, respectively. The primary source of nonoperating revenue was the State of New Jersey appropriation, including fringe benefits of \$39,714,278, \$41,812,067 and \$39,757,617, respectively, for the years ended June 30, 2016, 2015 and 2014. The other components of net nonoperating revenues were Pell grant revenues of \$12,799,248, \$12,128,023 and \$11,344,510, investment income of \$729,091, \$712,378 and \$10,677,601 and interest expense on plant facilities related debt of \$(10,997,289), \$(11,625,024) and \$(11,849,937) for the years ended June 30, 2016, 2015 and 2014, respectively. Included in other revenues for the years ended June 30, 2016, 2015 and 2014 was capital grant revenue of \$4,973,370, \$4,084,271 and \$3,122,154, respectively, and for June 30, 2016, \$4.6 million revenue related to the Showboat property.

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Categories of both operating, nonoperating, and other revenues that support the University's core activities in 2016 are as follows (in thousands of dollars):



OPERATING EXPENSES

Operating expenses are defined as expenses paid by the University to acquire or produce goods and services used to carry out its mission, in return for operating revenues. For the years ended June 30, 2016, 2015 and 2014, the University incurred operating expenses totaling \$212,034,952 (\$203,313,784 excluding the affects of GASB 68), \$205,819,312 (\$198,990,479 excluding GASB 68) and \$185,277,617, respectively. Operating revenues for these periods totaled \$156,033,674, \$146,640,303 and \$138,987,713, respectively, causing a loss from operations of \$(56,001,278), \$(59,179,009) and \$(46,289,904), respectively, prior to State appropriations and other nonoperating revenue.

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(A Component Unit of The State of New Jersey)
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Years ended June 30, 2016 and 2015

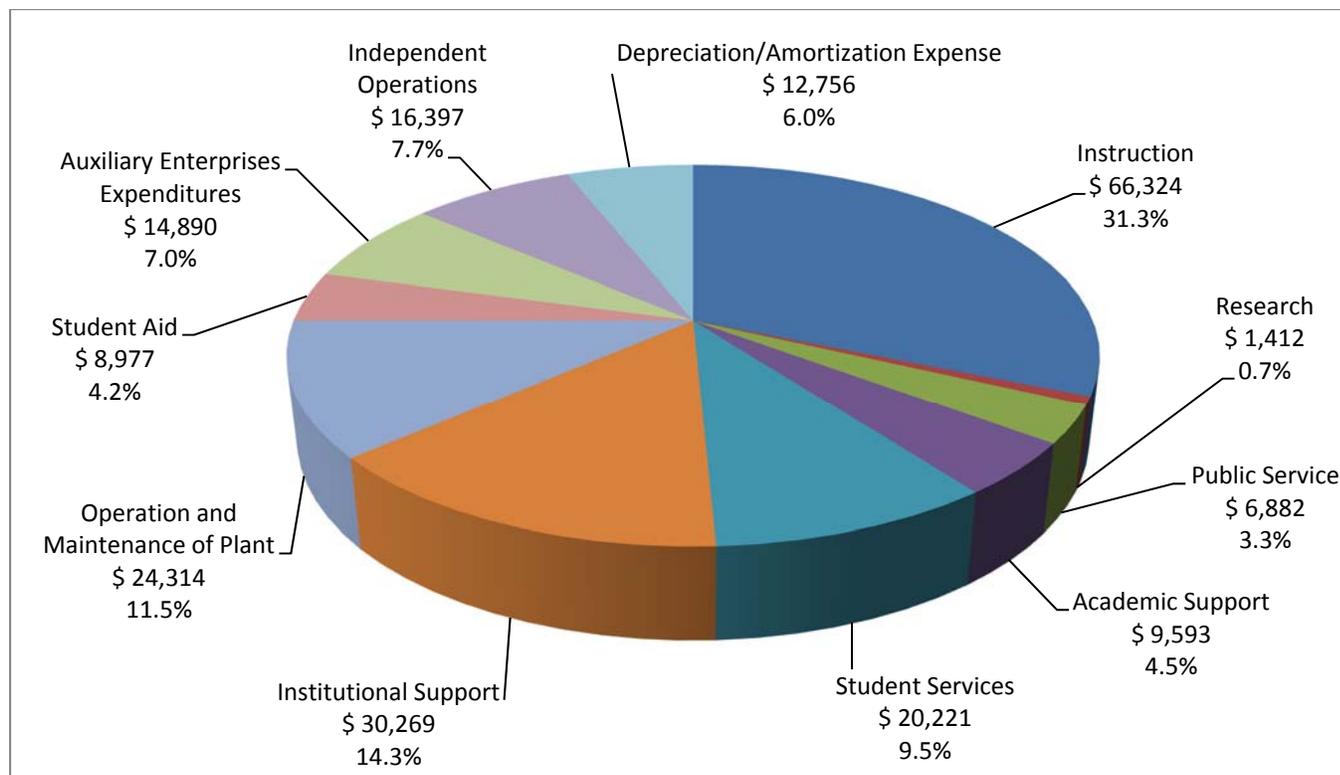
A summary of operating expenses for the years ended June 30, 2016, 2015 and 2014 is as follows (in thousands):

	2016	% of Total	2015	% of Total	2014	% of Total
Instruction	\$ 66,324	31 %	\$ 65,343	32 %	\$ 60,481	33 %
Research	1,412	1	1,282	1	1,268	1
Public Service	6,882	3	6,599	3	6,056	3
Academic Support	9,593	5	10,065	5	8,860	5
Student Services	20,221	10	19,275	9	17,538	9
Institutional Support	30,269	14	26,851	13	21,210	11
Operation and Maintenance of Plant	24,314	11	23,657	12	20,354	12
Student Aid	8,977	4	7,912	4	5,762	3
Auxiliary Enterprises Expenditures	14,890	7	14,843	7	13,235	7
Independent Operations	16,397	8	17,146	8	17,524	9
Depreciation/Amortization	<u>12,756</u>	<u>6</u>	<u>12,846</u>	<u>6</u>	<u>12,989</u>	<u>7</u>
Total Operating Expense	<u>\$ 212,035</u>	<u>100 %</u>	<u>\$ 205,819</u>	<u>100 %</u>	<u>\$ 185,277</u>	<u>100 %</u>

As the full-time equivalent and student headcount numbers increase, so do expenses University wide. Based on the amounts reported above, expenses have remained fairly consistent for each of the categories over the past years.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
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Years ended June 30, 2016 and 2015

Categories of both operating and nonoperating expenses related to Stockton's core activities in 2016 are as follows (in thousands of dollars):



CHANGE IN NET POSITION

The University had a decrease in net position of \$5,570,828 for fiscal year 2016. This is primarily due to net revenue of \$3.5 million for the Island Campus (former Showboat property), which the University sold on January 15, 2016, and \$8.7 million GASB 68 pension expense. The University had a \$12,249,375 decrease in net position for fiscal year 2015 primarily due to \$5 million additional operational expenses incurred for the Island Campus (former Showboat property), which the University acquired in December 2014, and \$6.8 million due to the affects of GASB 68.

CAPITAL ASSETS AND DEBT ACTIVITIES

The University continues to manage its financial resources so as to ensure adequate financial flexibility to access the capital markets as needed. The University has a debt rating from Moody's Investor Services and Fitch Rating Ltd. of Baa1 and A, respectively.

The University has been advancing a master plan consistent with its strategic and Middle States reaccreditation plans, where the University intends to keep the existing campus in good repair and to ensure that it is prepared to meet the needs of future students. Included in those plans are numerous renovation and site improvement projects, as well as the newly completed science building.

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Years ended June 30, 2016 and 2015

ECONOMIC OUTLOOK

The populations of Atlantic and Ocean counties are growing, and while these counties provide the majority of our student body, the University's reputation for providing quality, value and distinction attracts applicants from throughout New Jersey and elsewhere.

Stockton is ranked at #14 among public Regional Universities of the North by *U.S. News & World Report* in its 2017 edition of "America's Best Colleges." Stockton also is rated as "Best for Vets" among Northern Regional Universities by *U.S. News & World Report*. *The Military Times* ranked Stockton as sixth in the nation in its rankings of Best Colleges for Veterans. Stockton has been named one of the "2017 Best Colleges: Region by Region" for the Northeast and cited on its list of "Green Colleges" by *The Princeton Review*.

Stockton's tuition and fees are competitive with New Jersey's seven other public master's and doctoral colleges and universities – and a great value compared with private institutions. Stockton's flat-rate tuition program enables full-time students to take between 12 and 20 credits and pay the same rate. Students who take 20 credits can graduate sooner and potentially save thousands of dollars in the cost of classes and housing or commuting.

Over the past three years, the average number of freshman applicants was 5,325 for approximately 1,100 available seats. In Fall 2016, 1,190 new freshmen are enrolled. For these and many more reasons, Stockton is never at a loss to fill our classrooms; we can afford to be very selective.

REQUESTS FOR INFORMATION

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Controller's Office, Stockton University, 101 Vera King Farris Drive - N119, Galloway, NJ 08205.

Stockton University
(A Component Unit of The State of New Jersey)

Statement of Net Position
June 30, 2016 and 2015

	2016		2015	
	Stockton University	Discretely Presented Component Units	Stockton University	Discretely Presented Component Units
Assets				
Current assets:				
Cash and cash equivalents	\$ 7,342,107	\$ 2,068,641	\$ 7,822,619	\$ 2,265,845
Receivables				
Students, less allowance of \$557,597 in 2016 and \$886,537 in 2015	357,555	-	610,238	-
Perkins Loans, less allowance of \$90,613 in 2016 and \$88,057 in 2015	317,673	-	283,212	-
Federal government	1,142,488	-	563,208	-
State of New Jersey	2,031,958	-	4,469,360	-
Due from University/component units	930,279	154,776	909,188	302,628
Other receivables	4,641,750	544,933	3,424,818	1,101,818
Total receivables	9,421,703	699,709	10,260,024	1,404,446
Investments	13,449,074	-	10,080,539	-
Deposits held by bond trustees	10,975,124	-	11,061,425	-
Other current assets	1,487,810	125,524	21,114,422	79,285
Total current assets	42,675,818	2,893,874	60,339,029	3,749,576
Noncurrent assets:				
Investments	69,696,134	28,948,376	57,504,201	28,123,425
Deposits held by bond trustees	10,074,121	-	12,548,664	-
Loans, Perkins, less allowance of \$565,249 in 2016 and \$615,918 in 2015	1,981,651	-	1,980,948	-
Note receivable from component units	2,291,383	-	1,812,683	-
Other receivables	-	411,186	-	478,913
Capital assets, net	314,291,186	1,996,698	313,695,239	1,898,193
Total noncurrent assets	398,334,475	31,356,260	387,541,735	30,500,531
Total assets	\$ 441,010,293	\$ 34,250,134	\$ 447,880,764	\$ 34,250,107
Deferred Outflows of Resources				
Pension related	\$ 21,345,740	\$ -	\$ 6,375,090	\$ -
Loss on refunding debt	566,421	-	605,524	-
Total deferred outflows of resources	21,912,161	-	6,980,614	-
Liabilities				
Current liabilities:				
Accounts payable and accrued expenses	\$ 21,908,656	\$ 782,635	\$ 22,109,066	\$ 673,236
Due to University/component units	154,776	930,279	302,628	909,188
Unearned revenue	9,427,277	6,340	12,657,842	65,379
Compensated absences	3,289,146	20,904	3,325,459	14,167
Bonds payable	5,601,102	-	5,492,102	-
Other long-term debt	1,962,252	-	901,453	-
Total current liabilities	42,343,209	1,740,158	44,788,550	1,661,970
Noncurrent liabilities:				
Compensated absences	862,252	-	902,412	-
U.S. Government grants refundable	2,498,131	-	2,498,131	-
Bonds payable, noncurrent portion	198,301,709	-	203,902,811	-
Other long-term debt, noncurrent portion	26,514,836	2,291,383	28,477,087	1,812,683
Net pension liability	163,839,503	-	135,883,399	-
Total noncurrent liabilities	392,016,431	2,291,383	371,663,840	1,812,683
Total liabilities	\$ 434,359,640	\$ 4,031,541	\$ 416,452,390	\$ 3,474,653
Deferred Inflows of Resources				
Pension related	\$ 1,569,023	\$ -	\$ 5,833,309	\$ -
Gain on refunding debt	132,719	-	143,779	-
Total deferred inflows of resources	1,701,742	-	5,977,088	-
Net Position				
Net investment in capital assets	\$ 84,597,863	\$ 682,015	\$ 78,976,916	\$ 583,510
Restricted:				
Nonexpendable	-	19,441,971	-	18,073,859
Expendable:				
Scholarships	-	8,265,003	-	8,814,490
Renewal and replacement	300,568	-	300,404	-
Debt service and debt service reserves	10,674,894	-	5,647,337	-
Unrestricted	(68,712,253)	1,829,604	(52,492,757)	3,303,595
Total net position	\$ 26,861,072	\$ 30,218,593	\$ 32,431,900	\$ 30,775,454

The accompanying notes are an integral part of these financial statements.

Stockton University
(A Component Unit of The State of New Jersey)
Statements of Revenues, Expenses, and Changes in Net Position
June 30, 2016 and 2015

	2016		2015	
	Stockton University	Discretely Presented Component Units	Stockton University	Discretely Presented Component Units
Operating Revenues				
Student revenues:				
Tuition and fees	\$ 111,655,232	\$ -	\$ 107,554,443	\$ -
Auxiliary enterprises	24,636,971	-	24,041,783	-
Less scholarship allowances	(33,547,338)	-	(31,022,747)	-
Net student revenues	102,744,865	-	100,573,479	-
Federal grants and contracts	5,138,727	-	5,746,263	-
State and local grants and contracts	15,971,004	-	14,810,431	326,000
Nongovernmental grants and contracts	1,072,505	-	879,010	-
Other auxiliary enterprises revenues	125,580	12,666,670	128,897	11,688,159
Independent operations	17,774,803	-	18,657,136	-
Other operating revenues	13,206,190	360,267	5,845,087	409,895
In-kind contributions	-	496,134	-	360,094
Total operating revenues	156,033,674	13,523,071	146,640,303	12,784,148
Operating Expenses				
Instruction	66,323,864	-	65,342,681	-
Research	1,411,754	-	1,282,436	-
Public service	6,881,607	-	6,599,118	-
Academic support	9,593,183	-	10,065,163	-
Student services	20,220,414	-	19,275,272	-
Institutional support	30,269,128	5,015,506	26,850,765	4,687,250
Operation and maintenance of plant	24,313,933	-	23,656,518	-
Student aid	8,977,397	663,814	7,912,309	631,573
Auxiliary enterprises	14,890,385	10,269,426	14,843,433	8,951,874
Independent operations	16,396,906	-	17,146,078	-
Depreciation	12,756,381	150,443	12,845,539	139,474
In-kind expense	-	496,134	-	360,094
Total operating expenses	212,034,952	16,595,323	205,819,312	14,770,265
Operating loss	(56,001,278)	(3,072,252)	(59,179,009)	(1,986,117)
Nonoperating Revenues (Expenses)				
State of New Jersey appropriations	18,391,000	-	19,839,000	-
State of New Jersey appropriations - fringe benefits	21,323,278	-	21,973,067	-
Pell grants	12,799,248	-	12,128,023	-
Gifts and contributions	-	840,597	-	550,621
Investment income	729,091	222,577	712,378	1,337,923
Gain on disposal of capital assets, net	3,391,941	-	302	-
Interest on capital related debt	(10,997,289)	(57,202)	(11,625,024)	(60,616)
University and Foundation support	-	190,307	-	224,457
Other nonoperating expense	(180,189)	-	(182,383)	-
Total nonoperating revenues (expenses), net	45,457,080	1,196,279	42,845,363	2,052,385
Other Revenues				
Capital grant revenue	4,973,370	-	4,084,271	-
Additions to permanent endowments	-	1,319,112	-	957,014
Total other revenues	4,973,370	1,319,112	4,084,271	957,014
Change in net position	(5,570,828)	(556,861)	(12,249,375)	1,023,282
Net position at beginning of year, as previously reported	32,431,900	30,775,454	173,194,060	29,752,172
Cumulative effect of change in accounting principle	-	-	(128,512,785)	-
Net position as of beginning of year, as restated (Note 1)	32,431,900	30,775,454	44,681,275	29,752,172
Net position at end of year	<u>\$ 26,861,072</u>	<u>\$ 30,218,593</u>	<u>\$ 32,431,900</u>	<u>\$ 30,775,454</u>

The accompanying notes are an integral part of these financial statements.

Stockton University
(A Component Unit of The State of New Jersey)

Statements of Cash Flows

(Business-Type Activities - College Only)

June 30, 2016 and 2015

	<u>2016</u>	<u>2015</u>
Cash Flows from Operating Activities		
Student revenues	\$ 99,857,399	\$ 100,831,622
Grants and contracts	29,013,728	21,905,550
Payments to suppliers	(64,716,869)	(59,081,604)
Payments for employee salaries and benefits	(127,234,604)	(124,466,628)
Other receipts	36,263,161	28,480,962
	<u>(26,817,185)</u>	<u>(32,330,098)</u>
Net cash flows used in operating activities		
Cash Flows from Noncapital Financing Activities		
Receipts from State of New Jersey appropriations	33,953,410	35,922,712
Pell grants	12,799,248	12,128,023
Payment of demand note payable	-	(5,000,000)
Receipts for other noncapital assets	19,620,988	(19,620,988)
Payments made for other nonoperating expenses	(180,189)	(182,383)
	<u>66,193,457</u>	<u>23,247,364</u>
Net cash flows provided by noncapital financing activities		
Cash Flows from Capital and Related Financing Activities		
Proceeds from issuance of debt	-	18,830,826
Principal paid on capital debt	(6,314,608)	(26,716,454)
Purchases of capital assets	(13,724,580)	(12,290,140)
Proceeds from the sale of capital assets	3,389,329	1,432
Interest paid on capital debt	(10,909,328)	(12,279,076)
Change in deposits held by bond trustees	2,560,844	5,629,837
	<u>(24,998,343)</u>	<u>(26,823,575)</u>
Net cash flows used in capital and related financing activities		
Cash Flows from Investing Activities		
Proceeds from sales of investments	73,156,898	153,698,346
Purchases of investments	(88,596,099)	(122,901,153)
Earnings from investments	580,760	635,304
	<u>(14,858,441)</u>	<u>31,432,497</u>
Net cash flows (used in) provided by investing activities		
Net decrease in cash and cash equivalents	(480,512)	(4,473,812)
Cash and cash equivalents as of beginning of year	<u>7,822,619</u>	<u>12,296,431</u>
Cash and cash equivalents as of end of year	<u>\$ 7,342,107</u>	<u>\$ 7,822,619</u>
Reconciliation of Operating Loss to Net Cash Used in Operating Activities		
Operating loss	\$ (56,001,278)	\$ (59,179,010)
Adjustments to reconcile operating loss to net cash used in operating activities:		
State-paid fringe benefit expense	5,760,868	5,889,355
Depreciation	12,756,381	12,845,539
Change in assets and liabilities:		
Receivables	864,682	(3,537,165)
Note receivable from component units	(478,700)	(340,000)
Other assets	5,624	(87,042)
Accounts payable and accrued expenses	(112,262)	2,535,930
Deferred revenues	1,742,805	1,841,455
Compensated absences	(76,473)	354,748
Net pension liability	8,721,168	6,828,833
U.S. Government grants refundable	-	517,259
	<u>(26,817,185)</u>	<u>(32,330,098)</u>
Net cash used in operating activities		
Supplemental Disclosure of Noncash Capital Financing Activity		
Capital asset additions in accounts payable	<u>1,281,619</u>	<u>1,713,418</u>

The accompanying notes are an integral part of these financial statements.

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1. ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Stockton University (the “University”), which was formerly known as The Richard Stockton College of New Jersey, is primarily an undergraduate university of arts, sciences, and professional studies that provides undergraduate programs, including traditional and alternative approaches to education. The operations of management are vested in the University’s Board of Trustees. In 1986, State College Autonomy legislation was enacted, which granted certain fiscal and financial responsibility to the University Board of Trustees. In 1994, the Higher Education Restructuring Act further expanded the role of the Board of Trustees. Under the law, the University is an instrumentality of the State of New Jersey with a high degree of autonomy. However, for financial reporting purposes, the University is considered a discretely presented component unit of the State of New Jersey. Accordingly, the University’s financial statements are included in the State of New Jersey’s Comprehensive Annual Financial Report. The University is exempt from federal income taxes under Internal Revenue Code Section 501(a) as an organization described under Section 501(c)(3).

In accordance with Governmental Accounting Standards Board (“GASB”) Statement No. 61, *The Financial Reporting Entity: Omnibus*, an amendment of GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, an Amendment of GASB 14, and GASB Statement No. 14, *The Financial Reporting Entity*, the University has determined that The Stockton University Foundation (the “Foundation”), Stockton Affiliated Services, Inc. (“SASI”), and Stockton Aviation Research and Technology Park (“SARTP”) should be included in the University’s financial statements as discretely presented component units. A component unit is a legally separate organization for which the primary institution is financially accountable or to which the primary institution is closely related.

The Foundation is a legally separate, tax-exempt component unit of the University. The Foundation has received a determination letter from the Internal Revenue Service concluding that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The Foundation acts primarily as a fundraising entity to supplement the resources that are available to the University in support of its programs. The board of directors of the Foundation, which consists of at least five and no more than 40 persons, is self-perpetuating and consists of qualified persons elected by majority vote of the board of directors of the Foundation. Although the University does not control the timing or amount of receipts from the Foundation, the resources, or income thereon, the Foundation holds investments that are used exclusively for the benefit, support, and promotion of the University for its educational activities. Because these resources held by the Foundation can only be used by, or for the benefit of, the University, the Foundation is considered a component unit of the University and is discretely presented in the University’s financial statements.

SASI was established in accordance with New Jersey’s Public College Auxiliary Organization Act (N.J.S.A. 18A:64-26, et seq.) in July 2008. SASI is a legally separate, tax-exempt 501(c)(3) organization. SASI’s purpose is to support the mission of the University by expanding and improving the level of services provided by the University. The University has contracted with SASI to manage programs and services, which support the University’s mission of teaching, research, scholarship, and public services. Because of its relationship with the University, SASI is considered a component unit of the University and is discretely presented in the University’s financial statements. SASI contributed \$1,273,080 and \$1,273,080, respectively in fiscal 2016 and 2015 to the University as auxiliary services revenues.

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SARTP was established in accordance with New Jersey's Public College Auxiliary Organization Act (N.J.S.A. 18A:64-26, et seq.) in September 2013. SARTP is a legally separate, tax-exempt 501(c)(3) organization. SARTP's purpose is to conduct research and development and to promote concept and product development using emerging technologies in a laboratory and operational environment. SARTP is a focal point for interaction and innovation among researchers, academia, government and private industry in developing the next generation air traffic control system ("NextGen"), which is critical to the nation's aviation system.

Separately issued financial statements are available for the Foundation, SASI and SARTP and are available by contacting the University controller's office.

Basis of Presentation

The University's financial statements have been prepared on the accrual basis of accounting using the economic resources measurement focus, in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP") as promulgated by GASB.

Use of Estimates

The financial statements include estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the statements of net position dates, as well as the reported amounts of revenues and expenses for the fiscal years then ended. Significant estimates include but are not limited to depreciation, allowance for doubtful accounts, pension liabilities, and investments. Actual results could differ from those estimates.

Cash and Cash Equivalents

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and mature in three months or less from the date of purchase.

The University invests a certain portion of its cash in the State of New Jersey Cash Management Fund, which permits the overnight sweep of available cash balances directly into a common fund for short-term investments. This is an interest-bearing account from which funds are available upon demand.

Investments and Deposits Held With Trustees

The University follows the provisions of GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Investments traded in active markets are recorded in the financial statements at fair value, based on quoted market prices. Hedge and other investment funds are carried at estimated fair value based on the net asset values reported by the fund managers, which are reviewed by management for reasonableness. Those estimated fair values may differ from the values that would have been used had a ready market for these securities existed.

Investment securities are exposed to various risks such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, changes in the values of investment securities could occur. In the near term, such changes could materially affect the amounts reported in the statements of net position.

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Capital Assets

Capital assets are recorded at historical cost if purchased or constructed. Although legal title to certain academic buildings and equipment remains with the State of New Jersey, the University has been given exclusive use of the buildings and equipment through enabling legislation and has included their cost in the accompanying statements of net position. The University currently does not pay any rental fees to the State of New Jersey in connection with the aforementioned buildings and equipment and has not included any amount as revenue or expense in the accompanying financial statements of the University.

Depreciation is calculated on the straight-line basis. Capital leases are depreciated by the straight-line method over the shorter of the lease term or estimated useful life of the equipment. The University's capital assets policy establishes the following capitalization thresholds and estimated useful lives:

Asset Category	Useful Life	Capital Threshold
Buildings	40 to 60 Years	\$ 100,000
Infrastructure	20 to 40 Years	10,000
Land Improvements	10 to 25 Years	10,000
Equipment	3 to 15 Years	5,000

The University discontinued capitalizing library books in accordance with its capitalization policy adopted in fiscal 2007. Library books placed into service prior to 2007 are fully depreciated as of June 30, 2016, and current library book purchases are expensed annually.

Other Current Assets

In December 2014, the University purchased the former Showboat Casino, a 1.73 million-square-foot property, for \$18 million with plans to develop a residential campus in Atlantic City. Use restrictions placed on the Showboat property through previous transactions prevented the University's efforts. Consequently, the University sold this property on January 15, 2016, and recognized a gain of \$3,379,011. As of June 30, 2015, this asset was recorded within other current assets in the accompanying statement of net position.

Deferred Outflows and Inflows of Resources

Deferred outflows of resources are defined as a consumption of net assets that are applicable to a future reporting period. Deferred inflows of resources are defined as an acquisition of net assets that are applicable to a future reporting period. Deferred inflows and deferred outflows of resources include differences between expected or projected results related to the University's proportionate share of net pension liability and contributions made to the pension systems subsequent to the measurement date. Deferred outflows and inflows of resources also include gain and losses resulting from refinancing of debt, which represents the difference between the reacquisition price and the net carrying amount of the old debt and is amortized over the life of the related debt.

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Net Pension Liability

The University is required to report its proportionate share of the pension plan activity for the plans in which it participates. For the purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the pension plans, and additions and deductions from the pension plans' fiduciary net position have been determined on the same basis as they are reported by those pension plans.

Classification of Net Position

The University classifies its resources into three net position categories:

- Net investment in capital assets contains the land and land improvements, buildings and building improvements, equipment and other assets, and construction in progress of the University, net of depreciation, and the indebtedness incurred to finance their acquisition and construction, as well as capital assets acquired through research grants and contracts whose title remains with the University at the conclusion of the grant or contract period with the permission of the grantor.
- Restricted nonexpendable net position is comprised of donor-restricted endowment funds. Endowments are subject to restrictions of gift instruments requiring that the principal be invested in perpetuity.
- Restricted expendable net position includes gifts that are restricted to use for specific purposes by the donor, capital grants and gifts, endowment income and appreciation, and other restricted resources. Funds that are restricted are utilized only for the specified purposes.
- Unrestricted net position is derived principally from student tuition and fees, gifts and bequests, and investment income, and is spent to meet the objectives of the University.

The University's policy is to first utilize available restricted expendable, and then unrestricted, resources in the conduct of its operations.

Classification of Revenue and Expense

The University's policy for defining operating activities in the statements of revenues, expenses, and changes in net position are those that serve the University's principal purpose and generally result from exchange transactions such as payments received for services and payments made for the purchase of goods and services. Examples include (1) student tuition and fees, net of scholarship allowances, (2) sales and services of auxiliary enterprises and Stockton Seaview Hotel and Golf Club ("Seaview") resort operations, and (3) most federal, state, and local grants and contracts. Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as operating and capital appropriations from the State of New Jersey, Pell grants, and investment income. Other revenues arise from nonexchange transactions which provide funding for acquisitions of capital assets and additions to permanent endowments.

Interest expense is reported as a nonoperating activity.

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Revenue Recognition

Student revenues are presented in the statements of revenues, expenses, and changes in net position, net of scholarships applied to student accounts, while other payments made directly to students are presented as student aid expenses and are recognized in the period earned. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the University and the amount that is paid by students and/or third parties making payments on students' behalf to the extent revenues from such programs are used to satisfy tuition and fees and other student services. Student revenues collected in advance of the fiscal year are recorded as deferred revenue in the statements of net position.

Federal, state, and local grant and contract revenue is comprised mainly of grant revenues received from the federal government and the State of New Jersey, and is recognized as the related expenses are incurred. Amounts received from grants, which have not yet been earned under the terms of the agreement, are recorded as deferred revenue in the statements of net position.

Investment income, which includes interest, dividends, and realized and unrealized gains and losses, is recognized on the accrual basis. Gains and losses on investments are determined using specific identification, except for mutual funds, which are based on average cost.

Gifts and bequests are recorded upon receipt by the University. Pledges, other than endowment, are recognized as gift income and recorded at their present value. Additions to permanent endowments are recognized upon their receipt.

Risk Management

The University carries commercial insurance covering its risks of loss related to real and personal property, personal injuries, torts, errors and omissions, environmental damage, and natural and other unforeseen disasters.

Reclassifications

Certain prior year amounts have been reclassified in the accompanying financial statements to conform to the current year presentation.

New Accounting Standards

In February 2015, GASB issued Statement No. 72, *Fair Value Measurements and Application* ("GASB 72"). This statement addresses accounting and financial reporting issues related to fair value measurements and provides guidance for applying fair value to certain investments and disclosures related to all fair value measurements. The requirements of this statement became effective for fiscal periods beginning after June 15, 2015. As a result of the adoption of GASB 72, the University has determined and disclosed all fair value measurements.

In June 2015, GASB issued Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not Within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68* ("GASB 73"). The objective of this statement is to improve the usefulness

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of information about pensions included in the general purpose external financial reports of state and local governments for making decisions and assessing accountability. The University is required to adopt Statement No. 73 for its fiscal year ending June 30, 2017 and is evaluating the potential effect on the financial statements.

In June 2015, GASB issued Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans* (“GASB 74”). The objective of this statement is to improve the usefulness of information about postemployment benefits other than pensions (other postemployment benefits, or “OPEB”) included in the general purpose external financial reports of state and local governmental OPEB plans for making decisions and assessing accountability. The University is required to adopt Statement No. 74 for its fiscal year ending June 30, 2017 and is evaluating the potential effect on the financial statements.

In June 2015, GASB issued Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* (“GASB 75”). The primary objective of this statement is to improve accounting and financial reporting for postemployment benefits other than pensions. This statement replaces the requirements of Statement 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions* for OPEB. It establishes standards for recognizing and measuring liabilities, deferred outflows of resources, deferred inflows of resources and expenses. This statement also identifies the methods and assumptions that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service. The requirements of this statement are effective for financial statements for periods beginning after June 15, 2017. The University has not completed the process of evaluating the impact of adopting this statement.

In June 2015, GASB issued Statement No. 76, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments* (“GASB 76”). The primary objective of this statement is to identify, in the context of the current governmental financial reporting environment, the hierarchy of generally accepted accounting principles (“GAAP”). The “GAAP hierarchy” consists of the sources of accounting principles used to prepare financial statements of state and local governmental entities in conformity with GAAP and the framework for selecting those principles. GASB 76 reduces the GAAP hierarchy from four to two categories of authoritative GAAP and addresses the use of authoritative and non-authoritative literature in the event that the accounting for a transaction or other event is not specified within a source of authoritative GAAP. This statement replaces the requirements of Statement 55, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*. The University adopted this standard for the year ended June 30, 2016. The adoption of this statement did not result in any significant changes to the University’s financial statements.

In August 2015, GASB issued Statement No. 77, *Tax Abatement Disclosures*. The requirements of this statement improve financial reporting by giving users of financial statements essential information that is not consistently or comprehensively reported to the public at present. Disclosure of information about the nature and magnitude of tax abatements will make these transactions more transparent to financial statement users. The University is required to adopt Statement No. 77 for its fiscal year ending June 30, 2017 and is evaluating the potential effect on the financial statements.

In December 2015, GASB issued Statement No. 79, *Certain External Investment Pools and Pool Participants* (“GASB 79”). This statement establishes criteria for an external investment pool to qualify for making the election to measure all of its investments at amortized cost for financial reporting purposes. The University

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adopted this standard for the year ended June 30, 2016. The adoption of this statement did not result in any significant changes to the University's financial statements.

In January 2016, GASB issued Statement No. 80, *Blending Requirements for Certain Component Units* ("GASB 80"). The primary objective of this statement is to improve financial reporting by clarifying the financial statement presentation requirements for certain component units. This statement amends the blending requirements established in paragraph 53 of Statement No. 14, *The Financial Reporting Entity*, as amended. The additional criterion requires blending of a component unit incorporated as a not-for-profit corporation in which the primary government is the sole corporate member. The additional criterion does not apply to component units included in the financial reporting entity pursuant to the provisions of Statement No. 39, *Determining Whether Certain Organizations are Component Units*. The requirements of this statement are effective for financial statements for periods beginning after June 15, 2016. The University has not completed the process of evaluating the impact of adopting this statement.

2. CASH AND CASH EQUIVALENTS, INVESTMENTS AND DEPOSITS HELD BY BOND TRUSTEES

In accordance with GASB Statement No. 40, *Deposit and Investment Risk Disclosures*, an amendment of GASB Statement No. 3, the University has assessed the custodial credit risk, concentration of credit risk, credit risk and interest rate risk of its cash and cash equivalents and investments.

Cash and Cash Equivalents

Cash and cash equivalents consisted of the following as of June 30, 2016 and 2015:

	<u>2016</u>	<u>2015</u>
Cash and cash equivalents:		
Cash (bank accounts)	\$ 6,638,570	\$ 7,121,660
New Jersey Cash Management Fund	<u>703,537</u>	<u>700,959</u>
Total	<u>\$ 7,342,107</u>	<u>\$ 7,822,619</u>

Cash balances maintained by banks amounted to \$9,187,292 and \$8,252,338 as of June 30, 2016 and 2015, respectively, of which \$250,000 and \$250,000, respectively, are FDIC (Federal Deposit Insurance Corporation) insured. Bank balances in excess of insured amounts of \$8,937,292 and \$8,002,338 as of June 30, 2016 and 2015, respectively, were collateralized in accordance with Chapter 64 of Title 18A of New Jersey Statutes.

The University participates in the State of New Jersey Cash Management Fund wherein amounts also contributed by other State entities are combined into a large scale investment program. The cash management fund is unrated. Statutes of the State of New Jersey ("Statutes") and Regulations of the State Investment Council ("Regulations") authorize the New Jersey Division of Investment to invest in obligations of the U.S. Treasury, agencies and municipal or political subdivisions of the State, commercial paper, bankers' acceptances, revenue obligations of public authorities, debt instruments of banks, collateralized notes and mortgages, certificates of deposit, repurchase agreements, equity, and convertible equity securities, and other

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common types of investment securities. Investee institutions and organizations are prescribed by the Statutes and Regulations based on such criteria as minimum capital, dividend paying history, credit history, and other evaluation factors.

Investments

Investments, at fair value, consisted of the following as of June 30, 2016 and 2015:

	<u>2016</u>	<u>2015</u>
Money market accounts	\$ 6,640,478	\$ 2,060,558
U.S. Treasury and agency obligations	491,141	482,447
Corporate bonds	1,713,409	1,748,208
U.S. government bonds	416,793	429,014
Stocks	7,800,127	14,860,097
Mutual funds	53,734,380	34,315,157
Alternative investments	<u>12,348,880</u>	<u>13,689,259</u>
Total	<u>\$ 83,145,208</u>	<u>\$ 67,584,740</u>

The University's investments are subject to custodial credit risk, credit risk, concentration of credit risk and interest rate risk. Each one of these risks is described in more detail below.

The University's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the University and are held by either the counterparty or the counterparty's trust department or agent but not in the University's name. The investment risk is that, in the event of the failure of the counterparty to a transaction, the University will not be able to recover the sale of the investment or collateral securities that are in the possession of the outside party. As of June 30, 2016 and 2015, the University's investments were either insured, registered, or held by the University's investment custodian in the University's name and, accordingly, not subject to custodial credit risk.

Credit risk is the risk that an investment issuer or other counterparty to an investment will not fulfill its obligations. GASB 40 requires that disclosure be made as to the credit rating of all fixed income securities except obligations of the U.S. government or obligations explicitly guaranteed by the U.S. government. The credit risk of a debt instrument is measured by nationally recognized statistical rating agencies such as Moody's and Fitch or Standard and Poor's ("S&P").

Concentration of credit risk is the risk associated with the amount of investments the University has with any one issuer or agreement with a counterparty that exceeds five percent or more of its total investments. The University's investment policy provides guidance pertaining to the diversification of the investment portfolio. The University's investment policy requires each investment manager to develop and propose a diversification strategy to the University's Investment Committee. The Investment Committee's agreement to the proposed strategy will not alter the investment manager's responsibility for the results of pursuing that diversification strategy.

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Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The University's investment policy provides limitations in the maturities and composition of the various types of investments as a means of managing its exposure to fair value losses arising from interest rate fluctuations.

The following tables present the University's credit and interest rate risk on its fixed income investments as of June 30, 2016 and 2015:

Investment Type	June 30, 2016 Investment Maturities (in Years)				
	S&P Ratings	Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and agency obligations	AA to Aa	\$ 491,141	\$ -	\$ -	\$ 491,141
Corporate bonds	A to Ba	1,713,409	53,990	168,555	1,490,864
U.S. government bonds	AA to Aa	416,793	-	135,608	281,185
Total		<u>\$ 2,621,343</u>	<u>\$ 53,990</u>	<u>\$ 304,163</u>	<u>\$ 2,263,190</u>

Investment Type	June 30, 2015 Investment Maturities (in Years)				
	S&P Ratings	Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and agency obligations	AAA	\$ 482,447	\$ -	\$ -	\$ 482,447
Corporate bonds	A3 to BAA3	1,748,208	-	140,718	1,607,490
U.S. government bonds	AAA	429,014	-	209,954	219,060
Total		<u>\$ 2,659,669</u>	<u>\$ -</u>	<u>\$ 350,672</u>	<u>\$ 2,308,997</u>

Fair value measurements and disclosures provide the framework for measuring fair value. Fair value is defined as the price that would be received to sell an asset or the price that would be paid to transfer a liability in an orderly transaction between market participants at the measurement date. The framework established for measuring fair value includes a hierarchy used to classify the inputs used in measuring fair value. The hierarchy prioritizes the inputs used in determining valuations into three levels. The level in the fair value hierarchy within which the fair value measurement falls is determined based on the lowest level input that is significant to the fair value measurement. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). Valuation techniques require maximization of observable inputs and minimization of unobservable inputs. The levels of the fair value hierarchy are as follows:

Level 1 - Quoted prices are available in active markets for identical assets or liabilities. A quoted price for an identical asset or liability in an active market provides the most reliable fair value measurement because it is directly observable to the market.

Level 2 - Pricing inputs are other than quoted prices in active markets, which are either directly or indirectly observable. The nature of these securities includes investments for which quoted prices are available but traded less frequently and investments that are fair valued using other securities, the parameters of which can be directly observed. Also included in Level 2 are

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investments measured using Net Asset Value (“NAV”) per share, or its equivalent, that may be redeemed at that NAV at the date of the statement of financial position or in the near term, which the University has generally considered to be within 90 days.

Level 3 - Securities that have little to no pricing observability. These securities are measured using management’s best estimate of fair value, where the inputs into the determination of fair value are not observable and require significant management judgment or estimation. Also included in Level 3 are investments measured using a NAV per share, or its equivalent, that cannot be redeemed at the NAV or for which redemption at NAV is uncertain due to lockup periods or other investment restrictions.

The financial instruments’ level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement and does not necessarily correspond to the University’s perceived risk of such investment.

The following table sets forth, by level, the University’s investments at fair value within the fair value hierarchy as of June 30, 2016:

	Fair Value	Level 1	Level 2	Level 3
Investments by Fair Value Level				
Debt Securities				
U.S. Treasury and Agency Obligations	\$ 491,141	\$ 491,141	\$ -	\$ -
U.S. Government Bonds	416,793	416,793	-	-
Debt Mutual Funds	20,612,038	20,612,038	-	-
Money Market Accounts	6,640,478	6,640,478	-	-
Domestic Corporate Bonds	1,438,208	1,438,208	-	-
Foreign Corporate Bonds	275,201	275,201	-	-
Total Debt Securities	29,873,859	29,873,859	-	-
Other Securities				
Balanced Mutual Funds	28,697,322	28,697,322	-	-
International Mutual Funds	363,865	363,865	-	-
Equity Mutual Funds	4,061,155	4,061,155	-	-
Domestic Stocks	4,053,624	4,053,624	-	-
Foreign Stocks	3,746,503	3,746,503	-	-
Total Investments by Fair Value Level	70,796,328	70,796,328	-	-
Investments Measured at the NAV				
Hedge Funds - Diversifying	8,639,942	-	-	8,639,942
Hedge Funds - Systematic CTA	2,271,356	-	-	2,271,356
Other Limited Partnerships	1,437,583	-	-	1,437,583
Total Investments Measured at the NAV	12,348,881	-	-	12,348,881
Total Investments Measured at Fair Value	\$ 83,145,209	\$ 70,796,328	\$ -	\$ 12,348,881

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The following table lists investments in alternative investments by major investment category as of June 30, 2016 as follows:

	2016 Fair Value	Unfunded Commitments	Redemption Frequency (If Currently Eligible)	Redemption Notice Period
Hedge Funds - Diversifying	\$ 8,639,942	\$ -	Monthly & Quarterly	5 to 65 days
Hedge Funds - Systematic CTA	2,271,356	-	Monthly	10 days
Other Limited Partnerships	1,437,583	-	N/A	
Total Investments Measured at the NAV	\$ 12,348,881	\$ -		

The following table sets forth, by level, the University's investments at fair value within the fair value hierarchy as of June 30, 2015:

	Fair Value	Level 1	Level 2	Level 3
Investments by Fair Value Level				
Debt Securities				
U.S. Treasury and Agency Obligations	\$ 482,447	\$ 482,447	\$ -	\$ -
U.S. Government Bonds	429,014	429,014	-	-
Debt Mutual Funds	5,327,878	5,327,878	-	-
Money Market Accounts	2,060,558	2,060,558	-	-
Domestic Corporate Bonds	1,395,130	1,395,130	-	-
Foreign Corporate Bonds	353,078	353,078	-	-
Total Debt Securities	10,048,105	10,048,105	-	-
Other Securities				
Balanced Mutual Funds	28,674,134	28,674,134	-	-
Equity Mutual Funds	313,145	313,145	-	-
Domestic Stocks	8,807,496	8,807,496	-	-
Foreign Stocks	6,052,601	6,052,601	-	-
Total Investments by Fair Value Level	53,895,481	53,895,481	-	-
Investments Measured at the NAV				
Hedge Funds - Diversifying	9,672,244	-	-	9,672,244
Hedge Funds - Systematic CTA	2,209,185	-	-	2,209,185
Other Limited Partnerships	1,807,830	-	-	1,807,830
Total Investments Measured at the NAV	13,689,259	-	-	13,689,259
Total Investments Measured at Fair Value	\$ 67,584,740	\$ 53,895,481	\$ -	\$ 13,689,259

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The following table lists investments in alternative investments by major investment category as of June 30, 2015 as follows:

	2015			Redemption	
	Fair	Unfunded		Frequency (If	
	Value	Commitments		Currently	Redemption
				Eligible)	Notice Period
Hedge Funds - Diversifying	\$ 9,672,244	\$ -		Monthly & Quarterly	5 to 65 days
Hedge Funds - Systematic CTA	2,209,185	-		Monthly	10 days
Other Limited Partnerships	1,807,830	-		N/A	
Total Investments Measured at the NAV	<u>\$ 13,689,259</u>	<u>\$ -</u>			

The investments held by trustees are held in U.S. Treasury bills for debt service requirements and are considered Level 1 inputs.

Deposits Held by Bond Trustees

Deposits held by bond trustees include restricted funds held by board-approved trustees. Deposits held by bond trustees are carried in the accompanying financial statements at fair value, as determined by quoted market prices, and consist primarily of cash and cash equivalents. As of June 30, 2016 and 2015, deposits held by bond trustees included the following:

	2016	2015
Cash and cash equivalents - cash held by trustees	\$ 20,969,253	\$ 23,143,256
Investments - government bonds and agency obligations	<u>79,992</u>	<u>466,833</u>
Total	<u>\$ 21,049,245</u>	<u>\$ 23,610,089</u>

The University's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the University and are held by either the counterparty or the counterparty's trust department or agent but not in the University's name. The University's deposits held with bond trustees are held in the University's name.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The above investments are current in nature, and interest rate risk is minimal, if any.

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As of June 30, 2016 and 2015, deposits held by bond trustees were composed of funds held for the following purposes:

	<u>2016</u>	<u>2015</u>
State capital grant programs	\$ 10,074,121	\$ 12,548,665
Renewal and replacement	300,569	300,404
Debt service and debt service reserves	<u>10,674,555</u>	<u>10,761,020</u>
Total	<u>\$ 21,049,245</u>	<u>\$ 23,610,089</u>

3. CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2016 consisted of the following:

	<u>July 1, 2015</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2016</u>
Nondepreciable assets:				
Land	\$ 19,225,547	\$ 143,603	\$ -	\$ 19,369,150
Construction in progress	<u>7,867,757</u>	<u>12,149,280</u>	<u>(4,752,787)</u>	<u>15,264,250</u>
Total nondepreciable assets	27,093,304	12,292,883	(4,752,787)	34,633,400
Depreciable assets:				
Land improvements	13,665,542	1,045,818	-	14,711,360
Buildings and improvements	353,659,237	3,006,250	-	356,665,487
Infrastructure	26,127,745	-	-	26,127,745
Library books	1,570,789	-	(1,570,789)	-
Equipment	<u>30,838,306</u>	<u>1,780,551</u>	<u>(251,297)</u>	<u>32,367,560</u>
Total depreciable assets	425,861,619	5,832,619	(1,822,086)	429,872,152
Less accumulated depreciation:				
Land improvements	7,155,701	405,035	-	7,560,736
Buildings and improvements	98,986,388	8,477,688	-	107,464,076
Infrastructure	12,588,637	896,643	-	13,485,280
Library books	1,482,238	88,551	(1,570,789)	-
Equipment	<u>19,046,720</u>	<u>2,888,464</u>	<u>(230,910)</u>	<u>21,704,274</u>
Total accumulated depreciation	<u>139,259,684</u>	<u>12,756,381</u>	<u>(1,801,699)</u>	<u>150,214,366</u>
Depreciable assets, net	<u>286,601,935</u>	<u>(6,923,762)</u>	<u>(20,387)</u>	<u>279,657,786</u>
Capital assets, net	<u>\$ 313,695,239</u>	<u>\$ 5,369,121</u>	<u>\$ (4,773,174)</u>	<u>\$ 314,291,186</u>

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Capital asset activity for the year ended June 30, 2015 consisted of the following:

	<u>July 1, 2014</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2015</u>
Nondepreciable assets:				
Land	\$ 19,124,447	\$ 101,100	\$ -	\$ 19,225,547
Construction in progress	<u>1,904,250</u>	<u>9,297,230</u>	<u>(3,333,723)</u>	<u>7,867,757</u>
Total nondepreciable assets	21,028,697	9,398,330	(3,333,723)	27,093,304
Depreciable assets:				
Land improvements	13,147,590	-	517,952	13,665,542
Buildings and improvements	350,796,153	108,562	2,754,522	353,659,237
Infrastructure	26,127,745	-	-	26,127,745
Library books	1,835,506	-	(264,717)	1,570,789
Equipment	<u>29,272,360</u>	<u>2,067,667</u>	<u>(501,721)</u>	<u>30,838,306</u>
Total depreciable assets	421,179,354	2,176,229	2,506,036	425,861,619
Less accumulated depreciation:				
Land improvements	6,790,111	365,590	-	7,155,701
Buildings and improvements	90,599,348	8,387,040	-	98,986,388
Infrastructure	11,691,994	896,643	-	12,588,637
Library books	1,589,876	157,079	(264,717)	1,482,238
Equipment	<u>16,481,100</u>	<u>3,039,187</u>	<u>(473,567)</u>	<u>19,046,720</u>
Total accumulated depreciation	<u>127,152,429</u>	<u>12,845,539</u>	<u>(738,284)</u>	<u>139,259,684</u>
Depreciable assets, net	<u>294,026,925</u>	<u>(10,669,310)</u>	<u>3,244,320</u>	<u>286,601,935</u>
Capital assets, net	<u>\$ 315,055,622</u>	<u>\$ (1,270,980)</u>	<u>\$ (89,403)</u>	<u>\$ 313,695,239</u>

4. ACCOUNTS PAYABLE AND ACCRUED EXPENSES

As of June 30, 2016 and 2015, accounts payable and accrued expenses consisted of the following:

	<u>2016</u>	<u>2015</u>
Accounts payable, construction	\$ 1,281,619	\$ 1,713,418
Accounts payable, other	8,240,576	7,957,913
Accrued salaries, fringe benefits and withholdings	6,901,518	7,148,591
Accrued interest on bonds payable and other long-term debt	<u>5,428,008</u>	<u>5,289,144</u>
Total	<u>\$ 21,851,721</u>	<u>\$ 22,109,066</u>

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5. STATE PAID FRINGE BENEFITS

The State of New Jersey, through separate appropriations, pays certain fringe benefits (principally health insurance and FICA taxes) on behalf of University employees. Such benefits amounted to \$21,323,278 and \$21,973,067 for the years ended June 30, 2016 and 2015, respectively, and are included in both the State of New Jersey appropriations revenue and operating expenses in the accompanying financial statements.

The State of New Jersey is also required to fund postretirement medical benefits for those University employees who retire with 25 years of credited service or retire on disability regardless of years of service. These expenses are not included in the University's financial statements.

The University is not required to record a liability for Other Post Employment Benefits ("OPEB"), because this is an obligation of the State of New Jersey. This expense and related liability for OPEB is recorded in the financial statements of the State of New Jersey.

6. RETIREMENT PROGRAMS

General Information about Pension Plans

The University participates in several retirement plans covering its employees – the Public Employees' Retirement System ("PERS"), the Police and Firemen's Retirement System ("PFRS"), and the Alternate Benefit Program ("ABP"), which are administered by the State of New Jersey, Division of Pensions and Benefits (the "Division"). PERS and PFRS are defined benefit pension plans, and ABP is a defined contribution pension plan. Generally, all employees, except certain part-time employees, participate in one of these plans.

The State issues a publicly available Comprehensive Annual Financial Report of the State of New Jersey, Division of Pensions and Benefits, which includes financial statements and required supplementary information for PERS and PFRS. These reports can be obtained by writing to the State of New Jersey, Department of the Treasury, Division of Pensions and Benefits, P.O. Box 295, Trenton, New Jersey 08625-0295, or obtained at www.nj.gov/treasury/pensions/.

Defined Benefit Plans

Public Employees' Retirement System

PERS is a cost-sharing multiple-employer defined benefit pension plan which provides coverage to substantially all full-time employees and certain part-time employees of the State or public agencies who are not members of another State-administered retirement system.

Membership is mandatory for eligible employees. The vesting and benefit provisions are set by N.J.S.A. 43:15A. PERS provides retirement, death, and disability benefits, including post-retirement health care benefits. All benefits vest after ten years of service, except for health care benefits, which vest after 25 years of service or under the disability provisions of PERS. Benefits are determined by member's tier (based on date of enrollment), as defined in the PERS plan documents, member's age, years of service, and final compensation.

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The contribution policy is set by N.J.S.A. 43:15A and requires contributions by active members and contributing employers. The current employee contribution rate is 7.06% of base salary. Employer contributions are based on an actuarially determined rate, which was 8.40% of annual covered payroll for the year ended June 30, 2016. The annual employer contributions include funding for basic retirement allowances and noncontributory death benefits. The State's contribution on behalf of the University ("State Contribution") to PERS for the years ended June 30, 2016 and 2015 was \$2,431,228 and \$2,414,969, respectively, which is recognized as a deferred outflow of resources in the statements of net position.

Police and Firemen's Retirement System

PFRS is a cost-sharing multiple-employer defined benefit pension plan which provides coverage for substantially all permanent, full-time police officers and firemen in the State.

Membership is mandatory for eligible employees. The vesting and benefit provisions are set by N.J.S.A. 43:16A. PFRS provides retirement, death, and disability benefits, including post-retirement health care benefits. All benefits vest after ten years of service, except for health care benefits, which vest after 25 years of service and disability benefits which vest after four years of service. Benefits are determined by member's tier (based on date of enrollment), as defined in the PFRS plan documents, member's age, years of service, and final compensation.

The contribution policy is set by N.J.S.A. 43:16A and requires contributions by active members and contributing employers. The current employee contribution rate is 10% of base salary. Employer contributions are based on an actuarially determined rate, which is 17.70% of annual covered payroll for the year ended June 30, 2016. The annual employer contributions include funding for basic retirement allowances and noncontributory death benefits. The State Contribution to PFRS for the years ended June 30, 2016 and 2015 was \$152,092 and \$134,728, respectively, which is recognized as a deferred outflow of resources in the statements of net position.

Net pension liability, pension expense, deferred outflows of resources, and deferred inflows of resources related to pensions

Net pension liability, pension expense, deferred outflows of resources, and deferred inflows of resources amounts recorded to reflect the provisions of GASB 68 are reflective of the respective plan's published financial statements and actuarial valuations as of June 30, 2015 ("Measurement Date").

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The University's respective net pension liability, deferred outflows of resources, deferred inflows of resources, and net pension expense related to PERS and PFRS, at and for the fiscal year ended June 30, 2016, are as follows:

	<u>PERS</u>	<u>PFRS</u>	<u>Total</u>
Proportionate share of the net pension liability (\$)			
2015	\$ 157,129,973	\$ 6,709,530	\$ 163,839,503
2014	129,367,998	6,515,401	135,883,399
Proportionate share of the net pension liability (%)			
2015	0.662%	0.156%	
2014	0.643%	0.183%	
2013	0.630%	0.245%	
Deferred outflows of resources	20,479,182	866,558	21,345,740
Deferred inflows of resources	(205,867)	1,774,890	1,569,023
Net pension expense (income)	9,175,075	(453,907)	8,721,168

The University's proportionate share of each respective plan's net pension liability was based on the State Contribution to the respective plans from July 1, 2013 to June 30, 2015 relative to the total contributions from all participating employers.

The components of pension related deferred outflows of resources and deferred inflows of resources at the Measurement Date for the fiscal year ended June 30, 2016 are as follows:

	<u>PERS</u>	<u>PFRS</u>	<u>Total</u>
Deferred Outflows of Resources:			
Differences between expected and actual experience	\$ 2,196,173	\$ -	\$ 2,196,173
Changes of assumptions	11,453,398	662,473	12,115,871
Changes in proportionate share	4,644,886	-	4,644,886
Net differences between projected and actual investment earnings on pension plan investments	-	18,097	18,097
Contributions subsequent to the measurement date	<u>2,184,725</u>	<u>185,988</u>	<u>2,370,713</u>
Total	<u>\$ 20,479,182</u>	<u>\$ 866,558</u>	<u>\$ 21,345,740</u>
Deferred Inflows of Resources:			
Differences between expected and actual experience	\$ -	\$ 50,870	\$ 50,870
Net differences between projected and actual investment earnings on pension plan investments	(205,867)	(40,246)	(246,113)
Changes in proportionate share	<u>-</u>	<u>1,764,266</u>	<u>1,764,266</u>
Total	<u>\$ (205,867)</u>	<u>\$ 1,774,890</u>	<u>\$ 1,569,023</u>

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The components of pension related deferred outflows of resources and deferred inflows of resources at the Measurement Date for the fiscal year ended June 30, 2015 are as follows:

	<u>PERS</u>	<u>PFRS</u>	<u>Total</u>
Deferred Outflows of Resources:			
Changes of assumptions	\$ 2,853,028	\$ 132,460	\$ 2,985,488
Changes in proportionate share	2,149,078	-	2,149,078
Contributions subsequent to the measurement date	<u>1,022,366</u>	<u>218,158</u>	<u>1,240,524</u>
Total	<u>\$ 6,024,472</u>	<u>\$ 350,618</u>	<u>\$ 6,375,090</u>
Deferred Inflows of Resources:			
Net differences between projected and actual investment earnings on pension plan investments	\$ 3,926,323	\$ 160,984	\$ 4,087,307
Changes in proportionate share	<u>-</u>	<u>1,746,002</u>	<u>1,746,002</u>
Total	<u>\$ 3,926,323</u>	<u>\$ 1,906,986</u>	<u>\$ 5,833,309</u>

The deferred outflows of resources related to pensions resulting from contributions subsequent to the Measurement Date of \$2,184,725 for PERS and \$185,988 for PFRS will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows and deferred inflows of resources related to pensions will be recognized in pension expense in the statement of revenues, expenses, and changes in net position as follows:

	<u>PERS</u>	<u>PFRS</u>	<u>TOTAL</u>
Years ending:			
2017	\$ 3,736,562	\$ (408,620)	\$ 3,327,942
2018	3,736,562	(408,620)	3,327,942
2019	3,736,562	(408,618)	3,327,944
2020	4,718,144	68,127	4,786,271
2021	<u>2,572,494</u>	<u>63,411</u>	<u>2,635,905</u>
	18,500,324	(1,094,320)	17,406,004
Contributions paid subsequent to Measurement Date	<u>2,184,725</u>	<u>185,988</u>	<u>2,370,713</u>
	<u>\$ 20,685,049</u>	<u>\$ (908,332)</u>	<u>\$ 19,776,717</u>

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Actuarial Assumptions

The University's net pension liability at the Measurement Date was determined by an actuarial valuation as of July 1, 2014, which was rolled forward to June 30, 2015. The actuarial valuation used the following actuarial assumptions:

	<u>PERS</u>	<u>PFRS</u>
Inflation rate	3.04%	3.04%
Salary increases:		
2012-2021	2.15 - 4.40% based on age	2.60 - 9.48% based on age
Thereafter	3.15 - 5.40% based on age	3.60 - 10.48% based on age
Investment rate of return	7.90%	7.90%

Mortality rates were based on the RP-2000 Combined Healthy Male and Female Mortality Tables (set back 1 year for females for PERS) with adjustments for mortality improvements from the base year of 2012 for PERS and 2011 for PFRS based on Projection Scale AA.

The actuarial assumptions used in the July 1, 2014 valuations were based on the results of actuarial experience studies for the periods July 1, 2008 to June 30, 2011 for PERS and July 1, 2010 to June 30, 2013 for PFRS.

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Long-Term Expected Rate of Return

In accordance with State statute, the long-term expected rate of return on plan investments is determined by the State Treasurer, after consultation with the Directors of the New Jersey Division of Investments and New Jersey Division of Pension and Benefits, the board of trustees of each plan and the plans' actuaries. Best estimates of the arithmetic real rates of return for each major asset class included PERS's and PFRS's target asset allocations at the Measurement Date are summarized in the following table:

Asset Class	PERS and PFRS	
	Target Allocation	Long-term Expected Real Rate of Return
Cash	5.00%	1.04%
U.S. treasuries	1.75%	1.64%
Investment grade credit	10.00%	1.79%
Mortgages	2.10%	1.62%
High yield bonds	2.00%	4.03%
Inflation-indexed bonds	1.50%	3.25%
Broad U.S. equities	27.25%	8.52%
Developed foreign equities	12.00%	6.88%
Emerging market equities	6.40%	10.00%
Private equity	9.25%	12.41%
Hedge funds/absolute return	12.00%	4.72%
Real estate (property)	2.00%	6.83%
Commodities	1.00%	5.32%
Global debt ex US	3.50%	-0.40%
REIT	4.25%	5.12%

Discount Rates

The discount rates used to measure the total pension liabilities were 4.90% and 5.79% for PERS and PFRS at the Measurement Date and 5.39% and 6.32% at June 30, 2014, respectively. These single blended discount rates were based on the long-term expected rate of return on pension plan investments of 7.90% and a municipal bond rate of 3.80% at the Measurement Date based on the Bond Buyer GO 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher for PERS and PFRS. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current member contribution rates and that contributions from employers will be made based on the average of the last five years of contributions made in relation to the last five years of actuarially determined contributions. Based on those assumptions, the plans' fiduciary net position was projected to be available to make projected future benefit payments of current plan members through 2033 for PERS and 2045 for PFRS. Therefore, the long-term expected rate of return on plan investments was applied to the projected benefit payments through 2033 for PERS and 2045 for PFRS, and the municipal bond rate was applied to the projected benefit payments after those dates in determining the total pension liabilities.

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Sensitivity of the Collective Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability of the plans calculated using the discount rates of 4.90% for PERS and 5.79% for PFRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	PERS		PFRS	
	Rate	Amount	Rate	Amount
1% decrease	3.90%	\$ 184,154,872	4.79%	\$ 8,078,206
Current discount rate	4.90%	157,129,973	5.79%	6,709,530
1% increase	5.90%	134,560,359	6.79%	5,597,135

Defined Contribution Pension Plans

Alternate Benefit Program Information

ABP is a defined contribution retirement program administered by the Division for eligible full-time employees in accordance with N.J.S.A. 52:18A.

ABP provides retirement and death benefits for or on behalf of the full-time professional employees and faculty members participating in this retirement program. Participation eligibility as well as contributory and noncontributory requirements are established by the State of New Jersey Retirement and Social Security Law. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits vest after the completion of one year of service. Individually owned annuity contracts that provide for full ownership of retirement and survivor benefits are purchased at the time of vesting. ABP provides the choice of six investment carriers, all of which are privately operated defined contribution retirement plans. The University assumes no liability for ABP members other than payment of contributions.

Participating University employees are required to contribute 5% of total base salary and may contribute a voluntary additional contribution of salary up to the maximum federal statutory limit, on a pretax basis. Employer contributions are 8% of base salary up to \$141,000. During the year ended June 30, 2016, ABP employer and employee contributions were \$4,119,569 and \$2,574,731, respectively, which were based on participating employee salaries of \$51,494,618. During the year ended June 30, 2015, ABP employer and employee contributions were \$4,071,132 and \$2,544,457, respectively, which were based on participating employee salaries of \$50,889,150. Employer contributions to ABP paid by the State of New Jersey are reflected in the accompanying financial statements as State of New Jersey appropriations revenue and as expenses.

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7. BONDS PAYABLE AND OTHER LONG-TERM DEBT

Bonds payable and other long-term debt as of June 30, 2016 and 2015 consisted of the following:

	<u>Interest Rate</u>	<u>2016</u>	<u>2015</u>
Bonds payable:			
New Jersey Educational Facilities			
Authority Bonds:			
Housing I and II Renovations Series 1988A	3.00%	\$ 79,000	\$ 239,000
Housing V and Academic, Series 2006F	3.65 - 5.00%	43,710,000	44,940,000
Housing and College, Series 2007G	4.00 - 4.50%	34,695,000	35,650,000
Housing, College, and College Center Series 2008A (Refunded 2005C)	4.00 - 5.00%	<u>124,560,000</u>	<u>127,665,000</u>
Total		203,044,000	208,494,000
Unamortized discount		(235,039)	(245,642)
Unamortized premium		<u>1,093,850</u>	<u>1,146,555</u>
Total		203,902,811	209,394,913
Less current portion		<u>(5,601,102)</u>	<u>(5,492,102)</u>
Bonds payable, noncurrent portion		<u>\$ 198,301,709</u>	<u>\$ 203,902,811</u>
Other long-term debt:			
Higher Education Dormitory Safety Trust Fund	4.50%	\$ -	\$ 236,022
Higher Education Equipment Leasing Fund	5.00%	1,367,251	1,527,221
Higher Education Capital Improvement Fund	3.00 - 5.25%	7,622,233	8,070,917
Series 2015E (Current refunding of 2005F)	2.83%	18,830,826	18,830,826
Dam Restoration Loan	2.00%	<u>247,565</u>	<u>267,499</u>
Total		28,067,875	28,932,485
Unamortized premium		<u>409,213</u>	<u>446,055</u>
Total		28,477,088	29,378,540
Less current portion		<u>(1,962,252)</u>	<u>(901,453)</u>
Other long-term debt, noncurrent portion		<u>\$ 26,514,836</u>	<u>\$ 28,477,087</u>

Bonds Payable

Series 1988A Housing I and II Renovations bonds are a 3.00% federal loan for housing improvements and are due serially each July 1 through 2016. These bonds are collateralized by a pledge of and first lien on the net revenues derived from Housing I and II. The University is required to maintain a debt service reserve fund, a renewal and replacement reserve fund, and a sinking fund reserve.

Series 2006F Bonds consist of \$26,560,000 Serial Bonds, \$9,395,000 5% Term Bonds, and \$14,410,000 4.250% Term Bonds. The Serial Bonds bear interest rates between 3.65-5.00%, with the average being 4.40%.

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They are due serially each July 1 through 2027. The \$9,395,000 Term Bonds are due July 1, 2031, and the \$14,410,000 Term Bonds are due July 1, 2036. These bonds were paid off by the Series 2016A Bonds that were issued in fiscal year 2017.

Series 2007G Bonds consist of \$27,300,000 Serial Bonds, \$6,005,000 5% Term Bonds, and \$6,945,000 5% Term Bonds. The Serial Bonds bear interest rates between 4.0-4.5%, with the average being 4.11%. They are due serially each July 1 through 2031. The \$6,005,000 Term Bonds are due July 1, 2034, and the \$6,945,000 Term Bonds are due July 1, 2037. These bonds were paid off by the Series 2016A Bonds that were issued in fiscal year 2017.

Series 2008A Bonds consist of \$22,360,000 Serial Bonds, \$20,010,000 5.5% Term Bonds, \$25,695,000 5.125% Term Bonds and \$68,845,000 5.375% Term Bonds. The Serial Bonds bear interest rates between 4-5%, with the average being 4.25%. They are due serially each July 1 through 2018. The \$20,010,000 Term Bonds are due July 1, 2023, the \$25,695,000 Term Bonds are due July 1, 2028 and the \$68,845,000 Term Bonds are due July 1, 2038. These bonds were paid off by the Series 2016A Bonds that were issued in fiscal year 2017.

The Bond Series 2008A refunded Bond Series 2005C. \$31,290,097 was placed in an irrevocable trust with an escrow agent to provide for future debt service payments. As a result, the 2005C Series Bonds are considered to be defeased, and the related liability has been removed from the statements of net position. This transaction resulted in a loss on advance refunding of approximately \$711,000. This amount is a deferred outflow and is amortized as a component of interest expense over the life of the defeased 2005C Series Bonds.

For fiscal year ending 2017, the University issued on July 13, 2016, Series 2016A Bonds consisting of \$176,095,000 Serial Bonds and \$26,350,000 5% Term Bonds. The Serial Bonds bear interest rates between 3-5%, with the average being 4.71%. They are due serially each July 1 through 2037. The \$26,350,000 Term Bonds are due July 1, 2041. The Series 2016A Bonds are being issued to finance the current refunding of the outstanding Series 2006F Bonds, the advance refunding of the outstanding Series 2007G Bonds and outstanding Series 2008A Bonds, and the renovation, acquisition, installation and construction of certain capital improvements to the University's facilities.

For fiscal year ending 2017, the University issued on September 22, 2016, General Obligation Lease Revenue Series 2016A Bonds consisting of \$26,950,000 Serial Bonds and \$18,905,000 3.25% Term Bonds, \$22,650,000 4% Term Bonds, and \$10,475,000 5% Term Bonds. The Serial Bonds bear interest rates between 2.125-5%, with the average being 4.4%. They are due serially each July 1 through 2036. The \$18,905,000 Term Bonds are due July 1, 2041, the \$22,650,000 Term Bonds are due July 1, 2046 and the \$10,475,000 Term Bonds are due July 1, 2048. These bonds are being issued to finance a portion of the costs of the development and construction in connection with the establishment of the University's new Atlantic City campus, New Jersey.

Other Long-Term Debt

On August 14, 2001, the New Jersey Educational Facilities Authority ("Authority") issued bonds to finance the University's loan amount request pursuant to the Dormitory Safety Trust Fund Act (P.L. 2000, C56). The University's loan under this Act was \$3,453,000 and was fully repaid on January 15, 2016. This was a non-interest bearing note and interest expense was inputted at a rate of 4.5%.

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During 2003, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2002A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$17,204,000 of the total proceeds of the bond issue to be used for academic campus exterior repairs, HVAC improvements, gallery safety rails, Housing II roof replacement, and F-Wing extension and renovation design. The terms of the agreement require one-third of the total allocation, or \$5,734,667, to be repaid in annual rental payments equal to the University's allocable share of the Series 2002A Bonds and related program expenses through 2022.

During 2004, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2004A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$3,848,250 of the total proceeds of the bond issue to be used for Housing I exterior and Housing I HVAC. The terms of the agreement require one-third of the total allocation, or \$1,282,750, to be repaid in annual rental payments equal to the University's allocable share of the Series 2004A Bonds and related program expenses through 2024. The 2002A and 2004A bonds have since been partially advance refunded by the 2005A and 2006A bonds. The 2004A bonds were also partially advance refunded by the 2015C bonds. These transactions resulted in a loss on advance refunding of approximately \$77,005, which was a deferred outflow.

During 2014, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2014A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$10,600,000 of the total proceeds of the bond issue to be used for the Arts and Science Renovations and an Energy Management Project. The terms of the agreement require one-third of the total allocation, or \$3,287,691, to be repaid in annual rental payments equal to the University's allocable share of the Series 2014A Bonds through 2034. The financing included a premium of \$245,288 and is amortized as a component of interest expense over the life of the bond.

During 2014, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2014 Revenue Bonds to provide funding for the Higher Education Equipment Leasing Fund. The University was allocated \$7,595,000 of the total proceeds of the bond issue to be used for the Science Building Teaching Laboratory Equipment and the Education Technology Project. The terms of the agreement require one-quarter of the total allocation, or \$1,652,956, to be repaid in annual rental payments equal to the University's allocable share of the Series 2014 Bonds through 2023. The financing included a premium of \$241,699 and is amortized as a component of interest expense over the life of the bond.

On June 12, 2015, the University issued \$18,830,826 of Tax-Exempt Series 2015E Revenue Refunding Bonds issued through the New Jersey Educational Facilities Authority. The 2015E issuance was issued as a direct loan with a fixed interest rate of 2.83% and a final maturity of July 1, 2028. The proceeds of the 2015E Bonds were used to currently refund Series 2005F Bonds originally issued October 27, 2005 including issuance costs of \$123,222, which was expenses. This transaction resulted in a gain on refunding of \$143,779. The gain is a deferred inflow and amortized as a component of interest expense over the life of the 2015E Series Bonds.

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Payments due on bonds payable and other long-term debt excluding net unamortized premiums, discounts, and deferred gains and losses totaling \$858,811 subsequent to June 30, 2016 are as follows:

<u>Years Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2017	\$ 7,484,409	\$ 10,719,923	\$ 18,204,332
2018	7,734,086	10,408,920	18,143,006
2019	8,052,330	10,086,568	18,138,898
2020	8,345,311	9,712,309	18,057,620
2021	8,734,283	9,319,094	18,053,377
2022-2026	49,316,898	39,902,671	89,219,569
2027-2031	52,345,329	27,947,994	80,293,323
2032-2036	61,199,228	13,685,098	74,884,326
2037-2041	<u>27,900,000</u>	<u>1,235,738</u>	<u>29,135,738</u>
Total	<u>\$ 231,111,874</u>	<u>\$ 133,018,315</u>	<u>\$ 364,130,189</u>

8. LINE OF CREDIT

The University had available a \$15,000,000 revolving line of credit with Credit Suisse AG, which was closed March 1, 2016 and had \$-0- outstanding as of June 30, 2015. Interest was payable monthly at a rate of 1-month LIBOR (London InterBank Offered Rate) plus 1.00% per annum (1.43% per annum as of December 31, 2015 and 1.19% per annum as of June 30, 2015). The note payable was available for all purposes with the exception of the purchase of additional securities, was fully collateralized by the investments of the University, and was due on demand. Interest expense was \$32,518 and \$19,817 for the years ended June 30, 2016 and 2015, respectively.

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9. LONG-TERM LIABILITIES

Activity in long-term liabilities for the years ended June 30, 2016 and 2015, follows:

	<u>July 1, 2015</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2016</u>	<u>Current Portion</u>
Compensated absences	\$ 4,227,871	\$ 3,248,986	\$ 3,325,459	\$ 4,151,398	\$ 3,289,146
Net pension liability	135,883,399	27,956,104	-	163,839,503	-
U.S. Government grants refundable	2,498,131	-	-	2,498,131	-
Bonds payable	209,394,913	-	5,492,102	203,902,811	5,601,102
Other long-term debt	<u>29,378,540</u>	<u>-</u>	<u>901,452</u>	<u>28,477,088</u>	<u>1,962,252</u>
Total	<u>\$ 381,382,854</u>	<u>\$ 31,205,090</u>	<u>\$ 9,719,013</u>	<u>\$ 402,868,931</u>	<u>\$ 10,852,500</u>

	<u>July 1, 2014</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2015</u>	<u>Current Portion</u>
Compensated absences	\$ 3,873,123	\$ 3,284,843	\$ 2,930,095	\$ 4,227,871	\$ 3,325,459
Net pension liability	129,745,039	6,138,360	-	135,883,399	-
U.S. Government grants refundable	1,980,872	517,259	-	2,498,131	-
Bonds payable	235,611,064	-	26,216,151	209,394,913	5,492,102
Other long-term debt	<u>11,281,009</u>	<u>18,830,826</u>	<u>733,295</u>	<u>29,378,540</u>	<u>901,453</u>
Total	<u>\$ 382,491,107</u>	<u>\$ 28,771,288</u>	<u>\$ 29,879,541</u>	<u>\$ 381,382,854</u>	<u>\$ 9,719,014</u>

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10. DISCRETELY PRESENTED COMPONENT UNITS

The following displays condensed combining information, which is presented in total in the accompanying statements of net position for the University's discretely presented component units as of June 30, 2016 and 2015:

	2016				
	Foundation	SASI	SARTP	Eliminations	Total
Current assets:					
Cash and cash equivalents	\$ 291,793	\$ 1,642,819	\$ 134,029	\$ -	\$ 2,068,641
Due from University/component units	-	154,776	-	-	154,776
Other receivables	395,222	128,657	21,054	-	544,933
Other current assets	14,621	106,255	4,648	-	125,524
Noncurrent assets:					
Investments	28,948,376	-	-	-	28,948,376
Other receivables	411,186	-	-	-	411,186
Capital assets, net	-	1,996,698	-	-	1,996,698
Total assets	<u>\$ 30,061,198</u>	<u>\$ 4,029,205</u>	<u>\$ 159,731</u>	<u>\$ -</u>	<u>\$ 34,250,134</u>
Current liabilities					
Due to University/component units	\$ 30,446	\$ 739,862	\$ 39,571	\$ -	\$ 809,879
Long-term liabilities to University	59,275	741,079	129,925	-	930,279
Total liabilities	<u>\$ 89,721</u>	<u>\$ 2,795,624</u>	<u>\$ 1,146,196</u>	<u>\$ -</u>	<u>\$ 4,031,541</u>
Net position:					
Net investment in capital assets	\$ -	\$ 682,015	\$ -	\$ -	\$ 682,015
Restricted - nonexpendable	19,441,971	-	-	-	19,441,971
Restricted - expendable	8,265,003	-	-	-	8,265,003
Unrestricted	2,264,503	551,566	(986,465)	-	1,829,604
Total net position	<u>\$ 29,971,477</u>	<u>\$ 1,233,581</u>	<u>\$ (986,465)</u>	<u>\$ -</u>	<u>\$ 30,218,593</u>

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	2015				
	Foundation	SASI	SARTP	Eliminations	Total
Current assets:					
Cash and cash equivalents	\$ 105,742	\$ 2,115,267	\$ 44,836	\$ -	\$ 2,265,845
Due from University/component units	5,475	670,074	2,079	(375,000)	302,628
Other receivables	578,510	197,308	326,000	-	1,101,818
Other current assets	1,215	73,021	5,049	-	79,285
Noncurrent assets:					
Investments	28,123,425	-	-	-	28,123,425
Other receivables	478,913	-	-	-	478,913
Capital assets, net	-	1,898,193	-	-	1,898,193
Total assets	<u>\$ 29,293,280</u>	<u>\$ 4,953,863</u>	<u>\$ 377,964</u>	<u>\$ (375,000)</u>	<u>\$ 34,250,107</u>
Current liabilities					
Due to University/component units	\$ 30,550	\$ 662,413	\$ 59,819	\$ -	\$ 752,782
Long-term liabilities to University	90,331	805,229	388,628	(375,000)	909,188
Total liabilities	<u>\$ 120,881</u>	<u>\$ 2,782,325</u>	<u>\$ 946,447</u>	<u>\$ (375,000)</u>	<u>\$ 3,474,653</u>
Net position:					
Net investment in capital assets	\$ -	\$ 583,510	\$ -	\$ -	\$ 583,510
Restricted - nonexpendable	18,073,859	-	-	-	18,073,859
Restricted - expendable	8,814,490	-	-	-	8,814,490
Unrestricted	2,284,050	1,588,028	(568,483)	-	3,303,595
Total net position	<u>\$ 29,172,399</u>	<u>\$ 2,171,538</u>	<u>\$ (568,483)</u>	<u>\$ -</u>	<u>\$ 30,775,454</u>

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The following displays condensed combining information, which is presented in total in the accompanying statements of revenues, expenses, and changes in net position for the University's discretely presented component units for the years ended June 30, 2016 and 2015:

	2016				
	Foundation	SASI	SARTP	Eliminations	Total
Operating revenues:					
Other auxiliary enterprises	\$ -	\$ 12,666,670	\$ -	\$ -	\$ 12,666,670
Other	265,054	49,177	53,536	(7,500)	360,267
In-kind contributions	400,654	-	95,480	-	496,134
Total operating revenues	<u>665,708</u>	<u>12,715,847</u>	<u>149,016</u>	<u>(7,500)</u>	<u>13,523,071</u>
Operating expenses:					
Institutional support	1,217,613	3,614,086	471,518	(287,711)	5,015,506
Student aid	663,814	-	-	-	663,814
Auxiliary enterprises	-	10,269,426	-	-	10,269,426
Depreciation	-	150,443	-	-	150,443
In-kind expense	400,654	-	95,480	-	496,134
Total operating expenses	<u>2,282,081</u>	<u>14,033,955</u>	<u>566,998</u>	<u>(287,711)</u>	<u>16,595,323</u>
Operating loss	<u>(1,616,373)</u>	<u>(1,318,108)</u>	<u>(417,982)</u>	<u>280,211</u>	<u>(3,072,252)</u>
Non-operating revenues (expenses):					
Investment income	205,742	16,835	-	-	222,577
Interest expense	-	(57,202)	-	-	(57,202)
University and Foundation support	-	420,518	-	(230,211)	190,307
Gifts and contributions	840,597	-	-	-	840,597
	<u>1,046,339</u>	<u>380,151</u>	<u>-</u>	<u>(230,211)</u>	<u>1,196,279</u>
Other revenues:					
Additions to permanent endowments	1,369,112	-	-	(50,000)	1,319,112
Change in net position	799,078	(937,957)	(417,982)	-	(556,861)
Net position - beginning of year	<u>29,172,399</u>	<u>2,171,538</u>	<u>(568,483)</u>	<u>-</u>	<u>30,775,454</u>
Net position - end of year	<u>\$ 29,971,477</u>	<u>\$ 1,233,581</u>	<u>\$ (986,465)</u>	<u>\$ -</u>	<u>\$ 30,218,593</u>

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	2015				
	Foundation	SASI	SARTP	Eliminations	Total
Operating revenues:					
Other auxiliary enterprises	\$ -	\$ 11,688,159	\$ -	\$ -	\$ 11,688,159
Grants	-	-	326,000	-	326,000
Other	346,172	46,223	25,000	(7,500)	409,895
In-kind contributions	<u>360,094</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>360,094</u>
Total operating revenues	<u>706,266</u>	<u>11,734,382</u>	<u>351,000</u>	<u>(7,500)</u>	<u>12,784,148</u>
Operating expenses:					
Institutional support	1,358,374	2,869,554	736,164	(276,842)	4,687,250
Student aid	631,573	-	-	-	631,573
Auxiliary enterprises	-	8,951,874	-	-	8,951,874
Depreciation	579	138,895	-	-	139,474
In-kind expense	<u>360,094</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>360,094</u>
Total operating expenses	<u>2,350,620</u>	<u>11,960,323</u>	<u>736,164</u>	<u>(276,842)</u>	<u>14,770,265</u>
Operating loss	<u>(1,644,354)</u>	<u>(225,941)</u>	<u>(385,164)</u>	<u>269,342</u>	<u>(1,986,117)</u>
Non-operating revenues (expenses):					
Investment income	1,332,190	5,733	-	-	1,337,923
Interest expense	-	(60,616)	-	-	(60,616)
University and Foundation support	-	443,799	-	(219,342)	224,457
Gifts and contributions	<u>550,621</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>550,621</u>
	<u>1,882,811</u>	<u>388,916</u>	<u>-</u>	<u>(219,342)</u>	<u>2,052,385</u>
Other revenues:					
Additions to permanent endowments	<u>1,007,014</u>	<u>-</u>	<u>-</u>	<u>(50,000)</u>	<u>957,014</u>
Change in net position	1,245,471	162,975	(385,164)	-	1,023,282
Net position - beginning of year	<u>27,926,928</u>	<u>2,008,563</u>	<u>(183,319)</u>	<u>-</u>	<u>29,752,172</u>
Net position - end of year	<u>\$ 29,172,399</u>	<u>\$ 2,171,538</u>	<u>\$ (568,483)</u>	<u>\$ -</u>	<u>\$ 30,775,454</u>

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The following amounts are presented in the statements of net position of the respective entities as due to/from the University as of June 30, 2016 and 2015:

	2016			
	Foundation	SASI	SARTP	Total
Due from the University:				
Food service	\$ -	\$ 88,767	\$ -	\$ 88,767
Overhead charge adjustment	-	24,742	-	24,742
Miscellaneous	-	41,267	-	41,267
Total due from the University	<u>\$ -</u>	<u>\$ 154,776</u>	<u>\$ -</u>	<u>\$ 154,776</u>
Due to the University:				
Institutional support	\$ -	\$ 170,884	\$ -	\$ 170,884
Services provided	42,756	-	-	42,756
Scholarships	16,519	-	-	16,519
Seaview operations	-	570,196	-	570,196
Overhead charge	-	-	86,935	86,935
Interest on loan	-	-	42,974	42,974
Miscellaneous	-	-	15	15
Total due to the University	<u>\$ 59,275</u>	<u>\$ 741,080</u>	<u>\$ 129,924</u>	<u>\$ 930,279</u>
2015				
	Foundation	SASI	SARTP	Total
Due from the University:				
Scholarships	\$ 820	\$ -	\$ -	\$ 820
Food service	-	187,097	-	187,097
Overhead charge adjustment	-	-	2,079	2,079
Miscellaneous	4,655	107,977	-	112,632
Total due from the University	<u>\$ 5,475</u>	<u>\$ 295,074</u>	<u>\$ 2,079</u>	<u>\$ 302,628</u>
Due to the University:				
Institutional support	\$ -	\$ 22,225	\$ -	\$ 22,225
Services provided	63,829	-	-	63,829
Scholarships	21,348	-	-	21,348
Seaview operations	-	759,965	-	759,965
Overhead charge	-	22,929	-	22,929
Interest on loan	-	-	13,605	13,605
Miscellaneous	5,154	110	23	5,287
Total due to the University	<u>\$ 90,331</u>	<u>\$ 805,229</u>	<u>\$ 13,628</u>	<u>\$ 909,188</u>

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The Foundation provided support of \$1,244,601 and \$1,330,073 to the University for scholarships, academic support and facilities support for the years ended June 30, 2016 and 2015, respectively. The University provided in-kind finance and administrative services of \$394,514 and \$335,993 for the years ended June 30, 2016 and 2015, respectively.

