

# ANNUAL REPORT

## 2011-2012



THE RICHARD STOCKTON COLLEGE OF NEW JERSEY  
DIVISION OF STUDENT AFFAIRS



DR. THOMASA GONZALEZ  
VICE PRESIDENT FOR STUDENT AFFAIRS



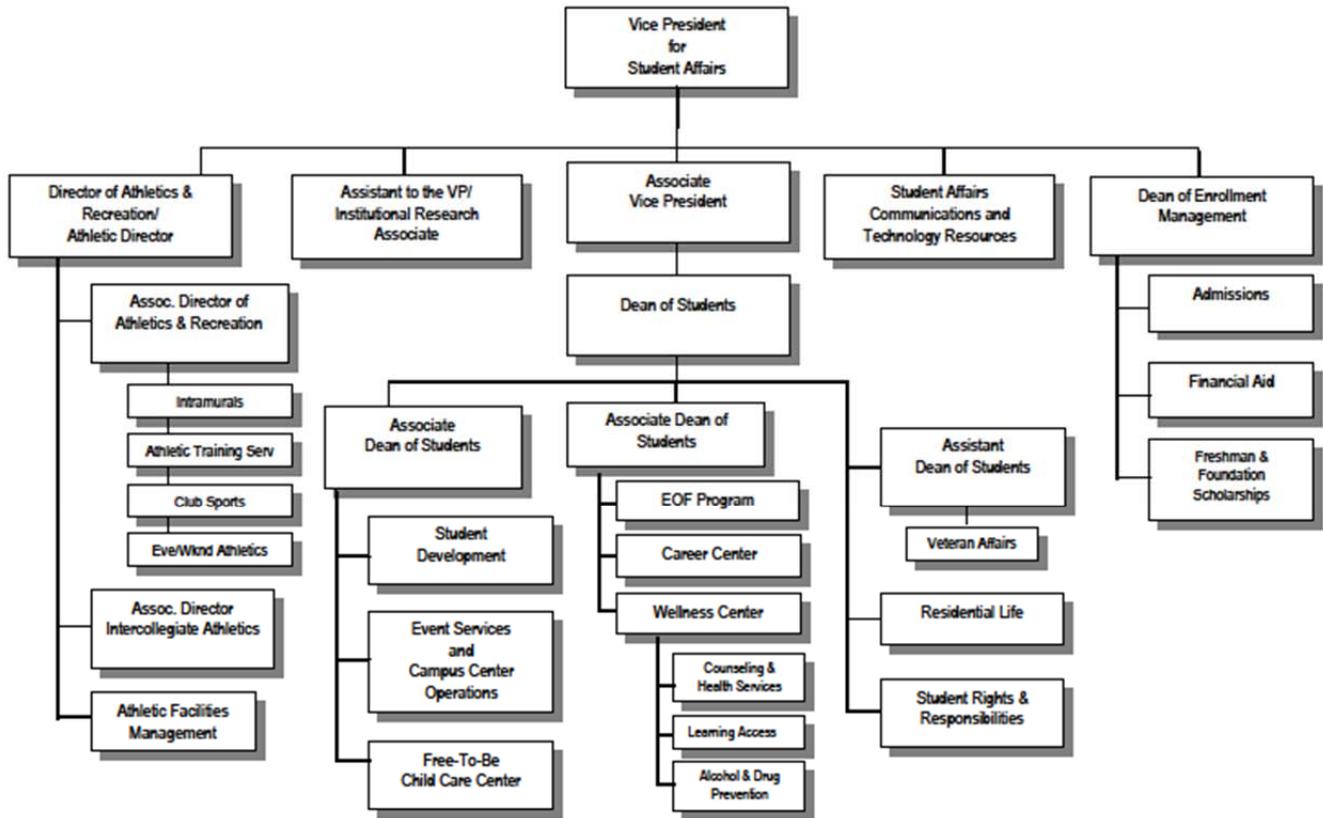
#### **VISION STATEMENT**

The Division of Student Affairs is dedicated to transforming our students into globally aware, productive citizens who are life-long learners with the ability to work towards common solutions locally, nationally and globally. We will accomplish this transformation in a learning environment that provides memorable, high quality experiences designed to enhance intellectual curiosity and to nurture personal and interpersonal growth.

#### **MISSION STATEMENT**

The Division of Student Affairs, through teamwork, collaboration, innovation and excellence, delivers comprehensive co-curricular services designed to enhance campus life, increase student retention and graduation rates, prepare students for their careers, stimulate higher academic achievement and inspire meaningful community involvement.

**DIVISION OF STUDENT AFFAIRS  
ORGANIZATIONAL CHART  
JANUARY 2012**



Rev. 1/12

**DIVISIONAL GOALS 2011-2012**

1. In concert with the goals of the College's strategic plan, maximize the quantity and retain the quality and diversity of our new students.

- Increase student retention rates through collaborative efforts with Academic Affairs and other divisions of the college.
- Collaborate with all college constituencies to demonstrate the value of a Stockton education to prospective students and parents, making changes to open houses, orientation and instant decision days.
- Oversaw the implementation of the new Faculty Ambassador Program to maximize the involvement of faculty and alumni in the recruitment of new students.
- Expand the "Nurturing" model currently used in programs for at-risk students to a wider population, including fifth semester EOF students and student-athletes, to improve retention.
- Pursue an expansion of the EOF Program by appealing to the central office for increased funding based upon the success rate with EOF students.

2. Provide professional development opportunities for professional, managerial and support staff.

- Streamline policies and procedures, and train staff accordingly, to facilitate smooth functioning across the division.
- Educate Student Affairs staff in best practices.
- Create communication channels that enhance understanding and maximize internal and external efficiencies.
- Coordinate division-wide assessment efforts and techniques to ensure quality services.
- Develop curriculum for leadership enhancement education for all staff.
- Create opportunities to recognize staff for outstanding performance and accomplishments.
- Enable staff to stay current in new technologies, e.g. social networking.

3. Support curricular and deliver co-curricular learning opportunities for students' personal and interpersonal growth, in a safe environment.

- Identify and add one new Living/Learning Community option to further integrate the academic and residential experiences of the student body.
- Create cross-functional teams of faculty, Student Affairs staff and students to address issues facing college students today.
- Plan, develop, and implement student conferences targeting leadership development and current topical issues.
- Expand branded "Personal Development Curriculum" modules for students that will complement the division's student development practices.
- Broaden wellness programs targeting optimal health and wellness and enhance the self-care campaign for sanitation.
- Continue to implement the recommendations of the Alcohol Task Force.
- Support the college's mission in preparing students to be responsible, globally-aware citizens.
- Increase contributions to the integration of safety measures throughout the campus community.

4. Ensure a smooth and successful transition to the new Campus Center and other college facilities.

- Participate in and contribute to the Transition Committee.
- Identify staffing and other resources needed for a successful transition.
- Collaborate with Administration and Finance, and Academic Affairs to maximize use of limited resources.

### **SIGNIFICANT ACCOMPLISHMENTS 2011-2012**

1. In concert with the goals of the College's strategic plan, maximize the quantity and retain the quality and diversity of our new students.

- Increase student retention rates through collaborative efforts with Academic Affairs and other divisions of the college.
  - Worked with Graduate and Undergraduate Admissions to develop a cogent, integrated Strategic Enrollment Management Plan
  - Increased response to students who have exhausted their financial aid resources
  - Secured support for and worked across divisions to implement Banner Relationship Management in a comprehensive fashion, and utilizing the "early warning" options whenever possible
- Collaborate with all college constituencies to demonstrate the value of a Stockton education to prospective students and parents, making changes to open houses, orientation and instant decision days.
  - Directed the revision of Open House based on assessment of earlier programs
  - Made recommendations for improvements to Instant Decision days to maximize the use of our strongest resources: faculty and students
- Oversaw the implementation of the new Faculty Ambassador Program to maximize the involvement of faculty and alumni in the recruitment of new students.
  - Obtained the support of faculty highly regarded as being "student-centered" to represent the program
- Expand the "Nurturing" model currently used in programs for at-risk students to a wider population, including fifth semester EOF students and student-athletes, to improve retention.
  - Encouraged the increased involvement of student-athletes in community centered activities creating new connections and emphasizing personal responsibility
  - Expanded engagement through "Get Involved" campaign
- Pursue an expansion of the EOF Program by appealing to the central office for increased funding based upon the success rate with EOF students.
  - Provided additional award money to upper class students to assist with retention

2. Provide professional development opportunities for professional, managerial and support staff.

- Streamline policies and procedures, and train staff accordingly, to facilitate smooth functioning across the division.
  - Examined policies and procedures through Council for the Advancement of Standards in Higher Education (CAS) activities
- Educate Student Affairs staff in best practices.
  - Support individual offices in professional development activities including group reports on current literature, attendance at conferences and other programs on best practices
- Create communication channels that enhance understanding and maximize internal and external efficiencies.
  - Piloted a divisional program called "SA Voices" to encourage interpersonal interaction of a staff that stretches geographically across the main campus, and whose schedules exceed the traditional work week
  - Incorporated social media techniques with prospective, current and former students in order to connect with them in ways that correspond to the practices they use
- Coordinate division-wide assessment efforts and techniques to ensure quality services.
  - Required units to present CAS reports in group settings using multi-media approach; permanent records created in the form of notebooks and videos of presentations
- Develop curriculum for leadership enhancement education for all staff.

- Dean of Students conducts regular workshop series for staff, centered around leadership
- Create opportunities to recognize staff for outstanding performance and accomplishments.
  - Osprey Impact Awards, voted upon by staff, recognize outstanding performance
- Enable staff to stay current in new technologies, e.g. social networking.
  - Staff encouraged to participate in computer services training, as well as ETTTC training, continuing education, and for credit programs

3. Support curricular and deliver co-curricular learning opportunities for students' personal and interpersonal growth, in a safe environment.

- Identify and add one new Living/Learning Community option to further integrate the academic and residential experiences of the student body.
  - The Community Engagement LLC was added this year, as a supplement to all existing LLCs rather than a stand-alone community. This was in keeping with Stockton's new Carnegie designation
- Create cross-functional teams of faculty, Student Affairs staff and students to address issues facing college students today.
  - Teams were created to address student financial hardship and retention issues, through the CARE Team
- Plan, develop, and implement student conferences targeting leadership development and current topical issues.
  - Two Day(s) of Leadership workshops were held, one in the Fall (136) and one in the Spring (92) on a variety of topics ranging from self-exploration to situational analysis
- Expand branded "Personal Development Curriculum" modules for students that will complement the division's student development practices.
  - Expanded use of the Green Dot Training program and added the Alcohol Bystander Program to Spring 2012
- Broaden wellness programs targeting optimal health and wellness and enhance the self-care campaign for sanitation.
  - Green Dot Training was instituted college-wide, and Wellness staff participated in the smoking cessation campaign
- Continue to implement the recommendations of the Alcohol Task Force.
  - An Alcohol Bystander prevention program model was instituted in the Spring 2012 to Wellness staff and Residential Life staff through RA spring training
- Support the college's mission in preparing students to be responsible, globally-aware citizens.
  - Activities of the Sustainability LLC targeted global citizenship. A full day Environmental Forum is scheduled for March 31, 2012
- Increase contributions to the integration of safety measures throughout the campus community.
  - The Green Dot Program, Alcohol Bystander Program and Residential Assistant training programs focused on safety measures

4. Ensure a smooth and successful transition to the new Campus Center and other college facilities.

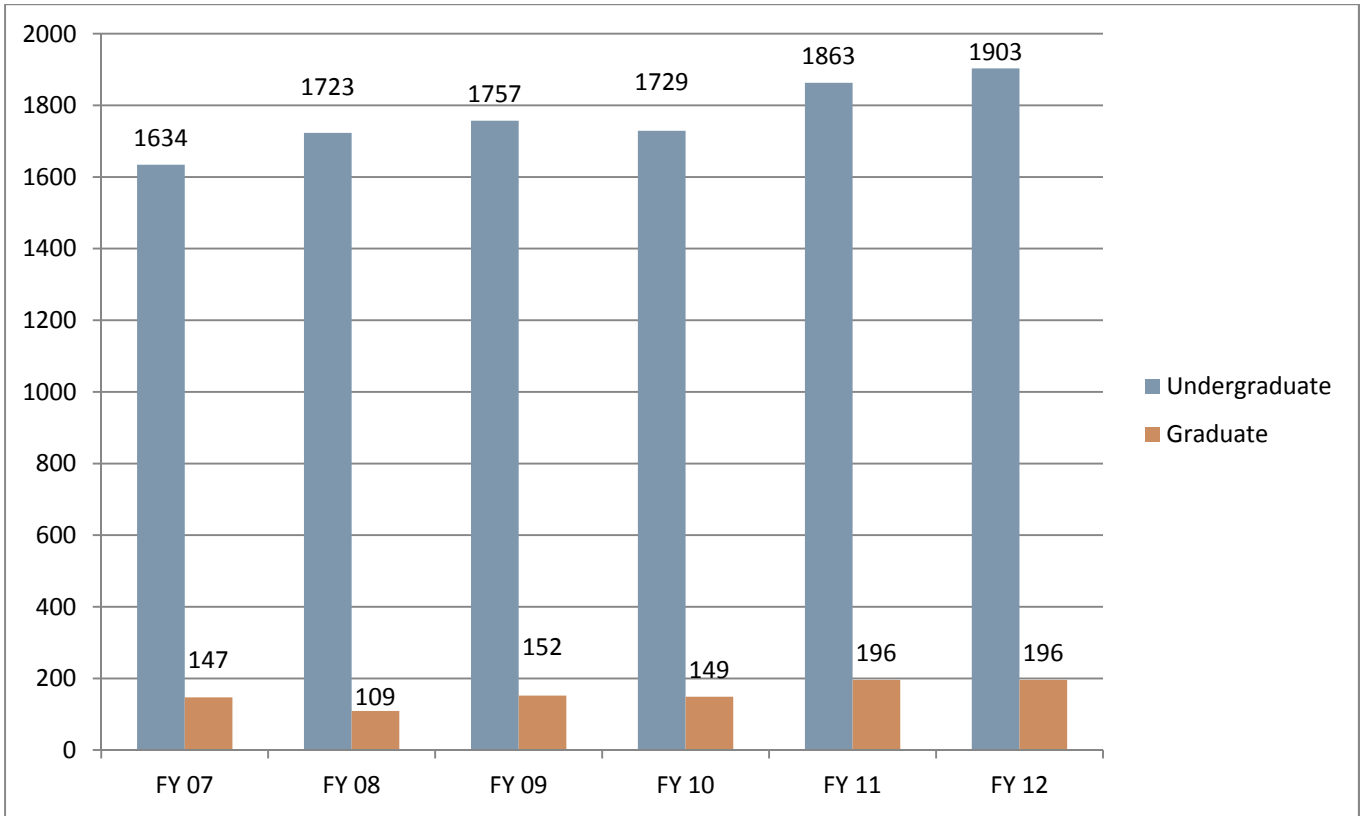
- Participate in and contribute to the Transition Committee.
  - A successful move to the new Campus Center occurred in April/May, 2011. The Transition Team remains in place this year to address emergent needs as the campus community becomes comfortable using the building
- Identify staffing and other resources needed for a successful transition.
  - A reorganization occurred within Student Affairs management to cover the new responsibilities associated with the move to the new space, and two Facility Coordinators were hired to manage the facility in the evenings and on weekends

- Collaborate with Administration and Finance, and Academic Affairs to maximize use of limited resources.
  - Behavior Intervention Team provides expertise from all college areas to address disruptive student behavior
  - Veteran Affairs along with the Development Office worked with VFW for scholarship contribution
  - Veteran Affairs and Academic Affairs (First Year Experience) joined forces to bring well-known military hero, celebrity, and motivational speaker JR Martinez to campus
  - Establishment of the Veteran Golf Tournament with Administration and Finance, and Development Office
  - Establishment of a centralized internship database

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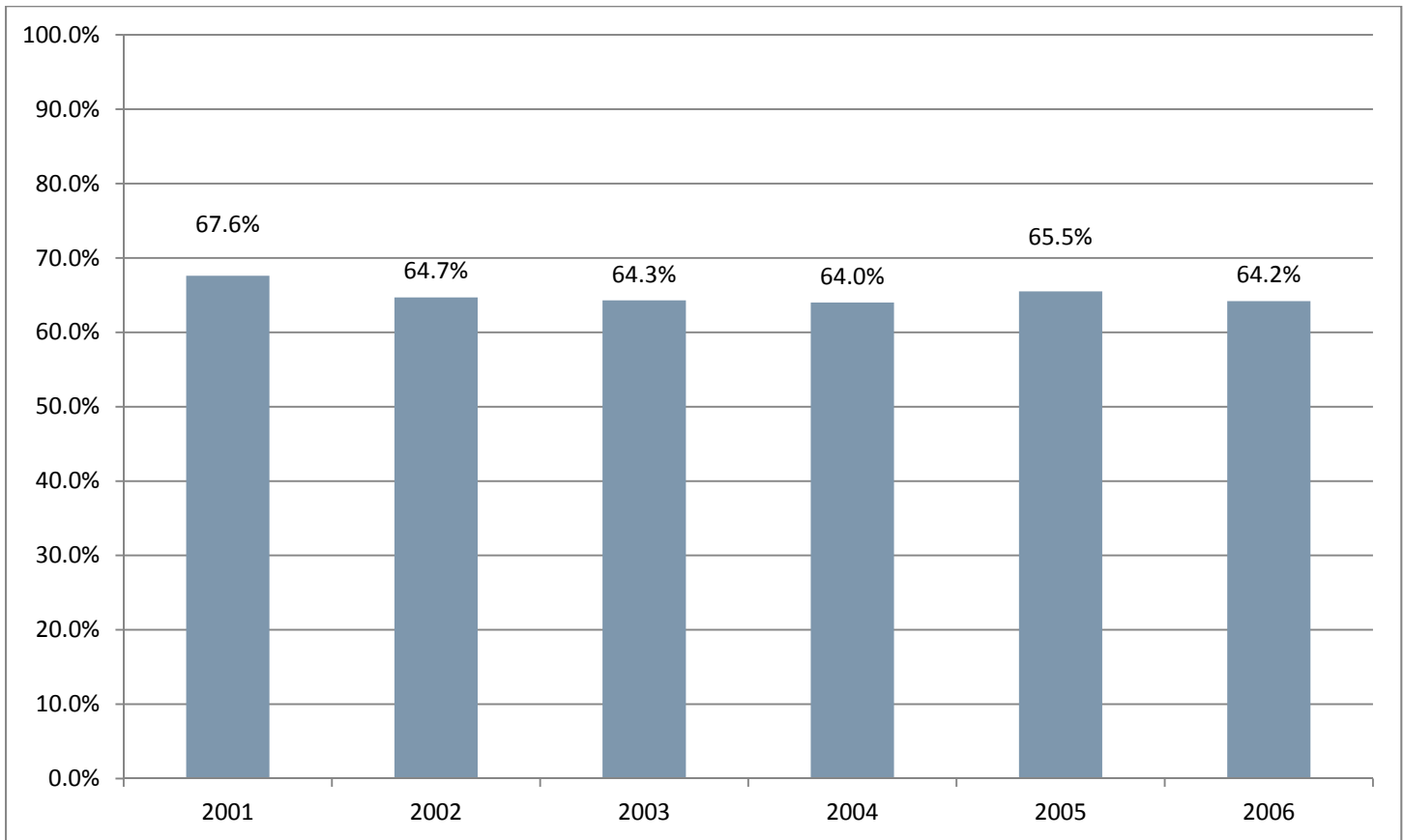
**DEGREES GRANTED  
2007-2012**



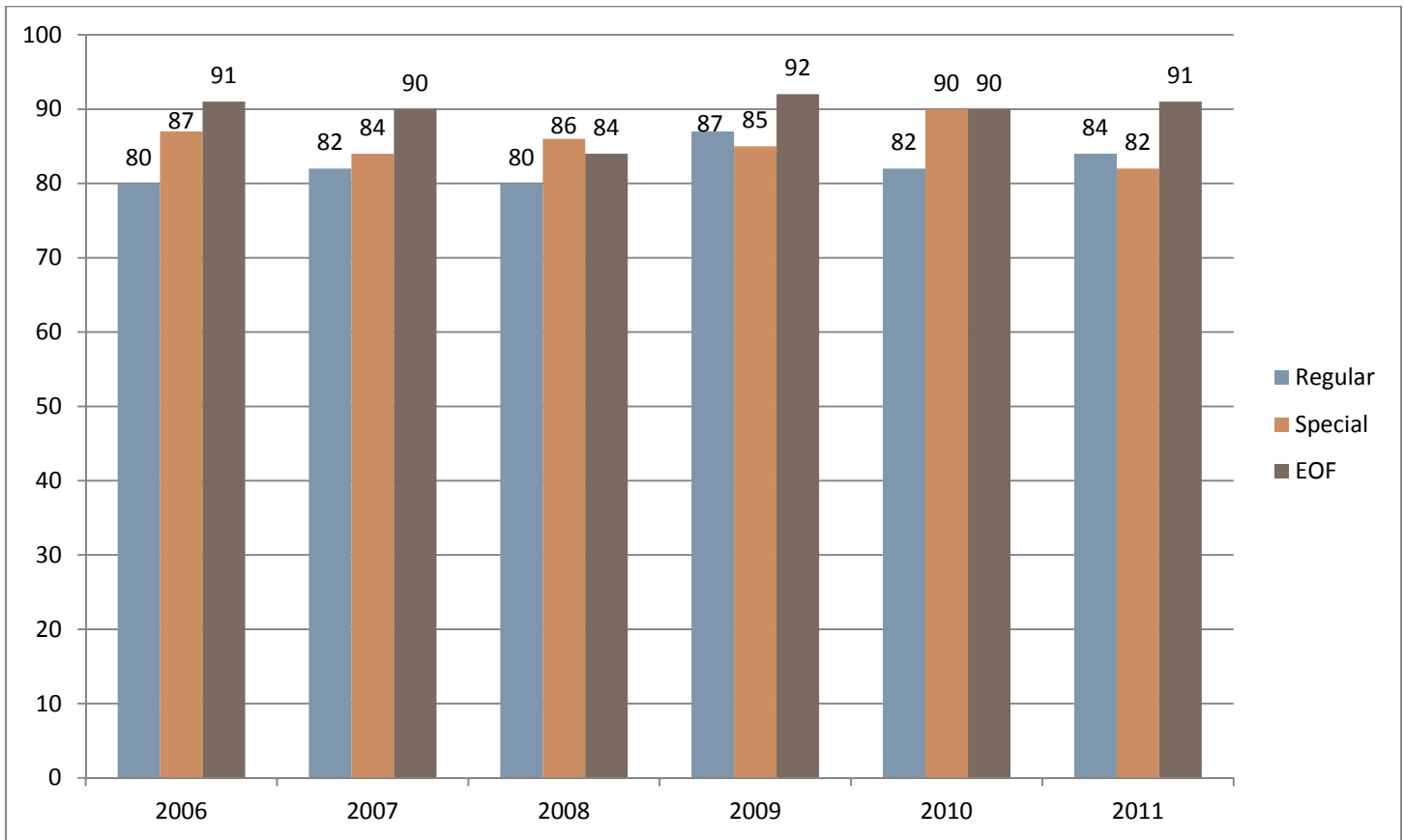
	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12
Undergraduate	1634	1723	1757	1729	1863	1903
Graduate	147	109	152	149	196	196
<b>Total</b>	<b>1781</b>	<b>1832</b>	<b>1909</b>	<b>1878</b>	<b>2059</b>	<b>2099</b>



**FIRST-TIME FRESHMAN COHORTS  
FALL 2001 TO FALL 2006**



**THIRD SEMESTER RETENTION RATES  
2006-2011**



Scores reflect previous year cohorts as of year specified.