The Foundation provided support to SASI for the Sam Azeez Museum of \$230,211 and \$219,342 for the years ended June 30, 2016 and 2015, respectively.

The University has issued a line of credit to SASI in the amount of \$2,000,000. As of June 30, 2016 and 2015, a note receivable in the amount of \$1,314,683 was reflected in the financial statements of the University relating to this line of credit. The University charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 4.11%. The interest rate will be reviewed and changed by the University, in its sole discretion, to a rate equal to 150 basis points plus the thirty-year U.S. Treasury Note rate at the time of the interest review. Interest-only payments will be made on the outstanding principal balance at the stated interest rate. Interest expense on the line of credit totaled \$57,202 and \$60,616 for the years ended June 30, 2016 and 2015, respectively. SASI reimburses the University for use of space and personnel through payment of an overhead charge. For the years ended June 30, 2016 and 2015, the overhead charge was \$472,962 and \$497,704, respectively.

On May 27, 2016, SASI provided a short-term, non-interest bearing advance of \$375,000 to SARTP. The funds were used to purchase architectural plans and design services from South Jersey Economic Development District (“SJEDD”). The plans will be used for constructing the Aviation Research and Technology Park. This advance was subsequently repaid on July 30, 2016.

The University has issued a line of credit to SARTP in the amount of \$1,500,000. As of June 30, 2016 and 2015, a note receivable in the amount of \$976,700 and \$498,000, respectively, was reflected in the financial statements of the University relating to this line of credit. The University charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 4.11%. The interest rate will be reviewed and changed by the University, in its sole discretion, to a rate equal to 150 basis points plus the thirty-year U.S. Treasury Note rate at the time of the interest review. Interest-only payments will be made on the outstanding principal balance at the stated interest rate. Interest expense on the line of credit totaled \$29,369 and \$13,401 for the years ended June 30, 2016 and 2015, respectively. SARTP reimburses the University for use of space and personnel through payment of an overhead charge. For the years ended June 30, 2016 and 2015, the overhead charge was \$303,078 and \$318,600, respectively.

11. COMMITMENTS AND CONTINGENCIES

Compensated Absences

The University recorded a liability for compensated absences in the amount of \$4,151,398 and \$4,227,871 for the years ended June 30, 2016 and 2015, respectively, which was included in compensated absences in the accompanying statements of net position. The liability is calculated based upon employees’ accrued vacation leave as of year-end, as well as an estimated vested amount for accrued sick leave.

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Payments for accumulated sick leave balances are made to retiring employees upon regular retirement. The payment is based on 50% of the employee's sick leave accumulation, at the pay rate in effect at the time of retirement up to a maximum of \$15,000. Employees separating from University service prior to retirement are not entitled to payments for accumulated sick leave balances.

Litigation

The University is a party to various legal actions arising in the ordinary course of business. While it is not possible, at this time, to predict the ultimate outcome of these actions, it is the opinion of management that the resolution of these matters will not have a material adverse effect on the University's financial statements.

Grants

The University receives support from federal government and State of New Jersey grant programs, primarily student financial assistance. Entitlement to these resources requires compliance with terms of the grant agreements and applicable regulations, including the expenditure of the resources for allowable purposes. Substantially all grants are subject to financial and compliance audits by the respective sponsors. As of June 30, 2016 and 2015, the University believes that adjustments, if any, as a result of such audits would not have a material adverse effect on the University's financial statements.

Construction Contracts

The University has outstanding construction commitments in the amount of \$51,745,819 as of June 30, 2016. These commitments are primarily related to the completion of the Science Center. It is expected that all of the funding for these projects will be allocated from unrestricted resources.

Lease Commitments

Future minimum lease payments required under all non-cancelable operating leases, follow:

<u>Years Ending June 30,</u>	<u>Amount</u>
2017	\$ 234,617
2018	238,119
2019	241,572
2020	145,111
2021	148,739
2022	152,457
Total	<u>\$ 1,160,615</u>

Total rent expense for the years ended June 30, 2016 and 2015 approximated \$98,000 and \$148,000, respectively.

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Power Purchase Agreement

The University entered into various agreements with Stockton Blue Sky Power, LLC (“Blue Sky”) related to the construction of a solar power plant at the University. Blue Sky owns and operates the solar power plant, and the University leases the space on campus where the solar power plant is located. The University agreed to purchase all of the energy produced by the solar power plant for a 15-year period at a fixed rate of \$0.03 per kWh. This agreement began on May 25, 2011 and will expire on May 25, 2021.

12. RELATED PARTIES

The University entered into a Collaborative Project Agreement (“Agreement”) with the Noyes Museum of Art (the “Museum”) on February 4, 2011. Pursuant to the terms of Agreement, the Museum agreed to sublease to the University the property located in Galloway Township, New Jersey for a period of ten years. The University and the Museum also agreed to have two individuals affiliated with the University serve as members on the Museum’s Board of Directors and one individual affiliated with the University to serve as a member for the Noyes Foundation Board of Directors for the duration of the Agreement. The University is required to pay an annual rental to the Museum over the life of the Agreement. It was acknowledged by the parties that the term of the Agreement may be less than ten years if either party is not satisfied with the progress made to meet operational benchmarks as defined in the Agreement. The Noyes Museum was donated to Stockton University in fiscal year 2017.

13. SUBSEQUENT EVENTS

The University evaluated subsequent events through November 1, 2016, the date the financial statements were available to be issued. The University is not aware of any subsequent events which would require recognition or disclosure in the financial statements, except for the 2016A bond issuances noted in Note 7.

REQUIRED SUPPLEMENTARY INFORMATION

STOCKTON UNIVERSITY
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Required Supplementary Information
Schedules of Proportionate Share of the Net Pension Liability – Last 10 Years* - Unaudited
June 30, 2016

Public Employees' Retirement System (PERS)

Reporting fiscal year (Measurement Date, June 30,)	Stockton's proportion of the net		Stockton's covered employee payroll	Stockton's proportionate share of the net pension liability as a percentage of its covered employee payroll	Plan fiduciary net position as a percentage of the total pension liability
	pension liability				
	%	\$			
2016 (2015)	0.662%	\$ 157,129,973	\$ 30,400,613	516.86%	24.96%
2015 (2014)	0.643%	\$ 129,367,998	\$ 29,636,603	436.51%	30.06%

Police and Firemen's Retirement System (PFRS)

Reporting fiscal year (Measurement Date, June 30,)	Stockton's proportion of the		Stockton's covered employee payroll	Stockton's proportionate share of the net pension liability as a percentage of its covered employee payroll	Plan fiduciary net position as a percentage of the total pension liability
	net pension liability				
	%	\$			
2016 (2015)	0.156%	\$ 6,709,530	\$ 885,871	757.39%	29.07%
2015 (2014)	0.183%	\$ 6,515,401	\$ 723,945	899.99%	34.70%

* These schedules are intended to show information for 10 years. Additional years will be displayed as they become available.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Required Supplementary Information
Schedules of Proportionate Share of the Net Pension Liability – Last 10 Years* - Unaudited
June 30, 2016

Schedules of University Contributions – Last 10 Years*

Public Employees' Retirement System (PERS)

	2016	2015
(1) Contractually required contribution	\$ 2,184,725	\$ 1,022,366
(2) Contributions in relation to the contractually determined contribution	<u>2,184,725</u>	<u>1,022,366</u>
(3) Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
(4) Covered-employee payroll	\$ 30,400,613	\$ 29,636,603
(5) Contributions as a percentage of covered-employee payroll	7.19%	3.45%

Police and Firemen's Retirement System (PFRS)

	2016	2015
(1) Contractually required contribution	\$ 185,988	\$ 218,158
(2) Contributions in relation to the contractually determined contribution	<u>185,988</u>	<u>218,158</u>
(3) Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
(4) Covered-employee payroll	\$ 885,871	\$ 723,945
(5) Contributions as a percentage of covered-employee payroll	20.99%	30.13%

* These schedules are intended to show information for 10 years. Additional years will be displayed as they become available.

SUPPLEMENTARY INFORMATION

Stockton University
(A Component Unit of The State of New Jersey)
Schedule of Expenditures of Federal Awards
Year ended June 30, 2016

Federal Grantor / Pass-through Grantor / Program or Cluster Title	Federal CFDA Number	Federal Expenditures
Student Financial Assistance Cluster:		
U.S. Department of Education:		
Federal Direct Loan Program	84.268	\$ 50,864,484
Federal Perkins Loan Program	84.038	2,962,714
Federal Supplemental Educational Opportunity Grants	84.007	241,680
Federal Work Study Program	84.033	268,462
Federal Pell Grant Program (including administrative costs of \$15,340)	84.063	12,799,248
Teacher Education Assistance for College & Higher Education Grants (Teach Grants)	84.379	7,456
Total Student Financial Assistance Cluster		<u>67,144,044</u>
Research and Development Cluster:		
U.S. Department of Commerce:		
National Oceanic & Atmospheric Administration (NOAA):		
Passed Through Rutgers, The State University of NJ		
Estuarine Research Reserves	11.420	19,324
WeCrab Marine Debris Project	11.463	3,695
Habitat Conservation-Derelict Crab Trap Removal in Mullica River & Great Bay Estuary of NJ	11.463	39,837
Passed through the Conserve Wildlife Foundation of New Jersey:		
Identification & Retrieval of Derelict Crab Pots to Reduce Bycatch of NOAA Trust Resources in Barnegat Bay, New Jersey	11.463	5,900
National Science Foundation:		
Education and Human Resources: Scholarships for Success in Science, Technology, Engineering & Math	47.076	66,565
National Environmental Protection Agency: Office of Water		
Passed Through Barnegat Bay Partnership Ocean County College:		
National Estuary Program - Assessing the Status of Barnegat Bay Submerged Aquatic Vegetation	66.456	14,694
National Estuary Program - Little Egg Harbor Oyster Spat Settlement	66.456	4,759
National Estuary Program - Barnegat Bay Oyster Reefs: Biological & Cost Benefit Analysis for Scale Up Efforts	66.456	8,344
National Endowment for the Humanities:		
Passed Through New Jersey Council for the Humanities:		
Marching from Atlantic City to Washington & Beyond	45.129	13,083
Promotion of the Humanities - Office of Digital Humanities	45.164	78,734
U.S. Department of the Interior Fish and Wildlife Service:		
Forsythe Wildlife Refuge Lidar Survey	15.677	53,511
Passed Through NJ DEP: Division of Fish & Wildlife -		
Deer Exclosures & Cedar Study	15.625	10,161
Creation of Small Deer Exclosures in Silvicultural Experimental Areas	15.625	10,000
Wildlife Protection User Survey	15.605	62,683
Total Research and Development Cluster		<u>391,290</u>
Other Federal Assistance:		
U.S. Department of Health and Human Services:		
Passed Through Atlantic County Department of Human Services,		
Educational Programs and Lectures for Older Adults	93.044	15,000
NJ Healthy Kids Vineland YMCA	93.331	42,068
Passed Through The New Jersey Council on Developmental Disabilities,		
2015-2016 Get FIT Partnership - Get Fit @ Home	93.630	8,085
Passed Through NJ Department of Children and Families,		
Chafee Foster Care Independence Program - Foster and Adoptive Family Services	93.674	8,628
Total U.S. Department of Health and Human Services		<u>73,781</u>
U.S. Department of Transportation: National Highway Traffic Safety Administration (NHTSA):		
Passed Through NJ Department of Law and Public Safety Division of Highway Traffic Safety,		
Stay Safe and Graduate	20.601	22,061
U.S. Department of Education:		
Rehabilitation Services Vocational Rehabilitation Grants to States	84.126	225,341
Passed Through NJ Commission for the Blind & Visually Impaired,		
Rehabilitation Training State Vocational Rehabilitation Unit In-Service Training	84.264	31,013
Stockton Coastal Collaborative Math & Science Partnership	84.366	250,777
NJDOE Formative Assessment	84.367	62,348
Building Teacher Leadership	84.367	112,432
Total U.S. Department of Education		<u>681,911</u>

See notes to Schedules of Expenditures of Federal and State of New Jersey Awards

Stockton University
(A Component Unit of The State of New Jersey)
Schedule of Expenditures of Federal Awards
Year ended June 30, 2016

Federal Grantor / Pass-through Grantor / Program or Cluster Title	Federal CFDA Number	Federal Expenditures
Other Federal Assistance (continued):		
U.S. Department of Agriculture: Passed through the State of New Jersey Department of Environmental Protection, Forestry Services Forest Fire Research	10.664	\$ 8,502
U.S. Department of the Interior: Passed through The Nature Conservancy: Wetlands Restoration	15.153	22,194
U.S. Department of Veterans Affairs: Post - 9/11 Veterans Educational Assistance	64.028	2,080,064
U.S. Department of Homeland Security: Passed Through NJ Department of Environmental Protection: Cooperating Technical Partners	97.045	35,017
U.S. Corporation for National & Community Service AmeriCorps National Service Education Award	94.006	9,631
U.S. Department of Labor: WIA Cluster, Passed Through Atlantic Cape May Workforce Investment Board:		
Work First New Jersey	17.258	314,099
Dislocated Workers - On-The-Job Training	17.260	19,086
Adult Program	17.258	2,721
Summer Youth Employment Training	17.259	20,596
Youth Activities-Year Round Out of School	17.259	135,826
National Emergency	17.277	3,248
Office of Workers' Compensation Program/Federal Employees' Compensation Act GA/SNAP	17.225 10.561	9,055 1,599
Passed Through NJ Department of Labor & Workforce Development: Dislocated Workers - Retail, Hospitality & Tourism Talent Network	17.278	131,029
Total WIA Cluster		637,259
U.S. Small Business Administration: Passed Through Rutgers, The State University of NJ New Jersey Small Business Development Centers (NJSBDC)	59.037	114,311
Hurricane Sandy Small Business Revitalization Opportunity	59.064	59,089
Total U.S. Small Business Administration		173,400
Total Other Federal Assistance		3,743,820
Total Expenditures of Federal Awards		\$ 71,279,154

See notes to Schedules of Expenditures of Federal and State of New Jersey Awards

Stockton University
(A Component Unit of The State of New Jersey)
Schedule of Expenditures of State of New Jersey Awards
Year ended June 30, 2016

<u>Grantor Department</u> <u>Program Title</u>	<u>Account Number</u>	<u>Program Amount</u>	<u>Grant Period</u>	<u>Current Year</u> <u>Expenditures</u>	<u>Total</u> <u>Disbursements</u>
Student Financial Assistance:					
N.J. Higher Education Student Assistance Authority:					
New Jersey College Loans to Assist State Students	N/A	\$ 4,228,250	07/01/15-06/30/16	\$ 4,228,250	\$ 4,228,250
Tuition Aid Grant	100-074-2405-007	10,280,082	07/01/15-06/30/16	10,280,082	10,280,082
Urban Scholars	100-074-2405-278	16,500	07/01/15-06/30/16	16,500	16,500
Governor's Urban Persistency Award	100-074-245-329	1,500	07/01/15-06/30/16	1,500	1,500
New Jersey STARS II	100-074-2405-313	264,522	07/01/15-06/30/16	264,522	264,522
Survivor Tuition Benefits	100-074-2405-009	8,268	07/01/15-06/30/16	8,268	8,268
Law Enforcement Officer Memorial	100-074-2405-312	20,579	07/01/15-06/30/16	20,579	20,579
NJ BEST	100-074-2405-316	23,000	07/01/15-06/30/16	23,000	23,000
N.J. Commission on Higher Education:					
Educational Opportunity Fund Article III Summer FY2016	100-074-2401-001	298,983	07/01/15-06/30/16	261,752	298,983
Educational Opportunity Fund Article III Summer FY2017	100-074-2401-001	316,922	06/01/16-07/31/17	168,770	168,770
Educational Opportunity Fund Article III Academic Year	100-074-2401-001	444,025	07/01/15-06/30/16	444,025	444,025
Educational Opportunity Fund Graduate Grants	100-074-2401-001	9,200	07/01/15-06/30/16	9,200	9,200
Total Student Financial Assistance				15,726,448	15,763,679
Other State of N.J. Assistance:					
N.J. Department of Environmental Protection:					
N.J. Beach Profile 2015	100-042-4895-043	586,468	01/01/15-01/31/16	283,212	586,459
N.J. Beach Profile 2016	100-042-4895-043	499,878	02/01/16-12/31/16	165,568	165,568
N.J. Coastal Estuaries Inventory	100-042-4800-176	59,206	01/01/16-06/30/17	16,120	16,120
N.J. Department of Transportation:					
Dredged Material Management System	480-078-6300-CTB	286,993	03/06/08-03/06/18	16,725	181,476
N.J. Department of Children & Families Services,					
Child Welfare Education Institute (CWEI) - BCWEP & MCWEP	100-016-1600-047	2,002,675	07/01/15-06/30/16	1,830,904	1,830,904
N.J. Department of Community Affairs:					
Pilot Research - Study of Gambling	100-022-8050-184	7,000	07/01/15-06/30/16	7,000	7,000
N.J. Department of Human Services: Division of Youth and Family Services,					
Passed Through Rutgers University: NJ Child Welfare Training Consortium	100-016-1600-047	605,000	07/01/15-06/30/16	601,015	601,015
N.J. Department of Commerce and Economic Growth,					
Passed through Rutgers University: Small Business Development Center	100-074-2505-001	32,200	07/01/15-06/30/16	32,200	32,200
N.J. Department of Education:					
Teachers' Sheltered English Instruction Professional Development	100-034-5061-016	45,000	07/07/15-08/31/16	35,484	35,484
NJCCCS Standard 8 Training	100-034-5068-003	2,600	04/15/15-09/30/15	2,569	2,569
N.J. Department of Treasury:					
Passed Through Casino Reinvestment Development Authority: LEAD AC Yr3	100-022-0820-092	21,800	01/01/15-12/31/15	2,629	6,773
N.J. Department of Law and Public Safety					
Drunk Driving Enforcement Fund	100-078-6400-YYY	1,653	09/01/13-08/31/16	273	1,653
N.J. Department of Labor and Workforce Development,					
Retail, Hospitality & Tourism Talent Network	780-062-4545-007	375,000	07/01/14-12/31/15	19,922	64,766
Retail, Hospitality & Tourism Talent Network	780-062-4545-007	250,000	01/01/16-12/31/16	12,835	12,835

See notes to Schedules of Expenditures of Federal and State of New Jersey Awards

Stockton University
(A Component Unit of The State of New Jersey)
Schedule of Expenditures of State of New Jersey Awards
Year ended June 30, 2016

<u>Grantor Department</u> <u>Program Title</u>	<u>Account Number</u>	<u>Program Amount</u>	<u>Grant Period</u>	<u>Current Year Expenditures</u>	<u>Total Disbursements</u>
N.J. Department of Military & Veterans Affairs, An Environmental Internship Program Year 2	100-067-3620-178	\$ 39,659	05/18/15-09/30/15	\$ 27,541	\$ 36,874
N.J. Department of State Historical Commission Publishing Burlington Biographies	100-074-2540-105	3,000	08/01/15-12/31/15	3,000	3,000
N.J. Office of the Attorney General Municipal Planning for Safe Streets	100-066-1000-146	80,000	09/01/14-06/30/16	26,000	66,000
N.J. Higher Education Services: Educational Opportunity Fund Article IV-Academic Year	100-074-2401-002	267,857	07/01/15-06/30/16	267,857	267,857
NJSCA General Program Support	100-074-2530-032	101,020	07/01/15-06/30/16	101,020	101,020
NJSCA CSP Co Sponsored Project - Anniversary Supplement	100-074-2530-032	25,000	07/01/15-12/31/15	25,000	25,000
NJSCA 09 CSP Co Sponsored Project - State of the Arts	100-074-2530-032	200,000	07/01/15-06/30/16	200,000	200,000
Atlantic County Awards 2015	100-074-2505-053	3,300	01/01/15-12/20/15	3,300	3,300
Atlantic County Awards 2016	100-074-2505-053	7,400	01/01/16-12/20/16	3,400	3,400
N.J. Commission on Higher Education: Higher Education Equipment Leasing Fund Program	100-082-2155-036	5,696,250	01/01/14-05/02/23	746,406	5,437,291
Higher Education Technology Infrastructure Fund Program	100-074-2400-059	775,000	01/01/14-12/31/XX	152,337	531,915
Higher Education Capital Improvement Fund	100-082-2155-079	7,067,020	03/01/14-03/01/34	2,216,442	2,774,197
Higher Education General Obligation Fund	586-074-2400-014	34,987,950	03/01/14-12/31/XX	1,858,185	3,436,392
N.J. Higher Education Services: N.J. Department of State: State of New Jersey Appropriation	100-074-2480-001	18,391,000	07/01/15-06/30/16	18,391,000	18,391,000
Interdepartmental Accounts: State Fringe Benefits Other Than FICA	100-094-9410-134	11,442,840	07/01/15-06/30/16	11,442,840	11,442,840
FICA-State Colleges and Universities Reimbursement Program	100-094-9410-137	5,760,868	07/01/15-06/30/16	5,760,868	5,760,868
Alternate Benefits Program	100-094-9410-132	4,119,569	07/01/15-06/30/16	4,119,569	4,119,569
Total Other State of NJ Assistance				48,371,221	56,145,345
Total Expenditures of State of New Jersey Awards				\$ 64,097,669	\$ 71,909,024

See notes to Schedules of Expenditures of Federal and State of New Jersey Awards

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Schedules of Expenditures of Federal and State of New Jersey Awards
June 30, 2016

1. BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards has been prepared in accordance with Uniform Guidance, *Audits of States, Local Governments, and Non-Profit Organizations*. The accompanying Schedule of Expenditures of State of New Jersey Awards has been prepared in accordance with the requirements of the State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*. The purpose of these schedules is to present the respective expenditures of Federal and State programs, under the accrual basis of accounting of Stockton University (the "University") for the year ended June 30, 2016. For purposes of the respective schedules, Federal and State of New Jersey awards include any assistance provided by a Federal or State agency directly or indirectly in the form of grants, contracts, cooperative agreements, direct appropriations, loan and loan guarantees, and other noncash assistance. Because the schedules present only a selected portion of the activities of the University, they are not intended to, and do not, present either the net position of the University at June 30, 2016 or its changes in net position and cash flows for the year then ended. Accordingly, some amounts presented in the respective schedules may differ from amounts presented in, or used in the preparation of, the University's fiscal 2016 financial statements.

2. DIRECT LOAN PROGRAM AND NEW JERSEY COLLEGE LOANS TO ASSIST STATE STUDENTS

Loans made by the University to eligible students under the State of New Jersey College Loans to Assist State Students Program and the Federal Direct Loan Program during the year ended June 30, 2016 follow:

Federal Direct Student Loans	\$ <u>50,864,484</u>
New Jersey College Loans to Assist State Students	\$ <u>4,228,250</u>

The University is responsible only for the performance of certain administrative duties with respect to the Direct Loan Program and the New Jersey College Loans to Assist State Students Program and has no responsibility to collect these loans. Accordingly, these loans are not included in the University's financial statements. It is not practicable to determine the balance of loans outstanding to students of the University under these programs as of June 30, 2016.

3. FEDERAL PERKINS LOANS

The Federal Perkins Loan expenditures presented in the accompanying Schedule of Expenditures of Federal Awards of \$2,962,714 represents the total balance of loans outstanding under the Perkins Program. The current fiscal year's new loans made from the revolving loan fund from which new loans are made utilizing receipts from repayments of loans that have entered collection status was \$432,920.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Schedules of Expenditures of Federal and State of New Jersey Awards
June 30, 2016

4. SUBRECIPIENT AWARDS

The University passed through the following Federal awards to subrecipients during the year ended June 30, 2016:

Federal Program	Subrecipient	CFDA Number	Pass-Through Expenditures
Research and Development Cluster:			
Promotion of the Humanities - Office of Digital Humanities	EduWeb	45.164	\$ 45,000
National Estuary Program - Barnegat Bay Oyster Reefs: Biological & Cost Benefit Analysis for Scale Up Efforts	Rutgers, The State University of NJ	66.456	2,275
			<u>47,275</u>
Other Federal Assistance:			
Work First New Jersey	Community Quest Inc	17.258	37,868
	Career Opportunity Development Inc	17.258	136,135
			<u>174,003</u>
			<u><u>\$ 221,278</u></u>



Grant Thornton LLP
Two Commerce Square
2001 Market St., Suite 700
Philadelphia, PA 19103
T 215.561.4200
F 215.561.1066
GrantThornton.com
[linked.in/GrantThorntonUS](https://www.linkedin.com/company/grantthorntonus)
twitter.com/GrantThorntonUS

**REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS
ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS REQUIRED BY *GOVERNMENT
AUDITING STANDARDS***

Board of Trustees
Stockton University:

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and State of New Jersey Department of Treasury Circular 2015-08, the financial statements of Stockton University (the "University"), a component unit of the State of New Jersey, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the University's basic financial statements, and have issued our report thereon dated November 1, 2016.

Internal control over financial reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting ("internal control") to design audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the University's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

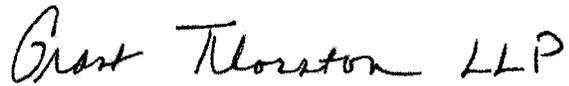
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in the University's internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and other matters

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and State of New Jersey Department of Treasury Circular 2015-08.

Intended purpose

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* and State of New Jersey Department of Treasury Circular 2015-08 in considering the University's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

Handwritten signature of Grant Thornton LLP in cursive script.

Philadelphia, Pennsylvania
November 1, 2016

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND STATE OF NEW JERSEY DEPARTMENT OF TREASURY CIRCULAR 2015-08 AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Trustees
Stockton University:

Report on compliance for each major federal and State of New Jersey program

We have audited the compliance of Stockton University (the “University”) with the types of compliance requirements described in the U.S. Office of Management and Budget’s *OMB Compliance Supplement* and State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*, that could have a direct and material effect on its major federal programs and State of New Jersey programs for the year ended June 30, 2016. The University’s major federal programs and State of New Jersey programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

Our audit of, and opinion on, the University’s compliance for its major federal and State of New Jersey programs does not include the compliance requirements governing student loan repayments under the federal Perkins Loan Program in accordance with the requirements of the federal Student Financial Assistance Cluster, because the University engaged Educational Loan Servicing LLC (d/b/a Campus Partners) to perform these compliance activities. This third-party servicer has obtained a compliance attestation from another practitioner for the year ended June 30, 2016, in accordance with the U.S. Department of Education’s Audit Guide, *Audits of Federal Student Financial Assistance Programs at Participating Institutions and Institution Servicers*.

Management’s responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal and state awards applicable to the University’s federal programs and State of New Jersey programs.

Auditor’s responsibility

Our responsibility is to express an opinion on compliance for the University’s major federal and State of New Jersey programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”)

and State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*. Those standards and the Uniform Guidance and State of New Jersey Department of Treasury Circular 2015-08 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal or State of New Jersey program occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal and State of New Jersey program. However, our audit does not provide a legal determination of the University's compliance.

Opinion on each major federal program and State of New Jersey program

In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal and State of New Jersey programs for the year ended June 30, 2016.

Report on internal control over compliance

Management of the University is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University's internal control over compliance with the types of compliance requirements that could have a direct and material effect on the major federal and State of New Jersey programs to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for the major federal and State of New Jersey programs and to test and report on internal control over compliance in accordance with the Uniform Guidance and State of New Jersey Department of Treasury Circular 2015-08, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal or State of New Jersey program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal or a State of New Jersey program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal or a State of New Jersey program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in the University's internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this Report on Internal Control Over Compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and State of New Jersey Department of Treasury Circular 2015-08. Accordingly, this report is not suitable for any other purpose.

Grant Thornton LLP

Philadelphia, Pennsylvania

November 1, 2016

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Findings and Questioned Costs
Year ended June 30, 2016

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ yes X no

- Significant deficiency(s) identified that are not considered to be material weakness(es)? _____ yes X none reported

Federal and State of New Jersey Awards

Internal control over major programs:

- Material weakness(es) identified? _____ yes X no

- Significant deficiency(s) identified that are not considered to be material weakness(es)? _____ yes X none reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance or State of New Jersey Department of Treasury Circular 2015-08? _____ yes X no

Identification of major programs:

Program or Cluster Title Federal CFDA Number or NJ State Identifying Number

Federal:

Student Financial Aid Cluster	84.007, 84.033, 84.038 84.063, 84.268, 84.379
Veterans Affairs	64.028

State of New Jersey:

Student Financial Aid Cluster	Various
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Dollar threshold used to distinguish between type A and type B programs - Federal: \$750,000

Dollar threshold used to distinguish between type A and type B programs - NJ State: \$1,922,930

Auditee qualified as low-risk auditee? X yes _____ no

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Findings and Questioned Costs
Year ended June 30, 2016

Section II - Financial Statement Findings

None noted.

Section III - Federal and State of New Jersey Award Findings and Questioned Costs

None noted.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Findings and Questioned Costs
Year ended June 30, 2016

Section IV - Summary of Prior Year Findings and Corrective Action Plan

None noted.

Appendices 33-36: IPEDS Financial Overview

- [Appendix 33: IPEDS Financial Data \(2013-14\)](#)
- [Appendix 34: IPEDS Financial Data \(2014-15\)](#)
- [Appendix 35: IPEDS Financial Data \(2015-16\)](#)
- [Appendix 36: IPEDS Financial Data \(2016-17\)](#)

Report on Financial Statements and Federal Award
Expenditures in Accordance with Uniform Guidance and State of New Jersey
Award Expenditures in Accordance with State of New Jersey Department of
Treasury Circular 2015-08

STOCKTON UNIVERSITY
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STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)

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Grant Thornton LLP
Two Commerce Square
2001 Market St., Suite 700
Philadelphia, PA 19103
T 215.561.4200
F 215.561.1066
GrantThornton.com
[linked.in/GrantThorntonUS](https://www.linkedin.com/company/grantthorntonus)
twitter.com/GrantThorntonUS

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

Board of Trustees

Stockton University:

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and discretely presented component units of Stockton University (the "University"), a component unit of the State of New Jersey, as of and for the years ended June 30, 2016 and 2015, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and State of New Jersey Department of Treasury Circular 2015-08. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the University's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of the business-type activities and discretely presented component units of Stockton University as of June 30, 2016 and 2015, and the changes in its net position and, where applicable, its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Other matters

Required supplementary information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, included on pages 3 through 16, and the Schedules of Proportionate Share of the Net Pension Liability – Last 10 Years on pages 55 and 56 be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board, which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the University's financial statements. The accompanying Schedules of Expenditures of Federal Awards and State of New Jersey Awards for the year ended June 30, 2016, as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*, respectively, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other reporting required by *Government Auditing Standards*

In accordance with *Government Auditing Standards* and State of New Jersey Department of Treasury Circular 2015-08, we have also issued our report, dated November 1, 2016, on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and State of New Jersey Department of Treasury Circular 2015-08 in considering the University's internal control over financial reporting and compliance.

Grant Thornton LLP

Philadelphia, Pennsylvania
November 1, 2016

STOCKTON UNIVERSITY

(A Component Unit of The State of New Jersey)

Management's Discussion and Analysis (Unaudited)

Years ended June 30, 2016 and 2015

INTRODUCTION

Stockton University (the “University” or “Stockton”), which was formerly known as The Richard Stockton College of New Jersey, is proud to present its comparative financial statements for fiscal years 2016 and 2015, and its changes in financial position for the fiscal years then ended with fiscal year 2014 data presented for comparative purposes. This section of the University’s financial statements presents our discussion and analysis of the University’s financial performance. Since this discussion and analysis is designed to focus on current activities, it should be read in conjunction with the University’s basic financial statements, which follow this section.

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. 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 University is located.

UNIVERSITY OVERVIEW

The University is located in Galloway, New Jersey, an area that is growing rapidly. Stockton’s Galloway holdings include a total of approximately 2,000 acres, much of which is pristine forest and wetlands. The University owns the historic Stockton Seaview Hotel and Golf Club located on nearly 300 acres in Galloway, a premier vacation and golfing destination that also provides residences for over 240 students.

The University owns an 8-acre Marine and Environmental Field Station along the Nacote Creek in nearby Port Republic City, along with over 100 acres of wooded property in Hamilton Township and an additional 200 acres in Galloway.

The University is expanding, with two new academic buildings and a distinctive Quad entrance being built on the main Galloway campus, and a residential campus being developed as part of a public-private partnership in Atlantic City.

The Unified Science Center 2 in Galloway will provide an additional 56,700 square feet in a three-story structure, with science labs, classrooms, a greenhouse, a vivarium, a gross anatomy lab and faculty offices. The \$28.6 million expansion of Stockton’s Unified Science Center will enable the continued growth of the School of Natural Sciences and Mathematics, which currently graduates 22% of the math and science majors at New Jersey’s senior public colleges and universities. The Unified Science Center 2 is supported by \$21.465 million in funding from the Building Our Future Bond Act approved by voters in 2012.

The 36,000-square-foot classroom building in Galloway will house a sustainability lab, health science simulation space, exercise science space and offices. The \$18 million facility will receive \$13.5 million in funding from the bond issue.

The first classes in both facilities are expected to be held in Spring 2018.

In Atlantic City, a new campus with 535 residences overlooking the beach and boardwalk is being developed in partnership with the Atlantic City Development Corp., or “AC Devco”. The campus includes a parking garage topped by new offices for South Jersey Gas, with 879 parking spaces for use by the University, South Jersey Gas

STOCKTON UNIVERSITY
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Years ended June 30, 2016 and 2015

and the public. An academic building will accommodate up to 1,800 students. The University plans to open the Atlantic City campus in 2018 with about 1,000 students, with room for future growth.

Funding sources for the Atlantic City campus include \$48 million in bonds from the Atlantic County Improvement Authority from proceeds of almost \$70 million in tax credits issued by the N.J. Economic Development Authority, \$22 million from a Capital Improvement Fund ("CIF") grant awarded in July 2016 by the N.J. Secretary of Higher Education, an \$8.3 million contribution from South Jersey Gas, \$2.1 million in developer's equity and \$18 million from Stockton, along with \$79 million in Atlantic County Improvement Authority bonds secured by lease payments from the University.

Also in Atlantic City, the University's Carnegie Center is a 17,335-square-foot historical building which hosts undergraduate and graduate courses, continuing professional education programming, and special events.

Three instructional sites have been added to provide academic offerings that range from continuing education and professional opportunities to undergraduate and graduate courses. In September 2012, Stockton extended its reach into southern Ocean County with the Manahawkin instructional site, a 3,200-square-foot facility that hosts classes and community events. In January 2013, Stockton formally opened Kramer Hall in downtown Hammonton, which provides students with state-of-the-art classrooms, computer labs and seminar rooms, as well as providing the local community with use of the facility. In April 2013, Anne Azeez Hall in Woodbine opened, allowing Stockton to offer students in Cape May County more flexibility and access.

A significant percentage of the student body is from Atlantic, Cape May and Ocean counties, but the University is expanding its reach, attracting more students from northern New Jersey and other areas. Stockton continues to experience impressive growth, with a record headcount of 8,728 students enrolled for Fall 2016, compared with 8,674 in 2015.

Full-time equivalent ("FTE") students increased by 1.38% to 8,388 in 2016 from 8,274 in 2015, which was a 1.98% increase over 2014's FTE of 8,113.

The University offers undergraduate degrees in Bachelor of Arts, Bachelor of Science and Bachelor of Science in Nursing, as well as 12 Master's level programs and two doctoral programs in Physical Therapy and Organizational Leadership.

FINANCIAL STATEMENTS

The University's comparative financial statements include three basic financial statements: statements of net position; statements of revenues, expenses, and changes in net position; and statements of cash flows, which have been prepared following Governmental Accounting Standards Board ("GASB") principles. These statements present the University's operations as a whole, focusing on its assets, deferred outflows of resources, liabilities, deferred inflows of resources, revenues, expenses and cash flows on an entity-wide basis.

SUMMARY OF NET POSITION

The statements of net position present the assets, deferred outflows of resources, liabilities, deferred inflows of resources and net position of the University as of the end of the fiscal year. The statements of net position are point-of-time financial statements. The purpose of the statements of net position is to present to the readers of the financial statements a fiscal snapshot of the University. The statements of net position present end-of-the-year

STOCKTON UNIVERSITY
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Years ended June 30, 2016 and 2015

data concerning assets (current and noncurrent), deferred outflows of resources, liabilities (current and noncurrent), deferred inflows of resources and net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources).

Net position is one indicator of the current financial condition of the University, while the change in net position is an indicator of whether the overall financial condition has improved or worsened during the year.

From the data presented, readers of the statements of net position are able to determine the assets available to continue the operations of the University. They are also able to determine how much the University owes vendors and lending institutions. Finally, the statements of net position provide a picture of the net position (assets plus deferred outflows of resources minus liabilities minus deferred inflows of resources) and their availability for expenditure by the University.

Net position is divided into three major categories. The first category, net investment in capital assets, provides the institution's equity in property, plant, and equipment owned by the University, net of accumulated depreciation, reduced by the outstanding balances of debt and deferred inflows and outflows of resources related to the acquisition, construction, or improvement of those assets. The next net position category is restricted. Expendable restricted is available for expenditure by the University but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of those assets. Nonexpendable restricted net position is required to be maintained in perpetuity by donors and/or external entities. The final category is unrestricted. Unrestricted assets are available to the University for any lawful purpose of the University.

Effective July 1, 2014, the University adopted GASB Statement 68, *Accounting and Financial Reporting for Pensions*, and Statement 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date*, an amendment of GASB Statement 68. These standards require all state and local governmental employers providing defined benefit pensions to recognize their proportionate share of the actuarially determined amount of the unfunded pension benefit obligation as a liability. As required from the data provided by the State of New Jersey, the University recorded its portion of the pension liabilities and expenses from the New Jersey State-administered retirement system. Changes in accounting for pensions are designed to improve transparency regarding pension obligations and require the recognition of pension expense using a systematic method, designed to match the cost of pension benefits with service periods for eligible employees. The unfunded pension liability will change each year, resulting from the changes in plan assumptions about economic and demographic factors, differences between actual and expected experience, and differences between actual and expected investment earnings. The net pension liability was measured as of June 30, 2013, June 30, 2014 and June 30, 2015, a one-year lag from the University's year-end reporting date (note: GASB Statement 68 requires the net pension liability to be measured as of a date no earlier than the end of the employer's prior fiscal year).

As a result of this change in reporting, the University has recorded its proportionate share of the net pension liability, pension expense, deferred outflows and deferred inflows of resources in the June 30, 2016 and 2015 financial statements presented; however, the State of New Jersey did not provide the necessary data to present such balances in the June 30, 2014 financial statements, and accordingly, this MD&A that follows is not comparative relative to the pension related balances. Further, the note disclosures regarding the pension benefit have changed to include a discussion of both the net pension liability and pension expense. Finally, as part of required supplemental information, the University has included certain schedules of data that have not previously

STOCKTON UNIVERSITY
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Years ended June 30, 2016 and 2015

been required. These accounting changes do not impact the University's funding requirements for the pension plans.

An illustration of the impact of adopting these accounting pronouncements on the University's beginning net position at July 1, 2014 is as follows:

Net position at June 30, 2014, as previously reported		\$ 173,194,060
Net pension liability at June 30, 2014	\$ (129,745,039)	
Fiscal year 2014 contributions made subsequent to measurement date	<u>1,232,254</u>	
Cumulative effect of the adoption of new accounting principle		<u>(128,512,785)</u>
Restated net position at July 1, 2014		<u>\$ 44,681,275</u>

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The effect of the adoption of GASB 68 was the recording of a cumulative effect of change in accounting principle at July 1, 2014; the recognition of net pension expense in fiscal year 2015; and increases in deferred outflows of resources, net pension liability and deferred inflows of resources at June 30, 2015, as follows:

	Prior to Adoption of GASB 68	Adoption of GASB 68	Subsequent to Adoption of GASB 68
Statement of net position at June 30, 2015:			
Deferred outflows of resources - pension related	\$ -	\$ 6,375,090	\$ 6,375,090
Net pension liability	-	135,883,399	135,883,399
Deferred inflows of resources - pension related	-	5,833,309	5,833,309
Net position - unrestricted	82,848,861	(135,341,618)	(52,492,757)
Total net position	167,773,518	(135,341,618)	32,431,900
Statement of revenues, expenses, and changes in net position for the year ended June 30, 2015:			
Operating expenses			
Instruction	\$ 63,899,179	\$ 1,443,502	\$ 65,342,681
Research	1,282,436	-	1,282,436
Public service	6,530,380	68,738	6,599,118
Academic support	9,240,305	824,858	10,065,163
Student services	14,201,801	618,645	14,820,446
Institutional support	25,876,608	1,604,730	27,481,338
Operation and maintenance of plant	18,489,536	1,237,287	19,726,823
Student aid	7,912,309	-	7,912,309
Auxiliary enterprises	21,566,308	1,031,073	22,597,381
Independent operations	17,146,078	-	17,146,078
Depreciation	12,845,539	-	12,845,539
Total operating expenses	<u>\$198,990,479</u>	<u>\$ 6,828,833</u>	<u>\$205,819,312</u>

STOCKTON UNIVERSITY
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Management's Discussion and Analysis (Unaudited)
Years ended June 30, 2016 and 2015

The effect of GASB 68 was the recognition of net pension expense in fiscal year 2016; and increases in deferred outflows of resources, net pension liability and deferred inflows of resources at June 30, 2016, as follows:

	Prior to Adoption of GASB 68	Adoption of GASB 68	Subsequent to Adoption of GASB 68
Statement of net position at June 30, 2016:			
Deferred outflows of resources - pension related	\$ -	\$ 21,345,740	\$ 21,345,740
Net pension liability	-	163,839,503	163,839,503
Deferred inflows of resources - pension related	-	1,569,023	1,569,023
Net position - unrestricted	75,350,533	(144,062,786)	(68,712,253)
Total net position	170,923,858	(144,062,786)	26,861,072
Statement of revenues, expenses, and changes in net position for the year ended June 30, 2016:			
Operating expenses			
Instruction	\$ 64,397,098	\$ 1,926,766	\$ 66,323,864
Research	1,411,754	-	1,411,754
Public service	6,789,856	91,751	6,881,607
Academic support	8,492,174	1,101,009	9,593,183
Student services	19,302,905	917,509	20,220,414
Institutional support	28,521,017	1,748,111	30,269,128
Operation and maintenance of plant	22,111,917	2,202,016	24,313,933
Student aid	8,977,397	-	8,977,397
Auxiliary enterprises	14,156,379	734,006	14,890,385
Independent operations	16,396,906	-	16,396,906
Depreciation	12,756,381	-	12,756,381
Total operating expenses	<u>\$203,313,784</u>	<u>\$ 8,721,168</u>	<u>\$212,034,952</u>

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Management's Discussion and Analysis (Unaudited)
Years ended June 30, 2016 and 2015

A summary of the University's assets, deferred outflows of resources, liabilities, deferred inflows of resources and net position as of June 30, 2016, 2015 and 2014 is as follows (in thousands):

	<u>2016</u>	<u>2015</u>	<u>2014</u>
ASSETS			
Current assets	\$ 42,676	\$ 40,718	\$ 43,479
Other current assets	-	19,621	-
Capital assets	314,291	313,695	315,056
Other non-current assets	84,043	73,847	107,944
Total assets	<u>441,010</u>	<u>447,881</u>	<u>466,479</u>
DEFERRED OUTFLOWS OF RESOURCES			
Loss on refunding debt	566	606	645
Deferred outflows related to pensions	21,346	6,375	-
Total deferred outflows of resources	<u>21,912</u>	<u>6,981</u>	<u>645</u>
LIABILITIES			
Current liabilities	42,299	44,789	51,129
Noncurrent liabilities	392,061	371,664	242,801
Total liabilities	<u>434,360</u>	<u>416,453</u>	<u>293,930</u>
DEFERRED INFLOWS OF RESOURCES			
Gain on refunding debt	133	144	-
Deferred inflows related to pensions	1,569	5,833	-
Total deferred inflows of resources	<u>1,702</u>	<u>5,977</u>	<u>-</u>
NET POSITION			
Net investment in capital assets	84,597	78,977	74,517
Restricted for:			
Renewal and replacement	301	301	300
Debt service reserve	10,675	5,647	6,375
Unrestricted	(68,712)	(52,493)	92,002
Total net position	<u>\$ 26,861</u>	<u>\$ 32,432</u>	<u>\$ 173,194</u>

The University's statements of net position reflect a prudent utilization of financial resources and management of investments, the utilization of debt, and development of the capital plan.

Current assets consist primarily of cash and cash equivalents, assets held by trustees under bond agreements for capital activities, investments and receivables. Noncurrent assets consist primarily of investments, assets held by trustees, and capital assets. Current liabilities consist primarily of accounts payable and accrued expenses, accrued compensation absences and the current portion of long-term debt. Noncurrent liabilities consist primarily of long-term debt and net pension liability per the implementation of GASB 68.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Management's Discussion and Analysis (Unaudited)
Years ended June 30, 2016 and 2015

Other current assets decreased in fiscal year 2016 due to the sale of the former Showboat Casino. The University, in fiscal year 2015, had purchased the former Showboat Casino, a 1.73 million-square-foot property, for \$18 million with plans to develop a residential campus in Atlantic City. Use restrictions placed on the Showboat property through previous transactions prevented the University's efforts. Consequently, the University sold this property on January 15, 2016.

Total assets decreased by \$6,870,473 in fiscal 2016. The decrease is primarily due to a \$2.6 million decrease in deposits held by bond trustees. The decrease in total assets in fiscal 2015 was primarily due to an investment draw for operations of \$8 million, of which \$5 million was for expenses incurred from the Island Campus (former Showboat property) and \$3 million for a State receivable subsequently received in fiscal year 2016. The decrease is also due to the paying down of the University's line of credit of \$5 million and principal long-term debt payments of \$7 million.

The increase in deferred outflows is attributed to GASB 68 pensions and represents the fiscal year 2016 contribution made on behalf of the University after the measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other components of the pension related deferred outflows include changes in assumption and the University's proportionate share of the liability from the previous year and will be recognized as a component of pension expense in future years.

Total liabilities increased by \$17,907,250 in fiscal 2016. This net increase is primarily due to a combination of an increase in net pension liability of \$28 million with a reduction in outstanding debt made by principal payments of \$6.3 million and the recognition of unearned State grant revenue of \$3.2 million. Total liabilities increased by \$122,522,107 in fiscal 2015 due to an increase in net pension liability of \$136 million from the implementation of GASB 68 and a decrease of \$13 million primarily due to the reduction in outstanding debt made by principal payments and the paying down of the University's line of credit.

The decrease in deferred inflows of resources is attributable to GASB 68 pensions. These deferred inflows are related to net difference between projected and actual investment earnings on pension plan investments and changes in the share of the University's net pension liability. These deferred inflows will be recognized as a component of pension expenses in future years.

SUMMARY OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

Changes in total net position as presented on the statements of net position are based on the activity presented in the statements of revenues, expenses, and changes in net position. The purpose of the statement is to present the revenues received by the institution, both operating and nonoperating, and the expenses paid by the institution, operating and nonoperating, and any other revenues, expenses, gains, and losses received or spent by the University.

Generally speaking, operating revenues are received for providing goods and services to the various customers and constituents of the University. Operating expenses are those expenses paid to acquire or produce the goods and services provided in return for the operating revenues, and to carry out the mission of the University. Nonoperating revenues are revenues received for which goods and services are not provided in exchange. For example, State of New Jersey appropriations are nonoperating because they are provided by the Legislature to the University without the Legislature directly receiving commensurate goods and services in exchange for those revenues.

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Management's Discussion and Analysis (Unaudited)
Years ended June 30, 2016 and 2015

The statements of revenues, expenses, and changes in net position present the University's results of operations. A summary of the University's revenues, expenses, and changes in net position for the years ended June 30, 2016, 2015 and 2014 is as follows (in thousands):

	<u>2016</u>	<u>2015</u>	<u>2014</u>
OPERATING REVENUES			
Net student revenues	\$ 102,745	\$ 100,574	\$ 95,169
Governmental grants	21,110	20,556	19,408
Independent operations	17,775	18,657	18,596
Other	14,404	6,853	5,815
Total operating revenues	156,034	146,640	138,988
OPERATING EXPENSES	<u>212,035</u>	<u>205,819</u>	<u>185,277</u>
Operating loss	(56,001)	(59,179)	(46,289)
NONOPERATING AND OTHER REVENUE			
(EXPENSES):			
State of New Jersey appropriations	39,714	41,812	39,757
Pell grants	12,799	12,128	11,344
Investment income	729	713	10,678
Capital grant revenue	4,973	4,084	3,122
Gain on disposal of capital assets, net	3,392	-	(1)
Interest on capital asset related debt	(10,997)	(11,625)	(11,850)
Other nonoperating expenses, net	(180)	(182)	(181)
Net nonoperating and other revenues	50,430	46,930	52,869
(Decrease) increase in net position	(5,571)	(12,249)	6,580
Net position - beginning of year, as previously reported	32,432	173,194	166,614
Cumulative effect of change in accounting principle	-	(128,513)	-
Net position - beginning of year as restated	32,432	44,681	166,614
Net position - end of year	<u>\$ 26,861</u>	<u>\$ 32,432</u>	<u>\$ 173,194</u>

REVENUES

To fund its operation, the University receives revenues from a variety of sources including tuition and fees, grants and contracts, auxiliary services, independent operations, State of New Jersey appropriations, and investment income. The University is continuing to seek additional funds from all possible sources to adequately fund operating activities.

OPERATING

Operating revenues for the years ended June 30, 2016, 2015 and 2014 totaled \$156,033,674, \$146,640,303 and \$138,987,713, respectively. Student revenues net of scholarships were \$102,744,865, governmental grants were \$21,109,731, independent operations were \$17,774,803 and other revenue totaled \$14,404,275 for the year ended June 30, 2016. For the year ended June 30, 2015, student revenues net of scholarships were \$100,573,479,

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governmental grants were \$20,556,694, independent operations were \$18,657,136 and other revenue totaled \$6,852,994.

Student revenues, which include tuition and fees, are the primary source of operating revenue for the University. These tuition and fee revenues have increased from fiscal year 2015 to fiscal year 2016 by approximately 3.8%. Auxiliary activities include housing, which is responsible for an approximate 2.5% increase in revenue from the prior year. Total operating revenues increased by approximately 6.4% from fiscal 2015 to fiscal 2016. Total operating revenues increased by approximately 5.5% from fiscal 2014 to fiscal 2015.

Operating revenues for 2016, 2015 and 2014 were as follows (in thousands):

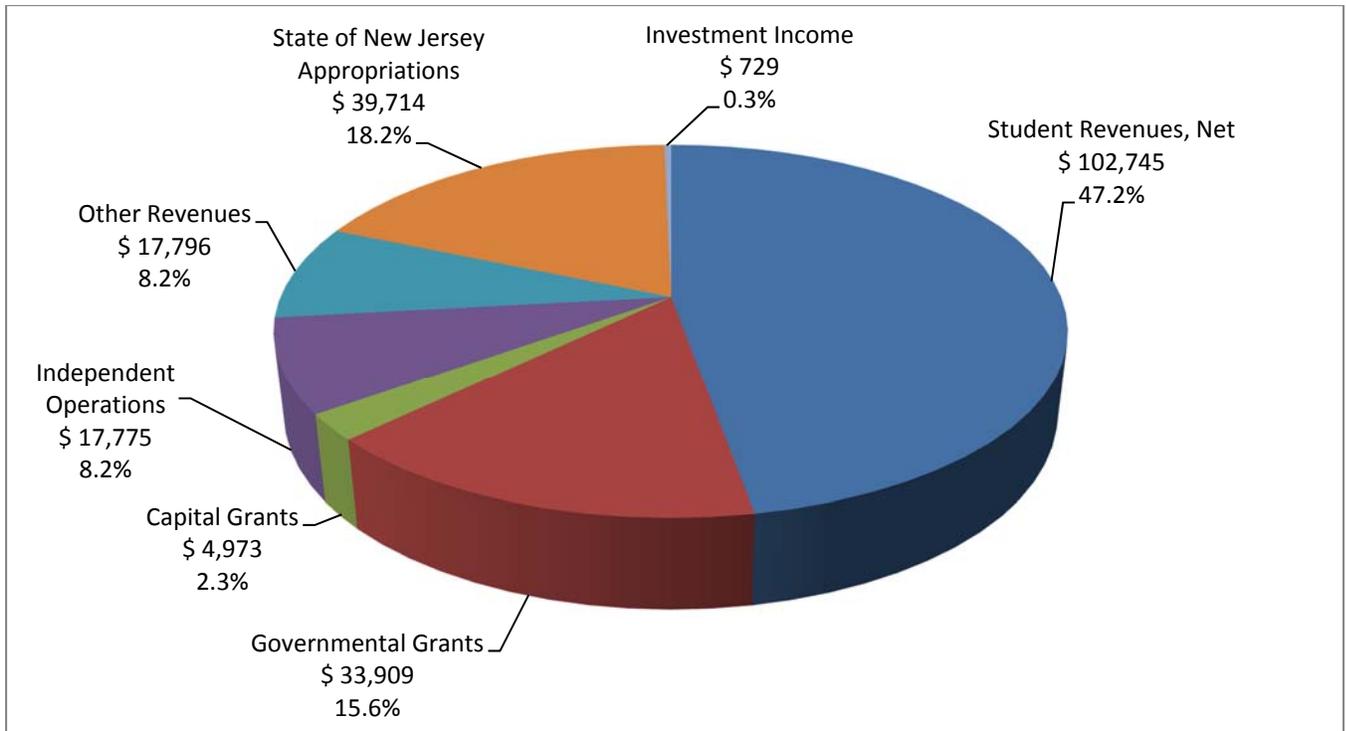
	<u>2016</u>	<u>% Total</u>	<u>2015</u>	<u>% Total</u>	<u>2014</u>	<u>% of Total</u>
Student revenues, net	\$ 102,745	66 %	\$ 100,574	69 %	\$ 95,169	69 %
Governmental grants	21,110	14	20,556	14	19,408	14
Independent operations	17,775	11	18,657	13	18,596	13
Other	<u>14,404</u>	<u>9</u>	<u>6,853</u>	<u>4</u>	<u>5,815</u>	<u>4</u>
Total operating revenues	<u>\$ 156,034</u>	<u>100 %</u>	<u>\$ 146,640</u>	<u>100 %</u>	<u>\$ 138,988</u>	<u>100 %</u>

NONOPERATING AND OTHER REVENUES

Net nonoperating and other revenue for the years ended June 30, 2016, 2015 and 2014 totaled \$50,430,450, \$46,929,634 and \$52,869,917, respectively. The primary source of nonoperating revenue was the State of New Jersey appropriation, including fringe benefits of \$39,714,278, \$41,812,067 and \$39,757,617, respectively, for the years ended June 30, 2016, 2015 and 2014. The other components of net nonoperating revenues were Pell grant revenues of \$12,799,248, \$12,128,023 and \$11,344,510, investment income of \$729,091, \$712,378 and \$10,677,601 and interest expense on plant facilities related debt of \$(10,997,289), \$(11,625,024) and \$(11,849,937) for the years ended June 30, 2016, 2015 and 2014, respectively. Included in other revenues for the years ended June 30, 2016, 2015 and 2014 was capital grant revenue of \$4,973,370, \$4,084,271 and \$3,122,154, respectively, and for June 30, 2016, \$4.6 million revenue related to the Showboat property.

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Categories of both operating, nonoperating, and other revenues that support the University's core activities in 2016 are as follows (in thousands of dollars):



OPERATING EXPENSES

Operating expenses are defined as expenses paid by the University to acquire or produce goods and services used to carry out its mission, in return for operating revenues. For the years ended June 30, 2016, 2015 and 2014, the University incurred operating expenses totaling \$212,034,952 (\$203,313,784 excluding the affects of GASB 68), \$205,819,312 (\$198,990,479 excluding GASB 68) and \$185,277,617, respectively. Operating revenues for these periods totaled \$156,033,674, \$146,640,303 and \$138,987,713, respectively, causing a loss from operations of \$(56,001,278), \$(59,179,009) and \$(46,289,904), respectively, prior to State appropriations and other nonoperating revenue.

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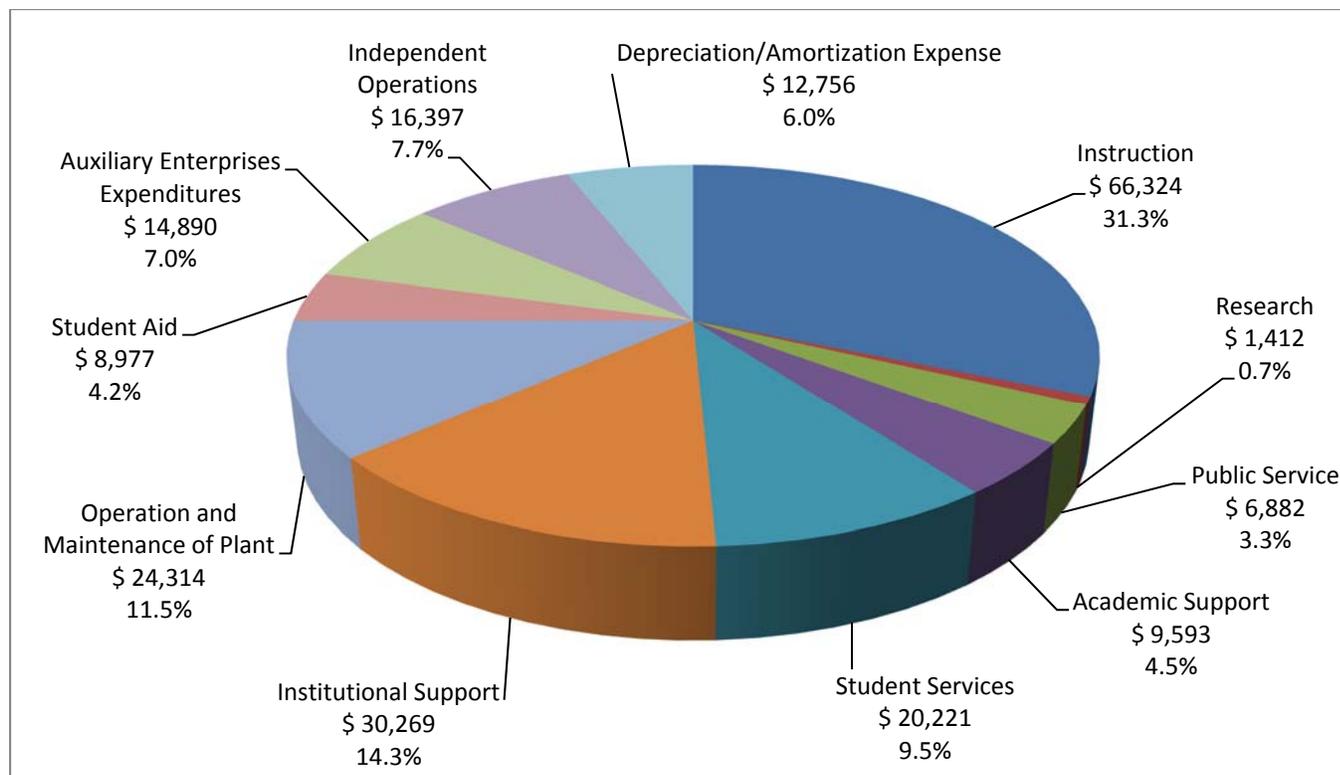
A summary of operating expenses for the years ended June 30, 2016, 2015 and 2014 is as follows (in thousands):

	2016	% of Total	2015	% of Total	2014	% of Total
Instruction	\$ 66,324	31 %	\$ 65,343	32 %	\$ 60,481	33 %
Research	1,412	1	1,282	1	1,268	1
Public Service	6,882	3	6,599	3	6,056	3
Academic Support	9,593	5	10,065	5	8,860	5
Student Services	20,221	10	19,275	9	17,538	9
Institutional Support	30,269	14	26,851	13	21,210	11
Operation and Maintenance of Plant	24,314	11	23,657	12	20,354	12
Student Aid	8,977	4	7,912	4	5,762	3
Auxiliary Enterprises Expenditures	14,890	7	14,843	7	13,235	7
Independent Operations	16,397	8	17,146	8	17,524	9
Depreciation/Amortization	<u>12,756</u>	<u>6</u>	<u>12,846</u>	<u>6</u>	<u>12,989</u>	<u>7</u>
Total Operating Expense	<u>\$ 212,035</u>	<u>100 %</u>	<u>\$ 205,819</u>	<u>100 %</u>	<u>\$ 185,277</u>	<u>100 %</u>

As the full-time equivalent and student headcount numbers increase, so do expenses University wide. Based on the amounts reported above, expenses have remained fairly consistent for each of the categories over the past years.

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Categories of both operating and nonoperating expenses related to Stockton's core activities in 2016 are as follows (in thousands of dollars):



CHANGE IN NET POSITION

The University had a decrease in net position of \$5,570,828 for fiscal year 2016. This is primarily due to net revenue of \$3.5 million for the Island Campus (former Showboat property), which the University sold on January 15, 2016, and \$8.7 million GASB 68 pension expense. The University had a \$12,249,375 decrease in net position for fiscal year 2015 primarily due to \$5 million additional operational expenses incurred for the Island Campus (former Showboat property), which the University acquired in December 2014, and \$6.8 million due to the affects of GASB 68.

CAPITAL ASSETS AND DEBT ACTIVITIES

The University continues to manage its financial resources so as to ensure adequate financial flexibility to access the capital markets as needed. The University has a debt rating from Moody's Investor Services and Fitch Rating Ltd. of Baa1 and A, respectively.

The University has been advancing a master plan consistent with its strategic and Middle States reaccreditation plans, where the University intends to keep the existing campus in good repair and to ensure that it is prepared to meet the needs of future students. Included in those plans are numerous renovation and site improvement projects, as well as the newly completed science building.

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ECONOMIC OUTLOOK

The populations of Atlantic and Ocean counties are growing, and while these counties provide the majority of our student body, the University's reputation for providing quality, value and distinction attracts applicants from throughout New Jersey and elsewhere.

Stockton is ranked at #14 among public Regional Universities of the North by *U.S. News & World Report* in its 2017 edition of "America's Best Colleges." Stockton also is rated as "Best for Vets" among Northern Regional Universities by *U.S. News & World Report*. *The Military Times* ranked Stockton as sixth in the nation in its rankings of Best Colleges for Veterans. Stockton has been named one of the "2017 Best Colleges: Region by Region" for the Northeast and cited on its list of "Green Colleges" by *The Princeton Review*.

Stockton's tuition and fees are competitive with New Jersey's seven other public master's and doctoral colleges and universities – and a great value compared with private institutions. Stockton's flat-rate tuition program enables full-time students to take between 12 and 20 credits and pay the same rate. Students who take 20 credits can graduate sooner and potentially save thousands of dollars in the cost of classes and housing or commuting.

Over the past three years, the average number of freshman applicants was 5,325 for approximately 1,100 available seats. In Fall 2016, 1,190 new freshmen are enrolled. For these and many more reasons, Stockton is never at a loss to fill our classrooms; we can afford to be very selective.

REQUESTS FOR INFORMATION

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Controller's Office, Stockton University, 101 Vera King Farris Drive - N119, Galloway, NJ 08205.

Stockton University
(A Component Unit of The State of New Jersey)

Statement of Net Position
June 30, 2016 and 2015

	2016		2015	
	Stockton University	Discretely Presented Component Units	Stockton University	Discretely Presented Component Units
Assets				
Current assets:				
Cash and cash equivalents	\$ 7,342,107	\$ 2,068,641	\$ 7,822,619	\$ 2,265,845
Receivables				
Students, less allowance of \$557,597 in 2016 and \$886,537 in 2015	357,555	-	610,238	-
Perkins Loans, less allowance of \$90,613 in 2016 and \$88,057 in 2015	317,673	-	283,212	-
Federal government	1,142,488	-	563,208	-
State of New Jersey	2,031,958	-	4,469,360	-
Due from University/component units	930,279	154,776	909,188	302,628
Other receivables	4,641,750	544,933	3,424,818	1,101,818
Total receivables	9,421,703	699,709	10,260,024	1,404,446
Investments	13,449,074	-	10,080,539	-
Deposits held by bond trustees	10,975,124	-	11,061,425	-
Other current assets	1,487,810	125,524	21,114,422	79,285
Total current assets	42,675,818	2,893,874	60,339,029	3,749,576
Noncurrent assets:				
Investments	69,696,134	28,948,376	57,504,201	28,123,425
Deposits held by bond trustees	10,074,121	-	12,548,664	-
Loans, Perkins, less allowance of \$565,249 in 2016 and \$615,918 in 2015	1,981,651	-	1,980,948	-
Note receivable from component units	2,291,383	-	1,812,683	-
Other receivables	-	411,186	-	478,913
Capital assets, net	314,291,186	1,996,698	313,695,239	1,898,193
Total noncurrent assets	398,334,475	31,356,260	387,541,735	30,500,531
Total assets	\$ 441,010,293	\$ 34,250,134	\$ 447,880,764	\$ 34,250,107
Deferred Outflows of Resources				
Pension related	\$ 21,345,740	\$ -	\$ 6,375,090	\$ -
Loss on refunding debt	566,421	-	605,524	-
Total deferred outflows of resources	21,912,161	-	6,980,614	-
Liabilities				
Current liabilities:				
Accounts payable and accrued expenses	\$ 21,908,656	\$ 782,635	\$ 22,109,066	\$ 673,236
Due to University/component units	154,776	930,279	302,628	909,188
Unearned revenue	9,427,277	6,340	12,657,842	65,379
Compensated absences	3,289,146	20,904	3,325,459	14,167
Bonds payable	5,601,102	-	5,492,102	-
Other long-term debt	1,962,252	-	901,453	-
Total current liabilities	42,343,209	1,740,158	44,788,550	1,661,970
Noncurrent liabilities:				
Compensated absences	862,252	-	902,412	-
U.S. Government grants refundable	2,498,131	-	2,498,131	-
Bonds payable, noncurrent portion	198,301,709	-	203,902,811	-
Other long-term debt, noncurrent portion	26,514,836	2,291,383	28,477,087	1,812,683
Net pension liability	163,839,503	-	135,883,399	-
Total noncurrent liabilities	392,016,431	2,291,383	371,663,840	1,812,683
Total liabilities	\$ 434,359,640	\$ 4,031,541	\$ 416,452,390	\$ 3,474,653
Deferred Inflows of Resources				
Pension related	\$ 1,569,023	\$ -	\$ 5,833,309	\$ -
Gain on refunding debt	132,719	-	143,779	-
Total deferred inflows of resources	1,701,742	-	5,977,088	-
Net Position				
Net investment in capital assets	\$ 84,597,863	\$ 682,015	\$ 78,976,916	\$ 583,510
Restricted:				
Nonexpendable	-	19,441,971	-	18,073,859
Expendable:				
Scholarships	-	8,265,003	-	8,814,490
Renewal and replacement	300,568	-	300,404	-
Debt service and debt service reserves	10,674,894	-	5,647,337	-
Unrestricted	(68,712,253)	1,829,604	(52,492,757)	3,303,595
Total net position	\$ 26,861,072	\$ 30,218,593	\$ 32,431,900	\$ 30,775,454

The accompanying notes are an integral part of these financial statements.

Stockton University
(A Component Unit of The State of New Jersey)
Statements of Revenues, Expenses, and Changes in Net Position
June 30, 2016 and 2015

	2016		2015	
	Stockton University	Discretely Presented Component Units	Stockton University	Discretely Presented Component Units
Operating Revenues				
Student revenues:				
Tuition and fees	\$ 111,655,232	\$ -	\$ 107,554,443	\$ -
Auxiliary enterprises	24,636,971	-	24,041,783	-
Less scholarship allowances	(33,547,338)	-	(31,022,747)	-
Net student revenues	102,744,865	-	100,573,479	-
Federal grants and contracts	5,138,727	-	5,746,263	-
State and local grants and contracts	15,971,004	-	14,810,431	326,000
Nongovernmental grants and contracts	1,072,505	-	879,010	-
Other auxiliary enterprises revenues	125,580	12,666,670	128,897	11,688,159
Independent operations	17,774,803	-	18,657,136	-
Other operating revenues	13,206,190	360,267	5,845,087	409,895
In-kind contributions	-	496,134	-	360,094
Total operating revenues	156,033,674	13,523,071	146,640,303	12,784,148
Operating Expenses				
Instruction	66,323,864	-	65,342,681	-
Research	1,411,754	-	1,282,436	-
Public service	6,881,607	-	6,599,118	-
Academic support	9,593,183	-	10,065,163	-
Student services	20,220,414	-	19,275,272	-
Institutional support	30,269,128	5,015,506	26,850,765	4,687,250
Operation and maintenance of plant	24,313,933	-	23,656,518	-
Student aid	8,977,397	663,814	7,912,309	631,573
Auxiliary enterprises	14,890,385	10,269,426	14,843,433	8,951,874
Independent operations	16,396,906	-	17,146,078	-
Depreciation	12,756,381	150,443	12,845,539	139,474
In-kind expense	-	496,134	-	360,094
Total operating expenses	212,034,952	16,595,323	205,819,312	14,770,265
Operating loss	(56,001,278)	(3,072,252)	(59,179,009)	(1,986,117)
Nonoperating Revenues (Expenses)				
State of New Jersey appropriations	18,391,000	-	19,839,000	-
State of New Jersey appropriations - fringe benefits	21,323,278	-	21,973,067	-
Pell grants	12,799,248	-	12,128,023	-
Gifts and contributions	-	840,597	-	550,621
Investment income	729,091	222,577	712,378	1,337,923
Gain on disposal of capital assets, net	3,391,941	-	302	-
Interest on capital related debt	(10,997,289)	(57,202)	(11,625,024)	(60,616)
University and Foundation support	-	190,307	-	224,457
Other nonoperating expense	(180,189)	-	(182,383)	-
Total nonoperating revenues (expenses), net	45,457,080	1,196,279	42,845,363	2,052,385
Other Revenues				
Capital grant revenue	4,973,370	-	4,084,271	-
Additions to permanent endowments	-	1,319,112	-	957,014
Total other revenues	4,973,370	1,319,112	4,084,271	957,014
Change in net position	(5,570,828)	(556,861)	(12,249,375)	1,023,282
Net position at beginning of year, as previously reported	32,431,900	30,775,454	173,194,060	29,752,172
Cumulative effect of change in accounting principle	-	-	(128,512,785)	-
Net position as of beginning of year, as restated (Note 1)	32,431,900	30,775,454	44,681,275	29,752,172
Net position at end of year	\$ 26,861,072	\$ 30,218,593	\$ 32,431,900	\$ 30,775,454

The accompanying notes are an integral part of these financial statements.

Stockton University
(A Component Unit of The State of New Jersey)

Statements of Cash Flows

(Business-Type Activities - College Only)

June 30, 2016 and 2015

	<u>2016</u>	<u>2015</u>
Cash Flows from Operating Activities		
Student revenues	\$ 99,857,399	\$ 100,831,622
Grants and contracts	29,013,728	21,905,550
Payments to suppliers	(64,716,869)	(59,081,604)
Payments for employee salaries and benefits	(127,234,604)	(124,466,628)
Other receipts	36,263,161	28,480,962
	<u>(26,817,185)</u>	<u>(32,330,098)</u>
Net cash flows used in operating activities		
Cash Flows from Noncapital Financing Activities		
Receipts from State of New Jersey appropriations	33,953,410	35,922,712
Pell grants	12,799,248	12,128,023
Payment of demand note payable	-	(5,000,000)
Receipts for other noncapital assets	19,620,988	(19,620,988)
Payments made for other nonoperating expenses	(180,189)	(182,383)
	<u>66,193,457</u>	<u>23,247,364</u>
Net cash flows provided by noncapital financing activities		
Cash Flows from Capital and Related Financing Activities		
Proceeds from issuance of debt	-	18,830,826
Principal paid on capital debt	(6,314,608)	(26,716,454)
Purchases of capital assets	(13,724,580)	(12,290,140)
Proceeds from the sale of capital assets	3,389,329	1,432
Interest paid on capital debt	(10,909,328)	(12,279,076)
Change in deposits held by bond trustees	2,560,844	5,629,837
	<u>(24,998,343)</u>	<u>(26,823,575)</u>
Net cash flows used in capital and related financing activities		
Cash Flows from Investing Activities		
Proceeds from sales of investments	73,156,898	153,698,346
Purchases of investments	(88,596,099)	(122,901,153)
Earnings from investments	580,760	635,304
	<u>(14,858,441)</u>	<u>31,432,497</u>
Net cash flows (used in) provided by investing activities		
Net decrease in cash and cash equivalents	(480,512)	(4,473,812)
Cash and cash equivalents as of beginning of year	<u>7,822,619</u>	<u>12,296,431</u>
Cash and cash equivalents as of end of year	<u>\$ 7,342,107</u>	<u>\$ 7,822,619</u>
Reconciliation of Operating Loss to Net Cash Used in Operating Activities		
Operating loss	\$ (56,001,278)	\$ (59,179,010)
Adjustments to reconcile operating loss to net cash used in operating activities:		
State-paid fringe benefit expense	5,760,868	5,889,355
Depreciation	12,756,381	12,845,539
Change in assets and liabilities:		
Receivables	864,682	(3,537,165)
Note receivable from component units	(478,700)	(340,000)
Other assets	5,624	(87,042)
Accounts payable and accrued expenses	(112,262)	2,535,930
Deferred revenues	1,742,805	1,841,455
Compensated absences	(76,473)	354,748
Net pension liability	8,721,168	6,828,833
U.S. Government grants refundable	-	517,259
	<u>(26,817,185)</u>	<u>(32,330,098)</u>
Net cash used in operating activities		
Supplemental Disclosure of Noncash Capital Financing Activity		
Capital asset additions in accounts payable	<u>1,281,619</u>	<u>1,713,418</u>

The accompanying notes are an integral part of these financial statements.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Financial Statements
June 30, 2016 and 2015

1. ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Stockton University (the “University”), which was formerly known as The Richard Stockton College of New Jersey, is primarily an undergraduate university of arts, sciences, and professional studies that provides undergraduate programs, including traditional and alternative approaches to education. The operations of management are vested in the University’s Board of Trustees. In 1986, State College Autonomy legislation was enacted, which granted certain fiscal and financial responsibility to the University Board of Trustees. In 1994, the Higher Education Restructuring Act further expanded the role of the Board of Trustees. Under the law, the University is an instrumentality of the State of New Jersey with a high degree of autonomy. However, for financial reporting purposes, the University is considered a discretely presented component unit of the State of New Jersey. Accordingly, the University’s financial statements are included in the State of New Jersey’s Comprehensive Annual Financial Report. The University is exempt from federal income taxes under Internal Revenue Code Section 501(a) as an organization described under Section 501(c)(3).