Consistent with Stockton's mission, third semester retention rates have remained strong for all cohorts: regular, special and EOF.

**DIVISIONAL GOALS 2012-2013**

1. In concert with the goals of the College's strategic plan, maximize the quantity and retain the quality and diversity of our new students.
  - Implement the Strategic Enrollment Management Plan (SEMP)
  - Increase coordination of retention
  - Incorporate international education in SEMP
  
2. Support curricular and deliver co-curricular learning opportunities for students' personal and interpersonal growth, in a safe environment, in concert with the College's Essential Learning Outcomes (ELO).
  - Increase financial aid literacy
  - Incorporate ELO in Residential Life Curriculum
  - Enhance employment opportunities for students
  - Expand support to at-risk student population
  
3. Develop and refine technological resources to ensure effective and efficient delivery of student support services.
  - Utilize StarRez Database mobile application
  - Contribute to implementation of Banner Relationship Management Module
  - Explore utility of OrgSync Database
  - Integrate data transmission through social media and mobile devices
  
4. Examine and redefine assessment methodology and practice in the Division.
  - Support implementation of Education Testing Services Surveys
  - Study attrition of students to community colleges
  - Study findings of Admitted Student Questionnaire
  
5. Provide professional development opportunities for professional, managerial and support staff.
  - Coordinate cohort-based professional development

**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

Goal 1: Enhance on-campus fitness programming and equipment.			
Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
- Lower L-Wing Weight Room was renovated. - Cardio Room in I-Wing was redesigned.	3		- Square footage increased by approximately 150%. \$30,000 was budgeted for new equipment. - Added 16 pieces of equipment to space.

Goal 2: Use community service projects to target specific programs and/or groups.			
Accomplishment	SA Goal	ELO	Metric
17 intercollegiate sports did at least one community service project during the year.	1		15 of the projects were held on campus, bringing 759 people to Stockton.

Goal 3: Increase promotion of summer sport camps.			
Accomplishment	SA Goal	ELO	Metric
Increased print and online advertisement of summer sports camps.	1		10,800 flyers/brochures were printed. 10 online advertisements were run.

Goal 4: Enhance statewide and regional student-athlete recruitment efforts.			
Accomplishment	SA Goal	ELO	Metric
Targeted areas not traditionally recruited.	1		28 student-athletes were recruited for fall sports and 7 committed to Stockton.

**2. REFLECTIVE ANALYSIS**

We made significant improvements in our weight room facilities during the past year. The renovation of Weight Room 1 increased space and updated equipment. The redesign of Weight Room 3 and associated reorganization of The Trustee Memorial Fitness Room will also upgrade our offerings to students. While our fitness center size still needs to increase based on the student population and usage, improvements were made.

All of our intercollegiate sports again completed at least one community service project this year. We ran 15 community related programs on campus which exposed a significant number of new people to our campus. Tying our community service work to increased game attendance remains a challenge.

We were unhappy with the results of our summer sports camp promotions. While there was an overall increase in summer campers, this was mostly associated with one camp. In addition we had to cancel one other camp due to lack of attendance. The summer camps will be an area we will be re-examining.

We made progress in expanding our student-athlete recruiting horizons. This is evidenced by our results with our fall sports. This will need to be an ongoing effort as establishing recruiting relationships with schools/ areas is a gradual process.

Additional Performance Indicators:

- Athletics completed NCAA 5 year Institutional Self Study.
- Volleyball won the NJAC and qualified for the NCAA Tournament.
- The Women's basketball team won the ECAC Metro Championship.
- Five Teams qualified for the NJAC Playoffs.
- Five teams also received ECAC tournament berths.
- Stephanie Warner earned All-America status in volleyball.
- Nicole Serekian earned All-America status in volleyball.
- Stephanie Warner was named the NJAC Player of the Year in volleyball.
- Allison Walker was named the NJAC Coach of the Year in volleyball.
- Stephanie Warner led the nation in hitting percentage for volleyball.
- Gino Isola led the nation in faceoff win percentage for lacrosse.
- LaTonya Oliver led the nation in field goal percentage for women's basketball.
- Joey Afflito led the nation in triples in softball.
- Gerry Matthews obtained his 500<sup>th</sup> career win with the men's basketball program.
- Joe Fussner earned his 300<sup>th</sup> career win with the women's basketball program.
- Phil Birnbaum earned his 100<sup>th</sup> career win with the tennis team.
- 6 student-athletes were All Region selections.
- John Lightbody and Stephanie Warner were named the Stockton Student-Athletes of the Year.
- 45 student-athletes were All-Conference selections.
- Stockton student-athletes were named Conference Player of the Week 22 times and Conference Rookie of the Week 17 times.
- 92 student-athletes were selected to NJAC All-Academic Teams, a Stockton record.
- 13 of 17 intercollegiate sports had a GPA of 3.0 or above.
- Four student-athletes were named CoSIDA Academic All-District.
- Overall satisfaction with Athletic Training Services remained high rated at 9.45 out of 10.
- The 10 teams that kept win-loss records registered a combined record of 161-101-8 for a .611 winning percentage.
- Eight of Stockton's intercollegiate teams finished in the top half of their conference.
- Club men's ice hockey qualified for their national championship tournament.
- Ian Walterson was named the conference Coach of the Year in ice hockey.
- Club men's volleyball qualified for the conference playoffs.
- Intramural teams traveled to 4 extramural tournaments.
- The IRC hosted the Extramural Flag Football Tournament drawing 232 participants and 24 teams from 11 colleges.
- Intramurals ran 1,259 games/competitions during the year while offering 8 different sports.
- The entire coaching staff was in compliance with CPR/First Aid certification requirements.

### 3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS

#### Academic Affairs

- Assistant to the Provost works with intercollegiate head coaches in student-athlete course schedules to minimize class conflicts.
- A faculty athletics' representative is assigned to the intercollegiate athletics teams.
- Provost's office is represented annually at the end of season Athletics Award Brunch to honor student-athletes who have demonstrated academic success.
- Assistant to the Provost is introduced to student-athletes during pre-season camp to discuss ways of assisting them in reaching academic goals.

- Athletics facilities and staff are made available for commencement and scholarship recognition programs.
- Class excuse note requests are submitted to faculty members when intercollegiate contests may require a student-athlete to miss a class.

#### Administration & Finance

- Collaborated with the Office of Plant Management for the renovation of Weight Rooms 1 and 3.
- Collaborated with Stockton Affiliated Services Inc. (SASI) via Chartwells and shuttle bus service spending over \$100,000. This amount spent in-house (as opposed to outside vendors) has more than doubled from 4 years ago.
- Collaborated with the Office of Plant Management in hosting intercollegiate, club and intramural events.
- Collaborated with the Office of Plant Management of set up and breakdown timelines for athletics facilities use for Institutional functions.
- Coaching and administrative staff worked with Office of Plant Management in discussing athletics facilities maintenance schedules and needed repairs.
- Worked with Purchasing Office on the bid package and process for buses and other major purchases.

#### Office of the President

- Worked with the Office of Development to continue planning on the Athletics Hall of Fame. The 2011 Induction ceremony was attended by 300 guests.
- Began work on updating alumni databases for intercollegiate sports, club sports, and student employees.

#### Student Affairs

- Coordinated with the Wellness Center - Health Services for athletic physicals, concussion management, and numerous other sports medicine related areas.
- Worked with the Wellness Center - Counseling Center on the Disordered Eating Protocol for student-athletes.
- Collaborated with the Wellness Center in offering Zumba Class to college during the fall and spring semester.

#### Campus-wide Collaborations

- Represented on the Campus Behavior Intervention Team.

#### Outside Organizations

- Hosted the Special Olympics Floor Hockey Tournament, tying the event to the Stockton Seaview for hotel accommodations.

### **4. COMMUNITY INVOLVEMENT**

Phil Birnbaum, Head Coach, Women's Tennis  
Big Brothers/Big Sisters - Volunteer

Adele Calimer, Assistant Softball Coach  
Northfield Field of Dreams – Softball Coordinator

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Paul Chambers, Assistant Director, Athletics & Recreation  
Long Beach Island Community Center - Volunteer  
St. Francis Parish – Committee Member

Val Frick, Assistant Softball Coach  
Northfield Field of Dreams – Softball Coordinator

Lonnie Folks, Director of Athletics & Recreation, Athletic Director  
John Henry Pop Lloyd Committee – Committee Member  
Ventnor Go Green – Committee Member/Judge

Joe Gould, Assistant Coach, Women’s Soccer  
Cherry Hill Soccer, Coach

Jeff Haines, Head Coach, Men’s Soccer  
Cape May Express Soccer Club – Clinic Coordinator

Nick Juengert, Head Coach, Women’s Soccer  
Marlton Soccer – Coach  
Cherry Hill Soccer – Coach

Val Julien, Head Softball Coach  
Mainland High School Softball – Educator  
Northfield Field of Dreams – Softball Coordinator

Marty Kavanaugh, Head Baseball Coach  
Egg Harbor Township Youth League – Educator

Gerry Matthews, Head Coach, Men’s Basketball  
Atlantic City Salvation Army – Volunteer

Drew Pecora, Assistant Softball Coach  
Mainland High School Softball – Educator

Bill Preston, Head Coach, Men’s Cross Country  
Special Olympics, Volunteer

Cheryl Robinson, Sports Marketing Coordinator  
Big Brothers/Big Sisters – Volunteer  
Atlantic/Galloway Soccer Clubs – Volunteer

Jessica Spencer Bond, Athletic Trainer  
Humane Society of NJ – Member

Linda Yost, Associate Director of Intercollegiate Sports  
Cans Across America – Coordinator/Volunteer

Kevin Zulauf, Head Coach, Men's Lacrosse  
 Headstrong Foundation – Volunteer

**5. NEW INITIATIVES FOR AY 2012-13**

Goal 1: Develop and market OFans memberships for home intercollegiate sports contests and alumni memberships for facilities use.		
DSA Goal	Essential Learning Outcome	Metric
3	Global Awareness	Number of promotional activities and number of alumni fitness members

Goal 2: Develop and execute plans to extend the reach of the Stockton Athletics brand.		
DSA Goal	Essential Learning Outcome	Metric
1	Creative Innovation	Web, Facebook, Twitter stats

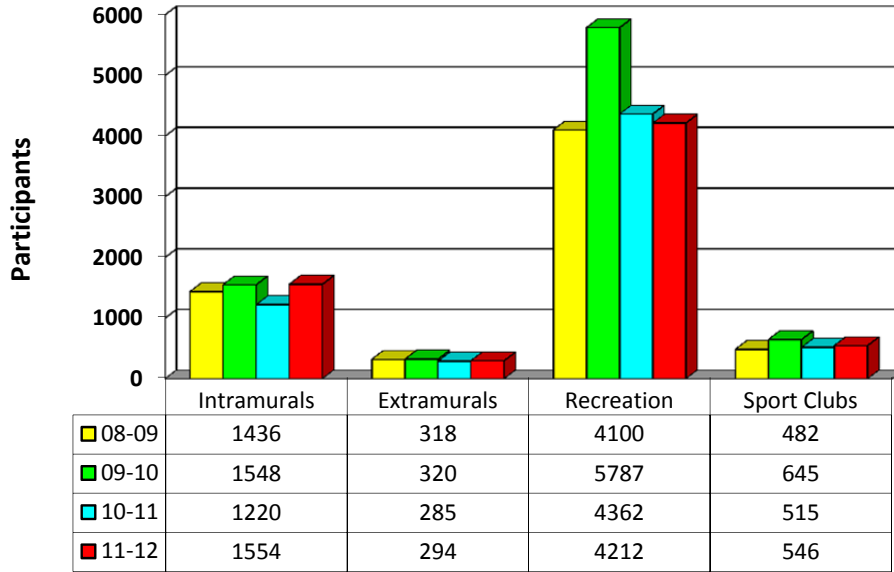
Goal 3: Introduce and market women's lacrosse as Stockton's newest intercollegiate sport.		
DSA Goal	Essential Learning Outcome	Metric
2	Global Awareness and/or Creativity	Hiring Head Coach, club participation and game attendance

**6. SUPPORTING DOCUMENTS**

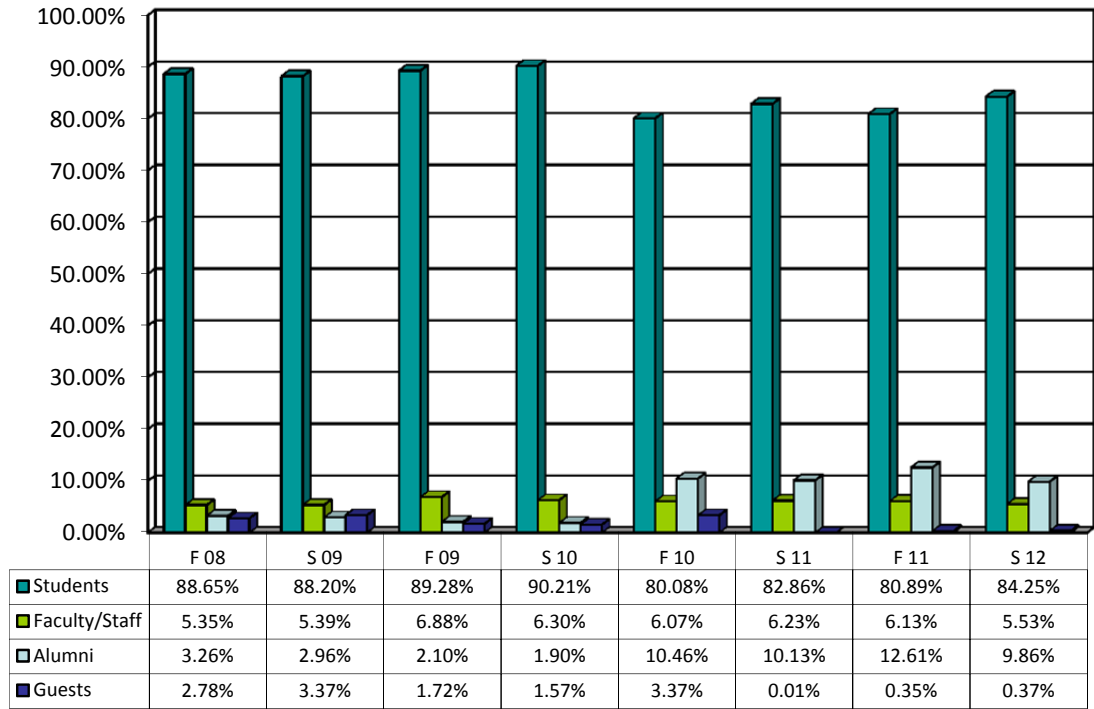
- Document 1. Intramural, Recreation and Club Sports Participation
- Document 2. Athletic Facilities Users – Semester Comparisons
- Document 3. Athletic Facilities Usage – Semester Comparisons
- Document 4. ULTRA Enrollment Comparison
- Document 5. Survey of Athletic Injury Care
- Document 6. Outcome Survey of Athletic Injury Care
- Document 7. Athletic Injury Report
- Document 8. Athletic Training Room Usage
- Document 9. Early Bird Fitness Room Usage
- Document 10. Cumulative Grade Point Average - Men's & Women's Sports
- Document 11. Intercollegiate Sports Participation – Men's/Women's
- Document 12. Team Record Comparison
- Document 13. Gender Equity Proportionality Index
- Document 14. EADA Proportionality- NJAC Schools
- Document 15. NJAC Conference Results
- Document 16. NJAC Ranking- Men & Women



**DOCUMENT 1: INTRAMURAL, RECREATION AND CLUB SPORTS PARTICIPATION  
2008-2012**

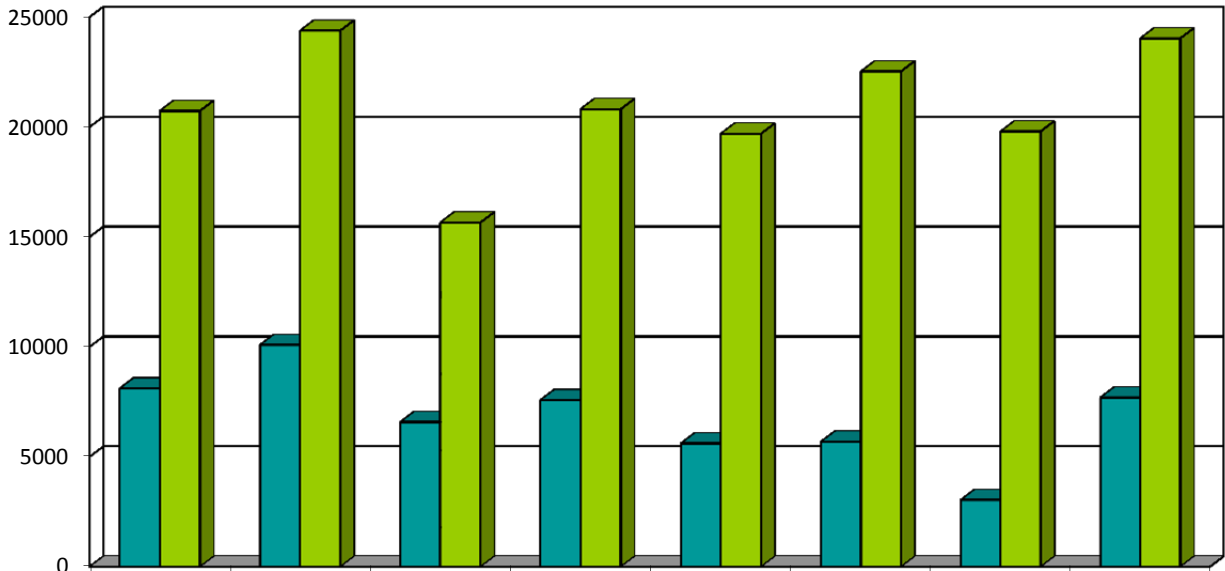


**DOCUMENT 2: ATHLETIC FACILITIES USERS – SEMESTER COMPARISONS  
2008-2012**



Total Users	2008-2009	2009-10	2010-11	2011-12
FALL	28,837	22,232	25,298	22,836
SPRING	34,466	28,393	28,217	31,719
TOTAL	63,303	50,625	53,515	54,555