In accordance with Governmental Accounting Standards Board (“GASB”) Statement No. 61, *The Financial Reporting Entity: Omnibus*, an amendment of GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, an Amendment of GASB 14, and GASB Statement No. 14, *The Financial Reporting Entity*, the University has determined that The Stockton University Foundation (the “Foundation”), Stockton Affiliated Services, Inc. (“SASI”), and Stockton Aviation Research and Technology Park (“SARTP”) should be included in the University’s financial statements as discretely presented component units. A component unit is a legally separate organization for which the primary institution is financially accountable or to which the primary institution is closely related.

The Foundation is a legally separate, tax-exempt component unit of the University. The Foundation has received a determination letter from the Internal Revenue Service concluding that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The Foundation acts primarily as a fundraising entity to supplement the resources that are available to the University in support of its programs. The board of directors of the Foundation, which consists of at least five and no more than 40 persons, is self-perpetuating and consists of qualified persons elected by majority vote of the board of directors of the Foundation. Although the University does not control the timing or amount of receipts from the Foundation, the resources, or income thereon, the Foundation holds investments that are used exclusively for the benefit, support, and promotion of the University for its educational activities. Because these resources held by the Foundation can only be used by, or for the benefit of, the University, the Foundation is considered a component unit of the University and is discretely presented in the University’s financial statements.

SASI was established in accordance with New Jersey’s Public College Auxiliary Organization Act (N.J.S.A. 18A:64-26, et seq.) in July 2008. SASI is a legally separate, tax-exempt 501(c)(3) organization. SASI’s purpose is to support the mission of the University by expanding and improving the level of services provided by the University. The University has contracted with SASI to manage programs and services, which support the University’s mission of teaching, research, scholarship, and public services. Because of its relationship with the University, SASI is considered a component unit of the University and is discretely presented in the University’s financial statements. SASI contributed \$1,273,080 and \$1,273,080, respectively in fiscal 2016 and 2015 to the University as auxiliary services revenues.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Financial Statements
June 30, 2016 and 2015

SARTP was established in accordance with New Jersey's Public College Auxiliary Organization Act (N.J.S.A. 18A:64-26, et seq.) in September 2013. SARTP is a legally separate, tax-exempt 501(c)(3) organization. SARTP's purpose is to conduct research and development and to promote concept and product development using emerging technologies in a laboratory and operational environment. SARTP is a focal point for interaction and innovation among researchers, academia, government and private industry in developing the next generation air traffic control system ("NextGen"), which is critical to the nation's aviation system.

Separately issued financial statements are available for the Foundation, SASI and SARTP and are available by contacting the University controller's office.

Basis of Presentation

The University's financial statements have been prepared on the accrual basis of accounting using the economic resources measurement focus, in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP") as promulgated by GASB.

Use of Estimates

The financial statements include estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the statements of net position dates, as well as the reported amounts of revenues and expenses for the fiscal years then ended. Significant estimates include but are not limited to depreciation, allowance for doubtful accounts, pension liabilities, and investments. Actual results could differ from those estimates.

Cash and Cash Equivalents

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and mature in three months or less from the date of purchase.

The University invests a certain portion of its cash in the State of New Jersey Cash Management Fund, which permits the overnight sweep of available cash balances directly into a common fund for short-term investments. This is an interest-bearing account from which funds are available upon demand.

Investments and Deposits Held With Trustees

The University follows the provisions of GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Investments traded in active markets are recorded in the financial statements at fair value, based on quoted market prices. Hedge and other investment funds are carried at estimated fair value based on the net asset values reported by the fund managers, which are reviewed by management for reasonableness. Those estimated fair values may differ from the values that would have been used had a ready market for these securities existed.

Investment securities are exposed to various risks such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, changes in the values of investment securities could occur. In the near term, such changes could materially affect the amounts reported in the statements of net position.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Financial Statements
June 30, 2016 and 2015

Capital Assets

Capital assets are recorded at historical cost if purchased or constructed. Although legal title to certain academic buildings and equipment remains with the State of New Jersey, the University has been given exclusive use of the buildings and equipment through enabling legislation and has included their cost in the accompanying statements of net position. The University currently does not pay any rental fees to the State of New Jersey in connection with the aforementioned buildings and equipment and has not included any amount as revenue or expense in the accompanying financial statements of the University.

Depreciation is calculated on the straight-line basis. Capital leases are depreciated by the straight-line method over the shorter of the lease term or estimated useful life of the equipment. The University's capital assets policy establishes the following capitalization thresholds and estimated useful lives:

Asset Category	Useful Life	Capital Threshold
Buildings	40 to 60 Years	\$ 100,000
Infrastructure	20 to 40 Years	10,000
Land Improvements	10 to 25 Years	10,000
Equipment	3 to 15 Years	5,000

The University discontinued capitalizing library books in accordance with its capitalization policy adopted in fiscal 2007. Library books placed into service prior to 2007 are fully depreciated as of June 30, 2016, and current library book purchases are expensed annually.

Other Current Assets

In December 2014, the University purchased the former Showboat Casino, a 1.73 million-square-foot property, for \$18 million with plans to develop a residential campus in Atlantic City. Use restrictions placed on the Showboat property through previous transactions prevented the University's efforts. Consequently, the University sold this property on January 15, 2016, and recognized a gain of \$3,379,011. As of June 30, 2015, this asset was recorded within other current assets in the accompanying statement of net position.

Deferred Outflows and Inflows of Resources

Deferred outflows of resources are defined as a consumption of net assets that are applicable to a future reporting period. Deferred inflows of resources are defined as an acquisition of net assets that are applicable to a future reporting period. Deferred inflows and deferred outflows of resources include differences between expected or projected results related to the University's proportionate share of net pension liability and contributions made to the pension systems subsequent to the measurement date. Deferred outflows and inflows of resources also include gain and losses resulting from refinancing of debt, which represents the difference between the reacquisition price and the net carrying amount of the old debt and is amortized over the life of the related debt.

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Net Pension Liability

The University is required to report its proportionate share of the pension plan activity for the plans in which it participates. For the purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the pension plans, and additions and deductions from the pension plans' fiduciary net position have been determined on the same basis as they are reported by those pension plans.

Classification of Net Position

The University classifies its resources into three net position categories:

- Net investment in capital assets contains the land and land improvements, buildings and building improvements, equipment and other assets, and construction in progress of the University, net of depreciation, and the indebtedness incurred to finance their acquisition and construction, as well as capital assets acquired through research grants and contracts whose title remains with the University at the conclusion of the grant or contract period with the permission of the grantor.
- Restricted nonexpendable net position is comprised of donor-restricted endowment funds. Endowments are subject to restrictions of gift instruments requiring that the principal be invested in perpetuity.
- Restricted expendable net position includes gifts that are restricted to use for specific purposes by the donor, capital grants and gifts, endowment income and appreciation, and other restricted resources. Funds that are restricted are utilized only for the specified purposes.
- Unrestricted net position is derived principally from student tuition and fees, gifts and bequests, and investment income, and is spent to meet the objectives of the University.

The University's policy is to first utilize available restricted expendable, and then unrestricted, resources in the conduct of its operations.

Classification of Revenue and Expense

The University's policy for defining operating activities in the statements of revenues, expenses, and changes in net position are those that serve the University's principal purpose and generally result from exchange transactions such as payments received for services and payments made for the purchase of goods and services. Examples include (1) student tuition and fees, net of scholarship allowances, (2) sales and services of auxiliary enterprises and Stockton Seaview Hotel and Golf Club ("Seaview") resort operations, and (3) most federal, state, and local grants and contracts. Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as operating and capital appropriations from the State of New Jersey, Pell grants, and investment income. Other revenues arise from nonexchange transactions which provide funding for acquisitions of capital assets and additions to permanent endowments.

Interest expense is reported as a nonoperating activity.

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Revenue Recognition

Student revenues are presented in the statements of revenues, expenses, and changes in net position, net of scholarships applied to student accounts, while other payments made directly to students are presented as student aid expenses and are recognized in the period earned. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the University and the amount that is paid by students and/or third parties making payments on students' behalf to the extent revenues from such programs are used to satisfy tuition and fees and other student services. Student revenues collected in advance of the fiscal year are recorded as deferred revenue in the statements of net position.

Federal, state, and local grant and contract revenue is comprised mainly of grant revenues received from the federal government and the State of New Jersey, and is recognized as the related expenses are incurred. Amounts received from grants, which have not yet been earned under the terms of the agreement, are recorded as deferred revenue in the statements of net position.

Investment income, which includes interest, dividends, and realized and unrealized gains and losses, is recognized on the accrual basis. Gains and losses on investments are determined using specific identification, except for mutual funds, which are based on average cost.

Gifts and bequests are recorded upon receipt by the University. Pledges, other than endowment, are recognized as gift income and recorded at their present value. Additions to permanent endowments are recognized upon their receipt.

Risk Management

The University carries commercial insurance covering its risks of loss related to real and personal property, personal injuries, torts, errors and omissions, environmental damage, and natural and other unforeseen disasters.

Reclassifications

Certain prior year amounts have been reclassified in the accompanying financial statements to conform to the current year presentation.

New Accounting Standards

In February 2015, GASB issued Statement No. 72, *Fair Value Measurements and Application* ("GASB 72"). This statement addresses accounting and financial reporting issues related to fair value measurements and provides guidance for applying fair value to certain investments and disclosures related to all fair value measurements. The requirements of this statement became effective for fiscal periods beginning after June 15, 2015. As a result of the adoption of GASB 72, the University has determined and disclosed all fair value measurements.

In June 2015, GASB issued Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not Within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68* ("GASB 73"). The objective of this statement is to improve the usefulness

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of information about pensions included in the general purpose external financial reports of state and local governments for making decisions and assessing accountability. The University is required to adopt Statement No. 73 for its fiscal year ending June 30, 2017 and is evaluating the potential effect on the financial statements.

In June 2015, GASB issued Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans* (“GASB 74”). The objective of this statement is to improve the usefulness of information about postemployment benefits other than pensions (other postemployment benefits, or “OPEB”) included in the general purpose external financial reports of state and local governmental OPEB plans for making decisions and assessing accountability. The University is required to adopt Statement No. 74 for its fiscal year ending June 30, 2017 and is evaluating the potential effect on the financial statements.

In June 2015, GASB issued Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* (“GASB 75”). The primary objective of this statement is to improve accounting and financial reporting for postemployment benefits other than pensions. This statement replaces the requirements of Statement 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions* for OPEB. It establishes standards for recognizing and measuring liabilities, deferred outflows of resources, deferred inflows of resources and expenses. This statement also identifies the methods and assumptions that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service. The requirements of this statement are effective for financial statements for periods beginning after June 15, 2017. The University has not completed the process of evaluating the impact of adopting this statement.

In June 2015, GASB issued Statement No. 76, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments* (“GASB 76”). The primary objective of this statement is to identify, in the context of the current governmental financial reporting environment, the hierarchy of generally accepted accounting principles (“GAAP”). The “GAAP hierarchy” consists of the sources of accounting principles used to prepare financial statements of state and local governmental entities in conformity with GAAP and the framework for selecting those principles. GASB 76 reduces the GAAP hierarchy from four to two categories of authoritative GAAP and addresses the use of authoritative and non-authoritative literature in the event that the accounting for a transaction or other event is not specified within a source of authoritative GAAP. This statement replaces the requirements of Statement 55, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*. The University adopted this standard for the year ended June 30, 2016. The adoption of this statement did not result in any significant changes to the University’s financial statements.

In August 2015, GASB issued Statement No. 77, *Tax Abatement Disclosures*. The requirements of this statement improve financial reporting by giving users of financial statements essential information that is not consistently or comprehensively reported to the public at present. Disclosure of information about the nature and magnitude of tax abatements will make these transactions more transparent to financial statement users. The University is required to adopt Statement No. 77 for its fiscal year ending June 30, 2017 and is evaluating the potential effect on the financial statements.

In December 2015, GASB issued Statement No. 79, *Certain External Investment Pools and Pool Participants* (“GASB 79”). This statement establishes criteria for an external investment pool to qualify for making the election to measure all of its investments at amortized cost for financial reporting purposes. The University

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adopted this standard for the year ended June 30, 2016. The adoption of this statement did not result in any significant changes to the University's financial statements.

In January 2016, GASB issued Statement No. 80, *Blending Requirements for Certain Component Units* ("GASB 80"). The primary objective of this statement is to improve financial reporting by clarifying the financial statement presentation requirements for certain component units. This statement amends the blending requirements established in paragraph 53 of Statement No. 14, *The Financial Reporting Entity*, as amended. The additional criterion requires blending of a component unit incorporated as a not-for-profit corporation in which the primary government is the sole corporate member. The additional criterion does not apply to component units included in the financial reporting entity pursuant to the provisions of Statement No. 39, *Determining Whether Certain Organizations are Component Units*. The requirements of this statement are effective for financial statements for periods beginning after June 15, 2016. The University has not completed the process of evaluating the impact of adopting this statement.

2. CASH AND CASH EQUIVALENTS, INVESTMENTS AND DEPOSITS HELD BY BOND TRUSTEES

In accordance with GASB Statement No. 40, *Deposit and Investment Risk Disclosures*, an amendment of GASB Statement No. 3, the University has assessed the custodial credit risk, concentration of credit risk, credit risk and interest rate risk of its cash and cash equivalents and investments.

Cash and Cash Equivalents

Cash and cash equivalents consisted of the following as of June 30, 2016 and 2015:

	<u>2016</u>	<u>2015</u>
Cash and cash equivalents:		
Cash (bank accounts)	\$ 6,638,570	\$ 7,121,660
New Jersey Cash Management Fund	<u>703,537</u>	<u>700,959</u>
Total	<u>\$ 7,342,107</u>	<u>\$ 7,822,619</u>

Cash balances maintained by banks amounted to \$9,187,292 and \$8,252,338 as of June 30, 2016 and 2015, respectively, of which \$250,000 and \$250,000, respectively, are FDIC (Federal Deposit Insurance Corporation) insured. Bank balances in excess of insured amounts of \$8,937,292 and \$8,002,338 as of June 30, 2016 and 2015, respectively, were collateralized in accordance with Chapter 64 of Title 18A of New Jersey Statutes.

The University participates in the State of New Jersey Cash Management Fund wherein amounts also contributed by other State entities are combined into a large scale investment program. The cash management fund is unrated. Statutes of the State of New Jersey ("Statutes") and Regulations of the State Investment Council ("Regulations") authorize the New Jersey Division of Investment to invest in obligations of the U.S. Treasury, agencies and municipal or political subdivisions of the State, commercial paper, bankers' acceptances, revenue obligations of public authorities, debt instruments of banks, collateralized notes and mortgages, certificates of deposit, repurchase agreements, equity, and convertible equity securities, and other

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common types of investment securities. Investee institutions and organizations are prescribed by the Statutes and Regulations based on such criteria as minimum capital, dividend paying history, credit history, and other evaluation factors.

Investments

Investments, at fair value, consisted of the following as of June 30, 2016 and 2015:

	<u>2016</u>	<u>2015</u>
Money market accounts	\$ 6,640,478	\$ 2,060,558
U.S. Treasury and agency obligations	491,141	482,447
Corporate bonds	1,713,409	1,748,208
U.S. government bonds	416,793	429,014
Stocks	7,800,127	14,860,097
Mutual funds	53,734,380	34,315,157
Alternative investments	<u>12,348,880</u>	<u>13,689,259</u>
Total	<u>\$ 83,145,208</u>	<u>\$ 67,584,740</u>

The University's investments are subject to custodial credit risk, credit risk, concentration of credit risk and interest rate risk. Each one of these risks is described in more detail below.

The University's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the University and are held by either the counterparty or the counterparty's trust department or agent but not in the University's name. The investment risk is that, in the event of the failure of the counterparty to a transaction, the University will not be able to recover the sale of the investment or collateral securities that are in the possession of the outside party. As of June 30, 2016 and 2015, the University's investments were either insured, registered, or held by the University's investment custodian in the University's name and, accordingly, not subject to custodial credit risk.

Credit risk is the risk that an investment issuer or other counterparty to an investment will not fulfill its obligations. GASB 40 requires that disclosure be made as to the credit rating of all fixed income securities except obligations of the U.S. government or obligations explicitly guaranteed by the U.S. government. The credit risk of a debt instrument is measured by nationally recognized statistical rating agencies such as Moody's and Fitch or Standard and Poor's ("S&P").

Concentration of credit risk is the risk associated with the amount of investments the University has with any one issuer or agreement with a counterparty that exceeds five percent or more of its total investments. The University's investment policy provides guidance pertaining to the diversification of the investment portfolio. The University's investment policy requires each investment manager to develop and propose a diversification strategy to the University's Investment Committee. The Investment Committee's agreement to the proposed strategy will not alter the investment manager's responsibility for the results of pursuing that diversification strategy.

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Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The University's investment policy provides limitations in the maturities and composition of the various types of investments as a means of managing its exposure to fair value losses arising from interest rate fluctuations.

The following tables present the University's credit and interest rate risk on its fixed income investments as of June 30, 2016 and 2015:

Investment Type	June 30, 2016 Investment Maturities (in Years)				
	S&P Ratings	Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and agency obligations	AA to Aa	\$ 491,141	\$ -	\$ -	\$ 491,141
Corporate bonds	A to Ba	1,713,409	53,990	168,555	1,490,864
U.S. government bonds	AA to Aa	416,793	-	135,608	281,185
Total		<u>\$ 2,621,343</u>	<u>\$ 53,990</u>	<u>\$ 304,163</u>	<u>\$ 2,263,190</u>

Investment Type	June 30, 2015 Investment Maturities (in Years)				
	S&P Ratings	Fair Value	Less than 1	1 to 2	Greater than 2
U.S. Treasury and agency obligations	AAA	\$ 482,447	\$ -	\$ -	\$ 482,447
Corporate bonds	A3 to BAA3	1,748,208	-	140,718	1,607,490
U.S. government bonds	AAA	429,014	-	209,954	219,060
Total		<u>\$ 2,659,669</u>	<u>\$ -</u>	<u>\$ 350,672</u>	<u>\$ 2,308,997</u>

Fair value measurements and disclosures provide the framework for measuring fair value. Fair value is defined as the price that would be received to sell an asset or the price that would be paid to transfer a liability in an orderly transaction between market participants at the measurement date. The framework established for measuring fair value includes a hierarchy used to classify the inputs used in measuring fair value. The hierarchy prioritizes the inputs used in determining valuations into three levels. The level in the fair value hierarchy within which the fair value measurement falls is determined based on the lowest level input that is significant to the fair value measurement. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). Valuation techniques require maximization of observable inputs and minimization of unobservable inputs. The levels of the fair value hierarchy are as follows:

Level 1 - Quoted prices are available in active markets for identical assets or liabilities. A quoted price for an identical asset or liability in an active market provides the most reliable fair value measurement because it is directly observable to the market.

Level 2 - Pricing inputs are other than quoted prices in active markets, which are either directly or indirectly observable. The nature of these securities includes investments for which quoted prices are available but traded less frequently and investments that are fair valued using other securities, the parameters of which can be directly observed. Also included in Level 2 are

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investments measured using Net Asset Value (“NAV”) per share, or its equivalent, that may be redeemed at that NAV at the date of the statement of financial position or in the near term, which the University has generally considered to be within 90 days.

Level 3 - Securities that have little to no pricing observability. These securities are measured using management’s best estimate of fair value, where the inputs into the determination of fair value are not observable and require significant management judgment or estimation. Also included in Level 3 are investments measured using a NAV per share, or its equivalent, that cannot be redeemed at the NAV or for which redemption at NAV is uncertain due to lockup periods or other investment restrictions.

The financial instruments’ level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement and does not necessarily correspond to the University’s perceived risk of such investment.

The following table sets forth, by level, the University’s investments at fair value within the fair value hierarchy as of June 30, 2016:

	Fair Value	Level 1	Level 2	Level 3
Investments by Fair Value Level				
Debt Securities				
U.S. Treasury and Agency Obligations	\$ 491,141	\$ 491,141	\$ -	\$ -
U.S. Government Bonds	416,793	416,793	-	-
Debt Mutual Funds	20,612,038	20,612,038	-	-
Money Market Accounts	6,640,478	6,640,478	-	-
Domestic Corporate Bonds	1,438,208	1,438,208	-	-
Foreign Corporate Bonds	275,201	275,201	-	-
Total Debt Securities	29,873,859	29,873,859	-	-
Other Securities				
Balanced Mutual Funds	28,697,322	28,697,322	-	-
International Mutual Funds	363,865	363,865	-	-
Equity Mutual Funds	4,061,155	4,061,155	-	-
Domestic Stocks	4,053,624	4,053,624	-	-
Foreign Stocks	3,746,503	3,746,503	-	-
Total Investments by Fair Value Level	70,796,328	70,796,328	-	-
Investments Measured at the NAV				
Hedge Funds - Diversifying	8,639,942	-	-	8,639,942
Hedge Funds - Systematic CTA	2,271,356	-	-	2,271,356
Other Limited Partnerships	1,437,583	-	-	1,437,583
Total Investments Measured at the NAV	12,348,881	-	-	12,348,881
Total Investments Measured at Fair Value	\$ 83,145,209	\$ 70,796,328	\$ -	\$ 12,348,881

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The following table lists investments in alternative investments by major investment category as of June 30, 2016 as follows:

	2016 Fair Value	Unfunded Commitments	Redemption Frequency (If Currently Eligible)	Redemption Notice Period
Hedge Funds - Diversifying	\$ 8,639,942	\$ -	Monthly & Quarterly	5 to 65 days
Hedge Funds - Systematic CTA	2,271,356	-	Monthly	10 days
Other Limited Partnerships	1,437,583	-	N/A	
Total Investments Measured at the NAV	\$ 12,348,881	\$ -		

The following table sets forth, by level, the University's investments at fair value within the fair value hierarchy as of June 30, 2015:

	Fair Value	Level 1	Level 2	Level 3
Investments by Fair Value Level				
Debt Securities				
U.S. Treasury and Agency Obligations	\$ 482,447	\$ 482,447	\$ -	\$ -
U.S. Government Bonds	429,014	429,014	-	-
Debt Mutual Funds	5,327,878	5,327,878	-	-
Money Market Accounts	2,060,558	2,060,558	-	-
Domestic Corporate Bonds	1,395,130	1,395,130	-	-
Foreign Corporate Bonds	353,078	353,078	-	-
Total Debt Securities	10,048,105	10,048,105	-	-
Other Securities				
Balanced Mutual Funds	28,674,134	28,674,134	-	-
Equity Mutual Funds	313,145	313,145	-	-
Domestic Stocks	8,807,496	8,807,496	-	-
Foreign Stocks	6,052,601	6,052,601	-	-
Total Investments by Fair Value Level	53,895,481	53,895,481	-	-
Investments Measured at the NAV				
Hedge Funds - Diversifying	9,672,244	-	-	9,672,244
Hedge Funds - Systematic CTA	2,209,185	-	-	2,209,185
Other Limited Partnerships	1,807,830	-	-	1,807,830
Total Investments Measured at the NAV	13,689,259	-	-	13,689,259
Total Investments Measured at Fair Value	\$ 67,584,740	\$ 53,895,481	\$ -	\$ 13,689,259

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The following table lists investments in alternative investments by major investment category as of June 30, 2015 as follows:

	2015		Redemption	
	Fair	Unfunded	Frequency (If	Redemption
	Value	Commitments	Currently	Notice Period
			Eligible)	
Hedge Funds - Diversifying	\$ 9,672,244	\$ -	Monthly & Quarterly	5 to 65 days
Hedge Funds - Systematic CTA	2,209,185	-	Monthly	10 days
Other Limited Partnerships	1,807,830	-	N/A	
Total Investments Measured at the NAV	\$ 13,689,259	\$ -		

The investments held by trustees are held in U.S. Treasury bills for debt service requirements and are considered Level 1 inputs.

Deposits Held by Bond Trustees

Deposits held by bond trustees include restricted funds held by board-approved trustees. Deposits held by bond trustees are carried in the accompanying financial statements at fair value, as determined by quoted market prices, and consist primarily of cash and cash equivalents. As of June 30, 2016 and 2015, deposits held by bond trustees included the following:

	2016	2015
Cash and cash equivalents - cash held by trustees	\$ 20,969,253	\$ 23,143,256
Investments - government bonds and agency obligations	79,992	466,833
Total	<u>\$ 21,049,245</u>	<u>\$ 23,610,089</u>

The University's investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the University and are held by either the counterparty or the counterparty's trust department or agent but not in the University's name. The University's deposits held with bond trustees are held in the University's name.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The above investments are current in nature, and interest rate risk is minimal, if any.

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As of June 30, 2016 and 2015, deposits held by bond trustees were composed of funds held for the following purposes:

	<u>2016</u>	<u>2015</u>
State capital grant programs	\$ 10,074,121	\$ 12,548,665
Renewal and replacement	300,569	300,404
Debt service and debt service reserves	<u>10,674,555</u>	<u>10,761,020</u>
Total	<u>\$ 21,049,245</u>	<u>\$ 23,610,089</u>

3. CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2016 consisted of the following:

	<u>July 1, 2015</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2016</u>
Nondepreciable assets:				
Land	\$ 19,225,547	\$ 143,603	\$ -	\$ 19,369,150
Construction in progress	<u>7,867,757</u>	<u>12,149,280</u>	<u>(4,752,787)</u>	<u>15,264,250</u>
Total nondepreciable assets	27,093,304	12,292,883	(4,752,787)	34,633,400
Depreciable assets:				
Land improvements	13,665,542	1,045,818	-	14,711,360
Buildings and improvements	353,659,237	3,006,250	-	356,665,487
Infrastructure	26,127,745	-	-	26,127,745
Library books	1,570,789	-	(1,570,789)	-
Equipment	<u>30,838,306</u>	<u>1,780,551</u>	<u>(251,297)</u>	<u>32,367,560</u>
Total depreciable assets	425,861,619	5,832,619	(1,822,086)	429,872,152
Less accumulated depreciation:				
Land improvements	7,155,701	405,035	-	7,560,736
Buildings and improvements	98,986,388	8,477,688	-	107,464,076
Infrastructure	12,588,637	896,643	-	13,485,280
Library books	1,482,238	88,551	(1,570,789)	-
Equipment	<u>19,046,720</u>	<u>2,888,464</u>	<u>(230,910)</u>	<u>21,704,274</u>
Total accumulated depreciation	<u>139,259,684</u>	<u>12,756,381</u>	<u>(1,801,699)</u>	<u>150,214,366</u>
Depreciable assets, net	<u>286,601,935</u>	<u>(6,923,762)</u>	<u>(20,387)</u>	<u>279,657,786</u>
Capital assets, net	<u>\$ 313,695,239</u>	<u>\$ 5,369,121</u>	<u>\$ (4,773,174)</u>	<u>\$ 314,291,186</u>

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Capital asset activity for the year ended June 30, 2015 consisted of the following:

	<u>July 1, 2014</u>	<u>Additions</u>	<u>Retirements and Adjustments</u>	<u>June 30, 2015</u>
Nondepreciable assets:				
Land	\$ 19,124,447	\$ 101,100	\$ -	\$ 19,225,547
Construction in progress	<u>1,904,250</u>	<u>9,297,230</u>	<u>(3,333,723)</u>	<u>7,867,757</u>
Total nondepreciable assets	21,028,697	9,398,330	(3,333,723)	27,093,304
Depreciable assets:				
Land improvements	13,147,590	-	517,952	13,665,542
Buildings and improvements	350,796,153	108,562	2,754,522	353,659,237
Infrastructure	26,127,745	-	-	26,127,745
Library books	1,835,506	-	(264,717)	1,570,789
Equipment	<u>29,272,360</u>	<u>2,067,667</u>	<u>(501,721)</u>	<u>30,838,306</u>
Total depreciable assets	421,179,354	2,176,229	2,506,036	425,861,619
Less accumulated depreciation:				
Land improvements	6,790,111	365,590	-	7,155,701
Buildings and improvements	90,599,348	8,387,040	-	98,986,388
Infrastructure	11,691,994	896,643	-	12,588,637
Library books	1,589,876	157,079	(264,717)	1,482,238
Equipment	<u>16,481,100</u>	<u>3,039,187</u>	<u>(473,567)</u>	<u>19,046,720</u>
Total accumulated depreciation	<u>127,152,429</u>	<u>12,845,539</u>	<u>(738,284)</u>	<u>139,259,684</u>
Depreciable assets, net	<u>294,026,925</u>	<u>(10,669,310)</u>	<u>3,244,320</u>	<u>286,601,935</u>
Capital assets, net	<u>\$ 315,055,622</u>	<u>\$ (1,270,980)</u>	<u>\$ (89,403)</u>	<u>\$ 313,695,239</u>

4. ACCOUNTS PAYABLE AND ACCRUED EXPENSES

As of June 30, 2016 and 2015, accounts payable and accrued expenses consisted of the following:

	<u>2016</u>	<u>2015</u>
Accounts payable, construction	\$ 1,281,619	\$ 1,713,418
Accounts payable, other	8,240,576	7,957,913
Accrued salaries, fringe benefits and withholdings	6,901,518	7,148,591
Accrued interest on bonds payable and other long-term debt	<u>5,428,008</u>	<u>5,289,144</u>
Total	<u>\$ 21,851,721</u>	<u>\$ 22,109,066</u>

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5. STATE PAID FRINGE BENEFITS

The State of New Jersey, through separate appropriations, pays certain fringe benefits (principally health insurance and FICA taxes) on behalf of University employees. Such benefits amounted to \$21,323,278 and \$21,973,067 for the years ended June 30, 2016 and 2015, respectively, and are included in both the State of New Jersey appropriations revenue and operating expenses in the accompanying financial statements.

The State of New Jersey is also required to fund postretirement medical benefits for those University employees who retire with 25 years of credited service or retire on disability regardless of years of service. These expenses are not included in the University's financial statements.

The University is not required to record a liability for Other Post Employment Benefits ("OPEB"), because this is an obligation of the State of New Jersey. This expense and related liability for OPEB is recorded in the financial statements of the State of New Jersey.

6. RETIREMENT PROGRAMS

General Information about Pension Plans

The University participates in several retirement plans covering its employees – the Public Employees' Retirement System ("PERS"), the Police and Firemen's Retirement System ("PFRS"), and the Alternate Benefit Program ("ABP"), which are administered by the State of New Jersey, Division of Pensions and Benefits (the "Division"). PERS and PFRS are defined benefit pension plans, and ABP is a defined contribution pension plan. Generally, all employees, except certain part-time employees, participate in one of these plans.

The State issues a publicly available Comprehensive Annual Financial Report of the State of New Jersey, Division of Pensions and Benefits, which includes financial statements and required supplementary information for PERS and PFRS. These reports can be obtained by writing to the State of New Jersey, Department of the Treasury, Division of Pensions and Benefits, P.O. Box 295, Trenton, New Jersey 08625-0295, or obtained at www.nj.gov/treasury/pensions/.

Defined Benefit Plans

Public Employees' Retirement System

PERS is a cost-sharing multiple-employer defined benefit pension plan which provides coverage to substantially all full-time employees and certain part-time employees of the State or public agencies who are not members of another State-administered retirement system.

Membership is mandatory for eligible employees. The vesting and benefit provisions are set by N.J.S.A. 43:15A. PERS provides retirement, death, and disability benefits, including post-retirement health care benefits. All benefits vest after ten years of service, except for health care benefits, which vest after 25 years of service or under the disability provisions of PERS. Benefits are determined by member's tier (based on date of enrollment), as defined in the PERS plan documents, member's age, years of service, and final compensation.

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The contribution policy is set by N.J.S.A. 43:15A and requires contributions by active members and contributing employers. The current employee contribution rate is 7.06% of base salary. Employer contributions are based on an actuarially determined rate, which was 8.40% of annual covered payroll for the year ended June 30, 2016. The annual employer contributions include funding for basic retirement allowances and noncontributory death benefits. The State's contribution on behalf of the University ("State Contribution") to PERS for the years ended June 30, 2016 and 2015 was \$2,431,228 and \$2,414,969, respectively, which is recognized as a deferred outflow of resources in the statements of net position.

Police and Firemen's Retirement System

PFRS is a cost-sharing multiple-employer defined benefit pension plan which provides coverage for substantially all permanent, full-time police officers and firemen in the State.

Membership is mandatory for eligible employees. The vesting and benefit provisions are set by N.J.S.A. 43:16A. PFRS provides retirement, death, and disability benefits, including post-retirement health care benefits. All benefits vest after ten years of service, except for health care benefits, which vest after 25 years of service and disability benefits which vest after four years of service. Benefits are determined by member's tier (based on date of enrollment), as defined in the PFRS plan documents, member's age, years of service, and final compensation.

The contribution policy is set by N.J.S.A. 43:16A and requires contributions by active members and contributing employers. The current employee contribution rate is 10% of base salary. Employer contributions are based on an actuarially determined rate, which is 17.70% of annual covered payroll for the year ended June 30, 2016. The annual employer contributions include funding for basic retirement allowances and noncontributory death benefits. The State Contribution to PFRS for the years ended June 30, 2016 and 2015 was \$152,092 and \$134,728, respectively, which is recognized as a deferred outflow of resources in the statements of net position.

Net pension liability, pension expense, deferred outflows of resources, and deferred inflows of resources related to pensions

Net pension liability, pension expense, deferred outflows of resources, and deferred inflows of resources amounts recorded to reflect the provisions of GASB 68 are reflective of the respective plan's published financial statements and actuarial valuations as of June 30, 2015 ("Measurement Date").

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The University's respective net pension liability, deferred outflows of resources, deferred inflows of resources, and net pension expense related to PERS and PFRS, at and for the fiscal year ended June 30, 2016, are as follows:

	<u>PERS</u>	<u>PFRS</u>	<u>Total</u>
Proportionate share of the net pension liability (\$)			
2015	\$ 157,129,973	\$ 6,709,530	\$ 163,839,503
2014	129,367,998	6,515,401	135,883,399
Proportionate share of the net pension liability (%)			
2015	0.662%	0.156%	
2014	0.643%	0.183%	
2013	0.630%	0.245%	
Deferred outflows of resources	20,479,182	866,558	21,345,740
Deferred inflows of resources	(205,867)	1,774,890	1,569,023
Net pension expense (income)	9,175,075	(453,907)	8,721,168

The University's proportionate share of each respective plan's net pension liability was based on the State Contribution to the respective plans from July 1, 2013 to June 30, 2015 relative to the total contributions from all participating employers.

The components of pension related deferred outflows of resources and deferred inflows of resources at the Measurement Date for the fiscal year ended June 30, 2016 are as follows:

	<u>PERS</u>	<u>PFRS</u>	<u>Total</u>
Deferred Outflows of Resources:			
Differences between expected and actual experience	\$ 2,196,173	\$ -	\$ 2,196,173
Changes of assumptions	11,453,398	662,473	12,115,871
Changes in proportionate share	4,644,886	-	4,644,886
Net differences between projected and actual investment earnings on pension plan investments	-	18,097	18,097
Contributions subsequent to the measurement date	<u>2,184,725</u>	<u>185,988</u>	<u>2,370,713</u>
Total	<u>\$ 20,479,182</u>	<u>\$ 866,558</u>	<u>\$ 21,345,740</u>
Deferred Inflows of Resources:			
Differences between expected and actual experience	\$ -	\$ 50,870	\$ 50,870
Net differences between projected and actual investment earnings on pension plan investments	(205,867)	(40,246)	(246,113)
Changes in proportionate share	<u>-</u>	<u>1,764,266</u>	<u>1,764,266</u>
Total	<u>\$ (205,867)</u>	<u>\$ 1,774,890</u>	<u>\$ 1,569,023</u>

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The components of pension related deferred outflows of resources and deferred inflows of resources at the Measurement Date for the fiscal year ended June 30, 2015 are as follows:

	<u>PERS</u>	<u>PFRS</u>	<u>Total</u>
Deferred Outflows of Resources:			
Changes of assumptions	\$ 2,853,028	\$ 132,460	\$ 2,985,488
Changes in proportionate share	2,149,078	-	2,149,078
Contributions subsequent to the measurement date	<u>1,022,366</u>	<u>218,158</u>	<u>1,240,524</u>
Total	<u>\$ 6,024,472</u>	<u>\$ 350,618</u>	<u>\$ 6,375,090</u>
Deferred Inflows of Resources:			
Net differences between projected and actual investment earnings on pension plan investments	\$ 3,926,323	\$ 160,984	\$ 4,087,307
Changes in proportionate share	<u>-</u>	<u>1,746,002</u>	<u>1,746,002</u>
Total	<u>\$ 3,926,323</u>	<u>\$ 1,906,986</u>	<u>\$ 5,833,309</u>

The deferred outflows of resources related to pensions resulting from contributions subsequent to the Measurement Date of \$2,184,725 for PERS and \$185,988 for PFRS will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows and deferred inflows of resources related to pensions will be recognized in pension expense in the statement of revenues, expenses, and changes in net position as follows:

	<u>PERS</u>	<u>PFRS</u>	<u>TOTAL</u>
Years ending:			
2017	\$ 3,736,562	\$ (408,620)	\$ 3,327,942
2018	3,736,562	(408,620)	3,327,942
2019	3,736,562	(408,618)	3,327,944
2020	4,718,144	68,127	4,786,271
2021	<u>2,572,494</u>	<u>63,411</u>	<u>2,635,905</u>
	18,500,324	(1,094,320)	17,406,004
Contributions paid subsequent to Measurement Date	<u>2,184,725</u>	<u>185,988</u>	<u>2,370,713</u>
	<u>\$ 20,685,049</u>	<u>\$ (908,332)</u>	<u>\$ 19,776,717</u>

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Actuarial Assumptions

The University's net pension liability at the Measurement Date was determined by an actuarial valuation as of July 1, 2014, which was rolled forward to June 30, 2015. The actuarial valuation used the following actuarial assumptions:

	<u>PERS</u>	<u>PFRS</u>
Inflation rate	3.04%	3.04%
Salary increases:		
2012-2021	2.15 - 4.40% based on age	2.60 - 9.48% based on age
Thereafter	3.15 - 5.40% based on age	3.60 - 10.48% based on age
Investment rate of return	7.90%	7.90%

Mortality rates were based on the RP-2000 Combined Healthy Male and Female Mortality Tables (set back 1 year for females for PERS) with adjustments for mortality improvements from the base year of 2012 for PERS and 2011 for PFRS based on Projection Scale AA.

The actuarial assumptions used in the July 1, 2014 valuations were based on the results of actuarial experience studies for the periods July 1, 2008 to June 30, 2011 for PERS and July 1, 2010 to June 30, 2013 for PFRS.

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Long-Term Expected Rate of Return

In accordance with State statute, the long-term expected rate of return on plan investments is determined by the State Treasurer, after consultation with the Directors of the New Jersey Division of Investments and New Jersey Division of Pension and Benefits, the board of trustees of each plan and the plans' actuaries. Best estimates of the arithmetic real rates of return for each major asset class included PERS's and PFRS's target asset allocations at the Measurement Date are summarized in the following table:

Asset Class	PERS and PFRS	
	Target Allocation	Long-term Expected Real Rate of Return
Cash	5.00%	1.04%
U.S. treasuries	1.75%	1.64%
Investment grade credit	10.00%	1.79%
Mortgages	2.10%	1.62%
High yield bonds	2.00%	4.03%
Inflation-indexed bonds	1.50%	3.25%
Broad U.S. equities	27.25%	8.52%
Developed foreign equities	12.00%	6.88%
Emerging market equities	6.40%	10.00%
Private equity	9.25%	12.41%
Hedge funds/absolute return	12.00%	4.72%
Real estate (property)	2.00%	6.83%
Commodities	1.00%	5.32%
Global debt ex US	3.50%	-0.40%
REIT	4.25%	5.12%

Discount Rates

The discount rates used to measure the total pension liabilities were 4.90% and 5.79% for PERS and PFRS at the Measurement Date and 5.39% and 6.32% at June 30, 2014, respectively. These single blended discount rates were based on the long-term expected rate of return on pension plan investments of 7.90% and a municipal bond rate of 3.80% at the Measurement Date based on the Bond Buyer GO 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher for PERS and PFRS. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current member contribution rates and that contributions from employers will be made based on the average of the last five years of contributions made in relation to the last five years of actuarially determined contributions. Based on those assumptions, the plans' fiduciary net position was projected to be available to make projected future benefit payments of current plan members through 2033 for PERS and 2045 for PFRS. Therefore, the long-term expected rate of return on plan investments was applied to the projected benefit payments through 2033 for PERS and 2045 for PFRS, and the municipal bond rate was applied to the projected benefit payments after those dates in determining the total pension liabilities.

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Sensitivity of the Collective Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability of the plans calculated using the discount rates of 4.90% for PERS and 5.79% for PFRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	PERS		PFRS	
	Rate	Amount	Rate	Amount
1% decrease	3.90%	\$ 184,154,872	4.79%	\$ 8,078,206
Current discount rate	4.90%	157,129,973	5.79%	6,709,530
1% increase	5.90%	134,560,359	6.79%	5,597,135

Defined Contribution Pension Plans

Alternate Benefit Program Information

ABP is a defined contribution retirement program administered by the Division for eligible full-time employees in accordance with N.J.S.A. 52:18A.

ABP provides retirement and death benefits for or on behalf of the full-time professional employees and faculty members participating in this retirement program. Participation eligibility as well as contributory and noncontributory requirements are established by the State of New Jersey Retirement and Social Security Law. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits vest after the completion of one year of service. Individually owned annuity contracts that provide for full ownership of retirement and survivor benefits are purchased at the time of vesting. ABP provides the choice of six investment carriers, all of which are privately operated defined contribution retirement plans. The University assumes no liability for ABP members other than payment of contributions.

Participating University employees are required to contribute 5% of total base salary and may contribute a voluntary additional contribution of salary up to the maximum federal statutory limit, on a pretax basis. Employer contributions are 8% of base salary up to \$141,000. During the year ended June 30, 2016, ABP employer and employee contributions were \$4,119,569 and \$2,574,731, respectively, which were based on participating employee salaries of \$51,494,618. During the year ended June 30, 2015, ABP employer and employee contributions were \$4,071,132 and \$2,544,457, respectively, which were based on participating employee salaries of \$50,889,150. Employer contributions to ABP paid by the State of New Jersey are reflected in the accompanying financial statements as State of New Jersey appropriations revenue and as expenses.

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7. BONDS PAYABLE AND OTHER LONG-TERM DEBT

Bonds payable and other long-term debt as of June 30, 2016 and 2015 consisted of the following:

	<u>Interest Rate</u>	<u>2016</u>	<u>2015</u>
Bonds payable:			
New Jersey Educational Facilities			
Authority Bonds:			
Housing I and II Renovations Series 1988A	3.00%	\$ 79,000	\$ 239,000
Housing V and Academic, Series 2006F	3.65 - 5.00%	43,710,000	44,940,000
Housing and College, Series 2007G	4.00 - 4.50%	34,695,000	35,650,000
Housing, College, and College Center Series 2008A (Refunded 2005C)	4.00 - 5.00%	<u>124,560,000</u>	<u>127,665,000</u>
Total		203,044,000	208,494,000
Unamortized discount		(235,039)	(245,642)
Unamortized premium		<u>1,093,850</u>	<u>1,146,555</u>
Total		203,902,811	209,394,913
Less current portion		<u>(5,601,102)</u>	<u>(5,492,102)</u>
Bonds payable, noncurrent portion		<u>\$ 198,301,709</u>	<u>\$ 203,902,811</u>
Other long-term debt:			
Higher Education Dormitory Safety			
Trust Fund	4.50%	\$ -	\$ 236,022
Higher Education Equipment Leasing Fund	5.00%	1,367,251	1,527,221
Higher Education Capital Improvement Fund	3.00 - 5.25%	7,622,233	8,070,917
Series 2015E (Current refunding of 2005F)	2.83%	18,830,826	18,830,826
Dam Restoration Loan	2.00%	<u>247,565</u>	<u>267,499</u>
Total		28,067,875	28,932,485
Unamortized premium		<u>409,213</u>	<u>446,055</u>
Total		28,477,088	29,378,540
Less current portion		<u>(1,962,252)</u>	<u>(901,453)</u>
Other long-term debt, noncurrent portion		<u>\$ 26,514,836</u>	<u>\$ 28,477,087</u>

Bonds Payable

Series 1988A Housing I and II Renovations bonds are a 3.00% federal loan for housing improvements and are due serially each July 1 through 2016. These bonds are collateralized by a pledge of and first lien on the net revenues derived from Housing I and II. The University is required to maintain a debt service reserve fund, a renewal and replacement reserve fund, and a sinking fund reserve.

Series 2006F Bonds consist of \$26,560,000 Serial Bonds, \$9,395,000 5% Term Bonds, and \$14,410,000 4.250% Term Bonds. The Serial Bonds bear interest rates between 3.65-5.00%, with the average being 4.40%.

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They are due serially each July 1 through 2027. The \$9,395,000 Term Bonds are due July 1, 2031, and the \$14,410,000 Term Bonds are due July 1, 2036. These bonds were paid off by the Series 2016A Bonds that were issued in fiscal year 2017.

Series 2007G Bonds consist of \$27,300,000 Serial Bonds, \$6,005,000 5% Term Bonds, and \$6,945,000 5% Term Bonds. The Serial Bonds bear interest rates between 4.0-4.5%, with the average being 4.11%. They are due serially each July 1 through 2031. The \$6,005,000 Term Bonds are due July 1, 2034, and the \$6,945,000 Term Bonds are due July 1, 2037. These bonds were paid off by the Series 2016A Bonds that were issued in fiscal year 2017.

Series 2008A Bonds consist of \$22,360,000 Serial Bonds, \$20,010,000 5.5% Term Bonds, \$25,695,000 5.125% Term Bonds and \$68,845,000 5.375% Term Bonds. The Serial Bonds bear interest rates between 4-5%, with the average being 4.25%. They are due serially each July 1 through 2018. The \$20,010,000 Term Bonds are due July 1, 2023, the \$25,695,000 Term Bonds are due July 1, 2028 and the \$68,845,000 Term Bonds are due July 1, 2038. These bonds were paid off by the Series 2016A Bonds that were issued in fiscal year 2017.

The Bond Series 2008A refunded Bond Series 2005C. \$31,290,097 was placed in an irrevocable trust with an escrow agent to provide for future debt service payments. As a result, the 2005C Series Bonds are considered to be defeased, and the related liability has been removed from the statements of net position. This transaction resulted in a loss on advance refunding of approximately \$711,000. This amount is a deferred outflow and is amortized as a component of interest expense over the life of the defeased 2005C Series Bonds.

For fiscal year ending 2017, the University issued on July 13, 2016, Series 2016A Bonds consisting of \$176,095,000 Serial Bonds and \$26,350,000 5% Term Bonds. The Serial Bonds bear interest rates between 3-5%, with the average being 4.71%. They are due serially each July 1 through 2037. The \$26,350,000 Term Bonds are due July 1, 2041. The Series 2016A Bonds are being issued to finance the current refunding of the outstanding Series 2006F Bonds, the advance refunding of the outstanding Series 2007G Bonds and outstanding Series 2008A Bonds, and the renovation, acquisition, installation and construction of certain capital improvements to the University's facilities.

For fiscal year ending 2017, the University issued on September 22, 2016, General Obligation Lease Revenue Series 2016A Bonds consisting of \$26,950,000 Serial Bonds and \$18,905,000 3.25% Term Bonds, \$22,650,000 4% Term Bonds, and \$10,475,000 5% Term Bonds. The Serial Bonds bear interest rates between 2.125-5%, with the average being 4.4%. They are due serially each July 1 through 2036. The \$18,905,000 Term Bonds are due July 1, 2041, the \$22,650,000 Term Bonds are due July 1, 2046 and the \$10,475,000 Term Bonds are due July 1, 2048. These bonds are being issued to finance a portion of the costs of the development and construction in connection with the establishment of the University's new Atlantic City campus, New Jersey.

Other Long-Term Debt

On August 14, 2001, the New Jersey Educational Facilities Authority ("Authority") issued bonds to finance the University's loan amount request pursuant to the Dormitory Safety Trust Fund Act (P.L. 2000, C56). The University's loan under this Act was \$3,453,000 and was fully repaid on January 15, 2016. This was a non-interest bearing note and interest expense was inputted at a rate of 4.5%.

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During 2003, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2002A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$17,204,000 of the total proceeds of the bond issue to be used for academic campus exterior repairs, HVAC improvements, gallery safety rails, Housing II roof replacement, and F-Wing extension and renovation design. The terms of the agreement require one-third of the total allocation, or \$5,734,667, to be repaid in annual rental payments equal to the University's allocable share of the Series 2002A Bonds and related program expenses through 2022.

During 2004, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2004A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$3,848,250 of the total proceeds of the bond issue to be used for Housing I exterior and Housing I HVAC. The terms of the agreement require one-third of the total allocation, or \$1,282,750, to be repaid in annual rental payments equal to the University's allocable share of the Series 2004A Bonds and related program expenses through 2024. The 2002A and 2004A bonds have since been partially advance refunded by the 2005A and 2006A bonds. The 2004A bonds were also partially advance refunded by the 2015C bonds. These transactions resulted in a loss on advance refunding of approximately \$77,005, which was a deferred outflow.

During 2014, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2014A Revenue Bonds to provide funding for the Higher Education Capital Improvement Fund. The University was allocated \$10,600,000 of the total proceeds of the bond issue to be used for the Arts and Science Renovations and an Energy Management Project. The terms of the agreement require one-third of the total allocation, or \$3,287,691, to be repaid in annual rental payments equal to the University's allocable share of the Series 2014A Bonds through 2034. The financing included a premium of \$245,288 and is amortized as a component of interest expense over the life of the bond.

During 2014, the University entered into a lease agreement with the Authority, along with other colleges and universities. Under the terms of the agreement, the Authority issued Series 2014 Revenue Bonds to provide funding for the Higher Education Equipment Leasing Fund. The University was allocated \$7,595,000 of the total proceeds of the bond issue to be used for the Science Building Teaching Laboratory Equipment and the Education Technology Project. The terms of the agreement require one-quarter of the total allocation, or \$1,652,956, to be repaid in annual rental payments equal to the University's allocable share of the Series 2014 Bonds through 2023. The financing included a premium of \$241,699 and is amortized as a component of interest expense over the life of the bond.

On June 12, 2015, the University issued \$18,830,826 of Tax-Exempt Series 2015E Revenue Refunding Bonds issued through the New Jersey Educational Facilities Authority. The 2015E issuance was issued as a direct loan with a fixed interest rate of 2.83% and a final maturity of July 1, 2028. The proceeds of the 2015E Bonds were used to currently refund Series 2005F Bonds originally issued October 27, 2005 including issuance costs of \$123,222, which was expenses. This transaction resulted in a gain on refunding of \$143,779. The gain is a deferred inflow and amortized as a component of interest expense over the life of the 2015E Series Bonds.

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Payments due on bonds payable and other long-term debt excluding net unamortized premiums, discounts, and deferred gains and losses totaling \$858,811 subsequent to June 30, 2016 are as follows:

<u>Years Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2017	\$ 7,484,409	\$ 10,719,923	\$ 18,204,332
2018	7,734,086	10,408,920	18,143,006
2019	8,052,330	10,086,568	18,138,898
2020	8,345,311	9,712,309	18,057,620
2021	8,734,283	9,319,094	18,053,377
2022-2026	49,316,898	39,902,671	89,219,569
2027-2031	52,345,329	27,947,994	80,293,323
2032-2036	61,199,228	13,685,098	74,884,326
2037-2041	<u>27,900,000</u>	<u>1,235,738</u>	<u>29,135,738</u>
Total	<u>\$ 231,111,874</u>	<u>\$ 133,018,315</u>	<u>\$ 364,130,189</u>

8. LINE OF CREDIT

The University had available a \$15,000,000 revolving line of credit with Credit Suisse AG, which was closed March 1, 2016 and had \$-0- outstanding as of June 30, 2015. Interest was payable monthly at a rate of 1-month LIBOR (London InterBank Offered Rate) plus 1.00% per annum (1.43% per annum as of December 31, 2015 and 1.19% per annum as of June 30, 2015). The note payable was available for all purposes with the exception of the purchase of additional securities, was fully collateralized by the investments of the University, and was due on demand. Interest expense was \$32,518 and \$19,817 for the years ended June 30, 2016 and 2015, respectively.

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9. LONG-TERM LIABILITIES

Activity in long-term liabilities for the years ended June 30, 2016 and 2015, follows:

	<u>July 1, 2015</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2016</u>	<u>Current Portion</u>
Compensated absences	\$ 4,227,871	\$ 3,248,986	\$ 3,325,459	\$ 4,151,398	\$ 3,289,146
Net pension liability	135,883,399	27,956,104	-	163,839,503	-
U.S. Government grants refundable	2,498,131	-	-	2,498,131	-
Bonds payable	209,394,913	-	5,492,102	203,902,811	5,601,102
Other long-term debt	<u>29,378,540</u>	<u>-</u>	<u>901,452</u>	<u>28,477,088</u>	<u>1,962,252</u>
Total	<u>\$ 381,382,854</u>	<u>\$ 31,205,090</u>	<u>\$ 9,719,013</u>	<u>\$ 402,868,931</u>	<u>\$ 10,852,500</u>

	<u>July 1, 2014</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2015</u>	<u>Current Portion</u>
Compensated absences	\$ 3,873,123	\$ 3,284,843	\$ 2,930,095	\$ 4,227,871	\$ 3,325,459
Net pension liability	129,745,039	6,138,360	-	135,883,399	-
U.S. Government grants refundable	1,980,872	517,259	-	2,498,131	-
Bonds payable	235,611,064	-	26,216,151	209,394,913	5,492,102
Other long-term debt	<u>11,281,009</u>	<u>18,830,826</u>	<u>733,295</u>	<u>29,378,540</u>	<u>901,453</u>
Total	<u>\$ 382,491,107</u>	<u>\$ 28,771,288</u>	<u>\$ 29,879,541</u>	<u>\$ 381,382,854</u>	<u>\$ 9,719,014</u>

STOCKTON UNIVERSITY
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10. DISCRETELY PRESENTED COMPONENT UNITS

The following displays condensed combining information, which is presented in total in the accompanying statements of net position for the University's discretely presented component units as of June 30, 2016 and 2015:

	2016				
	Foundation	SASI	SARTP	Eliminations	Total
Current assets:					
Cash and cash equivalents	\$ 291,793	\$ 1,642,819	\$ 134,029	\$ -	\$ 2,068,641
Due from University/component units	-	154,776	-	-	154,776
Other receivables	395,222	128,657	21,054	-	544,933
Other current assets	14,621	106,255	4,648	-	125,524
Noncurrent assets:					
Investments	28,948,376	-	-	-	28,948,376
Other receivables	411,186	-	-	-	411,186
Capital assets, net	-	1,996,698	-	-	1,996,698
Total assets	<u>\$ 30,061,198</u>	<u>\$ 4,029,205</u>	<u>\$ 159,731</u>	<u>\$ -</u>	<u>\$ 34,250,134</u>
Current liabilities					
Due to University/component units	\$ 30,446	\$ 739,862	\$ 39,571	\$ -	\$ 809,879
Long-term liabilities to University	59,275	741,079	129,925	-	930,279
Total liabilities	<u>\$ 89,721</u>	<u>\$ 2,795,624</u>	<u>\$ 1,146,196</u>	<u>\$ -</u>	<u>\$ 4,031,541</u>
Net position:					
Net investment in capital assets	\$ -	\$ 682,015	\$ -	\$ -	\$ 682,015
Restricted - nonexpendable	19,441,971	-	-	-	19,441,971
Restricted - expendable	8,265,003	-	-	-	8,265,003
Unrestricted	2,264,503	551,566	(986,465)	-	1,829,604
Total net position	<u>\$ 29,971,477</u>	<u>\$ 1,233,581</u>	<u>\$ (986,465)</u>	<u>\$ -</u>	<u>\$ 30,218,593</u>

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	2015				
	Foundation	SASI	SARTP	Eliminations	Total
Current assets:					
Cash and cash equivalents	\$ 105,742	\$ 2,115,267	\$ 44,836	\$ -	\$ 2,265,845
Due from University/component units	5,475	670,074	2,079	(375,000)	302,628
Other receivables	578,510	197,308	326,000	-	1,101,818
Other current assets	1,215	73,021	5,049	-	79,285
Noncurrent assets:					
Investments	28,123,425	-	-	-	28,123,425
Other receivables	478,913	-	-	-	478,913
Capital assets, net	-	1,898,193	-	-	1,898,193
Total assets	<u>\$ 29,293,280</u>	<u>\$ 4,953,863</u>	<u>\$ 377,964</u>	<u>\$ (375,000)</u>	<u>\$ 34,250,107</u>
Current liabilities					
Due to University/component units	\$ 30,550	\$ 662,413	\$ 59,819	\$ -	\$ 752,782
Long-term liabilities to University	90,331	805,229	388,628	(375,000)	909,188
Total liabilities	<u>\$ 120,881</u>	<u>\$ 2,782,325</u>	<u>\$ 946,447</u>	<u>\$ (375,000)</u>	<u>\$ 3,474,653</u>
Net position:					
Net investment in capital assets	\$ -	\$ 583,510	\$ -	\$ -	\$ 583,510
Restricted - nonexpendable	18,073,859	-	-	-	18,073,859
Restricted - expendable	8,814,490	-	-	-	8,814,490
Unrestricted	2,284,050	1,588,028	(568,483)	-	3,303,595
Total net position	<u>\$ 29,172,399</u>	<u>\$ 2,171,538</u>	<u>\$ (568,483)</u>	<u>\$ -</u>	<u>\$ 30,775,454</u>

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The following displays condensed combining information, which is presented in total in the accompanying statements of revenues, expenses, and changes in net position for the University's discretely presented component units for the years ended June 30, 2016 and 2015:

	2016				
	Foundation	SASI	SARTP	Eliminations	Total
Operating revenues:					
Other auxiliary enterprises	\$ -	\$ 12,666,670	\$ -	\$ -	\$ 12,666,670
Other	265,054	49,177	53,536	(7,500)	360,267
In-kind contributions	400,654	-	95,480	-	496,134
Total operating revenues	<u>665,708</u>	<u>12,715,847</u>	<u>149,016</u>	<u>(7,500)</u>	<u>13,523,071</u>
Operating expenses:					
Institutional support	1,217,613	3,614,086	471,518	(287,711)	5,015,506
Student aid	663,814	-	-	-	663,814
Auxiliary enterprises	-	10,269,426	-	-	10,269,426
Depreciation	-	150,443	-	-	150,443
In-kind expense	400,654	-	95,480	-	496,134
Total operating expenses	<u>2,282,081</u>	<u>14,033,955</u>	<u>566,998</u>	<u>(287,711)</u>	<u>16,595,323</u>
Operating loss	<u>(1,616,373)</u>	<u>(1,318,108)</u>	<u>(417,982)</u>	<u>280,211</u>	<u>(3,072,252)</u>
Non-operating revenues (expenses):					
Investment income	205,742	16,835	-	-	222,577
Interest expense	-	(57,202)	-	-	(57,202)
University and Foundation support	-	420,518	-	(230,211)	190,307
Gifts and contributions	840,597	-	-	-	840,597
	<u>1,046,339</u>	<u>380,151</u>	<u>-</u>	<u>(230,211)</u>	<u>1,196,279</u>
Other revenues:					
Additions to permanent endowments	1,369,112	-	-	(50,000)	1,319,112
Change in net position	799,078	(937,957)	(417,982)	-	(556,861)
Net position - beginning of year	<u>29,172,399</u>	<u>2,171,538</u>	<u>(568,483)</u>	<u>-</u>	<u>30,775,454</u>
Net position - end of year	<u>\$ 29,971,477</u>	<u>\$ 1,233,581</u>	<u>\$ (986,465)</u>	<u>\$ -</u>	<u>\$ 30,218,593</u>

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	2015				
	Foundation	SASI	SARTP	Eliminations	Total
Operating revenues:					
Other auxiliary enterprises	\$ -	\$ 11,688,159	\$ -	\$ -	\$ 11,688,159
Grants	-	-	326,000	-	326,000
Other	346,172	46,223	25,000	(7,500)	409,895
In-kind contributions	<u>360,094</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>360,094</u>
Total operating revenues	<u>706,266</u>	<u>11,734,382</u>	<u>351,000</u>	<u>(7,500)</u>	<u>12,784,148</u>
Operating expenses:					
Institutional support	1,358,374	2,869,554	736,164	(276,842)	4,687,250
Student aid	631,573	-	-	-	631,573
Auxiliary enterprises	-	8,951,874	-	-	8,951,874
Depreciation	579	138,895	-	-	139,474
In-kind expense	<u>360,094</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>360,094</u>
Total operating expenses	<u>2,350,620</u>	<u>11,960,323</u>	<u>736,164</u>	<u>(276,842)</u>	<u>14,770,265</u>
Operating loss	<u>(1,644,354)</u>	<u>(225,941)</u>	<u>(385,164)</u>	<u>269,342</u>	<u>(1,986,117)</u>
Non-operating revenues (expenses):					
Investment income	1,332,190	5,733	-	-	1,337,923
Interest expense	-	(60,616)	-	-	(60,616)
University and Foundation support	-	443,799	-	(219,342)	224,457
Gifts and contributions	<u>550,621</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>550,621</u>
	<u>1,882,811</u>	<u>388,916</u>	<u>-</u>	<u>(219,342)</u>	<u>2,052,385</u>
Other revenues:					
Additions to permanent endowments	<u>1,007,014</u>	<u>-</u>	<u>-</u>	<u>(50,000)</u>	<u>957,014</u>
Change in net position	1,245,471	162,975	(385,164)	-	1,023,282
Net position - beginning of year	<u>27,926,928</u>	<u>2,008,563</u>	<u>(183,319)</u>	<u>-</u>	<u>29,752,172</u>
Net position - end of year	<u>\$ 29,172,399</u>	<u>\$ 2,171,538</u>	<u>\$ (568,483)</u>	<u>\$ -</u>	<u>\$ 30,775,454</u>

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The following amounts are presented in the statements of net position of the respective entities as due to/from the University as of June 30, 2016 and 2015:

	2016			
	Foundation	SASI	SARTP	Total
Due from the University:				
Food service	\$ -	\$ 88,767	\$ -	\$ 88,767
Overhead charge adjustment	-	24,742	-	24,742
Miscellaneous	-	41,267	-	41,267
Total due from the University	<u>\$ -</u>	<u>\$ 154,776</u>	<u>\$ -</u>	<u>\$ 154,776</u>
Due to the University:				
Institutional support	\$ -	\$ 170,884	\$ -	\$ 170,884
Services provided	42,756	-	-	42,756
Scholarships	16,519	-	-	16,519
Seaview operations	-	570,196	-	570,196
Overhead charge	-	-	86,935	86,935
Interest on loan	-	-	42,974	42,974
Miscellaneous	-	-	15	15
Total due to the University	<u>\$ 59,275</u>	<u>\$ 741,080</u>	<u>\$ 129,924</u>	<u>\$ 930,279</u>
2015				
	Foundation	SASI	SARTP	Total
Due from the University:				
Scholarships	\$ 820	\$ -	\$ -	\$ 820
Food service	-	187,097	-	187,097
Overhead charge adjustment	-	-	2,079	2,079
Miscellaneous	4,655	107,977	-	112,632
Total due from the University	<u>\$ 5,475</u>	<u>\$ 295,074</u>	<u>\$ 2,079</u>	<u>\$ 302,628</u>
Due to the University:				
Institutional support	\$ -	\$ 22,225	\$ -	\$ 22,225
Services provided	63,829	-	-	63,829
Scholarships	21,348	-	-	21,348
Seaview operations	-	759,965	-	759,965
Overhead charge	-	22,929	-	22,929
Interest on loan	-	-	13,605	13,605
Miscellaneous	5,154	110	23	5,287
Total due to the University	<u>\$ 90,331</u>	<u>\$ 805,229</u>	<u>\$ 13,628</u>	<u>\$ 909,188</u>

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The Foundation provided support of \$1,244,601 and \$1,330,073 to the University for scholarships, academic support and facilities support for the years ended June 30, 2016 and 2015, respectively. The University provided in-kind finance and administrative services of \$394,514 and \$335,993 for the years ended June 30, 2016 and 2015, respectively.

The Foundation provided support to SASI for the Sam Azeez Museum of \$230,211 and \$219,342 for the years ended June 30, 2016 and 2015, respectively.

The University has issued a line of credit to SASI in the amount of \$2,000,000. As of June 30, 2016 and 2015, a note receivable in the amount of \$1,314,683 was reflected in the financial statements of the University relating to this line of credit. The University charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 4.11%. The interest rate will be reviewed and changed by the University, in its sole discretion, to a rate equal to 150 basis points plus the thirty-year U.S. Treasury Note rate at the time of the interest review. Interest-only payments will be made on the outstanding principal balance at the stated interest rate. Interest expense on the line of credit totaled \$57,202 and \$60,616 for the years ended June 30, 2016 and 2015, respectively. SASI reimburses the University for use of space and personnel through payment of an overhead charge. For the years ended June 30, 2016 and 2015, the overhead charge was \$472,962 and \$497,704, respectively.

On May 27, 2016, SASI provided a short-term, non-interest bearing advance of \$375,000 to SARTP. The funds were used to purchase architectural plans and design services from South Jersey Economic Development District ("SJEDD"). The plans will be used for constructing the Aviation Research and Technology Park. This advance was subsequently repaid on July 30, 2016.

The University has issued a line of credit to SARTP in the amount of \$1,500,000. As of June 30, 2016 and 2015, a note receivable in the amount of \$976,700 and \$498,000, respectively, was reflected in the financial statements of the University relating to this line of credit. The University charges interest on the outstanding principal balance from the date advanced until the full amount of principal has been paid at a fixed rate equal to 4.11%. The interest rate will be reviewed and changed by the University, in its sole discretion, to a rate equal to 150 basis points plus the thirty-year U.S. Treasury Note rate at the time of the interest review. Interest-only payments will be made on the outstanding principal balance at the stated interest rate. Interest expense on the line of credit totaled \$29,369 and \$13,401 for the years ended June 30, 2016 and 2015, respectively. SARTP reimburses the University for use of space and personnel through payment of an overhead charge. For the years ended June 30, 2016 and 2015, the overhead charge was \$303,078 and \$318,600, respectively.

11. COMMITMENTS AND CONTINGENCIES

Compensated Absences

The University recorded a liability for compensated absences in the amount of \$4,151,398 and \$4,227,871 for the years ended June 30, 2016 and 2015, respectively, which was included in compensated absences in the accompanying statements of net position. The liability is calculated based upon employees' accrued vacation leave as of year-end, as well as an estimated vested amount for accrued sick leave.

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Payments for accumulated sick leave balances are made to retiring employees upon regular retirement. The payment is based on 50% of the employee's sick leave accumulation, at the pay rate in effect at the time of retirement up to a maximum of \$15,000. Employees separating from University service prior to retirement are not entitled to payments for accumulated sick leave balances.

Litigation

The University is a party to various legal actions arising in the ordinary course of business. While it is not possible, at this time, to predict the ultimate outcome of these actions, it is the opinion of management that the resolution of these matters will not have a material adverse effect on the University's financial statements.

Grants

The University receives support from federal government and State of New Jersey grant programs, primarily student financial assistance. Entitlement to these resources requires compliance with terms of the grant agreements and applicable regulations, including the expenditure of the resources for allowable purposes. Substantially all grants are subject to financial and compliance audits by the respective sponsors. As of June 30, 2016 and 2015, the University believes that adjustments, if any, as a result of such audits would not have a material adverse effect on the University's financial statements.

Construction Contracts

The University has outstanding construction commitments in the amount of \$51,745,819 as of June 30, 2016. These commitments are primarily related to the completion of the Science Center. It is expected that all of the funding for these projects will be allocated from unrestricted resources.

Lease Commitments

Future minimum lease payments required under all non-cancelable operating leases, follow:

<u>Years Ending June 30,</u>	<u>Amount</u>
2017	\$ 234,617
2018	238,119
2019	241,572
2020	145,111
2021	148,739
2022	152,457
Total	<u>\$ 1,160,615</u>

Total rent expense for the years ended June 30, 2016 and 2015 approximated \$98,000 and \$148,000, respectively.

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Power Purchase Agreement

The University entered into various agreements with Stockton Blue Sky Power, LLC (“Blue Sky”) related to the construction of a solar power plant at the University. Blue Sky owns and operates the solar power plant, and the University leases the space on campus where the solar power plant is located. The University agreed to purchase all of the energy produced by the solar power plant for a 15-year period at a fixed rate of \$0.03 per kWh. This agreement began on May 25, 2011 and will expire on May 25, 2021.

12. RELATED PARTIES

The University entered into a Collaborative Project Agreement (“Agreement”) with the Noyes Museum of Art (the “Museum”) on February 4, 2011. Pursuant to the terms of Agreement, the Museum agreed to sublease to the University the property located in Galloway Township, New Jersey for a period of ten years. The University and the Museum also agreed to have two individuals affiliated with the University serve as members on the Museum’s Board of Directors and one individual affiliated with the University to serve as a member for the Noyes Foundation Board of Directors for the duration of the Agreement. The University is required to pay an annual rental to the Museum over the life of the Agreement. It was acknowledged by the parties that the term of the Agreement may be less than ten years if either party is not satisfied with the progress made to meet operational benchmarks as defined in the Agreement. The Noyes Museum was donated to Stockton University in fiscal year 2017.

13. SUBSEQUENT EVENTS

The University evaluated subsequent events through November 1, 2016, the date the financial statements were available to be issued. The University is not aware of any subsequent events which would require recognition or disclosure in the financial statements, except for the 2016A bond issuances noted in Note 7.

REQUIRED SUPPLEMENTARY INFORMATION

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Required Supplementary Information
Schedules of Proportionate Share of the Net Pension Liability – Last 10 Years* - Unaudited
June 30, 2016

Public Employees' Retirement System (PERS)

Reporting fiscal year (Measurement Date, June 30,)	Stockton's proportion of the net		Stockton's covered employee payroll	Stockton's proportionate share of the net pension liability as a percentage of its covered employee payroll	Plan fiduciary net position as a percentage of the total pension liability
	pension liability				
	%	\$			
2016 (2015)	0.662%	\$ 157,129,973	\$ 30,400,613	516.86%	24.96%
2015 (2014)	0.643%	\$ 129,367,998	\$ 29,636,603	436.51%	30.06%

Police and Firemen's Retirement System (PFRS)

Reporting fiscal year (Measurement Date, June 30,)	Stockton's proportion of the		Stockton's covered employee payroll	Stockton's proportionate share of the net pension liability as a percentage of its covered employee payroll	Plan fiduciary net position as a percentage of the total pension liability
	net pension liability				
	%	\$			
2016 (2015)	0.156%	\$ 6,709,530	\$ 885,871	757.39%	29.07%
2015 (2014)	0.183%	\$ 6,515,401	\$ 723,945	899.99%	34.70%

* These schedules are intended to show information for 10 years. Additional years will be displayed as they become available.

STOCKTON UNIVERSITY
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Required Supplementary Information
Schedules of Proportionate Share of the Net Pension Liability – Last 10 Years* - Unaudited
June 30, 2016

Schedules of University Contributions – Last 10 Years*

Public Employees' Retirement System (PERS)

	2016	2015
(1) Contractually required contribution	\$ 2,184,725	\$ 1,022,366
(2) Contributions in relation to the contractually determined contribution	<u>2,184,725</u>	<u>1,022,366</u>
(3) Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
(4) Covered-employee payroll	\$ 30,400,613	\$ 29,636,603
(5) Contributions as a percentage of covered-employee payroll	7.19%	3.45%

Police and Firemen's Retirement System (PFRS)

	2016	2015
(1) Contractually required contribution	\$ 185,988	\$ 218,158
(2) Contributions in relation to the contractually determined contribution	<u>185,988</u>	<u>218,158</u>
(3) Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
(4) Covered-employee payroll	\$ 885,871	\$ 723,945
(5) Contributions as a percentage of covered-employee payroll	20.99%	30.13%

* These schedules are intended to show information for 10 years. Additional years will be displayed as they become available.

SUPPLEMENTARY INFORMATION

Stockton University
(A Component Unit of The State of New Jersey)
Schedule of Expenditures of Federal Awards
Year ended June 30, 2016

Federal Grantor / Pass-through Grantor / Program or Cluster Title	Federal CFDA Number	Federal Expenditures
Student Financial Assistance Cluster:		
U.S. Department of Education:		
Federal Direct Loan Program	84.268	\$ 50,864,484
Federal Perkins Loan Program	84.038	2,962,714
Federal Supplemental Educational Opportunity Grants	84.007	241,680
Federal Work Study Program	84.033	268,462
Federal Pell Grant Program (including administrative costs of \$15,340)	84.063	12,799,248
Teacher Education Assistance for College & Higher Education Grants (Teach Grants)	84.379	7,456
		<u>67,144,044</u>
Total Student Financial Assistance Cluster		
Research and Development Cluster:		
U.S. Department of Commerce:		
National Oceanic & Atmospheric Administration (NOAA):		
Passed Through Rutgers, The State University of NJ		
Estuarine Research Reserves	11.420	19,324
WeCrab Marine Debris Project	11.463	3,695
Habitat Conservation-Derelict Crab Trap Removal in Mullica River & Great Bay Estuary of NJ	11.463	39,837
Passed through the Conserve Wildlife Foundation of New Jersey:		
Identification & Retrieval of Derelict Crab Pots to Reduce Bycatch of NOAA Trust Resources in Barnegat Bay, New Jersey	11.463	5,900
National Science Foundation:		
Education and Human Resources: Scholarships for Success in Science, Technology, Engineering & Math	47.076	66,565
National Environmental Protection Agency: Office of Water		
Passed Through Barnegat Bay Partnership Ocean County College:		
National Estuary Program - Assessing the Status of Barnegat Bay Submerged Aquatic Vegetation	66.456	14,694
National Estuary Program - Little Egg Harbor Oyster Spat Settlement	66.456	4,759
National Estuary Program - Barnegat Bay Oyster Reefs: Biological & Cost Benefit Analysis for Scale Up Efforts	66.456	8,344
National Endowment for the Humanities:		
Passed Through New Jersey Council for the Humanities:		
Marching from Atlantic City to Washington & Beyond	45.129	13,083
Promotion of the Humanities - Office of Digital Humanities	45.164	78,734
U.S. Department of the Interior Fish and Wildlife Service:		
Forsythe Wildlife Refuge Lidar Survey	15.677	53,511
Passed Through NJ DEP: Division of Fish & Wildlife -		
Deer Exclosures & Cedar Study	15.625	10,161
Creation of Small Deer Exclosures in Silvicultural Experimental Areas	15.625	10,000
Wildlife Protection User Survey	15.605	62,683
		<u>391,290</u>
Total Research and Development Cluster		
Other Federal Assistance:		
U.S. Department of Health and Human Services:		
Passed Through Atlantic County Department of Human Services,		
Educational Programs and Lectures for Older Adults	93.044	15,000
NJ Healthy Kids Vineland YMCA	93.331	42,068
Passed Through The New Jersey Council on Developmental Disabilities,		
2015-2016 Get FIT Partnership - Get Fit @ Home	93.630	8,085
Passed Through NJ Department of Children and Families,		
Chafee Foster Care Independence Program - Foster and Adoptive Family Services	93.674	8,628
		<u>73,781</u>
Total U.S. Department of Health and Human Services		
U.S. Department of Transportation: National Highway Traffic Safety Administration (NHTSA):		
Passed Through NJ Department of Law and Public Safety Division of Highway Traffic Safety, Stay Safe and Graduate		
	20.601	<u>22,061</u>
U.S. Department of Education:		
Rehabilitation Services Vocational Rehabilitation Grants to States	84.126	225,341
Passed Through NJ Commission for the Blind & Visually Impaired,		
Rehabilitation Training State Vocational Rehabilitation Unit In-Service Training	84.264	31,013
Stockton Coastal Collaborative Math & Science Partnership	84.366	250,777
NJDOE Formative Assessment	84.367	62,348
Building Teacher Leadership	84.367	112,432
		<u>681,911</u>
Total U.S. Department of Education		

See notes to Schedules of Expenditures of Federal and State of New Jersey Awards

Stockton University
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Schedule of Expenditures of Federal Awards
Year ended June 30, 2016

Federal Grantor / Pass-through Grantor / Program or Cluster Title	Federal CFDA Number	Federal Expenditures
Other Federal Assistance (continued):		
U.S. Department of Agriculture: Passed through the State of New Jersey Department of Environmental Protection, Forestry Services Forest Fire Research	10.664	\$ 8,502
U.S. Department of the Interior: Passed through The Nature Conservancy: Wetlands Restoration	15.153	22,194
U.S. Department of Veterans Affairs: Post - 9/11 Veterans Educational Assistance	64.028	2,080,064
U.S. Department of Homeland Security: Passed Through NJ Department of Environmental Protection: Cooperating Technical Partners	97.045	35,017
U.S. Corporation for National & Community Service AmeriCorps National Service Education Award	94.006	9,631
U.S. Department of Labor: WIA Cluster, Passed Through Atlantic Cape May Workforce Investment Board:		
Work First New Jersey	17.258	314,099
Dislocated Workers - On-The-Job Training	17.260	19,086
Adult Program	17.258	2,721
Summer Youth Employment Training	17.259	20,596
Youth Activities-Year Round Out of School	17.259	135,826
National Emergency	17.277	3,248
Office of Workers' Compensation Program/Federal Employees' Compensation Act GA/SNAP	17.225	9,055
	10.561	1,599
Passed Through NJ Department of Labor & Workforce Development: Dislocated Workers - Retail, Hospitality & Tourism Talent Network	17.278	131,029
Total WIA Cluster		637,259
U.S. Small Business Administration: Passed Through Rutgers, The State University of NJ New Jersey Small Business Development Centers (NJSBDC) Hurricane Sandy Small Business Revitalization Opportunity	59.037	114,311
Total U.S. Small Business Administration	59.064	59,089
		173,400
Total Other Federal Assistance		3,743,820
Total Expenditures of Federal Awards		\$ 71,279,154

See notes to Schedules of Expenditures of Federal and State of New Jersey Awards

Stockton University
(A Component Unit of The State of New Jersey)
Schedule of Expenditures of State of New Jersey Awards
Year ended June 30, 2016

<u>Grantor Department</u> <u>Program Title</u>	<u>Account Number</u>	<u>Program Amount</u>	<u>Grant Period</u>	<u>Current Year Expenditures</u>	<u>Total Disbursements</u>
Student Financial Assistance:					
N.J. Higher Education Student Assistance Authority:					
New Jersey College Loans to Assist State Students	N/A	\$ 4,228,250	07/01/15-06/30/16	\$ 4,228,250	\$ 4,228,250
Tuition Aid Grant	100-074-2405-007	10,280,082	07/01/15-06/30/16	10,280,082	10,280,082
Urban Scholars	100-074-2405-278	16,500	07/01/15-06/30/16	16,500	16,500
Governor's Urban Persistency Award	100-074-245-329	1,500	07/01/15-06/30/16	1,500	1,500
New Jersey STARS II	100-074-2405-313	264,522	07/01/15-06/30/16	264,522	264,522
Survivor Tuition Benefits	100-074-2405-009	8,268	07/01/15-06/30/16	8,268	8,268
Law Enforcement Officer Memorial	100-074-2405-312	20,579	07/01/15-06/30/16	20,579	20,579
NJ BEST	100-074-2405-316	23,000	07/01/15-06/30/16	23,000	23,000
N.J. Commission on Higher Education:					
Educational Opportunity Fund Article III Summer FY2016	100-074-2401-001	298,983	07/01/15-06/30/16	261,752	298,983
Educational Opportunity Fund Article III Summer FY2017	100-074-2401-001	316,922	06/01/16-07/31/17	168,770	168,770
Educational Opportunity Fund Article III Academic Year	100-074-2401-001	444,025	07/01/15-06/30/16	444,025	444,025
Educational Opportunity Fund Graduate Grants	100-074-2401-001	9,200	07/01/15-06/30/16	9,200	9,200
Total Student Financial Assistance				15,726,448	15,763,679
Other State of N.J. Assistance:					
N.J. Department of Environmental Protection:					
N.J. Beach Profile 2015	100-042-4895-043	586,468	01/01/15-01/31/16	283,212	586,459
N.J. Beach Profile 2016	100-042-4895-043	499,878	02/01/16-12/31/16	165,568	165,568
N.J. Coastal Estuaries Inventory	100-042-4800-176	59,206	01/01/16-06/30/17	16,120	16,120
N.J. Department of Transportation:					
Dredged Material Management System	480-078-6300-CTB	286,993	03/06/08-03/06/18	16,725	181,476
N.J. Department of Children & Families Services,					
Child Welfare Education Institute (CWEI) - BCWEP & MCWEP	100-016-1600-047	2,002,675	07/01/15-06/30/16	1,830,904	1,830,904
N.J. Department of Community Affairs:					
Pilot Research - Study of Gambling	100-022-8050-184	7,000	07/01/15-06/30/16	7,000	7,000
N.J. Department of Human Services: Division of Youth and Family Services,					
Passed Through Rutgers University: NJ Child Welfare Training Consortium	100-016-1600-047	605,000	07/01/15-06/30/16	601,015	601,015
N.J. Department of Commerce and Economic Growth,					
Passed through Rutgers University: Small Business Development Center	100-074-2505-001	32,200	07/01/15-06/30/16	32,200	32,200
N.J. Department of Education:					
Teachers' Sheltered English Instruction Professional Development	100-034-5061-016	45,000	07/07/15-08/31/16	35,484	35,484
NJCCCS Standard 8 Training	100-034-5068-003	2,600	04/15/15-09/30/15	2,569	2,569
N.J. Department of Treasury:					
Passed Through Casino Reinvestment Development Authority: LEAD AC Yr3	100-022-0820-092	21,800	01/01/15-12/31/15	2,629	6,773
N.J. Department of Law and Public Safety					
Drunk Driving Enforcement Fund	100-078-6400-YYY	1,653	09/01/13-08/31/16	273	1,653
N.J. Department of Labor and Workforce Development,					
Retail, Hospitality & Tourism Talent Network	780-062-4545-007	375,000	07/01/14-12/31/15	19,922	64,766
Retail, Hospitality & Tourism Talent Network	780-062-4545-007	250,000	01/01/16-12/31/16	12,835	12,835

See notes to Schedules of Expenditures of Federal and State of New Jersey Awards

Stockton University
(A Component Unit of The State of New Jersey)
Schedule of Expenditures of State of New Jersey Awards
Year ended June 30, 2016

<u>Grantor Department</u> <u>Program Title</u>	<u>Account Number</u>	<u>Program Amount</u>	<u>Grant Period</u>	<u>Current Year Expenditures</u>	<u>Total Disbursements</u>
N.J. Department of Military & Veterans Affairs, An Environmental Internship Program Year 2	100-067-3620-178	\$ 39,659	05/18/15-09/30/15	\$ 27,541	\$ 36,874
N.J. Department of State Historical Commission Publishing Burlington Biographies	100-074-2540-105	3,000	08/01/15-12/31/15	3,000	3,000
N.J. Office of the Attorney General Municipal Planning for Safe Streets	100-066-1000-146	80,000	09/01/14-06/30/16	26,000	66,000
N.J. Higher Education Services: Educational Opportunity Fund Article IV-Academic Year	100-074-2401-002	267,857	07/01/15-06/30/16	267,857	267,857
NJSCA General Program Support	100-074-2530-032	101,020	07/01/15-06/30/16	101,020	101,020
NJSCA CSP Co Sponsored Project - Anniversary Supplement	100-074-2530-032	25,000	07/01/15-12/31/15	25,000	25,000
NJSCA 09 CSP Co Sponsored Project - State of the Arts	100-074-2530-032	200,000	07/01/15-06/30/16	200,000	200,000
Atlantic County Awards 2015	100-074-2505-053	3,300	01/01/15-12/20/15	3,300	3,300
Atlantic County Awards 2016	100-074-2505-053	7,400	01/01/16-12/20/16	3,400	3,400
N.J. Commission on Higher Education: Higher Education Equipment Leasing Fund Program	100-082-2155-036	5,696,250	01/01/14-05/02/23	746,406	5,437,291
Higher Education Technology Infrastructure Fund Program	100-074-2400-059	775,000	01/01/14-12/31/XX	152,337	531,915
Higher Education Capital Improvement Fund	100-082-2155-079	7,067,020	03/01/14-03/01/34	2,216,442	2,774,197
Higher Education General Obligation Fund	586-074-2400-014	34,987,950	03/01/14-12/31/XX	1,858,185	3,436,392
N.J. Higher Education Services: N.J. Department of State: State of New Jersey Appropriation	100-074-2480-001	18,391,000	07/01/15-06/30/16	18,391,000	18,391,000
Interdepartmental Accounts: State Fringe Benefits Other Than FICA	100-094-9410-134	11,442,840	07/01/15-06/30/16	11,442,840	11,442,840
FICA-State Colleges and Universities Reimbursement Program	100-094-9410-137	5,760,868	07/01/15-06/30/16	5,760,868	5,760,868
Alternate Benefits Program	100-094-9410-132	4,119,569	07/01/15-06/30/16	4,119,569	4,119,569
Total Other State of NJ Assistance				48,371,221	56,145,345
Total Expenditures of State of New Jersey Awards				\$ 64,097,669	\$ 71,909,024

See notes to Schedules of Expenditures of Federal and State of New Jersey Awards

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Schedules of Expenditures of Federal and State of New Jersey Awards
June 30, 2016

1. BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards has been prepared in accordance with Uniform Guidance, *Audits of States, Local Governments, and Non-Profit Organizations*. The accompanying Schedule of Expenditures of State of New Jersey Awards has been prepared in accordance with the requirements of the State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*. The purpose of these schedules is to present the respective expenditures of Federal and State programs, under the accrual basis of accounting of Stockton University (the "University") for the year ended June 30, 2016. For purposes of the respective schedules, Federal and State of New Jersey awards include any assistance provided by a Federal or State agency directly or indirectly in the form of grants, contracts, cooperative agreements, direct appropriations, loan and loan guarantees, and other noncash assistance. Because the schedules present only a selected portion of the activities of the University, they are not intended to, and do not, present either the net position of the University at June 30, 2016 or its changes in net position and cash flows for the year then ended. Accordingly, some amounts presented in the respective schedules may differ from amounts presented in, or used in the preparation of, the University's fiscal 2016 financial statements.

2. DIRECT LOAN PROGRAM AND NEW JERSEY COLLEGE LOANS TO ASSIST STATE STUDENTS

Loans made by the University to eligible students under the State of New Jersey College Loans to Assist State Students Program and the Federal Direct Loan Program during the year ended June 30, 2016 follow:

Federal Direct Student Loans	\$ <u>50,864,484</u>
New Jersey College Loans to Assist State Students	\$ <u>4,228,250</u>

The University is responsible only for the performance of certain administrative duties with respect to the Direct Loan Program and the New Jersey College Loans to Assist State Students Program and has no responsibility to collect these loans. Accordingly, these loans are not included in the University's financial statements. It is not practicable to determine the balance of loans outstanding to students of the University under these programs as of June 30, 2016.

3. FEDERAL PERKINS LOANS

The Federal Perkins Loan expenditures presented in the accompanying Schedule of Expenditures of Federal Awards of \$2,962,714 represents the total balance of loans outstanding under the Perkins Program. The current fiscal year's new loans made from the revolving loan fund from which new loans are made utilizing receipts from repayments of loans that have entered collection status was \$432,920.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Notes to Schedules of Expenditures of Federal and State of New Jersey Awards
June 30, 2016

4. SUBRECIPIENT AWARDS

The University passed through the following Federal awards to subrecipients during the year ended June 30, 2016:

Federal Program	Subrecipient	CFDA Number	Pass-Through Expenditures
Research and Development Cluster:			
Promotion of the Humanities - Office of Digital Humanities	EduWeb	45.164	\$ 45,000
National Estuary Program - Barnegat Bay Oyster Reefs: Biological & Cost Benefit Analysis for Scale Up Efforts	Rutgers, The State University of NJ	66.456	2,275
			<u>47,275</u>
Other Federal Assistance:			
Work First New Jersey	Community Quest Inc Career Opportunity	17.258	37,868
Work First New Jersey	Development Inc	17.258	136,135
			<u>174,003</u>
			<u><u>\$ 221,278</u></u>



Grant Thornton LLP
Two Commerce Square
2001 Market St., Suite 700
Philadelphia, PA 19103
T 215.561.4200
F 215.561.1066
GrantThornton.com
[linked.in/GrantThorntonUS](https://www.linkedin.com/company/grantthorntonus)
twitter.com/GrantThorntonUS

**REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS
ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS REQUIRED BY *GOVERNMENT
AUDITING STANDARDS***

Board of Trustees
Stockton University:

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and State of New Jersey Department of Treasury Circular 2015-08, the financial statements of Stockton University (the "University"), a component unit of the State of New Jersey, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the University's basic financial statements, and have issued our report thereon dated November 1, 2016.

Internal control over financial reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting ("internal control") to design audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the University's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

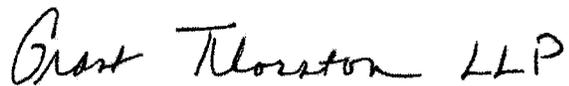
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in the University's internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and other matters

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and State of New Jersey Department of Treasury Circular 2015-08.

Intended purpose

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* and State of New Jersey Department of Treasury Circular 2015-08 in considering the University's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

Handwritten signature of Grant Thornton LLP in black ink.

Philadelphia, Pennsylvania
November 1, 2016

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND STATE OF NEW JERSEY DEPARTMENT OF TREASURY CIRCULAR 2015-08 AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Trustees
Stockton University:

Report on compliance for each major federal and State of New Jersey program

We have audited the compliance of Stockton University (the “University”) with the types of compliance requirements described in the U.S. Office of Management and Budget’s *OMB Compliance Supplement* and State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*, that could have a direct and material effect on its major federal programs and State of New Jersey programs for the year ended June 30, 2016. The University’s major federal programs and State of New Jersey programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

Our audit of, and opinion on, the University’s compliance for its major federal and State of New Jersey programs does not include the compliance requirements governing student loan repayments under the federal Perkins Loan Program in accordance with the requirements of the federal Student Financial Assistance Cluster, because the University engaged Educational Loan Servicing LLC (d/b/a Campus Partners) to perform these compliance activities. This third-party servicer has obtained a compliance attestation from another practitioner for the year ended June 30, 2016, in accordance with the U.S. Department of Education’s Audit Guide, *Audits of Federal Student Financial Assistance Programs at Participating Institutions and Institution Servicers*.

Management’s responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal and state awards applicable to the University’s federal programs and State of New Jersey programs.

Auditor’s responsibility

Our responsibility is to express an opinion on compliance for the University’s major federal and State of New Jersey programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”)

and State of New Jersey Department of Treasury Circular 2015-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*. Those standards and the Uniform Guidance and State of New Jersey Department of Treasury Circular 2015-08 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal or State of New Jersey program occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal and State of New Jersey program. However, our audit does not provide a legal determination of the University's compliance.

Opinion on each major federal program and State of New Jersey program

In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal and State of New Jersey programs for the year ended June 30, 2016.

Report on internal control over compliance

Management of the University is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University's internal control over compliance with the types of compliance requirements that could have a direct and material effect on the major federal and State of New Jersey programs to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for the major federal and State of New Jersey programs and to test and report on internal control over compliance in accordance with the Uniform Guidance and State of New Jersey Department of Treasury Circular 2015-08, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal or State of New Jersey program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal or a State of New Jersey program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal or a State of New Jersey program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in the University's internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this Report on Internal Control Over Compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and State of New Jersey Department of Treasury Circular 2015-08. Accordingly, this report is not suitable for any other purpose.

Grant Thornton LLP

Philadelphia, Pennsylvania

November 1, 2016

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Findings and Questioned Costs
Year ended June 30, 2016

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ yes X no

- Significant deficiency(s) identified that are not considered to be material weakness(es)? _____ yes X none reported

Federal and State of New Jersey Awards

Internal control over major programs:

- Material weakness(es) identified? _____ yes X no

- Significant deficiency(s) identified that are not considered to be material weakness(es)? _____ yes X none reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance or State of New Jersey Department of Treasury Circular 2015-08? _____ yes X no

Identification of major programs:

Program or Cluster Title Federal CFDA Number or NJ State Identifying Number

Federal:

Student Financial Aid Cluster	84.007, 84.033, 84.038 84.063, 84.268, 84.379
Veterans Affairs	64.028

State of New Jersey:

Student Financial Aid Cluster	Various
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Dollar threshold used to distinguish between type A and type B programs - Federal: \$750,000

Dollar threshold used to distinguish between type A and type B programs - NJ State: \$1,922,930

Auditee qualified as low-risk auditee? X yes _____ no

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Findings and Questioned Costs
Year ended June 30, 2016

Section II - Financial Statement Findings

None noted.

Section III - Federal and State of New Jersey Award Findings and Questioned Costs

None noted.

STOCKTON UNIVERSITY
(A Component Unit of The State of New Jersey)
Schedule of Findings and Questioned Costs
Year ended June 30, 2016

Section IV - Summary of Prior Year Findings and Corrective Action Plan

None noted.

Institution: The Richard Stockton College of New Jersey (186876)
 User ID: P1868761

Overview

Finance Overview

Purpose

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

There have been no changes to the 2013-14 Finance data collection from the 2012-13 collection.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Institution: The Richard Stockton College of New Jersey (186876)

User ID: P1868761

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35

FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions**General Information**
GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2013.)

Beginning: month/year (MMYYYY) Month: Year:

And ending: month/year (MMYYYY) Month: Year:

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- Unqualified Qualified (Explain in box below) Don't know (Explain in box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

- Business Type Activities
 Governmental Activities
 Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- Auxiliary enterprises
 Student services
 Does not participate in intercollegiate athletics
 Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- Yes - (report endowment assets)
 No

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
	Current Assets		
01	Total <u>current assets</u>	123,600,143	132,063,584
	Noncurrent Assets		
31	Depreciable <u>capital assets</u> , net of depreciation	298,447,835	262,755,805
04	Other noncurrent assets CV=[A05-A31]	31,052,058	54,638,440
05	Total noncurrent assets	329,499,893	317,394,245
06	Total assets CV=(A01+A05)	453,100,036	449,457,829
	Current Liabilities		
07	Long-term debt, current portion	6,507,031	6,279,333
08	Other <u>current liabilities</u> CV=(A09-A07)	33,761,807	31,977,712
09	Total current liabilities	40,268,838	38,257,045
	Noncurrent Liabilities		
10	Long-term debt	240,818,771	247,325,802
11	Other noncurrent liabilities CV=(A12-A10)	2,926,467	3,024,116
12	Total noncurrent liabilities	243,745,238	250,349,918
13	Total liabilities CV=(A09+A12)	284,014,076	288,606,963
	Net Assets		
14	Invested in <u>capital assets</u> , net of related debt	72,935,432	66,979,103
15	Restricted-expendable	6,694,134	6,488,756
16	Restricted-nonexpendable	0	0
17	Unrestricted CV=[A18-(A14+A15+A16)]	89,456,394	87,383,007
18	Total net assets CV=(A06-A13)	169,085,960	160,850,866

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position (Page 2)

Line No.	Description	Ending balance	Prior year Ending balance
Capital Assets			
21	<u>Land and land improvements</u>	30,975,530	30,839,184
22	<u>Infrastructure</u>	26,065,351	26,003,009
23	<u>Buildings</u>	347,535,893	304,588,989
32	Equipment, including art and <u>library collections</u>	27,697,849	23,826,751
27	<u>Construction in progress</u>	631,942	23,507,076
	Total for Plant, Property and Equipment CV = (A21+ .. A27)	432,906,565	408,765,009
28	<u>Accumulated depreciation</u>	114,702,341	103,514,027
33	Intangible assets, net of accumulated amortization	0	0
34	Other capital assets	0	0

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Source	Current year amount	Prior year amount
01	Pell grants (federal)	11,289,104	10,777,807
02	Other federal grants (Do NOT include FDSL amounts)	2,187,053	531,290
03	Grants by state government	10,106,906	9,420,885
04	Grants by local government	0	0
05	Institutional grants from restricted resources	117,000	0
06	Institutional grants from unrestricted resources CV=[E07-(E01+...+E05)]	9,903,330	11,433,758
07	Total gross scholarships and fellowships	33,603,393	32,163,740
Discounts and Allowances			
08	Discounts and allowances applied to tuition and fees	28,235,781	26,654,649
09	Discounts and allowances applied to sales and services of auxiliary enterprises	0	0
10	Total discounts and allowances CV=(E08+E09)	28,235,781	26,654,649
11	Net scholarships and fellowships expenses after deducting discounts and allowances CV= (E07-E10) This amount will be carried forward to C10 of the expense section.	5,367,612	5,509,091

You may use the space below to provide context for the data you've reported above.

Part B - Revenues and Other Additions

Line No.	Source of Funds	Current year amount	Prior year amount
Operating Revenues			
01	Tuition and fees, after deducting discounts & allowances	58,910,853	56,238,746
Grants and contracts - operating			
02	Federal operating grants and contracts	1,506,346	6,218,302
03	State operating grants and contracts	2,805,899	2,781,126
04	Local government/private operating grants and contracts	1,460,527	1,812,463
04a	Local government operating grants and contracts	1,030,308	1,292,323
04b	Private operating grants and contracts	430,219	520,140
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	34,131,398	32,922,142
06	Sales and services of hospitals, after deducting patient contractual allowances		0
26	Sales and services of educational activities		0
07	Independent operations	19,242,070	8,321,985
08	Other sources - operating CV=[B09-(B01+ ...+B07)]	6,489,222	5,543,607
09	Total operating revenues	124,546,315	113,838,371

Part B - Revenues and Other Additions

Line No.	Source of funds	Current year amount	Prior year amount
	Nonoperating Revenues		
10	Federal <u>appropriations</u>		0
11	State <u>appropriations</u>	39,819,440	39,369,435
12	Local <u>appropriations, education district taxes, and similar support</u>	0	0
	Grants-nonoperating		
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	13,476,157	11,309,097
14	State nonoperating grants	10,106,906	9,420,885
15	Local government nonoperating grants	117,000	0
16	<u>Gifts, including contributions from affiliated organizations</u>	0	0
17	<u>Investment income</u>	8,781,402	2,786,227
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	15,098	0
19	Total nonoperating revenues	72,316,003	62,885,644
27	Total operating and nonoperating revenues CV=[B19+B09]	196,862,318	176,724,015
28	12-month Student FTE from E12	8,464	8,180
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	23,259	21,604

Part B - Revenues and Other Additions

Line No.	Source of funds	Current year amount	Prior year amount
20	Other Revenues and Additions <u>Capital appropriations</u>	<input type="text" value="0"/>	0
21	<u>Capital grants and gifts</u>	<input type="text" value="0"/>	0
22	<u>Additions to permanent endowments</u>	<input type="text" value="0"/>	0
23	Other revenues and additions CV=[B24-(B20+...+B22)]		0
24	Total other revenues and additions	<input type="text" value="0"/>	0
25	Total all revenues and other additions CV=[B09+B19+B24]	196,862,318	176,724,015

You may use the space below to provide context for the data you've reported above.

Part C - Expenses and Other Deductions

Report Total Operating AND Nonoperating Expenses in this section									
Line No.	Description	1 Total amount	2 Salaries and wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
01	Expenses and Deductions Instruction	69,880,740	44,012,912	11,434,256	6,683,499	2,874,068	2,059,573	2,816,432	67,735,405
02	Research	1,117,174	366,748	57,005	106,849	45,948	32,927	507,697	1,100,597
03	Public service	6,201,670	2,530,821	548,856	593,137	255,064	182,780	2,091,012	10,147,046
05	Academic support	10,092,352	5,224,319	1,648,788	965,248	415,080	297,448	1,541,469	9,645,897
06	Student services	15,313,320	7,713,200	2,299,884	1,464,588	629,808	451,324	2,754,516	15,011,952
07	Institutional support	26,434,768	14,045,546	4,148,857	2,528,260	1,087,213	779,103	3,845,789	22,954,836
08	Operation and maintenance of plant (see instructions)	0	6,059,018	2,491,649	-14,529,694			5,979,027	0
10	Scholarships and fellowships expenses, excluding discounts and allowances (from E11)	5,367,612						5,367,612	5,509,091
11	Auxiliary enterprises	34,932,205	7,929,128	2,881,623	2,188,113	5,561,188	8,003,481	8,368,672	32,505,898
12	Hospital services							0	0
13	Independent operations	19,287,383	46,763	17,878		838,526		18,384,216	9,519,312
14	Other expenses and deductions CV=[C19-(C01+...+C13)]	0	0	0	0	0	0	0	3,169,098
19	Total expenses and deductions	188,627,224	87,928,455	25,528,796	0	11,706,895	11,806,636	51,656,442	177,299,132
20	Prior year amount	177,299,132	84,676,514	24,002,605		11,313,076	11,813,153	45,493,784	
20	12-month Student FTE from E12	8,464							8,180
21	Total expenses and deductions per student FTE CV=[C19/C20]	22,286							21,675

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions (from B25)	196,862,318	176,724,015
02	Total expenses and deductions (from C19)	188,627,224	177,299,132
03	Change in net position during year CV=(D01-D02)	8,235,094	-575,117
04	Net position beginning of year	160,850,866	161,425,983
05	Adjustments to beginning net position and other gains or losses CV=[D06-(D03+D04)]	0	0
06	Net position end of year (from A18)	169,085,960	160,850,866

You may use the space below to provide context for the data you've reported above.

Part H - Details of Endowment Assets

Line No.	Value of Endowment Assets	<u>Market Value</u>	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of <u>endowment assets</u> at the beginning of the fiscal year	20,499,371	16,849,976
02	Value of <u>endowment assets</u> at the end of the fiscal year	23,109,188	20,499,371

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for Bureau of Census

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	87,146,634	87,146,634			
02 Sales and services	38,891,502		34,131,398		
03 Federal grants/contracts (excludes Pell Grants)	1,506,346	1,506,346			
Revenue from the state government:					
04 State appropriations, current & capital	39,819,440	39,819,440			
05 State grants and contracts	2,805,899	2,805,899			
Revenue from local governments:					
06 Local appropriation, current & capital	0				
07 Local government grants/contracts	1,030,308	1,030,308			
08 Receipts from property and non-property taxes					
09 Gifts and private grants, including capital grants	305,503				
10 Interest earnings	85,946				
11 Dividend earnings	3,726,579				
12 Realized capital gains	939,744				

You may use the space below to provide context for the data you've reported above.

Part K - Expenditure Data for Bureau of Census

Category	Total for all funds and operations (includes endowment funds, but excludes component units) (1)	Amount			
		Education and general/ independent operations (2)	Auxiliary enterprises (3)	Hospitals (4)	Agriculture extension/ experiment services (5)
01 Salaries and wages	87,928,455		7,929,128		
02 Employee benefits, total	25,528,796	79,999,327	2,881,623		
03 Payment to state retirement funds (maybe included in line 02 above)	2,126,195	22,647,173			
04 Current expenditures other than salaries	46,099,826	1,828,997	297,198		
Capital outlay:					
05 Construction	22,749,362	37,848,359	8,251,467		
06 Equipment purchases	972,878	22,503,642	245,720		
07 Land purchases	435,700	950,774	22,104		
08 Interest on debt outstanding, all funds and activities	11,806,636	435,700			
09 Scholarships/fellowships	33,603,393	33,603,393			

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 1

Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	253,605,135
02 Long-term debt issued during fiscal year	0
03 Long-term debt retired during fiscal year	6,279,333
04 Long-term debt outstanding at end of fiscal year	247,325,802
05 Short-term debt outstanding at beginning of fiscal year	0
06 Short-term debt outstanding at end of fiscal year	0

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 2

Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	12,274,153
08 Total cash and security assets held at end of fiscal year in bond funds	2,057,010
09 Total cash and security assets held at end of fiscal year in all other funds	108,508,943

You may use the space below to provide context for the data you've reported above.

Summary**Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2014.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$58,910,853	41%	\$6,960
Government appropriations	\$39,819,440	28%	\$4,705
Government grants and contracts	\$29,042,616	20%	\$3,431
Private gifts, grants, and contracts	\$430,219	0%	\$51
Investment income	\$8,781,402	6%	\$1,038
Other core revenues	\$6,504,320	5%	\$768
Total core revenues	\$143,488,850	100%	\$16,953
Total revenues	\$196,862,318		\$23,259

Core revenues include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$69,880,740	52%	\$8,256
Research	\$1,117,174	1%	\$132
Public service	\$6,201,670	5%	\$733
Academic support	\$10,092,352	8%	\$1,192
Institutional support	\$26,434,768	20%	\$3,123

Core Expenses

Student services	\$15,313,320	11%	\$1,809
Other core expenses	\$5,367,612	4%	\$634
Total core expenses	\$134,407,636	100%	\$15,880
Total expenses	\$188,627,224		\$22,286

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships expenses, other expenses, and nonoperating expenses.

	Calculated value
FTE enrollment	8,464

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

The Richard Stockton College of New Jersey (186876)

Source	Description	Severity	Resolved	Options
Screen: Scholarships & Fellowships				
Screen Entry	The amount reported is outside the expected range of between 265,645 and 796,935 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason:	Federal expenditures of \$1,423,091 for the Post-9/11 Veterans Educational Assistance is included for FY13.			
Screen: Revenues Part 3				
Perform Edits	The amount of total other revenues and additions reported in Part B (line 24) is expected to be greater than zero. Please correct your data or explain. (Error #5196)	Explanation	Yes	
Reason:	All revenues have been recorded in the appropriate categories. There are no other revenues and additions.			
Related Screens:	Revenues Part 3			
Perform Edits	The amount of additions to permanent endowments reported in Part B (line 22) should not be zero or blank. Please confirm that the data reported are correct. (Error #5231)	Confirmation	Yes	
Related Screens:	Revenues Part 3			

Institution: Stockton University (186876)
User ID: P1868761

Overview

Finance Overview

Purpose

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

There are changes made to the 2014-15 Finance data collection from the 2013-14 collection. The finance form for private for-profit schools have been revised to make it more comparable with the finance public and private not-for-profit forms.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

- GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
- FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions

General Information

GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2014.)

Beginning: month/year (MMYYYY)

Month: 7

Year: 2013

And ending: month/year (MMYYYY)

Month: 6

Year: 2014

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

Unqualified

Qualified
(Explain in
box below)

Don't know
(Explain in
box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

Business Type Activities

Governmental Activities

Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

Auxiliary enterprises

Student services

Does not participate in intercollegiate athletics

Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

Yes - (report endowment assets)

No

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position

Fiscal Year: July 1, 2013 - June 30, 2014

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
	<u>Current Assets</u>		
01	Total current assets	143,023,484	123,600,143
	<u>Noncurrent Assets</u>		
31	Depreciable capital assets, net of depreciation	294,026,925	298,447,835
04	Other noncurrent assets	30,073,934	31,052,058
	CV=[A05-A31]		
05	Total noncurrent assets	324,100,859	329,499,893
06	Total assets	467,124,343	453,100,036
	CV=(A01+A05)		
	<u>Current Liabilities</u>		
07	Long-term debt, current portion	7,015,667	6,507,031
08	Other current liabilities	44,114,310	33,761,807
	CV=(A09-A07)		
09	Total current liabilities	51,129,977	40,268,838
	<u>Noncurrent Liabilities</u>		
10	Long-term debt	239,876,406	240,818,771
11	Other noncurrent liabilities	2,923,900	2,926,467
	CV=(A12-A10)		
12	Total noncurrent liabilities	242,800,306	243,745,238
13	Total liabilities	293,930,283	284,014,076
	CV=(A09+A12)		
	<u>Net Assets</u>		
14	Invested in capital assets, net of related debt	74,516,987	72,935,432
15	Restricted-expendable	6,674,853	6,694,134
16	Restricted-nonexpendable	0	0
17	Unrestricted	92,002,220	89,456,394
	CV=[A18-(A14+A15+A16)]		
18	Total net assets	173,194,060	169,085,960
	CV=(A06-A13)		

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position (Page 2)

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Description	Ending balance	Prior year Ending balance
Capital Assets			
21	Land and land improvements	32,272,037	30,975,530
22	Infrastructure	26,127,745	26,065,351
23	Buildings	350,796,153	347,535,893
32	Equipment, including art and library collections	31,107,866	27,697,849
27	Construction in progress	1,904,250	631,942
Total for Plant, Property and Equipment CV = (A21+ .. A27)		442,208,051	432,906,565
28	Accumulated depreciation	127,152,429	114,702,341
33	Intangible assets, net of accumulated amortization	0	0
34	Other capital assets	0	0

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

Fiscal Year: July 1, 2013 - June 30, 2014

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	11,344,510	11,289,104
02	Other federal grants (Do NOT include FDSL amounts)	3,468,938	2,187,053
03	Grants by state government	10,220,958	10,106,906
04	Grants by local government	0	0
05	Institutional grants from restricted resources	17,579	117,000
06	Institutional grants from unrestricted resources CV=[E07-(E01+...+E05)]	9,576,277	9,903,330
07	Total gross scholarships and fellowships	34,628,262	33,603,393
Discounts and Allowances			
08	Discounts and allowances applied to tuition and fees	28,865,364	28,235,781
09	Discounts and allowances applied to sales and services of auxiliary enterprises	0	0
10	Total discounts and allowances CV=(E08+E09)	28,865,364	28,235,781
11	Net scholarships and fellowships expenses after deducting discounts and allowances CV= (E07-E10) This amount will be carried forward to C10 of the expense section.	5,762,898	5,367,612

You may use the space below to provide context for the data you've reported above.

Part B - Revenues and Other Additions

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Source of Funds	Current year amount	Prior year amount
Operating Revenues			
01	Tuition and fees, after deducting discounts & allowances	59,788,390	58,910,853
	Grants and contracts - operating		
02	Federal operating grants and contracts	2,101,658	1,506,346
03	State operating grants and contracts	2,816,113	2,805,899
04	Local government/private operating grants and contracts	1,357,275	1,460,527
	04a Local government operating grants and contracts	799,154	1,030,308
	04b Private operating grants and contracts	558,121	430,219
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	35,381,002	34,131,398
06	Sales and services of hospitals, after deducting patient contractual allowances	0	0
26	Sales and services of educational activities	0	0
07	Independent operations	18,596,208	19,242,070
08	Other sources - operating CV=[B09-(B01++B07)]	5,239,592	6,489,222
09	Total operating revenues	125,280,238	124,546,315

Part B - Revenues and Other Additions

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Source of funds	Current year amount	Prior year amount
	Nonoperating Revenues		
10	Federal appropriations	0	0
11	State appropriations	39,757,617	39,819,440
12	Local appropriations, education district taxes, and similar support	0	0
	Grants-nonoperating		
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	14,813,448	13,476,157
14	State nonoperating grants	10,220,958	10,106,906
15	Local government nonoperating grants		117,000
16	Gifts, including contributions from affiliated organizations	17,579	0
17	Investment income	10,677,601	8,781,402
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	0	15,098
19	Total nonoperating revenues	75,487,203	72,316,003
27	Total operating and nonoperating revenues CV=[B19+B09]	200,767,441	196,862,318
28	12-month Student FTE from E12	8,688	8,464
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	23,109	23,259

Part B - Revenues and Other Additions

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	0	0
21	Capital grants and gifts	3,122,154	0
22	Additions to permanent endowments	0	0
23	Other revenues and additions CV=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions	3,122,154	0
25	Total all revenues and other additions CV=[B09+B19+B24]	203,889,595	196,862,318

You may use the space below to provide context for the data you've reported above.

Part C - Expenses and Other Deductions

Fiscal Year: July 1, 2013 - June 30, 2014

Report Total Operating AND Nonoperating Expenses in this section

Line No.	Description	1 Total amount	2 Salaries and wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
Expenses and Deductions									
01	Instruction	73,732,608	46,211,674	11,768,959	7,687,893	3,536,901	1,995,436	2,531,745	69,880,740
02	Research	1,545,051	581,710	92,622	161,099	74,116	41,814	593,690	1,117,174
03	Public service	7,382,618	2,896,769	665,024	769,765	354,139	199,797	2,497,124	6,201,670
05	Academic support	10,801,259	5,555,587	1,763,043	1,126,217	518,128	292,315	1,545,969	10,092,352
06	Student services	16,207,134	7,969,671	2,436,681	1,689,872	777,444	438,616	2,894,850	15,313,320
07	Institutional support	26,415,862	14,438,263	4,474,672	2,754,307	1,267,150	714,896	2,766,574	26,434,768
08	Operation and maintenance of plant (see instructions)	0	6,219,118	2,614,897	-16,803,982	0	0	7,969,967	0
10	Scholarships and fellowships expenses, excluding discounts and allowances (from E11)	5,762,898						5,762,898	5,367,612
11	Auxiliary enterprises	37,041,445	8,220,331	2,927,025	2,614,829	5,565,232	8,167,063	9,546,965	34,932,205
12	Hospital services	0	0	0	0	0	0	0	0
13	Independent operations	18,419,907	0	0	0	895,658	0	17,524,249	19,287,383
14	Other expenses and deductions CV=[C19-(C01+...+C13)]	0	0	0	0	0	0	0	0
19	Total expenses and deductions	197,308,782	92,093,123	26,742,923	0	12,988,768	11,849,937	53,634,031	188,627,224
	Prior year amount	188,627,224	87,928,455	25,528,796		11,706,895	11,806,636	51,656,442	
20	12-month Student FTE from E12	8,688							8,464
21	Total expenses and deductions per student FTE CV=[C19/C20]	22,710							22,286

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions (from B25)	203,889,595	196,862,318
02	Total expenses and deductions (from C19)	197,308,782	188,627,224
03	Change in net position during year CV=(D01-D02)	6,580,813	8,235,094
04	Net position beginning of year	169,085,960	160,850,866
05	Adjustments to beginning net position and other gains or losses CV=[D06-(D03+D04)]	-2,472,713	0
06	Net position end of year (from A18)	173,194,060	169,085,960

You may use the space below to provide context for the data you've reported above.

The College adopted the provisions of GASB 65. Adjustments to beginning net position relate to FY14 deferred bond issuance costs of \$2,471,913 and loss on disposal of assets of \$800.

Part H - Details of Endowment Assets

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	23,109,188	20,499,371
02	Value of endowment assets at the end of the fiscal year	26,847,149	23,109,188

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for Bureau of Census

Fiscal Year: July 1, 2013 - June 30, 2014

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	88,653,754	88,653,754			
02 Sales and services	39,000,014	3,619,012	35,381,002	0	0
03 Federal grants/contracts (excludes Pell Grants)	2,101,658	2,101,658	0	0	0
Revenue from the state government:					
04 State appropriations, current & capital	39,757,617	39,757,617	0	0	0
05 State grants and contracts	2,816,113	2,816,113	0	0	0
Revenue from local governments:					
06 Local appropriation, current & capital	0	0	0	0	0
07 Local government grants/contracts	799,154	799,154	0	0	0
08 Receipts from property and non-property taxes	0				
09 Gifts and private grants, including capital grants	3,236,238				
10 Interest earnings	76,915				
11 Dividend earnings	3,048,955				
12 Realized capital gains	1,069,737				

You may use the space below to provide context for the data you've reported above.

Part K - Expenditure Data for Bureau of Census

Fiscal Year: July 1, 2013 - June 30, 2014

Category	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experimnet services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	92,093,123	83,872,792	8,220,331	0	0
02 Employee benefits, total	26,742,923	23,815,898	2,927,025	0	0
03 Payment to state retirement funds (maybe included in line 02 above)	2,465,200	2,113,413	351,787	0	0
04 Current expenditures other than salaries	47,689,905	38,266,275	9,423,630	0	0
Capital outlay:					
05 Construction	5,289,594	3,969,977	1,319,617	0	0
06 Equipment purchases	3,955,454	3,930,158	25,296	0	0
07 Land purchases	0	0	0	0	0
08 Interest on debt outstanding, all funds and activities	11,849,937				
09 Scholarships/fellowships	34,628,262	34,628,262			

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 1

Fiscal Year: July 1, 2013 - June 30, 2014

Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	247,922,252
02 Long-term debt issued during fiscal year	0
03 Long-term debt retired during fiscal year	6,461,909
04 Long-term debt outstanding at end of fiscal year	241,460,343
05 Short-term debt outstanding at beginning of fiscal year	0
06 Short-term debt outstanding at end of fiscal year	0

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 2

Fiscal Year: July 1, 2013 - June 30, 2014

Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	12,145,112
08 Total cash and security assets held at end of fiscal year in bond funds	1,273,364
09 Total cash and security assets held at end of fiscal year in all other funds	115,742,852

You may use the space below to provide context for the data you've reported above.

Prepared by

This survey component was prepared by:

<input type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input checked="" type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other

Name: Theresa Brooke Lew
Email: brooke.lew@stockton.edu

How long did it take to prepare this survey component?	26 hours	0 minutes
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The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary**Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2015.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$59,788,390	40%	\$6,882
State appropriations	\$39,757,617	27%	\$4,576
Local appropriations	\$0	0%	\$0
Government grants and contracts	\$30,751,331	21%	\$3,540
Private gifts, grants, and contracts	\$575,700	0%	\$66
Investment income	\$10,677,601	7%	\$1,229
Other core revenues	\$8,361,746	6%	\$962
Total core revenues	\$149,912,385	100%	\$17,255
Total revenues	\$203,889,595		\$23,468

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$73,732,608	52%	\$8,487
Research	\$1,545,051	1%	\$178
Public service	\$7,382,618	5%	\$850
Academic support	\$10,801,259	8%	\$1,243
Institutional support	\$26,415,862	19%	\$3,040
Student services	\$16,207,134	11%	\$1,865
Other core expenses	\$5,762,898	4%	\$663
Total core expenses	\$141,847,430	100%	\$16,327
Total expenses	\$197,308,782		\$22,710

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

	Calculated value
FTE enrollment	8,688

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

Stockton University (186876)

Source	Description	Severity	Resolved	Options
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Screen: Scholarships & Fellowships

Screen Entry	The amount reported is outside the expected range of between 1,093,527 and 3,280,579 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
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Reason: Additional federal aid expenditures in FY14 due to NSF grant & NJ Dept of Children and Families (BCWEP & MCWEP).

Screen: Revenues Part 3

Screen Entry	The amount of additions to permanent endowments reported in Part B (line 22) should not be zero or blank. Please confirm that the data reported are correct. (Error #5231)	Confirmation	Yes	
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Related Screens: Revenues Part 3

Institution: Stockton University (186876)
User ID: P1868761

Overview

Finance Overview

Purpose

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

There are a few new changes to the 2015-16 Finance data collection. A new FAQ clarifying how to report VA education benefits has been added for all institutions. For GASB institutions, a new pension screen (Part M) has been added to accommodate the implementation of GASB Statement 68. Please review the new screen and survey materials carefully. Additionally, instructions for parts J,K,L have been slightly modified and FAQs have been added for clarity.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

- GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
- FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions

General Information

GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2015.)

Beginning: month/year (MMYYYY)

Month: 7

Year: 2014

And ending: month/year (MMYYYY)

Month: 6

Year: 2015

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

Unqualified

 Qualified
(Explain in
box below)

Don't know
(Explain in
box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

Business Type Activities

Governmental Activities

Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

Auxiliary enterprises

Student services

Does not participate in intercollegiate athletics

Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

No

Yes - (report endowment assets)

6. Pension

Did your institution recognize additional (or decreased) pension expense, additional liability (or assets), or additional deferral related to the implementation of GASB Statement 68 for one or more defined benefit pension plans (either as a single employer, agent employer or cost-sharing multiple employer) in Fiscal Year 2015?

No

 Yes - (report additional (unfunded) pension information)

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position

Fiscal Year: July 1, 2014 - June 30, 2015

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
	<u>Current Assets</u>		
01	Total current assets	67,319,643	143,023,484
	<u>Noncurrent Assets</u>		
31	Depreciable capital assets, net of depreciation	286,601,935	294,026,925
04	Other noncurrent assets CV=[A05-A31]	100,939,800	30,073,934
05	Total noncurrent assets	387,541,735	324,100,859
06	Total assets CV=(A01+A05)	454,861,378	467,124,343
	<u>Current Liabilities</u>		
07	Long-term debt, current portion	6,393,555	7,015,667
08	Other current liabilities CV=(A09-A07)	44,372,083	44,114,310
09	Total current liabilities	50,765,638	51,129,977
	<u>Noncurrent Liabilities</u>		
10	Long-term debt	232,379,898	239,876,406
11	Other noncurrent liabilities CV=(A12-A10)	139,283,942	2,923,900
12	Total noncurrent liabilities	371,663,840	242,800,306
13	Total liabilities CV=(A09+A12)	422,429,478	293,930,283
	<u>Net Assets</u>		
14	Invested in capital assets, net of related debt	78,976,916	74,516,987
15	Restricted-expendable	5,947,741	6,674,853
16	Restricted-nonexpendable	0	0
17	Unrestricted CV=[A18-(A14+A15+A16)]	⚠ -52,492,757	92,002,220
18	Total net assets CV=(A06-A13)	32,431,900	173,194,060

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position (Page 2)

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Description	Ending balance	Prior year Ending balance
Capital Assets			
21	Land and land improvements	32,891,089	32,272,037
22	Infrastructure	26,127,745	26,127,745
23	Buildings	353,659,237	350,796,153
32	Equipment, including art and library collections	32,409,095	31,107,866
27	Construction in progress	7,867,757	1,904,250
Total for Plant, Property and Equipment CV = (A21+ .. A27)		452,954,923	442,208,051
28	Accumulated depreciation	139,259,684	127,152,429
33	Intangible assets, net of accumulated amortization	0	0
34	Other capital assets	0	0

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

Fiscal Year: July 1, 2014 - June 30, 2015

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	12,128,023	11,344,510
02	Other federal grants (Do NOT include FDSL amounts)	1,367,511	3,468,938
03	Grants by state government	10,875,190	10,220,958
04	Grants by local government	0	0
05	Institutional grants from restricted resources	45,202	17,579
06	Institutional grants from unrestricted resources CV=[E07-(E01+...+E05)]	12,657,862	9,576,277
07	Total gross scholarships and fellowships	37,073,788	34,628,262
Discounts and Allowances			
08	Discounts and allowances applied to tuition and fees	29,161,479	28,865,364
09	Discounts and allowances applied to sales and services of auxiliary enterprises	0	0
10	Total discounts and allowances CV=(E08+E09)	29,161,479	28,865,364
11	Net scholarships and fellowships expenses after deducting discounts and allowances CV= (E07-E10) This amount will be carried forward to C10 of the expense section.	7,912,309	5,762,898

You may use the space below to provide context for the data you've reported above.

Part B - Revenues by Source

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Source of Funds	Current year amount	Prior year amount
Operating Revenues			
01	Tuition and fees, after deducting discounts & allowances	64,321,934	59,788,390
	Grants and contracts - operating		
02	Federal operating grants and contracts	2,517,484	2,101,658
03	State operating grants and contracts	3,009,711	2,816,113
04	Local government/private operating grants and contracts	1,745,980	1,357,275
	04a Local government operating grants and contracts	925,530	799,154
	04b Private operating grants and contracts	820,450	558,121
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	38,112,813	35,381,002
06	Sales and services of hospitals, after deducting patient contractual allowances	0	0
26	Sales and services of educational activities	13,359	0
07	Independent operations	18,657,136	18,596,208
08	Other sources - operating CV=[B09-(B01++B07)]	5,973,983	5,239,592
09	Total operating revenues	134,352,400	125,280,238

Part B - Revenues by Source

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Source of funds	Current year amount	Prior year amount
	Nonoperating Revenues		
10	Federal appropriations	0	0
11	State appropriations	41,812,067	39,757,617
12	Local appropriations, education district taxes, and similar support	0	0
	Grants-nonoperating		
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	13,495,534	14,813,448
14	State nonoperating grants	10,875,190	10,220,958
15	Local government nonoperating grants	0	0
16	Gifts, including contributions from affiliated organizations	45,202	17,579
17	Investment income	712,378	10,677,601
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	0	0
19	Total nonoperating revenues	66,940,371	75,487,203
27	Total operating and nonoperating revenues CV=[B19+B09]	201,292,771	200,767,441
28	12-month Student FTE from E12	8,955	8,688
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	22,478	23,109

Part B - Revenues by Source

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	0	0
21	Capital grants and gifts	4,084,271	3,122,154
22	Additions to permanent endowments	0	0
23	Other revenues and additions CV=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions	4,084,271	3,122,154
25	Total all revenues and other additions CV=[B09+B19+B24]	205,377,042	203,889,595

You may use the space below to provide context for the data you've reported above.

Part C - Expenses by Functional and Natural Classification

Fiscal Year: July 1, 2014 - June 30, 2015

Report Total Operating AND Nonoperating Expenses in this section

		Expense Natural Classifications							
Line No.	Expense Functional Classifications	1 Total amount	2 Salaries and wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
01	Instruction	79,587,194	48,790,563	13,899,779	8,698,401	3,265,149	2,234,454	2,698,848	73,732,608
02	Research	1,562,003	565,823	86,604	170,718	64,083	43,854	630,921	1,545,051
03	Public service	8,037,706	2,874,006	852,757	878,473	329,756	225,663	2,877,051	7,382,618
05	Academic support	12,259,339	5,872,572	2,684,636	1,339,872	502,952	344,187	1,515,120	10,801,259
06	Student services	18,051,260	8,277,437	2,992,374	1,972,894	740,572	506,800	3,561,183	16,207,134
07	Institutional support	33,472,190	15,678,354	6,356,030	3,658,308	1,373,232	939,750	5,466,516	26,415,862
08	Operation and maintenance of plant (see instructions)	0	6,849,230	4,047,828	-19,726,823	0	0	8,829,765	0
10	Scholarships and fellowships expenses, excluding discounts and allowances (from E11)	7,912,309						7,912,309	5,762,898
11	Auxiliary enterprises	38,659,516	8,271,511	4,136,365	3,008,157	5,630,672	7,330,316	10,282,495	37,041,445
12	Hospital services	0	0	0	0	0	0	0	0
13	Independent operations	18,085,202	0	0	0	939,123	0	17,146,079	18,419,907
14	Other expenses and deductions CV=[C19-(C01+...+C13)]	0	0	0	0	0	0	0	0
19	Total expenses and deductions	217,626,719	97,179,496	35,056,373	0	12,845,539	11,625,024	60,920,287	197,308,782
	Prior year amount	197,308,782	92,093,123	26,742,923		12,988,768	11,849,937	53,634,031	
20	12-month Student FTE from E12	8,955							8,688
21	Total expenses and deductions per student FTE CV=[C19/C20]	24,302							22,710

You may use the space below to provide context for the data you've reported above.

Part M - Additional (Unfunded) Pension Information

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Description	Current year amount
01	Additional (or decreased) pension expense	6,828,833
02	Additional pension liability (or asset)	135,883,399
03	Deferred inflows of resources	5,833,309
04	Deferred outflows of resources	6,375,090

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions (from B25)	205,377,042	203,889,595
02	Total expenses and deductions (from C19)	217,626,719	197,308,782
03	Change in net position during year CV =(D01-D02)	⚠ -12,249,677	6,580,813
04	Net position beginning of year	173,194,060	169,085,960
05	Adjustments to beginning net position and other gains or losses CV =[D06-(D03+D04)]	⚠ -128,512,483	-2,472,713
06	Net position end of year (from A18)	32,431,900	173,194,060

You may use the space below to provide context for the data you've reported above.

Part H - Details of Endowment Assets

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	26,847,149	23,109,188
02	Value of endowment assets at the end of the fiscal year	28,123,425	26,847,149

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for Bureau of Census

Fiscal Year: July 1, 2014 - June 30, 2015

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	93,483,413	93,483,413			
02 Sales and services	42,387,284	4,274,471	38,112,813	0	0
03 Federal grants/contracts (excludes Pell Grants)	2,517,484	2,517,484	0	0	0
Revenue from the state government:					
04 State appropriations, current & capital	41,812,067	41,812,067	0	0	0
05 State grants and contracts	3,009,711	3,009,711	0	0	0
Revenue from local governments:					
06 Local appropriation, current & capital	0	0	0	0	0
07 Local government grants/contracts	925,530	925,530	0	0	0
08 Receipts from property and non-property taxes	0				
09 Gifts and private grants, including capital grants	4,217,610				
10 Interest earnings	82,247				
11 Dividend earnings	2,873,124				
12 Realized capital gains	3,182,232				

You may use the space below to provide context for the data you've reported above.

Part K - Expenditure Data for Bureau of Census

Fiscal Year: July 1, 2014 - June 30, 2015

Category	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	97,179,496	88,907,985	8,271,511	0	0
02 Employee benefits, total	35,056,373	30,920,008	4,136,365	0	0
03 Payment to state retirement funds (maybe included in line 02 above)	2,549,697	2,196,537	353,160	0	0
04 Current expenditures other than salaries	52,825,595	42,636,090	10,189,505	0	0
Capital outlay:					
05 Construction	9,297,230	8,865,526	431,704	0	0
06 Equipment purchases	2,058,142	2,043,975	14,167	0	0
07 Land purchases	101,100	101,100	0	0	0
08 Interest on debt outstanding, all funds and activities	11,625,024				
09 Scholarships/fellowships	37,073,788	37,073,788			

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 1

Fiscal Year: July 1, 2014 - June 30, 2015

Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	246,892,073
02 Long-term debt issued during fiscal year	18,830,826
03 Long-term debt retired during fiscal year	26,949,446
04 Long-term debt outstanding at end of fiscal year	238,773,453
05 Short-term debt outstanding at beginning of fiscal year	0
06 Short-term debt outstanding at end of fiscal year	0

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 2

Fiscal Year: July 1, 2014 - June 30, 2015

Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	10,761,020
08 Total cash and security assets held at end of fiscal year in bond funds	0
09 Total cash and security assets held at end of fiscal year in all other funds	82,617,690

You may use the space below to provide context for the data you've reported above.

Summary**Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$64,321,934	43%	\$7,183
State appropriations	\$41,812,067	28%	\$4,669
Local appropriations	\$0	0%	\$0
Government grants and contracts	\$30,823,449	21%	\$3,442
Private gifts, grants, and contracts	\$865,652	1%	\$97
Investment income	\$712,378	0%	\$80
Other core revenues	\$10,071,613	7%	\$1,125
Total core revenues	\$148,607,093	100%	\$16,595
Total revenues	\$205,377,042		\$22,934

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core revenues per FTE enrollment amounts will not be allocated to child institutions.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$79,587,194	49%	\$8,887
Research	\$1,562,003	1%	\$174
Public service	\$8,037,706	5%	\$898
Academic support	\$12,259,339	8%	\$1,369
Institutional support	\$33,472,190	21%	\$3,738
Student services	\$18,051,260	11%	\$2,016
Other core expenses	\$7,912,309	5%	\$884
Total core expenses	\$160,882,001	100%	\$17,966
Total expenses	\$217,626,719		\$24,302

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core expenses per FTE enrollment amounts will not be allocated to child institutions.

	Calculated value
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FTE enrollment	8,955
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The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

Stockton University (186876)

Source	Description	Severity	Resolved	Options
Screen: Financial Position				
Screen Entry	The value of this field is expected to be greater than zero. Please correct your data or explain. (Error #5148)	Explanation	Yes	
Reason:	This is due to the adoption of GASB 68.			
Screen: Scholarships & Fellowships				
Screen Entry	The amount reported is outside the expected range of between 1,734,469 and 5,203,407 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason:	We are excluding VA education benefits under the Post 9/11 grant per the clarifying FAQ provided this year.			
Screen: Revenues Part 3				
Screen Entry	The amount of additions to permanent endowments reported in Part B (line 22) should not be zero or blank. Please confirm that the data reported are correct. (Error #5231)	Confirmation	Yes	
Related Screens:	Revenues Part 3			
Screen: Net Position				
Screen Entry	The calculated amount of adjustments to beginning net position and other gains or losses in Part D (line 05) is outside the expected range. Please correct your data or explain. (Error #5199)	Explanation	Yes	
Reason:	The University adopted the provisions of GASB 68. Adjustments to beginning net position relate to both GASB 68 cumulative effect of change in accounting principle \$128,512,785 and gain on disposal of assets of \$302			
Related Screens:	Net Position			
Screen Entry	The calculated amount of change in net position during the year in Part D (line 03) is expected to be greater than zero. Please confirm that the data reported are correct. (Error #5202)	Confirmation	Yes	
Related Screens:	Net Position			

Institution: Stockton University (186876)
User ID: P1868761

Overview

Finance Overview

Purpose

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

There are a few new changes to the 2016-17 Finance data collection:

- For all institutions, the expense matrix has been removed and expenses are collected by functional and natural classification categories separately, except for salaries and wages.
- For GASB institutions, fields to collect deferred outflows and inflows of resources separately from current assets and liabilities to comply with GASB 63 have been added.

Please review the new screens and survey materials carefully.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

- GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
- FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions

General Information GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2016.)

Beginning: month/year (MMYYYY)

Month: 7

Year: 2015

And ending: month/year (MMYYYY)

Month: 6

Year: 2016

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

Unqualified

 Qualified
(Explain in
box below)

Don't know
(Explain in
box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

Business Type Activities

Governmental Activities

Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

Auxiliary enterprises

Student services

Does not participate in intercollegiate athletics

Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

No

Yes - (report endowment assets)

6. Pension

Does your institution include pension liabilities, expenses, and/or deferrals for one or more defined benefit pension plans in its General Purpose Financial Statements?

No

 Yes

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Net Position Page 1

Fiscal Year: July 1, 2015 - June 30, 2016

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
	Assets		
01	Total current assets	42,675,818	67,319,643
31	Depreciable capital assets, net of depreciation	279,657,786	286,601,935
04	Other noncurrent assets CV=[A05-A31]	118,676,689	100,939,800
05	Total noncurrent assets	398,334,475	387,541,735
06	Total assets CV=(A01+A05)	441,010,293	454,861,378
19	Deferred outflows of resources	21,912,161	
	Liabilities		
07	Long-term debt, current portion	7,563,354	6,393,555
08	Other current liabilities CV=(A09-A07)	34,779,855	44,372,083
09	Total current liabilities	42,343,209	50,765,638
10	Long-term debt	224,816,545	232,379,898
11	Other noncurrent liabilities CV=(A12-A10)	167,199,886	139,283,942
12	Total noncurrent liabilities	392,016,431	371,663,840
13	Total liabilities CV=(A09+A12)	434,359,640	422,429,478
20	Deferred inflows of resources	1,701,742	
	Net Position		
14	Invested in capital assets, net of related debt	84,597,863	78,976,916
15	Restricted-expendable	10,975,462	5,947,741
16	Restricted-nonexpendable	0	0
17	Unrestricted CV=[A18-(A14+A15+A16)]	⚠ -68,712,253	-52,492,757
18	Net position CV=[(A06+A19)-(A13+A20)]	26,861,072	32,431,900

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Net Position Page 2

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Description	Ending balance	Prior year Ending balance
Capital Assets			
21	Land and land improvements	34,080,510	32,891,089
22	Infrastructure	26,127,745	26,127,745
23	Buildings	356,665,487	353,659,237
32	Equipment, including art and library collections	32,367,560	32,409,095
27	Construction in progress	15,264,250	7,867,757
Total for Plant, Property and Equipment CV = (A21+ .. A27)		464,505,552	452,954,923
28	Accumulated depreciation	150,214,366	139,259,684
33	Intangible assets, net of accumulated amortization	0	0
34	Other capital assets	0	0

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

Fiscal Year: July 1, 2015 - June 30, 2016

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions for this institution AND all of its child institutions	214,249,661	205,377,042
02	Total expenses and deductions for this institution AND all of its child institutions	223,212,430	217,626,719
03	Change in net position during year CV=(D01-D02)	 -8,962,769	-12,249,677
04	Net position beginning of year for this institution AND all of its child institutions	32,431,900	173,194,060
05	Adjustments to beginning net position and other gains or losses CV=[D06-(D03+D04)]	3,391,941	-128,512,483
06	Net position end of year for this institution AND all of its child institutions (from A18)	26,861,072	32,431,900

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

Fiscal Year: July 1, 2015 - June 30, 2016

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	12,799,248	12,128,023
02	Other federal grants (Do NOT include FDSL amounts)	979,637	1,367,511
03	Grants by state government	11,660,869	10,875,190
04	Grants by local government	0	0
05	Institutional grants from restricted resources	51,331	45,202
06	Institutional grants from unrestricted resources CV=[E07-(E01+...+E05)]	14,953,586	12,657,862
07	Total revenue that funds scholarships and fellowships	40,444,671	37,073,788
Discounts and Allowances			
08	Discounts and allowances applied to tuition and fees	31,467,274	29,161,479
09	Discounts and allowances applied to sales and services of auxiliary enterprises	0	0
10	Total discounts and allowances CV=(E08+E09)	31,467,274	29,161,479
11	Net scholarships and fellowships expenses after deducting discounts and allowances CV= (E07-E10) This amount will be carried forward to C10 of the expense section.	8,977,397	7,912,309

You may use the space below to provide context for the data you've reported above.

Part B - Revenues by Source (1)

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Source of Funds	Current year amount	Prior year amount
Operating Revenues			
01	Tuition and fees, after deducting discounts & allowances	80,187,958	64,321,934
	Grants and contracts - operating		
02	Federal operating grants and contracts	2,079,026	2,517,484
03	State operating grants and contracts	3,542,465	3,009,711
04	Local government/private operating grants and contracts	1,733,722	1,745,980
	04a Local government operating grants and contracts	767,670	925,530
	04b Private operating grants and contracts	966,052	820,450
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	24,636,971	38,112,813
06	Sales and services of hospitals, after deducting patient contractual allowances	0	0
26	Sales and services of educational activities	55,122	13,359
07	Independent operations	17,774,803	18,657,136
08	Other sources - operating CV=[B09-(B01++B07)]	13,331,770	5,973,983
09	Total operating revenues	143,341,837	134,352,400

Part B - Revenues by Source (2)

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Source of funds	Current year amount	Prior year amount
	Nonoperating Revenues		
10	Federal appropriations	0	0
11	State appropriations	39,714,278	41,812,067
12	Local appropriations, education district taxes, and similar support	0	0
	Grants-nonoperating		
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	13,778,885	13,495,534
14	State nonoperating grants	11,660,869	10,875,190
15	Local government nonoperating grants	0	0
16	Gifts, including contributions from affiliated organizations	51,331	45,202
17	Investment income	729,091	712,378
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	0	0
19	Total nonoperating revenues	65,934,454	66,940,371
27	Total operating and nonoperating revenues CV=[B19+B09]	209,276,291	201,292,771
28	12-month Student FTE from E12	9,157	8,955
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	22,854	22,478

Part B - Revenues by Source (3)

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	0	0
21	Capital grants and gifts	4,973,370	4,084,271
22	Additions to permanent endowments	0	0
23	Other revenues and additions CV=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions CV=[B25-(B9+B19)]	4,973,370	4,084,271
25	Total all revenues and other additions	214,249,661	205,377,042

You may use the space below to provide context for the data you've reported above.

Part C-1 - Expenses by Functional Classification

Fiscal Year: July 1, 2015 - June 30, 2016

Report Total Operating AND Nonoperating Expenses in this section

Line No.	Expense: Functional Classifications	Total amount	Prior Year Total Amount	Salaries and wages	Prior Year Salaries and wages
		(1)		(2)	
01	Instruction	86,083,987	79,587,194	49,384,977	48,790,563
02	Research	1,832,363	1,562,003	669,574	565,823
03	Public service	8,931,870	8,037,706	3,021,280	2,874,006
05	Academic support	12,451,317	12,259,339	5,290,230	5,872,572
06	Student services	25,411,155	18,051,260	12,580,006	8,277,437
07	Institutional support	39,287,325	33,472,190	16,500,199	15,678,354
10	Scholarships and fellowships expenses, net of discounts and allowances (from Part E, line 11)	8,977,397	7,912,309		
11	Auxiliary enterprises	22,891,100	38,659,516	4,140,752	8,271,511
12	Hospital services	0	0	0	0
13	Independent operations	17,345,916	18,085,202	0	0
14	Other Functional Expenses and deductions CV=[C19-(C01+...+C13)]	0	0	0	0
19	Total expenses and deductions	223,212,430	217,626,719	91,587,018	97,179,496

Part C-2 - Expenses by Natural Classification

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Expense: Natural Classifications	Total Amount	Prior year amount
19-2	Salaries and Wages(from Part C-1,Column 2 line 19)	91,587,018	97,179,496
19-3	Benefits	31,149,696	35,056,373
19-4	Operation and Maintenance of Plant (as a natural expense)	24,313,933	19,726,823
19-5	Depreciation	12,756,381	12,845,539
19-6	Interest	10,997,289	11,625,024
19-7	Other Natural Expenses and Deductions CV=[C19-1 - (C19-2 + ... + C19-6)]	52,408,113	
19-1	Total Expenses and Deductions (from Part C-1, Line 19)	223,212,430	217,626,719
20-1	12-month Student FTE (from E12 survey)	9,157	8,955
21-1	Total expenses and deductions per student FTE CV=[C19-1/C20-1]	24,376	24,302

You may use the space below to provide context for the data you've reported above.

Part M - Pension Information

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Description	Current year amount	Prior Year amount
01	Pension expense	8,721,168	6,828,833
02	Net Pension liability	163,839,503	135,883,399
03	Deferred inflows related to pension	1,569,023	5,833,309
04	Deferred outflows related to pension	21,345,740	6,375,090

You may use the space below to provide context for the data you've reported above.

Part H - Details of Endowment Assets

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	28,123,425	26,847,149
02	Value of endowment assets at the end of the fiscal year	28,948,376	28,123,425

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for the Census Bureau

Fiscal Year: July 1, 2015 - June 30, 2016

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	111,655,232	111,655,232			
02 Sales and services	37,843,161	13,206,190	24,636,971	0	
03 Federal grants/contracts (excludes Pell Grants)	2,079,026	2,079,026			
Revenue from the state government:					
04 State appropriations, current & capital	39,714,278	39,714,278			
05 State grants and contracts	3,542,465	3,542,465			
Revenue from local governments:					
06 Local appropriation, current & capital	0	0			
07 Local government grants/contracts	767,670	767,670			
08 Receipts from property and non-property taxes	0				
09 Gifts and private grants, NOT including capital grants	106,282				
10 Interest earnings	94,203				
11 Dividend earnings	2,471,292				
12 Realized capital gains	75,845				

You may use the space below to provide context for the data you've reported above.

Part K - Expenditure Data for the Census Bureau

Fiscal Year: July 1, 2015 - June 30, 2016

Category	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
02 Employee benefits, total	37,069,400	34,743,953	2,325,447		
03 Payment to state retirement funds (maybe included in line 02 above)	2,583,321	2,385,360	197,961		
04 Current expenditures including salaries	187,898,042	169,985,567	17,912,475		
Capital outlays					
05 Construction	12,149,280	12,116,470	32,810		
06 Equipment purchases	1,780,551	1,765,939	14,612		
07 Land purchases	143,603	143,603	0		
08 Interest on debt outstanding, all funds and activities	10,997,289				

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets for Census Bureau, page 1

Fiscal Year: July 1, 2015 - June 30, 2016

Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	238,773,453
02 Long-term debt issued during fiscal year	0
03 Long-term debt retired during fiscal year	6,393,554
04 Long-term debt outstanding at end of fiscal year	232,379,899
05 Short-term debt outstanding at beginning of fiscal year	0
06 Short-term debt outstanding at end of fiscal year	0

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets for Census Bureau, page 2

Fiscal Year: July 1, 2015 - June 30, 2016

Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	10,674,555
08 Total cash and security assets held at end of fiscal year in bond funds	10,374,690
09 Total cash and security assets held at end of fiscal year in all other funds	87,374,804

You may use the space below to provide context for the data you've reported above.

Prepared by

This survey component was prepared by:

<input type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input checked="" type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other

Name: Eleonora Carr
Email: Eleonora.Carr@stockton.edu

How long did it take to prepare this survey component? 35hours minutes

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers. The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System. Thank you for your assistance.

Summary**Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$80,187,958	47%	\$8,757
State appropriations	\$39,714,278	23%	\$4,337
Local appropriations	\$0	0%	\$0
Government grants and contracts	\$31,828,915	19%	\$3,476
Private gifts, grants, and contracts	\$1,017,383	1%	\$111
Investment income	\$729,091	0%	\$80
Other core revenues	\$18,360,262	11%	\$2,005
Total core revenues	\$171,837,887	100%	\$18,766
Total revenues	\$214,249,661		\$23,397

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core revenues per FTE enrollment amounts will not be allocated to child institutions.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$86,083,987	47%	\$9,401
Research	\$1,832,363	1%	\$200
Public service	\$8,931,870	5%	\$975
Academic support	\$12,451,317	7%	\$1,360
Institutional support	\$39,287,325	21%	\$4,290
Student services	\$25,411,155	14%	\$2,775
Other core expenses	\$8,977,397	5%	\$980
Total core expenses	\$182,975,414	100%	\$19,982
Total expenses	\$223,212,430		\$24,376

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core expenses per FTE enrollment amounts will not be allocated to child institutions.

Calculated value

FTE enrollment	9,157
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The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

Stockton University (186876)

Source	Description	Severity	Resolved	Options
Screen: Statement of net position (1)				
Screen Entry	The value of this field is expected to be greater than zero. Please correct your data or explain. (Error #5148)	Explanation	Yes	
Reason:	Due to GASB 68			
Screen: Changes to Net Position				
Screen Entry	The calculated amount of change in net position during the year in Part D (line 03) is expected to be greater than zero. Please confirm that the data reported are correct. (Error #5202)	Confirmation	Yes	
Screen: Revenues Part 3				
Perform Edits	The amount of additions to permanent endowments reported in Part B (line 22) should not be zero or blank. Please confirm that the data reported are correct. (Error #5231)	Confirmation	Yes	
Related Screens:	Revenues Part 3			
Screen: Pension				
Screen Entry	The value is outside the expected range. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #5275)	Fatal	Yes	
Reason:	Overridden by administrator. Data are correct and based on institution's GPFS. SSD			
Screen Entry	The value is outside the expected range. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #5275)	Fatal	Yes	
Reason:	Overridden by administrator. Data are correct and based on institution's GPFS. SSD			

Stockton University: Source of Funds Past 3 Years amounts:

	FY15	FY14	FY13
Operating Revenues: Part B			
01 Tuition and fees, after deducting discounts & allowances Grants and contracts - operating	64,321,934	59,788,390	58,910,853
02 Federal operating grants and contracts	2,517,484	2,101,658	1,506,346
03 State operating grants and contracts	3,009,711	2,816,113	2,805,899
04 Local government/private operating grants and contracts	1,745,980	1,357,275	1,460,527
04a Local government operating grants and contracts	925,530	799,154	1,030,308
04b Private operating grants and contracts	820,450	558,121	430,219
05 Sales and services of auxiliary enterprises, after deducting discounts and allowances	38,112,813	35,381,002	34,131,398
06 Sales and services of hospitals, after deducting patient contractual allowances	-	-	-
26 Sales and services of educational activities	13,359	-	-
07 Independent operations	18,657,136	18,596,208	19,242,070
08 Other sources - operating	5,973,983	5,239,592	6,489,222
09 Total operating revenues	134,352,400	125,280,238	124,546,315
Nonoperating Revenues			
10 Federal appropriations	-	-	-
11 State appropriations	41,812,067	39,757,617	39,819,440
12 Local appropriations, education district taxes, and similar support Grants-nonoperating	-	-	-
13 Federal nonoperating grants Do NOT include Federal Direct Student Loans	13,495,534	14,813,448	13,476,157
14 State nonoperating grants	10,875,190	10,220,958	10,106,906
15 Local government nonoperating grants	-	-	117,000
16 Gifts, including contributions from affiliated organizations	45,202	17,579	-
17 Investment income	712,378	10,677,601	8,781,402
18 Other nonoperating revenues	-	-	15,098
19 Total nonoperating revenues	66,940,371	75,487,203	72,316,003
27 Total operating and nonoperating revenues	201,292,771	200,767,441	196,862,318
28 12-month Student FTE	8,955	8,688	8,464
29 Total operating and nonoperating revenues per student FTE	22,478	23,109	23,259
21 Capital Grants & Gifts	4,084,271	3,122,154	-
25 Total all revenues & additions	205,377,042	203,889,595	196,862,318
Expenses			
01 Instruction	79,587,194	73,732,608	69,880,740
02 Research	1,562,003	1,545,051	1,117,174
03 Public service	8,037,706	7,382,618	6,201,670
05 Academic support	12,259,339	10,801,259	10,092,352
06 Student services	18,051,260	16,207,134	15,313,320
07 Institutional support	33,472,190	26,415,862	26,434,768
08 Operation and maintenance of plant (see instructions)	-	-	-
10 Scholarships and fellowships expenses, excluding discounts and allowances	7,912,309	5,762,898	5,367,612
11 Auxiliary enterprises	38,659,516	37,041,445	34,932,205
12 Hospital services	-	-	-
13 Independent operations	18,085,202	18,419,907	19,287,383
14 Other expenses and deductions	-	-	-
19 Total expenses and deductions	217,626,719	197,308,782	188,627,224
28 12-month Student FTE	8,955	8,688	8,464
Total operating and nonoperating revenues per student FTE	22,934	23,468	23,259
Total operating and nonoperating expenses per student FTE	24,302	22,710	22,286
03 Change in Net Position	(12,249,677)	6,580,813	8,235,094
Details of Endowment	28,123,425	26,847,149	23,109,188
Debt & Assets (*)			
Liabilities Net Pension Liability	422,429,478	293,930,283	284,014,076
Liabilities Net Pension Liability	286,546,079	293,930,283	284,014,076
* Additional Pension Liability FY2015: 135,883,399			
Total Assets	454,861,378	467,124,343	453,100,036

Key Statistics

Revenues

Total Revenues	\$205,377,042	\$203,889,595	\$196,862,318
Total Revenues Yr. vs Yr. % Change	0.7%	3.6%	11.4%

Expenses

Total Expenses	\$217,626,719	\$197,308,782	\$188,627,224
Total Expenses Yr. vs Yr. % Change	10.3%	4.6%	6.4%

Instruction Expense	\$79,587,194	\$73,732,608	\$69,880,740
Instruction Expense Yr. vs Yr. % Change	8%	6%	3%
Instruction Expense as % of Total Expenses	37%	37%	37%

Remaining Expense	\$138,039,525	\$123,576,174	\$118,746,484
Remaining Expense Yr. vs Yr. % Change	12%	4%	8%
Remaining Expenses as % of Total Expenses	63%	63%	63%

Student FTE

12-month Student FTE	8,955	8,688	8,464
Yr. vs Yr. % Change	3.1%	2.6%	3.5%
Total Revenues: operating and nonoperating per student FTE	\$22,934	\$23,468	\$23,259
Total Expenses: operating and nonoperating per student FTE	\$24,302	\$22,710	\$22,286
Total instructional expenses per student FTE	\$8,887	\$8,487	\$8,256
% Total instructional expenses per student FTE	37%	37%	37%

Balance Sheet

Total Assets	454,861,378	467,124,343	453,100,036
Total Assets Yr. vs Yr. % Change	-2.6%	3.1%	0.8%

Liabilities Net Pension Liability (Additional Pension Liability FY2015: 135,883,399)	\$286,546,079	\$293,930,283	\$284,014,076
Liabilities Yr. vs Yr. % Change	-2.5%	3.5%	-1.6%

Debt Ratio: Percent of Assets/Liabilities	63.0%	62.9%	62.7%
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Details of Endowment	\$28,123,425	\$26,847,149	\$23,109,188
Endowment Yr. vs Yr. % Change	5%	16%	13%

Summary

- * Revenues have been growing since FY13, however the rate of increase year over year is moderating.
- * Total expenses have been growing since FY13 as well as the growth rates year over year.
- * Instruction costs have been increasing; however the percent of instruction over total cost has remained unchanged at 37% since FY13.
- * Remaining costs have been increasing; however the percent of remaining costs over total costs has remained unchanged at 63% since FY13.
- * Worth noting are some of the extraordinary expenses related to the Showboat acquisition and its impact on remaining expenses FY15
- * Total instructional expenses per student FTE have been steady averaging \$8543 and represent 37% of total costs.
- * Liabilities net of Pension declined 2.5% from FY14 indicating retirement of debt.
- * Debt ratio is consistent at 63% FY15, FY14, FY13.
- * Endowment has been growing annually averaging 11%.

Guidelines for 5-Year Academic Program Review

When you prepare for a 5-year review of a Stockton graduate or undergraduate program, you will want to make sure you have considered or completed the following.

5-Year Academic Program Review Timeline		
Revised June, 2016		
	Action Step	Date
1	Asst. Provost for Programs and Planning (APPP, Carra Hood) provides Institutional Research (IR) with the schedule of the upcoming academic program 5-year reviews.	July 15
2	APPP shares the schedule for the upcoming 5-year reviews with Deans and Coordinators/Directors of effected programs; APPP sends Coordinators/Directors of effected programs the 5-year review timeline, guidelines, template for the narrative report, template for the curriculum map, and the Close the Loop memo from the previous 5-year review, if available.	July 15
3	IR (Jessica Kay) collects the necessary data, creates Tableau workbooks, and uploads the workbooks to the effected program folders in the Blackboard course titled Academic Reports.	September 15
4	APPP schedules "Begin the Process" meetings with Coordinators/Directors of effected programs.	September 15 -- September 30
5	Program Coordinator/Director consults with program faculty to identify a possible consultant (considering size/type of institution, size/nature of program curriculum, and consultant's assessment/program evaluation experience) and forwards the CV of the recommended consultant to the Dean.	October
6	Dean submits the CV of the recommended consultant to the APPP/Jeannine Arrigo for review and final approval.	November 15
7	Deadline for requests to IR (Jessica Kay) for additional data.	November 15
8	Faculty member writing the 5-year program review (the Coordinator/Director or another designated faculty member) completes the draft and submits it to the Dean for review.	December 1
9	APPP/Jeannine Arrigo communicates approval/no approval of the recommended consultant to the Dean and the Coordinator/Director.	December 1
10	Once a consultant is selected and approved, the Dean and the Coordinator/Director begin to organize arrangements/agenda for the consultant visit. Dean/Coordinator/Director consults with Jeannine Arrigo regarding scheduling the consultant visit on a day/time when the Provost staff is available to meet with the consultant.	December
11	Dean makes revision suggestions to the faculty member writing the 5-year review.	December
12	Faculty member writing the 5-year review completes revision and forwards the final version of the review to the Dean.	December
13	Dean sends the final version of the review to the approved consultant.	First week of January
14	Dean/School staff finalizes arrangements (travel/hotel) for the consultant visit and, with the Coordinator/Director, finalizes the agenda, making sure to include meetings with faculty, students, the Dean, Office of the Provost, and an exit meeting with the Coordinator/Director and the Dean.	First day of the spring term

15	The consultant sends his/her report to the Dean, who forwards the consultant's report to the Coordinator/Director and to the APPP/Jeannine Arrigo.	April 1
16	The Coordinator/Director consults with program faculty and writes the program's response to the consultant's report and sends it to the Dean, who then writes the Dean response to the consultant's report/Coordinator/Director's response.	April 15
17	Dean sends the program's response and the Dean's response to the APPP/Jeannine Arrigo.	April 15
18	Jeannine Arrigo schedules a "Close the Loop" meeting with the Dean, the Coordinator/Director, the Provost, the APPP, and the Director of Academic Assessment to discuss the 5-year review process and to set goals for the next 5 years.	April 16 -- June 30
19	The APPP creates a draft Close the Loop memo, itemizing action items discussed in the meeting and sends the memo to those who attended for their review/approval. The APPP revises the memo in response to suggestions from those who attended the Close the Loop meeting and, once finalized, posts the memo to the Office of the Provost share drive.	A week/two weeks after the Close the Loop meeting

Tips for a Productive 5-Year Academic Program Review

1. **As a Coordinator/Director of an academic program, you will receive a Tableau workbook from Institutional Research (IR)** at the **beginning of September** of the academic year for your program review; please check the folder for your program in the Blackboard course titled Academic Reports, download the Tableau Reader, and look over the data/information as soon as you can.
2. **Generally the Program Coordinator/Director writes up the 5-year review report.** However, as per the 2012 *Letter of Agreement: Program Coordinators, Directors, and other Designated Faculty*, the Coordinator/Director may choose another program faculty member, or group of program faculty members, to write the report. **The writer, or writers, receives compensation for this work.** Please see the Letter of Agreement for the compensation table.
3. **If you need revised or additional data/information,** please contact IR (Jessica Kay) with your request before **November 15**.
4. **By the first program meeting of the academic year, the Program Coordinator/Director, in consultation with program faculty members, should discuss possible consultants.** When a consultant is selected, the Coordinator/Director should forward the consultant's name and CV (and any other pertinent information) to the Dean. The Dean will evaluate the potential consultant and either approve or deny the program's recommendation. If the Dean approves the program's choice, he/she will forward the consultant's name and CV (and any other pertinent information) to Jeannine Arrigo and the Assistant Provost for Programs and Planning (APPP), Carra Hood, in the Provost's Office for their review and final approval.
5. **When selecting a consultant,** you will want to consider:
 - Has the selected person ever consulted before or performed an external review?
It is, of course, better if the selected person has, as he/she will be versed in the process.
 - Does the selected person have experience or expertise in assessment practices appropriate to the discipline?
It is critical that the consultant has an assessment background.
 - Is the selected person familiar with public, liberal arts college missions and with Stockton's version of General Studies/interdisciplinary curriculum?
If the selected person does not have an assessment background, then, it might be better to choose another consultant who does. However, if the selected person understands the mission

of a public liberal arts college, but does not fully “get” Stockton’s General Studies program, the Coordinator/Director and program faculty should make a point of schooling the consultant.