**DOCUMENT 3: ATHLETIC FACILITIES USAGE  
SEMESTER COMPARISONS – FALL 08 - SPRING 12**



	F 08	S 09	F 09	S 10	F 10	S 11	F 11	S 12
I-Wing	8107	10086	6579	7580	5605	5687	3037	7692
Sports Center	20730	24380	15653	20812	19693	22530	19799	24027

**DOCUMENT 4: ULTRA ENROLLMENT COMPARISON**

<b>ULTRA Enrollment Comparison</b>				
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
CPR for Professional Rescuer	34	29	19	26
Community First Aid & Safety	58	44	48	73
Sports Medicine Series	111	96	105	102
<b>TOTAL</b>	<b>203</b>	<b>169</b>	<b>172</b>	<b>201</b>

**DOCUMENT 5: SURVEY OF ATHLETIC INJURY CARE**

<b>Survey of Athletic Injury Care</b>			
<b>2008-09 to 2011-12</b>			
<b>Overall Experience Rating (1-10 Scale)</b>			
	<b>Score</b>	<b>Women</b>	<b>Men</b>
2008-09	9.22	9.37	9.00
2009-10	9.49	9.43	9.52
2010-11	9.31	9.41	9.20
<b>20011-12</b>	<b>9.43</b>	<b>9.40</b>	<b>9.45</b>

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**DOCUMENT 6: OUTCOME SURVEY OF ATHLETIC INJURY CARE  
2011-12**

<b>Topic</b>	<b>Score</b>	<b>Women</b>	<b>Men</b>
<b>Athletic Training Room</b>			
1. Hours are convenient	3.83	3.84	3.82
2. Size is adequate	3.77	3.74	3.80
3. Equipment is adequate	3.79	3.78	3.80
<b>Evaluations</b>			
1. Prompt initial care	3.85	3.85	3.86
2. Wait was minimal	3.86	3.85	3.87
3. Thorough injury assessment	3.85	3.88	3.82
4. Concerns were addressed	3.86	3.89	3.83
5. Began a corrective plan of action	3.87	3.88	3.86
6. Re-evaluated at a later date	3.92	3.91	3.94
7. Progress was monitored	3.92	3.89	3.95
<b>Rehabilitation</b>			
1. Rehab was beneficial	3.82	3.77	3.87
2. Rehab was useless (perfect score 1.0)	1.25	1.20	1.29
3. Confident return to play	3.39	3.18	3.58
4. Had input in your injury care	3.82	3.77	3.87
5. Rehab was monitored and adapted	3.77	3.74	<b>3.81</b>
6. Staff answered questions	3.61	3.74	3.46
7. Staff is dependable	3.88	3.85	3.90
8. Staff is valuable	3.83	3.78	3.88
9. Rehab progressed appropriately	3.68	3.66	3.69
10. Instructed on exercises	3.77	3.72	3.81
11. Improved from initial injury state	3.77	3.73	3.82
12. Could have progressed faster (1.0)	2.23	2.07	2.38
13. Condition was followed up	3.66	3.64	3.68
14. Care was satisfactory	3.70	3.62	3.80
15. Care was unsatisfactory (1.0)	1.30	1.12	1.46
16. Enjoyable atmosphere	3.82	3.82	3.82
<b>Overall Experience Rating (1-10 Scale)</b>	<b>9.43</b>	<b>9.40</b>	<b>9.45</b>

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

2011-2012

**DOCUMENT 7: ATHLETIC INJURY REPORT  
2008-2012**

<b>Athletic Injury Report</b>			
	<b># of Injuries</b>	<b>Days Injured</b>	<b>Avg. Days/ Injury</b>
<b>2008-09</b>	325	15,319	47.14
<b>2009-10</b>	309	11,547	37.17
<b>2010-11</b>	401	13,116	32.71
<b>2011-12</b>	<b>412</b>	<b>6,471</b>	<b>15.71</b>

**DOCUMENT 8: ATHLETIC INJURY REPORT  
2008-2012**

<b>Athletic Training Room Usage</b>				
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Ice</b>	3164	2547	2592	<b>2903</b>
<b>Initial Eval</b>	325	309	401	<b>412</b>
<b>Re-eval</b>	2634	2593	2130	<b>2874</b>
<b>Rehab</b>	4175	4087	3465	<b>2784</b>
<b>Prop</b>	2669	1793	1512	<b>2231</b>
<b>Stretching</b>	3230	2481	1718	<b>2812</b>
<b>Ultrasound</b>	116	57	72	<b>90</b>
<b>E-stim</b>	3021	2570	2079	<b>2968</b>
<b>Hot Pack</b>	183	178	167	<b>130</b>
<b>FT</b>	183	171	172	<b>148</b>
<b>AT</b>	217	525	709	<b>169</b>
<b>Tape</b>	575	570	560	<b>508</b>
<b>WT</b>	152	200	175	<b>182</b>
<b>Total</b>	<b>20617</b>	<b>18081</b>	<b>15688</b>	<b>18201</b>

**DOCUMENT 9: EARLY BIRD FITNESS USAGE  
2008-2012**

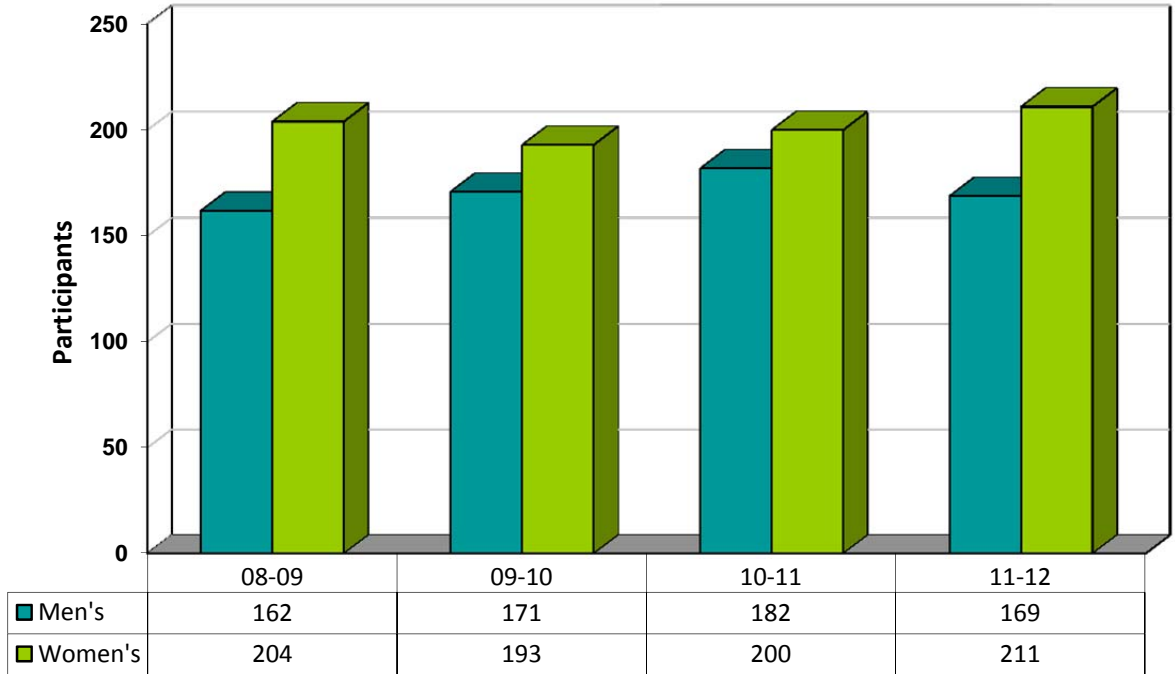
<b>Early Bird Fitness Usage</b>				
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Students</b>	2779	2490	2579	1392
<b>Faculty</b>	705	249	459	385
<b>Staff</b>	98	104	158	30
<b>Alumni</b>	550	223	537	262
<b>Guest</b>	117	24	106	15
<b>Total Users</b>	<b>4249</b>	<b>3090</b>	<b>3839</b>	<b>2138</b>
<b>Days of Operation</b>	<b>139</b>	<b>147</b>	<b>139</b>	<b>135</b>

**DOCUMENT 10: CUMULATIVE GRADE POINT AVERAGE – MEN’S & WOMEN’S SPORTS  
SPRING 2009 – SPRING 2012**

<b>Cumulative Grade Point Average - Men’s &amp; Women’s Sports Spring 2009 – Spring 2012</b>				
<b>MEN’S SPORT</b>	<b>Spring</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>BASEBALL</b>	2.65	2.90	3.07	<b>3.05</b>
<b>BASKETBALL</b>	2.53	2.43	2.45	<b>2.60</b>
<b>CROSS COUNTRY</b>	3.14	3.05	2.95	<b>3.07</b>
<b>INDOOR TRACK &amp; FIELD</b>	2.88	2.94	2.91	<b>2.97</b>
<b>LACROSSE</b>	2.61	2.82	2.97	<b>3.09</b>
<b>OUTDOOR TRACK &amp; FIELD</b>	2.81	2.67	2.91	<b>3.08</b>
<b>SOCCER</b>	2.82	2.87	2.94	<b>2.89</b>
<b>WOMEN’S SPORT</b>				
<b>WOMEN’S SPORT</b>	<b>Spring</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>BASKETBALL</b>	2.82	2.72	2.77	<b>2.82</b>
<b>CROSS COUNTRY</b>	3.50	3.68	3.44	<b>3.39</b>
<b>FIELD HOCKEY</b>	3.23	3.50	3.34	<b>3.23</b>
<b>INDOOR TRACK &amp; FIELD</b>	3.24	3.33	3.51	<b>3.57</b>
<b>OUTDOOR TRACK &amp; FIELD</b>	3.20	3.13	3.43	<b>3.55</b>
<b>ROWING</b>	3.35	3.34	3.30	<b>3.16</b>
<b>SOCCER</b>	3.23	3.32	3.20	<b>3.28</b>
<b>SOFTBALL</b>	3.41	3.34	3.20	<b>3.23</b>
<b>TENNIS</b>	3.09	3.01	3.21	<b>3.41</b>
<b>VOLLEYBALL</b>	2.95	3.16	3.20	<b>3.08</b>

- 13 of 17 sports had a cumulative team GPA of at least 3.0.
- 62% of student-athletes achieved a cumulative GPA of 3.0 or higher.
- 41% of student-athletes made the Dean’s List in at least one semester.
- Stockton had a total of 92 student-athletes named to the NJAC Academic All-Conference Team.
- Women’s & men’s Cross Country teams earned USTFCCCA All-Academic status.
- Field Hockey team earned NFCA Academic Team Award.

**DOCUMENT 11: INTERCOLLEGIATE SPORTS PARTICIPATION - MEN'S/WOMEN'S  
2008-2012**



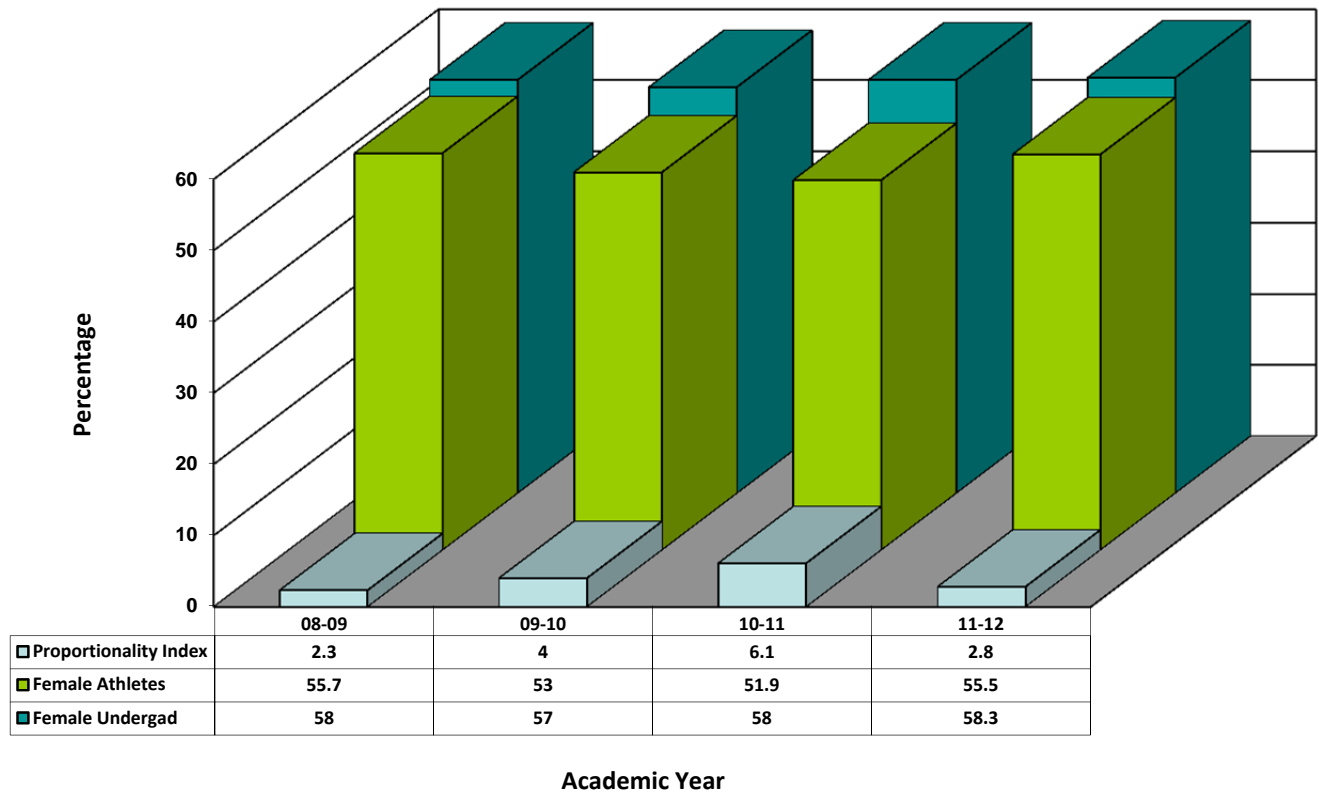


**DOCUMENT 12: TEAM RECORD COMPARISON  
2008-2012**

Team Record Comparison									
SPORT		2008-09		2009-10		2010-11		2011-12	
		Record	Conference Place	Record	Conference Place	Record	Conference Place	Record	Conference Place
Men's	Baseball	15-17	10 of 10	22-19	5 of 10	21-17	8 of 10	21-18	6 of 10
Men's	Basketball	30-3	1 of 5	20-8	1 of 5	16-11	2 of 5	20-9	1 of 5
Women's	Basketball	8-17	4 of 5	13-14	3 of 5	17-10	2 of 5	18-12	3 of 5
Men's	Cross Country	N/A	6 of 7	N/A	5 of 7	N/A	3 of 7	N/A	3 of 7
Women's	Cross Country	N/A	5 of 7	N/A	3 of 6	N/A	3 of 6	N/A	4 of 6
Women's	Field Hockey	4-15	7 of 7	4-15	7 of 7	3-16	7 of 7	9-8	7 of 7
Men's	Indoor Track & Field	N/A	9 of 9	N/A	5 of 9	N/A	4 of 7	N/A	6 of 9
Women's	Indoor Track & Field	N/A	3 of 8	N/A	3 of 9	N/A	4 of 7	N/A	5 of 9
Men's	Lacrosse	9-5	2 of 6	7-7	5 of 7	3-11	5 of 7	7-9	4 of 7
Men's	Outdoor Track & Field	N/A	5 of 9	N/A	4 of 9	N/A	5 of 7	N/A	5 of 9
Women's	Outdoor Track & Field	N/A	2 of 8	N/A	2 of 9	N/A	4 of 7	N/A	5 of 9
Women's	Rowing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Men's	Soccer	16-6-1	2 of 10	12-9-1	5 of 10	14-6-2	5 of 10	12-7-4	5 of 10
Women's	Soccer	18-3-2	1 of 10	14-7-2	4 of 10	13-8-2	4 of 10	15-7-4	4 of 10
Women's	Softball	27-15	7 of 10	28-17	6 of 10	20-19	8 of 10	25-15	8 of 10
Women's	Tennis	11-4	2 of 6	11-6	3 of 6	7-8	3 of 6	9-7	3 of 7
Women's	Volleyball	29-9	1 of 9	27-12	2 of 9	25-8	1 of 9	25-9	1 of 9
<b>Totals</b>		<b>167-94-3</b>		<b>158-114-3</b>		<b>139-114-4</b>		<b>161-101-8</b>	
<b>Overall Winning %</b>		<b>64%</b>		<b>57%</b>		<b>55%</b>		<b>61%</b>	
<b>Men's Sports</b>		<b>69%</b>		<b>58%</b>		<b>54%</b>		<b>58%</b>	
<b>Women's Sports</b>		<b>60%</b>		<b>57%</b>		<b>55%</b>		<b>62%</b>	

Stockton had 9 of its 10 teams that compile win-loss records finish with an above.500 record.

**DOCUMENT 13: GENDER EQUITY PROPORTIONALITY INDEX  
2008-2012**



Based on U. S. government numbers available for the 2010-11 academic year, Stockton’s index number ranked 4<sup>th</sup> among NJAC schools.

**DOCUMENT 14: EQUITY IN ATHLETICS DATA ANALYSIS (EADA) PROPORTIONALITY – NJAC SCHOOLS**

<b>EADA Proportionality – NJAC Schools 2010-2011</b>					
<b>NJAC Institutions</b>	<b>Enrollment EADA 2010</b>	<b>Enrollment Females</b>	<b>Total Student Athletes</b>	<b>Female Team Participation</b>	<b>Proportionality Index Percentage</b>
Rutgers-Camden	3620	1913	311	152	4.0%
Ramapo	5172	3008	393	209	5.0%
Rowan**	8457	4237	579	258	5.5%
Stockton	6281	3642	405	210	6.1%
Rutgers-Newark	5859	3115	262	103	13.9%
Wm Paterson**	8296	4479	311	120	15.4%
NJCU	4925	2956	176	76	16.8%
TCNJ**	6270	3612	518	196	19.8%
Montclair**	12046	7214	470	176	22.4%
Kean**	10046	6011	373	133	24.2%
<b>Overall Average</b>	<b>7097</b>	<b>4019</b>	<b>380</b>	<b>163</b>	<b>13.3%</b>
<b>Average w/o football</b>	<b>5171</b>	<b>2927</b>	<b>309</b>	<b>150</b>	<b>9.2%</b>
<b>Average w/ football</b>	<b>9023</b>	<b>5111</b>	<b>450</b>	<b>177</b>	<b>16.4%</b>
<p>Source: Office of Post Secondary Education 2010-11 Data                      Equity in Athletics Data  <a href="http://ope.ed.gov/athletics/">http://ope.ed.gov/athletics/</a></p>					
<p>**Football</p>					

**DOCUMENT 15: NJAC PLACE (BY SPORT)**

NJAC Place (by Sport)										
2011-12	Stockton	Kean	Montclair	Rowan	Rutgers-C	Rutgers-N	NJCU	Ramapo	TCNJ	W. Paterson
	Place	Place	Place	Place	Place	Place	Place	Place	Place	Place
<b>MEN</b>										
Baseball	7	2	1	3	8	9	10	6	5	4
Basketball	1	2	4	3	5	3	4	2	4	1
Cross Country	3	X	X	2	4	6	7	5	1	X
Football	X	1	2	5	X	X	X	X	4	7
Indoor Track	6	X	5	3	7	8	X	2	1	X
Outdoor Track	5	X	6	1	7	8	X	3	2	X
Swimming	X	X	4	2	X	X	X	3	1	5
Soccer	5	10	2	4	1	6	7	8	9	3
<b>WOMEN</b>										
Basketball	3	1	2	4	5	3	5	4	2	1
Cross Country	4	X	X	1	5	X	6	3	2	X
Field Hockey	7	4	2	3	X	X	X	5	1	6
Indoor Track	5	X	4	3	7	9	X	1	2	X
Outdoor Track	5	X	4	1	7	8	X	3	2	X
Lacrosse	X	4	3	2	6	X	X	5	1	X
Soccer	4	10	3	1	7	9	5	8	2	6
Softball	8	5	1	3	7	9	10	6	2	4
Swimming	X	X	3	2	X	X	X	4	1	5
Tennis	3	5	X	X	X	6	X	2	1	4
Volleyball	1	9	4	3	5	7	8	2	X	6
<i>X - does not offer the sport</i>										

**DOCUMENT 16: NJAC OVERALL RANKING**

<b>NJAC Overall Ranking</b>		
	<b>2011-12</b>	<b>Avg/Sport</b>
<b>MEN</b>		
<b>1</b>	Rowan 48	6.0
<b>2</b>	TCNJ 45	5.6
<b>3</b>	Montclair 39	5.6
<b>4</b>	Ramapo 33	4.7
<b>5</b>	Stockton 29	4.8
<b>6</b>	W.Paterson 24	4.8
<b>6</b>	Rutgers-C 24	4.0
<b>8</b>	Kean 23	5.8
<b>9</b>	Rutgers-N 16	2.7
<b>10</b>	NJCU 8	2.0
<b>WOMEN</b>		
<b>1</b>	TCNJ 67	6.7
<b>2</b>	Rowan 63	6.3
<b>3</b>	Montclair 53	5.9
<b>4</b>	Ramapo 50	4.5
<b>5</b>	Stockton 40	4.4
<b>6</b>	W.Paterson 27	3.9
<b>7</b>	Rutgers-C 23	2.9
<b>8</b>	Kean 22	3.1
<b>9</b>	Rutgers-N 13	1.9
<b>10</b>	NJCU 11	2.2

The Office of Athletics and Recreation established a formula to assess the overall standing of our men’s and women’s intercollegiate sports programs within the NJAC. Using this formula based on the final standings in the NJAC, Stockton’s female intercollegiate sports teams ranked #5 overall in the NJAC. The men’s program also finished #5.

**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

Goal 1: Introduce National Career Development Month programming.			
Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
<ul style="list-style-type: none"> <li>- Facilitated 12 programs, with 100 participants.</li> <li>- Participated in two other campus events, with over 50 participants.</li> <li>- 134 new student accounts were created on Career Connect, with over 1,900 logins recorded.</li> <li>- 20 students utilized the FOCUS self-assessment system.</li> <li>- 344 students met with career counselors during November.</li> </ul>	1, 2	Information Literacy	Program Review (Quantitative)

Goal 2: Expand staff development efforts to include participation in training programs that focus on legal issues pertaining to employment and counseling.			
Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Participated in three webinars: "Legal Issues Surrounding Internships", "Harassment in Recruiting", and "Unemployment and Mental Health"</li> </ul>	5	N/A	Direct staff feedback (Qualitative)

Goal 3: Participate in emergency response training; develop emergency response plan for department.			
Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Contacted Risk Management Environment/Health/Safety (RMEHS) in the fall to schedule a training session to establish an emergency evacuation plan.</li> <li>- To date, training has yet to be scheduled.</li> </ul>	N/A	N/A	Documented emergency evacuation plan (Qualitative)

Goal 4: Establish Athlete Career Enrichment (ACE) Program to increase student-athlete awareness of the career development process.			
Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Drafted the program.</li> <li>- Rollout has been delayed as there is a new initiative involving student-athlete development. It will actually be introduced as part of this new initiative with a target of fall 2012.</li> </ul>	1, 2	Adapting to Change, Information Literacy	Program Draft (Qualitative)

## 2. REFLECTIVE ANALYSIS

More than 3,000 individual career counseling and advising sessions were conducted, consisting of scheduled appointments, walk-ins, e-mails and telephone consultations. This represents a 39% increase over last year's figure of 2,165. This is the highest number of counseling and advising sessions ever conducted in an academic year; of this total, peer career advisors counseled 223 students, primarily for resume reviews.

925 students attended 71 workshops and presentations. The number of workshops and presentations represent an 82% increase over last year's figure. The increase can be attributed to the "Don't Cancel That Class" initiative, which encouraged faculty members to invite Career Center staff into their classes to facilitate presentations in lieu of canceling their classes.

53 schools registered for the fall 2011 Graduate & Professional School Fair, which is well below last year's figure of 70. The number of participating schools also dropped from 62 to 49. As a result of a poor labor market, graduate and professional school applications have increased as more students choose to view post-graduate studies as a more viable option. With the current demand being so high, some of our past participants have scaled back their participation in on campus graduate school fairs. This trend is certainly worth monitoring as it may have an impact on the future of this particular event.

150 employers registered for both the fall and spring career and internship fairs. This represents a seven percent increase in comparison to last year's figure of 140. The number of employers who actually attended was 147, almost nine percent higher than last year's figure of 135 (Note: Nine employers purchased sponsorship packages for the fairs, which is an 80% increase over last year.).

The number of students attending the two career fairs was approximately 650, which is seven percent lower than last year's figure of 700. As in the previous year, this is in alignment with increased numbers of students opting to postpone the job search and choosing to attend graduate school, which is typical during periods of high unemployment.

Employers conducted 13,417 searches and/or viewings of résumés as part of the Résumé Referral Program. This represents a 255% increase over last year.

Approximately 1,748 positions (a 30% increase) were posted on CareerConnect. Also, 2,379 employers (a 30% increase) registered on the system.

Seven employers scheduled interviews on-campus, which is a 40% increase in the number of employers who interviewed last year; 43 students interviewed with these employers which is comparable to last year's figures. An additional 20 employers scheduled informal on-campus recruiting days.

15 school districts participated in the Teacher Education Fair, which is slightly below the previous year. Additionally, approximately 90 students attended the fair, which is 22 percent lower than last year's figure of 115. The decreases are in direct alignment with the current lack of available teaching positions in most New Jersey school districts.

Consistent with our year-to-year findings, students, alumni, and community members who utilized the Career Center continued to be overwhelmingly satisfied with the level of service and assistance provided. Furthermore:

- 99% of the respondents reported they were greeted in a prompt and courteous manner.
- 98% of the respondents found the staff to be knowledgeable and friendly.

- 99% of the respondents would recommend the Career Center to a friend.

Collecting satisfaction data via paper and pencil continues to be the most effective method, as the response rate was more than double last year's response rate.

### 3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS

#### Academic Affairs

- Partnered with the School of Business to register students for internships; this process included reviewing each student's resume and setting up procedures within CareerConnect to track registrations.
- Worked with Public Health professor to facilitate resume writing sessions for interns.
- Served on the Hospitality Management Program's business advisory board.
- Collaborated with the School of Education to host the Teacher Education Fair.
- Presented during Honors Program orientations and meetings; promoted Career Center programs and services.
- Administered Myers Briggs Type Indicator (MBTI) assessments to four Social Work senior seminars.
- Served on Communication Study Team as part of the College's Essential Learning Outcomes initiative.
- Served on Community Engagement Advisory Group.
- Served on committee for the Holistic Health Minor program; drafted guidelines for hiring and paying guest speakers.
- Worked with ad hoc faculty-staff committee to develop initiatives around increasing students' financial literacy.
- Through the Partnership for Public Service, applied for and secured a foreign affairs expert to speak on careers in the Federal government; speaker also met with faculty, presented in classes, and interviewed with SSTV station (Washington Internship, Academic Affairs, SSTV station).
- In collaboration with Academic Affairs and other campus partners (Alumni Affairs, Gerontology Club, Psychology Club, and ActiveMinds student organization), hosted five career exploration panels (Careers in Government, Starting Your Own Business, Careers in Psychology, Corporate Management Trainee Programs, and Careers in Gerontology).
- Worked with faculty to promote career panels and to recruit alumni for the panels.
- Partnered with Professor Linda Wharton to host an information session for pre-law students; the session was facilitated by a representative from Delaware Law School.
- Collaborated with Academic Advising, Residential Life and Greek Council to host "Fall in Love with A Major" speed dating event for students choosing or changing majors.
- Participated in Brown Bag session on advising student veterans.
- Completed preceptorial advising training in preparation for taking on preceptees.
- Served on the Stockton Advisory Council.
- Facilitated sessions on resume writing and gave an overview of Career Center services as part of Service Learning's orientation program.

#### Administration & Finance

- Co-taught two Rape Aggression Defense (RAD) courses on-campus with Campus Police.

#### Student Affairs

- Facilitated business etiquette dinner as part of the EOF summer program.
- Met with Admissions staff to present some key programmatic and service outcomes; the purpose was to provide them with some information to use during recruitment.
- Presented to prospective students on Career Center services during Instant Decision days.
- Participated in Open House events by distributing Career Center information to prospective students and parents.
- Partnered with Student Rights and Responsibilities to craft sanctions that will facilitate students' career



development.

- Designed and facilitated a team building session during Residence Life training as well as facilitated a MBTI interpretation session.
- Presented three sessions during Welcome Week focused on getting freshmen and transfers to understand the benefits of utilizing the Career Center.
- Participated in fall 2011 Day of Leadership and presented “Discovering Your Story: The Trick to Standing Out From the Crowd.”
- Participated in spring 2012 Day of Leadership and co-presented with Student Development, “Translating Your Leadership Experience to Your Resume”; co-designed and facilitated interactive opening and networking sessions; served on planning committee.
- Participated in the fall information fair during Orientation Week and promoted Career Center programs to new transfer and freshmen students.
- Co-presented with Student Development staff the FISH! Philosophy Customer Service training during the Student Affairs December retreat.
- Held clothing drive for professional attire as part of the “Is This SUITable?” campaign; leftover items were donated to the Atlantic County Women’s Center and Goodwill.
- Facilitated MBTI interpretation and team building session for Wellness Center staff.
- Collaborated with the Wellness Center to offer meditation sessions for faculty, staff and students throughout the year.
- Participated in Commuter Coffee in an effort to increase awareness of Career Center programs and services among commuter students.
- Partnered with the Wellness Center to participate in a webinar entitled, “Unemployment and Mental Health: Shoring Up Our Clients for the Long Haul”.

#### 4. COMMUNITY INVOLVEMENT

Christy Cunningham, Associate Director

Opportunity Knocks Nonprofit Fair – Volunteer Career Consultant  
Alice Paul Institute – Public Speaking Coach

Dayna DeFiore, Assistant Director

CampusPhilly Opportunity Fair – Volunteer  
Washington Township youth baseball, soccer – Volunteer  
Delta Phi epsilon International Sorority, Beta Mu Chapter – Mentor

Patricia Donahue, Coordinator of Special Programs

Atlantic City Rescue Mission – Committee and Advisory Board Member

Walter L. Tarver, III, Director

CampusPhilly Opportunity Fair – Volunteer

**5. NEW INITIATIVES FOR AY 2012-13**

Goal 1: Propose an elective career development course targeting freshmen and sophomores.		
DSA Goal	Essential Learning Outcome	Metric
1,2	Adapting to Change, Information Literacy	Course Description, Syllabus (Qualitative)

Goal 2: Partner with School of Business to establish employer guidelines for internships.		
DSA Goal	Essential Learning Outcome	Metric
2	N/A	Policy document (Qualitative)

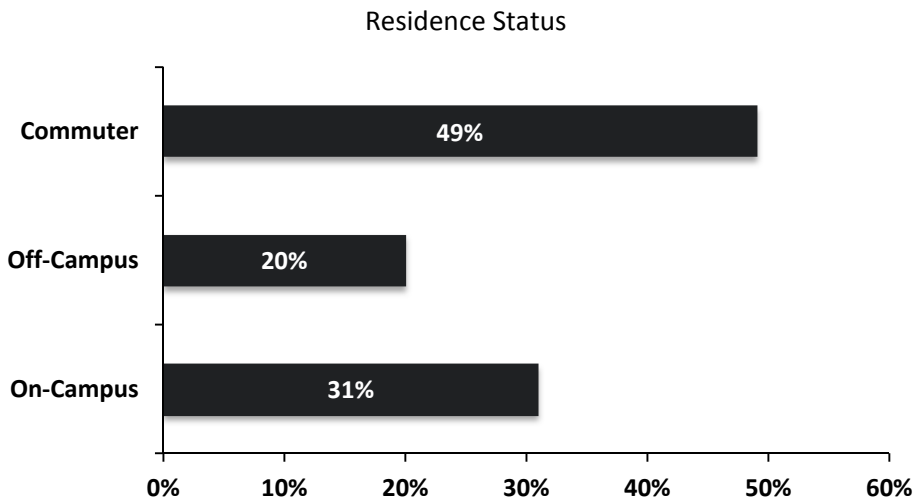
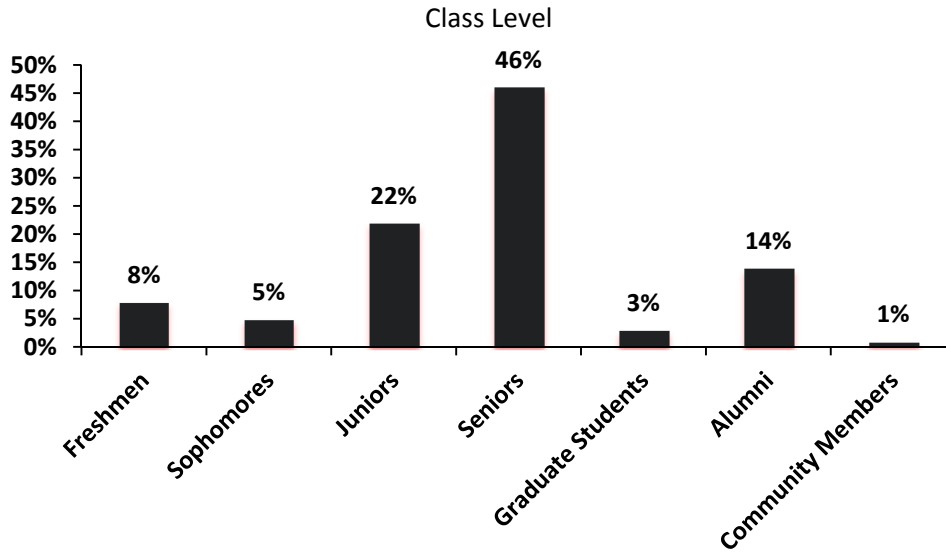
Goal 3: Increase outreach to freshmen and sophomores.		
DSA Goal	Essential Learning Outcome	Metric
1,2	Adapting to Change, Information Literacy	Marketing collateral (Qualitative) Utilization reports (Quantitative)

**6. SUPPORTING DOCUMENTS**

- Document 1. Satisfaction Survey Respondent Profile
- Document 2. Athletic Care Enrichment (ACE) Program
- Document 3. National Career Development Month Program Report

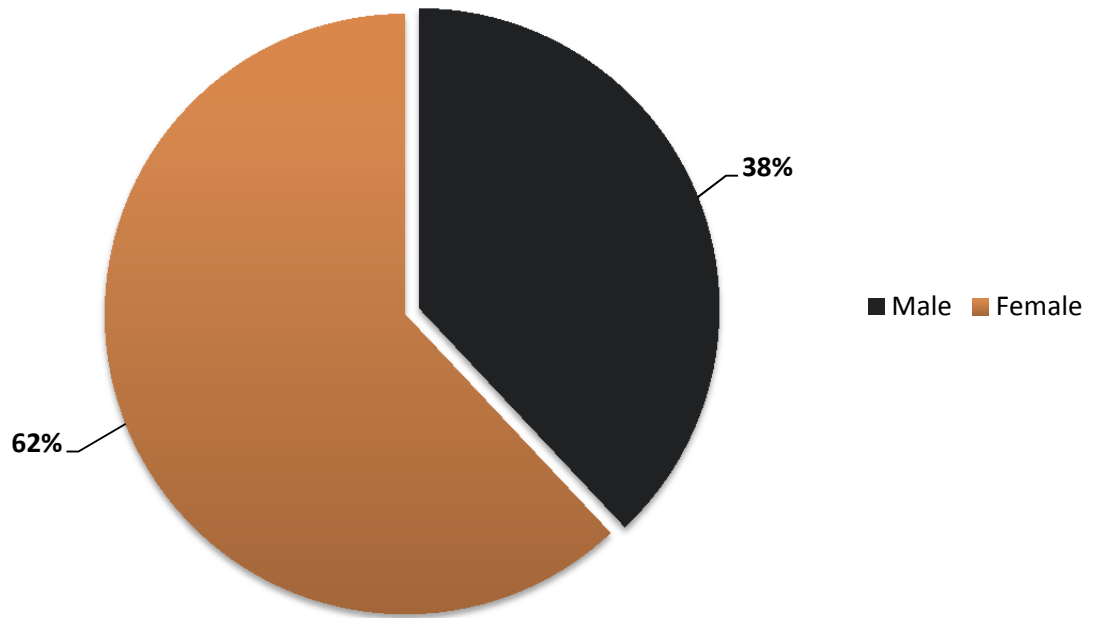
**DOCUMENT 1: SATISFACTION SURVEY RESPONDENT PROFILE**

Of significance is the fact that the number of freshmen utilizing Career Center services increased slightly. This can be attributed to last year's Welcome Week marketing efforts. Also, this leaves room for optimism, as the goal of increasing freshmen utilization of services is linked to the Career Center's three-year plan. The following graphs represent the respondent breakdown along some key variables.

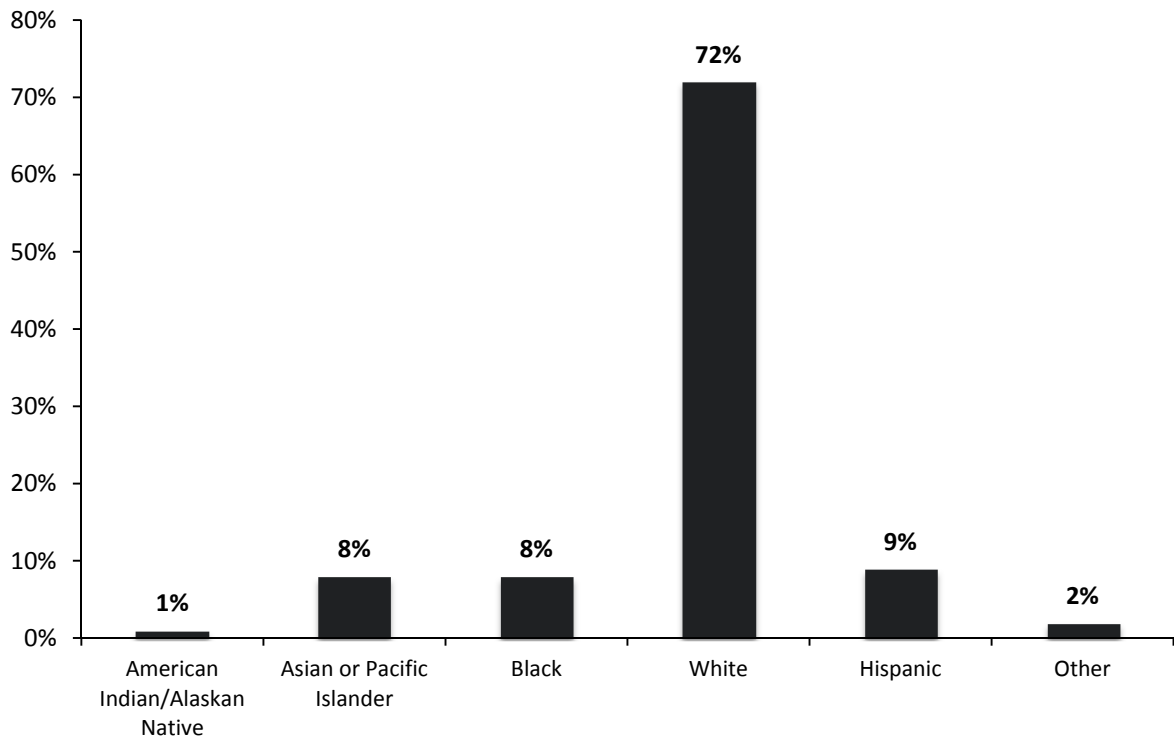


2011-2012

GENDER



ETHNICITY



**DOCUMENT 2: ATHLETIC CAREER ENRICHMENT (ACE) PROGRAM**

The Career Center has developed the ACE program as part of its student-athlete outreach efforts. With student-athletes spending so many hours participating in their sports, few have the opportunity to take advantage of campus services. Thus, the goal is to increase their awareness of Career Center programs and services, and engage them in the career development process.

FRESHMAN YEAR - *Objective: Attend Career Center orientation session*

- Complete FOCUS self-assessment
- Meet with a career counselor
- Start researching major and careers
- Put together a career development plan and blueprint

SOPHOMORE YEAR - *Objective: Select a major*

- Meet with a career counselor
- Research careers associated with major(s) of interest
- Attend “Choosing a Major” workshop, “Fall in Love With a Major” speed networking event, a career exploration panel, and/or and alumni networking event
- Create initial resume and cover letter drafts
- Schedule an appointment for a resume and cover letter critique

JUNIOR YEAR - *Objective: Explore internship opportunities*

- Secure references
  - Attend “Business Etiquette Dinner”
  - Update resume and cover letter
  - Meet with a career counselor
  - Search for internship opportunities
  - Attend career fairs and/or graduate school fair
  - Complete mock interview
  - Schedule an appointment with a career counselor for an interview critique
- (\*If applying to graduate school, research graduate programs, request applications and register for the appropriate standardized exam.)