- Is the selected person an expert in area(s) aligned with Stockton’s program discipline/fields?
The selected person could be just brilliant, but an expert in some aspect of the discipline far removed from the research focus of the Stockton faculty or the design of Stockton’s program curriculum. If that’s the case, you might want to reconsider using this particular consultant.
- Is the selected person open-minded and forward thinking about pedagogy, course delivery, and course design?
The selected person should be open-minded and aware of changes in the higher education landscape. Someone who is not may prove an ineffective consultant.
- Does the consultant work at a nearby, competing institution?
If the consultant works at a school that competes with Stockton for students or for prestige, that consultant may not perform the best review.

6. Once the program and the Dean agree on the consultant, and the Dean has forwarded pertinent information about the consultant to APPP/Jeannine Arrigo in the Provost’s Office, the Dean in consultation with the Coordinator/Director should begin working on the **agenda for the consultant’s visit**. The agenda should include meetings with:

- the Provost and Provost Office staff (early in the day, preferably)
- the Dean of the program’s academic School
- the Dean of the School of General Studies
- the Director of Academic Assessment
- program faculty (including adjuncts, part-time faculty)/School faculty or associated program faculty (as appropriate)
- the Coordinator/Director

Many agendas also include a meeting with students, a class visit, or time to review relevant documents (syllabi, for instance, or student work, assessment instruments, capstone portfolios, metrics, data collection processes, etc.). In addition, the consultant might benefit from a campus tour to see program facilities, the library, computer labs, tutoring centers, and other relevant campus locations.

All agendas should include lunch and perhaps one or two breaks.

A gathering at the end of the day with the consultant, the Coordinator/Director, and the Dean is a good idea, as the Consultant may have questions or confusions that need answers/clarification before he/she leaves Stockton.

7. **Firm up the date for the consultant’s visit** as soon after selecting the consultant as possible. The visit should take place **before spring break**. If the consultant’s visit occurs after that, it may prove difficult to complete the 5-year review process before the summer. Make sure to confirm the date with Jeannine Arrigo, as she will schedule the consultant’s meeting with the Provost and the Provost Office staff.

8. Because there are a few months between scheduling the consultant’s visit and its occurrence, **the Coordinator/Director will want to periodically check in the consultant** to answer questions, to clarify the process, and to communicate appropriate information about the program/Stockton. This will go a long way toward educating the consultant and, as a result, guiding the consultant to make the most of his/her visit and to produce the most meaningful report possible. The Coordinator/Director should also instruct the consultant in the format for and the purpose of the 5-year review. The consultant’s report can follow the 5-year report, including the order of the sections.

- Mostly, the Dean, the Coordinator/Director, and the program faculty look for the consultant to describe program strengths and weaknesses and to make recommendations.
- The consultant can structure his/her consultant’s report as the 5-year report is structured, with each section containing 3 subheadings: Strengths, Weaknesses, and Recommendations. The text

under each of these subheadings can be bulleted or numbered, or the consultant can write up his/her thoughts in narrative form.

- Focus is crucial, as is brevity and clarity. The Coordinator/Director should emphasize this to the consultant. These reports can get long, rambling, and distracted. The Coordinator can't prevent a consultant from producing an unwieldy report; however, he/she can try to steer the consultant toward a focused one.
- The 5-year review process should be meaningful and should lead to program improvement. The consultant contributes to the review process by offering a view from outside; if the consultant works for a national organization, he/she may also offer a view from the field. In either case, the consultant's observations, when astute and informed, can be just the impetus a program needs to initiate necessary changes.

9. **The Coordinator/Director (or designated faculty member) should write up the 5-year report draft** and submit it along with any appendices to the Dean by the **mid-December**.
10. **The Dean reviews the report**, sending it back to the Coordinator/Director for revisions if necessary. All revisions to the report should be completed by the **end of December**. Once the report is finalized, the Dean **sends the 5-year report and any appendices to the consultant**. The consultant should receive the 5-year report **before January 1st**. When the Dean sends the report to the consultant, he/she should also **send a copy to APPP/Jeannine Arrigo in the Provost's Office**.
11. **The Dean and the Coordinator/Director should instruct the consultant** to write up and return his/her consultant's report **by April 1st**.
12. **The Dean and the Coordinator/Director should both write up responses** to the consultant's report and submit them, along with the consultant's report to APPP/Jeannine Arrigo in the Provost's Office **by April 15th**.
13. After receiving the various reports and responses, Jeannine Arrigo will schedule a **"Close the Loop" (CTL) meeting** with the Dean, the Coordinator/Director, the Provost, the APPP, and others.
14. **Shortly after the CTL meeting, the APPP will draft a CTL memo** recapping the meeting and indicating any action/discussion items. She will send this memo to the Dean and the Coordinator/Director and to all others who attended the meeting. Those who receive it should review it and communicate any needed revisions, additions, deletions to the APPP, who will revise the memo and send around a final version. Those who attended the CTL meeting can suggest revisions to best represent the conversation during the meeting. The Coordinator/Director might also reformulate a goal, for instance, if he/she has spoken with program faculty and anticipates, as a result, that only a small step can be accomplished in the upcoming year.
15. **The average consultant honorarium is between \$1,000 and \$1,500; this amount is covered by the Provost Office**. Some consultants require an overnight stay; that can usually be arranged with Seaview. The additional charges for travel, meals, etc. can be up to \$1,000-\$1,500, and is covered the Coordinator/Director's School.
16. Some further suggestions:
 - The Coordinator/Director should approach the 5-year review as an **opportunity for reflection**.
 - The Coordinator/Director will want to **consult annual reports for the previous 4 years** and, if available, the previous 5-year review. Looking at the goals and action items, in particular, and writing about the ways in which previous years' goals and the action items from the previous 5-year review have been addressed is a good idea.
 - Less is more, and less should be **clear, focused, and intentional**.

- The Coordinator/Director may want to **consider meeting with the Director of Academic Assessment** prior to writing up his/her report in order to get some assessment guidance.
- The Coordinator/Director may want to **consider meeting with the APPP** prior to writing up his/her report in order to get some guidance and to ask any questions the Coordinator/Director might have.
- Choose **data to illustrate** points made in the report; all data should be accompanied by explanatory text, or analysis/reflection. Data that does not contribute to program reflection does not need to be included in the report.
- The review process should be a meaningful one that **contributes to program strengthening** and that offers the program the vehicle for **collaborative reflection, planning, and creative thinking** as well as broad-based conversation about programmatic issues with the Dean, the Provost, the Provost Office staff, and the external consultant. The Coordinator/Director should definitely embark on the process in this spirit.
- The sections of the report that have received the most attention by the Coordinator/Director, Deans, external consultants, and attendees at CTL meetings over the past 2 years are:
 - assessment/student learning outcomes/ELOs (for undergraduate programs)
 - curriculum development/curriculum mapping
 - senior experiences such as capstone courses, internships, experiential learning/community engagement opportunities
 - ePortfolios
 - precepting/mentorship of students, especially as relates to work/education after graduation
 - face-to-face, hybrid, online delivery methods
 - program growth/viability/creative retooling
 - time to degree/dual-credit courses/prerequisites and multiple entry points to the major/cross-listing and cross-program/School collaborations
 - faculty teaching and expertise/scholarship

Contact Information

Annual/5-year review process:

Carra Hood, carra.hood@stockton.edu, X4606

Jeannine Arrigo, jeannine.arrigo@stockton.edu, X4515

Essential Learning Outcomes (ELOs):

Carra Hood, carra.hood@stockton.edu, X4606

Assessment:

Sonia Gonsalves, sonia.gonsalves@stockton.edu, X4622

Carra Hood, carra.hood@stockton.edu, X4606

Institutional data:

Xiangping Kong, xiangping.kong@stockton.edu, X6025

Dennis Furgione, dennis.furgione@stockton.edu, X5537

Jessica Kay, jessica.kay@stockton.edu, X3513

Please make any requests for additional data to Institutional Research by November 15.

Online course delivery/eportfolios:

Linda Feeney, linda.feeney@stockton.edu, X4337

Dan Gambert, dan.gambert@stockton.edu, X6828

Academic Program Five-Year Review Template

Program: _____

Previous
Coordinator/Director: _____

External Consultant: _____

History, Development, and Expectations of the Program:

Briefly describe the history, development, and expectations of the program. To the best of your knowledge, reflect on the reason for creating the program and the ways in which the program has evolved in response to students' needs or changes in the field. In addition, explain the design and operation of the current program in relation to that which preceded it, to market demands, to students' needs, and to academic/higher education climate.

Also, describe the ways in which the program mission and vision (or the program purpose) connect to/reinforce Stockton's institutional mission and vision. Stockton's **mission** and **vision** statements can be accessed on the College's website.

Five-Year Report Update

Program History, Development, Expectations

Program Mission

Program Vision

Connection of Program Mission/Vision/Purpose to the College's Mission and Vision

Reflection on the Program History, Development, Expectations, Mission/Vision over the Last Five Years/Considerations for the Future

Academic Program Five-Year Review Template

Demand for Program:

Reflect on the following with reference to the data supplied through Tableau and by Institutional Research. In relation to “Viability,” please discuss your evaluation of the program’s sustainability given enrollment, etc. and local, regional, or national trends related to the discipline/field(s). Although it is not necessary to collect and to analyze benchmarking data, you may find doing so useful. If you plan to include benchmarking data/analysis in your report, contact Institutional Research for guidance obtaining the data.

Five-Year Report Update

Enrollment

Declared Majors/Minors

Degrees Granted

Service Role of Program

Viability of the Program (impact, justification, and overall essentiality)

Reflection on the Demand for the Program over the Last Five Years/Considerations for the Future

Academic Program Five-Year Review Template

Faculty:

Discuss the program's faculty makeup.

Refer to the data supplied by Institutional Research for guidance.

Consider the implications and benefits of faculty demographics in relation to the overall design and delivery of the program. Since full-time and adjunct faculty members may teach the same or different courses, please explain the advantages of the current arrangement or the strains resulting from it.

In addition, take the opportunity to summarize and reflect on the courses taught/students taught by faculty type (workload/FTE), release time by faculty type, service contributions by faculty type, scholarship produced by faculty, program faculty contributions to precepting, mentoring, and assessment. What impact do the courses faculty members teach have on the overall program? For example, do faculty members contribute to the teaching of required core program courses/General Studies courses in ways that benefit the program, students' learning experiences, and faculty members' growth as teacher-scholars?

Please remember to copy and paste any community engagement activities included in this section of the report into the "Community Engagement" section.

Please also remember to copy and paste any diversity comments/program activities included in this section of the report into the "Diversity" section.

Five-Year Report Update

Reflection on the Program's Faculty over the Last Five Years /Considerations for the Future

Academic Program Five-Year Review Template

Students:

Discuss the program's student population.

Refer to the data supplied by Institutional Research to examine student demographics in relation to goals regarding program recruitment, retention in the program/major, and degrees granted as well as curriculum design and broad appeal, if relevant. Please note: Only demographic information reported through Institutional Research is required for this report.

In addition, reflect on the ways in which the program serves transfer v. Stockton students, major and minor students/students in other programs.

As all students take General Studies courses, you can also inspect students' choices of General Studies courses and, if applicable, the overall offerings in content areas relevant to program students' personal interests, professional and educational goals, and career objectives.

Please remember to copy and paste any community engagement activities included in this section of the report into the "Community Engagement" section.

Please also remember to copy and paste any diversity comments/program activities included in this section of the report into the "Diversity" section.

Five-Year Report Update

Reflection on Students Majoring/Minoring/Taking Courses in the Program over the Last Five Years /Considerations for the Future

Academic Program Five-Year Review Template

Curriculum:

Please describe the program curriculum, reflecting especially on areas for growth, possible need for re-envisioning or recasting to connect with current trends in the field, interdisciplinary opportunities, design of tracks or concentrations if applicable, innovations, face-to-face and online/hybrid/low residency delivery methods and pedagogies, incorporation of ELOs and eportfolios into courses and the program, etc. Use the categories below to organize your reflection.

Please remember to copy and paste any community engagement activities included in this section of the report into the "Community Engagement" section.

Please also remember to copy and paste any diversity comments/program activities included in this section of the report into the "Diversity" section.

Five-Year Report Update

Major

Minor

Electives

General Studies

Cross-Disciplinary/Intra-School Options

Service Learning/Internships/Experiential Learning

ELOs

Eportfolios

Dual-Credit Courses

Dual-Degree Courses

Reflection on the Program Curriculum over the Last Five Years /Considerations for the Future

Academic Program Five-Year Review Template

Assessment: Course Goals, Program Outcomes, Essential Learning Outcomes, LEGS Alignments:

Describe the program's assessment plan/plan for continuous program improvement and elaborate on the kinds and progress of program assessment efforts. In your reflection, pay particular attention to the following kinds of assessment activities.

Course/Program Objectives/Learning Outcomes

Course/Program Assessment Instruments

Course/Program Assessment Results

Course/Program Current Action Items

Course/Program Progress on Action Items

Alignment of Program Goals to ELOs

Curriculum Mapping

Connection of Program Goals to Academic/Strategic Plan

Five-Year Report Update

Please make use of the Academic Program Curriculum Map and Assessment Matrix to display your program's assessment efforts over the last five years.

Reflection on the Program's Assessment Plan/Plan for Continuous Program Improvement over the Last Five Years/Considerations for the Future

Academic Program Five-Year Review Template

Community Engagement:

As you may know, Stockton is one of 240 institutions around the country that has been awarded the Carnegie classification for Community Engagement. See [Stockton Center for Community Engagement website](#) for more information. Please report below any Stockton sponsored community partnership activities in which your courses/programs/unit have participated. Please also discuss which Stockton and Community groups/individuals collaborated, the purpose of the collaboration, and any outcomes achieved this year.

Also relevant to the Carnegie classification for Community Engagement are Stockton community involvement in activities such as volunteering, performing humanitarian work, serving on boards or committees, consulting or advising community organizations as well as environmental/community improvement work, educational workshops/presentations, collaboration with local schools and organizations, etc. Please report courses/programs/unit and faculty/staff members' involvement in these activities, encouragement for students in their courses/co-curricular learning experiences to do this kind of work, and their incorporation of this kind of work into courses/programs/units.

Describe any courses/programs/unit involvement in community engagement activities and, in addition, reflect on students' learning as a result of participating in this kind of service/learning. Reflect on any related effects on faculty/staff who teach and facilitate engagement projects or produce scholarship of engagement. Also, reflect on the impact of the service on the community.

Please remember to include any community engagement activities from the "Faculty" and "Student" sections of the report in this "Community Engagement" section.

Five-Year Report Update

Reflection on the Program's Community Engagement Activities over the Last Five Years/Considerations for the Future

Academic Program Five-Year Review Template

Diversity:

Stockton University values diversity in faculty members, students, and academic offerings. In this context, diversity refers to the practices that lead to inclusiveness and interaction across racial, ethnic, social class, nation of origin, national language, gender, sexuality, sexual orientation, ability, age, military/veteran status, and other forms of difference, preference, and identity.

The Stockton Mission Statement specifies that:

“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.”

The Mission Statement also communicates the importance of diversity to students’ education, indicating that students acquire “the ability to adapt to changing circumstances in a multicultural and interdependent world” throughout their Stockton careers.

Describe any ways in which the program has enhanced the structural diversity of faculty and student populations (i.e., sought applications from members of under-represented groups; hired members of under-represented groups; created mentoring and retention strategies for members of under-represented groups; actively recruited and retained students from under-represented groups; encouraged faculty to pursue scholarship, to create courses, to participate in events on diversity topics); has enhanced co-curricular diversity (such as: organizing, participating, or attending co-curricular offerings or incorporating diverse co-curricular offerings into courses, as requirements for students); or has acted on the University’s espoused commitment to diversity as a value (i.e., created partnerships with community organizations/members that foster diversity).

In addition, explain any revisions to curriculum that expand the global reach of program content (i.e., added courses to the curriculum that focus on local, national, or global diversity in the major/minor discipline, created modules for core courses that address issues of diversity, added community engagement with a diversity focus to the program/individual courses) and efforts to encourage inclusiveness of relevant, multiple voices and perspectives within the discipline.

Five-Year Report Update

Reflection on the Program’s Diversity/Inclusiveness Efforts over the Last Five Years/Considerations for the Future

Academic Program Five-Year Review Template

Instructional Sites:

Stockton has instructional sites in Hammonton, Manahawkin, Woodbine, and in Atlantic City at the Carnegie Center.

If relevant, describe any current program use of these sites/campus and any anticipated future use. Discuss ways that the use of these sites/campus reflect on students' learning and on faculty effectiveness. Please share any faculty-community collaborations developed as a result of teaching at the sites/campus, their purpose, and outcomes achieved from the collaborations.

Five-Year Report Update

Reflection on the Program's Use of Instructional Sites over the Last Five Years/Considerations for the Future

Academic Program Five-Year Review Template

Revenue Generated (grants, fundraising, outreach, etc.) and Special Costs of Administering the Program (professional memberships, software, etc.):

Please discuss any grants or revenue other than tuition generated by the program, including partnership opportunities that have yielded resources such as space, volunteers, guest speakers, etc.

Also, summarize any specialized needs that impact the cost to administer the program, if applicable. You might also reflect on the program's cost in relation to its academic and social benefits, scholarly or artistic reach, and the benefits of the program's community service to the institution, to Stockton's students, and to the public. This question may not be relevant to all programs.

Five-Year Report Update

Revenue Generated

Special Costs

Reflection on the Program's Revenue Generated and Special Costs over the Last Five Years/Considerations for the Future

Academic Program Five-Year Review Template

Acknowledgements

You may want to thank colleagues for their guidance and support during the academic program five-year reporting process or for contributing to the writing of or data collection for this report, etc.

Please share acknowledgements of this sort in the space below.

Academic Program Five-Year Review Template

Dean's Comments/Reflections/Look Forward

Academic Program Five-Year Review Template

Provost's Comments/Reflections/Look Forward

Richard Stockton College of NJ
Galloway, NJ
USA
Report Date: 08/30/2016
Test: HEIghten™ CT Assessment

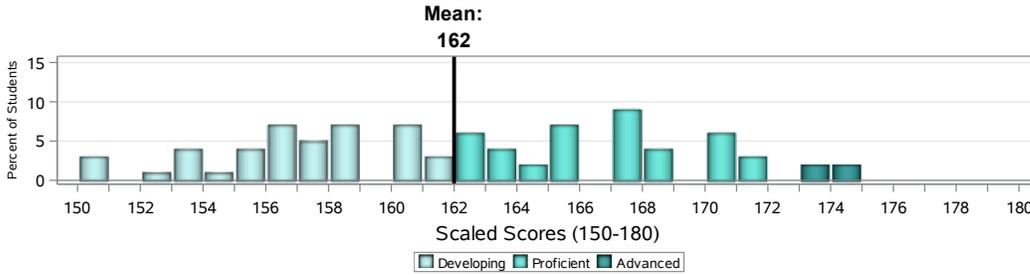
REPORTING GROUP
Cohort: Fall15CT
Close Date: 08/17/2016
Students Tested: 122
Records Excluded: 0
Students Included in Report: 122
(See bottom of report to view filters applied.)

COMPARISON GROUP
ALL STUDENTS at All Institutions
Institutions: 29
Students Included in Report: 2,520

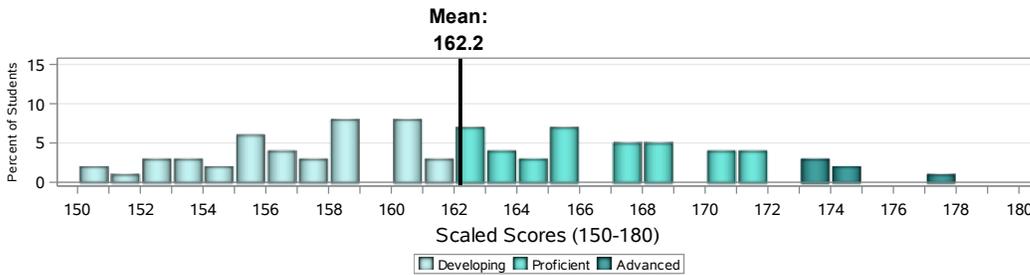
INDIVIDUAL STUDENTS' OVERALL SCALED SCORES

The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP

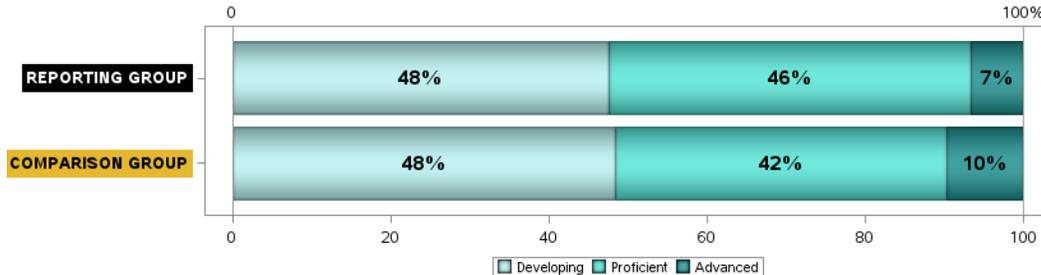


COMPARISON GROUP



PROFICIENCY LEVEL

This chart shows the percentages of students at each proficiency level within the Reporting Group and the Comparison Group.



PROFICIENCY LEVEL DESCRIPTIONS

DEVELOPING (150-161)

- A typical student at the developing level may:
- make inferential connections between two explicitly related points
 - follow the logic of an explicitly structured argument
 - mistake evidence that is broadly related to a topic for evidence that is relevant to a specific assertion
 - identify evidence that directly supports or undermines a claim
 - have difficulty distinguishing causation from correlation

PROFICIENT (162-172)

- A typical student at the proficient level has demonstrated the ability to:
- make inferential connections
 - follow the logic of an argument
 - understand logical relationships between assertions/arguments and supporting information
 - identify implicit assumptions and evidence that supports or undermines a claim
 - distinguish causation from correlation

ADVANCED (173-180)

- A typical student at the advanced level has demonstrated the ability to:
- extrapolate implications
 - describe the logic of complex arguments
 - understand subtle logical relationships between assertions/arguments and supporting information
 - identify needed evidence and implicit assumptions
 - identify possible alternative causes or explanations
- See www.ets.org/heighten/ctproficiency for the complete descriptions.

Report Filters

Major: All | Class Level (Credit Hours): All | Gender: All | Response Time Indicator: Not Applied
Report excludes students who complete fewer than 75% of the questions. See roster for list of students.
For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

Richard Stockton College of NJ
Galloway, NJ
USA
Report Date: 08/30/2016
Test: HEIghten™ CT Assessment

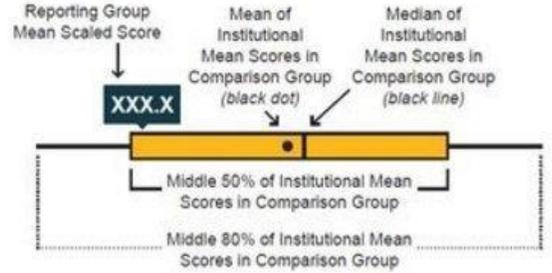
REPORTING GROUP
Cohort: Fall15CT
Close Date: 08/17/2016
Students Tested: 122
Records Excluded: 0
Students Included in Report: 122
(See bottom of report to view filters applied.)

COMPARISON GROUP
ALL STUDENTS at All Institutions
Institutions: 29
Students Included in Report: 2,520

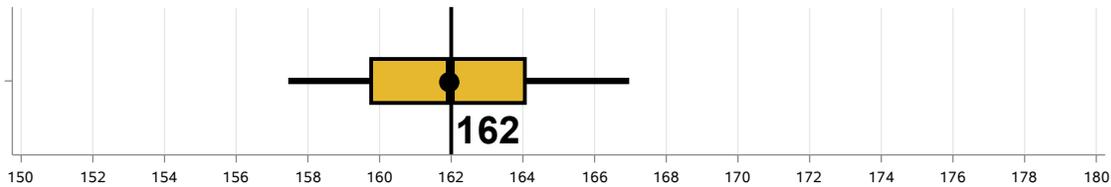
INSTITUTIONS' OVERALL SCALED SCORE AND SUBSCORE MEANS

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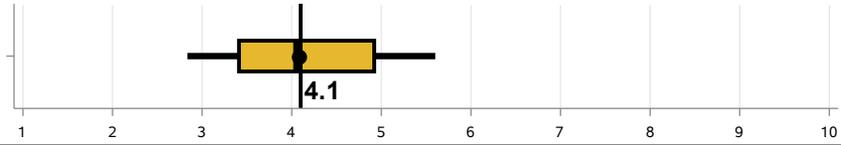


OVERALL SCALED SCORES (Scale of 150-180)

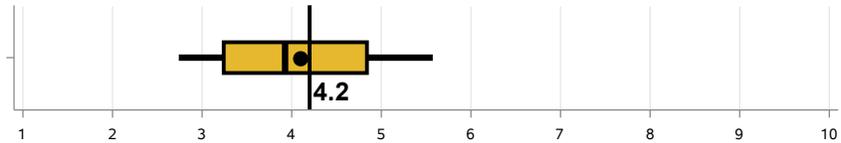


SUBSCORES (Scale of 1-10)

Analytic



Synthetic



Report Filters

Major: All | Class Level (Credit Hours): All | Gender: All | Response Time Indicator: Not Applied

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Richard Stockton College of NJ
Galloway, NJ
USA
Report Date: 08/30/2016
Test: HEIghten™ QL Assessment

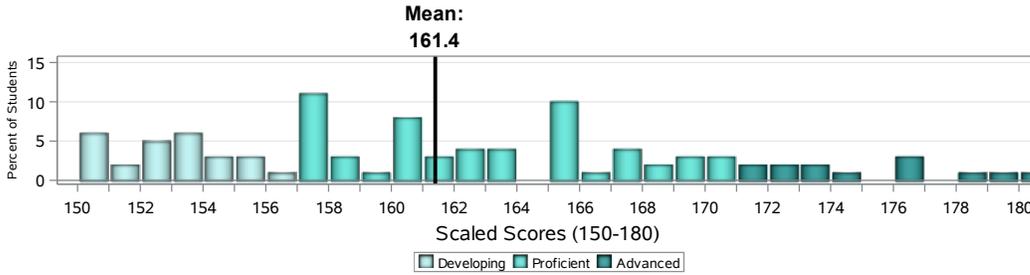
REPORTING GROUP
Cohort: Fall15QL
Close Date: 08/17/2016
Students Tested: 96
Records Excluded: 0
Students Included in Report: 96
(See bottom of report to view filters applied.)

COMPARISON GROUP
ALL STUDENTS at All Institutions
Institutions: 12
Students Included in Report: 822

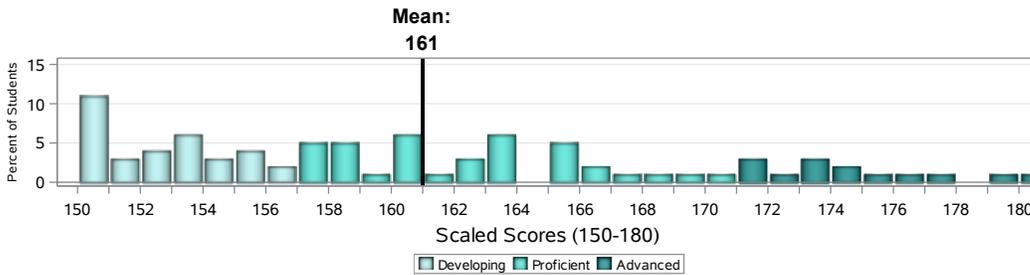
INDIVIDUAL STUDENTS' OVERALL SCALED SCORES

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REPORTING GROUP

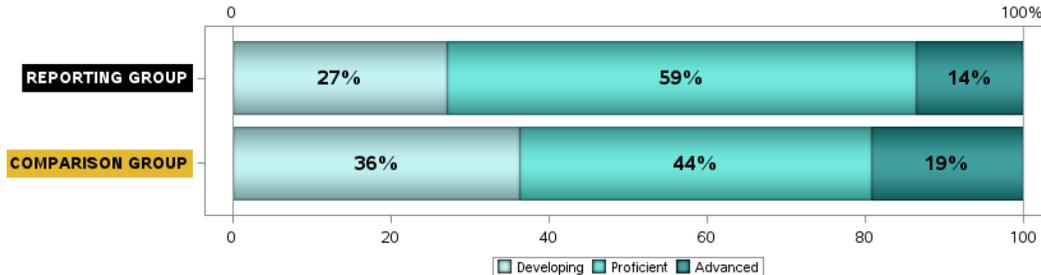


COMPARISON GROUP



PROFICIENCY LEVEL

This chart shows the percentages of students at each proficiency level within the Reporting Group and the Comparison Group.



PROFICIENCY LEVEL DESCRIPTIONS

DEVELOPING (150-156)

A typical student at the developing level may:

- reason through a single-step word problems
- recognize basic algebraic techniques and Euclidean geometry facts
- perform four basic operations with integers
- interpret simple quantitative relationships
- identify that terminology/notation are needed to communicate results

PROFICIENT (157-170)

A typical student at the proficient level has demonstrated the ability to:

- reason through simple multi-step word problems
- apply solution strategies to a particular context
- use basic algebra and Euclidean geometry facts
- compute basic percents and positive percent change
- perform the four basic operations with integers and decimals
- interpret simple quantitative relationships and some complex data representations
- recognize correct terminology/notation for communicating results

ADVANCED (171-180)

A typical student at the advanced level has demonstrated the ability to:

- reason through complex multi-step word problems
- apply solution strategies to a variety of contexts
- use and understand algebra and Euclidean geometry facts
- compute and interpret percents and percent change
- perform four basic operations with integers, decimals, and fractions
- interpret complex quantitative relationships and data representations
- use correct terminology/notation for communicating results

See www.ets.org/heighten/qlproficiency for the complete descriptions.

Report Filters

Major: All | Class Level (Credit Hours): All | Gender: All | Response Time Indicator: Not Applied

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Richard Stockton College of NJ
Galloway, NJ
USA
Report Date: 08/30/2016
Test: HEIghten™ QL Assessment

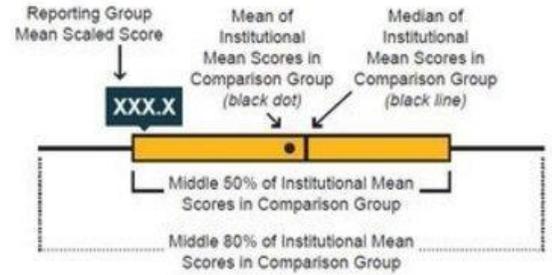
REPORTING GROUP
Cohort: Fall15QL
Close Date: 08/17/2016
Students Tested: 96
Records Excluded: 0
Students Included in Report: 96
(See bottom of report to view filters applied.)

COMPARISON GROUP
ALL STUDENTS at All Institutions
Institutions: 12
Students Included in Report: 822

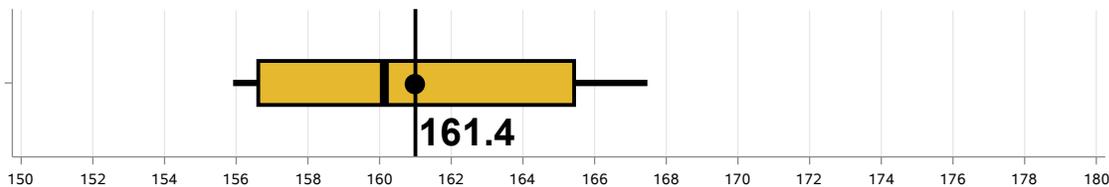
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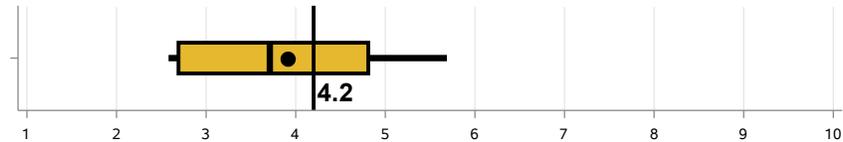


OVERALL SCALED SCORES (Scale of 150-180)

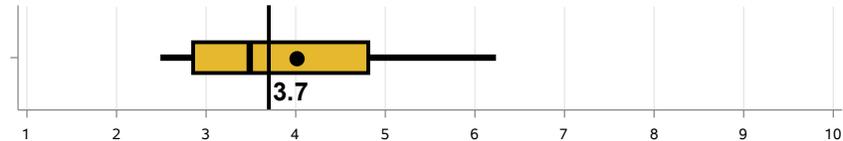


SUBSCORES (Scale of 1-10)

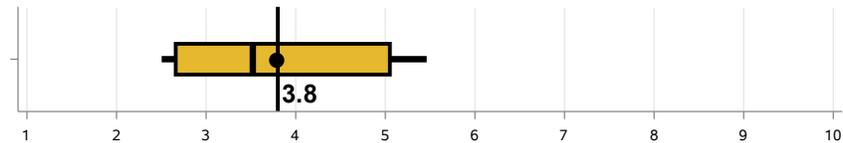
Number & Operations



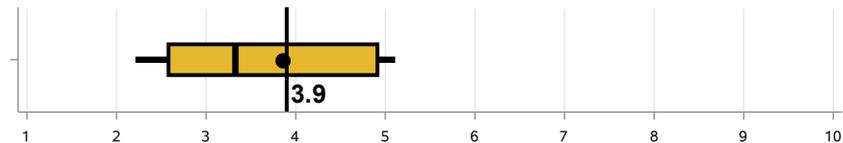
Algebra



Geometry & Measurement



Statistics, Probability, Data Interpretation



Report Filters

Major: All | Class Level (Credit Hours): All | Gender: All | Response Time Indicator: Not Applied

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For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

Richard Stockton College of NJ
Galloway, NJ
USA
Report Date: 08/30/2016
Test: HEIghten™ WC Assessment

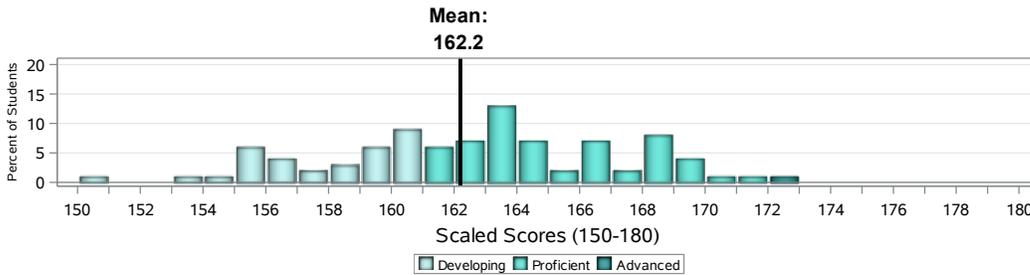
REPORTING GROUP
Cohort: Fall15
Close Date: 08/17/2016
Students Tested: 84
Records Excluded: 2
Students Included in Report: 82
(See bottom of report to view filters applied.)

COMPARISON GROUP
ALL STUDENTS at All Institutions
Institutions: 27
Students Included in Report: 2,162

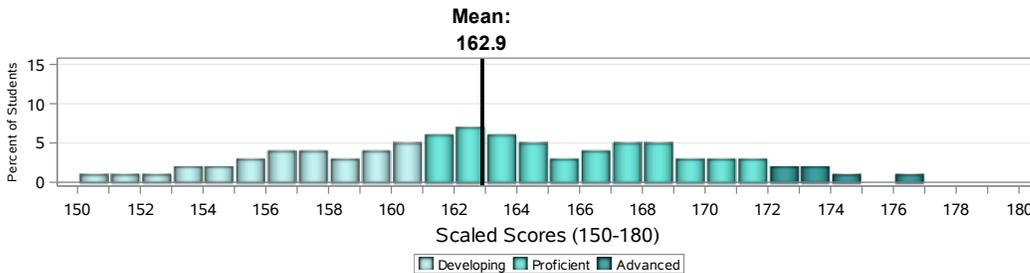
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REPORTING GROUP

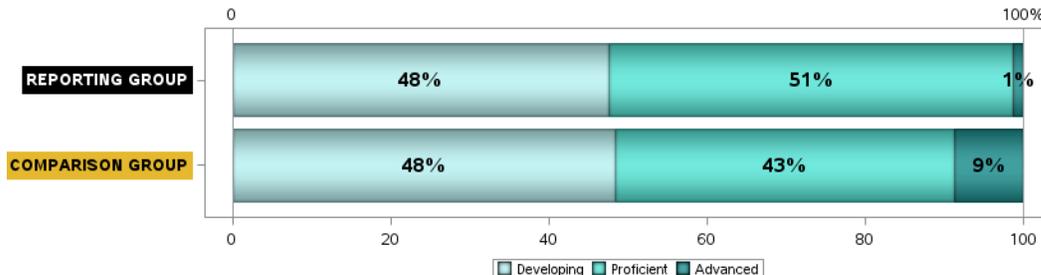


COMPARISON GROUP



PROFICIENCY LEVEL

This chart shows the percentages of students at each proficiency level within the Reporting Group and the Comparison Group.



PROFICIENCY LEVEL DESCRIPTIONS

DEVELOPING (150-160)

A typical student at the developing level may:

- not consistently use or recognize the use of appropriate information from source texts
- be unable to represent a source's meaning with accuracy
- have difficulty developing ideas or recognizing the development of ideas
- struggle to present ideas or recognize the presentation of ideas
- have difficulty composing or revising text to be generally free of errors

PROFICIENT (161-171)

A typical student at the proficient level has demonstrated the ability to:

- use or recognize the use of appropriate information from source texts
- represent a source's meaning with general accuracy
- develop ideas or recognize the development of ideas
- present ideas or recognize the presentation of ideas
- compose or revise text to be generally free of errors

ADVANCED (172-180)

A typical student at the advanced level has demonstrated the ability to:

- use or recognize the use of appropriate information from source texts to convincingly support ideas
- represent a source's meaning with accuracy
- fully develop ideas or recognize the full development of ideas
- effectively present ideas or recognize the effective presentation of ideas
- compose or revise text to be free of all but minor errors

See www.ets.org/heighten/wcproficiency for the complete descriptions.

Report Filters

Major: All | Class Level (Credit Hours): All | Gender: All | Response Time Indicator: Not Applied

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

Richard Stockton College of NJ
Galloway, NJ
USA
Report Date: 08/30/2016
Test: HEIghten™ WC Assessment

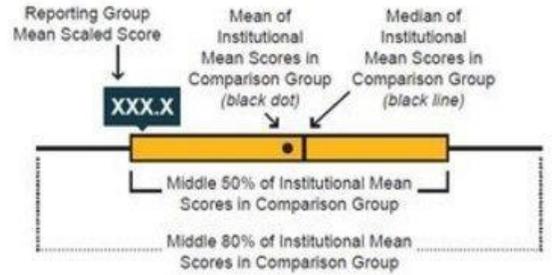
REPORTING GROUP
Cohort: Fall15
Close Date: 08/17/2016
Students Tested: 84
Records Excluded: 2
Students Included in Report: 82
(See bottom of report to view filters applied.)

COMPARISON GROUP
ALL STUDENTS at All Institutions
Institutions: 27
Students Included in Report: 2,162

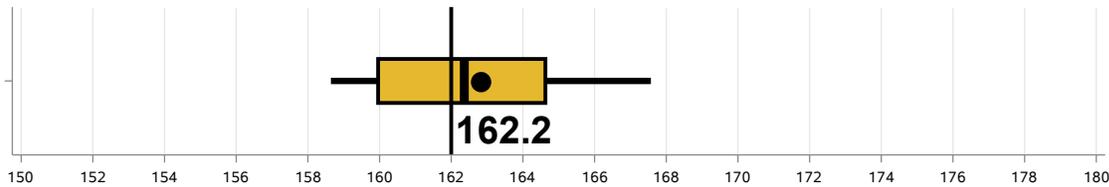
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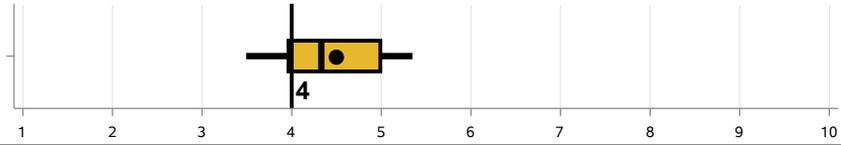


OVERALL SCALED SCORES (Scale of 150-180)

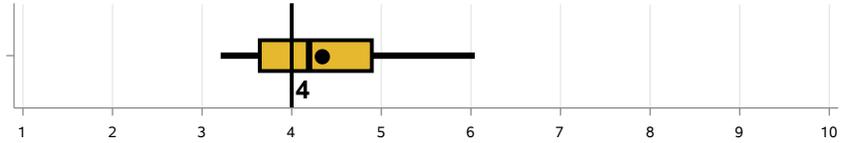


SUBSCORES (Scale of 1-10)

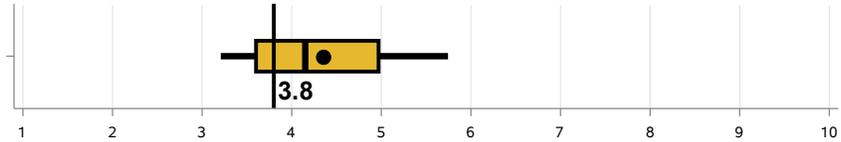
Knowledge or Social and Rhetorical Situations



Domain Knowledge and Conceptual Strategies



Knowledge of Language Use and Conventions

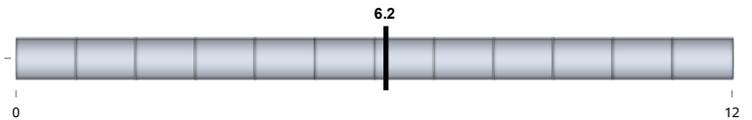


DIRECT WRITING MEASURE (Scale of 0-12)

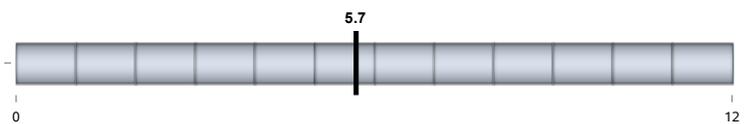
The Direct Writing Measure requires students to compose an original response that adopts and defends a position on the claim presented in a passage.

To see the scoring rubric for the Direct Writing Measure, please go to: www.ets.org/heighthen/scores.

REPORTING GROUP



COMPARISON GROUP



Report Filters

Major: All | Class Level (Credit Hours): All | Gender: All | Response Time Indicator: Not Applied

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**COACHE FACULTY
REVIEW REPORT
MAY, 2015**

Areas of Strength and Concern at Stockton University COACHE Categorizations

The following benchmarks were relative **areas of strength** for Stockton faculty

Nature of work: Research	Mentoring
Nature of work: Service	Interdisciplinary work
Nature of work: Teaching	Tenure clarity
Facilities and work resources	Personal and Family Policies
Health and retirement benefits	Leadership: Senior
Facilities and work resources	Departmental quality
Collaboration	Appreciation and recognition
Institutional Governance and Leadership	Departmental engagement

The following benchmark was a relative **area of concern** for Stockton faculty

Departmental (School) leadership

Additional specific (non-benchmark) areas of strength for all groups

Support for research
 Availability of course release for research
 Support for faculty in leadership roles
 Number of committees
 Equitable distribution of teaching load
 Chief academic officer's pace of decision making, stated priorities, and communication of priorities, priorities acted on consistently
 Appreciation and Recognition
 Mentoring
 Facilities and work resources and Personal and Family Benefits
 Departmental Engagement and Quality were areas of strength

Overall non-benchmark areas of concern

Time spent on administrative tasks
 Fairness in evaluating work, stated priorities
 Library resources
 Colleagues committed to diversity and inclusion
 Extent of professional interaction with tenured faculty

Areas of concern for pre-tenure faculty

Time spent on research
 Influence over focus of research
 Time spent on service
 Number of student advisees
 Discretion over course content
 Time spent on administrative tasks

Ability to balance teaching/research/ service
 Library resources
 Laboratory research and studio space
 Family care, medical leave and flexible workload
 Health and retirement benefits
 Colleagues' support for work/life balance
 Meeting times compatible with personal needs
 Clarity of whether I will achieve tenure
 Reasonable expectations: Teacher
 Reasonable expectations: Advisor

Areas of concern for full professors

Support for maintaining grants
 Clerical and administrative support and office space are areas of concern
 Effectiveness of in-program mentoring is an area of concern

Areas of concern for full professors and women

Appreciation and recognition from Department Head (Dean)
 Collegiality
 Colleagues' support for work/life balance

Areas of concern for faculty of color

Department chair's (Dean) stated priorities, pace of decision making, and ensuring faculty input in departmental (school) leadership.
 Library resources
 Meeting times compatible with personal needs
 Extent of professional interaction with tenured faculty
 Extent of personal interaction with both tenured and pre-tenure faculty

Areas of concern for white faculty

Department chair's (Dean) stated priorities
 Fairness in evaluating work at the departmental (school) level.

Recommendations from the COACHE Review Committee

Nature of Work: Research, Service and Teaching

- Appropriate administrative and faculty leaders should ensure greater clarity and uniformity across the campus in the information and mentoring available to new faculty with regards to the balancing of teaching, research, and service, and specifically regarding the development of faculty plans and the evaluation of progress towards meeting Program and School Guidelines for Tenure and Promotion.
- Sample files of successful faculty plans should be made permanently available in the different Schools for pre-tenure faculty to reference and review as they structure their plans.

Leadership:

- Allow time in Deans Council and Provost council for Deans to discuss why faculty are more satisfied with the leadership in Arts and Humanities and Natural Sciences and Mathematics. From these discussions, create a set of best practices for Deans. Make sure that outgoing Deans have an opportunity to contribute to these best practices.
- Make the Dean review process more transparent, with results of faculty surveys associated with these reviews available to all faculty.
- Appoint an independent consultant or other figure to interview faculty of color, to determine the causes of their lower satisfaction with leaders. Present these results at Provost's council, and form an action plan to incorporate results in the administration of the University and individual Schools.
- Form an action plan to assess the causes of overall lower satisfaction with leadership among faculty in Social and Behavioral Sciences, particularly among women and faculty of color.

Tenure:

- In order to increase transparency and overall clarity of the tenure process, the deans should together review the core requirements of the expectations that they communicate to pre-tenure faculty and clarify areas of difference as well as similarity across programs and schools.
- Each school should make a repository of recent faculty plans available to faculty who are navigating the tenure process.

- Deans and coordinators should ensure that all faculty, both pre and post-tenure work from the most up-to-date policies and procedures.

Appreciation and Recognition:

- As there is no hierarchy within programs (outside of the program coordinator position) all full professors should take active roles in program work and decision-making.
- The role of program coordinator should be rotated collegially among eligible faculty.
- Programs should transition to greater emphasis on outside mentorship and formalization of outside mentorship relationships.
- Cultivate a culture of recognition through utilization of available resources such as professional awards, honor societies, annual reports, Academic Affairs Snapshots, Stockton Times, etc.
- Deans should initiate a system of public recognition for the transition to Full Professor and/or range adjustments.
- Deans and Coordinators should recognize excellence and highlight Faculty members who demonstrate innovation in teaching, scholarship and service.
- Schools should Incentivize collegial behavior.

Health Benefits:

- Institute follow-up workshops and/or individual advising sessions during the first or second year to allow for further education about benefits and for new faculty to explore specific interests and concerns.

Collegiality:

- Meeting module time should be adjusted to accommodate faculty who are parenting young families.
- Day of Scholarship days should not overlap with precepting, nor should class sessions be held at the same time. Day of Scholarship should be a campus-wide event open to all.
- Work-life balance policies should be reevaluated with an inclusive lens. In particular clarification of expectations about attendance at non-weekday event (such as Open Houses and Graduations) and how they are factored into the assessment of early career faculty.

- Leaders of schools should review COACHE data and address the disparity of results between and within schools. More specifically, the following issues should be part of their discussion:
 - a. Unbalanced expectations among ranks of faculty;
 - b. Respect for faculty teaching and research agendas and preferences
 - c. Differences in school policies regarding travel, junior faculty funds, and reimbursement.

- Deans should pay attention to the disparate weight of precepting by program based on the size of the program. Deans should recognize and take into account the fact that some faculty from high-enrollment programs have limited flexibility on precepting days while others have a day off. There should be clear understanding that program size is directly related to quantity of faculty work and sometimes even the ability of their faculty to contribute to GENS. They should consider ways to redress the balance with allocation of other school responsibilities.

Facilities Personnel Benefits:

- Meeting module times should be adjusted to reflect inclusivity of faculty with all family arrangements.

- Deans should, as a group, review policies regarding faculty resources, junior faculty funds, and policies for conflict intervention.

- Recruitment and retention of quality faculty depends on equitable treatment and allocation of campus resources among schools. This principle should inform resource allocation.

Mentoring:

- Those faculty involved in constant unresolved conflicts within their programs should not be approved as mentors. In addition, all pre-tenure faculty from programs with significant, persistent and disruptive conflict should be assigned to an experienced out of program mentor in order to ensure that high mentoring standards are maintained.

Collaboration:

- Deans and programs should make reasonable efforts to unpack the challenges that faculty of color face with collaboration.

COACHE Faculty Review Team Report, May 2015

This report was authored by

Jess Bonnan-White; Assistant Professor of Criminal Justice (SOBL)
Lauren DelRossi, Assistant Professor of Physical Therapy (HLTH)
Jacob Feige, Assistant Professor of Art (ARHU)
Sonia Gonsalves, Professor of Psychology (SOBL), Director of Academic Assessment
Priti Haria, Assistant Professor of Education (EDUC)
Warren Kleinsmith, Assistant Professor of Business Studies, Accounting (BUSN)
Elizabeth Lacey, Assistant Professor of Marine Science (NAMS)
Tara Luke, Associate Professor of Biology (NAMS)
Robert Nichols, Professor of History (ARHU)

The committee members listed below participated in the discussions, clarification of positions, and contributed to the suggestions that are included in the report.

Jo McEnerney, Assistant Professor of Business Studies, Accounting (BUSN)
John O'Hara, Assistant Professor of First Year Studies Program (GENS)
Kimberly Furphy, Associate Professor of Occupational Therapy HLTH)
Joseph Marchetti, Professor of Education (EDUC)
Pat Reid-Merritt, Professor of Social Work (SOBL)

The COACHE Benchmarks

Nature of work: Research	Mentoring
Nature of work: Service	Tenure policies
Nature of work: Teaching	Tenure clarity
Facilities and work resources	Tenure reasonableness
Personal and Family Policies	Promotion
Health and retirement benefits	Leadership: Senior
Interdisciplinary work	Leadership: Divisional
Collaboration	Departmental collegiality
Institutional Governance and Leadership	Departmental engagement
Appreciation and recognition	Departmental quality
Facilities and work resources	

COACHE categorizations: **Areas of Strength** – Stockton faculty give significantly higher ratings. **Areas of Concern** – Stockton faculty give significantly lower ratings. In other areas we are on par with or equal to the external comparison groups.

COACHE: A report from the faculty review team

Stockton University makes this assertion in its mission that *“We insist on excellence in teaching and dedication to learning. These, indeed, are the guiding principles of our mission. ... Accordingly, we encourage continuous research, learning, and professional development for our faculty and staff.”* This organizing principle is reinforced in the strategic plan that identifies as a primary employee readiness objective, the commitment to *“develop faculty and staff skills to support [our strategic themes of] learning, engagement, global education and sustainability.”*

The vitality and satisfaction of the faculty is an integral aspect of this mission, vision, and plan, and is of course central to student learning. Few investments will bring greater return than investment in the faculty. To this end, and in the spirit of inquiry and evidence-based practice, the Provost committed to surveying the faculty about the way they perceive their work, working environment, leadership and support. We collected those data in 2013-2014 academic year by participating in the COACHE (Collaborative in Academic Careers in Higher Education) Faculty Job Satisfaction Survey.

Stockton has a robust “closing the loop” approach to assessment and all phases of the COACHE survey were treated as part of the assessment cycle. We made every effort to get maximum participation and were rewarded with a highly representative 52% faculty response rate. After we received the reports from COACHE, administrators and faculty discussed the summary and detailed findings in several venues including the Provost’s retreat and Academic Affairs retreats in summer 2014, and the 2014 Fall Faculty Conference. At the start of the 2014-2015 academic year, the Provost called on Deans to appoint faculty to a review committee to examine the COACHE report in more detail and to make recommendations for appropriate changes in areas of our environment or practices that could ameliorate faculty work.

The heterogeneous fourteen-membered COACHE faculty review committee was made up of a diverse mix of early, mid, and late career faculty, representing each school in the university. The nine women and five men met throughout the semester and considered each COACHE benchmark in comparison to the full sample of all participating colleges and universities, to our selected peers, and within the university across schools.

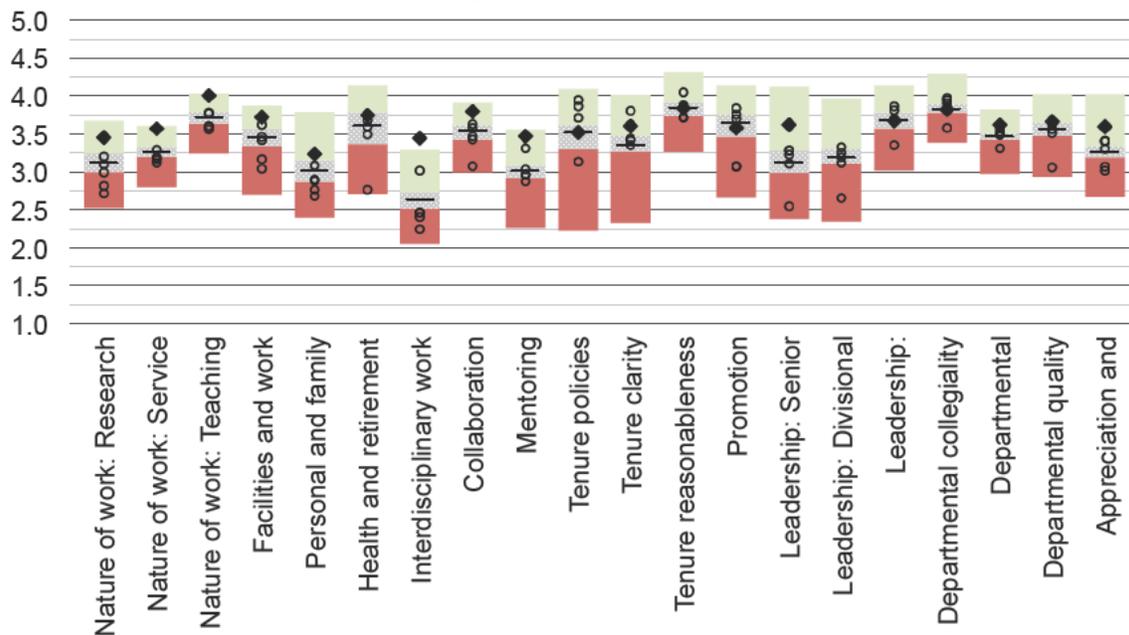
The Process

Review committee members volunteered to take the lead with chosen benchmarks. Each lead faculty drafted the section of the report that summarized the benchmark. For each benchmark, the COACHE report identified ‘areas of strength’ and ‘areas of concern’ for specific within campus communities grouped by gender (male, female), tenure status (tenured and non), tenure rank (full/associate), and binary racial identification (of color/white). The committee added analyses of benchmarks by school.

External Comparisons

Compared to faculty at all institutions in the 2013- 2014 COACHE survey and the five selected peer institutions, Stockton faculty report high levels of satisfaction with most areas of their work. The overall satisfaction ratings are strongest compared to other institutions (greatest positive difference) in interdisciplinary work, but absolutely strongest (highest rating) in teaching. Compared to our peers we are weakest in tenure policies and departmental (school) leadership and in absolute terms our mean rating on mentoring is low although it is higher than the ratings of our peers. Compared with external groups, Stockton faculty are among the most satisfied in almost all areas of our work. This is a highly encouraging finding; it reinforces the effectiveness of all the efforts to support the work of, and the working conditions for faculty.

Figure 1: Summary comparisons of Stockton faculty ratings (♦) compared to peer institutions (o) and the overall sample mean (-).



Intra-Institutional Comparisons

The summary ratings mask some significant inter-school differences in satisfaction especially (ordered from most different) in the areas of collegiality, research, appreciation and recognition, collaboration, facilities, work resources, and leadership. Faculty from different schools across the university were most similar (ordered from most similar) in their ratings of satisfaction with tenure policies, health and retirement benefits, teaching, promotion, interdisciplinary work, and service. Most of the benchmarks that faculty rate similarly across schools are ones that have university-wide policies and expectation. The review committee analyzed the data from each benchmark. Their findings and recommendations are presented below.

COACHE Benchmark: Nature of Work

Areas of strength for all groups: Research, Service, and Teaching overall

- Support for research
- Availability of course release for research
- Support for faculty in leadership roles
- Number of committees
- Equitable distribution of teaching load

Area of concern overall

- Time spent on administrative tasks

Areas of concern for pre-tenure faculty

- Time spent on research
- Influence over focus of research
- Time spent on service
- Number of student advisees
- Discretion over course content
- Time spent on administrative tasks
- Ability to balance teaching/research/ service

Areas of concern for full professors

- Support for maintaining grants

Areas of concern for male faculty

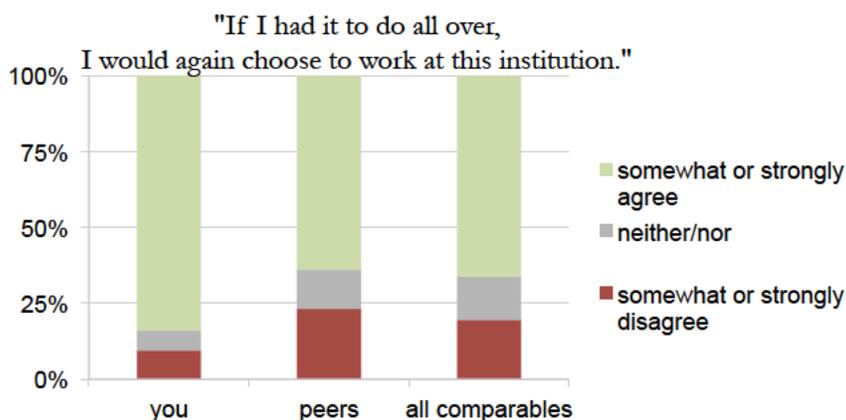
- Time spent on administrative tasks

Areas of concern for faculty of color

- Time spent on administrative tasks

In the three aspects of Nature of Work - Research, Teaching, and Service, the committee first analyzed the report of Stockton responses relative to the five university peer institutions and then considered the internal Stockton responses as moderated by tenure status, gender, and race.

In regards to the many demands of Research, Service, and Teaching, in comparison with peer institutions, summary results indicate that Stockton faculty across all categories rated their satisfaction with nature of work as high. There were no areas of concern in these three benchmarks. The rating on the item "If I had to do it all over, I would again choose to work at this institution", indicated that the overall rating by Stockton faculty compared favorably with the faculty of peer institutions and the full 2013-14 sample institutions.

Figure 2: Choosing Stockton

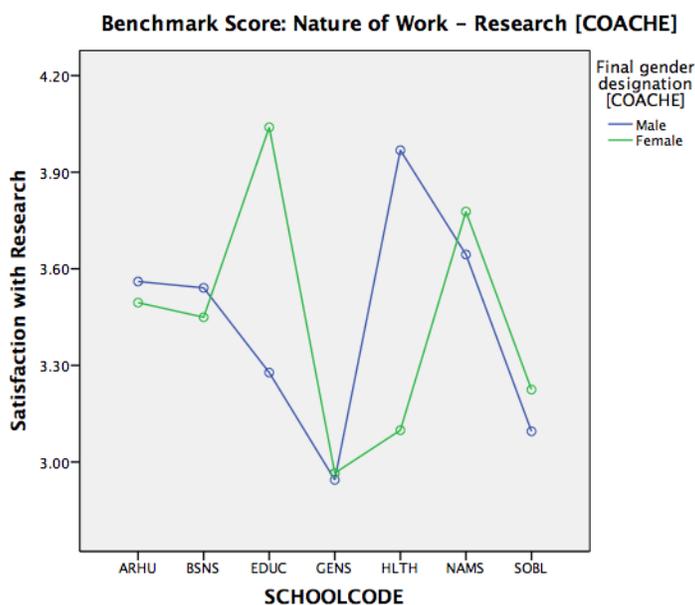
The committee reviewed the Nature of Work: Research, Service, Teaching” ratings, as reported across the internal campus difference categories of “tenure status” (tenured and pre-tenure), “tenured ranks” (associate and full), “gender” (men and women), and “race” (faculty of color (FOC) and white). The external comparisons were generally favorable for “overall” and “tenured” data, though full professors’ ratings revealed an “area of concern” in regards to “Support for maintaining grants (post-award)”.

The results for “pre-tenure” faculty at Stockton reveal “areas of concern” in Research, Service, and Teaching. “Pre-tenure” faculty ratings of “Time spent on administrative tasks” and “Ability to balance teaching/research/service” were classified as “areas of concern.” The discussion in committee revealed that while new faculty members are able to follow specific guidance from program coordinators and school leaders, these directions are often unclear and at variance with information from other units in the college. This is particularly true in the area of individual “faculty plans” and the degree to which formal school guidelines for personnel review accurately reflect what is required and what is acceptable. Early career faculty are unclear about the acceptable balance between publication and service, the composition and indelibility of the faculty plan, and who is the final arbiter of the rules that govern these documents.

In the “Nature of Work: Research” category, the satisfaction ratings of pre-tenure faculty for “Time spent on research” and “Influence over focus of research” were “areas of concern” as well as “Time spent on service” and “Number of student advisees.”. The discussions in committee suggested that for some new faculty there are mixed messages about service and its value as an area of work in program, school, and university decision-making about tenure when compared to teaching or scholarship. In the “Nature of Work: Teaching” category, pre-tenure faculty expressed concern about “Discretion over course content”.

There were no significant inter-school differences for satisfaction with teaching and service but there were significant differences in satisfaction with research $F(6, 1300) = 3.32, p = .004$.

Figure 3: Differences among schools in satisfaction with research.



Recommendations:

Reflecting on the “Nature of Work: Research, Service, Teaching” data, the Committee recommends that the appropriate units, administrators, and faculty leaders commit to ensuring that faculty have greater clarity and uniformity across the campus on the information and mentoring available to new faculty in regards to the balancing of teaching, research, and service, and specifically in regards to the production of “faculty plans” and to progress being made towards program and school guidelines for tenure and promotion. Sample files of successful “faculty plans” might be made permanently available in the different Schools for pre-tenure faculty consultation about the appropriate structuring and length of plans and files.

COACHE Benchmark: Leadership

Areas of Strength for all groups:

Chief academic officer’s pace of decision making, stated priorities, and communication of priorities, priorities acted on consistently

Areas of concern overall

Departmental (school) leadership, fairness in evaluating work, stated priorities.

Areas of concern for full professors and women

All areas of departmental (school) leadership.

Areas of concern for faculty of color

Stated priorities, pace of decision making, and ensuring faculty input in departmental (school) leadership.

Areas of concern for white faculty

Stated priorities and fairness in evaluating work at the departmental (school) level.

The committee compared results for Stockton University in two areas, *Senior Leadership* and *Departmental Leadership*, to those of five peer institutions and to all institutions responding to the COACHE survey. They also examined differences within the University in these leadership benchmarks by school, rank, race, and gender. At Stockton, *Senior Leadership* refers to faculty satisfaction with the University President and Provost, and their respective offices. *Departmental Leadership* refers to satisfaction with School Deans. A third leadership area of the COACHE study, *Divisional Leadership*, was not assessed, because the University's organization structure lacks departmental heads or chairs.

Senior Leadership results suggest broad satisfaction with President Saatkamp and Provost Kesselman at the time the COACHE survey was administered in fall, 2013. Compared with peer institutions and all responding institutions, faculty satisfaction with senior leadership was uniformly categorized as a strength, irrespective of rank, sex, race, and gender. Some variation in satisfaction is discernable by School: Full Professors in the School of Education and in General Studies were less satisfied than Assistant and Associate Professors within their Schools. Faculty in the School of Social and Behavioral Sciences were less satisfied than their counterparts in other Schools, regardless of rank. These results among faculty in Education, General Studies, and Social and Behavioral Sciences correlate to results in *Divisional Leadership*, suggesting a positive relationship between satisfaction with School Deans and satisfaction with the President and Provost.

Results in *Departmental Leadership* show uneven satisfaction with School Deans across the faculty. The COACHE study categorizes Stockton's overall results in this benchmark as an area of concern, compared with peer institutions. However, results by School reveal significant disparity in satisfaction with individual School Deans, with higher reported satisfaction in Arts and Humanities, Business, and Natural Sciences and Mathematics compared with other Schools. The number of respondents was low in Education and General Studies (eight and five), which may have affected results. Of the Schools with twenty or more respondents, faculty satisfaction was lowest in Social and Behavioral Sciences. Of the Schools with significant lower results in *Departmental Leadership*, the Dean of SOBL is the only one who remains in the position currently; the other schools have changed leaders since or just prior to the administration of the survey.

There is variation in results by rank, sex, race, and gender. Full Professors in General Studies, Education, and Health Sciences were significantly less satisfied with their Deans than their Assistant and Associate Professor counterparts, though the number of respondents was low among Full Professors. Female faculty were significantly less satisfied with their Deans than male faculty in all Schools except Arts and Humanities and Business. Results for faculty of color are similar to results for their white counterparts in all Schools

except Education where they are higher, and in Social and Behavioral Sciences, where they are lower. Notably, satisfaction in the *Departmental Leadership* category among women and faculty of color in Social and Behavioral Science is significantly lower than among the faculty of the University overall.

Across Schools Differences

There were significant gender differences in satisfaction with School leadership. Men were more satisfied than women overall, and there were significant differences among the schools in satisfaction with the senior leadership $F(6,127) = 2.31, p = .038$.

Figure 4: Gender differences in School leadership

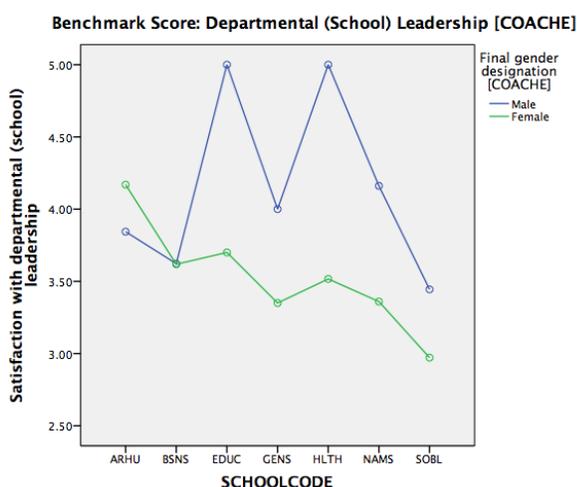
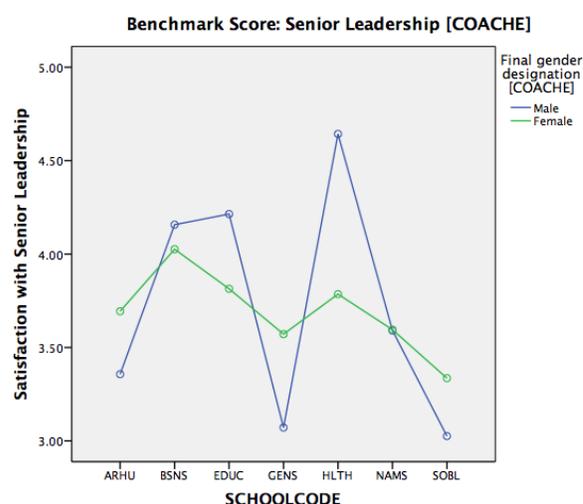


Figure 5: School differences in Senior leadership



Recommendations:

Allow time in Deans Council and Provost Council for Deans and other administrative leaders to discuss why faculty are more satisfied with their leadership in Arts and Humanities and Natural Sciences and Mathematics. From these discussions, create a set of best practices for Deans. Make sure that outgoing Deans have an opportunity to contribute to these best practices.

Make the Dean review process more transparent, with results of faculty surveys associated with these reviews available to all faculty.

Appoint an independent consultant or other figure to interview faculty of color, to determine the causes of their lower satisfaction with leaders. Present these results at Provost's council, and form an action plan to incorporate results in the administration of the University and individual Schools.

Form an action plan to assess the causes of overall lower satisfaction with leadership among faculty in Social and Behavioral Sciences, particularly among women and faculty of color.

Benchmark: Appreciation and Recognition

Areas of Strength

This is an overall area of strength for Stockton

Areas of Concern

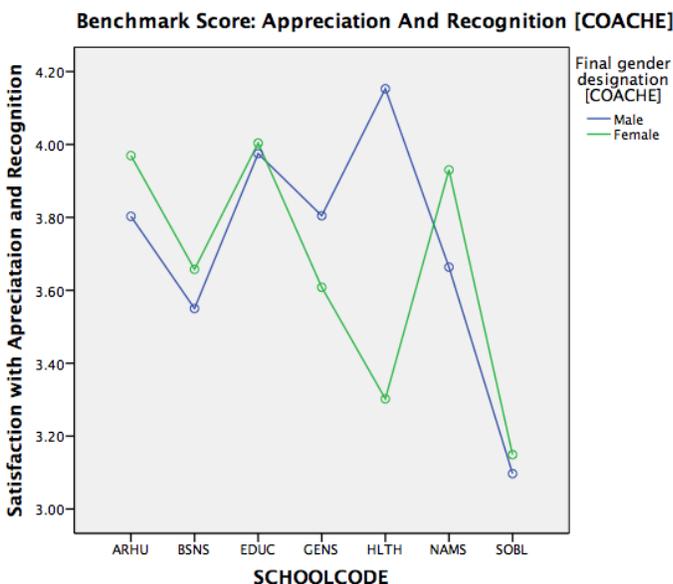
There are 2 constituents with areas of concern in this benchmark, full professors and women are dissatisfied with the appreciation and recognition from the department head (dean). Otherwise this benchmark represents an area of strength for Stockton faculty.

Appreciation and Recognition are areas of relative strength when compared to all peer institutions. Stockton's ratings all ranked in the top 30 percent of all institutions that completed this survey. Compared to the peer comparison institutions, this benchmark is an area of strength in 8 out of 9 faculty subgroups with the exception of the pre-tenure population. Stockton is ranks first or second in each of the other 8 areas of appreciation but third or fourth when compared to pre-tenure faculty in the similar intuitions comparison group.

With the exception of "Recognition: From Head/Chair," this benchmark was rated favorably. Recognition from Head/Chair was an area of concern when compared to both peer and cohort institutions for full professors and women. Committee discussions noted that the position of Program Head/Chair is often dynamic and outside of this position, there is little hierarchy within the members of faculty within the program. Another point of discussion was the decrease in attention to faculty member achievement following a transition out of the early/mid-career and the shift to self-reinforcement necessary in the careers of full professors.

Regarding differences between faculty subgroups under the heading of "Within campus differences," men reported lower satisfaction for the item "Recognition from Dean," and full professors reported lower satisfaction for the item "Recognition from Head/Chair".

There were significant inter school differences for Appreciation and Recognition. SOBL, with the lowest rating was different from EDUC with the highest rating ($F(6,121) = 2.15, p = .05$). This difference represents a one-point separation between a "somewhat satisfied" and "satisfied" rating.

Figure 6: School differences in Appreciation and Recognition

Recommendations:

- In the absence of a program hierarchy (outside of the program director position), full professors in each program should be visibly engaged.
- Collegial rotation of peers/ faculty as program coordinator/head/chair.
- Transition to full emphasis on outside mentorship and formalization of outside mentorship relationships.
- Cultivate a culture of recognition through utilization of available resources such as professional awards, honor societies, annual reports, Academic Affairs Snapshots, Stockton Times, etc.
- Public recognition for the transition to Full Professor and/or range adjustments
- Recognize excellence; highlight Faculty members who demonstrate innovation in teaching, scholarship and service.
- Incentivize collegial behavior

COACHE Benchmark: Collaboration

Areas of Strength

Overall, Collaboration is an area of strength for Stockton faculty with the exception of faculty of color where collaboration does not represent a concern but does not rise to the level of a strength. There are **no areas of concern** with collaboration.

Stockton faculty rated this benchmark more highly than faculty in five peer institutions (see summary below) with a mean score of 3.803 from a possible highest rating of 5.

- **Stockton 3.803**
- Peer Four 3.635
- Peer Three 3.577
- Peer Two 3.474
- Peer One 3.434
- Peer Five 3.075

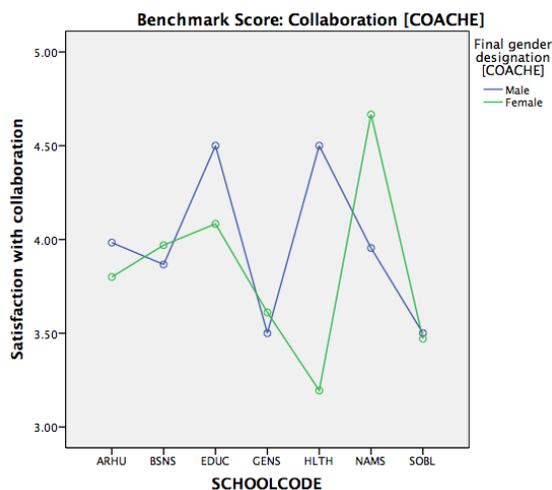
Further examination of Collaboration across the five peer institutions indicated that Stockton faculty across most categories (overall, tenured, pre-tenure, full, associate, men, women, and white) rate collaboration as an “Area of Strength” compared to peer institutions. Faculty of color (FOC) are significantly less satisfied with collaboration than are other groups.

A review of Collaboration within the university reveals that pre-tenure, full and FOC are as satisfied as both peers and cohorts. Internally, pre-tenure, full, and women were a little less satisfied and FOC are a lot less satisfied.

External Collaboration comparisons show that for full, associate, and women faculty Collaboration is an “Area of Strength”. For all the other collaboration items pre-tenure and FOC are as satisfied as their peers.

Within the institution, there are significant differences in ratings of satisfaction with Collaboration $F(6,121) = 2.21, p = .046$. NAMS faculty are more satisfied than faculty in the Health Sciences and in SOBL.

Figure 7: School differences in Collaboration



The committee notes further exploration of Collaboration challenges among faculty of color (FOC) is needed. In addition, further clarification and sharing of best practices regarding Collaboration is also recommended.

The pool of pre-tenure responses was relatively small at the time of sampling and therefore the ratings are less stable than those for the entire faculty sample. In the case of pre-tenure faculty, a small number of individual responses can skew results reported by individual Schools and demographic categories. This calls for cautious interpretive judgments in this area.

COACHE Benchmark: Mentoring

Areas of Strength

Overall, mentoring is an area of strength

Areas of Concern

For full professors, the effectiveness of in-program mentoring is an area of concern. There are no significant school differences in satisfaction with mentoring.

Compared with peer institutions, the ratings of faculty across all categories indicate that Stockton's dynamics are "Areas of Strength" relative to peers. There were no areas of concern.

The Committee examined mentoring data, as reported across the internal "Campus Difference" categories of "tenure status" (tenured and pre-tenure), "tenured ranks" (associate and full), "gender" (men and women), and "race" (white and FOC). The Committee notes the generally favorable ratings in the "overall" and "tenured" data, though for full professors, "effectiveness of mentoring within department" is an "area of concern." Other benchmarks such as departmental leadership and collegiality are also areas of concern for full professors. These areas of lesser satisfaction may be related to mentoring, another area of concern. Full professors are often described as falling through the cracks with a 'sophomore slump' as there tends to be a greater focus on early and mid-career development. On related survey items, importance and effectiveness of mentoring outside institution are areas of concern for associate, male faculty. It may be that this group of faculty do not value mentoring outside Stockton and therefore do not find it effective. However, the majority (56%) of faculty rated mentoring outside the institution as important.

Additional metrics were provided on the mentor/mentee relationship. Stockton faculty mentor pre-tenure faculty within the schools and programs and outside the University at a higher percentage than both peers and all other institutions. Pre-tenure faculty reporting that they have not received mentoring within or outside the department was 0%. Faculty of color and full professors serve as mentors at rates higher than peer and all other institutions.

Recommendations: In order to maintain mentoring as an area of strength at Stockton, and in consideration of some areas of concern for other benchmarks within the COACHE report, [the Committee recommends that those faculty involved in disruptive and persistent conflicts within their program should not be approved as mentors. In addition, all faculty within programs that are mired in internal conflicts should be assigned an experienced and](#)

effective out of program mentor in order to ensure these high mentoring standards are maintained.

COACHE Benchmark: Health and Retirement Benefits

Areas of Strength

This is not an area of strength for Stockton; we are on par with our comparison groups

Areas of Concern

For pre-tenure faculty, health and retirement benefits are areas of concern.

There are no significant differences among schools for this benchmark.

All categories of response for health and retirement benefits were neutral or positive, except for pre-tenure faculty concerns, especially as compared to peer institutions.

Issues raised in discussion included the time constraints that new faculty face as they prepare new classes and settling in to new responsibilities. It is likely that they focus more directly on job responsibilities and attend less to health and retirement issues in their initial semesters. This then leaves junior faculty with unanswered questions about specific details of health coverage. **Possible solutions include first or second year workshops and/or individual advising sessions that allow further education about benefits and specific interests and concerns to be explored.** New faculty pay a higher percentage of health costs compared to the multi-year phasing of these new health costs for established faculty. Such deductions may be much more apparent to junior faculty living in an already-expensive community and region. If these issues are of concern in relation to “Peers”, then recruitment and retention at Stockton may suffer compared to earlier periods.