SENIOR YEAR (Two options)

*Objective: Conduct job search*                      *and/or*

- Secure references
- Attend “Business Etiquette Dinner”
- Update resume and cover letter
- Meet with a Career Counselor
- Finalize resume and cover letter
- Attend career fair/other recruitment events
- Search for jobs on CareerConnect
- Apply for jobs

➤ *Objective: Apply to graduate programs*

- Narrow down list of programs
- Secure references
- Start applications
- Draft personal statements
- Meet with a Career Counselor
- Revise personal statements
- Meet with a Career Counselor
- Finalize personal statements
- Complete applications and send

**DOCUMENT 3: NATIONAL CAREER DEVELOPMENT MONTH PROGRAM REPORT  
NOVEMBER 2011**

**EVENTS**

Career Exploration Panel: Psychology

Thursday, November 3<sup>rd</sup>, WQ103, 4:30-6:00pm

Attendance: 35

Career Center Open House

Friday, November 4<sup>th</sup>, Campus Center, Suite 104, 11:00am – 1:00pm

Results: Inconclusive – No sign in sheet for time of event

20 CareerConnect observations for the day

Student Development Day of Leadership

Saturday, November 19<sup>th</sup>, Campus Center, Event Room, 10:00am – 2:00pm

Career Center Presentation: Attendees 35

Discovering Your Story: The Trick to Standing Out From the Crowd

In this competitive world of information overload what can you do to make your experiences sparkle? How can you stand out in job searching, networking and seeking leadership opportunities? In this session we'll focus on how to identify and collect the stories and illustrations that best highlight your talents, skills and contributions. Make them remember you and want you on their team!

**AWARENESS**

Register on CareerConnect, [www.stockton.edu/careerconnect](http://www.stockton.edu/careerconnect)

Results: 134 New Student Accounts; 1911 logins

Take FOCUS (on-line career assessment tool) [www.stockton.edu/career](http://www.stockton.edu/career)

Results: 20 Users ; 47 Logins

Make an appointment to meet with a Career Counselor, 609-652-4650

Results: 344 Student Observations

**WORKSHOPS**

November 1<sup>st</sup> @ 4:30pm Choosing the Major That's Right for You

Attendance: 1

November 3<sup>rd</sup> @ 12:30pm Choosing the Major That's Right for You

Attendance: 1

November 7<sup>th</sup> @ 1:00pm Resume Writing for Beginners

Attendance: 8

2011-2012

November 8<sup>th</sup> @ 4:30pm The Dos and Don'ts of Graduate School Admissions  
Attendance: 33

November 11<sup>th</sup> @ 11:30am Mastering the Interview Process  
Attendance: 1

November 14<sup>th</sup> @ 5:30pm Everything You Need to Know About Internships  
Attendance: 5

November 15<sup>th</sup> @ 2:30pm Resume Writing for RA Applicants  
Attendance: 1

November 17<sup>th</sup> @ 2:30pm Resume Writing for Beginners  
Attendance: 6

November 22<sup>nd</sup> @ 2:30pm Resume Writing for RA Applicants  
Attendance: 6

November 29<sup>th</sup> @ 4:30pm Recommendations and References: Rules to Abide By  
Attendance: 2

November 30<sup>th</sup> @ 5:30pm First Year of Work  
Attendance: 1

**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

Goal 1: Create office mission statement that builds upon the existing guiding principles.			
Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
Created statement and posted to website	3	Global Awareness	Posted to website in June

Goal 2: Examine opportunities to enhance technology for Dean of Students Office.			
Accomplishment	SA Goal	ELO	Metric
- Utilization of Star Rez within office - Expanded use of Banner screens to examine Student Emergency Loan requests - Hired TES to implement technology efforts	1, 2	Communication Skills Creativity & Innovation Information Literacy & Research Skills	- Quicker response to students - Consolidated approval steps for loans - Retention efforts created - Website revised - Middle States report completed

Goal 3: Take actions on evaluative feedback from CAS committee reporting areas.			
Accomplishment	SA Goal	ELO	Metric
- Initiated facility improvements - Developed survey	1, 2	Collaboration/Teamwork	- Free To Be dishwasher/flooring replaced - Survey to be distributed fall 2012

Goal 4: Develop an office operations manual.			
Accomplishment	SA Goal	ELO	Metric
Manual created	2	Collaboration/Teamwork Program Competence	To be used beginning fall 2012

**2. REFELECTIVE ANALYSIS**

Accomplishing the 11-12 goals has allowed us to continually better serve the Student Life staff and students through improved technology and data collection, more complete information available to students, implementation of CAS team recommendations and greater efficiencies within the office. Projects such as the retention database and CARE program provide efficient response to students at risk. Improvements to the Free To Be facility lend to retention of children and satisfaction of families/students. The newly created manual will create better potential to serve students more effectively.

**3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS**

Academic Affairs

- Collaborated on the LEAD program.



- Collaborated with faculty to develop four Living /Learning Communities (Sustainability, Writing, Political Engagement, Honors) in the freshmen year and linked to Freshmen Year Experience.
- Worked with Dean of Graduate Education on professional development exercises to redesign mission, vision and core values of Residential Life.

#### External Affairs

- Collaborates on the coordination of the HERO campaign.

#### Student Affairs

- Supervises the cross-divisional CARE program.
- Assists Student Development with Orientation and Registration.

#### Campus-wide Collaborations

- Co-Chair/Coordinator for the G. Larry James Legacy Bike Ride in conjunction with Academic Affairs and Alumni relations.
- Collaborated with Academic Affairs and Administration and Finance for space optimization of decanted space in F wing.
- Chair and member of college-wide Campus Center Transitional Team.

### **4. COMMUNITY INVOLVEMENT**

Stephen Davis, Associate Dean of Students

Council of Black Staff and Faculty – Member  
Chi Alpha Epsilon – Member  
NJ Broncos Adult Football – Member  
NJ Lady Blue Devils Girls AAU Basketball  
Christ Community Church  
Cecil Deliverance Tabernacle

Pedro Santana, Dean of Students

Lambda Upsilon Lambda Fraternity Inc. – Member  
Council of Black Faculty and Staff - Member  
Chi Alpha Epsilon – Member

Craig Stambaugh, Associate Dean

Calvary Baptist Church – Building Committee, Co-Chair; College and Career Sunday School Teacher;  
AWANA Team Leader; Finance Committee, Chair; Deacon; Miles for Missions, Coordinator  
Port Cycling - Member

**5. NEW INITIATIVES FOR AY 2012-13**

Goal 1: Enhance technology by assessing technology SWOT and securing Technological Coordinator position.		
DSA Goal	Essential Learning Outcome	Metric
3	Adapting to Change Communication Skills Creativity & Innovation Information Literacy & Research Skills	Changes from weaknesses and opportunities in SWOT
Goal 2: Provide retention support through the development of CARE program and other student life retention efforts.		
DSA Goal	Essential Learning Outcome	Metric
4	Collaboration/Teamwork Ethical Reasoning Program Competence	Participants' retention and academic performance
Goal 3: Fully implement CAS team recommendations.		
DSA Goal	Essential Learning Outcome	Metric
2	Adapting to Change Collaboration/Teamwork Program Competence	- Surveys - Policy Adjustments - Website postings

**6. SUPPORTING DOCUMENTS**

Document 1. Dean of Students Technology Report

**DOCUMENT 1. DEAN OF STUDENTS TECHNOLOGY REPORT**

**DEAN OF STUDENTS & OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES**

- Star Rez:
- Web Page:
- Go Portal:
- Avayo Modular Messaging:
- Banner:
- Judicial Database:
- Banner:
- Electronic Pen:
- Printers and scanners for document conversions

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>➤ Staff proficiency with technology</li> <li>➤ Access to primary mainframe &amp; independent databases via network</li> <li>➤ Electronic filing and communications to constituents</li> </ul>	<ul style="list-style-type: none"> <li>➤ Remaining current on technology trends for communicating with students</li> <li>➤ Development of OSRR website</li> <li>➤ Lacking a specialist for technology to assess current and future needs for efficiency in serving students and mobilizing office operations.</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>➤ Unified conduct database for behavior, academic honesty, BIT matters</li> <li>➤ Electronic data archive</li> <li>➤ Develop/craft databases for retention efforts/assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unauthorized access to confidential electronic files</li> <li>➤ Fiscal requirements to regenerate technology</li> <li>➤ Unauthorized access to critical Banner programs for all Dean of Student Office Staff with student financial information, holds, and financial aid.</li> </ul>

**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

**Goal 1: Improve relations with the Office of Enrollment Management to assist in recruiting a quality and diverse freshman class.**

Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
<ul style="list-style-type: none"> <li>- Developed a level of professional communications with the Office of Enrollment Management.</li> <li>- Increased number of meetings to discuss admitted students, financial aid concerns and address issues that may have arisen.</li> </ul>	1	Collaboration/Teamwork	<ul style="list-style-type: none"> <li>-Smoother transition for incoming freshman class.</li> <li>-Summer 2012 EOF class was finalized earlier – April 15, 2012.</li> </ul>

**Goal 2: Establish and implement a marketing plan for the program.**

Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Updated EOF brochure to reflect current class.</li> <li>- Piloted EOF student ambassadors at Open House that interacted with prospective students and families.</li> <li>- Developed a “check list” from CAS standards to assist in marketing tools to help brand the program.</li> </ul>	1	Collaboration/Teamwork	<ul style="list-style-type: none"> <li>-Fewer questions regarding racial makeup of EOF program.</li> <li>-Increase interests of returning students wanting to speak to prospective students.</li> <li>-CAS Standards review helped to shape the progression the program needed to take to remain competitive with sister schools.</li> </ul>

**Goal 3: Work on securing additional institutional, federal, state and private grants for our students as a means to recruit and retain EOF students.**

Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Participated in a joint committee to develop a framework to help identify the current economic state of the program.</li> <li>- Provided background information to the Office of Development to help support a five year Stockton Foundation award for an eligible student effective fall 2013.</li> </ul>	1	Collaboration/Teamwork	<ul style="list-style-type: none"> <li>- Qualitative data that provided the number of students not eligible for EOF based on their families’ EFC, commuter students vs. residential students and loan indebtedness students are facing.</li> </ul>

## 2. REFLECTIVE ANALYSIS

With the increased costs (tuition, health insurance, fees, etc.) of attending college, the program has been working with students on ways to reduce costs. The institution continues to provide financial resources and other departments have worked with our students to help address financial needs.

Effective communication is essential when working with others. This past year, we have developed a collegial working environment with these offices. As a result of open and honest feedback during the recruiting cycle, there were few issues.

As a program, we must continue to move from “the way we used to do things” to begin to identify with students in regard to marketing the program. A greater emphasis must be placed on branding the program, creating visual/printed materials that highlight the program and reaching out to EOF Alumni to reconnect them with Stockton.

This year we offered a proactive approach with our upperclassman. Our goal was to make them aware of the financial concerns that the program was facing and the level of responsibility that would be placed on them and their parents.

We welcomed a new staff member into the office who provides excellent detailed skills in the areas of research and assessments.

## 3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS

### Academic Affairs

- Serve on Academic Advising Board
- Collaborated on EOF Summer Orientation Program
- Provided sample EOF programs to the School of Education to be used as a model for the Vet Teach program
- Coordinated the first EOF summer community service project with the Office of Service Learning

### Administration and Finance

- Participation by Campus Police in EOF Summer Program

### Student Affairs

- Worked with the Career Center on the Business Etiquette Dinner and several Career Exploration workshops
- Collaborated with Student Development on summer programming and Orientation for EOF class
- Worked with Wellness Center to provide counseling, wellness checks and LAP services for students
- Assisted Enrollment Management in recruitment of EOF class
- Joint collaboration with Financial Aid to address economic needs for EOF students

## 4. COMMUNITY INVOLVEMENT

Anthony Bethel, Assistant Director

Oceanside Charter School – Vice President of School Board

Connecting the Dots Enrichment Program – Community Member

Stacey Zacharoff, Director

Oceanside Charter School – Community School Board Member

Alpha Kappa Alpha Sorority, Inc. – Graduate Advisor to Undergraduate Chapter, Stockton College

**5. NEW INITIATIVES FOR AY 2012-13**

Goal 1: Encourage and promote utilization of on campus training in the areas of technology, financial aid processes and customer service to further professional development.

DSA Goal	Essential Learning Outcome	Metric
1	Adapting to Change	Staff assessment of newly acquired skills and understanding of processes.

Goal 2: Revamp Open House display.

DSA Goal	Essential Learning Outcome	Metric
1	Adapting to Change Creativity/Innovation	Assessment tool to identify how students learned of Stockton, number of visits to Web page, etc.

Goal 3: Investigate upgrades in technology, including updating the laptops and piloting e-readers to reduce the cost of buying books.

DSA Goal	Essential Learning Outcome	Metric
3	Creativity/Innovation Information Literacy and Research Skills	Quantitative and qualitative data to identify savings

**6. SUPPORTING DOCUMENTS**

- Document 1. Stockton Award Six Year Trend
- Document 2. Program Performance Criteria

**DOCUMENT 1: STOCKTON AWARD UTILIZATION  
2006-2012**

<b>Stockton Award</b>		
<b>Academic year</b>	<b>Number of students</b>	<b>Amount</b>
<b>06-07</b>	53	\$199,817
<b>07-08</b>	101	\$300,000
<b>08-09</b>	112	\$400,000
<b>09-10</b>	148	\$400,000
<b>10-11</b>	192	\$549,648
<b>11-12</b>	157	\$429,500

**DOCUMENT 2: PROGRAM PERFORMANCE CRITERIA**

**FY 2010 EOF  
Program Performance Criteria  
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY**

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

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

**RECRUITMENT INDICATORS** **Data Sources:** NJ Grants Processing System for the Fall 2008 semester; Institutional first-time, full-time freshmen (FTFTF) numbers are reported by the institution to the Commission on Higher Education, Office of Research and Policy Analysis

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

Actual EOF FTFTFF (Fall 2008):	
# Institutional FTFTF (F07) .....	775
# EOF FTFTF (F08) .....	75
<b>10% Goal</b> .....	<b>10%</b>

Projected EOF FTFTFF (Fall 2009) FOR INFORMATIONAL PURPOSES ONLY:	
# Institutional FTFTF (F08) .....	825
# EOF Enrollment Goal (F09) .....	83

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

<b>% High Distress</b> .....	<b>67%</b>
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**INDICATOR 3 - % OF ALLOCATION MADE** - compares whether an institution met, exceeded, or fell below its enrollment goals (the original allocation approved by the EOF Board).

# Allocated .....	365
# Enrolled .....	348
<b>% Allocation</b> .....	<b>95%</b>



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

# Transfers..... 21

**STUDENT PROGRESS INDICATORS** **Data Source:** Table 11 of the AY 2007-2008 EOF Annual Report. If your institution did not submit an Annual Report, or if it was incomplete, the student progress indicators will be blank.

**INDICATOR 1 - % OF EOF STUDENTS WITH GPA > THAN 2.0** ..... 89%

**INDICATOR 2 - % CREDIT COMPLETION RATIO** ..... 90%

(The ratio of Credits Earned : Credits Attempted)

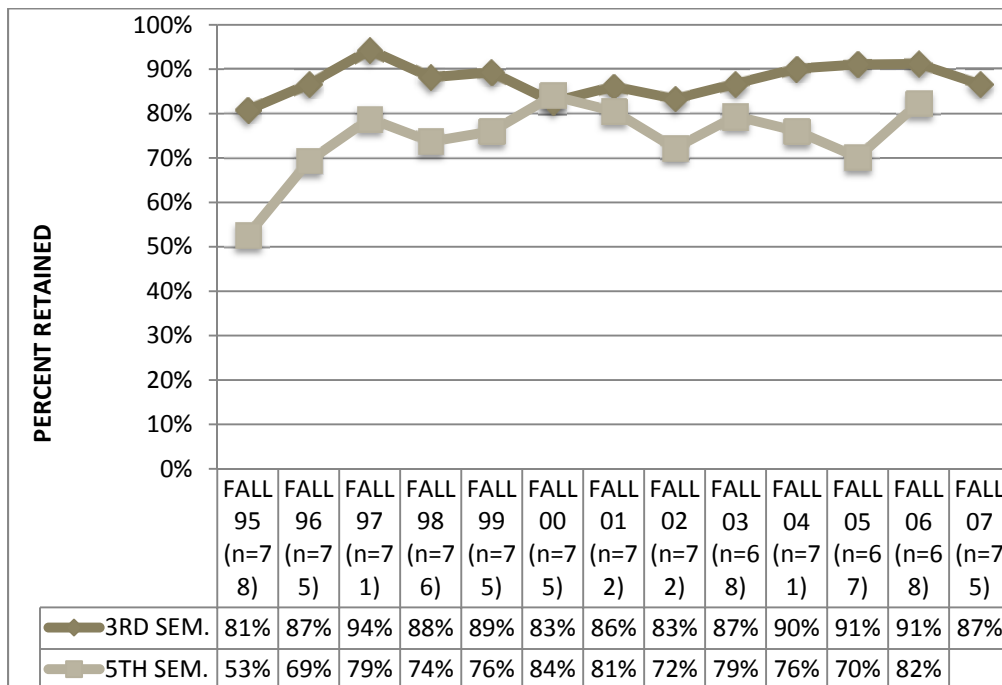
**INDICATOR 3 - % OF EOF STUDENTS MAKING SATISFACTORY PROGRESS** ..... 86%

**FALL FRESHMAN COHORT PERSISTENCE** **Data Sources:** NJ Grants Processing System; final fall reconciliation numbers

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

The charts include entering fall freshman cohorts beginning with fall 1995 up to the fall 2006 cohort (the most recent for which 3<sup>rd</sup> semester retention data are available). Presenting the data by showing multiple cohorts will allow you to identify trends and better analyze and compare the persistence rates of different student cohorts.

**EOF Retention Rates by Entering Fall Cohort**



**FALL FRESHMAN COHORT GRADUATION RATES** **Data Sources:** All public institutions - NJ Grants Processing System and Student Unit Record Enrollment (SURE); Independents not participating in SURE - EOF Graduation Data Grid completed by the institution's EOF office.

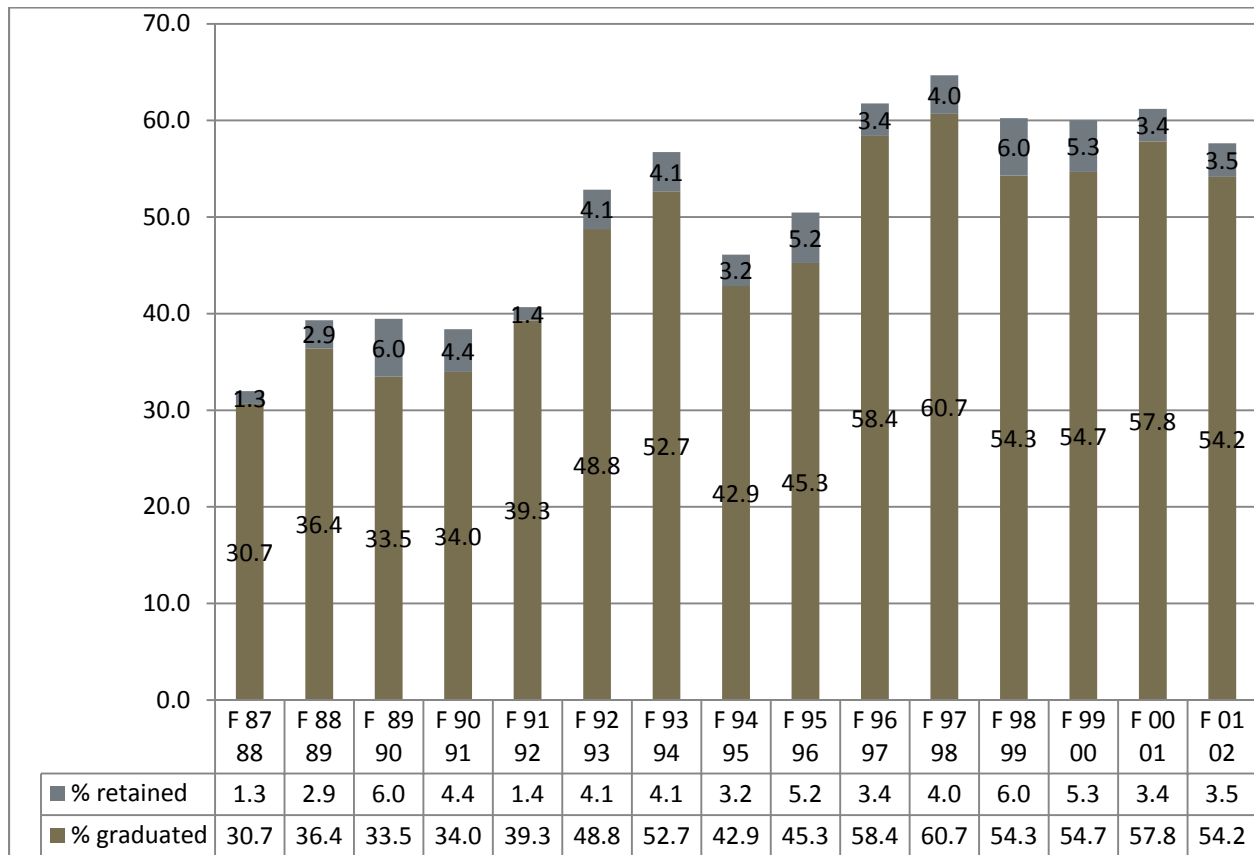
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Data indicate the percentage of students from the respective cohorts (moving averages) who have graduated and/or remain enrolled (retained) at your institution. Rates reported are as follows:

- County colleges:** Four (4) year rates for the fall 1989 cohort up to the fall 2004 cohort. The data include both degree and certificate recipients.
- Senior public institutions:** Six (6) year rates for the fall 1987 cohort up to the fall 2002 cohort.
- Independent institutions:** Six (6) year rates for the fall 1990 cohort up to the fall 2002 cohort.

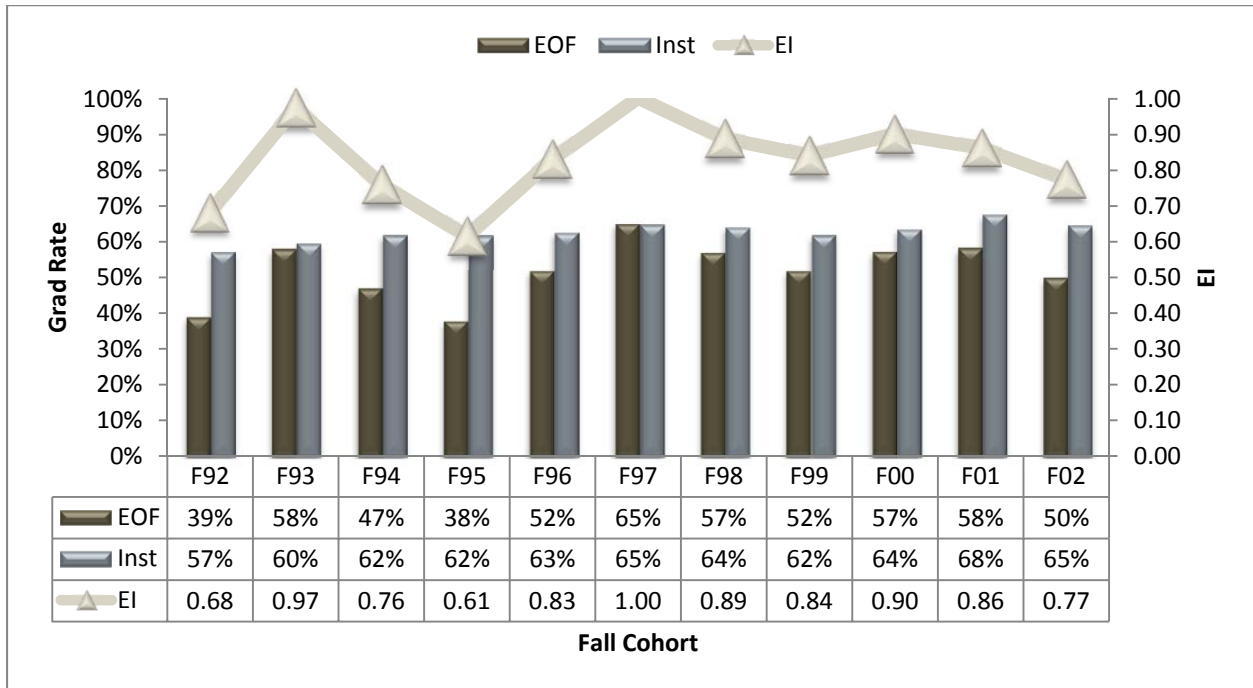
**EOF Graduation and Retention Rates by Entering Fall Cohort**



**SIX YEAR COHORT EQUITY INDEX Data Sources:** All public institutions – NJ Grants Processing System and Student Unit Record Enrollment (SURE); Independents not participating in SURE – EOF Graduation Data Grid completed by the institution’s EOF office.

The Equity Index (EI) is the ratio of the EOF graduation rate to the overall institutional graduation rate (EI = EOF 6 year cohort graduation rate(s)/Institution 6 year cohort graduation rate). The criteria are based on a comparison of six-year graduation outcomes for the entering EOF freshman versus institutional cohorts from fall 1994 through fall 2002. An EI equaling 1.0 means that the program’s graduation rate equals the institution’s rate; an EI greater than 1.0 indicates the program’s graduation rate exceeds the institutional rate.

Six Year Cohort Equity Index



**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

Goal 1: Continue the expansion of the freshman enrollment numbers to meet the goal of 1100 new freshmen by 2015.			
Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
On top of the 24% increase from 2010-11, the College increased the number of freshmen applications another 9% for 2011-12.	1		Number of inquiries, applications and completed applications

Goal 2: In collaboration with Computer Services successfully implement Banner Relationship Management (BRM).			
Accomplishment	SA Goal	ELO	Metric
The Prospect module, as well as tour and Open House registration functions, now are up and running.	1,	Communication Skills Creativity & Innovation Information Literacy & Research Skills	- Prospect module up - Event registration up - On-site training has occurred

**2. REFELECTIVE ANALYSIS**

The Office of Enrollment Management reviews all processes on an on-going basis. If changes are needed mid-stream to make a program/service better, it gets done. In relation to the two goals listed above, nothing was needed to tweak Goal #1. Timelines, in relation to our implementation schedule need to be adjusted for BRM. This was, in part, necessitated by the need for Computer Services to upgrade some of their components on Banner to accommodate BRM.

**3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS**

Academic Affairs

- Academic Deans and Faculty play a strategic role in recruitment plans.

External Affairs

- Collaborate closely on the Northern NJ marketing plan.

**4. COMMUNITY INVOLVEMENT**

Melvin Gregory, Assistant Director  
 Lion Club International – Member, former Chapter VP  
 Pleasant Tech Academy Charter School – Board Member  
 Alpha Phi Alpha Fraternity, Inc. – Chaplin

Alison Henry, Associate Dean  
 Woods Landing – Website committee member

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John Iacovelli, Dean

Main Street Hammonton – Volunteer  
Arts District Hammonton – Volunteer

Heather Medina, Assistant Director

Hispanic Leadership Summit – Member/Assistant  
Central and Southern NJ College Access Network

Orlando Mercado, Assistant Director

St John the Baptist Parade – Scholarship Chairman  
Blackwood Kiwanis LL – Baseball Coach  
Gloucester Township Planning Board – Member  
Gloucester Township Scholarship Committee – 5K Race Director  
Gloucester Township Democrat Committee - Relay for Life Team Captain  
Gloucester Township Council – Vice President

**5. NEW INITIATIVES FOR AY 2012-13**

Goal 1: Increase applicant pool.		
DSA Goal	Essential Learning Outcome	Metric
1		Number of inquiries, applications and completed applications

Goal 2: Increase yield of accepted students.		
DSA Goal	Essential Learning Outcome	Metric
1		Yield percentages

Goal 3: Support student retention.		
DSA Goal	Essential Learning Outcome	Metric
1		Retention percentages

Goal 4: Using Strategic Enrollment Management Plan (SEMP) as a launch pad, create a campus-wide workgroup concerning enrollment management issues.		
DSA Goal	Essential Learning Outcome	Metric
N/A		N/A

**6. SUPPORTING DOCUMENTS**

Document 1. Spring 2012 Enrollment Report (available online)

[http://intraweb.stockton.edu/eyos/inst\\_research/content/docs/enrollment\\_reports/Spring%202012%20Enrollment%20Report.pdf](http://intraweb.stockton.edu/eyos/inst_research/content/docs/enrollment_reports/Spring%202012%20Enrollment%20Report.pdf)

Document 2. Fall 2012 Enrollment Report (available online)

[http://intraweb.stockton.edu/eyos/inst\\_research/content/docs/enrollment\\_reports/Fall%202012%20Enrollment%20Report.pdf](http://intraweb.stockton.edu/eyos/inst_research/content/docs/enrollment_reports/Fall%202012%20Enrollment%20Report.pdf)

**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

Goal 1: Implement reorganizational structure to execute the functions of the newly structured Office of Event Services and Campus Center Operations.			
Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
<ul style="list-style-type: none"> <li>- Merged personnel and other resources from the offices formerly known as the College Center and Event Services into the Office of Event Services and Campus Center Operations.</li> <li>- Hired one Campus Center Facility Coordinator, accepted a staff reassignment as a second Facility Coordinator and reclassified the Coordinator of Event Services to the Assistant Director of Event Services.</li> <li>- Student salary and non-salary funding needs were well planned and have resulted in appropriate staffing, and a successful and well received programming calendar for the Campus Center.</li> </ul>	3, 4	Adapting to Change Collaboration/Teamwork	<ul style="list-style-type: none"> <li>Personnel Action</li> <li>Budget Reports</li> <li>Campus Center survey results</li> <li>Game Room survey results</li> </ul>

Goal 2: Implement new technology related advances to improve customer service and business practices.			
Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Launched new Campus Center and Commencement websites.</li> <li>- Created and maintained a social media presence for the Campus Center on Facebook, Twitter and Four Square.</li> <li>- Launched a Campus Center channel within the Student Life tab of the portal.</li> <li>- Implemented a new event student ticketing service through UniversityTickets.com.</li> <li>- Implemented the Room Wizard electronic room schedule displays for Campus Center event spaces.</li> <li>- Implemented the use of the Detex Reliant Plus verification system to track staff accountability for covering building rounds and walkabouts.</li> </ul>	2, 3	<ul style="list-style-type: none"> <li>Communication Skills</li> <li>Creativity and Innovation</li> <li>Collaboration/Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>- More than 167,000 hits to Campus Center website hits / More than 98,000 hits to new Commencement pages</li> <li>- Facebook 1,738 Likes</li> <li>- Twitter 37 Followers</li> <li>- Active Channel</li> <li>- 41 Events Supported,</li> <li>- 4,027 Tickets Distributed</li> <li>- \$38,300 Revenue Collected/Distributed</li> <li>- System Interface</li> <li>- Recorded 115,000 location tracking signals during rounds</li> <li>- Active at <a href="http://www.stockton.edu/campuscenter">www.stockton.edu/campuscenter</a></li> <li>- Scheduled 20 staff into 152 shifts per week or 300.5 hours per week</li> <li>- Distributed over 1560 Yearbooks</li> <li>- Active at <a href="http://www.stockton.edu/campuscenter">www.stockton.edu/campuscenter</a></li> </ul>

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<ul style="list-style-type: none"> <li>- Assisted External Affairs with the development of a Campus Center virtual tour.</li> <li>- Implemented the use of the When to Work online employee scheduling software.</li> <li>- Utilized Josten’s Yearbook Avenue application to design and publish THE PATH Yearbook and supplemental edition.</li> <li>- Revised, published and posted a “turn page” edition of the Visitor’s Guide to Residential Life for Summer Camps and Conferences”.</li> </ul>			
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**Goal 3: Develop and implement programs and services designed to promote the use of the building.**

Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Utilized social media to promote the Campus Center, its services and programs.</li> <li>- Launched a Campus Center channel within the Student Life tab of the portal.</li> <li>- Launched the Campus Center Web site.</li> <li>- Published a single page and a comprehensive Campus Center brochure and purchased Banner Bug promotional displays.</li> <li>- Partnered with External Affairs on a student internship project that resulted in an SSTV created YouTube promotional Game Room video.</li> <li>- Launched and implemented Campus Center sponsored “Get Centered” programming.</li> <li>- Offered extended building hours during the last week of the semester.</li> <li>- Executed user satisfaction surveys.</li> <li>- Offered and promoted “Information and Operations Center” including Lost and Found, Student Event Ticketing and Guest Wireless Accounts.</li> <li>- Hosted Events and Conferencing professionals from around the state for facility tours and discussions.</li> </ul>	2	Creativity and Innovation Communication Skills Information Literacy & Research Skills	<ul style="list-style-type: none"> <li>- Facebook: 1,738 Likes</li> <li>- Twitter: 37 Followers</li> <li>- Content posted in portal</li> <li>- More than 167,000 hits to Campus Center Web site pages</li> <li>- In use/distribution</li> <li>- Active at <a href="http://www.stockton.edu/campuscenter">www.stockton.edu/campuscenter</a></li> <li>- Attendance Reports, Game Room, Campus Center and Post Event User Satisfaction Surveys</li> <li>- 283 attended fall extended hours</li> <li>- 340 attended spring extended hours</li> <li>- 11 awards issued</li> <li>- Survey results/responses</li> <li>- 5,946 interactions recorded on the Customer Service log</li> <li>- 24 in attendance, representing 8 institutions, post-event evaluations</li> </ul>

## 2. REFLECTIVE ANALYSIS

This year the office launched a variety of new programs and services designed to promote the use of the Campus Center under the sponsorship of a newly merged Office of Event Services and Campus Center Operations. A variety of tools were used to measure the effectiveness of our services and levels of satisfaction from our visitors including the following:

- Campus Center Survey
- Game Room Survey
- Evaluation of Event Services (Student Organizations, Summer Camps & Conferences)
- Post Event Surveys (Osprey Ball, Send-Off Events)
- Post Event Evaluations
- Social Media Posts
- Informal Feedback/Staff Observations
- Facility Usage Reports/Attendance Reports
- Customer Service Log

We utilized feedback that was received on post event surveys to make modifications to upcoming programs. Tracking and categorizing services or interactions with customers at the Information Desk enabled us to better predict and respond to customer needs. Data taken from the Customer Service log was shared with Plant Management to stress the need for additional building signage. Feedback received from students on their levels of satisfaction with the Game Room has prompted us to initiate enhancement plans for FY 13. Facility usage reports for the Game Room and for “Extended Hours for Finals” helped to inform changes to hours of operations for the upcoming year.

## 3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS

### Academic Affairs:

- With Computer Services designed and implemented a Campus Center portal channel
- Modified the R25 scheduling system and Web calendar to reflect new facilities, resources and business practices associated with the new Hammonton and Manahawkin facilities; trained new schedulers
- Coordinated commencement logistical support including Grad Finale, Cap/Gown/Ticket Distribution, and publication of *The Path* Yearbook
- Participated in various event planning meetings/committees
- Collaborated with Computer Services and Production Services

### Administration and Finance

- Collaborated with Staff Counsel on modifications to the Agreement for Organization’s Use of College Facilities
- Collaborated with Facilities Planning and Plant Management on Campus Center building enhancement projects and repairs



Institutional Advancement

- Collaborated with External Affairs on launch of social media applications, Web site development, design of electronic and print materials promoting the Campus Center programs and services
- Partnered with External Affairs on a SSTV Internship project to develop promotional videos for the Campus Center
- Participated in the Middle States Accreditation Visit
- Participated in various event planning meetings/committees to support major institutional programs including but not limited to those hosted by the President’s Office, Office of Development and Alumni, the William J. Hughes Center for Public Policy and External Affairs

Student Affairs

- Participated in the Stockton Friendly Campaign
- Participated in various event planning efforts to support Student Life programming efforts

**4. COMMUNITY INVOLVEMENT**

Laurie Griscom, Director

Hammonton Public Schools – Class Trip and Activities Volunteer

Hammonton Little League – Concessions Stand Volunteer

Joe Lizza, Assistant Director

Hammonton Fire Company #2 – Volunteer Firefighter/Secretary

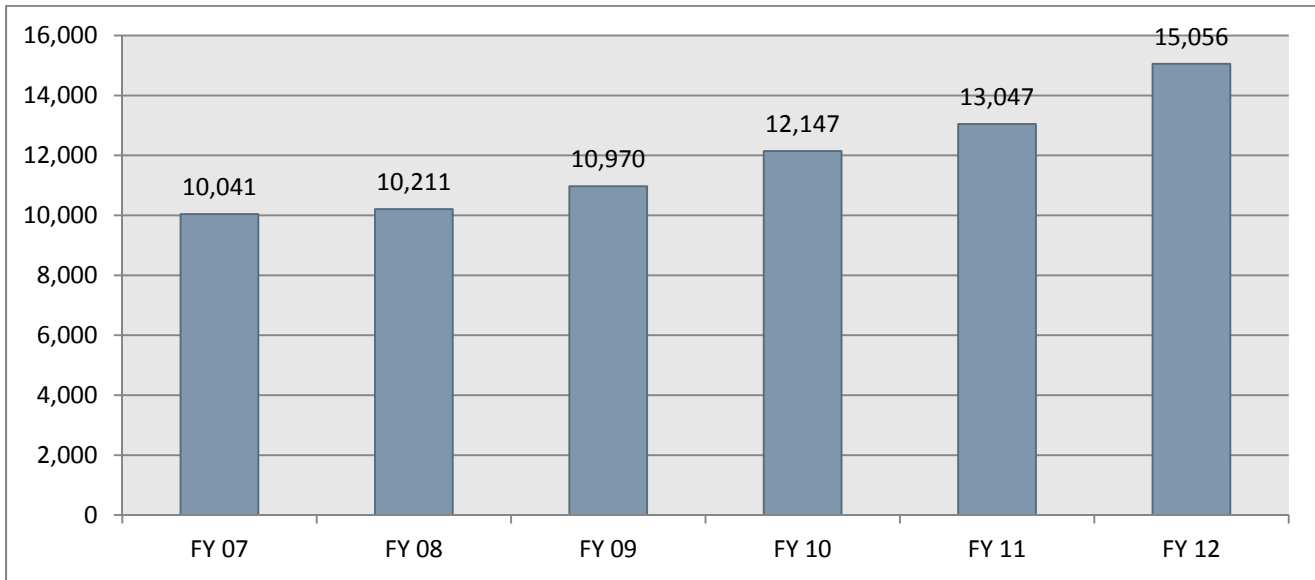
**5. NEW INITIATIVES FOR AY 2012-13**

Goal 1: Implement new collaborative programming efforts		
DSA Goal	Essential Learning Outcome	Metric
1,2	Collaboration/Teamwork Creativity & Innovation Global Awareness	Post-event surveys, post-event evaluations, attendance reporting, informal feedback
Goal 2: Enhance professional development through increased participation in professional associations and new training opportunities		
DSA Goal	Essential Learning Outcome	Metric
5	Critical Thinking Program Competence	Post-event surveys, attendance reporting, informal feedback
Goal 3: Implement new strategies to streamline business practices		
DSA Goal	Essential Learning Outcome	Metric
3	Communication Skills Creativity and Innovation Program Competence	Surveys, statistical reporting, informal, feedback, focus groups

**6. SUPPORTING DOCUMENTS**

- Document 1. Number of Bookings 2007-2012
- Document 2. Fall 2011 Programming Report
- Document 3. Spring 2012 Programming Report
- Document 4. Campus Center Recreational Equipment Usage Log Fall 2011
- Document 5. Campus Center Recreational Equipment Usage Log Spring 2012

**DOCUMENT 1: NUMBER OF BOOKINGS  
2007-2012**



The chart indicates the growth in number of bookings for the **Galloway Campus**. The **15%** growth in bookings during the FY12 period is likely due to the opening of the Campus Center, C/D Atrium and renovation of the L and G Wing areas. The subsequent charts reflect programming efforts and Game Room usage.