The responses for health and retirement benefits were garnered from a relatively small sample of pre-tenure respondents, and the stability of these ratings is therefore at issue.

Benchmark: Departmental Collegiality, Engagement, and Quality

Areas of Strength:

Collegiality was not an overall area of strength for Stockton

Areas of Concern:

Collegiality was an **area of concern** for full professors and women.

All aspects of collegiality were of concern for full professors.

Colleagues’ support for work/life balance was of concern overall and with tenured, pre-tenure, full professors and women.

Meeting times compatible with personal needs was **an area of concern** for pre-tenure, associates, men, and faculty of color. Also of concern for faculty of color was the extent of personal interaction with both pre-tenure and tenured faculty.

There were highly significant differences among the schools in collegiality.

Areas of Strength:

Overall, both Engagement and Quality were areas of strength

Areas of Concern Overall:

Amount of professional interaction with pre-tenure faculty.

Professional Interaction and Scholarly Productivity

COACHE data suggest full-professors are not highly satisfied with the intellectual vitality of tenured or pre-tenure faculty. Nor do they appear to be satisfied with the scholarly productivity of associate level faculty (their rating of pre-tenure faculty was slightly higher). Additionally, across the board, all ranks of faculty are not satisfied with the quality of professional interactions with *tenured* faculty members. Professional interaction with *pre-tenure faculty* members is rated slightly higher by each of the faculty rank groups.

Work-Life Balance

Pre-tenure and tenured faculty, as well as full-professors did not feel that other “colleagues support efforts to maintain a work-life balance.” In the same vein, the item “meeting times compatible with personal needs” was a point of low rating, with pre-tenure, associate faculty, men, and faculty of color all indicating low ranking compared to peer institutions and within the cohort. Finally, the largest intra-institutional difference for this benchmark was found for the item “colleagues pitch in when needed,” with full-professors reporting lower levels of satisfaction than other groups.

Findings among Faculty of Color and Women

Faculty of color (FOC) were less satisfied than other groups with meeting time compatibility, personal interaction with tenured faculty, commitment to diversity and inclusion, and teaching effectiveness of pre-tenure faculty. Among women, low ratings were given to items relating to work/life balance, professional interaction with tenured faculty members, and scholarly productivity of tenured faculty members. Comparing means, female faculty of color rated their perceptions of collegiality the lowest, followed by white female faculty, white male faculty, and male faculty of color. Using tenure status as a variable, tenure-track women rated their perceptions of collegiality the lowest.

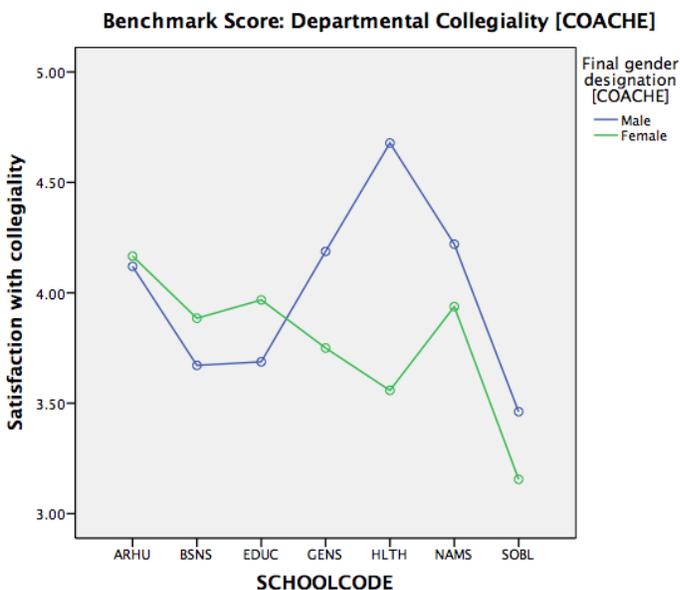
Comparisons by Stockton University School Cohorts

Analysis of this benchmark by school designations of participating faculty (ARHU, BSNS, EDUC, GENS, HLTH, NAMS, and SOBL) reveal that for collegiality, women faculty members in SOBL rate their satisfaction the lowest, followed by women in HLTH. Twelve of the fourteen participating HLTH faculty are female; therefore, the results for HLTH may indicate a female-bias. However, for SOBL, 17 of the 28 faculty were female, representing 61% of the responding SOBL faculty. The committee, therefore, felt the SOBL results were fairly representative. The highest ratings for collegiality (when grouped by gender) were male HTLH (representing 14% of responding HLTH faculty) and male ARHU faculty members (40% of ARHU respondents were in the survey is male).

When data for collegiality were grouped by race (white and faculty of color), SOBL and BSNS faculty of color indicate the lowest levels of perceived collegiality. Within BSNS, 2 of

the 21 (9%) responded to the survey; in SOBL, however, 28% respondents identified as faculty of color.

Figure 8: School differences in Collegiality



Additional group discussion:

In addition to discussion among Committee members, these data were presented to a large number of faculty at the 2015 Women in Academia Conference (WIAC). In both, the meeting module timing was cited as a strong driver of negative feelings. This might also account for feelings that colleagues are not dedicated to inclusion or diversity – in this case, faculty members may be kept from fully participating because of a historical tradition of meeting times. Comments also addressed whether the interaction ratings are a result of increasing faculty numbers at Stockton and that, with increased teaching and service loads in particular, there is less time for informal interaction and networking between faculty members. In addition, with changes in tenure policies and expectations, younger faculty may not feel that interactions with older faculty will provide them with the necessary insight and advice they are seeking.

It appears that senior faculty are not uniformly knowledgeable about current tenure policies. Comments regarding vitality and productivity of junior faculty members were a point of particular sensitivity at the WIAC, as attendees questioned whether senior faculty judge research interests differently (specifically research that is pedagogy-focused). Some commented they do not feel free to choose their own research path (as reflected in low ratings by pre-tenure faculty on that item in the Nature of Work dashboard). Finally, many expressed the concern that there is less time to disseminate information about research programs and successes, because there is such a heavy service load on pre-tenure and associate faculty,

The Committee also discussed service loads of pre-tenure and associate faculty. In 2015 Day of Scholarship was unfortunately scheduled to overlap with precepting days – this effectively meant that faculty with high numbers of preceptees (either due to high major numbers or disproportionate student loads) were unable to disseminate the results of their scholarship. The Committee reviewed comments from WIAC attendees that senior faculty may expect them to hold up traditional patterns of engagement with university activities that do not reflect a currently reality of faculty life. There is concern that as Stockton expands its geographic reach (for example, Hammonton, Manahawkin, or existing Atlantic City facilities), the engagement divide will increase and pre-tenure and associate faculty will be vulnerable to negative judgments during the tenure and promotion process.

Recommendations:

1. Meeting module time should be adjusted to reflect campus inclusivity in service opportunities;
2. Day of Scholarship days should not overlap with precepting, nor should class sessions be held at the same time. If Stockton wishes to demonstrate a commitment to faculty development (as it does with students), Day of Scholarship should be a campus-wide event open to all;
3. Work-life balance remains an issue of contention on campus. Policies should be reevaluated with an inclusive lens. In particular:
 - d. expectations about non-weekday event (such as Open Houses and Graduations) attendance do not account for responsibilities off-campus.
 - e. tenure-status is likely an influential factor in feeling negatively, as there are “unsaid” expectations that do not account for other life circumstances or work-life balance;
4. Leaders of schools should review COACHE data and address within schools the disparity of results. More specifically, the following could likely be drivers of negativity:
 - a. Unbalanced expectations among ranks of faculty;
 - b. Perceptions that faculty judgements about teaching and research agendas are not respected;
 - f. Differences in school policies regarding travel, junior faculty funds, and reimbursement.
5. Schools differ greatly in enrollment numbers (Spring 2015 – highest SOBL, lowest EDUC); thus some faculty members have a responsibility for a larger precepting load than in other schools. This may also present itself as a source of stress between programs within one school. Additionally, with greater enrollment, certain faculty are limited in their ability to offer course variety or contribute to GENS. This, in turn, may account for feelings of negativity or burnout.

COACHE Benchmark: Facilities, Personal-Family Policies, Benefits and Salary

Areas of Strength

Overall Facilities and work resources and Personal and Family Benefits are areas of strength for Stockton faculty

Areas of Concern

Library resources are an area of concern for faculty of color, pre-tenure faculty, and women.

Laboratory, research, and studio space are areas of concern for pre-tenure faculty
Clerical and administrative support and office space are areas of concern for full professors.

Family care, medical leave and flexible workload are areas of concern for pre-tenure faculty.

There were highly significant differences among the schools in facilities and work resources $F(6,131) = 2.34, p=.035$.

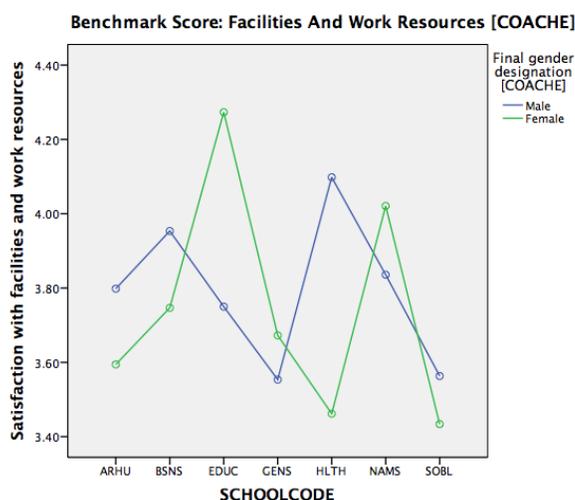
Health and Family Policies

The data indicate that there are differences between schools, as well as by race and gender categories with regard to health benefits and family-friendly policies. Whereas female faculty members in ARHU (15 of 24 total faculty) and NAMS (6 of 27) report higher ratings in this category than their male colleagues, women in GENS (5 of 7) and SOBL (17 of 27) report the lowest mean scores. With the exception of ARHU and BSNS, there exists a definite gap between male and female mean ratings. Using race as an indicator, only in ARHU (7 of 24), BSNS (2 of 20), and SOBL (8 of 27) did faculty of color report lower mean scores than white colleagues. White faculty members in GENS (6 of 7) rate satisfaction with health benefits and policies the lowest; the lowest scores among faculty of color are found in SOBL.

Work Resources

Among faculty of color (FOC), the highest rating of work resources is noted in EDUC (small N) and lowest in SOBL (8 of 27). Faculty of color rate work resources higher than their white colleagues in EDUC, HLTH, and NAMS. Among white faculty, the highest support is in EDUC and NAMS, lowest in GENS and SOBL.

Figure 9: School differences in Facilities and Work Resources



Faculty in NAMS and BSNS are more satisfied with facilities and work resources than are faculty in SOBL.

Discussion:

COACHE results were discussed within the committee as well as at the 2015 Women in Academia Conference (WIAC). Comments from WIAC attendees reflect lack of surprise at the low rating of pre-tenure faculty against peer institutions with in regards to office and laboratory space, library resources, health benefits, and flexible work duties. The meeting module time (4:30 – 6 PM) was repeatedly cited as a major concern and source of negative feeling among Stockton faculty. With increasing geographic spread of faculty (and with branch campuses / satellite centers), many question why Stockton administration and faculty senate continue this practice.

The Committee also wishes to emphasize the conflict and frustration that inevitably arises with perceived inequity between faculty members of different schools within Stockton University.

Recommendations:

1. Meeting module times should be adjusted to reflect inclusivity of faculty with all family arrangements;
2. Deans should, as a group, review policies regarding faculty resources, junior faculty funds, and policies for conflict intervention;
3. Recruitment and retention of quality faculty depends on equitable treatment and allocation of campus resources among schools. This is particularly salient given the school with the highest Spring 2015 enrollment – SOBL - scores consistently lowest (or relatively low) as compared to other units.

COACHE Benchmark: Tenure

Note: This benchmark includes only pre-tenure faculty, resulting in a sample size of 20 individuals overall. Of those 20, 8 were male, 12 female, 12 were white, 8 were faculty of color. It should also be noted that this small sample size resulted in “insufficient data for reporting” for faculty of color within peer institutions, but not with respect to overall member institutions. In addition, due to low numbers, differences between schools for each category within this benchmark could not be determined with statistical significance.

Areas of strength overall:

Overall increase in most tested aspects of these benchmarks when compared with the 2005 survey results

Clarity of expectations: Teacher

Clarity of expectations: Advisor

Reasonable expectations: Scholar

Reasonable expectations: Campus citizen

Reasonable expectations: Community member

Areas of concern overall:

Clarity of whether I will achieve tenure

Reasonable expectations: Teacher

Reasonable expectations: Advisor

Discrepancies:

While male faculty ranked “tenure clarity” and “tenure reasonableness” higher than those of both peer institutions and all member institutions, female faculty ranked “tenure policies”, “tenure clarity”, and “tenure reasonableness” lower than those of peer institutions, and lower than all member institutions in “tenure reasonableness”. Male faculty also ranked tenure policies higher than all member institutions, which was not the case for most of the categories by both women and faculty of color.

Within the area of tenure policies, male faculty ranked “clarity of body of evidence for deciding tenure”, and “consistency of messages about tenure” higher than both peer and all member institutions, and “clarity of tenure process” and “clarity of tenure standards” higher than those of member institutions. Male faculty ranked among the middle 40% of both peer and all member institutions with respect to “clarity of whether I will achieve tenure”. These are in contrast to female faculty, who ranked all aspects of Tenure Policies lower than those of peer institutions.

The area of tenure clarity shows similar trends, with most categories rated as areas of strength among male faculty, and with “Clarity of expectations: Teacher” and “Clarity of expectations: Advisor” categories listed as areas of concern among female faculty.

Finally, the area of tenure reasonableness also indicates areas of concern by female faculty and faculty of color in the areas of “Reasonable expectations: Teacher” and “Reasonable expectations: Advisor”, as well as “Reasonable expectations: Colleague” among women. Male faculty ranked these aspects as areas of strength when compared to all member institutions across the board.

There is a clear discrepancy between the experiences of faculty members with respect to all three Tenure Benchmarks, but given the small sample size, the underlying causes are not clear in this report. Based on discussion of these results, however, it appears that there is a lack of consistency across schools within the University with respect to many aspects of the tenure process. The experiences of untenured faculty vary widely by school, and even by program within a school. There is an impression of inherent unfairness associated with inconsistencies in expectations for faculty members between schools. The tenure process continues to evolve, and not all post-tenure faculty are familiar with the newest procedures and policies. This has also likely contributed to inconsistency and lack of clarity in the tenure process.

Recommendations:

In order to increase transparency and overall clarity of the tenure process, more consistency would be helpful in expectations between all pre-tenure faculty members, regardless of their school. One possible way to improve this would be to make some recent faculty plans available to faculty navigating the tenure process. In addition, ensuring that all faculty, both pre and post-tenure work from the most up-to-date procedures may increase overall satisfaction with the process.

The committee is encouraged by Stockton's strong showing when compared to peer institutions and to a full national sample. We acknowledge that our faculty are very satisfied with their working environment and conditions. We recommend that the administration addresses, with urgency, the inter-school and inter-group discrepancies that prevent some faculty groups from enjoying the best of Stockton.

The COACHE survey is governed by standard practices and protocols for human subjects' research. To protect the identities of all those responding to the survey, access to full dataset is restricted. Please make inquiries to Sonia Gonsalves, Director of Academic Assessment at assessment@stockton.edu.

Appendix 41: Sample Program Assessment Summaries

I. B.S. in Chemistry Case Study

The Chemistry Program has been using a variety of direct assessment approaches to study student learning outcomes of our introductory chemistry students (CHEM I–IV) and of our Chemistry graduates. The various projects are in different stages at this time, with some having resulted in curricular changes and other that are just beginning data analysis. Chemistry Program assessment projects include:

1. Analysis of the impact that frequent online homework has on specific learning outcomes in introductory chemistry (2003–2011)
2. Faculty written embedded common questions on the final exam in all sections of Chemistry I: General Principles to assess specific Program learning goals (began in Spring 2013)
3. Using data from the laboratory practical final exam in Chemistry I Lab to assess student laboratory skills (began in Fall 2012)
4. Using the American Chemical Society (ACS) Diagnostic of Undergraduate Chemistry Knowledge (DUCK) to assess Chemistry graduates (began Spring 2011)
5. Faculty written embedded common questions on exams in all sections of lecture and labs in the organic chemistry sequence (Chemistry II & III) to assess specific Program & course learning goals (began Spring 2015)

1. Impact of online homework on specific student learning outcomes in introductory chemistry

Analysis of the impact that frequent online homework has on specific learning outcomes in introductory chemistry is reaching completion. The work is based on 18 semesters' worth of data accrued from American Chemical Society examinations administered in Rogers Barlatt's and Brian Rogerson's CHEM I classes. The study is assessing student learning goals in four specific areas: Atomic Structure, Periodic Trends, Solutions and Chemical Formulas.

During the 2011 summer and following much discussion the instructors identified five questions on the ACS exams for the first term of general chemistry that matched a specific learning goal identified earlier by the CHEM Program as essential: **Understanding what chemical formulas mean and how to properly represent their chemical structure**. Student learning outcomes for this goal, based on success on the identified questions, were compared before and after the WileyPLUS online resources and homework regimen were implemented in the CHEM I lecture.

The analysis was based on the combined data from 9 sections before introduction of WileyPlus and 9 sections after the introduction. A statistically significant improvement on the identified questions was seen after the introduction of the online homework system. The correlation between improved student learning outcomes and the introduction of WileyPLUS is encouraging. As far as this specific goal is concerned, the data suggest this new pedagogical tool may be having a positive effect on our freshman chemistry students, but many other goals remain to be assessed. As a result of this analysis the Program decided to continue using online

homework in all sections of Chemistry I and to continue the assessment the impact of WileyPlus use on other Program goals.

2. Embedded common questions to directly assess specific Program learning goals in introductory chemistry (Chemistry I)

The CHEM I/IV committee has been using faculty written embedded questions on the CHEM I lecture final to assess goals identified in the Chemistry Program's 2003 Assessment of Student Learning Plan. The first goal selected was "**understanding what chemical formulas mean and how to properly represent their chemical structure.**" Five common multiple-choice questions written by the members of the workgroup were placed on the final exam of all CHEM I lecture sections beginning in Spring 2013. The data was collected and aggregated each semester (Table 5). One of the questions consistently had a low success rate and this was attributed to ambiguous wording. The question was revised and administered in Spring 2015.

Table 5: Total percent correct on the embedded questions assessing "understanding what chemical formulas mean and how to properly represent their chemical structure." For Spring 2013–Fall 2014 the results exclude the poorly worded question that was revised. The Spring 2015 results only represent the success rate on the revised question.

	S13 (N=157)	F13 (N=63)	S14 (N=196)	F14 (N=171)	S15 (N=96)
Total Success Rate (%)	73.1	83.8	64.8	68.9	67.7

With total success around 70% each semester the workgroup feels that adequate progress is made on this goal in CHEM I and has decided to move on to assess another Program learning goal beginning in Fall 2015. Questions are currently being drafted to assess students' "quantitative understanding of solutions" and the new common questions will be administered on the CHEM I final beginning in Fall 2015. The questions developed to assess student understanding of solution chemistry will be used in both Chemistry I and Chemistry IV to determine the retention of concepts from the first introductory course to the fourth semester of the introductory sequence.

Further analysis of specific Program goals will be performed by comparing the success rate on the faculty written questions with similar questions from the one-semester ACS exam that is administered by some instructors in Chemistry I. This comparison, along with the national success rate on the ACS questions will allow the Program to better assess the success on meeting the studied goals.

3. Direct assessment of Chemistry I students' lab skills using a lab practical

All Chemistry I laboratory students complete a practical component of the lab final consisting of several hands-on tasks. Students are graded based on the accuracy of their results. In Fall 2012 the Program began collecting the results of the practical to assess the acquisition of lab skills. The results from all sections are aggregated for each semester and the student measurements are

binned based on the absolute or relative error. The tasks assessed are: titration, mass measurement using a balance, determining the density of a given solution, measuring the absorbance of a solution, using a standard curve equation to convert absorbance to concentration. Since data collection began in Fall 2012, the Program has made adjustments to the course and exam to improve performance. This assessment activity is ongoing, but some of the results & actions taken will be discussed below.

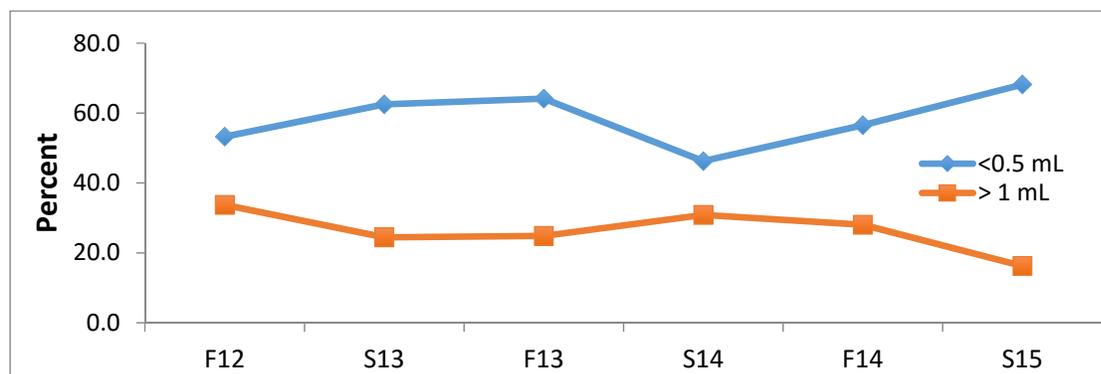
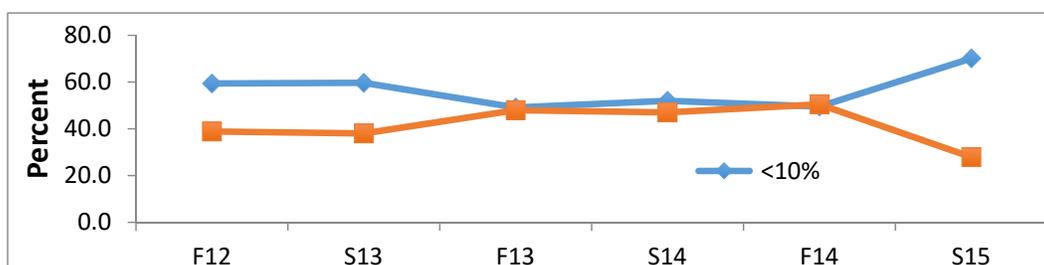


Figure 4: Results of the titration task from the CHEM I lab practical. Two result bins are shown – the percent of the students that were within 0.5 mL of the accepted value and those that were over 1 mL away from the accepted value. Additional instruction on titration technique (online video) was added in Spring 2015 along with a change in equipment.

Figure 4 illustrates the results from the titration task. Since data collection began in Fall 2012, titrations have been the weakest skill area. To address this, several changes were made in Spring 2015. A video explaining proper titration technique was shown to all students prior to the experiment where students perform titrations during the semester. Additional instructions were also provided at each lab station during the semester explaining proper titration technique. On the final, new equipment was used that was more appropriate for the assigned task and should yield more accurate results. As seen in Figure 2, there was a slight increase in the percent of students within 0.5 mL of the accepted value.

A more significant curricular changes was made in Fall 2015 to address the poor performance on the titration task. During the semesters studies (Figure 4) students only completed a single experiment that involved titrations. In Fall 2015, we have introduced a second experiment using titration techniques that will hopefully reinforce the skill. The results of this task will continue to be monitored to determine if the additional experience leads to improved mastery of this important technique.

Figure 5: Results of using a standard curve equation to determine the concentration of an unknown solution task. Two result bins are shown – the % of the students within 10% of the accepted value and those over 20% away from the accepted value. In Spring 2015 a plot of the standard curve with labeled x & y-axes was given in addition to the equation.



Students also had difficulty using a given standard curve equation in the form of $y = mx + b$ to convert a measured absorbance (y) to a concentration (x). This is a task that students had completed on a previous experiment during the semester. The Program felt that students did not correctly interpret the statement on the final that stated the given equation resulted from a plot of “absorbance versus concentration,” i.e. they did not understand the convention of stating what is plotted in the form “y-axis variable versus x-axis variable.” To determine if the low success on the question was due to this particular misconception the final was revised in Spring 2015 to include a schematic plot of absorbance versus concentration, with the axes labeled, in addition to the equation. This change resulted in a significant improvement in student success on this task (Figure 5) and the Program will continue to monitor the results.

3. Using the DUCK to directly assess Chemistry graduates

The Chemistry Program has administered the Diagnostic of Undergraduate Chemistry Knowledge (DUCK), an American Chemistry Society (ACS) exam, to graduates since Spring 2011. The multiple-choice exam is based on a series of scenarios that integrate content from multiple chemistry sub-disciplines. Up until this past academic year, the exam was only given to Spring graduates due to the difficulty of arranging for Fall graduates to take the exam. This year both Fall and Spring graduates took the DUCK. We now have results for 58 students.

The DUCK is not part of any course and thus the results do not impact a student’s grade. This may impact the collected results. To address this moving forward, the Program will note the time students spend on the exam and see if there is a relationship between time taken and score.

The average score of all students is 29.4 compared to a national average of 31.5. The Program feels comparison with national average is not an appropriate assessment since it does not provide insight into the specific goals the Program has established. Therefore, a committee has been constituted to begin to study the exam and match questions with specific Program and course goals. This alignment has started in Fall 2015 and will first focus on both the student successes (questions with a greater than 75% success rate) and challenges (less than 25% success rate). By examining both of these extremes the committee hopes to identify strengths and weaknesses in the Program curriculum and will develop recommendations to the entire Program for changes meant to strengthen any specific areas. We will continue to administer the DUCK to our graduates to track any impacts of future curricular changes.

The current DUCK data will also serve as a baseline to determine the impact of a recent curricular change in the Chemistry Program. Beginning in Fall 2014, entering freshman majoring in Chemistry are required to take two additional upper-level Chemistry electives. The goal of this change was to expose students to courses that integrate material from across chemistry sub-disciplines. The students that have taken the DUCK so far have not been subject to this additional requirement. Beginning in the 2017/18 academic year we expect all students taking the DUCK exam to have taken the additional courses required in the revised curriculum.

5. Direct assessment of the organic chemistry sequence (CHEM II & III)

Assessment of student learning on the organic chemistry sequence is in an earlier stage as compared to the current CHEM I assessment activities. The approach in the organic chemistry sequence is similar to the one used in general chemistry. A committee will use the embedded questions approach to assess specific lecture and lab learning goals. The committee has developed a set of learning goals for CHEM II lecture and CHEM II lab. The lab goals focus both on content and technique. Currently, the group has drafted a set of common questions for the CHEM II lecture and lab finals. These questions were piloted in Spring 2015 and data is still being analyzed. Improved questions in both lecture and lab are expected to be implemented in Fall 2015.

II. B.A. in Historical Studies Case Study

- **Direct Assessment Question or Plan:** What program level student learning question that is based on a review of students' work will you be answering this year?

Have our recent curricular changes improved student learning particularly in terms of the areas identified as weakest for our students in our last external evaluation of thesis (Savage Report, 2012)? Our recent curricular changes include the restructuring of our year-long Methods/Thesis (HIST 4690 and 4691) courses to meet once a week for a four-hour concentrated block and the creation of HIST 2129: Introduction to Historical Studies, a gateway course for Advanced History Seminars and the Methods-Thesis sequence, which we created in response to feedback from our last five-year review (Lindenmeyer External Review Report, 2011). One of the central areas of weakness among our students identified by Prof. Savage was inference construction. Thus, we are particularly interested to learn if our students' ability to draw conclusions based on evidence and reasoning has improved.

- **Sample** (who will be assessed – e.g. senior students, all students in a course)

Introductory students (transfers and first/second-year students in HIST 2129 and Juniors/Seniors enrolled in HIST 4690/4691)

- **Method** (how will the assessment be done, e.g. review of portfolio, standardized test, review of presentations, etc.)

We have sent out a fourth round of theses to be reviewed by a new external evaluator, Thomas Kennedy, emeritus professor of history at the University of Arkansas.

We also conducted a professor-designed exam in HIST 2129 that tested students' ability to analyze a scholarly article identifying the central argument and evidence and extrapolating the historical significance of the work. The results of this assessment will be analyzed this fall.

- **Instrument or rubric:** What instrument will you use, develop, adopt, or modify?

The instruments we used were a teacher-made test and two rubrics – one for the HIST 2129 assessment and a second for the external evaluator to assess our senior theses. The second rubric is the same one we have used in our three earlier assessments of theses.

- **Schedule for assessment:** when will it be done?

Our professor-designed exam was completed and given in the spring of 2015. It will be analyzed this fall (2015).

The fourth external evaluation of senior theses should be completed by Oct. 2015; The results will be analyzed in spring 2016.

- **Indirect Assessment Question or Plan:**
 - Indirect: students report their judgment of their skills, development, or learning.
e.g.
as a measure of Progress on Relevant Objectives to a course

- **Sample** (who will be assessed)
History students at a range of levels (i.e. those taking 1000-level classes, 2000, 3000, and 4000).

- **Method** (how will the assessment be done)
HIST will order an IDEA Group Summary Report of various levels of classes: H-Consciousness, 1000, 2000, 3000, and 4000-level. We will then analyze these results and use information from the assessment along with syllabi and assignments from HIST classes at the various levels to help us map our curriculum, specifically to align HIST learning objectives with IDEA for H-Consciousness, 1000, 2000, 3000, and 4000-level courses.

- **Instrument or rubric:** developed, adopted, or modified.

We will draw on IDEA in which students report their judgment of their skills, development, or learning. IDEA measures student progress on relevant course objectives.

- **Schedule for assessment:** when will it be done?

We will order the IDEA Group Summary Report in fall 2015 and analyze results in the spring. In the academic year 2016-2017, we anticipate directly assessing thesis students by having them analyze an essay with a rubric similar to the one used in assessing ISH.

For an indirect assessment, we anticipate collecting NSEE data and data regarding the CLA and using it to measure student learning at different levels and to map the curriculum by aligning HIST learning objectives with ELOs to provide consistent goals for H-consciousness, 1000, 2000, 3000, and 4000-level courses.

- **[Repeat for several outcomes of either type]**
- **Program assessment needs:** What would be most helpful to your program in getting this done?

The work required to do internal assessments of professor-designed exams and to map the curriculum (including analyzing the syllabi from some 50-odd courses over the last three years as well as interpreting IDEA Group Summary Reports) as well as explaining the results of four rounds of external reviews of theses is not insubstantial. Compensation for assessment work would be most helpful in getting it done.

- **Use and Dissemination Plan:**
- What did last year's assessment show?

We are still in the process of analyzing last year's data.

- How did you use last year's assessment findings?

We decided to ask the same question of a different group of students to see ISH's impact on thesis students.

Assessment Report Senior Theses in Historical Studies, Summer 2012

This report presents an assessment of 20 senior theses written by 2012 graduating seniors in the Historical Studies program at The Stockton State College of New Jersey. In carrying out this assessment I scored each paper on a three point scale (from 1 to 3) according to the six rubrics developed by Historical Studies faculty. For the detailed numerical results, see the attached spread sheet. The report below discusses the results of my assessment for each of the rubrics. I carried out similar assessments in 2006 and 2008. For this report, I read and scored the 2012 essays without referring to my previous reports. After formulating the individual scores for this year, I then compared those to the earlier reports, which confirmed my subjective impression that the 2012 essays, over all, represented a distinct improvement over the group of essays that I read four years ago. My discussion of the individual rubrics below incorporates some comparative appraisal of the strengths and weaknesses of the essays taken as a whole with those from 2008, although the passage of time must lend some tentativeness to those comparisons.

Rubric I: Hypothesis Formulation

The 2012 essays display an almost perfect normal curve on this rubric, with five papers with the highest score, five papers with the lowest score, and ten papers with an acceptable score. This does represent an improvement over the 2008 performance (with an average score of 2 in 2012 as compared to an average score of 1.8 in 2008), although perhaps an even more important way to think about the pattern of achievement on this rubric is that three-quarters of the students did an acceptable or better job of defining the hypothesis they wished to investigate. All students appeared to identify topics that engaged them deeply, and perhaps those who had difficulty in formulating a clear hypothesis might simply need extra support in order to make the leap from topic to hypothesis. Looking ahead to the student performance on other rubrics, students were not always able to capitalize on their hypothesis with strong argumentation and the ability to highlight the significance of their findings, but the defining of the hypothesis is a prerequisite for carrying out those tasks, and students over-all displayed a strong foundation for the further development of the skills assessed by those rubrics.

Rubric II: Historical Literature (Historiography)

Student performance on this rubric showed great strength, with only two papers displaying unacceptable weakness and nine papers showing excellence. The over-all improvement in this rubric compared to 2008 was very marked, moving from 1.7 to 2.4. In the historiographical discussions included in all the papers, I did sometimes detect some confusion about the distinction between primary and secondary sources. This is a particular problem for students dealing with topics related to contemporary and near-contemporary periods. Identifying and correcting this confusion would be easier if all students compiled a formal bibliography that included such a division in the bibliographical listing. Perhaps this is already required at an earlier stage of student thesis work. Out of the 20 papers I examined, only 11 included bibliographies, but even those did not always utilize a separate listing of primary and secondary source material.

Rubric III: Data Collection and Organization (Research)

(Note that for the purposes of the spread sheet the column entitled “Research” refers to the rubric: “Data Collection and Organization.”) The energy with which students engaged their topics clearly animated their research, and many papers showed enterprise and substantial achievements in this area. Indeed, I did not rate any of the papers as having failed to reach an unacceptable level on this rubric. Some papers, however, seemed to be based entirely on secondary material, and I wondered whether or not the use of primary material was a requirement for the senior thesis. Programs that require history graduates to produce senior theses always face a formidable challenge in student access to primary source material. However, the volume of primary source material available through electronic means has increased enormously over the past decade, and I expect that students should be able to take advantage of those resources to engage in an even broader range of topics of interest to them. A future goal of the program might be to increase the emphasis on the identification and the use of primary source materials.

Rubric IV: Inference Construction

Students displayed the most difficulty in attaining acceptable and outstanding achievement in the rubric measuring argumentation and the rubric for the articulation of the significance of their findings. Otherwise strong essays sometimes did not push beyond narration and description in the treatment of their subjects. Narration and description often have analytical components that just need to be made explicit. This is a difficult leap for many students to make; persevering in asking students to stretch themselves will bear fruit in enough cases to make it a worthwhile endeavor.

Rubric V: Significance

Students had some difficulty situating their findings with respect to the “added value” of their findings to our historical knowledge of the subject and/or with respect to previous historical treatments of the subject. Again, as in the case of Rubric IV, continuing to challenge students to address explicitly the issue of significance will help more students achieve acceptable and outstanding levels in this aspect of historical work.

Rubric VI: Writing Clarity

Over all, 2012 Stockton State history students continue to show strong writing skills. Student authors by and large spoke clearly, in their own voice, and without jargon. Consequently, for the most part, the writing effectively conveyed the results the students’ research and their conclusions in a straight forward way. Only two out of the 20 papers I assessed exhibited severe writing deficiencies. The effectiveness of student writing, however, was often undermined by failures of copyediting. Mistakes of usage, spelling, and typos, although comparatively trivial in themselves, cast a shadow on the larger achievements of the student thesis. Perhaps students might be encouraged to perform copy-editing services for one another, or, if students have access to a peer-staffed writing center, they could take advantage of that service.

SUMMARY OBSERVATIONS AND RECOMMENDATIONS

Based on this assessment and the previous assessments I conducted in 2006 and 2008, I would conclude that in a period of less than a decade, the Historical Studies faculty has developed a very strong program of senior theses for its majors. The need to provide mentorship to all majors represents a significant commitment of faculty time and departmental resources. Many history departments shrink from the burden of such commitments, reserving senior theses for its most able students, and the Historical Studies faculty should be commended for its work on behalf of all its majors. The students themselves often express their gratitude for these efforts. The use of larger “themes” (i.e., nature, identity, etc.) to stimulate student formulation of thesis projects has provided a meaningful structure for the development of topics of interest to students. The trajectory of improvement in student performance during this period should provide some reward for the demanding work of mentorship and evaluation involved in each student thesis. I envision the recommendations I suggest below as ways to build on this record of achievement and might not have been appropriate for an earlier stage in the program’s development.

- Require formal bibliographies, with an explicit, separate listing of both primary and secondary sources in order to underline that distinction
- Develop a copy-editing mechanism to provide the student authors with the opportunity to give their writing a final polish. This alone would raise the level of achievement of many essays, and that would be especially important for those who might need a writing sample for applications to post-graduate programs. Peer editing sessions or the development of a relationship with a writing center, if Stockton State provides that resource, might be possible alternatives to meet this need.
- Develop a listing of on-line locations for primary sources. Some of these would be obvious, such as UK parliamentary debates, US congressional debates, and government documents. Google books, Victoria Web, and Early English Books online provide access to out-of-copyright materials. And some archives have begun making on-line access to archival materials possible in the case of historically important individuals, such as Charles Darwin or Gertrude Bell. This would be a suitable project for a student assistant under faculty supervision. Unfortunately, much on-line access remains available only by subscription and perhaps the university itself might be persuaded to invest in making such resources available to students.
- Continue to press students to raise the level of their analytical thinking, which is especially crucial to achievement under Rubrics IV and V. This is the most time intensive aspect of mentoring senior theses, and perhaps here too the development of a peer mentoring program specifically focused on this issue might prove helpful to students.

I appreciate the opportunity to comment again on your program of senior theses, and I am conscious of the responsibility this task entails. If you have any questions or wish further elaboration of any of these points, please feel free to get in touch.

Gail Savage, Professor
History Department, St. Mary’s College of Maryland

Paper	Hypothesis	Historiography	Research	Argument	Significance	Writing	Total	Average
1	1	2	2	1	1	2	9	1.5
2	3	3	3	3	3	3	18	3
3	3	3	3	2	3	3	17	2.8
4	1	2	2	1	1	1	8	1.3
5	2	3	3	2	3	2	15	2.5
6	3	2	2	1	2	1	11	1.8
7	3	3	3	3	3	3	18	3
8	2	2	2	2	1	2	11	1.8
9	1	1	2	1	1	2	8	1.3
10	2	3	2	2	2	2	13	2.1
11	1	2	2	2	1	2	10	1.6
12	2	3	3	3	2	3	16	2.6
13	1	1	2	1	1	1	7	1.16
14	2	2	3	1	2	3	13	2.1
15	2	2	2	1	2	1	10	1.6
16	2	3	3	1	2	3	14	2.3
17	3	3	3	3	3	3	18	3
18	2	3	3	2	2	3	15	2.5
19	2	2	3	2	2	2	13	2.1
20	2	3	3	2	2	2	14	2.3
Total	40	48	51	36	39	44		42.36
Average	2	2.4	2.55	1.8	1.95	2.2		2.11

Program Learning Outcomes Assessment Summary for 2012-13:

The following six learning objectives were assessed during the regular three-year review of HIST 4690: Historical Methods and HIST 4691: Thesis (introduced in Goal #2 for 2012-13). 20 theses were assessed on a scale of 3 (exceeds expectations) to 1 (failed to meet expectations). Increased or decreased scores reflects changes between 2012 and the last external assessment of capstone projects in 2008. The full results appear in Appendix A: External Assessment Report.

Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. Hypothesis formation	External Assessment (Gail Savage, St. Mary's College), 2011-12; ideal projects demonstrated a clear research question, and an ability to critique existing interpretations about the same subject.	5 projects exceeded expectations, 10 met expectations, and 5 failed to meet expectations.	Scores increased from 1.8 (2008) to 2 (2012) for this learning objective. While 75% of students could identify a solid question, they had more difficulty developing strong argumentation and highlighting the significance of their findings (objectives 4 and 5)	Pilot teaching of HIST 2129, which focuses on developing research skills earlier in the program; class began in fall 2012 and ran again in spring 2013; it is a required gateway course for upper division work. Such focused attention on developing research questions and engaging critically in historiographical debates should address this concern.
2. Historiography	External Assessment, 2011-12; ideal projects demonstrated a clear grasp of existing scholarship on the topic.	9 projects exceeded expectations; 9 met expectations and only 2 failed to meet expectations	Scores increased from 1.7 to 2.4; <i>this was the strongest improvement assessed</i> , although reviewer still recommended earlier and more consistent work in	HIST 2129 (see above)

			developing research bibliographies and identifying sources.	
3.Data collection and organization	External Assessment, 2011-12; ideal projects offered a clear understanding of relevant data and an ability to relate it to argument.	9 projects exceeded expectations; 11 met expectations; no projects failed to meet expectations. <i>This was the strongest objective assessed.</i>	No papers failed to meet expectations however, reviewer recommended more focused attention on identifying and utilizing primary source data (particularly from a growing number of digitized databases).	HIST worked with Library staff to acquire new databases (i.e. American Historical Newspapers, 1690-1922), and will create assignments to utilize such digitized materials in both upper and lower level courses.
4. Inference construction	External Assessment, 2011-12; ideal projects offered clear connections between evidence and argument to draw larger conclusions.	4 exceeded expectations; 8 met expectations; 8 failed to meet expectations. <i>This was the weakest objective assessed.</i>	Students need to push beyond narration and description in the treatment of their subjects, to critically analyze material and draw original conclusions. <i>This was the area of least improvement.</i>	HIST 2129 (see above)
5.Intellectual significance	External Assessment, 2011-12; ideal projects could articulate the larger significance of their research and conclusions.	5 exceed expectations; 9 met expectations; 6 failed to meet expectations	Likewise, students need to strengthen their ability to situate the significance of their work within the broader body of scholarship.	HIST 2129 (see above)
6. Writing clarity	External Assessment, 2011-12; ideal projects deployed clear writing and had few (if any)	8 exceeded expectations; 8 met expectations; 4 failed to meet expectations	Writing is the foundation for all solid history; students are making good progress in achieving	Upper division HIST courses provide opportunities to develop extended research/writing

	grammatical and typographical errors.		acceptable—and in some cases, exceptional—standards, but there is always room for improvement.	projects (demonstrable as the Writing Center has granted all 4000-level courses a W2 designation). Faculty are experimenting, however, with additional peer evaluation in-class assignments as well as digital writing resources (such as Criterion) to provide students with as wide a range of tools as possible.
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Coordinator Comments about Learning Outcomes Assessment Table: This is the third external assessment of HIST senior theses. The first reviews two, 2006 and 2008, produced concrete changes, including the reconfiguration of two 25-student seminars into four 15-student seminars and the division of these four 15-student seminars between two rather than one faculty member each year. While a significant investment in program resources, Savage concluded that: “The reorganization of the program to allow a much closer mentorship of each student, although undoubtedly extremely labor intensive for Historical Studies faculty, has produced significant results.”¹

Of specific interest in 2011 was assessing the impact of the program’s shift three years ago from a traditional 2 or 3 class-a-week course schedule, to once weekly four-hour sessions to permit more in-depth historiographical analysis of specific subfields. Scores in hypothesis formation, historical literature, and data collection and organization all rose appreciably between 2006 and 2008, and were higher still by 2012. Moreover, Savage concluded that: “Student performance showed great strength, with only two papers displaying unacceptable weakness and nine papers showing excellence [out of a sample size of 20]. The overall improvement in this rubric compared to 2008 was very marked, moving from 1.7 to 2.4 [on a scale of 1 to 3],” or an increase in performance of 23%.

¹ Gail Savage, External Assessment Report (Summer 2012), p. 3.

III. B.A. in Visual Arts Case Study

Beginning in 2009, the program established an online portfolio assessment process using an image storage system known as Picasa. The goal was to be able to follow the development of any student or group of students through a variety of classes, from freshman year through senior year. The Picasa software has recently changed and faculty have been considering alternatives.

During the same period or longer, faculty have been developing an online entrance portfolio for incoming students, both new freshmen and transfer students. Each potential student submits a disk with 10 or 12 images of their best art work, including 2 drawings. The program's studio manager posts the portfolios on Picasa, where the full time ARTV faculty view the work and decide on each student's acceptance to the program. This aspect of the process is working very well.

388 portfolios were viewed online between 2009 and 2014. Of these, some students did not decide to attend Stockton. The numbers have remained fairly consistent, with a slight decline overall:

2009-10: 102 (2 years combined)
2011: 75
2012: 64
2013: 66
2014: 58
2015: 23 when last counted (spring)

We have changed the system of recording this information; results are recorded as a "test score" (yes or no) on each student's CAPP audit.

ARTV has used a portfolio process for many years. Graduating seniors compile a portfolio of their best work, which is displayed in the university art gallery. We began storing these images on Picasa prior to the changes in software that made the system less useful for us.

We are planning to use the robust online company called Slide Room to store and assess student work, both incoming students, graduating seniors, and an assortment of classes in between. This is seen as an important step in our move toward accreditation by NASAD (National Assoc. of Schools of Art and Design).

On a more immediate level, we have also begun assessing current students by testing for a specific category of information. Last year, one faculty member designed a computer-graded test assessing students' ability to identify a small number of works by relatively well-known artists. Our hypothesis was that our students cannot identify modern and contemporary artists' work; this hypothesis was proved by the test. We have been discussing our next step in this process.

IV. Teacher Education Program Case Study

The Stockton Teacher Education Program utilizes a variety of measures of student performance to judge program quality and effectiveness. Recently, the program was approved to receive two faculty fellow positions for the 16-17 academic year that were a direct result of one of our program assessment practices and an excellent example of how to “close the loop” in program assessment practices. An exit survey is given at the end of student teaching each term when students have met all requirements for initial teacher certification and the TEDU Program. The survey contains a series of Likert-style questions aligned with state teaching standards, the [*New Jersey Professional Standards for Teachers*](#) (N.J.A.C. 6A:9C-3.3). Responses range from not prepared to very prepared (scale of 1 to 4) for each of the major standard categories and are designed to serve as evidence of perceived teaching competencies of graduates. Program faculty reviews student responses to these questions at the end of each academic year to help inform program decisions about curriculum. In addition to the “exit”, we send a similar bi-annual survey using the same questions to recent alumni (within last 4-5 years) and school partners including principals and school leaders that work with our students. At our last faculty retreat, the data from the most recent Exit, Alumni, and School Partner Surveys was used to analyze the preparedness of graduates. As a result of reviewing trends among survey data, two program areas were targeted for growth- working with diverse learners (ESL & BE in particular) and teaching special needs children. To address these growth areas, the TEDU Program requested Provost support for two faculty fellow positions aligned directly with these identified areas of need. Fellows were approved based on our assessment findings. Designated fellows will review current TEDU curricular practices related to the identified growth areas including what is already being done to address these needs and determining possible actions to address potential gaps or missing elements related to the NJPST.

MAED and Leadership Courses- Examples of Academic Program Decisions Related to Assessment

- Analysis of the assignments collected for the MAED program revealed most assessments were conducted at the end of the program. Signature assignments are being identified to be collected at specific points during the program.
- Coursework in the graduate education leadership program (MAED) now includes a signature assignment that is aligned with updated Council of Chief State School Officers Professional Standards for Educational Leaders 2015 (previously ISLLC). This was initiated by a course review to align with new CAEP standards.
- Graduate coursework leading to ESL/BE, supervisory, principal certifications is now available online. This is a result from student response and program reviews related to improved marketing and admissions efforts.
- The transition of the MAEL degree to become a leadership track within MAED for 2015-16 is a result from enrollment numbers and concern about duplication of graduate degree offerings.
- The establishment of the Ed.D. in Organizational Leadership program effective Spring 2016 is a result of the MAEL degree becoming part of the MAED curriculum. Four

years were spent researching the need and development of a stand-alone Ed.D. in Organizational Leadership degree that is interdisciplinary in nature. A spring 2016 cohort of 20 participants is planned, followed up by a fall 2016 cohort of an additional 20 students. The program is scheduled to admit each fall term based on need and demand.

- Based on student feedback and evaluations, individualized and group tutoring sessions by a faculty member to assist students to prepare for the (SLLA) School Leader Licensure Assessment) exams was initiated. Students report these study sessions were extremely valuable in their success with taking the assessment.

MAIT (M.A. in Instructional Technology) Program

We have evaluated the MAIT program with students' performance (grades) for each course and exit interviews. The last exit interview was conducted in Spring 2014. Based on the data from the last exit interview, students were satisfied with MAIT goals and objectives. However, due to the low enrollment, we have been discussing revamping the program and laying out all possible options, in MAIT program meetings. During the 2015-2016 school year, the MAIT program has been conducting the 5 year program evaluation. With the consultant, we will review the curriculum and capstone projects as well as examine online course and conduct a focus group meeting. Based on data from the 5 year program evaluation, we will develop plans for the future of MAIT.

V. FRST Program, School of General Studies, Case Study

A. WRITING

The Writing Program continued its assessment cycle, examining the quality of student writing in Introduction to Research (which needed to be repeated due to poor sample size in F13/S14) and Argument and Persuasion.

Participating faculty read twenty essays from GEN 2240, *Introduction to Research* and 100 essays from all sections of FRST 2131/FRST 2151/GAH 2116/GSS2121, *Argument and Persuasion*.

GEN 2240, *Introduction to Research*

This year, two of the three faculty members who teach GEN 2240, *Introduction to Research* provided student reflective essays. The larger sample revealed greater levels of competency in all learning objectives. These increases may be the result of a second year of instituting the assessment instrument, as instructors may have been better prepared to assist their students with the reflective essay. It's also possible that the assessment instrument helped instructors redesign their courses to better meet the learning objectives. Regardless, the results are inspiring, especially since last year in six out of nineteen objectives, 30-50% of students did not include evidence of meeting those objectives. This year, in three out of nineteen objectives, only 5% of students did not include evidence of meeting those objectives.

Items to celebrate:

All nineteen objectives were met with 90-100% total competency (marginal, clear, and strong);

95% of students found electronic and/or traditional sources (8), wrote an introduction that engaged readers and logically anticipated the topic of the essay (14), and properly used a reference page in APA or MLA format (19) with *clear or strong competency*;

90% of students followed the conventions of standard English grammar and punctuation so that the average reader would not be distracted (16) with *clear or strong competency*;

85% of students discussed how the change of audience influenced his/her writing (2) and wrote a conclusion other than summary (15) with *clear or strong competency*; and

80% of students wrote for an audience beyond the instructor and classmates (1), used multiple rhetorical strategies (3), wrote for multiple purposes (5), completed secondary & primary research (10), and properly introduced and punctuated a paraphrase with in-text citations in APA or MLA format (18) with *clear or strong competency*.

Items to work on:

- A) We need to help students design a research question and map out a research strategy *and* be able to describe and reflect on both.
- B) We need to continue to work on helping students evaluate and incorporate sources and write reflectively.

Quality of Writing Objectives

- 1) Student can write for an audience beyond the instructor and classmates: 95% competency (15% marginally, 50% clearly, 30% strong competency). Up from 70% competency in 2013-2014.
- 2) Student discusses how the change of audience influenced his/her writing: 100% competency (15% marginally, 50% clearly, 35% strong competency). Up from 50% competency in 2013-2014.
- 3) Student can use multiple rhetorical strategies: 100% competency (20% marginally, 45% clearly, 35% strong competency). Up from 50% competency in 2013-2014.
- 4) Student discusses his/her use of multiple rhetorical strategies: 100% competency (25% marginally, 50% clearly, 25% strong competency). Up from 80% in 2013-2014.
- 5) Student can write for multiple purposes: 100% competency (20% marginally, 55% clearly, 25% strong competency).
- 6) Student discusses how he/she has written for multiple purposes: 100% competency (25% marginally, 50% clearly, 25% strong competency). Up from 40% competency in 2013-2014.
- 7) Student can design a research question and map out a research strategy: 100% competency (35% marginally, 40% clearly, 25% strong competency). Up from 60% competency in 2013-2014.
- 8) Student can find electronic sources beyond dictionary.com and Wikipedia and/or traditional sources: 95% competency (0% marginally, 55% clearly, 40% strong competency). Up from 80% competency in 2013-2014.
- 9) Student evaluates the credibility of sources: 100% competency (25% marginally, 45% clearly, 30% strong competency). Up from 60% competency in 2013-2014.
- 10) Student completes secondary and primary research: 100% competency* (20% marginally, 50% clearly, 30% strong competency). Up from 90% competency in 2013-2014.
- 11) Student can integrate secondary and primary source material into a formal written document: 100% competency (30% marginally, 45% clearly, 25% strong competency). Up from 90% competency in 2013-2014.
- 12) Student can write two strong thesis statements and describe what makes them good: 100% competency (35% marginally, 55% clearly, 10% strong competency). Up from 80% competency in 2013-2014.
- 13) Student can sustain support for a thesis statement through unified paragraphs joined with logical transitions: 100% competency (25% marginally, 40% clearly, 35% strong competency). Up from 90% competency in 2013-2014.
- 14) Student can begin with an introduction that engages readers and logically anticipates the topic of the essay: 100% competency (5% marginally, 70% clearly, 25% strong competency). Up from 80% competency in 2013-2014.
- 15) Student can write a conclusion other than summary: 90% competency (5% marginally, 60% clearly, 25% strong competency); 5% didn't include an example in their reflective essays. Up from 70% competency in 2013-2014.
- 16) Student follows the conventions of standard English grammar and punctuation so that average readers would not be distracted by spelling, grammar, word choice, and/or punctuation errors: 100% competency (10% marginally, 60% clearly, 30% strong competency). Up from 90% competency in 2013-2014.

- 17) Student properly introduces and punctuates a direct quotation with in-text citations in APA or MLA format: 95% competency (25% marginally, 40% clearly, 25% strong competency); 5% didn't include an example in their reflective essays. Up from 90% competency in 2013-2014.
- 18) Student properly introduces and punctuates a paraphrase with in-text citations in APA or MLA format: 95% competency (15% marginally, 45% clearly, 35% strong competency); 5% didn't include an example in their reflective essays. Up from 80% competency in 2013-2014.
- 19) Student properly uses a reference page in APA or MLA format: 100% competency (5% marginally, 75% clearly, 20% strong competency). Up from 90% competency in 2013-2014.

FRST 2131/FRST 2151/GAH 2116/GSS2121, *Argument and Persuasion*

Reading 100 reflective essays (15-20 pages each) twice is no small task, and the FRST Writing Coordinator is grateful for the participation of the faculty in this reading assessment and for the School of General Studies' willingness to provide stipends for adjunct faculty members who read.

The assessment results reveal that students enrolled in all sections of, *Argument and Persuasion* may need more opportunities to achieve the courses learning outcomes. Similar to when we first assessed FRST 1101, *College Writing* and FRST 2120, *Rhetoric and Composition*, we've discovered that in eighteen out of nineteen *Argument and Persuasion* learning objectives, 4-34% of student reflective essays did not include an example of these objectives. This may mean that the Writing Program may need to re-examine its learning outcomes for *Argument and Persuasion*, and/or it may mean that we need to provide more support to instructors teaching these courses.

However, students are achieving the courses' learning outcomes: six out of nineteen objectives were met with 80-90% overall competency and seven out of nineteen objectives were met with 90-100% overall competency.

Items to celebrate:

88% can begin with an introduction that engages readers and logically anticipates the topic of the essay (14) with *clear or strong competency*;

86% can find electronic and/or traditional sources (8) and follow the conventions of standard English grammar and punctuation so that the average reader is not distracted (16) with *clear or strong competency*; and

80% can sustain support for a thesis statement through unified paragraphs joined with logical transitions (13) with *clear or strong competency*.

Items to work on:

- A) We need to continue to consistently provide opportunities for students to meet the course goals and provide information to our colleagues to allow them to assess whether students have met those goals. Since 34% of student reflective essays did not include an example of writing for an audience outside of class or an example and explanation of inductive

and deductive reasoning, and 26% did not discuss how a change of audience influenced his/her writing; it seems like students may need more opportunities for this type of writing.

- B) Though we'd like to see increased competency on all objectives, we'd especially like to see improvement on the three argument and persuasion-specific outcomes: (7) identify and show how he/she has used argumentation components in a piece of writing (78% total competency); (10) use and describe the difference between inductive and deductive reasoning (60% total competency); and (11) distinguish between fact, opinion, and belief and can identify common fallacies (80% total competency).

Quality of Writing Objectives

- 1) Student can write for an audience beyond the instructor and classmates: 64% competency (16% marginally, 30% clearly, 18% strong competency); 34% didn't include an example in their reflective essays.
- 2) Student discusses how the change of audience influenced his/her writing: 74% competency (20% marginally, 26% clearly, 18% strong competency); 26% didn't include an example in their reflective essays.
- 3) Student can use multiple rhetorical strategies: 94% competency (26% marginally, 40% clearly, 28% strong competency); 6% didn't include an example in their reflective essays.
- 4) Student discusses his/her use of multiple rhetorical strategies: 88% competency (22% marginally, 44% clearly, 22% strong competency); 2% didn't include an example in their reflective essays.
- 5) Student can write for multiple purposes: 92% competency (26% marginally, 38% clearly, 28% strong competency); 14% didn't include an example in their reflective essays.
- 6) Student discusses how he/she has written for multiple purposes: 80% competency (28% marginally, 28% clearly, 24% strong competency); 14% didn't include an example in their reflective essays.
- 7) Student can identify and show how he/she has used argumentation components in a piece of writing: 78% competency (24% marginally, 40% clearly, 14% strong competency); 18% didn't include an example in their reflective essays.
- 8) Student can find electronic sources beyond dictionary.com and Wikipedia and/or traditional sources: 94% competency (8% marginally, 38% clearly, 48% strong competency); 4% didn't include an example in their reflective essays. This high competency indicates that instructors are doing a great job helping students learn to find sources.
- 9) Student evaluates the credibility of sources: 80% competency (24% marginally, 28% clearly, 28% strong competency); 12% didn't include an example in their reflective essays. In comparison to finding sources, this decrease in competency reveals that though students know how to find sources, they need more help evaluating and discerning which are appropriate for academic writing.
- 10) Student can use and describe the difference between inductive and deductive reasoning: 60% competency (16% marginally, 28% clearly, 16% strong competency); 34% didn't include an example in their reflective essays.
- 11) Student can distinguish between fact, opinion, and belief and can identify common fallacies, such as evasions or hasty generalization, in weak arguments: 80% competency (22% marginally, 40% clearly, 18% strong competency); 14% didn't include an example in their reflective essays.

- 12) Student can write two strong thesis statements and describe what makes them good: 86% competency (26% marginally, 44% clearly, 16% strong competency); 6% didn't include an example in their reflective essays.
- 13) Student can sustain support for a thesis statement through unified paragraphs joined with logical transitions: 92% competency (12% marginally, 52% clearly, 28% strong competency); 8% didn't include an example in their reflective essays.
- 14) Student can begin with an introduction that engages readers and logically anticipates the topic of the essay: 94% competency (6% marginally, 48% clearly, 40% strong competency). 6% didn't include an example in their reflective essays.
- 15) Student can write a conclusion other than summary: 86% competency (14% marginally, 48% clearly, 24% strong competency); 8% didn't include an example in their reflective essays.
- 16) Student follows the conventions of standard English grammar and punctuation so that average readers would not be distracted by spelling, grammar, word choice, and/or punctuation errors: 100% competency (14% marginally, 56% clearly, 30% strong competency).
- 17) Student properly introduces and punctuates a direct quotation with in-text citations in APA or MLA format: 90% competency (20% marginally, 46% clearly, 24% strong competency); 6% didn't include an example in their reflective essays.
- 18) Student properly introduces and punctuates a paraphrase with in-text citations in APA or MLA format: 78% competency (20% marginally, 42% clearly, 16% strong competency); 14% didn't include an example in their reflective essays.
- 19) Student properly uses a reference page in APA or MLA format: 88% competency (22% marginally, 46% clearly, 20% strong competency); all reflective essays included an example of this objective.

Actions on Last Year's Recommendations for Future Assessment

- 1) The FRST Writing Coordinator provided the assessment pack (Memo to Faculty, Types of Writing Table, Memo to Students, and three (3) sample student essays) in the July/August 2014 and sent reminder emails throughout both semesters. The FRST Writing Coordinator also hosted an information session for faculty members who had questions about the project.
- 2) The FRST Writing Coordinator created assessment rubrics for two of the three remaining first-year writing courses that had not yet been assessed, using the College Writing/Rhetoric and Composition rubrics as templates and adding three-five course-specific questions.
- 3) The FRST Writing Coordinator tried to better prepare the adjunct faculty members who participated in the assessment reading. She distributed the scoring rubric and sample norming essays almost a full week in advance and asked individuals to score all of the sample essays before they came. This helped the norming process and encouraged productive discussion before the assessment reading began.

Direct-measure student learning assessment for 2015-2016

Because the Writing Program has cycled through all of its large-section first-year writing courses with this comprehensive assessment task, the program is interested in collecting information on a smaller, more specific task. For 2015-2016, the Writing Program will modify an existing CLA-

like assignment to measure student's ability to evaluate the credibility of sources, to properly introduce and punctuate source material, and to use these sources to sustain a coherent argument. The program has not yet designed this instrument or decided which sections will submit five sample essays.

Indirect-measure student learning assessment for 2015-2016

First-year writing syllabi review; IDEA objectives 8, 9, and 11; and participation in ELO pilot.

GEN 2240, *Introduction to Research* Assessment
Memo to Faculty

Dear Instructors of GEN 2240, *Introduction to Research*:

Thank you in advance for participating in the Writing Program's assessment of GEN 2240, *Introduction to Research*. We attempted to assess this course last year, but too few faculty members participated. Let's work together to ensure that our students are learning as much as they can.

We're asking students to write a comprehensive reflective essay, citing examples from the written work they've completed in your course. This assignment asks students to think about the course's learning objectives, to examine their own work critically, determining which selections demonstrate the objectives, and to discuss how they are meeting/working towards each objective.

On page three, I've included the Memo to Students, which includes the reflective essay assignment, and on page four, you'll find the actual assessment rubric we'll be using in June 2015 to evaluate the reflective essays. Please distribute both to your students.

I've attached two student examples from this past year's assessment of GEN 2240, *Introduction to Research*. Consider distributing these to your students and discussing how they might be used as models.

I anticipate that this will be one of the culminating assignments in your course. Students will need some guidance on writing reflectively, understanding the learning objectives in a thorough enough way to articulate their own progress, and assembling the essay so that it's not a string of cut-and-pastes.

If you are teaching this course in Fall 2014, please randomly select five student essays from each section and leave them in my mailbox in the Writing Center by Friday, 12/19/14. If you are teaching this course in Spring 2015, please randomly select five student essays from each section and leave them in my mailbox in the Writing Center by Friday, 5/8/15.

On the next page you'll find a table that asks you to identify the types of writing assignments students completed in your course. Please complete the table and attach a copy to each student sample (five per section) so that readers know what types of writing were assigned in the course. *Not all classes/instructors will have assigned every type of assignment (and they are not under any obligation to do so!)*. This table helps readers understand what is being asked of students and provides a context for reading the excerpts. It also helps the Writing Program see which assignments are most popular.

You will be invited to participate in the Writing Program's reading of these reflective essays in late May/early June of 2014. Adjuncts will be paid a stipend of \$100 and lunch will be served.

GEN 2240, *Introduction to Research Assessment*
 Types of Writing Table (Completed by section instructor)
 GEN 2240- _____

Type of Assignment	Completed in GEN 2240	Title of Assignment
Annotated Bibliography		
Argumentative Writing		
Blog Post		
Digital/Multimedia		
Essay Analyzing a Reading		
Essay Incorporating an Assigned Reading as a Source		
Expository Writing		
Literary Analysis		
Narrative		
Peer Critique		
Reading Responses		
Research Writing		
Speculative Writing		
Transactional Writing (e.g., business letters, memos)		
Other (please specify)		
Other (please specify)		
Other (please specify)		

GEN 2240, *Introduction to Research Assessment*
Memo to Students

Dear Student:

The members of the Writing Program are meeting to assess GEN 2240, *Introduction to Research*, and we need your help.

In a unified, cohesive essay, reflect on the writing skills you have developed this semester by responding to the questions listed below using examples from the written work you completed this semester in GEN 2240, *Introduction to Research*.

You may answer these questions in any order throughout the body of your essay. For each response, copy and paste your best example(s), citing the essay or assignment in which you originally completed this writing, and be sure to explain why you have made these selections. When you paste your examples into the text, please follow APA or MLA citation methods and be sure to format block quotations properly. As you answer these questions, if you discover that you still have a lot of room to improve in one of these categories, feel free to describe the ways in which you can improve.

1. Choose a piece of writing where you have an audience beyond the instructor and your classmates. Discuss how the change in audience influenced your writing style, including tone, word choice, and level of formality.
2. Choose three (3) rhetorical strategies (e.g., description, narration, exposition, cause and effect, classification and division, definition, argumentation, exemplification, process analysis) that you used successfully. Be sure to describe how your selection demonstrates the rhetorical strategy that you have identified for it.
3. Choose three (3) examples of writing for different purposes (e.g., to persuade, to inform, to entertain, to move emotionally, to call readers to action, to change attitudes, to analyze, or to request) that you used successfully. Be sure to describe how your selection demonstrates the purpose that you have identified for it.
4. Show where you designed a research question and mapped out a research strategy.
5. Show where you used a credible source and describe how you found and evaluated it.
6. Provide an example of how you completed secondary research and an example of primary research.
7. Share two (2) examples of how you integrated secondary and primary source materials into a final written document.
8. Provide two (2) examples of a good thesis statement and describe what makes each of them good.
9. Using one (1) of the above thesis statements, select two (2) or more unified paragraphs that are joined with logical transitions from the original essay to demonstrate your ability to sustain support for a thesis statement. Describe how these paragraphs support your thesis.
10. Share an introduction that engages readers and logically anticipates the topic of the essay. Describe what makes this your strongest introduction.
11. Share your best conclusion that is more than summary. Describe what makes this your strongest conclusion.

12. Provide three (3) examples, specifically *one direct quotation*, *one paraphrase*, and *one direct quotation or paraphrase*, from two (2) different sources where you properly introduce and punctuate the source material and include in-text citations in APA or MLA format.
13. Include a reference page in APA or MLA format from an assignment you completed during the course.

Thank you for your thoughtful reflective essay and for participating in the Writing Program's assessment of GEN 2240, *Introduction to Research*. We look forward to reading your work.

Sincerely,

The Members of the Writing Program

GEN 2240, *Introduction to Research Assessment*

Introduction to Research Assessment Rubric					
The writing in the student's reflective essay should demonstrate competency in the writing goals described below.					
Name of Reader _____		Date _____			
Quality of Writing	1 Not Competent	2 Marginally Competent	3 Clearly Competent	4 Strong Competency	Does not appear in the portfolio
1. Student can write for an audience beyond the instructor and classmates.					
2. Student discusses how the change of audience influenced his/her writing					
3. Student can use multiple rhetorical strategies (e.g., description, narration, exposition, cause and effect, classification and division, definition, argumentation, exemplification, process analysis).					
4. Student discusses his/her use of multiple rhetorical strategies.					
5. Student can write for multiple purposes (e.g., to persuade, to inform, to entertain, to move emotionally, to analyze, to recommend, to call readers to action).					
6. Student discusses how he/she has written for different purposes.					
7. Student can design a research question and map out a research strategy.					
8. Student can find electronic sources (e.g., websites or articles in online periodicals) beyond dictionary.com and Wikipedia <i>and/or</i> that students can find traditional sources (e.g., books, personal correspondence,					

surveys, art, music, journal, magazine, or newspaper articles).					
9. Student evaluates the credibility of sources.					
10. Student completes secondary & primary research.					
11. Student can integrate secondary and primary source material into a formal written document.					
12. Student can write two strong thesis statements and describe what makes them good.					
13. Student can sustain support for a thesis statement through unified paragraphs joined with logical transitions.					
14. Student can begin with an introduction that engages readers and logically anticipates the topic of the essay.					
15. Student can write a conclusion other than summary.					
16. Student follows the conventions of standard English grammar and punctuation so that average readers would not be distracted by spelling, grammar, word choice, and/or punctuation errors.					
17. Student properly introduces and punctuates a direct quotation with in-text citations in APA or MLA format.					
18. Student properly introduces and punctuates a paraphrase with in-text citations in APA or MLA format.					
19. Student properly uses a reference page in APA or MLA format.					

Argument & Persuasion Assessment Memo to Faculty

Dear Instructors of *Argument & Persuasion*:

Thank you in advance for participating in the Writing Program's assessment of *Argument & Persuasion*.

We're asking students to write a comprehensive reflective essay, citing examples from the written work they've completed in your course. This assignment asks students to think about the course's learning objectives, to examine their own work critically, determining which selections demonstrate the objectives, and to discuss how they are meeting/working towards each objective.

On page three, I've included the Memo to Students, which includes the reflective essay assignment, and on page four, you'll find the actual assessment rubric we'll be using in June 2015 to evaluate the reflective essays. Please distribute both to your students.

I've attached two student examples from this past year's assessment of GEN 2240, *Introduction to Research*. Though some of the learning outcomes for your course differ from GEN 2240, you share many of the same. Consider distributing these to your students and discussing how they might be used as models.

I anticipate that this will be one of the culminating assignments in your course. Students will need some guidance on writing reflectively, understanding the learning objectives in a thorough enough way to articulate their own progress, and assembling the essay so that it's not a string of cut-and-pastes.

If you are teaching this course in Fall 2014, please randomly select five student essays from each section and leave them in my mailbox in the Writing Center by Friday, 12/19/14. If you are teaching this course in Spring 2015, please randomly select five student essays from each section and leave them in my mailbox in the Writing Center by Friday, 5/8/15.

On the next page you'll find a table that asks you to identify the types of writing assignments students completed in your course. Please complete the table and attach a copy to each student sample (five per section) so that readers know what types of writing were assigned in the course. *Not all classes/instructors will have assigned every type of assignment (and they are not under any obligation to do so!)*. This table helps readers understand what is being asked of students and provides a context for reading the excerpts. It also helps the Writing Program see which assignments are most popular.

You will be invited to participate in the Writing Program's reading of these reflective essays in late May/early June of 2014. Adjuncts will be paid a stipend of \$100 and lunch will be served.

Please do not hesitate to contact me with any questions/concerns as you prepare this assignment. I will also host an information session on the assessment project during the fall and spring semesters. Thank you.

~ED

Argument & Persuasion Assessment

Types of Writing Table (Completed by section instructor)

G _____ - _____

Type of Assignment	Completed in G _____	Title of Assignment
Annotated Bibliography		
Argumentative Writing		
Blog Post		
Digital/Multimedia		
Essay Analyzing a Reading		
Essay Incorporating an Assigned Reading as a Source		
Expository Writing		
Literary Analysis		
Narrative		
Peer Critique		
Reading Responses		
Research Writing		
Speculative Writing		
Transactional Writing (e.g., business letters, memos)		
Other (please specify)		
Other (please specify)		
Other (please specify)		

Argument & Persuasion Assessment
Memo to Students

Dear Student:

The members of the Writing Program are meeting to assess *Argument & Persuasion*, and we need your help. In a unified, cohesive essay, reflect on the writing skills you have developed this semester by responding to the questions listed below using examples from the written work you completed this semester in *Argument & Persuasion*.

You may answer these questions in any order throughout the body of your essay. For each response, copy and paste your best example(s), citing the essay or assignment in which you originally completed this writing, and be sure to explain why you have made these selections. When you paste your examples into the text, please follow APA or MLA citation methods and be sure to format block quotations properly. As you answer these questions, if you discover that you still have a lot of room to improve in one of these categories, feel free to describe the ways in which you can improve.

14. Choose a piece of writing where you have an audience beyond the instructor and your classmates. Describe how the audience influenced your use of pathos, logos, and ethos (Aristotle) *or* empathy with opposing viewpoints and building trust (Rogers).
15. Choose three (3) rhetorical strategies (e.g., description, narration, exposition, cause and effect, classification and division, definition, argumentation, exemplification, process analysis) that you used successfully. Be sure to describe how your selection demonstrates the rhetorical strategy that you have identified for it.
16. Choose three (3) examples of writing for different purposes (e.g., to persuade, to inform, to entertain, to move emotionally, to call readers to action, to change attitudes, to analyze, or to request) that you used successfully. Be sure to describe how your selection demonstrates the purpose that you have identified for it.
17. Identify and show how you have used argumentation components in a piece of writing: major premise, minor premise, and conclusion (syllogism) or warrants, evidence, and claims (Toulmin).
18. Show where you used a credible source and describe how you found and evaluated it.
19. Share an example of inductive reasoning *and* an example of deductive reasoning. Describe the difference and why you chose each for the original assignment.
20. Show that you can distinguish between fact, opinion, and belief and that you can identify common fallacies, such as evasions or hasty generalization, in weak arguments.
21. Provide two (2) examples of a good thesis statement and describe what makes each of them good.
22. Using one (1) of the above thesis statements, select two (2) or more unified paragraphs that are joined with logical transitions from the original essay to demonstrate your ability to sustain support for a thesis statement. Describe how these paragraphs support your thesis.
23. Share an introduction that engages readers and logically anticipates the topic of the essay. Describe what makes this your strongest introduction.
24. Share your best conclusion that is more than summary. Describe what makes this your strongest conclusion.

25. Provide three (3) examples, specifically *one direct quotation*, *one paraphrase*, and *one direct quotation or paraphrase*, from two (2) different sources where you properly introduce and punctuate the source material and include in-text citations in APA or MLA format.
26. Include a reference page in APA or MLA format from an assignment you completed during the course.

Thank you for your thoughtful reflective essay and for participating in the Writing Program's assessment of *Argument & Persuasion*. We look forward to reading your work.

Sincerely,

The Members of the Writing Program

Argument & Persuasion Assessment

Argument & Persuasion Assessment Rubric					
The writing in the student's reflective essay should demonstrate competency in the writing goals described below.					
Name of Reader _____		Date _____			
Quality of Writing	1 Not Competent	2 Marginally Competent	3 Clearly Competent	4 Strong Competency	Does not appear in the portfolio
1. Student can write for an audience beyond the instructor and classmates.					
2. Student discusses how the change of audience influenced his/her writing (logos/pathos/ethos or empathy w/ opposing viewpoints & building trust).					
3. Student can use multiple rhetorical strategies (e.g., description, narration, exposition, cause and effect, classification and division, definition, argumentation, exemplification, process analysis).					
4. Student discusses his/her use of multiple rhetorical strategies.					
5. Student can write for multiple purposes (e.g., to persuade, to inform, to entertain, to move emotionally, to analyze, to recommend, to call readers to action).					
6. Student discusses how he/she has written for different purposes.					
7. Student can identify and show how he/she has used argumentation components in a piece of writing.					
8. Student can find electronic sources (e.g., websites or articles in online periodicals) beyond dictionary.com and Wikipedia <i>and/or</i> that students can find traditional sources (e.g., books, personal correspondence,					

surveys, art, music, journal, magazine, or newspaper articles).					
9. Student evaluates the credibility of sources.					
10. Student can use and describe the difference between inductive and deductive reasoning.					
11. Student can distinguish between fact, opinion, and belief and can identify common fallacies, such as evasions or hasty generalization, in weak arguments.					
12. Student can write two strong thesis statements and describe what makes them good.					
13. Student can sustain support for a thesis statement through unified paragraphs joined with logical transitions.					
14. Student can begin with an introduction that engages readers and logically anticipates the topic of the essay.					
15. Student can write a conclusion other than summary.					
16. Student follows the conventions of standard English grammar and punctuation so that average readers would not be distracted by spelling, grammar, word choice, and/or punctuation errors.					
17. Student properly introduces and punctuates a direct quotation with in-text citations in APA or MLA format.					
18. Student properly introduces and punctuates a paraphrase with in-text citations in APA or MLA format.					
19. Student properly uses a reference page in APA or MLA format.					

Adjunct Outreach Assessment

This past year, the FRST Writing Coordinator continued to solicit feedback from adjunct faculty and to provide opportunities to create community, to advance their teaching pedagogy, and to foster a sense of inclusion as members of the Writing Program. The FRST Writing Coordinator facilitated the following activities:

- Two Adjunct Coffee Chats: Offered on different days and times during the fall semesters, adjunct faculty were encouraged to meet and talk about classroom issues, share lessons/assignments/rubrics, and learn from each other.
Changes: Next year, the FRST Writing Coordinator will collaborate with the Faculty Institute on these coffee chats.
- Invitation to End-of-Year Assessment: All adjunct faculty were invited to participate in the assessment reading of Introduction to Research and Argument and Persuasion reflective essays and participating adjuncts were paid \$100. Participating faculty received norming essays and scoring rubrics in advance of session.
Changes: Next year, adjuncts will be invited to participate in the assessment reading of our new performance task. The FRST Writing budget includes \$1000 for ten (10) participating adjuncts.
- Email response to IDEAs: After the results of the Spring 2013 and Fall 2014 IDEAs were available, the FRST Writing Coordinator sent each adjunct faculty member a brief summary of highlights and areas for improvement. She also offered to meet with anyone who had questions or wanted additional feedback.
Changes: The FRST Writing Coordinator will continue to provide electronic feedback to adjuncts regarding their IDEA scores.
- Invitation to end-of-semester gatherings: For the past seven semesters, the Writing Program has invited all of its adjunct faculty to participate in the end-of-semester gatherings, which have included dinner at Gourmet and a nature walk around campus.
Changes: The FRST Writing Coordinator will continue to organize these gatherings and solicit other ideas to help develop community.

B. MATHEMATICS

Constructing an algebraic model for a given data given numerically, graphically, and verbally is one of the learning outcomes of FRST/GNM 2310, Algebraic Problem Solving. In spring 2015, the FRST Math Program conducted a pre-post assessment of the course focusing on this aspect of the learning outcomes.

The members of the FRST Math Program designed the assessment test that consists of six open-ended questions. The first five questions (Q1 - Q5) are on finding an algebraic representation (Linear, Quadratic, and Exponential) of the function describing the relationship between two variables in a given data, without using the regression feature of a graphing calculator. The last problem (Q6) is on finding the best-fit regression model for a given data using a graphing calculator. The data are given in the form of table, graph, and verbally.

The pre and posttests are identical and are administered at the beginning and at the end of the spring 2015 semester to seven sections of FRST/GNM 2310, taught by full time faculty. A total of 153 students took both the pre and posttests. Two graders, using a rubric with scores ranging from 0 to 4, graded the questions and the scores of the two graders are added. Hence, the maximum possible score for each question is 8 and the maximum overall possible score is 48. As you can see in Table 1, the results showed a statistically significant improvement on the posttest. For instance, the difference between pre and post mean total scores showed a 172% increase.