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**DOCUMENT 2: FALL 2011 PROGRAMMING REPORTS**

<b>Date</b>	<b>Title</b>	<b>Attendance</b>	<b>Total Cost</b>
9/8/11	Movie Night: Bridesmaids	150	\$1,000
9/10/11	Encore Movie Night: Bridesmaids	90	\$150
9/12/11	Bingo Night	20	\$200
9/15/11	Movie Night: Super 8	80	\$1,000
9/17/11	Encore Movie Night: Super 8	20	\$150
9/19/11	Karaoke	100	\$610
9/22/11	Movie Night: Hangover 2	133	\$1,000
9/26/11	Craft Night	80	\$310
9/28/11	Tunes at Noon	50	\$500
9/29/11	Movie Night: Green Lantern	90	\$1,000
10/1/11	Encore Movie Night: Green Lantern	50	\$150
10/3/11	Quizzo	35	\$212
10/6/11	Movie Night: Horrible Bosses	240	\$1,000
10/8/11	Encore Movie Night: Horrible Bosses	40	\$150
10/10/11	Karaoke	50	\$610
10/13/11	Movie Night: Cars 2	40	\$1,000
10/17/11	Bingo Night	40	\$310
10/20/11	Movie Night: Cowboys & Aliens	40	\$1,000
10/22/11	Encore Movie Night: Cowboys & Aliens	20	\$150
10/24/11	Quizzo	25	\$910
10/26/11	Tunes at Noon	50	\$500
10/31/11	Craft Night	100	\$180
11/3/11	Movie Night: Harry Potter	145	\$1,000
11/5/11	Encore Movie Night: Harry Potter	Canceled	\$150
11/7/11	Bingo Night	60	\$340
11/10/11	Movie Night: Final Destination 5	80	\$1,000
11/12/11	Encore Movie Night: Final Destination 5	40	\$150
11/14/11	Karaoke	65	\$610
11/17/11	Movie Night: Friends with Benefits	170	\$1,000
11/19/11	Encore Movie Night: Friends with Benefits	70	\$150
11/21/11	Quizzo	25	\$810
11/28/11	Craft Night	90	\$203
11/30/11	Tunes at Noon	50	\$500
12/1/11	Movie Night: Warrior	45	\$1,000
12/3/11	Encore Movie Night: Warrior	12	\$150
12/5/11	Bingo Night/Study Break	80	\$515
12/8/11	Movie Night: 30 Minutes or Less	86	\$1,000
12/10/11	Encore Movie Night: 30 Minutes or Less	35	\$150
<b>Total</b>		<b>2,596</b>	<b>\$20,820</b>

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**DOCUMENT 3. SPRING 2012 PROGRAMMING REPORT**

<b>Date</b>	<b>Title</b>	<b>Attendance</b>	<b>Total Cost</b>
1/19/12	Movie Night: 50/50	115	\$1,000
1/21/12	Encore Movie Night: 50/50	100	\$150
1/23/12	Funday Monday: Craft Night	70	\$175
1/25/12	Tunes at Noon	50	\$500
1/26/12	Movie Night: Paranormal Activity	80	\$1,000
1/28/12	Encore Movie Night: Paranormal Activity	30	\$150
1/30/12	Funday Monday: Karaoke	70	\$575
2/2/12	Reflections in Black Traveling Museum		
2/2/12	Movie Night: Immortals	96	\$1,000
2/4/12	Encore Movie Night: Immortals	25	\$150
2/6/12	Funday Monday: Bingo	75	\$275
2/8/12	Tunes at Noon	50	\$500
2/9/12	Movie Night: Twilight	120	\$1,000
2/11/12	Encore Movie Night: Twilight	40	\$150
2/13/12	Funday Monday: Show Me The Love	50	\$200
2/15/12	Tunes at Noon	50	\$500
2/16/12	Movie Night: Puss in Boots	65	\$1,000
2/18/12	Encore Movie Night: Puss in Boots	25	\$150
2/20/12	Funday Monday: Minute to Win It	35	\$775
2/22/12	Tunes at Noon	50	\$500
2/23/12	Movie Night: Muppets	110	\$1,000
2/25/12	Encore Movie Night: Muppets	35	\$150
2/27/12	Funday Monday: Bingo	75	\$275
2/29/12	Tunes at Noon	50	\$500
3/1/12	Movie Night: Happy Feet 2	70	\$1,000
3/3/12	Encore Movie Night: Happy Feet 2	30	\$150
3/5/12	Funday Monday: Decorate T-Shirts	20	\$175
3/7/12	Tunes at Noon	50	\$500
3/19/12	Funday Monday: Bingo	75	\$275
3/22/12	Movie Night: War Horse	50	\$1,000
3/24/12	Encore Movie Night: War Horse	35	\$150
3/26/12	Funday Monday: Karaoke	50	\$575
3/28/12	Tunes at Noon	50	\$500
3/29/12	Movie Night: Sherlock Holmes	75	\$1,000
3/31/12	Encore Movie Night: Sherlock Holmes	35	\$150
4/2/12	Funday Monday: Write This Way	35	\$175
4/4/2012	Tunes at Noon	50	\$500
4/5/2012	Movie Night: Mission Impossible	49	\$1,000
4/7/2012	Encore Movie Night: Mission Impossible	30	\$150

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4/9/2012	Funday Monday: Bingo	60	\$275
4/11/2012	Tunes at Noon	50	\$500
4/12/2012	Movie Night: Contraband	60	\$1,000
4/14/2012	Encore Movie Night: Contraband	20	\$150
4/16/2012	Funday Monday: Henna Tattoo	10	\$125
4/18/2012	Tunes at Noon	50	\$500
4/19/2012	Movie Night: One for the Money	38	\$1,000
4/21/2012	Encore Movie Night: One for the Money	14	\$150
4/23/2012	Funday Monday: Karaoke	30	\$575
4/24/2012	Gimme A Break: Ice Cream Social	100	\$445
4/25/2012	Tunes at Noon	50	\$500
4/25/2012	Gimme A Break: Sit Back & Relax	50	\$75
4/26/2012	Gimme A Break: Movie/Candy Bar	75	\$1,250
4/27/2012	Gimme A Break: How Bout Them Phils	50	\$75
4/28/2012	Gimme A Break: Encore Movie	30	\$150
4/29/2012	Gimme A Break: Bingo	25	\$275
Total		2,882	\$26,020

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**DOCUMENT 4: CAMPUS CENTER RECREATIONAL EQUIPMENT USAGE LOG FALL 2011**

Week Of	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Daytime Usage</b>							
8/23/11-8/29/11	4	6	8	0	0	0	0
8/30/11-9/5/11	46	12	18	28	56	76	0
9/6/11-9/12/11	66	28	70	80	96	32	34
9/13/11-9/19/11	74	58	100	78	74	42	40
9/20/11-9/26/11	42	64	70	98	80	62	30
9/27/11-10/3/11	72	70	84	52	62	28	24
10/4/11-10/10/11	58	44	74	58	88	32	22
10/11/11-10/17/11	46	58	82	54	98	66	44
10/18/11-10/24/11	42	38	72	38	52	12	24
10/25/11-10/31/11	50	40	72	54	62	40	20
11/1/11-11/7/11	58	44	62	60	50	22	32
11/8/11-11/14/11	66	48	68	58	66	38	20
11/15/11-11/21/11	36	56	68	56	72	40	16
11/22/11-11/28/11	44	48	22	Closed	Closed	Closed	2
11/29/11-12/5/11	46	54	78	58	72	4	22
12/6/11-12/12/11	50	52	68	52	72	16	20
12/13/2011		42					
<b>Average Daytime</b>	<b>53.1</b>	<b>47.6</b>	<b>63.5</b>	<b>54.9</b>	<b>66.7</b>	<b>34.0</b>	<b>21.9</b>
<b>Evening Usage</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
8/23/11-8/29/11	Closed	Closed	Closed	Closed	Closed	Closed	Closed
8/30/11-9/5/11	56	0	0	0	0	14	0
9/6/11-9/12/11	152	70	80	84	74	50	46
9/13/11-9/19/11	66	90	102	70	50	52	30
9/20/11-9/26/11	74	84	78	70	76	38	64
9/27/11-10/3/11	104	84	68	106	50	46	34
10/4/11-10/10/11	84	40	64	90	60	42	54
10/11/11-10/17/11	80	94	82	60	60	34	48
10/18/11-10/24/11	70	52	76	62	56	36	54
10/25/11-10/31/11	44	60	60	46	46	30	48
11/1/11-11/7/11	48	62	76	48	58	34	62
11/8/11-11/14/11	64	80	68	60	54	36	36
11/15/11-11/21/11	60	34	60	66	56	54	48
11/22/11-11/28/11	50	42	10	Closed	Closed	Closed	18
11/29/11-12/5/11	54	40	38	90	52	64	44
12/6/11-12/13/11	56	102	74	66	50	56	30
12/13/2011		Closed					
<b>Average Evening</b>	<b>70.8</b>	<b>62.3</b>	<b>62.4</b>	<b>65.6</b>	<b>53.0</b>	<b>41.9</b>	<b>41.1</b>

Total Usage Is Comprised Of Rental Log x Two Students Per Recorded

Evening = >5pm

Rental

Division of Student Affairs Annual Report

2011-2012

**DOCUMENT 5: CAMPUS CENTER RECREATIONAL EQUIPMENT USAGE LOG SPRING 2012**

Week Of	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Daytime Usage</b>							
1/11/12-1/15/12	N/A	N/A	4	0	0	14	32
1/16/12-1/22/12	30	74	44	54	74	86	32
1/23/12-1/29/12	72	62	52	52	68	12	24
1/30/12-2/5/12	66	60	66	60	62	28	24
2/6/12-2/12/12	58	48	50	58	64	8	28
2/13/12-2/19/12	52	56	48	50	64	12	12
2/20/12-2/26/12	54	46	60	56	70	14	30
2/27/12-3/4/12	56	58	35	56	62	28	22
3/5/12-3/11/12	52	58	56	48	66	Closed	Closed
3/12/12-3/18/12	Closed	Closed	Closed	Closed	Closed	Closed	6
3/19/12-3/25/12	46	50	0	42	0	0	0
3/26/12-4/1/12	44	18	48	28	50	16	8
4/2/12-4/8/12	34	48	42	34	42	0	0
4/9/12-4/15/12	46	34	32	48	0	0	0
4/16/12-4/22/12	48	44	38	42	38	10	4
4/23/12-4/29/12	54	38	46	0	0	10	4
4/30/12-5/6/12	32	0	4	6	8	0	0
<b>Average Daytime</b>	<b>50.9</b>	<b>49.6</b>	<b>41.4</b>	<b>41.9</b>	<b>44.0</b>	<b>17.0</b>	<b>15.1</b>
<b>Evening Usage</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
1/11/12-1/15/12	N/A	N/A	0	4	0	8	16
1/16/12-1/22/12	38	66	46	46	62	36	22
1/23/12-1/29/12	52	42	54	42	44	40	60
1/30/12-2/5/12	56	44	74	50	52	48	24
2/6/12-2/12/12	38	62	52	46	54	38	26
2/13/12-2/19/12	36	38	34	48	44	24	40
2/20/12-2/26/12	58	52	34	64	16	28	18
2/27/12-3/4/12	54	48	64	48	34	18	28
3/5/12-3/11/12	54	60	64	56	8	Closed	Closed
3/12/12-3/18/12	Closed	Closed	Closed	Closed	Closed	Closed	6
3/19/12-3/25/12	34	16	38	58	0	0	0
3/26/12-4/1/12	52	44	58	40	34	20	0
4/2/12-4/8/12	32	32	32	52	20	0	12
4/9/12-4/15/12	54	52	26	44	0	0	0
4/16/12-4/22/12	46	44	16	46	18	16	14
4/23/12-4/29/12	36	38	14	0	0	20	16
4/30/12-5/6/12	12	0	0	0	0	0	0
<b>Average Evening</b>	<b>45.7</b>	<b>45.6</b>	<b>40.4</b>	<b>42.9</b>	<b>25.7</b>	<b>21.1</b>	<b>18.8</b>

Total Usage Is Comprised Of Rental Log x Two Students Per Recorded

Evening = >5pm

Rental



**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

Goal 1: Create and implement Financial Aid tab on the <i>goStockton</i> portal.			
Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
Created and implemented tab.	3	Information Literacy and Research Skills	Financial Aid tab is active on portal.

Goal 2: Produce and direct video tutorials.			
Accomplishment	SA Goal	ELO	Metric
"How to View Your Financial Aid Award Letter" & "IRS Data Retrieval Tool" videos created.	3	Information Literacy and Research Skills	Videos are posted on Financial Aid website.

Goal 3: Implement new Verification Rules.			
Accomplishment	SA Goal	ELO	Metric
Implemented new regulations.	3	N/A	-Revised Policy and Procedures Manual to include implementation of new rules. -Annual audit will confirm compliance. -Established office controls to comply with new regulations.

Goal 4: Evaluate preparatory course work and certification programs for financial aid eligibility.			
Accomplishment	SA Goal	ELO	Metric
Determined which coursework and programs would be eligible for financial aid.	1	N/A	Compared Gainful Employment Regulations with preparatory coursework and certification programs, and using the regulations as a measure determined which programs were eligible for financial aid. The programs that are eligible are in the Policy and Procedures manual and posted on the Financial Aid webpage.

Goal 5: Collaborate with Bursar's Office in providing integrated information for students.			
Accomplishment	SA Goal	ELO	Metric
Collaborated with the Bursar's Office in providing integrated information for students	3		Emails containing information on both payment and financial aid opportunities, joint office availability during Orientation and Registration, financial aid tab on the portal includes payment and financial aid resource information, mailings to new students on financial aid and payment plans and email to upper-class financial aid recipients with the same information and special target group emails.

## 2. REFLECTIVE ANALYSIS

With the creation of the Financial Aid tab on the *goStockton* portal, students now have the ability to:

- view financial aid awards as well as accept or decline awards
- view their financial aid requirements
- check messages, holds, and financial aid status
- use an interactive worksheet to assist them in deciding how much alternative loan to borrow
- find out information about Veterans Educational Benefits
- access financial aid forms
- review their account/bill
- apply for financial aid
- review terms and conditions, sources of financial aid, and satisfactory academic progress
- check important news and deadlines
- be informed about loan resources and tuition payment plans

Two instructional videos were produced and posted on the Financial Aid web page. “How to View Your Financial Aid Award Letter” provides students with step by step instructions on how they can view and accept their financial aid awards. The “IRS Data Retrieval Tool” video provides students with step by step instructions on how students and their families can transfer their IRS data to their financial aid application. Instructional videos have improved the Financial Aid Office’s ability to provide guidance through visual and verbal communication and consistent instructions.

The new verification rules require the Financial Aid Office to provide instructions to students who were federally selected for verification.

Preparatory coursework and certification programs that were found eligible for financial aid were posted on the Financial Aid web page and shared with academic programs so eligible student would be aware of the sources and amounts of financial aid available to them.

Integrated information from the Financial Aid Office and Bursar’s Office supported the theme of ‘One Stop Shop’ and ease of student accessibility to offices and information. Students are better served with collaborative information from the Bursar’s Office and Financial Aid Office because it is easier for them to see the connection between the financial aid that they are eligible to receive and the bill that they are responsible to pay. The format of providing conjoined information on the *goStockton* portal, general e-mails, target group e-mails, and postal mail to new students provides a variety of venues to reach students with a total financial message.

## 3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS

### Academic Affairs

- Participated in the evaluation of preparatory course work and certification programs so that the Financial Aid Office could determine financial aid eligibility.

### Administration and Finance

- Collaborated with the Bursar’s Office to provide integrated information for students.
- Received Camtasia training from the Computer Center to produce instructional videos.

**4. COMMUNITY INVOLVEMENT**

Jeanne Lewis, Director  
Green Committee – Volunteer

Erica Pinto, Supervisor of Accounts  
United Way of Atlantic County – Volunteer

Jennifer Robin, Senior Clerk Typist  
Girl Scout Council of Southern NJ – Service Unit Manager, Trainer, Troop Leader, Troop Treasurer  
Corporation for National and Community Service – Certifying Agent

**5. NEW INITIATIVES FOR AY 2012-13**

Goal 1: Establish information about new scholarship opportunities on Twitter.		
DSA Goal	Essential Learning Outcome	Metric
3	N/A	Twitter will be functionally integrated within the Scholarship Resource Center on the Financial Aid web page.

Goal 2: Provide institutional supplements to federal pre-loan counseling.		
DSA Goal	Essential Learning Outcome	Metric
1	Information Literacy and Research Skills	Institutional supplements to federal pre-loan counseling will be on the Financial Aid web page.

Goal 3: Enhance communication material in collaboration with Admissions for incoming students.		
DSA Goal	Essential Learning Outcome	Metric
3	Information Literacy and Research Skills	Transfer communication will be made available in the email file for transfer students. The Scholarship Resource Center Tweet communication will be available in the freshmen email series.

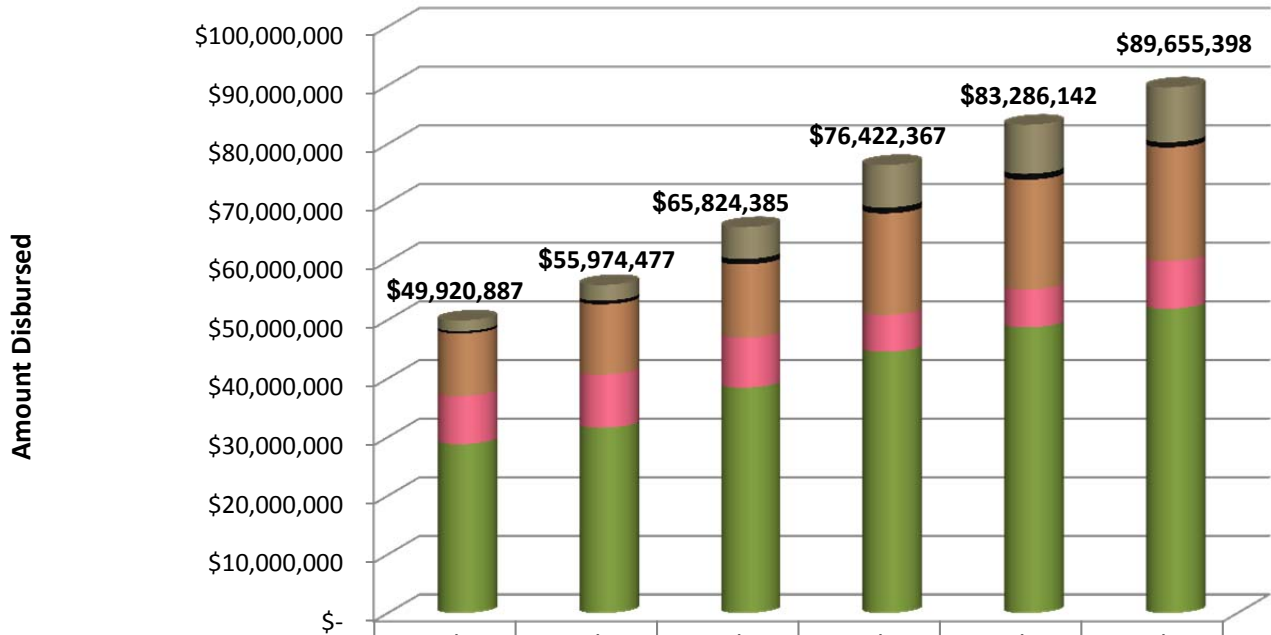
Goal 4: Inform Stockton’s graduated teachers of loan forgiveness/cancellation opportunities for Direct and Perkins Loans.		
DSA Goal	Essential Learning Outcome	Metric
3	Information Literacy and Research Skills	Email communication will be retained along with names of teacher alumni with loans.

Goal 5: Educate financial aid recipients of taking at least 16 credits per semester.		
DSA Goal	Essential Learning Outcome	Metric
1	N/A	Communication and report of student population under 16 credits will be kept on file.

**6. SUPPORTING DOCUMENTS**

- Document 1. Grants, Loans and Scholarships 2007-2012
- Document 2. Grants, Loans and Scholarships – Percentage Distribution of Total Financial Aid 2008-2012
- Document 3. Foundation and Institutional Scholarships/Grants 2008-2012
- Document 4. Alternative Loan Program 2008-2012
- Document 5. NJ STARS II 2008-2012
- Document 6. Loan Indebtedness
- Document 7. Financial Aid Office Student Survey

**DOCUMENT 1: GRANTS, LOANS AND SCHOLARSHIPS  
2007-2012**



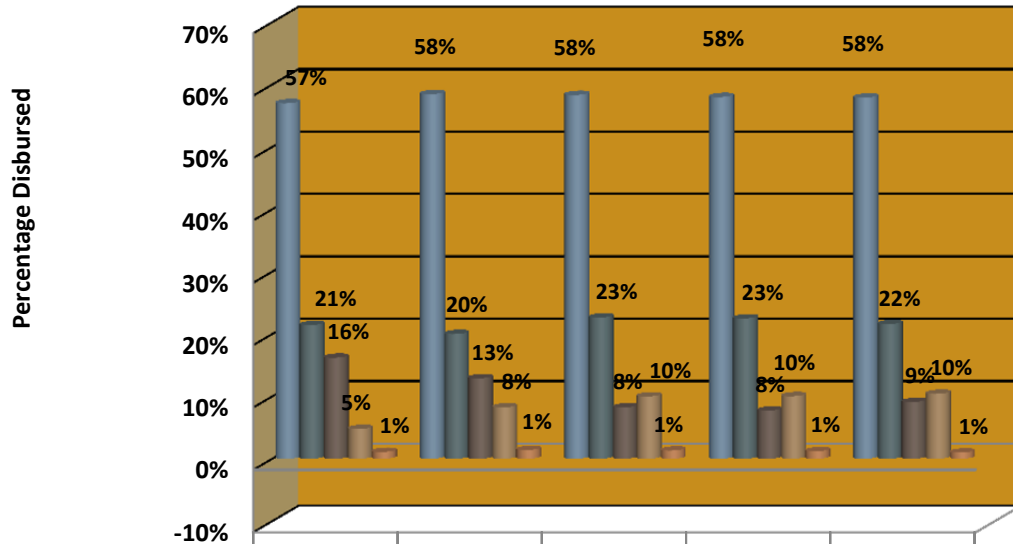
	FY '07	FY '08	FY '09	FY '10	FY '11	FY '12
<b>Total</b>	\$49,920,887	\$55,974,477	\$65,824,385	\$76,422,367	\$83,286,142	\$89,655,398
■ Institutional Scholarships & Grants	\$1,811,857	\$2,673,444	\$5,420,499	\$7,240,305	\$8,358,832	\$9,331,007
■ State Scholarships	\$394,888	\$613,402	\$927,506	\$1,008,166	\$1,006,969	\$888,807
■ Federal and State Grants	\$10,714,851	\$11,997,587	\$12,500,552	\$17,307,033	\$18,741,918	\$19,364,201
■ Alternative Loans	\$8,157,916	\$9,069,337	\$8,493,880	\$6,288,632	\$6,438,832	\$8,157,880
■ Federal and State Loans (Student & Parent)	\$28,841,375	\$31,620,707	\$38,481,949	\$44,578,231	\$48,739,591	\$51,913,503

- Federal and State loan volume in FY 12 has a 7% increase compared to the FY 11 loan volume that increased by 9%. The FY 12 **total loan volume (includes Alternative Loans)** borrowed is \$60,071,383 compared to \$55,178,423 in FY 11. This is an **9% increase** in the **total loan borrowing** in FY 12. Please know that loan borrowing from FY 07 to FY 12 is a 62% increase within this 6 year period.
- The Alternative loan program again reflects a 2% **increase** in loan borrowing from FY 11. This is the second year of growth in the Alternative loan program since FY 08.
- Federal and State grants for FY 12 increased **3%** compared to the FY 11 increase of **8%**. This decline in growth is due to the unchanged economic condition that continues to have affected the distribution of federal financial aid funding to schools in the campus based programs (Federal Work Study, SEOG and Perkins) along with the discontinuance of the ACG and SMART grants during the 2011-12 academic year. This reduction in federal campus based funding to schools along with elimination of the ACG and SMART grant programs will most likely increase student loan borrowing in the Alternative loan program.
- State scholarships continue to decline with a **12% decrease**. This is due to state regulatory and budgetary changes. Specifically, the state did not fund NEW Urban or Bloustein scholarship recipients. The NJ STARS II program has shown a reduction in the number of students (11%) in the program for the first time since its inception. The regulation that requires students to be in the top 15% of their high school graduating class compared to 20% when starting the program at the county college is most likely why our number in the NJ STARS II program began decreasing in the 11-12 academic year .
- Institutional Scholarships & Grants has the largest percent increase from all of the categories listed above for the second year in a row. 12% from FY 11. This is due to the successful marketing of academically eligible students with the expanded scholarship programs available at Stockton.