Figure 1 Pre and Posttest Mean Scores

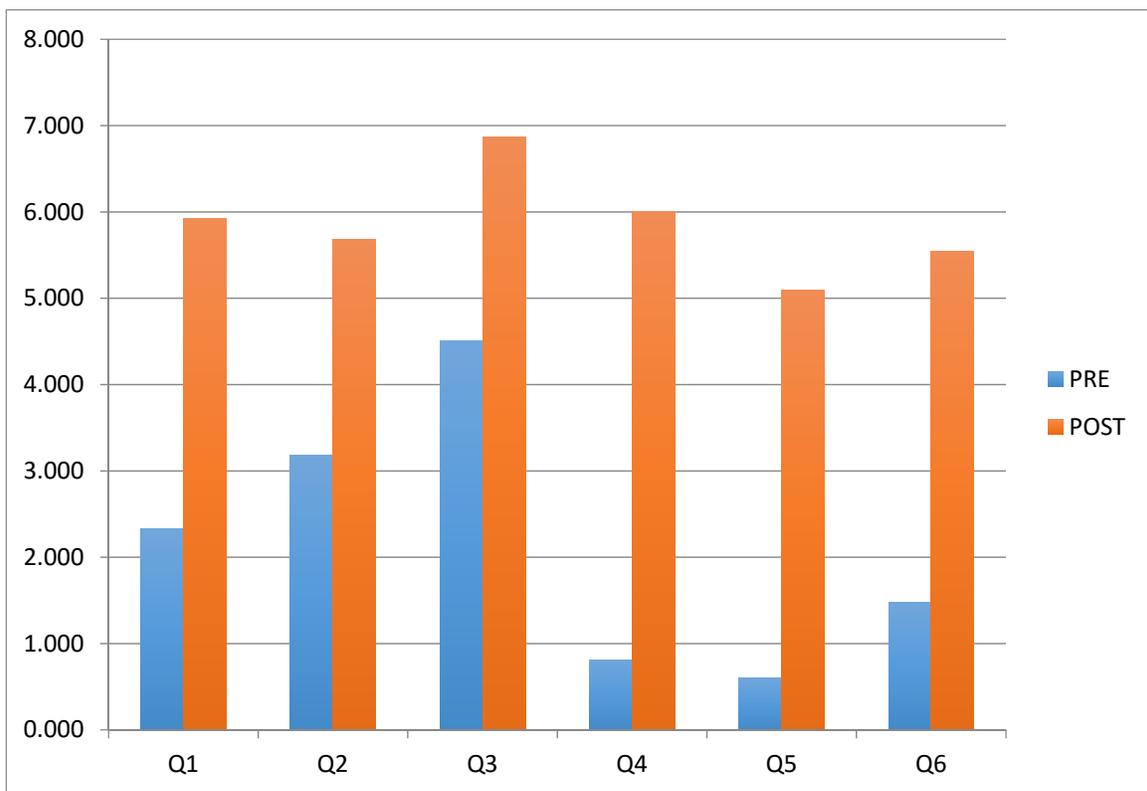


Table 1 Pre and Posttest Statistical Summary Table

Q#	Mean	SD	Median	% Change
Q1-Pre	2.333	2.356	2	154.06%
Q1-Post	5.928	1.944	6	
Q2-Pre	3.176	2.412	3	78.81%
Q2-Post	5.680	2.389	6	
Q3-Pre	4.510	3.169	4	52.32%
Q3-Post	6.869	2.015	8	
Q4-Pre	0.810	1.105	0	640.32%
Q4-Post	6.000	2.489	7	
Q5-Pre	0.601	0.969	0	746.74%
Q5-Post	5.092	2.553	6	
Q6-Pre	1.477	1.598	2	275.22%
Q6-Post	5.542	2.573	6	
Total Score (PRE)	12.908	7.420	13	172.00%
Total Score (POST)	35.111	9.499	37	

Table 2 Pre and Posttest Paired Sample T-Test

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Q1Post - Q1Pre	3.5948	2.9052	.2349	3.1307	4.0588
Pair 2	Q2Post - Q2Pre	2.5033	3.2669	.2641	1.9815	3.0251
Pair 3	Q3Post - Q3Pre	2.3595	3.3059	.2673	1.8314	2.8875
Pair 4	Q4Post - Q4Pre	5.1895	2.7572	.2229	4.7492	5.6299
Pair 5	Q5Post - Q5Pre	4.4902	2.6609	.2151	4.0652	4.9152
Pair 6	Q6Post - Q6Pre	4.0654	2.9192	.2360	3.5991	4.5316

		t	df	Sig. (2-tailed)
Pair 1	Q1Post - Q1Pre	15.305	152	.000
Pair 2	Q2Post - Q2Pre	9.478	152	.000
Pair 3	Q3Post - Q3Pre	8.828	152	.000
Pair 4	Q4Post - Q4Pre	23.282	152	.000
Pair 5	Q5Post - Q5Pre	20.873	152	.000
Pair 6	Q6Post - Q6Pre	17.226	152	.000

V1. B.A. in Literature Case Study

Assessment Summary

In terms of indirect assessment, the Literature program mapped our objectives and goals to all regularly taught classes to make sure that all goals were being taught, not in every class, but overall across the curriculum. As a result of that review, we reexamined our objectives and streamlined them to align them with curricular requirements and course offerings. The Literature assessment committee further aligned these goals and objectives with the University-wide Essential Learning Outcomes. On our program website, we provide a clear description of this alignment, with a brief discussion of how coursework in Literature seeks to prepare students for life-long learning in the twenty first century.

The Literature Program created a pre and post assessment essay test in sections of our Literary Interpretation courses and Senior Seminars. We assessed five key skills for LITT majors: having an analytical purpose, integrating textual material into their essay, developing an argument, appropriately using style and mechanics, and understanding and properly using literary terminology. The data from this assessment showed that student average evaluations improved in each skill set as they progressed through the program. The students in literary interpretation classes began with an average evaluation of 2.38 and improved to an average of 2.61 (on a 5-point scale) by the end of the course. Students in the Senior Seminar class scored an average of 3.32 on a 5-point scale, using the same test. This suggests that the Interpretation class, and the program as a whole, improves students abilities in all five skills.

Nathan Long
Associate Professor of Literature
Stockton University
office: H246
phone: 609 652 4887

VII. B.A. in Political Science Assessment Case Study

In assessing senior portfolios, the POLS program engages in pre-post assessment of students' effectiveness in (1) political analysis, (2) critical thinking, and (3) writing. The portfolio includes two papers per student. The first paper is completed in a course prior to the Senior Seminar, preferably a paper written in one of the student's first POLS courses. The second paper is the Senior Seminar final monograph.

Senior portfolios are collected from either all graduating seniors or a random sample of each academic year's graduating seniors. The sample includes at least twenty students. Portfolios are evaluated by several POLS faculty members, with faculty dividing portfolios so that each portfolio is evaluated by one faculty member. Learning is assessed quantitatively and qualitatively.

Faculty evaluators score both papers using a rubric thereby creating a learning score for each criterion in the rubric for each student portfolio. Scores are calculated by subtracting scores for the Senior Seminar monograph from scores for the first paper. Qualitatively, faculty provide comments on students' ability in each of the skill areas. Also, our assessment efforts have resulted in curricular changes. For example, as a result of assessment data, the faculty has agreed to put greater emphasis on enhancing written and oral communication skills. Faculty, for example, are assigning and providing more instruction on writing and providing more opportunities for students to make oral presentations.

VIII. M.S. in Marine Science Assessment Case Study

Evidence #1: Marine Science General Knowledge Test

“The general MARS knowledge test is given to seniors near the end of each spring semester. The questions (multiple choice and T/F) can be roughly broken down into two groups, ten that dealt with biological themes, and ten that are primarily about physical, chemical, or geological oceanography. During the first year of administration (2008), the average number of questions answered correctly was significantly different for biological (more correct) vs. physical (less correct) questions.” – *Marine Science Program 5-Year Review document (Fall 2011)*

Action taken: New course in Oceanography required (Oceanography II)

Evidence #2: 5-Year Review Recommendation

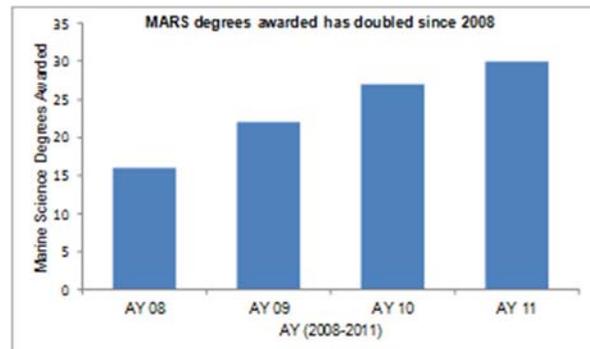
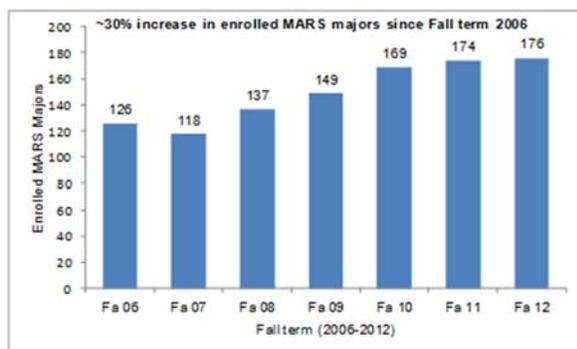
“A significant concern among the students was the ability to get into needed courses in a timely manner and in the proper sequence, particularly among transfer students. To make sure that students can take courses in the appropriate sequence, that there are no gaps in student engagement in the marine sciences, and that all courses are taught by experts in the field, an additional faculty line is needed. The gap in areas of faculty expertise that is most obvious is physical oceanography...any new hires should be technically very strong and eager to teach use of technology to students. Expertise in GIS would be an excellent addition” – *outside consultant Dr. Carol Pride Final Report document (Spring 2012)*

Action taken: Need for Physical Oceanographer incorporated into “close the loop” memo

“Sufficient faculty: Show new faculty line need via new initiatives developed; initiate possible search for biophysical oceanographer w/ technology background”

Evidence #3: Stockton Institutional Data and Expanded Technology Focus

“Since Fall 2006, the number of MARS majors has increased by ~ 30%, while the number of degrees awarded has doubled. During this same time, there has been no growth in the number of tenure-track faculty (with all new faculty hires targeting previously occupied lines). Further, the ratio of student credit hours to total faculty teaching hours (mSCH) has increased from 216 – 297 from AY 08-09 to AY 11-12 (Workload Charts, Fall 2012). This hire would dovetail perfectly with the increased emphasis on Marine Technology/Oceanography themes the Program has been building over the last 5-7 years. NAMS and the College have been very generous funding these initiatives and we feel the Program is returning the favor with new technology course offerings and several major new grant initiatives (\$100,000 from NOAA, \$20,000 from the Barnegat Bay Partnership in 2012 for side-scan debris ID and removal projects).” - *Marine Science New Faculty Line Request document (Fall 2012)*



Final Result: Physical Oceanographer Search Completed Spring 2015

“The Marine Science Program conducted a successful search for an Oceanographer with a strong background in Marine Technology in the Spring of 2015. Dr. Anna Pfeiffer-Herbert will be joining the faculty this Fall 2015 as an assistant Professor of Marine Science. A. Pfeiffer-Herbert fills a valuable need in the MARS Program (both from a student enrollment and expertise standpoint). Her experience with drifters, ocean modeling, ADCPs dovetails perfectly with the Program's increasing focus on technology and the quantitative side of Marine Science. She presented an excellent research seminar that clearly indicated how her teaching and research fit in with the Program's goals and available resources. Given her smaller liberal arts college background (Carelton College), the Program feels A. Pfeiffer-Herbert understands what an institution like Stockton is all about (particularly the General Studies side of the equation). The Program would like to thank NAMS Dean Dennis Weiss and Interim President Harvey Kesselman for their strong advocacy in getting this position approved.” – *Marine Science Program Coordinator's Report (Summer 2015)*

IX. B.A. in Criminal Justice Assessment Case Study

Program Objectives/Learning Outcomes Assessment Summary:

Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. CRIM 2108 – Courts, Law and Procedure	Pre and post test administered to students enrolled in CRIM 2108	The results for Fall 14 were: Mean score pre: 16.86 and mean score post: 18.8. We do not have results for Spring 2015 since this faculty member was on medical leave.		
2. CRIM 2114 – Theories of Criminality	Pre and post test administered to students enrolled in CRIM 2114	Conducted paired samples t-test. Positive change was demonstrated between pre- and post-test. Students performed well in many measures – areas of additional student help were identified (similar areas to those identified in previous years).	In Fall 14 and SP 15 faculty identified issues of student need: Beccarian ideas (free will doctrine, publication of laws), self-control concepts, components of Routine Activities Theory, and the concept of the ‘born-criminal.’	Faculty to provide additional focus on areas of need (Beccaria, RAT concepts, ‘born criminal’ concept). Faculty to examine of assessment items to clarify assessment of student understanding.
3. CRIM 2121 – Police, Behavior & Organization	Pre and post test administered to students enrolled in CRIM 2121	Examined pre to post-test improvement and identified themes across sections for top strengths and weaknesses. Students’ performance increased from pre to post (67% to 71%). In two areas students need additional help: understanding police organizational structure and new terms related to police innovation.	In Fall 2014, students struggled with discretion, police culture, police recruitment. In Spring 2015, understanding of discretion did not appear as problematic, however, police culture and organizational structure (ranking system and culture) remains an area to be addressed.	Two actions are proposed: First, the faculty will be reviewing the assessment instrument to ensure its relevance to their course content and focus on the weak areas in Fall 2015. Secondly, based on the relevance, faculty will be deliberating on

		Pre: Avg. 67.41 Post: Avg. 71.06		constructing a more relevant assessment tool to measure student outcome on the course, "Police behavior and Organization".
4a. CRIM 2130 – Intro to Corrections	Pre and post test administered to students enrolled in CRIM 2130	Conducted paired samples t-test. Students performed well in many measures. In three areas students need additional help (similar areas to those identified in previous years).	In Fall 13 faculty worked on sample vs. population, measures of central tendency and dispersion, identifying IVs, DVs, and CVs, causality, and SPSS nomenclature. In Spring 14 faculty focused on measures of dispersion and sample vs population.	Faculty are refocusing on those areas in 2015-16. We will continue to use the assessment instrument.
4b. CRIM 2130 – Intro to Corrections	Pre and post test administered to students enrolled in CRIM 2130 via Blackboard assessment.	Matched results were evaluated in the fall finding an average of a 17% increase. No single item appeared to be the issue. Instructor refocused on all issues more directly in the spring resulting in an average 30.5% increase.	Change in instructional method was successful.	Will continue refocusing on all areas in AY 2015-16. Will continue to use the current assessment instrument.
5. CRIM 2141 – Research & Evaluation in CJ	Pre and post test administered to students enrolled in CRIM 2141	Examined pre to post test improvement and identified themes across sections for top strengths and weaknesses. Students increased performance from pre to post in all sections. In two areas students need additional help: necessity of literature review and quasi-experimental research design.	In Fall 2014, students struggled with sampling, experiments, and causality. In Spring 2015, these areas were not flagged for concern. Improvement has been made.	Faculty will provide additional focus on the necessity of the literature review and definition of quasi-experimental research design.
6. CRIM 2145 – Statistics in	Pre and post test administered	Examined weakest and strongest areas pre and post test. As well as the	In Fall 2014, students struggled with measures of dispersion and sample	Faculty will provide additional focus on reporting

Criminal Justice	to students enrolled in CRIM 2145 in BB.	<p>average score pre (10.57/22 questions correct) and post (18.07/22 questions correct)</p> <p>Students increased performance from pre to post in all sections. The following were the weakest areas during the post-test: reporting rate, when to use a statistics test (ANOVA) and definition of identification of non-spurious variable.</p>	<p>vs population. In Spring 2015, these areas were not flagged for concern.</p> <p>Improvement has been made.</p>	<p>rate, when to use a statistics test (ANOVA) and definition of identification of non-spurious variable.</p>
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X. M.A. in Criminal Justice Assessment Case Study

The program conducts direct assessment on student growth through the reflective essays assignment due before graduation. Students are required to write an essay about each course and then a final essay to reflect on their entire graduate experience. The essays are graded by a faculty committee, and students do not receive a passing grade until the essays are acceptable. Results for this assessment are in item #3 in the above assessment table.

The primary indirect measure of student assessment is the student satisfaction survey distributed every April. The results are summarized below.

The MACJ Director sent students the annual satisfaction survey on April 7, 2016 along with follow-up emails during the following weeks. Twenty-four students provided responses.

Table 1: Experience in the MACJ program (1 = never → 7 = always)

	Mean	Median	Std. Deviation
Faculty respect student differences.	6.17	6.5	1.05
Faculty accommodate student learning preferences.	5.79	6.0	1.14
The quality of instruction is excellent.	5.96	6.0	1.08
Faculty provide timely feedback about student progress in a course.	5.46	5.0	1.22
Faculty are accessible.	6.08	6.0	1.06
Faculty are fair and unbiased in their treatment of individual students.	5.29	5.0	1.68
The required courses are available.	5.83	6.0	0.96
The program is intellectually challenging.	6.42	7.0	0.78
The work expected of students is appropriate for a graduate program.	6.21	6.0	0.93
The grading is fair.	5.79	6.0	1.18

Student ratings for their experiences in MACJ were mostly positive (Table 1). Students rated the program as intellectually challenging (mean = 6.42, median = 7), and faculty respect student differences (mean = 6.17, median = 6.5). The students consider the faculty to be accessible, the work is appropriate for a graduate program, and the grading is fair with excellent quality of instruction (median = 6 for all). The two lowest ratings were for faculty bias in treatment of students and timely feedback (median = 5). Student comments in Table 2 provide some more information to explain these findings.

Table 2: Comments about the program

Challenging work, but the faculty makes it manageable as they are always there to help.
I have two professors who are great at feedback/grading. I have one who hasn't graded the midterms from before spring break. I have another that waited until the other day to do a mass upload of all quiz grades since week 3. So some professors are great others...not so much. I also have cases where I get a score with no feedback at all. It's hard to improve if we do not know what we did wrong the first time. I do see professors play favorites and it comes out very clear in the students grades.
Some professors are a bit stuck in their ways of teaching, but it's not necessarily a bad thing. Most professors provide very prompt returning of grades, while some (very few) take far too long to give students back their grades which can become quite frustrating.
I think overall the program is challenging and prepares students very well for the professional world.
Overall my experience with the faculty through classes has been completely rewarding and educational. I have learned a wide variety of new knowledge throughout the time I have begun in the program.
There should be more classes available each semester, especially more electives.

Some students took the opportunity provide additional feedback in their own words (Table 2). Three students noted that the program is challenging yet rewarding. Two students noted that there is a wide variety in the ways that faculty deal with feedback, with some providing strong, quick feedback. The program director sent the survey to students in early April, and when she saw those comments, she did address this in her second email to the students to remind them to fill out the survey. The director reminded students that if there are any systematic problems with faculty that they should note that on all IDEA forms, and they are also welcome to talk to the program director at any time.

Table 3: To what extent has your experience in the program contributed to preparation in the following areas? (1 = strongly disagree → 6 = strongly agree)

	Mean	Median	Std. Deviation
Writing clearly and effectively.	5.52	6.0	0.51
Speaking clearly and effectively.	5.17	5.0	0.64
Thinking critically and analytically.	5.33	5.0	0.70
Analyzing quantitative problems.	5.33	5.0	0.70
Solving complex real-world problems.	5.22	5.0	0.95
Applying criminal justice theories, concepts or principles to criminological problems.	5.17	5.0	0.92
Preparing students for the next level of education (Ph.D., J.D.) if students choose to continue.	5.42	6.0	1.02

Providing students with a greater understanding of all branches of the criminal justice system.	5.17	5.0	0.83
Teaching students tools and techniques to design effective CJ policy.	5.08	5.0	0.88
Sensitizing students to how politics affect the CJ Policy process.	5.17	5.0	0.87
Understanding the practical and political challenges facing criminal justice administrations.	5.21	5.0	0.88
Blackboard is easy to use	5.39	6.0	0.72

Students were asked to indicate their level of agreement with several statements regarding their MACJ education, with 1 = strongly disagree to 6 = strongly agree. Students gave highest ratings to the program for contributing to their ability to write clearly and effectively and preparing students to take the next step in their education. They also rated Blackboard as easy to use (median = 6). The rest of the items scored a median of 5 (agree). Means for all items were above 5 (agree).

Table 4: Experience at Stockton (1 = strongly disagree → 6 = strongly agree)

	Mean	Median	Std. Deviation
Registering for classes is simple.	5.26	5.0	0.69
It is a straightforward process to pay tuition and other bills.	4.91	5.0	1.08
The Financial Aid Office has been helpful.	4.57	5.0	1.21
The main (Galloway) campus is safe and secure for students.	5.55	6.0	9.74
There are enough available computers on campus for student's use.	5.35	5.0	0.71
The library is easy to use.	5.30	5.0	0.70
The library holdings and the library's online journal collection are adequate for my needs.	5.38	5.0	0.67
The interlibrary loan system is easy to use.	5.31	6.0	1.08
The Graduate Admissions Office (lower F-wing) has been helpful.	4.88	5.0	0.93
My admissions process went smoothly.	5.35	5.0	0.78
The Social and Behavioral Sciences (SOBL) Office (Upper H wing) has been helpful.	5.35	5.0	0.71

Table 4 includes survey data for offices and services outside of MACJ. Students gave the highest satisfaction ratings for feelings of safety on the Galloway campus and ease of use for the interlibrary loan system (median = 6). Helpfulness of the SOBL office, smoothness of the admissions process, library holdings, ease of use of the library, availability of computers, and ease of registering for classes all had medians of 5 (agree) and means of at least 5. The lowest-

rated items were the process of paying bills on campus, interacting with the Graduate Admissions Office, and helpfulness of the Financial Aid Office (medians of 5 but means in the 4s). Over the years that the program has conducted this survey, the Financial Aid and Bursars Offices have always received some of the lowest scores for student satisfaction. Students have repeatedly reported to the faculty that the Financial Aid Office tends to be confused when having to deal with graduate students. We are aware that the Graduate Admissions Office is working with Financial Aid to designate a staff member who can help graduate students.

A possible explanation for some of the lower scores is the university’s handling of dual degree students. At least half of MACJ’s students are in dual degree. They start taking graduate courses during their senior year, but the university has experienced a great deal of difficulty handling their registration, scholarships, and bills. One student wrote “Stockton does not know exactly what to do with dual degree students in regards to financial aid and admissions. They turned my portal/blackboard off because I "graduated" despite the fact that I was dual degree.” Dual degree students have been barred from registering for summer courses until after the deadline for the university to determine whether those courses should be canceled due to low enrollment. They also have to go through a special registration process for the fall and spring semesters. This is a work in progress, as the SOBL, Graduate Admissions, and Registrar’s Offices have been working on a solution that will hopefully be implemented next year.

Table 5: Overall educational experience

	Mean	Median	Std. Deviation
On a scale of 1 to 10 (1 being the worst and 10 being the best) how would you evaluate your entire graduate educational experience at Stockton?	7.46	8.0	1.98
If you could start over, would you choose Stockton for your graduate education (1 = definitely not and 10 = you would definitely do it again)?	6.38	5.5	3.23

Students were asked to reflect on their overall graduate educational experience at Stockton, and on a scale of 1 to 10 with 10 being the best, the mean response was a 7.5 with a median of 8 (Table 5). Scores were lower for the question about whether they would choose Stockton for their graduate education if they could re-do that decision (mean = 6.5, median = 5.5). It is difficult to determine exactly why those numbers were so low, as the question deals with the overall experience rather than specific aspects of the program, the overall MACJ Program, or other parts of the university.

Last year, we asked students about their preferences for course offerings. The majority of our existing students preferred the traditional face-to-face format, but some were interested in hybrids. This year, we asked them their opinion about our hybrid offerings (Table 6). A slight majority of students (54%) preferred our current amount of hybrid course offerings, whereas 42% want us to have more. We are offering two hybrid courses in fall 2016 and are discussing some additional ones for spring 2016.

Table 6: Hybrid course offerings

	Frequency	Percent
We should offer more hybrid classes	10	41.7
We offer the right amount of hybrid courses	13	54.2
We should offer fewer hybrid courses	1	4.2

Table 7: What is the best thing about MACJ?

Faculty/staff
Almost all of the staff are helpful and want to help us learn everything we can from the program.
Experienced faculty
Feedback received from teachers.
I really like the Teachers.
Most professors are very helpful
Professor Martino
Teachers' commitment to students. MACJ professors want students to succeed.
the assistance from advisors
The faculty
The faculty.
The faculty
The professors
Dual degree
Dual degree and how fast it is
Five years instead of 6 years.
Graduating with both degrees within 5 years
the ability to complete the degree in a short time frame
Length
Other
Forensic Psychology
Types of classes offered

Table 8: What is the worst thing about the MACJ Program?

Course offerings/scheduling
Lack of classes in the Forensic Psychology track
Lack of emphasis on Forensic Psychology
Not a wide variety of courses offered/classes fill up quickly
strict scheduling of courses and less options to branch out
2:30pm graduate classes
Availability of scheduling
I wish there were more classes preparing us for jobs at federal agencies, such as a class on federal law.
Faculty/staff issues
Professors
Staff
Nature of forensic psychology
I feel that the Forensic Psychology track may have been portrayed differently to me before I entered the program, compared to how it actually is, now being in the program.
The phasing out of the Forensic Psychology concentration
Other
Need more faculty/evaluate the faculty you have.
Procedures about the comp (having it only 2 times a semester, if you fail the first time you must wait till the next semester, etc.)

Students were given the opportunity to identify the best and worst aspects of our program (Tables 7 and 8). For the best, students mentioned the faculty, dual degree, and forensic psychology. For worst, the most prominent theme was some of the course offerings. Some students were frustrated at the lack of FPSY Track offerings. These comments are likely a product of the fact that some FPSY students are being forced into HOME Track courses in fall 2016, since we are only offering one FPSY elective in addition to the required FPSY course. One student reported that he/she did not like the afternoon course offerings. Two students complained about the faculty. One student commented that the forensic psychology that we teach is not what he/she thought forensic psychology was. This is a problem that we have at the university, as some students are taught in undergraduate courses outside of the CRIM Program that forensic psychology includes things that students see on TV, while our program is geared towards existing jobs in the field, such as working with individuals who are battling addiction and mental illness. One student complained about the comprehensive exam only being offered twice a semester, but it is customary for programs to actually offer it only once a semester.

Table 9: Respondent characteristics

	f	%
Gender		
Male	4	26.7
Female	16	66.7
Prefer not to answer	3	12.5
Track		
Forensic Psychology	9	42.9
Homeland Security	8	38.1
Justice Studies	4	19.0
Admission type		
Direct entry	8	33.4
Dual degree	14	58.3
Regular entry	2	8.3
Age		
18-23	17	70.9
24 – 28	6	25.0
23 – 33	1	4.2

XI. B.A./M.A. in Social Work Assessment Case Study

The Social Work Program's formal curriculum design is structured and delivered in a way that the Mission and Goals are operationalized into 10 core competencies and its respective 41 practice behaviors, which then become translated into course objectives, content, and assignments. As an externally accredited program, the BSW Program is required to develop a detailed assessment plan to measure the competencies, as operationalized through measurable practice behaviors, and the implicit curriculum or learning environment. The program is also required to demonstrate how it uses the results of assessment to make needed program modifications. Our plan is too detailed to fit into the provided grid. The following are our assessment activities and outcomes for the academic year 2014-2015. We will continue to map our program objectives and learning outcomes to reflect the CSWE's accreditation standards that have been revised to the new 2015 EPAS, which includes 29 practice behaviors and 9 competencies. I am happy to say that all but two courses have successfully been revised to reflect the new EPAS. This upcoming year, all syllabi will be aligned with the University's ELOs.

Senior Field Evaluations (Fall 2014 and Spring 2015)

Data from field evaluations for academic year 2014-2015 show that all competencies and practice behaviors met the benchmark we established for the junior and senior sequence of courses (mean score of three or greater) for at least 70% of students (refer to the Senior Field Evaluation Table). Results of field evaluations for the academic year 2014-2015 show senior students' consistent improvement in achieving competencies and practice behaviors.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
		Fall 2013	Spring 2014	Fall 2014	Spring 2015
Identify as a Professional Social Worker	Mean values on items are 3.0 or greater on a 5 point Likert-type scale, for at least 70% of students.	94.7	98.8	94.2	98.5
Apply Ethical Principles	“	97.2	98.7	97.3	98.6
Apply Critical Thinking	“	95.3	95.9	95.6	96.1
Engage Diversity in Practice	“	97.6	100	98	99.9
Advance Human Rights/ Social and Economic Justice	“	98.4	98.6	98.5	98.7
Engage Research Informed Practice/ Practice Informed	“	93.9	96.6	94.1	96.7

Research					
Apply Human Behavior Knowledge	“	94.5	95.2	93.3	95.5
Engage Policy Practice to Advance Well-Being and Deliver Services	“	94.7	100	95.2	100
Respond to Practice Contexts	“	90.3	100	91.2	100
Practice Engagement	“	96.0	100	96.3	100
Practice Assessment	“	96.2	100	96.6	100
Practice Intervention	“	92.0	100	93.2	100
Practice Evaluation	“	88.7	96.9	89.2	97.1

Self Efficacy Surveys, Fall 2014 and Spring 2015

As expected, in the Fall 2014 and Spring 2015 when the Self Efficacy Survey was administered to introductory sequence students, they perceived themselves less capable of performing practice behaviors associated with Program competencies than students in the junior and senior sequence of courses. Data for academic year 2014-2015 showed that all competencies and practice behaviors met the benchmark we established for the junior and senior sequence of courses (mean score of three or greater).

In reviewing results of the Self Efficacy Survey administered to students in the junior and senior sequence of courses, students' mastery of practice behaviors associated with *identifying as a professional social worker and conducting oneself accordingly, engaging diversity and difference in practice, and advancing human rights and social and economic justice* is very good. Both semesters these competencies obtained the highest aggregate means ranging from 3.59 to 4.43.

Competencies that met our benchmark of 3.0, but obtained the lowest aggregate means in senior students' self-assessment in the fall and spring were: *engaging in research-informed practice and practice-informed research; responding to contexts that shape practice; and engaging in policy practice to advance social and economic well-being*. Behaviors related to *research* obtained an aggregate mean of 3.27 in the Self-Efficacy Survey in the fall and 3.74 in the Exit Survey in the spring. Behaviors related to *responding to contexts that shape practice* obtained an aggregate mean of 3.45 in the Self Efficacy Survey in the fall and 3.93 in the Exit Survey in the spring. Behaviors related to *engaging in policy practice to advance social and economic well-being* obtained an aggregate mean of 3.46 in the Self-Efficacy Survey in the fall, and 3.90 in the Exit Survey in the spring.

Alumni Survey

The Alumni survey including Program Competencies, Practice Behaviors and an implicit curriculum scale was administered for the first time in the summer of 2011. The survey was completed online using Zoomerang. Invitations to participate were sent to 47 graduates in the summer of 2011 (i.e., one year after degree completion for class of 2010). Since the summer of 2011, we have administered the Alumni Survey to alumni who have attended our Field Instructors' Training, and this spring we administered it to alumni who served as panelists in the "Where Have Social Workers Gone" event. The response rate has consistently been low. The Assessment Committee has explored additional ways to gather assessment data from graduates, but has not reached a final decision. The results of the alumni survey are pending.

Actions Based on the Assessment of Competencies and Practice Behaviors

Results of the Field Placement Evaluation and the Self Efficacy Survey for Fall 2014 and Spring 2015 affirm our explicit curriculum and we will continue to build on our strengths. The areas of relative weakness for competencies and practice behaviors will continue to be points for further evaluation and potentially guide revisions in the curriculum and the training of our field instructors.

XII. MA. in American Studies Assessment Case Study

In 2014 – 2015, the MAAS Assessment Committee executed a direct assessment of student learning in AMST 5000: Proseminar in American Studies. This assessment was designed to measure university-wide ELOs for Program Competence and Communication Skills, as well as two of the five MAAS program learning outcomes.

The assessment measured the following program learning outcomes:

- (1) Recognize and understand the development of the field of American Studies over time.
- (4) Develop skills in expressing oneself orally and in writing.

The program learning outcomes above align with the following university-wide ELOs:

Program Competence: 1.1, 1.2, 2.2, 3.1, 3.2

Communication Skills: 2.2, 3.2, 3.3, 3.5

All students of the students who took AMST 5000: Proseminar in American Studies were required to complete a graded assignment in which they discussed the development of the field of American Studies over 10-15 pages. These essays were collected and later used for assessment purposes. The assessment committee developed a rubric to measure the student achievement of the standards listed above.

The assessment committee read and scored all Proseminar essays from Fall 2013. The readers' scores of individual student essays were nearly identical, indicating that the readers followed the same standard for assessing student work.

Through an analysis of the assessment data, the assessment committee determined that nearly all MAAS students are achieving competence in the particular learning objectives measured by this assessment.

In addition to quantitative scores, the readers also provided a set of qualitative observations. These observations have been synthesized below:

Strengths

- Overall, students seemed to understand the central claims and significance of the scholarly essays they read. Students demonstrated their reading comprehension by successfully summarizing and paraphrasing the scholarly claims they referenced, rather than merely including quotations.
- Students were able to construct a coherent narrative about the development of American Studies as a discipline with respect to the shifts or “turns” that have occurred over several decades.
- Readers were pleased with the overall quality of student writing and agreed that it was appropriate for introductory level graduate students.

Weaknesses

- Many students seemed unfamiliar with the longstanding history of political engagement within the field of American Studies.
- There seemed to be some confusion about the relation between theories of transnationalism and globalization and the recent events regarding the American Studies Association's boycott of Israeli educational institutions.

Analysis

The scores indicated that MAAS students are successfully achieving MAAS program goals 1 and 4 and university-wide ELOs in Program Competence (1.1, 1.2, 2.2, 3.1, 3.2) and Communication Skills (2.2, 3.2, 3.3, 3.5). Averaged scores indicated that students achieved the highest level of competence in “comprehension of works read” (PLO 1) and “quality of writing” (PLO 4), with lower levels of competence in “understanding of the field” (PLO 1). The fact that the average score for the reading comprehension is higher than the average score for understanding of the field is expected, as the latter requires higher-order thinking.

Recommendations

The committee believed that the assessment instrument is sound and recommended no changes to the structure of the student assignment or to the assessment rubric.

On the basis of the assessment results, the committee encouraged Proseminar instructors to retain current teaching practices. They offered two recommendations:

- Emphasize the longstanding history of political engagement in American Studies scholarship.
- Clarify current theories of transnationalism and globalization.

The faculty member teaching the course this term (Deborah Gussman) has incorporated these recommendations into the course, and is giving the same assignment and collecting the essays again so that they can be assessed in the future.

XIII. M.S. in Communication Disorders Assessment Case Study

Direct Assessment Question or Plan: What program level student learning question that is based on a review of students' work will you be answering this year?

Are students demonstrating the knowledge required to meet ASHA 2014 (current) certification standards for speech-language pathology by the completion of the MSCD program?

Sample (who will be assessed – e.g. senior students, all students in a course) *All MSCD students graduating this academic year.*

Method (how will the assessment be done, e.g. review of portfolio, standardized test, review of presentations, etc.)

1. *Portfolio review*
2. *PRAXIS II scores*
3. *Comprehensive examination scores*

Instrument or rubric: What instrument will you use, develop, adopt, or modify?

1. MSCD Portfolio rubric
2. PRAXIS II score reports from ETS
3. Comprehensive examination developed by faculty.

Schedule for assessment: when will it be done?

1. Students submit portfolio just prior to graduation. Reviewed by faculty during remainder of year.
2. Comprehensive examination is scheduled for November 16, 2015. Results are reviewed by faculty upon electronic scoring.
3. Some students have already completed the PRAXIS. Students must show evidence that they have either taken the exam or registered for it prior to graduation. Program director receives score reports periodically. Faculty review score reports collectively at annual retreat.

Indirect Assessment Question or Plan:

- Indirect: students report their judgment of their skills, development, or learning. e.g. IDEA as a measure of Progress on Relevant Objectives to a course
- Exit surveys
- Alumni surveys

Sample (who will be assessed). Students complete the exit survey upon graduation.

We will complete our first alumni survey this year. We have had two cohorts of graduates so far.

Method (how will the assessment be done) Electronic survey

Instrument or rubric: developed, adopted, or modified.

Analysis of survey responses.

Schedule for assessment: Current students by mid-December 2015. Alumni by May 2016. Faculty will review at annual retreat.

Comment: The alumni survey will be an extension of the types of questions asked by the exit survey (re: program satisfaction, employment plans, plans for doctoral study, etc.)

Program assessment needs: What would be most helpful to your program in getting this done?

- We are still having difficulty finding enough time to sufficiently analyze the data we have.
- **Use and Dissemination Plan:**
- What did last year's assessment show?
- We are still analyzing evidence in the portfolios. Students still seem to be struggling with what should go into a portfolio and how to reflect on it. The instructors for the clinical practica courses are working with students on more explicit instruction in portfolio construction.
- PRAXIS II pass rates are 96%.
- Only one student did not pass the comprehensive examination on first administration. Our policy is to allow the student an oral defense of the areas "missed" on the exam. The student was able to defend orally.
- How did you use last year's assessment findings? We have given students more specific examples of what should go in the portfolios. Faculty have been asked to assign reflection assignments (for portfolios) in class.
- We will continue to use "Praxis" type questions on course based exams.
- We analyzed the types of questions that seemed to challenge students the most. Faculty are posing these types of questions during critical thinking exercises in class (e.g. Which of the following methods would you NOT select in this scenario?)

Please refer to the next page for a summary of the 2014 exit survey data. We have hired a full-time faculty member who will be coordinating our internships so this should help increase student satisfaction with regard to clinical education. We also have the students rate their internship supervisors and the internship facilities at the end of each internship.

MSCD Exit Survey 2014 (Results)

Scale: 1 = Lowest rating

5= Highest Rating

1. How do you rate the overall academic (not clinical) education that you received?

Mean response: 4.1

2. How do you rate the overall clinical (not academic) education that you received?

Mean response: 3.5

3. How well did the Communication Disorders faculty meet your needs inside and outside the classroom?

Mean response: 4.4

4. How well do you feel the program and program faculty prepared you for a career in speech language pathology?

Mean response: 4.1

5. How would you rate the student/faculty interaction in the program?

Mean response: 4.7

6. Let us assume you wanted to start over in a program. Would you consider the Communication Disorders Program at Stockton?

YES= 100%

7. Did you regularly participate in advising/precepting as a graduate student?

YES= 80%

8. Are you planning on pursuing a Doctoral Degree?

YES = 60%

9. How would you rate the quality and the experience in your first off-campus practicum and the quality of that supervision?

Mean response: 4.5

10. How would you rate the quality and the experience in your second off-campus practicum and the quality of that supervision?

Mean response: 3.4

XIV. M.S. in Nursing Assessment Case Study

- **Direct Assessment Question or Plan:** What program level student learning question that is based on a review of students' work will you be answering this year?

Question:

Does the frequency of exposure to clinical cases effect performance on a predictor test for the nurse practitioner certification exam?

- **Sample** (who will be assessed – e.g. senior students, all students in a course)

Adult Gero Nurse Practitioner students graduating class of 2016 n=9

Post-Masters Family Nurse Practitioner students summer 2016 cohort n=7

- **Method** (how will the assessment be done, e.g. review of portfolio, standardized test, review of presentations, etc.)

Students enter data into Typhon Group Clinical database on their patient experiences in during their clinical courses. Reports for each individual student on the frequency of exposure to various ICD-10 diagnosis codes. These reports will be run on the day students complete the Barkley Diagnostic Readiness Test (DRT).

AGNP students take the DRT in the fall 2015 and again in spring 2016. FNP Post-Masters students take the FNP DRT exam in the summer 2016. Two FNP students completed their Post-Masters requirements in the summer 2015 prior to graduation. Their results will be incorporated into the data.

The total student sample is defined as follows:

FNP students 2015 summer:	2
AGNP students 2015 fall:	9
AGNP students 2016 spring:	9
FNP students 2016 summer:	5
Total sample:	25

- **Instrument or rubric:** What instrument will you use, develop, adopt, or modify? Pearson correlation coefficient. Linear variables are frequency of exposure to clinical cases and scores on the DRT in the clinical categories.

Clinical categories are defined as: Cardiology, Endocrine, HEENT, Women's Health, Pediatrics, Pulmonary, Neurology, Musculoskeletal, and Gastrointestinal.

ICD-10 diagnosis codes will be assigned to the appropriate categories tested by the DRT.

- **Schedule for assessment:** The DRT will be delivered to students in the summer of 2015 (2), fall of 2015 (9), spring of 2016 (9) and summer 2016 (5).

4.8.2016

Division of Student Affairs Assessment Update

Offices throughout the division of Student Affairs are in the practice of measuring the success of programs and services using a variety of quantitative and qualitative methods. Assessment efforts align with goals and objectives of an area's specific programming and activities, but also the goals and objectives of the division and the university.

There is a long-standing tradition of assessment within the division, as evidenced by the publication of the annual report and program review presentations for many years; annual and multi-year goal development in alignment with institutional goals; and the development/use/collection of survey tools and outcomes/reflection materials that reside in a Web-based divisional repository. The division contributes to institutional planning through noteworthy endeavors such as its annually updated student-centered strategic enrollment management plan, which integrates with other university strategies. Among our FY2016 goals is to strategically administer and assess programs and services in light of emerging higher education trends.

Divisional assessment efforts have increased in the recent past, focusing on measuring, reflecting and adjusting the effectiveness of programs and services, as well as learning and the co-curriculum. In addition, a variety of divisional and departmental plans involve finance/budget, retention of students, professional development, benchmarking of staffing levels and succession planning, all of which help to contribute to a holistic assessment effort.

In 2012, divisional offices completed self-assessment using best practice standards developed by the Council for the Advancement of Standards in Higher Education (CAS), resulting in extensive published reports. Staff are working hard to intensify the effort, and are currently in the midst of a division-wide CAS review and update. This project helped create much of the framework of the division's ongoing assessment. It also helped to solidify the value of assessment in the divisional culture.

Student Affairs is collaborating with Academic Affairs in meaningful ways to help at-risk students, support career planning, facilitate internships, and more. Student Affairs is applying Essential Learning Outcomes (ELOs) to both curricular and co-curricular learning experiences,

4.8.2016

and assessing the student learning outcomes. These include a variety of supportive undertakings, such as:

- the development an early alert system to proactively gauge academic performance;
- application of ELOs to the residential curriculum to help ensure that students are learning the skills they need to be well-rounded and successful adults; and,
- divisional personnel participation in university-wide ELO subcommittees.

Offices create and implement their area's assessment instruments, which are often in the form of paper or online surveys. Offices also evaluate results and use that data to determine the need for program or event modification. The division's online beta-site repository features a collection of these materials from the past few years.

Examples: Important initiatives featuring student learning outcomes

The Office of the Career Center is involved in a multiyear transition, initiated with an extensive consultant review, culminating in the introduction of a new "business" model. Various objectives within the new model are now being assessed, including student learning outcomes.

In 2014-15, for example, the Career Center sought to achieve a rate of 80% or higher on all assessment instruments measuring learning outcomes. The goal was achieved: Evaluations were given to all students participating in a 30-minute or longer presentation or workshop. A hardcopy of the instrument was distributed to students at the end of a presentation and collected by the presenter. These surveys gathered information on satisfaction and customer service. Presentations on the following specific topics were given evaluations that included five questions addressing learning outcomes: Resume Writing, Graduate School Process, Job & Internship Strategy, and Interviewing Skills. Evaluations were then input into Survey Monkey by student Office Assistants.

The Career Center reports that customer satisfaction was also strong, with the majority of students listing an increase in knowledge on multiple topics. When results are run for separate topics and correlated with the choices most directly related to the session topics, the results jump to 65% or higher reporting an increase in knowledge for each topic.

4.8.2016

The Office of Event Services/New Student Programs manages a variety of large and popular programs that engage Stockton students in the life of our community; programs such as Orientation Leader Training, TALONS Training and the Student Orientation Adventure Retreat (SOAR). New student program administrators conduct assessment of these programs to measure learning outcomes for attributes such as knowledge and utilization of resources, group facilitation and public speaking, customer service, team work and group dynamics, appreciation of diversity, building positive relationships, and more. This office also oversees Alternative Spring Break, for which learning outcomes are measured through open ended questions that revolve around the ELOs of Team Work and Collaboration, and Global Awareness.

The Office of Residential Life updated its Residential Curriculum this Academic Year to improve assessment measures of departmental goals and learning outcomes. The Residential Curriculum is designed to answer the question, “What do we want our students to learn as a result of living in our residential communities?” Stockton’s Residential Curriculum learning outcomes complement and support the University’s Essential Learning Outcomes (ELOs). Changes to the Residential Curriculum in recent years encourage Resident Assistants to incorporate learning outcomes and goals into their programming initiatives, so that they can create intentional and meaningful communities of Stockton students. In a manner similar to the Office of Event Services/New Student Programs, the Residential Curriculum uses assessment to help ensure that students are learning the skills they need to be well-rounded and successful adults.

Assessment in the Library

Over the past five years the library has focused its assessment efforts in the areas of resources, instruction, communications, facilities, virtual presence and personnel. A clear objective was delineated for each area and all actions, findings, and responses are summarized in the appended report.

RESOURCES

Objective: Assess how the library supports existing and new programs through creating access to information resources.

Result: In 2015 the library switched all library services to GoStockton authentication, eliminating the confusion of separate credentials, achieving tighter account provisioning.

Result: In 2015, Circulation e-notices were reviewed, resulting in reconfiguring software to send custom notices to specific user populations, instead of a single general notice.

Result: In 2015, the library and IT implemented a streaming-on-demand service for faculty, granting 24/7 access to course videos through the Blackboard LMS.

Result: In 2015, the library made its e-Collections and videos more accessible by including them in our catalog and discovery search portal.

Result: In 2015, the library subscribed to an e-book package that offers users access to 138,000+ titles.

Result: The library formed a Digital Preservation Team with a charge to identify and provide access to unique special collections.

Objective: Assess how the library preserves and creates access to its unique holdings or collections.

Result: The library formed a Digital Preservation Team with a charge to identify and provide access to unique special collections.

Result: In 2014, the library embedded a Google Analytics tracker into the Stockton University Library Digital Collections site to monitor website traffic and generate periodic reports of its use.

INSTRUCTION

Objective: Assess the effectiveness of library instruction

Result: In 2015, the library revamped the First-Year Workbook, a hybrid tutorial and quiz that walks students through the steps of an effective research process. The Workbook changed format from print to digital (in the form of a Blackboard course) and was broken into separate modules, each covering a phase of the research process.

Result: In 2014, the library revised its Instruction Session Evaluation forms, including a section for self-evaluation.

CONNECTIONS & COMMUNICATIONS

Objective: Assess how the library has raised its profile through marketing and outreach.

Result: In 2015, the Outreach librarian devised the library's first marketing plan to better match the library's materials and services to the needs of faculty, students, and staff. The plan resulted from examining the library's mission, purpose and current marketing situation as well as from internal SWOT analyses.

Objective: Assess how the library collaborates with academic departments, programs, and groups.

Result: In 2013, in response to finding that ongoing communication was wanting, the library instituted a liaison program in which a subject specialist works with program faculty, staff and students to understand and support the research and information needs of the academic unit.

Objective: Assess how the library has improved user experiences of its goods and services.

Result: During Spring 2014, the library conducted the LibQUAL+ library-wide assessment survey, receiving 629 responses. Responses included answers to standard questions and written comments, most of which centered on facilities, reference assistance, and the collection.

Result: The library revised Information Desk and Circulation Desk transaction forms to record patron interactions with more detail.

Result: During the Fall of 2014, librarians collaborated with an anthropologist to conduct (with support from two undergraduate Anthropology students) an ethnographic study of student use of the new Learning Commons space.

Result: In 2015, students requested that the library extend its hours. In response, the User Experience Librarian worked with Student Senate members

to design a poll that weighed student preferences for various extended-hours options.

Result: In Spring 2015, a new Assessment Guide was built on the library website, providing a place to record library assessment data.

FACILITIES

Objective: Assess how the library uses its spaces to support study and learning.

Result: In 2015, in response to student comments from the 2011 and 2014 LibQUAL+ surveys, the library cleared a 6800 sq. ft. room of shelves and bound periodicals and opened a Learning Commons. The Commons added 35 computers to the library and in general created a very large group-study area. The Commons includes an IT Help desk, writing, math and chemistry tutoring, and reference assistance.

Result: In response to the 2014 LibQUAL+ survey in which students asked for more quiet study space, the library doubled this area moving bound periodicals to the ground floor.

WEBSITES / VIRTUAL PRESENCE

Objective: Assess the organization and usability of the library's virtual presence.

Result: In 2013, the library conducted focus group surveys of the three major user groups on campus (student, faculty and staff) to gather data for a redesign of the library website. Phase one of the redesign was completed summer of 2014. The new portal uses visual elements and dynamic content to highlight resources and services. Ongoing assessment continues.

Result: In 2013, the library introduced the Ask a Librarian virtual service. This service allows a user to send a text message or to chat with a librarian.

PERSONNEL

Objective: Assess the effectiveness of the library's positions and organizational structure.

Result: In 2013, three cross-functional teams were created to attend to on-going strategic needs in technology, space, and digital preservation.

Result: In 2014, position descriptions of three vacancies were revised extensively to enable the library to address important needs. An Outreach Librarian position was created and filled to coordinate the library's marketing and programming efforts; a User Experience position was created to

investigate, plan, and develop projects to improve user engagement across library online and physical services; and a Library Systems Coordinator position was created to manage and support the library's suite of information management systems.

Assessment in the Center for Academic Advising

The Center for Academic Advising conducted

ASSESSMENT OF ADVISING AT STOCKTON

It has been noted that the Center for Academic Advising is responsible for the overall quality of advising at Stockton. This review process has provided the impetus to assess both faculty and student competencies and perceptions of advising at Stockton. The results of this assessment are discussed below. In April, 2012 we conducted surveys of faculty and students to assess the faculty and student perceptions of advising.

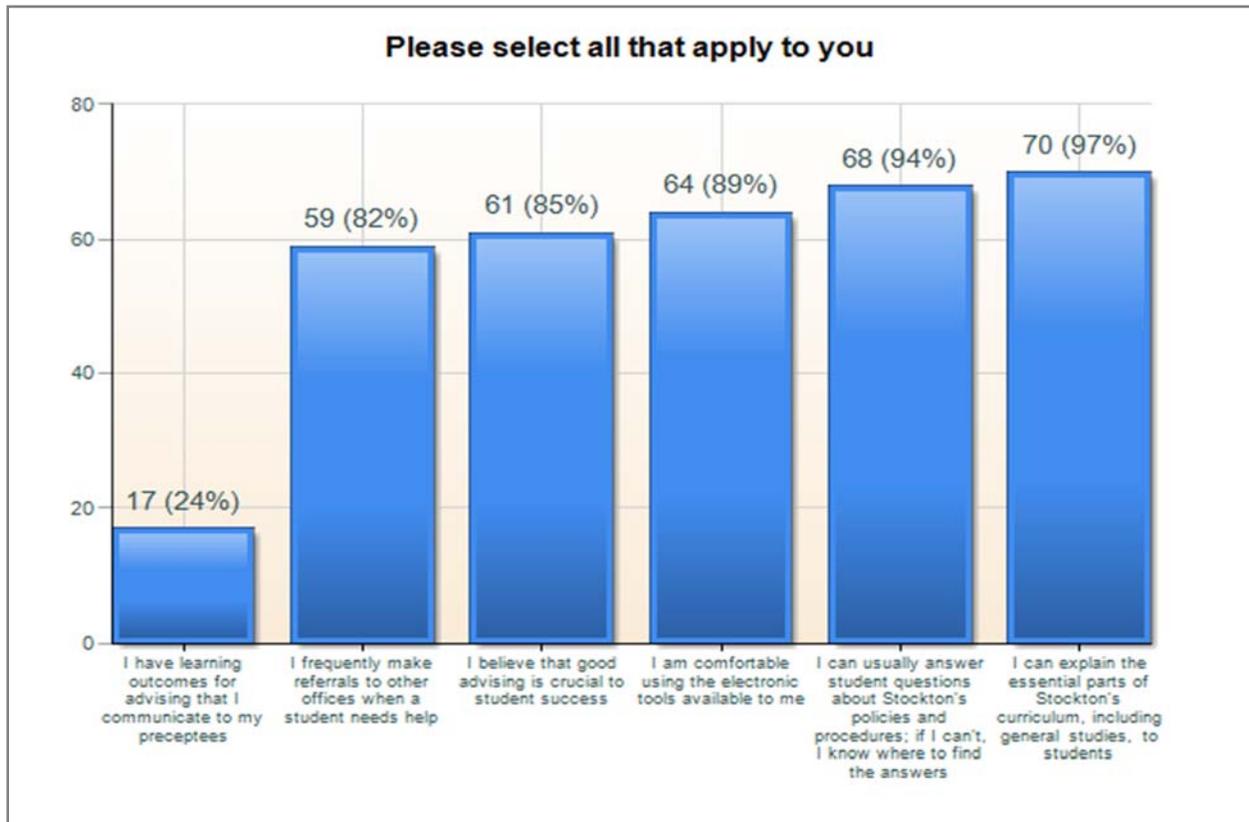
1. Faculty Perceptions of Advising

In accordance with our advising mission statement, we believe that all who advise should be able to:

- Demonstrate an understanding of Stockton's curriculum, especially in regard to the ways in which it seeks to foster liberal learning for all students
- Articulate an advising philosophy that recognizes that advising is teaching, consistent with national standards; or, articulate an alternate, but coherent, advising philosophy
- Articulate the importance of cultivating a respectful, caring, and compassionate attitude toward students and the importance of the advising relationship in student persistence
- Articulate the importance of helping students develop and attain educational, career, and life goals
- Demonstrate an understanding of Stockton's policies and procedures
- Be able to use the technologies in place at Stockton to assess student progress to the degree

In April, 2012 the CAA completed a survey of faculty to assess these outcomes. Seventy-two faculty responded. Overall faculty feel competent in explaining the curriculum (97%), they can answer questions about policies, and procedures or know where to find the answers (94%), and 89% are comfortable using the electronic tools available to them (Table 2). Only 24% indicated that they have learning outcomes for advising that they communicate to preceptees. The use of an advising syllabus, blogs, or emails could facilitate communicating learning outcomes to students.

Table 1: Competencies of Faculty Advisors



While the CAA is pleased with results of these competencies, we are concerned that only 24% or 17 responders indicated that they have learning outcomes for their preceptees. The CAA will continue to stress the need for learning outcomes for the advising experience. We promote the use of an advising syllabus to address learning outcomes; however, we cannot enforce the use of the advising syllabus. We will continue to try to educate faculty in this regard. Mark Berg, Psychology, used one of the first PRPD awards to train ten faculty members to create a video advising syllabus.

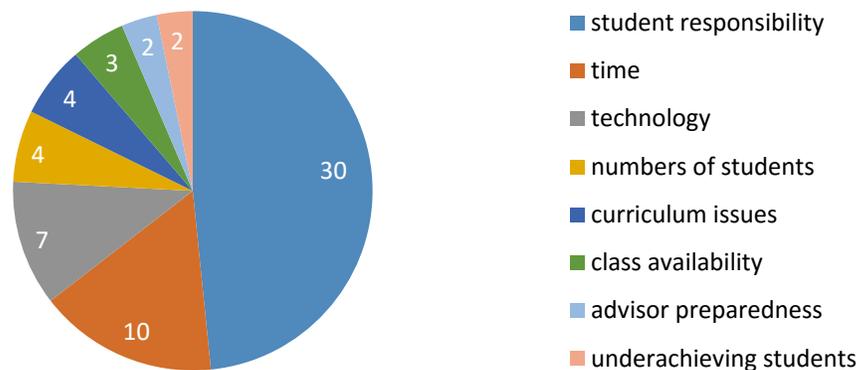
When asked how they spend their precepting time, 50% of responders answered they spend the majority of their time answering the detailed curricular and programmatic questions associated with their majors. (Table3). Answering basic scheduling questions was rated next highest in priority (33%) while discussing major fields of study and career options (21%) came next in rank order. Less time was spent on discussing and discussing real life issues and engagement in co-curricular activities.

Table 2: How Faculty Spend Time Precepting

4. Please rank (1=most time...5=least time) how you spend your time precepting					
Top number is the count of respondents selecting the option. Bottom number is percent of the total respondents selecting the option.					
	1	2	3	4	5
I spend most of my time with preceptees answering basic scheduling questions	22 33%	15 22%	14 21%	9 13%	7 10%
I spend most of my time with preceptees answering more detailed curricular and programmatic questions	31 50%	17 27%	9 15%	3 5%	2 3%
I spend most of my time with preceptees discussing engagement in co-curricular activities and student life	1 2%	4 6%	7 11%	23 37%	28 44%
I spend most of my time with preceptees discussing major fields of study and future career options	13 21%	24 39%	15 24%	7 11%	3 5%
I spend most of my time with preceptees discussing "real life" issues that compete with their roles as students (relationships, employment, housing, finances, etc.)	3 5%	4 6%	18 29%	19 30%	19 30%

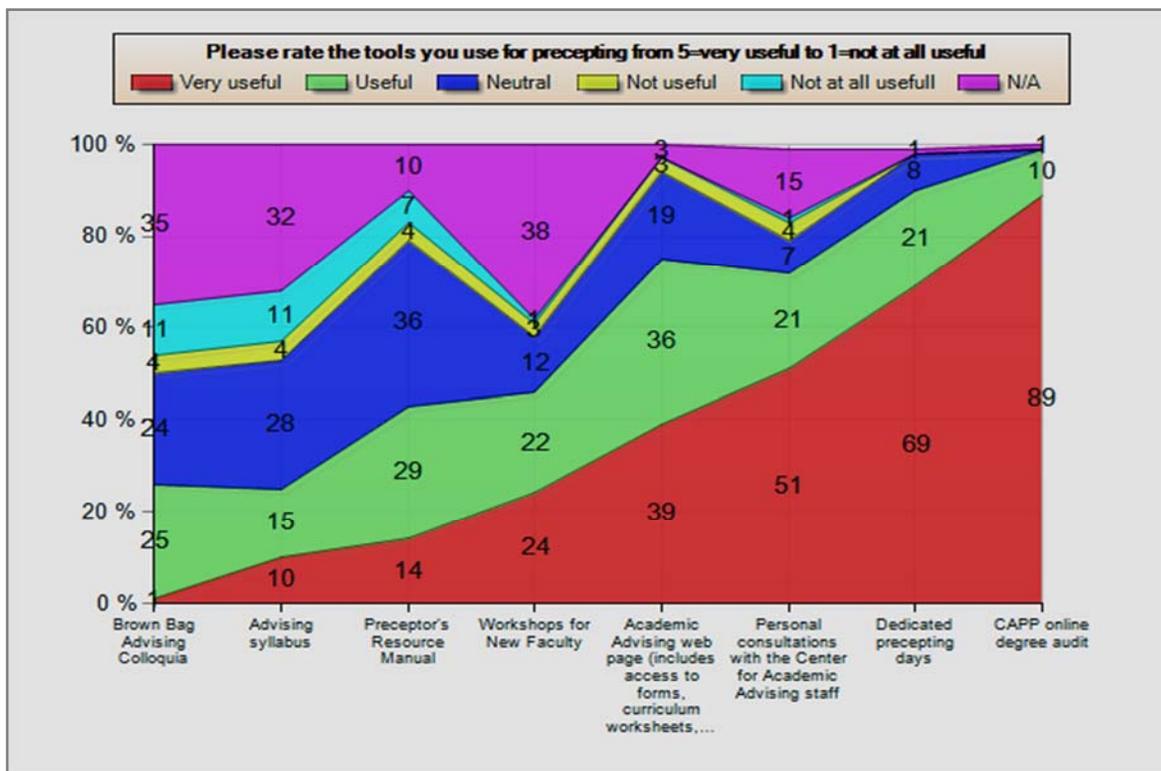
When faculty were asked what they found to be the most challenging aspects of precepting thirty respondents (44%) said student lack of responsibility was the most difficult aspect of advising. Faculty reported incidences of students not showing up for appointments, not being prepared, and not taking the advising process seriously. Some suggested that students be required to come to precepting. Other challenging aspects include time, numbers of students in their advising rosters, and the more cumbersome aspects of the technology.

Table 3: Faculty Responses as to Most Challenging Aspects of Precepting



Since assisting preceptors is an important part of the work of the CAA, we asked about the usefulness of advising tools and training at Stockton. Ninety-nine percent of faculty surveyed indicated that the CAPP online degree audit is a very useful or useful advising tool. (Table 5). The dedicated precepting days are very useful or useful to 90% of the group. The academic advising web pages are very useful or useful to 75%. Other tools, such as the advising syllabus, preceptor’s resource manual, and Brown Bag Advising Colloquia ranked lower in usability (see preceptor’s resources at www.stockton.edu/advising for examples of these tools). It is interesting to note that 72% find that personal consultations with the CAA are very useful or useful in precepting.

Table 4: Usefulness of Advising Tools

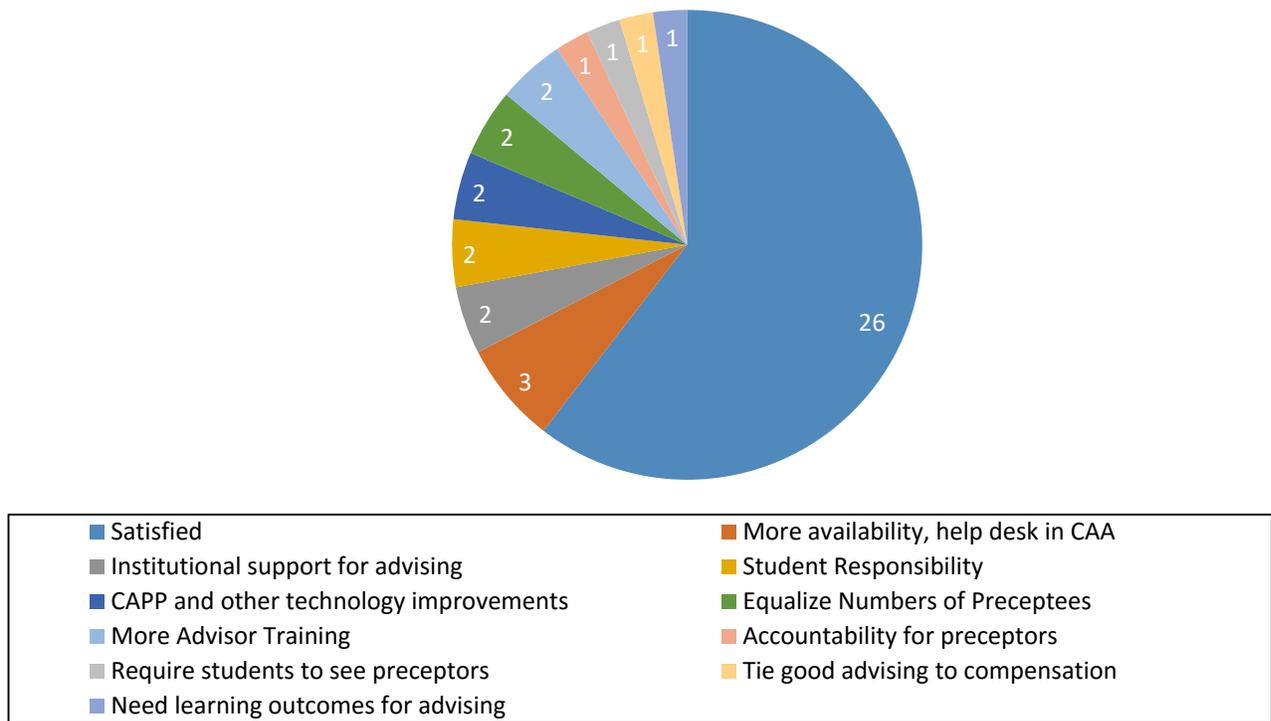


Faculty members answered an open-ended question about ways our precepting system could be improved. Several faculty members indicated they would like to see the faculty preceptor to preceptee ratio improved. With our current system of advising, students are assigned a preceptor when they first enter the college, but can change preceptors at any point. Often students gravitate to professors that they know from classes or recommendations of other students. Faculty members with a good reputation for advising will often have higher numbers of advisees as students ask to change to them as their primary advisor. The CAA tries to equalize these numbers every year but again, students can move to other preceptors at will.

Some programs have large numbers of students and fewer faculty, which can cause some faculty to have to take on more students. See Appendix G for an average preceptor count by school. Other faculty members mentioned making the CAPP adjustments electronic. Currently, when the CAPP online degree audit needs to be adjusted, signatures are needed from the preceptor, program chair and Dean on a paper form. The CAA is looking for ways to streamline the process.

When asked open-ended questions about how the Center for Academic Advising could be improved, 26 faculty indicated they were satisfied. A few faculty did mention equalizing numbers of preceptees and rewarding good precepting. Making CAPP adjustments and registration more streamlined was also mentioned. Table 6 shows the range of comments.

Table 5: Faculty Views of How the Center for Academic Advising Could be Improved



2. Student Understanding of Precepting and Satisfaction with Preceptors

In April 2012, the Center for Academic Advising conducted its own survey about precepting at Stockton to which 868 students responded. It is clear that students understand basic information about precepting at Stockton. In Table 7 we see that most students understand that preceptors are there for advice, and that the online degree audit, CAPP, assists in understand progress to the degree. However, only 56% percent of respondents knew that

the Center for Academic Advising has a website that includes useful student information. We will need to raise that percentage by doing more to advertise our services in the student portal.

Table 6: Students' Knowledge of Precepting at Stockton

1. Please check all that apply to what you know about Advising and Precepting at Stockton: Actions ▼			
Students may see their preceptor for advice about transfer credits, courses, programs, careers, and academic support		834	96%
Students may visit the Center for Academic Advising in Campus Center Suite 242 for advice about transfer credits, courses, programs, careers, and academic support		615	71%
Classes are canceled two days per semester for faculty precepting		799	92%
The Center for Academic Advising publishes a website (www.stockton.edu/advising) to assist students and faculty preceptors		486	56%
CAPP is a self service web advising tool that assists students, preceptors and advisors in checking transcripts, degree requirements, and "what if" scenarios.		772	89%

The April 2012 survey asked students to indicate their level of agreement with statements about their preceptor. These statements are based on the types of competencies that are expected of advisors. Our goal was to assess student perception of their preceptor and advising experience. Table 8 shows the results but in total count of respondents and percentages.

Table 7: Student Perceptions of Preceptor

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Student Agreement with Statements about Preceptors					
	Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Moderately Disagree	Strongly Disagree
Takes a personal interest in me	413 48%	222 26%	126 15%	42 5%	34 4%	31 4%
Encourages me to express my thoughts and feelings.	363 42%	229 26%	147 17%	59 7%	34 4%	36 4%
Is a good listener	489 56%	206 24%	89 10%	33 4%	26 3%	25 3%
Gives me accurate information about course requirements	510 59%	199 23%	81 9%	32 4%	21 2%	25 3%
Helps me understand why required courses are important for my professional development and future plans	429 49%	233 27%	99 11%	47 5%	29 3%	31 4%
Considers my personal abilities, talents, and interests when advising me about courses or programs of study	393 45%	219 25%	123 14%	58 7%	31 4%	44 5%
Has assisted me in developing a long-term education plan	357 41%	217 25%	144 17%	58 7%	37 4%	55 6%
Helps me to connect with campus resources (learning center, counseling services, etc.)	262 30%	222 26%	176 20%	93 11%	58 7%	57 7%
Helps me make important educational decisions (selecting elective courses, exploring academic majors/minors, etc.)	438 50%	195 22%	116 13%	47 5%	33 4%	39 4%
Responds in a timely way when I reach out via phone or email	503 58%	181 21%	87 10%	38 4%	20 2%	39 4%

Of note is the fact that focus groups in 2010 reflected that advising should be more than course selection--that there should be more of a personal relationship. In the April 2012

survey, 85% moderately to strongly agree that their preceptor gives good information about course requirements, but only 68% moderately to strongly agree that their preceptor encourages them to express their thoughts and feelings. Seventy-four percent of students taking the survey moderately to strongly agree that their preceptors take a personal interest in them.

When asked open-ended questions about what their faculty preceptors could do to improve the quality of his/her advising, several themes of note are listed in the table below. The majority of responders to this question indicated they are very satisfied or satisfied with their preceptors. Of note, however, are a number of students who indicated they wanted their preceptor to take a more personal interest in the advising relationship and have more follow-up during the semester. Several mentioned that they wished for more availability to meet with the preceptors; others asked for more timely response with e-mail questions. This may be largely a function of time and numbers of preceptees, as faculty noted in their responses to challenges about advising. Table 9 shares the number and types of comments that were shared. In training for the future, the CAA will want to make sure faculty understand the importance of the relational aspects of the advising experience. This would especially be important to emphasize in Advising Brown Bag Colloquia events, and training for first-year faculty.

Table 8: Student Comments about How Faculty Preceptors Can Improve the Quality of Their Advising

# Responders	Comments
189	Very satisfied
40	more personal interest
40	availability
35	Nothing; preceptor doing a good job
31	respond to emails in a timely manner
30	more detailed information about courses
30	better scheduling so more time with preceptor
22	satisfied
18	follow-up with me throughout semester
14	provide accurate information
12	help with future education/career goals
9	plan for future semesters
9	more information on major options

3. Student Assessment of Services of the Center for Academic Advising

As noted in the list of responsibilities, a major focus in the Center for Academic Advising is advising our own preceptees and any student in the college. We assessed our services to students as a part of the April 2012 college-wide survey. There were 248 respondents who had actually used the services of the Center for Academic Advising. Not all respondents answered every question. Students were asked to indicate their level of satisfaction for the services that were provided to them. Nine different types of services were assessed: 1) transfer credit issues; 2) clarifying the CAPP online degree audit; 3) supplemental advising or registration issues; 4) probation; 5) graduation issues; 6) change or declaration of major; 7) permission forms; 8) clarifying Stockton policies and procedures; and 9) referrals to other offices for help with career choices or other matters. The results are indicated in Table 10. Results are listed in numbers of respondents and in percentages.

Table 9: Student Satisfaction with Advising Services of the Center for Academic Advising

Please Indicate your level of agreement with the following about the Center for Academic Advising	Very Satisfied	Moderately Satisfied	Somewhat Satisfied	Moderately Dissatisfied	Very Dissatisfied	Total Applicable	
Top number =# respondents	5	4	3	2	1		N/A
Transfer credit issues	77	40	20	12	11	160	83
	48%	25%	13%	8%	7%		
Clarifying the CAPP online degree audit	111	50	17	8	7	193	50
	58%	26%	9%	4%	4%		
Supplemental advising or registration questions	101	69	22	7	6	205	38
	49%	34%	11%	3%	3%		
Probation	39	21	11	4	2	77	165
	51%	27%	14%	5%	3%		
Graduation issues	48	22	9	6	6	91	147
	53%	24%	10%	7%	7%		
Change or declaration of major Permission forms (study abroad, permission to take courses elsewhere, course overloads)	97	34	18	5	3	157	79
	62%	22%	11%	3%	2%		
Clarification of Stockton policies or procedures	71	33	13	8	4	129	113
	55%	26%	10%	6%	3%		
Referral to other offices for help on career choice or other matters	87	37	22	7	2	155	88
	56%	24%	14%	5%	1%		
Referral to other offices for help on career choice or other matters	95	46	18	9	3	171	70
	56%	27%	11%	5%	2%		

The results are given in both numbers of responses and percentages. Not all services were applicable to the respondents, so the results are calculated based on services actually rendered. The numbers look very favorable in every category. For example, 137 students were satisfied to very satisfied when dealing with transfer issues at the CAA; only 23 registered dissatisfaction. When responding about clarifying CAPP degree audit issues, 186 registered satisfied to very satisfied, while only 15 students were dissatisfied. With many of the services supplied by the CAA, a given student’s satisfaction/dissatisfaction may depend on the outcome of the discussion and whether a favorable decision was rendered. The survey instrument was not designed for such a fine-grained approach. In the future, however, we will seek to refine our survey instruments to distinguish between the outcome of the discussion and the satisfaction with how it was conducted.

When asked to comment about their interactions with the Center for Academic Advising, the results were quite favorable. Table 11 notes the results.

Table 10: Level of Satisfaction with the Office of the Center for Academic Advising

Please Indicate your level of agreement with the following about the Center for Academic Advising	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It was easy to set up an appointment	59%	27%	9%	5%	1%
The advising office staff were welcoming	59%	27%	10%	2%	2%
The advisor I worked with was knowledgeable about Stockton requirements and policies	67%	22%	7%	4%	0%
The advisor showed genuine interest and concern for me and my future	54%	22%	14%	7%	4%
I left with a clearer understanding of Stockton’s curriculum and my educational plan	52%	26%	13%	6%	3%
The advisor was able to refer me to appropriate offices as necessary	58%	21%	14%	5%	2%
The Center promptly answered my questions through the advising website, phone call, or email	56%	24%	12%	5%	2%

For the purposes of this review, results are calculated by combining percentages in the “agree” and “strongly agree” categories. Eighty-six percent agree to strongly agree that it is easy to set up an appointment, and 86% agree to strong agree that they felt welcomed by office staff. Eighty percent believe the CAA promptly answers questions through emails, the website and phone calls. Eighty-nine percent believed the advisor they worked with was

knowledgeable about Stockton’s requirements and policies; 79% believed the advisor made referrals as appropriate. The lowest of all the surveyed categories was of a relationship nature; 76% of respondents believed the advisor they worked with showed genuine interest and concern for them and their future. That number corresponds with answers that students gave concerning faculty; students definitely want to feel as though they matter and that someone on campus is concerned about their welfare. The CAA will need to continue to make sure that every advising interaction recognizes this desire of students.

Students were also asked an open-ended question, “What can the Center for Academic Advising do to improve their services?” As seen in Table 12, a majority of the comments indicated that students are satisfied or very satisfied with our services.

Table 11: What Could Academic Advising Do to Improve Their Services?

# of Responders	Comments
28	Very Satisfied
19	Satisfied
11	More Availability
9	More Welcoming
5	Walk-In Efficiency
5	More Help with Transfer Credit Issues
3	More Detailed Information about Courses
3	More Accurate Information
2	More Information on Major Options
2	More Front Desk Staff
2	Address Issues Promptly

A few students commented that the CAA should have more availability, a more welcoming atmosphere, and walk-in efficiency. There are several issues that may be affecting our efficiency with handling our student traffic. Students can either call for an appointment, or walk-in for services. Many questions can be answered quickly by the front desk staff. Our advisors normally take half-hour appointments, and if all advisors are busy, there may be a wait time. After moving to the Campus Center in 2011, we have noted an increase in our walk-in traffic, and overall appointments. Unfortunately, we have not kept numbers of walk-ins in an accurate way before, but beginning with January 2012, we are keeping count of persons who walk-in and have appointments. However, we were able to review Outlook in 2010 and 2011 and found that our appointment traffic was up an astonishing 139%. A list of all types of appointments can be viewed in Appendix H. Many of these appointments are from prospective students who wish to talk about transfer credits, and various majors at Stockton. This increase in traffic has put a heavy burden on our advising staff and front desk. There are

particular days when our four advisors may be quite scheduled with appointments; yet groups of parents and potential students walk through the door which we always manage to take in. This is good news for Stockton, but our small staff is overloaded with trying to keep up with the new processes with technology, including keeping the transfer catalogues, articulating transfer credits, graduation checkout and updates to CAPP and CAPP adjustments. The nature of our work is that we are always in a cycle of trying to get ready for a graduation and preparing for a new registration and a new set of freshmen and transfer students. Balancing the administrative work that is ever present with more student contact and outreach is becoming increasingly difficult.

Center for Academic Advising Assesment Project 2014-2015

Understanding the online degree evaluation, CAPP, is important for students as they assess their progress towards graduation. Accessing and interpreting the various parts of the degree evaluation can be difficult, and it is important to teach students as they enter Stockton how to use and read the evaluation. Students also need to understand that meeting graduation requirements in the end is their responsibility.

The Center for Academic Advising met several times in the summer of 2014 to clarify and develop vision, mission, and values statements. This group of advisors began identifying and mapping student learning outcomes. The three items for assessment were: 1) Do students know each curricular component of their chosen major, including Program, Cognate, General Studies, and At-Some Distance courses? 2) Do students advised in the Center for Academic Advising utilize the CAPP degree evaluation tool to determine progress to educational goals? 3) Do students comprehend that they are ultimately responsible for their graduation requirements?

To test students' knowledge of these outcomes, students who visited the Center for Academic Advising in October and November of 2014 were either given an online quiz or interviewed by staff advisors. We were able to hit our goal of 80% of students able to access CAPP; however, we did not hit our mark of 80% of students getting all questions correct on curricular components. As a follow-up, we began an effort to visit all freshman seminars to give an overview of the curriculum and teach the principles of CAPP. The Center reached out to Assistant Deans and orientation leaders to be more thorough and teach the curricular components to new students from the first point of contact with new students.

Our learning outcomes maps are below.

Learning Outcomes, Year 1, 2014-2015

N:\Assessment\Assessment of CAA\Mapping Outcomes

#1. Students advised in the Center for Academic Advising will know each curricular component of the chosen major, including Program, Cognate, General studies, and At-Some-Distance courses.

Goal	Learning outcome	Opportunities to Learn	By When learning will occur	Outcome Measures	Data Instruments	Minimum Performance	Action Based on Data
Academic Advising will assist students in the interpretation of institutional, general education and major requirements (CAS standard)	Student will know each curricular component of his/her degree requirements of their intended major: Program, cognate, General Studies, At-Some Distance	Advising sessions Reading on website Freshman Seminars Transfer seminars	After first year	# or % of students who can identify needed curricular requirements for major # or % of students who can identify needed curricular requirements for major	Advisor asks student to list identify degree components during advising meeting Student correctly selects major required courses from a list of courses (quiz)	80% of the students advised in the Center for Academic Advising or through our contact will be aware of the curricular components of a Stockton degree.	What actions will we take as a result?

Learning Outcomes, Year 1, 2014-2015
 N:\Assessment\Assessment of CAA\Mapping Outcomes

#2. Students advised in the Center for Academic Advising will comprehend that they are ultimately responsible for their graduation requirements

Goal	Learning outcome	Opportunities to Learn	By When learning will occur	Outcome Measures	Data Instruments	Minimum Performance	Action Based on Data
Academic Advising must engage students in the shared responsibility of academic advising (CAS standard)	Student will comprehend that they are ultimately responsible for their graduation requirements	Advising sessions Reading on website Flyers Orientation Freshman Seminars Transfer seminars	At orientation? After first advising meeting? After first semester? After first year?	# or % of students who accept that they are ultimately responsible for understanding and completing graduation requirements # or % of students who accept that they are ultimately responsible for understanding and completing graduation requirements	Advisor asks students if they understand they are responsible for graduation and to make the most of educational experiences Student answers correctly on a (quiz)	80% of the students advised in the Center for Academic Advising or through our contact will be aware that they are ultimately responsible for understanding and completing graduation requirements	What actions will we take as a result?

Learning Outcomes, Year 1, 2014-2015

#3. Students advised in The Center for Academic Advising will utilize the CAPP degree evaluation tool to determine progress to educational goals.

N:\Assessment\Assessment of CAA\Mapping Outcomes

Goal	Learning outcome	Opportunities to Learn	By When learning will occur	Outcome Measures	Data Instruments	Minimum Performance	Action Based on Data
Academic Advising must employ appropriate and accessible technology to support the delivery of advising information(CAS standard)	Student will utilize CAPP degree evaluation tool to determine progress to educational goals.	Advising sessions Orientation Freshman Seminars Transfer seminars	At orientation? After first advising meeting? After first semester? After first year?	# or % of students who can sign on, run CAPP and use for registration # or % of students who can sign on and run CAPP and use for registration	Advisor asks students to sign on to CAPP and interpret (rubric) Look at CAPP previous evaluations and who is running them	80% of the students advised in the Center for Academic Advising or through our contact will be able to use CAPP to determine progress to degree	What actions will we take as a result?

Assessing the Impact of Civic Engagement Programs at Stockton University

I. Introduction

In the fall semester of 2014, The Division of Academic Affairs and the William J. Hughes Center for Public Policy at The Richard Stockton College of New Jersey collaborated to launch a longitudinal study to assess the impact of campus civic engagement activities on students' attitudes and behaviors. Stockton offers a wide range of instructional, co-curricular, and community activities to engage students in civic life and to foster a culture of active citizenship. This study aims to investigate the extent to which participation in such activities is associated with students' attitudes towards civic engagement and with their civic behaviors. The study will also describe the development of students' civic and political attitudes, knowledge, and skills during the undergraduate years.

Each year a target group of students will complete a *Civic Engagement Survey* in order to collect longitudinal data. In fall 2014, all incoming freshmen and outgoing seniors were invited to participate and more than 400 students responded and completed the survey. Of these, approximately 300 were freshmen. A sample from this freshman group will be asked to provide us an update of their engagement practices and attitudes in their sophomore and junior years. This will enable us to track the development of attitudes towards civic engagement through the undergraduate years. The data from the more than 100 seniors who responded to the survey is the basis for the analyses in this report. These data gives us some insight into the correlates of civic engagement and attitudes.

This preliminary report presents the descriptive statistics and some initial analyses of the data that the senior students provided. In summary, we find that students are more aware of a small number of civic engagement activities, such as service learning and the Martin Luther King Day of service, and that participation in civic engagement activities is higher among students who started at Stockton in comparison to students who started elsewhere and transferred to Stockton. Additionally, civic activity is higher among students who have had experience with civic engagement before coming to Stockton. We further found that a higher level of civic participation is associated with more positive perceptions about the value of:

- 1) engagement and self-efficacy in community matters.
- 2) diversity in some specifications.

Additional analysis will allow us to investigate the outcomes of different types of civic activities in order to see if participation in various kinds of civic engagement activities leads to impacts that vary from the overall participation pattern. We also plan to conduct further multivariate analysis to explore causal relationships that might be indicated by the descriptive statistics.

The following section presents a brief synopsis and a description of the survey elements. This is followed by an overview of the survey administration in section III. Section IV presents the descriptive statistics of the data and results of preliminary analysis.

II. Overview of Survey Design

The underlying goal of the wide range of civic engagement activities organized by Stockton College is to prepare students for a life of active citizenship. Promoting critical and active engagement with issues of community life has long been recognized as an integral part of the mission of higher education (Boyer, 1996). As the Association of American Colleges and Universities (AAC&U) notes, the complex nature of problems in a globally interdependent world requires "... a more informed, engaged and socially responsible citizenry." ¹

Active citizenship can encompass many different forms of engagement with local and regional communities and with the wider national and global societies. Recognizing this, Stockton College facilitates multiple initiatives that offer students the chance to explore many different forms and aspects of engagement. We began developing the Civic Engagement Survey by compiling a comprehensive list of all these activities. This list includes 32 activities that represent a wide range of civic engagement opportunities such as service learning courses, student government and clubs, day of service projects, community engagement projects like campus kitchen and political engagement projects like voter registration. The full list is available in Appendix I.

Active citizenship is a lifelong process and therefore the impact of many activities is not easily measured at any one point in time. However certain capacities and attributes that inspire and support ongoing engagement in different forms can be identified and measured. In order to assess the current and potential long-term impact of the various programs at Stockton, we begin by identifying such specific measureable attributes.

A survey of the theoretical and empirical literature on youth and civic engagement indicates that such attributes can be categorized into three broad dimensions (Eyler and Giles, 1999; Terkla, O’Leary, Wilson and Diaz, 2007; Misa and Anderson, 2005; AmeriCorps Baseline Survey; CIRCLE Survey Measures of Civic Engagement) – Attitudes/Values, Knowledge about civic and political processes, and Participation/Behavior. Within each of these three dimensions we derived measureable outcomes as described below.

Attitude/Values

Measureable Outcome I, Positive Perceptions About the Value of Engagement and Self-Efficacy

Participation in civic life is encouraged and sustained when students are able to see that community engagement has value and can contribute to the greater public good. Valuing civic engagement can specifically be identified through beliefs about self-efficacy. That is, do students believe that they can make a positive contribution by engaging with the community and participating in community and political processes? Well-planned civic engagement programs should enable participating students to identify and reflect on the value of their engagement.

In an ongoing longitudinal study of the impact of civic engagement activities at Tuft University, Terkal, O’Leary, Wilson, and Diaz, (2007) use student perceptions of value and personal efficacy as one of the measures of the impact of such activities. Similarly questions about the

¹ <https://aacu.org/resources/civicengagement/index.cfm>, accessed August 1, 2014

value placed on community engagement and perception of self-efficacy are also part of the AmeriCorps baseline survey on civic engagement.

In this study we were guided by these seminal works and will identify student perceptions about the value of community engagement and self-efficacy as one of the measureable outcomes. In so doing we are hypothesizing that active participation in the various civic engagement programs should lead to more positive perceptions about the value of the community engagement and self-efficacy among students. For this outcome we modified questions from the AmeriCorps baseline survey.

Understanding Diversity

Measureable Outcome II, Ability to understand the value and meaning of diversity

Engaging with increasingly diverse communities will necessarily require an appreciation of the dynamics of diversity. Students should be able to recognize that diversity and diverse perspectives add value to communities and they should not be viewed as obstacles that they would need to overcome or as issues they should manage. Moreover an appreciation of diversity and the desire to explore diverse perspectives can contribute to increased interest in engaging with different actors in the community.

Here again we follow the model of other empirical studies in including student attitudes regarding diversity as a measureable outcome of civic engagement activities. Participation in the various civic engagement programs should lead to more positive perceptions about the value of diversity. For this outcome we once again adapted questions from the AmeriCorps baseline survey.

Knowledge

Measureable Outcome III, Awareness of issues facing community life and continued engagement with current affairs

Sustained involvement in civic life is much more likely when students have an awareness of civic issues facing communities. While the overall curriculum and specific disciplinary courses focus on building broad-based knowledge, civic engagement programs can contribute to linking theoretical knowledge to specific current issues and can help to promote continuous engagement with current affairs. To measure this outcome we referred to questions from the AmeriCorps baseline survey and the Center for Information and Research on Civic Learning and Engagement (CIRCLE) survey tool.

Participation/Behavior

Measureable Outcome IV Participation in civic engagement activities not organized by Stockton or continued participation after the end of a Stockton sponsored activity.

There are many pathways to continued participation in community and political activism and engagement. For example community and volunteer activities, electoral activities such as voting, canvassing, persuading others to vote etc., and advocacy and political voice-related activities such as contacting an elected official or a newspaper about a political issue. The full survey

includes a comprehensive list of activities. The survey is included in appendix III and also includes questions indented to collect demographic information.

IV. Results and Analysis

Descriptive Statistics

We had a total of 110 responses from senior students. Table I presents a summary of the demographic information from the group. A majority of the respondents were full time students. We also had more responses from women than from men. A little more than half (55%) of the respondents were transfer students.

Students indicated the extent of their participation in the 32 civic engagement activities by selecting a response from a four-point scale with 4 representing regular participation and 1 representing no awareness of the activity. Students were most aware of service learning courses, Martin Luther King Day of Service, and Student Clubs and Organizations. The mean score was higher than 2 for these three activities. For all other activities the mean and median score was less than or equal to 2 (a score of 2 indicates awareness but no participation in the activity).

Table 1: Summary of the Respondent Demographics

Gender	Total	Percentage
Men	23	21
Women	85	77
Other Gender Identity	1	
No response	1	
Total	110	
Full Time		
Yes	99	90
No	11	10
Total	110	
Transfer Status		
Non-Transfer	50	45
Transfer	60	55
Total	110	

To measure the aggregate level of participation for each student, we created a summary variable called *civic score*. Civic score is the total score across all 32 activities and for this sample, ranges from 97 to 38 (Table 2). For the purposes of further analysis, we divided Civic Score into three categories – High, Middle and Low. The cut off scores for each level were obtained by dividing the scores into three percentile groups from the highest to lowest scores (Approximately 33.3% in each group).

Table 2: Grouped Civic Participation Scores

Mean	66.5
Highest Score	97
Lowest Score	38
Civic Score Categories	
Civic Score	Number of Students
Low (score < 64)	35
Mid (63 < score < 70)	38
High (score > 69)	37

To see if there are any noteworthy differences in student participation, we compared the mean civic score for the different demographic groups listed in Table 1. There were no statistically significant differences in the civic score between men and women or between full time and part time students. There were significant differences between transfer students and students who began their college career at Stockton. In Table 3 we see that the mean civic score for transfer students is 65 whereas for non-transfer students the mean score is higher (68). This difference is statistically significant.

Another significant difference is among students with difference levels of engagement experience before coming to Stockton. The survey asked students to indicate their level of participation at another school or more generally in the community before coming to Stockton. A small number (10) of students report extensive prior experience. A majority of the students (77) report occasional participation. In Table 3 we see that students with extensive prior involvement as a group have a much higher average civic score (76). The difference between this group and the other two groups (occasional and no prior experience) is statistically significant.

Table 3: Differences in Civic Score by Groups

Groupings	Average Civic Score	Number of Students in Each Group
Transfer Status*		
Non-Transfer	68	58
Transfer	65	67
Prior Civic Involvement*		
No Prior	65	38
Occasionally	66	77
Extensive	76**	10

*The differences between groups are statistically significant at the 5 percent significance level

** Difference between Extensive and the other two groups is statistically significant at the 5 percent level

Outcome Variables

We now turn to the outcome variables. As described in section II above, there are four primary measureable outcomes – Perceptions about the value of engagement, Ability to appreciate and value diversity, Knowledge and awareness about issues facing community life, and Continued participation in civic activities outside Stockton.

In the survey, each of these outcomes is evaluated on the basis of a few different questions. For example to evaluate perceptions about the value of engagement, students are asked to indicate among other things, their level of attachment to their community and whether they believe they have the ability and awareness to make a difference in their community. Similarly the ability to understand and appreciate diversity is evaluated through multiple questions about student interest and comfort in meeting and interacting with people from diverse backgrounds. We created aggregate scores for each of the four outcomes by summing across the responses for the different questions.

Table 4 presents the descriptive statistics for these aggregate scores. In all cases higher values represent more desirable outcomes. Since we have multiple questions for each outcome we assessed the internal consistency reliability of the composite variable by calculating Cronbach's alpha. The relatively high values for the alpha reported in table 4 confirm the reliability of the composite variables.

Table 4: Aggregate Scores for Primary Outcome Variables

Summary Statistic	Attitude towards Engagement	Valuing Diversity	Knowledge	Continued Participation
Total Questions				
Mean	17.4	33.4	16.8	24.6
Range	7-25	20-40	5-24	9-36
Cronbach's Alpha	0.8	0.7	0.8	0.7

Linking Participation to Outcomes

The analysis of the relationships between the participation score and the outcome measures, explicitly addresses the research question - Are the different levels of participation associated with significant differences in the outcome variables? Table 5 shows the results of ANOVA analysis that compares means outcomes scores across the different participation levels. There are significant differences among the three groups in the mean score for Perceptions about the value of engagement. In particular the mean score for the high participation group is higher than the

scores for the low and mid level participation groups. This difference between the high group and the other two groups is statistically significant. The difference between the low and the mid group is not statistically significant.

There is also statistically significant difference in knowledge score among the three groups that was explained by differences between the low participation and the mid level participation group. Here in fact, the mean knowledge score for the low group is higher than that of the mid-level participation group. That is, low levels of participation seem to be associated with a higher level of knowledge about civic issues when compared to the mid level of participation. But there is no significant difference between the low and the high group. There are no statistically significant differences in the diversity outcome among the respondents who represent the three levels of participation. Valuing diversity is, from this analysis, not associated with varying levels of participation in civic activities.

Table 5: Civic Participation Group Differences in Outcome Scores

Civic Score Group	Mean Score Value of Engagement*	Mean Score Valuing Diversity	Mean Score Knowledge**	Mean Score Continued Participation
Low	17.0	33	17.5**	24.1
Mid	16.4	32.6	15.7**	23.4
High	18.7**	34.5	17.1	26.3

*The difference is statistically significant at the 5 percent significant level

**The differences is statistically significant at the 10 percent significance level

In Figures 1-4 (Appendix II) the scatterplots between the outcome scores and civic score support the above results from the ANOVA. The scatterplots show the nature of the relationship between the attitude towards engagement score and civic score (Figure 1). The relationship between the diversity score and the engagement score is much weaker than that between the attitude and engagement scores (Figure 2). The scatterplot that shows the relationship between the knowledge and the civic score does indicate the possibility of a weak negative correlation (Figure 3).

Because we used multiple questions to measure the outcome variables, it is possible that some questions might capture differences amongst students more effectively than others. In which case, a different way of aggregation to get to the outcome scores might lead to different results. In order to test for the robustness of our results we created outcomes indices using a principal component analysis for three of the four outcomes. That is instead of merely aggregating across all the questions, principal components analysis was used to generate an index that extracts those components that explained the greatest proportion of the variance in the data². Larger values

² The factor loadings from the first component from the principal components analysis were used to generate the index value for each of the three outcome variables. Principal Components Analysis indicated that the first component explained a majority of the variance for the Value of engagement, diversity and knowledge outcomes.

continue to represent more desirable outcomes.³ Such an index was not feasible for the 4th outcome variable (continued participation) since the analysis indicated that no one subset of components had particularly stronger explanatory power than the others.

When we examined the relationship between the outcome indices and civic score we see that some results are similar to Table 5. The index value does differ significantly among the participation groups for the value of engagement outcomes. The mean index score for the high participation group is significantly higher than the other two groups (Table 6). Similarly the mean index score for the knowledge outcome is actually higher for the lowest participation group. For this outcome the difference between the low and the mid group is statistically significant but the difference between the low and high group is not significant.

Table 6 shows one additional significant result, statistically significant differences in the Diversity outcome. The mean index score for the high group is significantly higher than the mean index score for the low group. Therefore in this specification we do find that high level of participation seems to be associated with more positive attitudes about the value of diversity.

Table 6: Participation Group Scores by Outcome Indices Derived from Principal Components Analysis (PCA)

Civic Score Group	Mean Index Value of Engagement*	Mean Index Valuing Diversity*	Mean Index Knowledge*
Low	-.09	-.32**	.38*
Mid	-.40	-.22	-.44*
High	.75*	.52**	.20

IV. Conclusion and framework for further analysis

In this study we found that higher levels of involvement in the various civic engagement activities facilitated by the college are associated with positive outcomes in attitudes towards community engagement and positive outcomes in attitudes towards diversity.

These positive associations can be investigated further. More specifically, we can explore whether these positive associations are causal in nature. Though higher level of participation is associated with positive attitudes towards engagement, higher level of participation is also associated with those who have prior experience with engagement. So it is possible that students who are already convinced about the value of engagement before coming to Stockton are the ones driving this positive relationship. In order to account for this and other such correlations, we will conduct a multiple regression analysis. This will allow us to parse out the effect of participation on attitudes while holding other factors such as prior experience constant. Such an

³ Index values are computed after normalizing the data for each variable. There the values can range from negative to positive.

analysis might also help us understand the weak negative relationship that is indicated between participation and knowledge about civic issues.

So far we have looked at participation in all the civic engagement activities together. But as we saw, students are more aware of a few of these activities. In particular, Service Learning courses are the most well known form of engagement. We also find that students participating in service learning courses have a higher likelihood of participating in the other civic engagement activities. In our next level of analysis, we will consider the ways in which outcomes for students who participated in service learning might be different after controlling for differences that might influence the choice of service learning courses.

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Appendix I: List of Civic Engagement Activities

- Service-Learning courses
 - Service Engagement Advocates
 - Service Abroad
 - Honor Service Learning
- Co-curricular
 - Student Government (Student Senate)
 - Clubs and organizations
 - Sororities and fraternities
- Community Engagement
 - Community Engagement Fellows
 - Campus Kitchen
 - H.W. Tutors at Stanley Homes
- Wellness Center
 - Peer educators
 - Green Dot / TIPS training
 - Osprey advocates – domestic violence advocates
- Office of Student Rights & Responsibilities
 - CARE mentors
- Alternative Spring Break Projects
- Day of Service /MLK Day
- Make a Difference Day
- Hunger & Homelessness Awareness Week
- Read Across America
- Political Engagement Projects – ADP
 - Voter registration
 - Campaign information
 - Candidates' perspectives
- Church community involvement
- CERT – emergency preparedness workers
- Stockton Neighborhood Watch
- Organic Farm student workers
- BOT Student Representatives
- Stockton Center for Economic & Financial Literacy
 - Financial Literacy Peer Educators
- Champions of Youth Mentors
- Polling Institute Pollers

Appendix II

Figure I: Scatterplot of Attitude Score and Civic Score

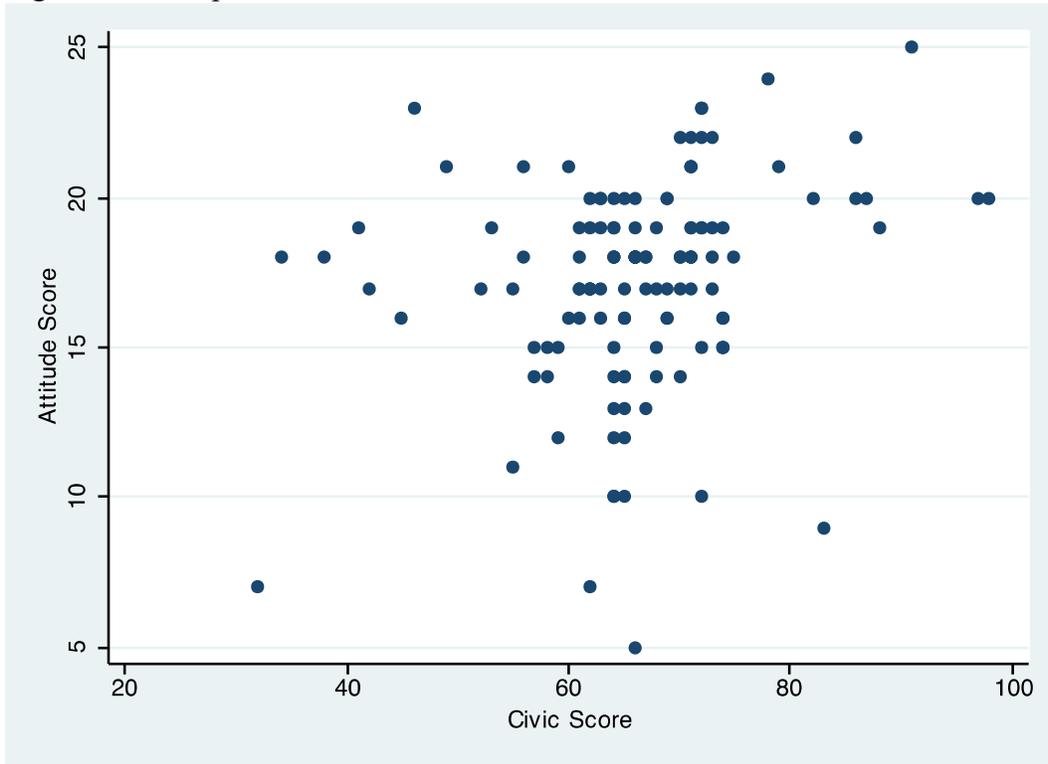


Figure II: Scatterplot of Diversity Score and Civic Score

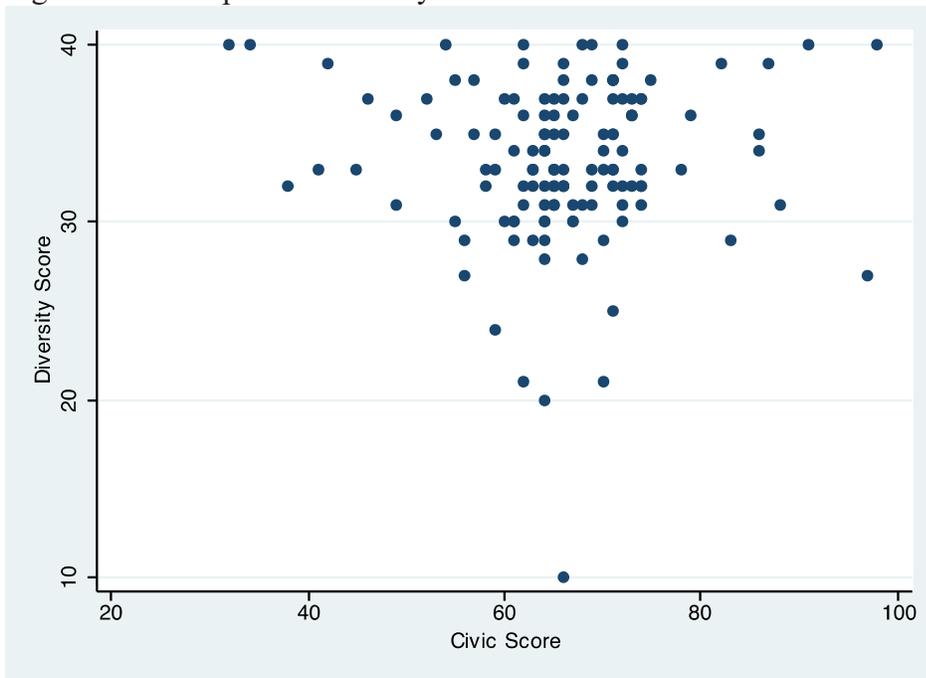


Figure III: Scatterplot of Knowledge Score and Civic Score

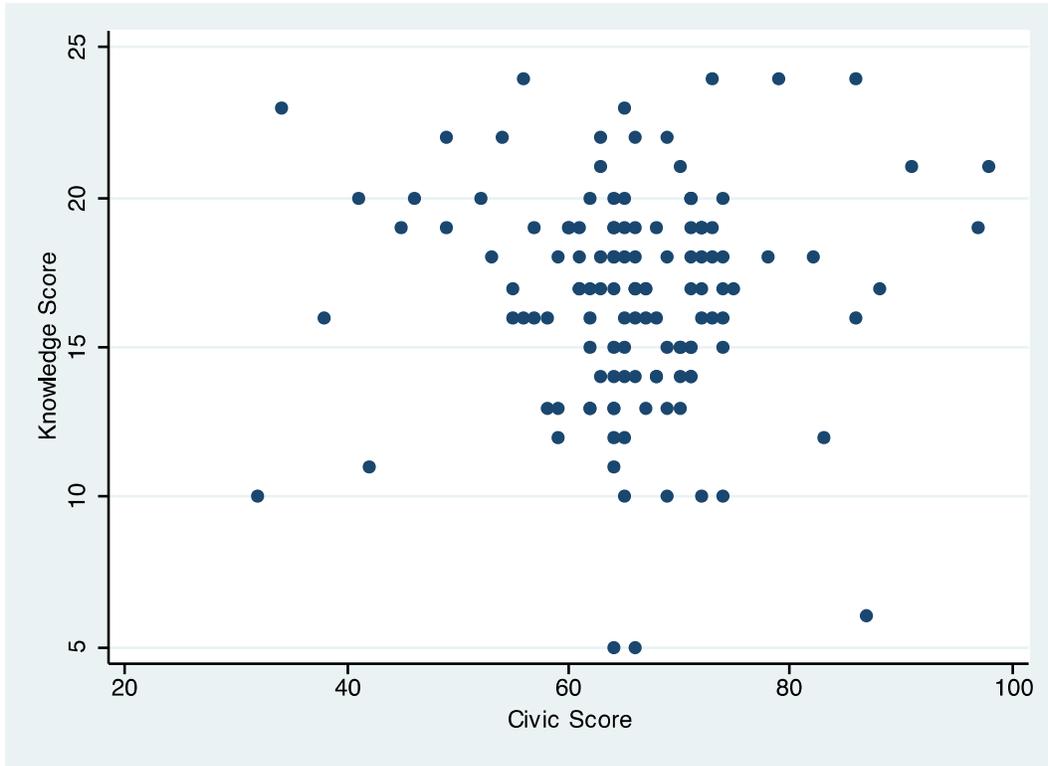
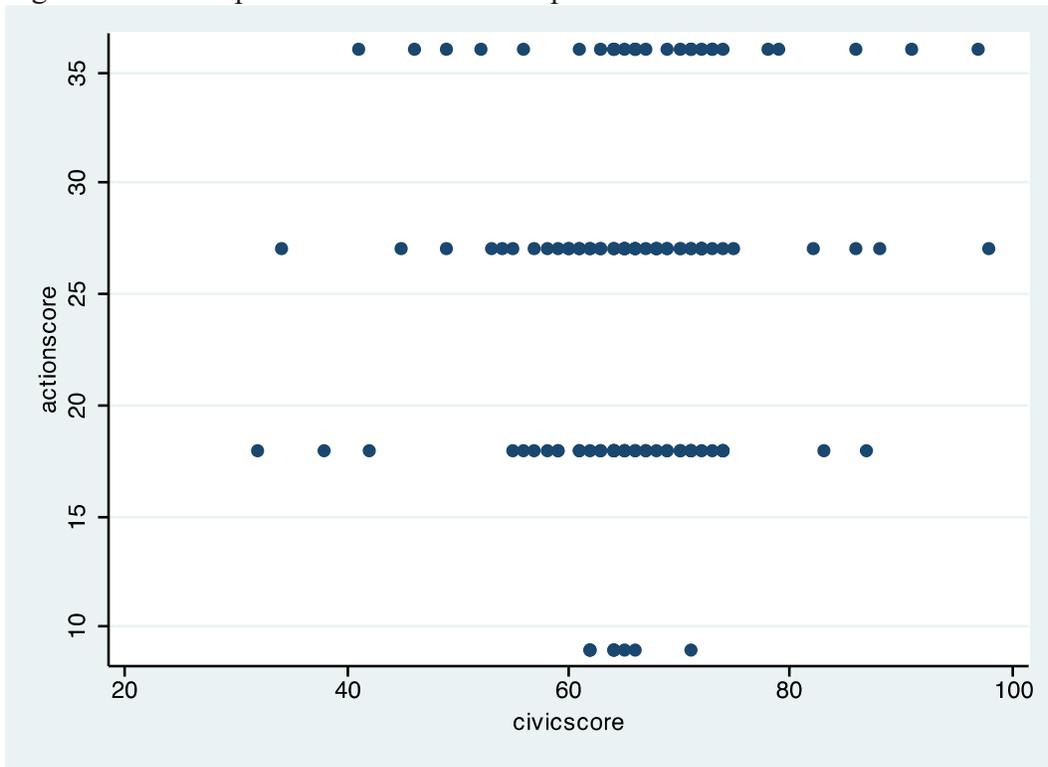


Figure IV: Scatterplot of Continued Participation Score and Civic Score



Summary of Analyses year 2:

101 students who took the survey in their freshmen year in 2014 took the survey again in their sophomore year in 2015. There is small increase in the average civic participation score between the two years (Table 2). Though the level of awareness of the different civic activities remains low overall in both years, about half (52.5%) did report an improvement in civic participation score over the 1-year period (Table 3). The scores of the outcome variables – attitudes towards civic engagement, attitudes towards diversity, knowledge of civic issues and continued participation in civic activities- remains similar across the two years (tables 4-7).

We do however see some statistically significant changes in outcomes when we compare those who did report increase in civic score to those who did not report an increase (no increase and negative change were combined). In table 8 we see attitudes to civic engagement and knowledge about civic issues scores are higher for students did see an increase in civic participation score. *This difference is statistically significant.* We can therefore conclude that there is evidence for positive correlation between increased participation in civic engagement activities on campus and positive perceptions towards the value of engagement and knowledge about civic issues. There is however no statistically significant difference between the two groups in attitudes towards diversity or ongoing participation in civic life outside campus. Further tests and multivariate analysis will be conducted.

Table 1: Demographic data for student who participated in both rounds of the survey

Gender	2014	2015
Male	33	33
Female	67	68
Other	1	

**Table 2: Civic Score is the combined score on 32 possible activities
Answers on scale of 1-4; 4 being maximum participation**

	2014	2015
Average Civic Score	64.81	68.47
Standard Deviation	13.53	17.32

Table 3:

	Number of Students	Percentage
Score increase	53	52.5
Score decrease	42	41.6
Score same	6	5.9

Table 4: Composite Score for Attitude

High Scores Preferred	Attitude towards Engagement
Total Questions	5
2014	17.3
2015	18.12

Table 5: Composite Score for Diversity

High Scores Preferred	Valuing Diversity
Total Questions	8
2014	32.2
2015	33.5

Table 6: Composite Score for Knowledge

High Scores Preferred	Knowledge
Total Questions	5
2014	16
2015	16.4

Table 7: Composite Score for Ongoing Participation

	Continued Participation
Total Questions	9
2014	23
2015	23.4

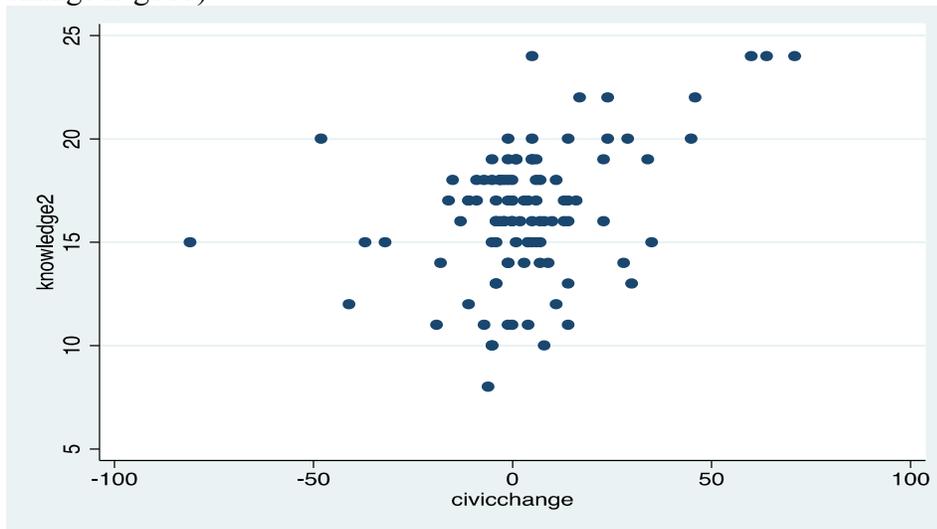
Table 8: ANOVA test to see if there is a statistically significant difference in civic outcomes between those who reported positive change in the civic score and those who did not

Civic Score Group	Mean Score Value of Engagement*	Mean Score Valuing Diversity	Mean Score Knowledge**	Mean Score Continued Participation
Positive Change in Civic Score	18.9	33.9	17.2	24
No Positive Change in Civic Score	17.3	33	15.6	22.8

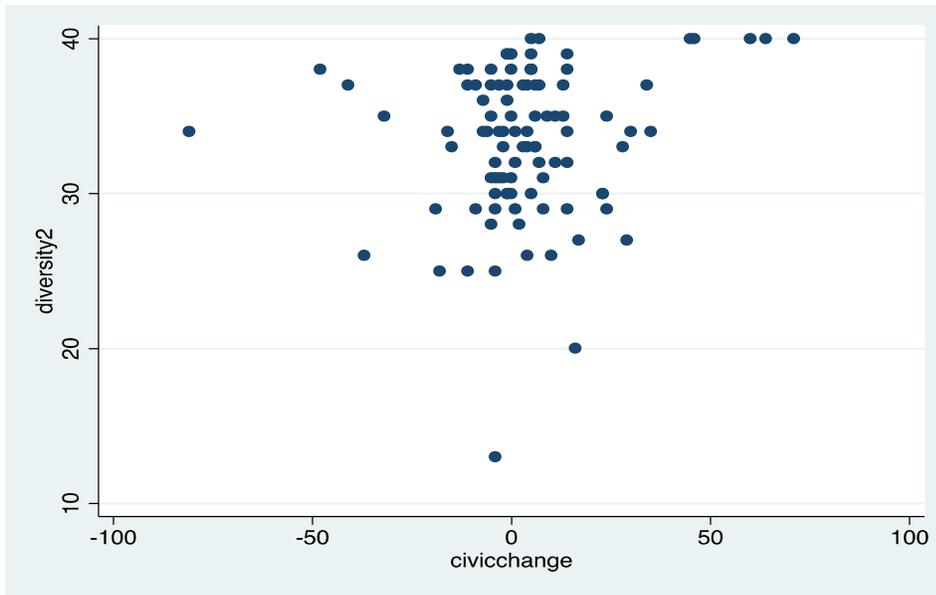
*The difference is statistically significant at the 5 percent significant level

**The differences is statistically significant at the 10 percent significance level

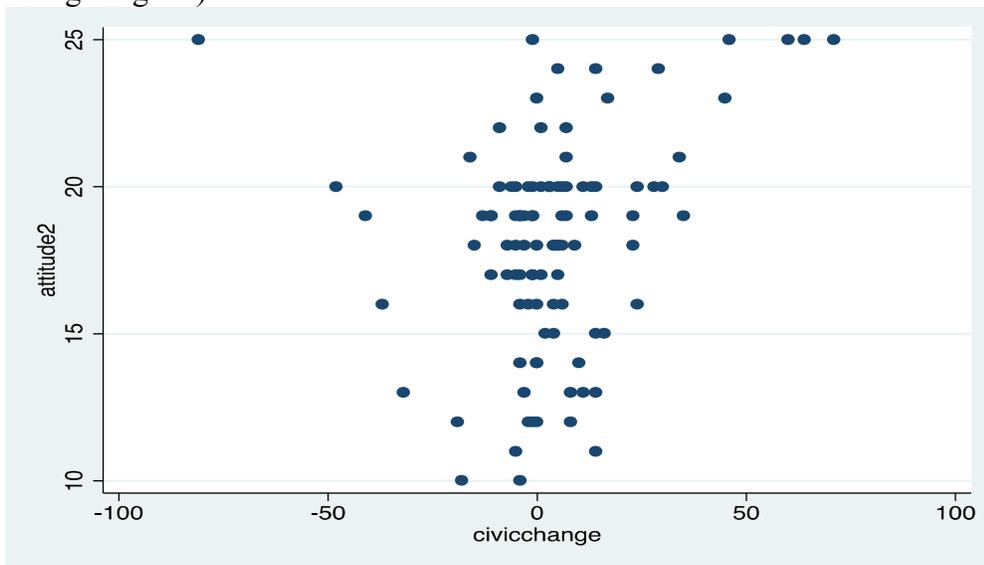
Scatter Plot: Knowledge About Civic Issues Score Against Change in Civic Score (positive change is good)



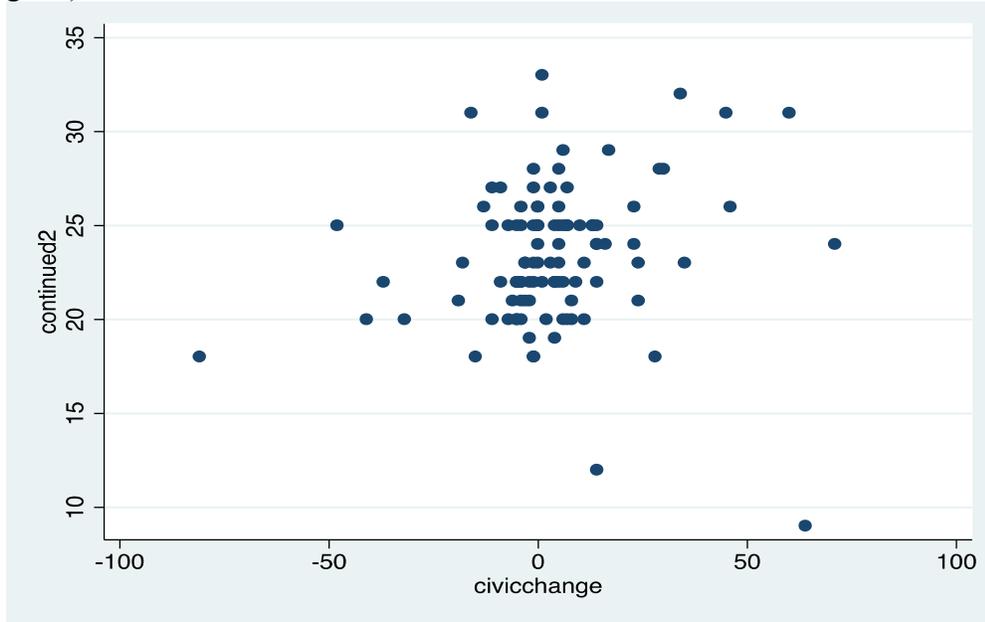
Scatter Plot: Diversity Score Against Change in Civic Score (positive change is good)



Scatter Plot: Attitudes Toward Civic Engagement Score Against Change in Civic Score (positive change is good)



Scatter Plot: Continued Participation Score Against Change in Civic Score (positive change is good)



Alumni Survey for Academic Program Five-Year Review

PILOT 2015-2016

Executive Summary

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Background/Methodology

Results

Lessons Learned

Background/Methodology

The first alumni survey conducted for the purpose of supporting academic program five-year review at Stockton was distributed in June 2016 to alumni who graduated from Stockton from 2007-2012 with majors/minors in programs preparing for the five-year review process in 2016-2017. The survey team consisted of Carra Leah Hood, Assistant Provost and Associate Professor of Writing; Dennis Furgione, Research Associate for Institutional Research; James Avery, Associate Professor of Political Science; Manish Madan, Assistant Professor of Criminal Justice; and Rob Foels, Assistant Professor of Psychology. Prior to creating the survey, the survey team met numerous times with a University-wide group of colleagues to determine the feasibility of surveying alumni, to partner when possible, and to establish a plan that would not interfere with the Career Center and Development & Alumni Affairs surveying practices.

The survey, initially launched in June 2016, targeted 2,003 potential alumni respondents who graduated with majors/minors in Chemistry, Criminal Justice, History, Language & Cultural Studies, Marine Science, Psychology, or Gerontology. The survey team sent out an initial prompt and five additional weekly reminders. The goal of the survey was to gain insight into graduates' overall satisfaction with their Stockton education, the campus climate, General Studies, Q1 and Q2 courses, W1 and W2 courses, and Essential Learning Outcomes-related learning opportunities. The survey also included questions on satisfaction with faculty, advising, peers, and campus services. In addition, each program crafted up to ten questions regarding program learning experiences.

As an incentive for completing the survey, each graduate was offered a replacement diploma with the Stockton University designation.

The survey team used Qualtrics' software to build and distribute the survey and to analyze results.

The survey team used email contact information for alumni in the survey population that has been on record since each student's graduation year. During the time period surveyed, students did not retain their Stockton email accounts after graduation; consequently, the survey team sent survey prompts to the email addresses on record as "preferred" email addresses. The team suspects that some students may no longer use those email addresses. Stockton University transitioned to Google email accounts for students in 2013. As a result of that transition, students have been able to retain their Stockton email accounts after graduation. Based on the experience of others across the campus who regularly survey alumni, we should expect higher response rates when we survey students who graduated in 2013 and after.

Results

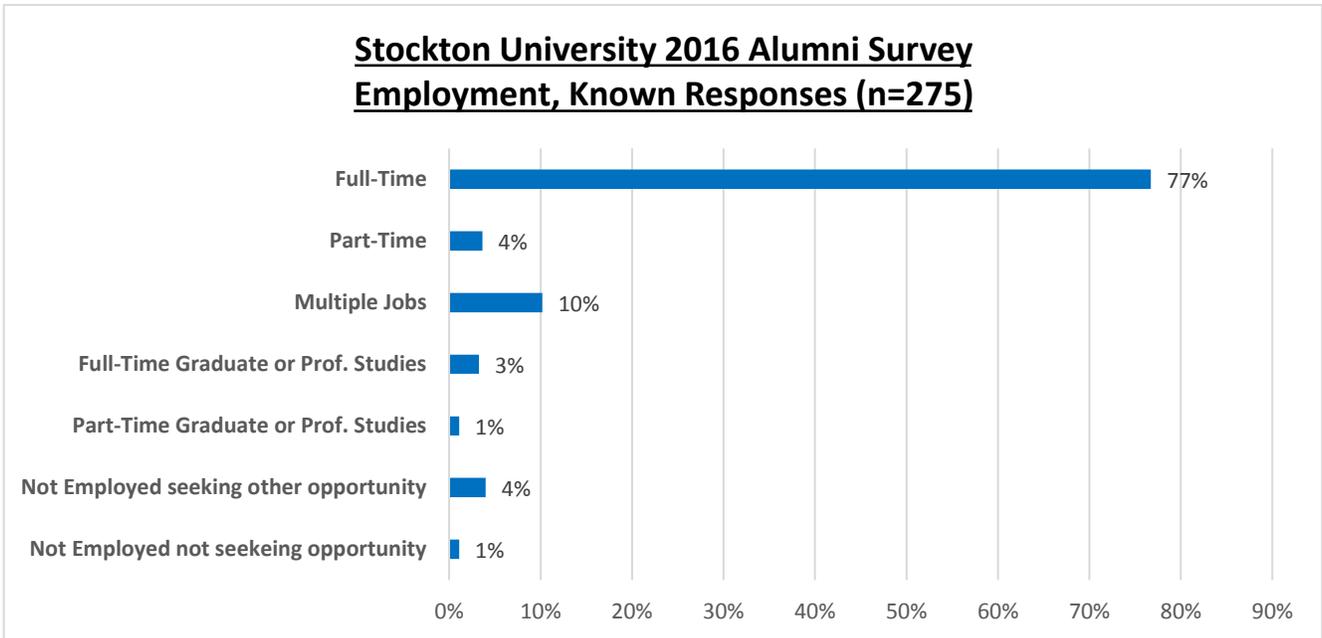
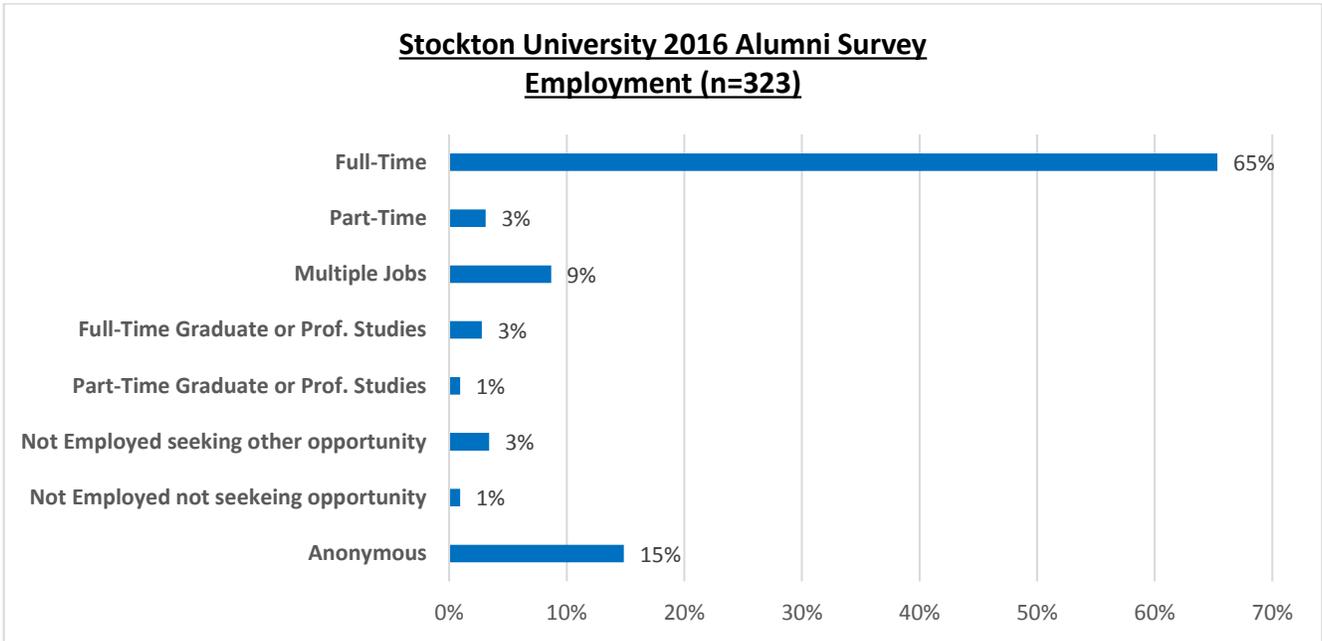
Dennis Furgione, with assistance from Carra Hood, analyzed 323 completed responses.

Of the 2,003 alumni email addresses, 251 were bounced back due to a glitch in the Qualtrics firewall. Taking the number of bounced emails into consideration, the 2016 Alumni survey response rate settled at 18%, with the largest concentration of responses from 2010-2012 alumni.

Respondents' demographics show 62% female, 30% male; the remaining 8% responded as anonymous. In addition, 50% of the respondents were admitted to the institution as native or non-transfer and 43%, as transfer students; the balance of 7% responded as anonymous. As a result, on these indicators, the survey responses are similar to Stockton's gender and native/transfer numbers (goodness of fit). In 2015, 41% of Stockton students were male and 59% were female; 47% were transfer students and 53% were native students. In 2012, the last year of graduates captured in the survey, 42% of Stockton students were male and 58% female; 51% were transfer students and 49% were native students.

Of the 323 respondents, 81% reported being employed or continuing their education, 4% were not employed, and 15% responded as anonymous. Of the 275 known respondents, 95% reported being employed or continuing their education. Native and transfer alumni had similar employment patterns. 64% of alumni identified New Jersey as their home state.

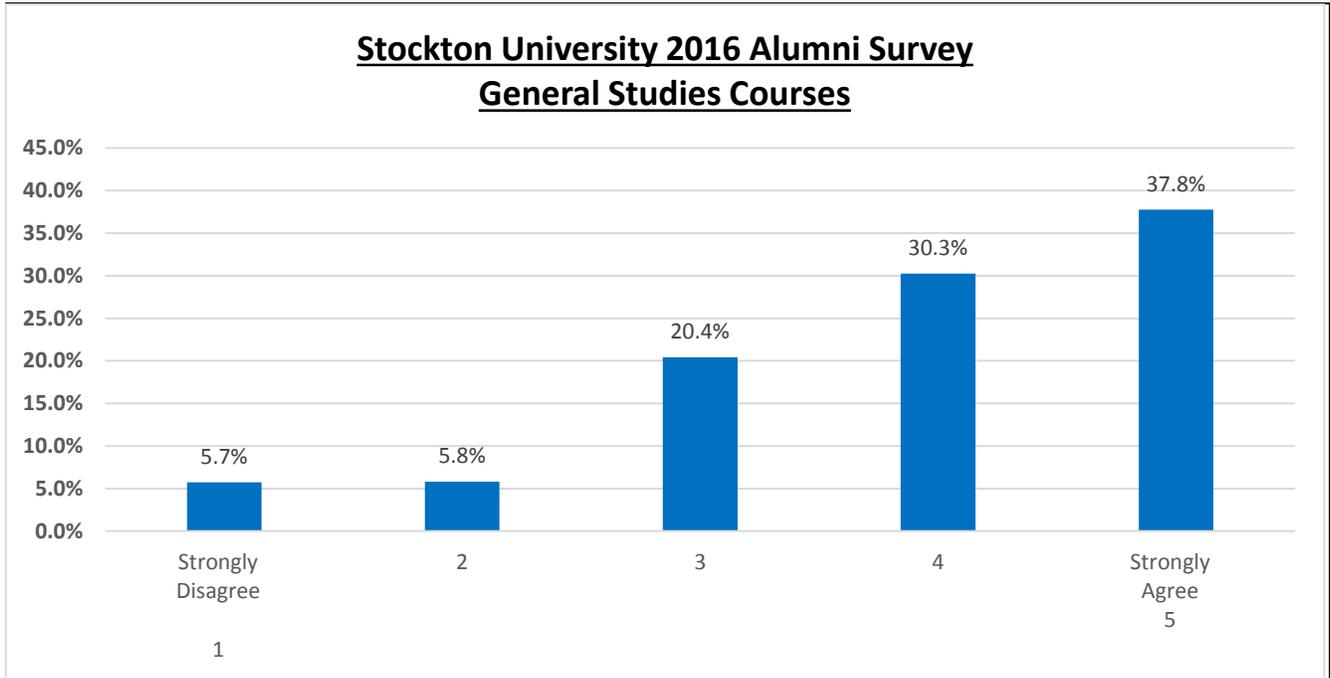
Please see charts on the next few pages for full representation of aggregate alumni data.





General Studies Courses:

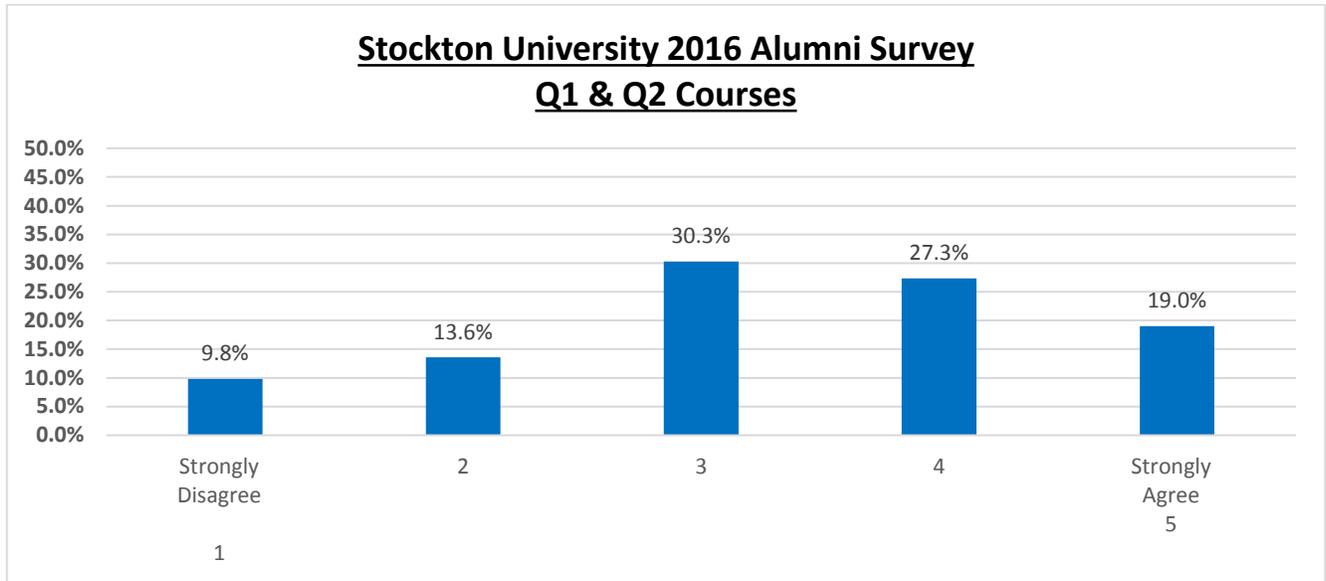
68.1% of the respondents either agreed or strongly agreed that their General Studies courses introduced them to new ideas, exposed them to new cultures, helped them think in creative ways, and helped them interact with students from other disciplines.





Q1 and Q2 Courses:

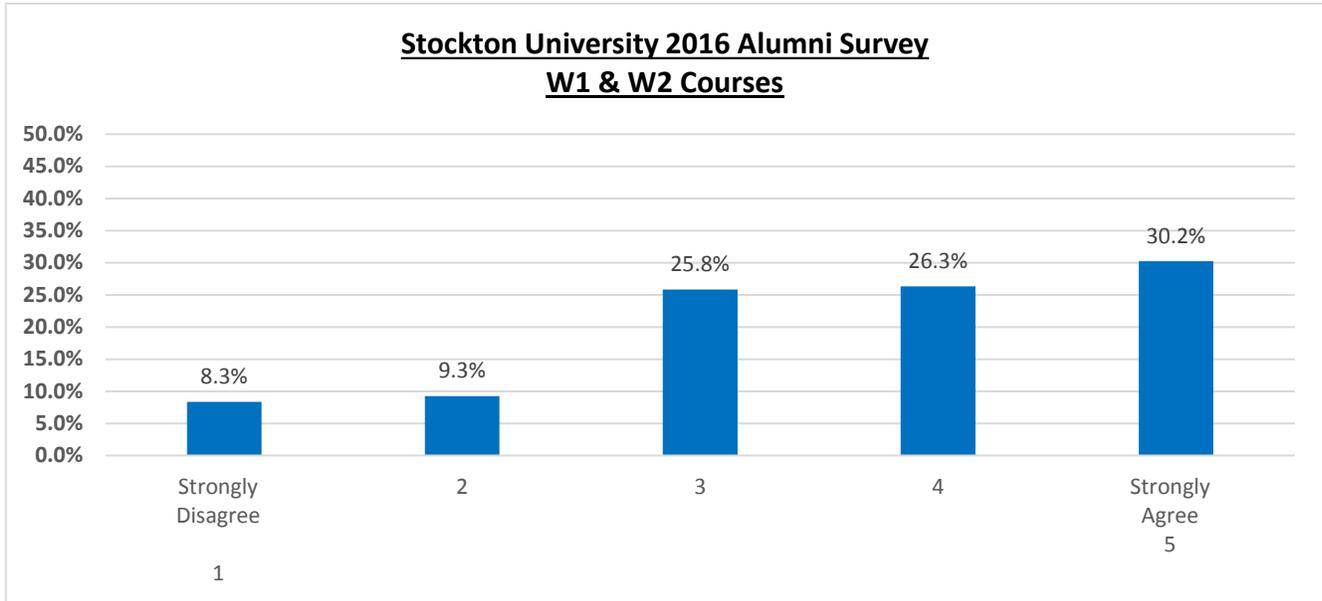
46.3% of respondents agreed or strongly agreed that their Q1 and Q2 courses prepared them for quantitative reasoning (QR) in their current job (directly or indirectly), graduate or professional studies, or for work/life problem-solving and reasoning. 30.3% of respondents indicated that they were neutral about the impact of these courses.





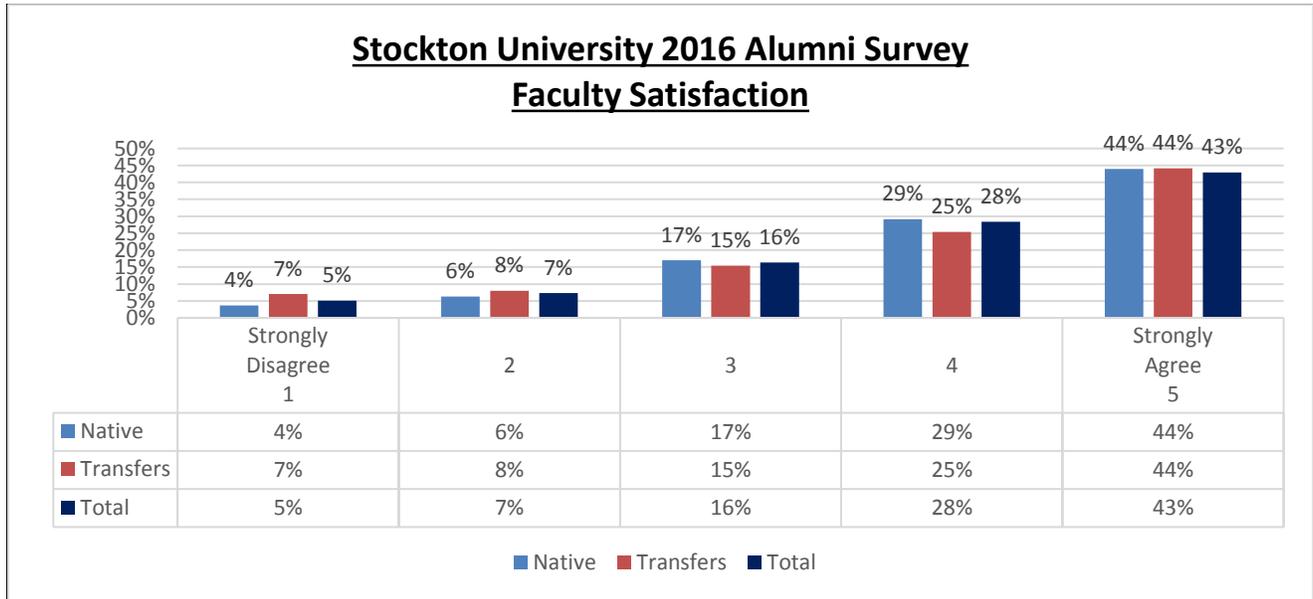
W1 and W2 Courses:

56.5% of respondents agreed or strongly agreed that their W1 and W2 courses prepared them for writing in their current job (directly or indirectly) or graduate or professional studies.



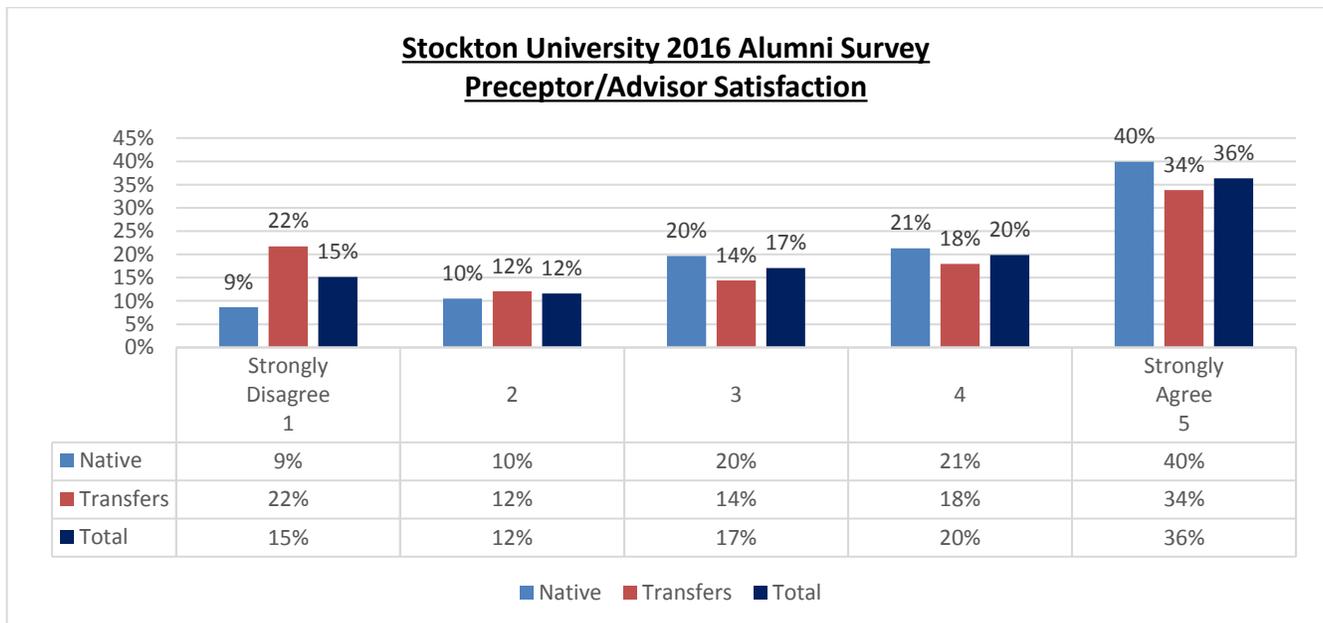
Faculty Satisfaction:

73% of native respondents agreed or strongly agreed that they were satisfied with faculty compared with 69% of transfer students.



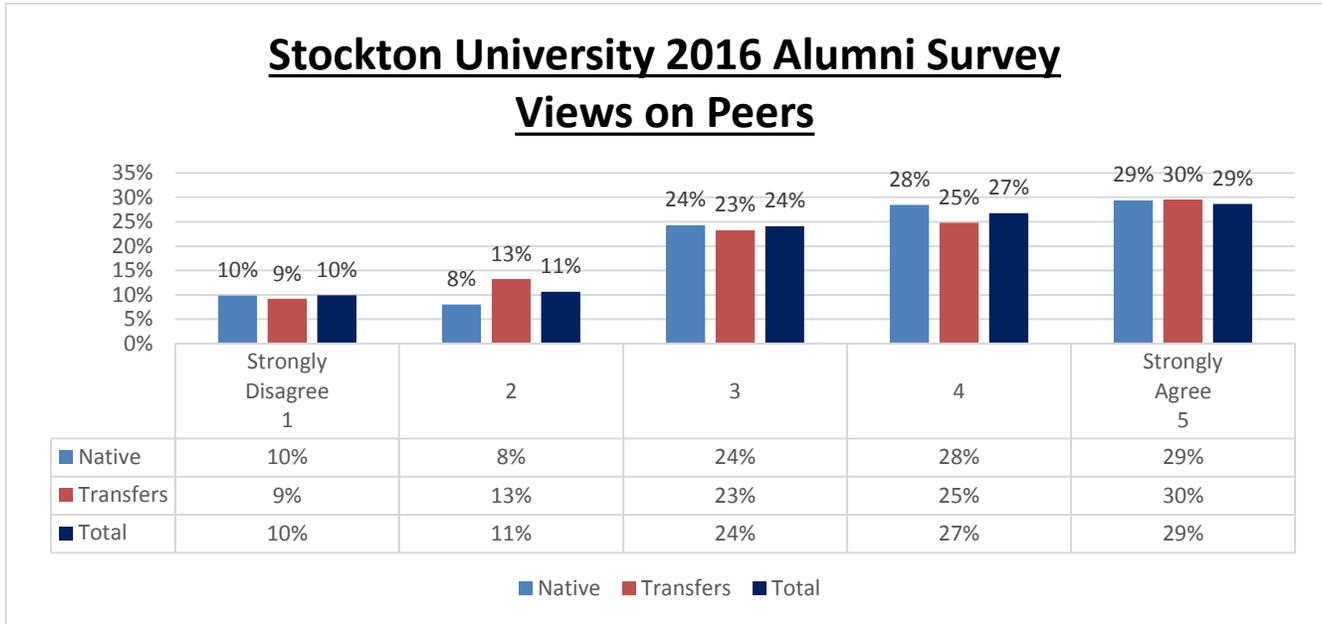
Preceptor & Advising Satisfaction:

61% of native respondents agreed or strongly agreed that they benefitted from their relationships with preceptors compared with 52% of transfer students. In addition, 22% of transfer respondents expressed dissatisfaction with their preceptor and advising compared with 9% of native students.



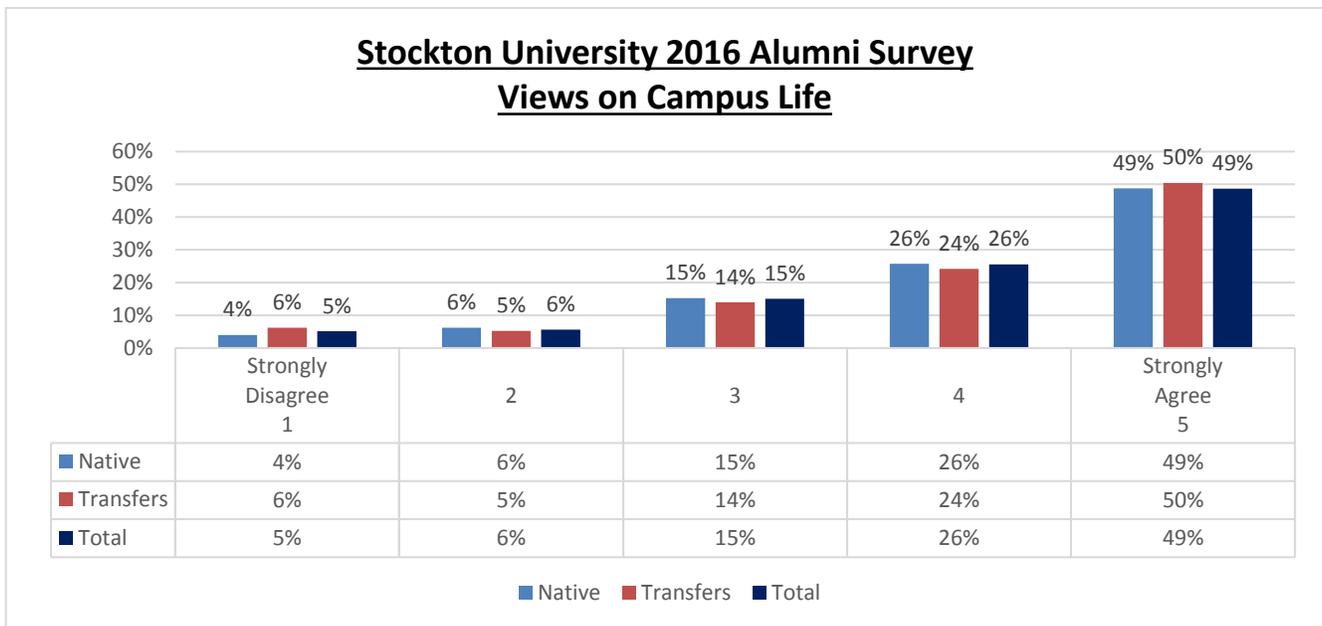
Views on Peers:

More than 50% of both native and transfer respondents agreed or strongly agreed that they had positive relationships with their peers.



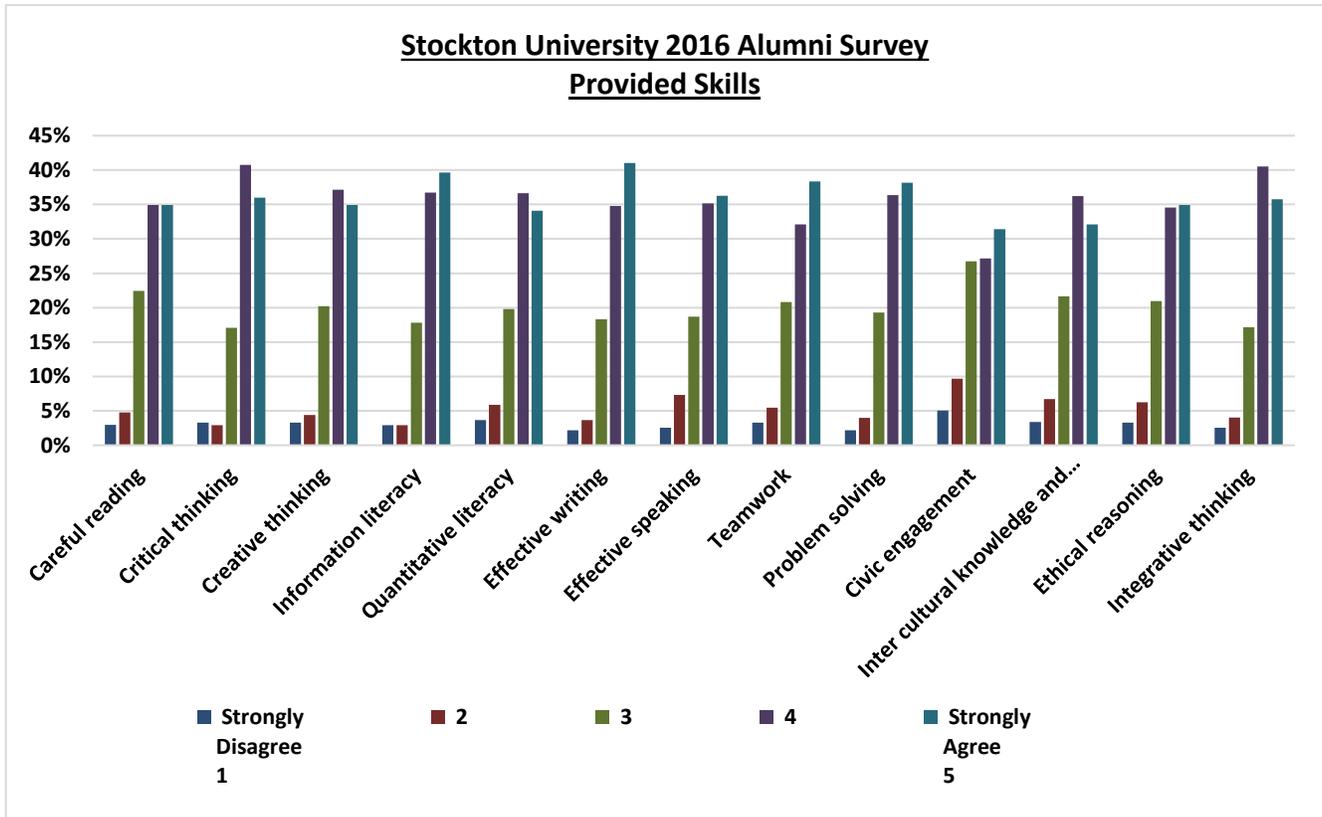
Views on Campus Life:

About 75% of both native and transfer respondents agreed or strongly agreed that they had positive campus life experiences.



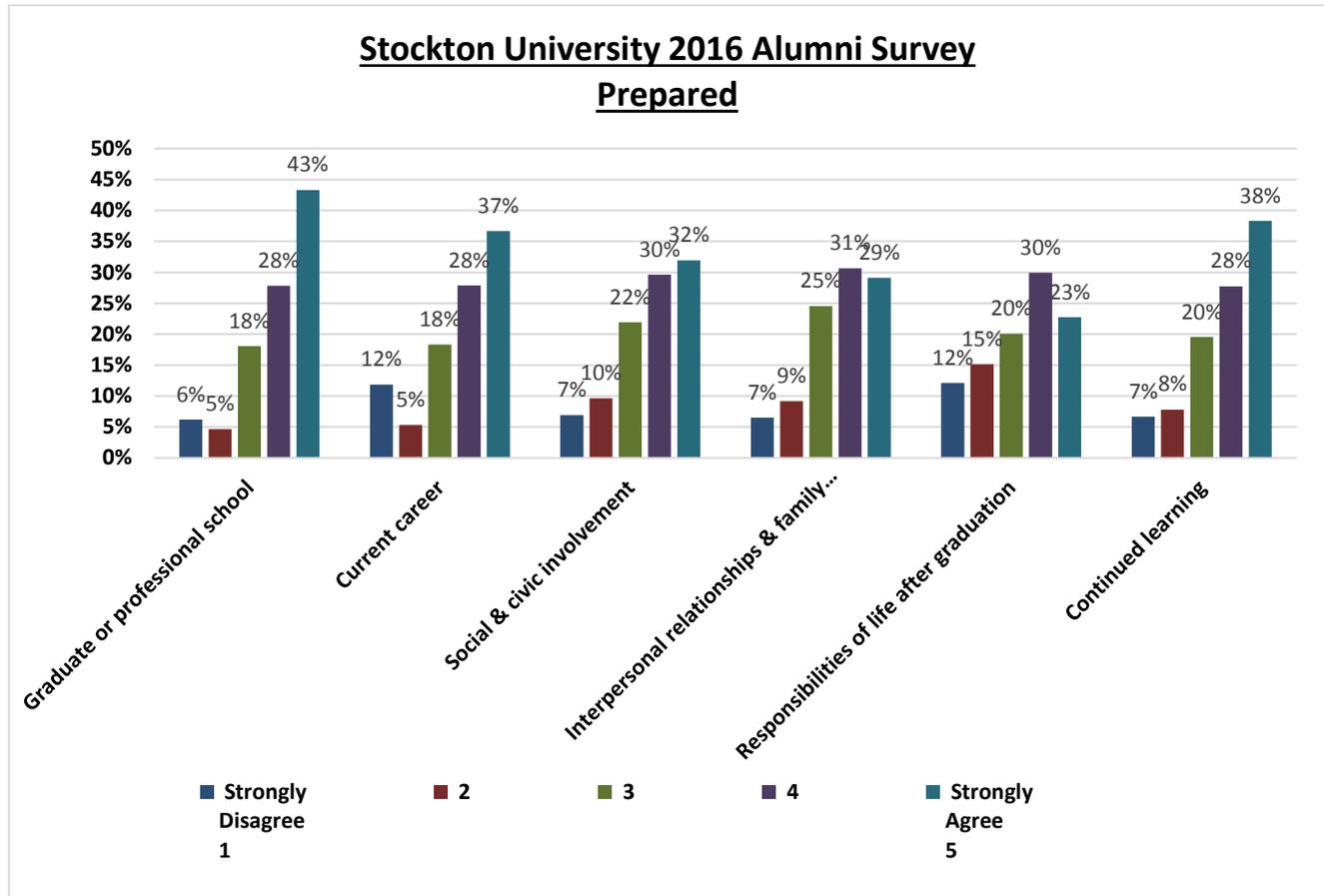
Stockton University provided me with Skills:

Overall, 72% of respondents agreed or strongly agreed that Stockton University provided them with skills in careful reading, critical thinking, creative thinking, information literacy, quantitative literacy, effective writing, effective speaking, teamwork, problem solving, civic engagement, inter-cultural knowledge and competence, ethical reasoning, and integrative thinking.



Stockton University prepared me for experiences outside the University:

62% of respondents agreed or strongly agreed that Stockton University prepared them for graduate or professional school, current career, social & civic involvement, interpersonal relationships & family living, and the responsibilities of life after graduation.



Lessons Learned and Recommendations

As a result of conducting the pilot alumni survey in June 2016, we learned and recommend the following:

1. Continue surveying graduates of programs as part of the academic program five-year review process.
2. Organize a survey team that includes Carra Hood, Assistant Provost for Programs and Planning; Dennis Furgione, Research Associate in the Office of Institutional Research; and interested faculty members/other professional staff.
3. Include a question in the institutional section on pay ranges; we can set ranges in \$10,000 increments from \$20,000 to \$150,000+.



STOCKTON UNIVERSITY

2016 Alumni Survey

4. Include a question in the institutional section on employers; we can list generic employers (K-12 school district, higher education institution, government agency, nonprofit organization, for-profit small business, multinational corporation, etc.) and generic positions (sales person, manager, executive, fundraiser, teacher, education administrator, researcher, financial officer/support, information technology officer/support, etc.); however, we can also include an optional question that asks alumni to list their actual employer and job title.
5. Enlist program Coordinators and faculty to create up to ten program-specific questions; contact Coordinators of programs scheduled for five-year review during the next academic year in October of the current year.
6. Begin the process of marketing the survey in March-April with an advertisement on the Stockton University home page and the LED monitor at the Jimmie Leeds Road entrance to the University.
7. Work with Susan Allen (University Relations and Marketing) to post a survey teaser to Stockton social media, Meaghan Resta to include a brief write up about the survey in *StocktonTimes*, and Sara Faurot to mention the survey in alumni publications and on alumni social media/website.
8. Set up an 11-week timeline for survey administration; the initial prompt can go out to alumni the first week of May with biweekly reminder prompts through the first week in July.
9. Consider working with the Stockton Polling Center to conduct some surveys over the phone, especially to contact alumni in very small programs.
10. Collect five years of data; the Career Center collects data from the current year's graduates, so the Academic Affairs alumni survey should collect data from alumni two, three, four, five, six years out.
11. Return the raw data (as an export to Excel) to program Coordinators once the survey is closed.
12. Black out alumni names and email addresses when distributing the raw data to program Coordinators.
13. Include an incentive for alumni who complete the survey.
14. Share raw the alumni survey raw data with Sara Faurot and Cynthia Crager in the Office of Development and Alumni Affairs.
15. Share the executive summary with Christy Cunningham in the Career Center; offer to share the raw data with Christy if she would like it.
16. Share the executive summary on the Academic Affairs website, present at the Provost Council, share with the Faculty Senate, and send out a note to the faculty listserv to check out the executive summary report on the website.
17. Renew the IRB application for the alumni survey each year; we completed an application this past year, and that application should be updated and renewed each year.

Report presented by

Carra Leah Hood, Assistant Provost and Associate Professor of Writing

Dennis Furgione, Research Associate in the Office of Institutional Research.

Stockton 2020 Strategy Map

		Learning	Engagement	Global Perspectives	Sustainability
PERSPECTIVES	Students, Faculty & Stakeholders	<p>S1 – Deliver high value-added learning experiences and promote scholarly activity.</p> <p>S2 – Promote liberal arts ideals to develop lifelong learners</p>	<p>S3 – Establish Stockton as an integral part of the identity of students, faculty, staff, alumni and community members.</p> <p>S4 – Prepare students for active citizenship role.</p> <p>S5 – Create mutually reinforcing intellectual and co-curricular experiences</p>	<p>S6 – Develop a globally diverse Stockton community</p> <p>S7 – Enhance capacity to participate globally</p>	<p>S8 – Increase sustainable infrastructure</p> <p>S9 – Enhance sustainability education and research</p> <p>S10 – Increase recognition as a model of sustainability</p> <p>S11 – Partner to promote global sustainability</p>
	Internal Processes	<p>IP1 – Strengthen internal processes to support learning, engagement, global education and sustainability</p>		<p>IP2 – Integrate global program efforts among multiple units of the college</p>	<p>IP3 – Prioritize sustainability in plant operations & residential life</p> <p>IP4 – Promote sustainability across the curriculum</p> <p>IP5 – Develop and implement sustainability programs</p>
	Employee Readiness	<p>ER1 - Develop faculty and staff skills to support learning, engagement, global education and sustainability</p>			
	<p>ER2 – Reward scholarly applications.</p>	<p>ER3 – Foster an interactive environment among students, faculty, staff and community</p> <p>ER4 – Increase opportunities for interactions between internal and external communities</p>	<p>ER5 – Strengthen opportunities for global interaction among members of the Stockton community</p>	<p>ER6 – Reward sustainable practices</p>	
Resource Stewardship	<p>RS1 – Establish additional revenue sources</p> <p>RS2 – Reduce expenses</p> <p>RS3 – Align resources to support the strategic plan</p>			<p>RS4 – Seek efficiencies through sustainable practices</p>	