**Note: Institutional Scholarships & Awards** include - Presidential, PTK, Outstanding Scholars Recruitment program (OSRP)-Institutional share (discontinued 08-09), Stockton Award, Stockton Scholarships, Provost's Scholarship, Dean's Scholarship, Excellence in Academics Award and Foundation. (Includes institutional matching funds for Foundation raised monies beginning FY06.) The NJ STARS II institutional waiver. **State Scholarships** include- Outstanding Scholars Recruitment program (State share), Bloustein, and Urban Scholars, NJ STARS II (state share).

**Alternative Loans** include- includes all sources of private alternative loans. **Federal and State Grants**- include PELL grant, Supplemental Educational Opportunity Grant (SEOG), Tuition Aid Grant (TAG) and Educational Opportunity Fund (EOF) Academic Competitiveness Grant (ACG), SMART Grant (discontinued 11-12). **Federal and State Loans (student & parent)**-include Stafford, Perkins, Parent Loan for Undergraduate Students (PLUS) and NJ Class loans.

**DOCUMENT 2: GRANTS, LOANS AND SCHOLARSHIPS**  
 Percentage Distribution of Total Financial Aid 2008-2012



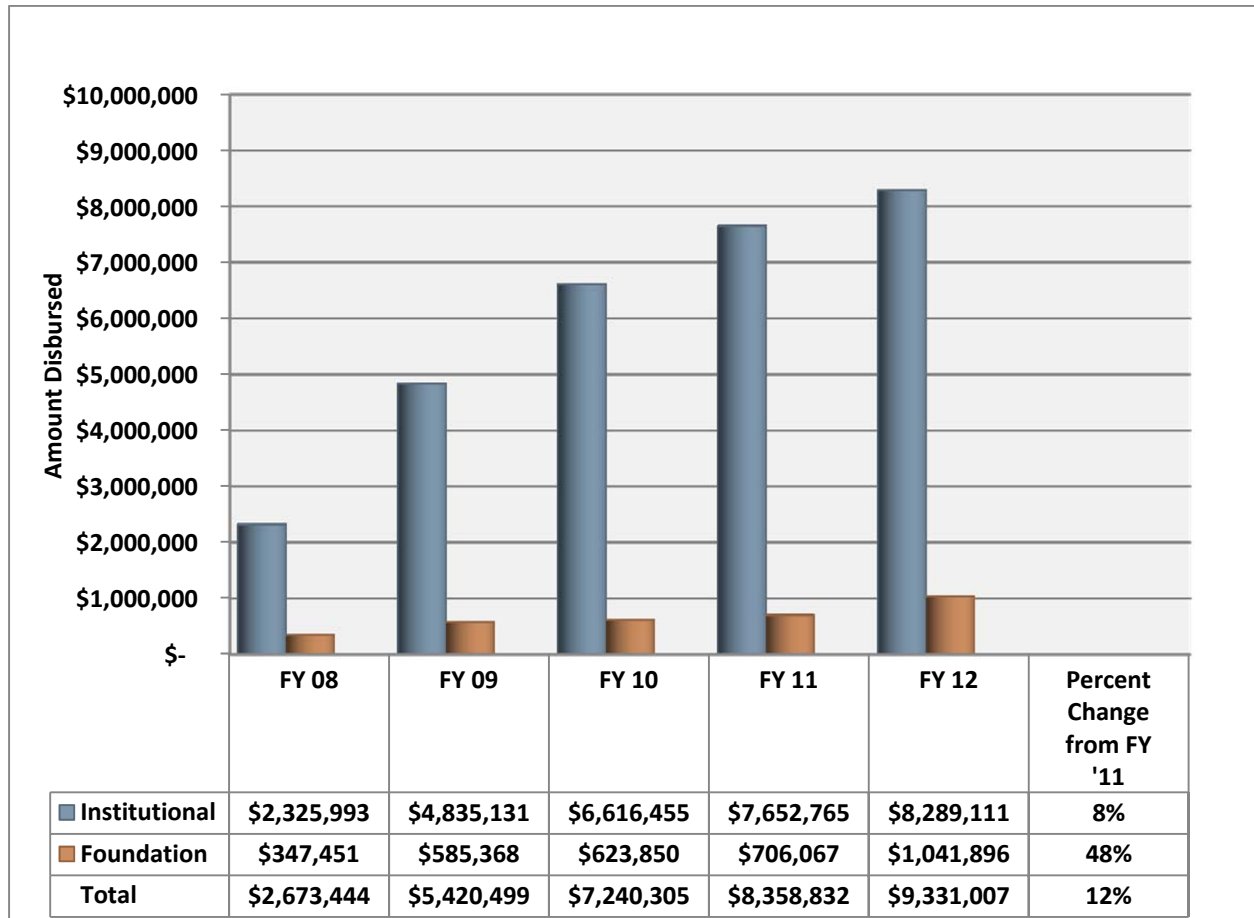
	FY '08	FY '09	FY '10	FY '11	FY '12
■ FEDERAL AND STATE LOANS	57%	58%	58%	58%	58%
■ FEDERAL AND STATE GRANTS	21%	20%	23%	23%	22%
■ ALTERNATIVE LOANS	16%	13%	8%	8%	9%
■ INSTITUTIONAL SCHOLARSHIPS AND GRANTS including Foundation	5%	8%	10%	10%	10%
■ STATE SCHOLARSHIPS	1%	1%	1%	1%	1%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

- Federal and State grants reflect a 1 percent decrease of the type of financial aid distributed as compared to FY '11. This is as previously stated, a result of the unchanged economic conditions in the country and the limited availability of federal financial aid funding to schools.
- The percentage of financial aid for Federal and State Loans remains steady to the previous year financial aid distribution percentage.
- Although the Alternative loan program has shown a 1 percent increase in awards, this is reflective of the 1 percent decrease in Federal and State grants. This is due to the economic crisis in the country that has affected the availability of Federal/State grants in which students/parents are forced to borrow Alternative loans.
- Institutional Scholarships and Grants remain steady to the proportional distribution of financial aid.
- The percentage of total financial aid for State scholarships has remained consistent within the past five years.

**Note:** Based on 100%, each of the described categories of financial aid represents a portion of the annual financial aid (100%).

**Institutional Scholarships & Grants** include-*Presidential, Dean's, Provost, Excellence in Academics Award, PTK, OSRP -Institutional share, (discontinued 08-09), NJ STARS II (Institutional share) Stockton Award, Stockton Scholarships and Foundation.* **State Scholarships** include-*Outstanding Scholars Recruitment program (State share),NJ STARS II (State Share) Bloustein, and Urban Scholars.* **Alternative Loans** include-*Signature Loans, and other private alternative loans.* **Federal and State Grants-** include PELL grant, Supplemental Educational Opportunity Grant(SEOG),( Academic Competitiveness Grant(ACG), National Science and Mathematics Access to Retain Talent Grant (SMART) have been discontinued effective 11-12)Tuition Aid Grant (TAG) and Educational Opportunity Fund (EOF). **Federal and State Loans (student & parent)-**include Stafford, Perkins, Parent Loan for Undergraduate Students (PLUS) and NJ Class loans.

**DOCUMENT 3: FOUNDATION AND INSTITUTIONAL SCHOLARSHIPS/GRANTS  
2008-2012**



- Institutional Scholarships/Grants increased **8%** from FY 11 to FY 12 while Foundation Scholarships increased **48%**. This large increase in the Foundation Scholarships is primarily due to the 110% increase in Stockton Scholarships for freshmen. For FY 11 Stockton Scholarships for freshmen students totaled **\$135,000** while for FY 12 **\$283,500** was awarded to students.
- The number of Foundation Scholarships in FY 11 was **367** as compared to **443** awards in FY 12. The number of Institutional Scholarships/Grants in FY 11 was **1342** as compared to **1450** in FY 12.

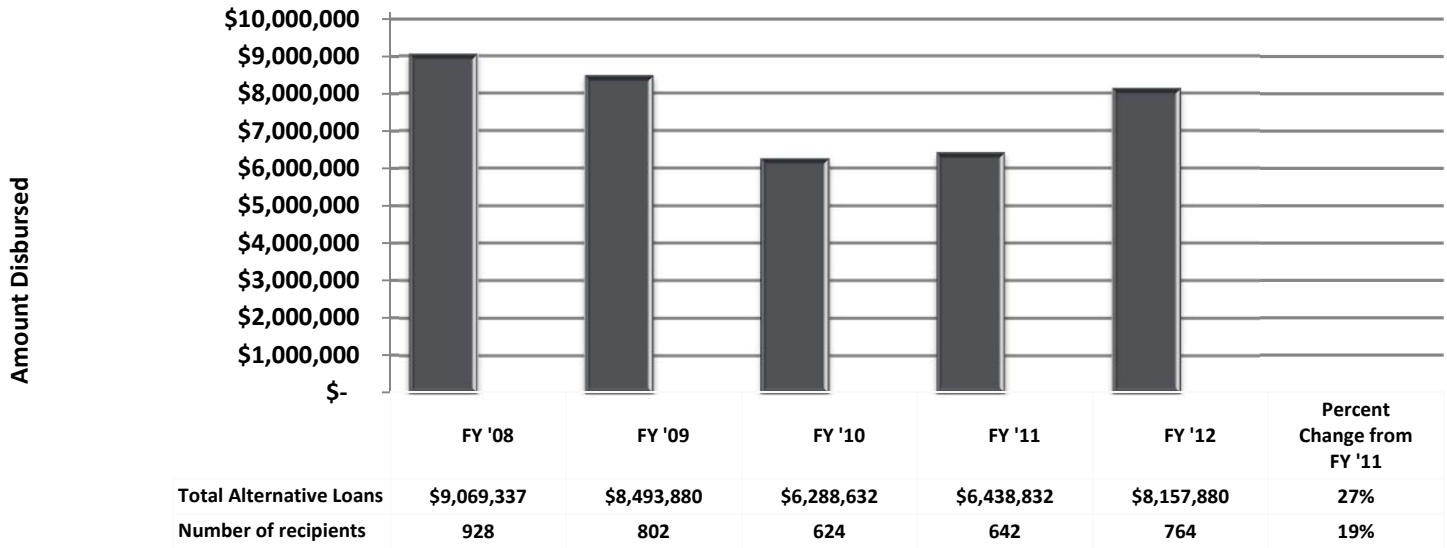
**Note:**

**Foundation Scholarships** also include Stockton Scholarships

**Institutional Scholarships** include Presidential, Provost, Dean's, Excellence in Academics, NJ STARS II( institutional share) Stockton Distinguished, PTK, OSRP-Institutional share (discontinued 08-09), **Grants**-Stockton Award

**DOCUMENT 4: ALTERNATIVE LOAN PROGRAMS  
2008-2012**

**Alternative Loans**



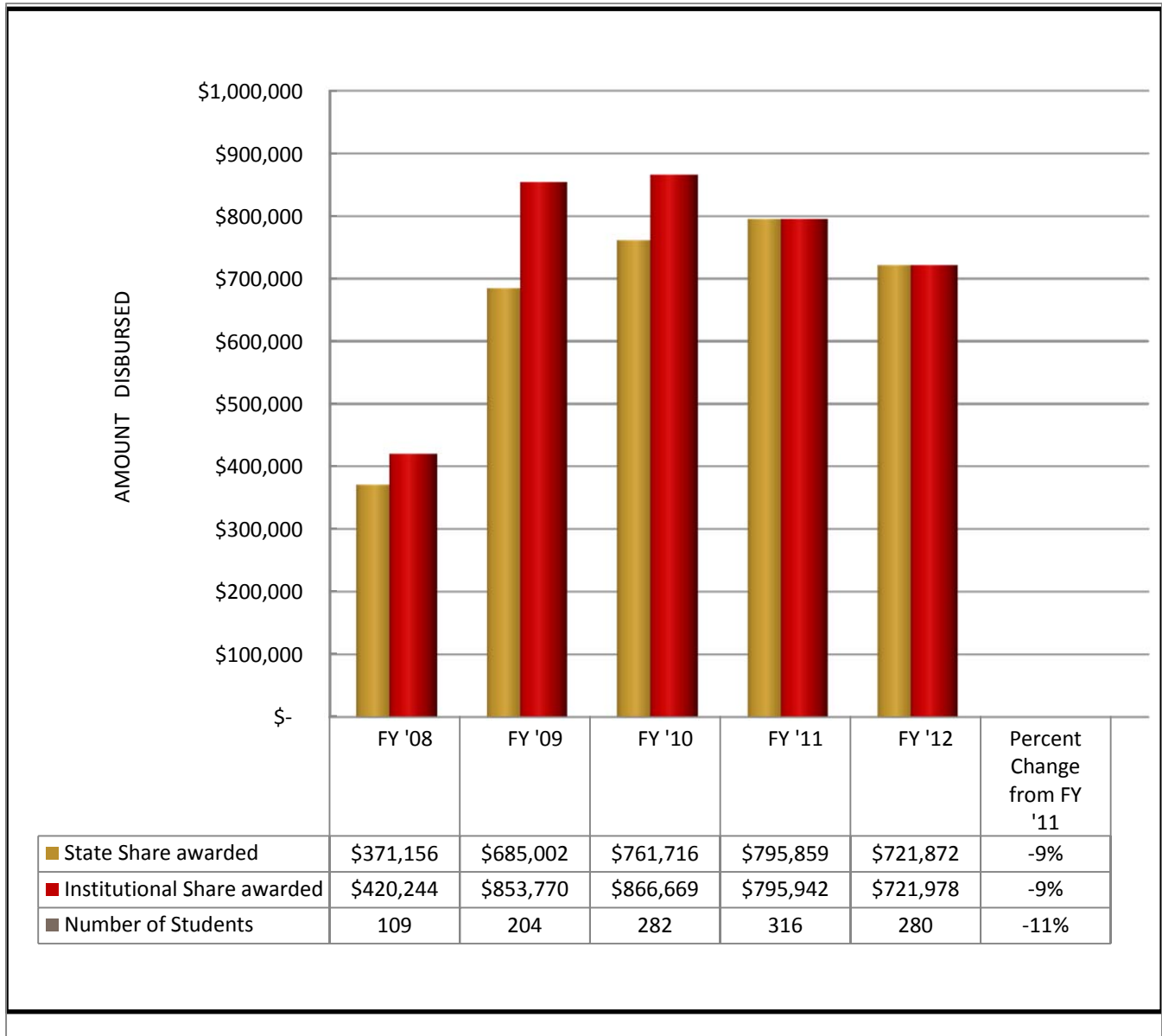
The alternative loan program for **FY 12** is rebounding in growth to **27%** as compared to the FY 11 growth increase of 2%. This growth in Alternative loans for FY 12 may be due to the following:

1. The reductions in federal funding to schools for the campus based programs
2. The elimination of the ACG and SMART grant programs
3. Competitive interest rates from private lenders as compared to the PLUS and NJCLASS loan programs

<b>2011-2012 Alternative Loan Borrowing</b>	
Number of students with Alternative Loans	764
Percentage of financial aid <b>recipients</b> with Alternative Loans	11%



**DOCUMENT 5: NJ STARS II  
2008-2012**



NJ STARS II is a continuation of NJ STARS for transfer students who graduated from a county college. NJ STARS is a state scholarship program wherein the state and the institution jointly fund the scholarship awards to eligible students. Since its inception during the 2006-07 academic year, the enrollment in the program has increased almost 800% but enrollment growth from the 10-11 academic year to the 11-12 year has declined 11% and the funding from both institutional and state resources has declined 9%. This decrease in enrollment and Institutional/state funding is the result of the changes to the program regulations during the 09-10 academic year. These changes in which the student must graduate in the top 15% of their high school graduating class as opposed to 20% has resulted in the lower number of students beginning the program at Stockton during the 11-12 academic year.

**Please note: Beginning with the 2012-13 academic year the NJ STARS II awards for new students will be \$2,500 per year and funded solely from state resources. Current NJ STARS II will be grandfathered under the regulation in which they began the program at Stockton \$3,000 or \$3,500 per semester (reflective of their GPA). Funding sources are divided 50% institutional and 50% state.**

**DOCUMENT 6: LOAN INDEBTEDNESS**

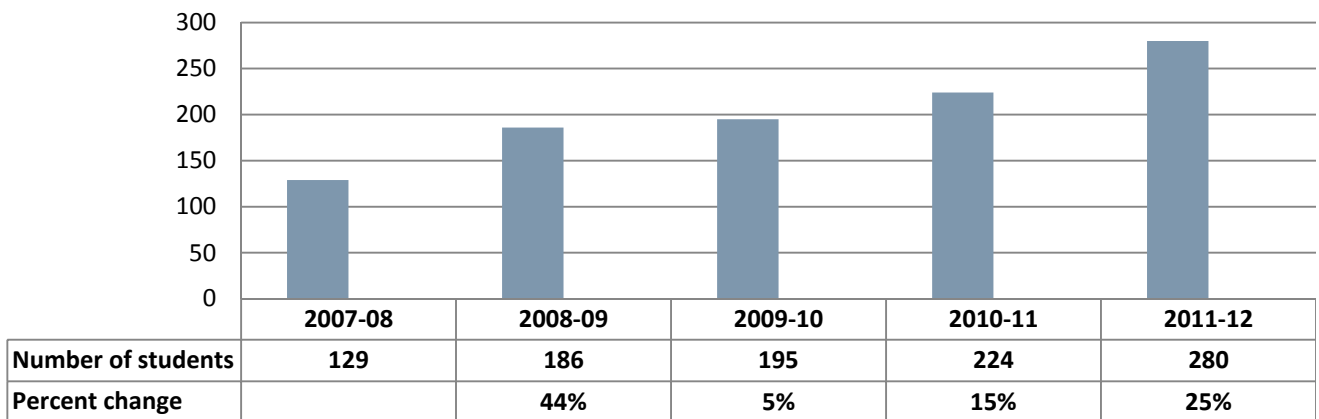
Graduating Undergraduate Students Who Entered Stockton as Freshmen

Graduating Year	Federal Loans (Perkins, Subsidized & Unsubsidized Stafford)	Percent change	All Loans (Perkins, Subsidized and Unsubsidized Stafford and <sup>1</sup> Private loans)	Percent change
2006-07	\$16,123		Not available	
2007-08	\$16,054	(-.05)	\$24,454	n/a
2008-09	\$16,754	4 %	\$27,847	14 %
2009-10	\$19,027	14 %	\$30,843	11 %
2010-11	\$19,897	5 %	\$32,255	5 %
2011-12	\$22,236	12 %	\$34,287	6 %

The average **Federal** student loan debt for entering Freshmen students from 2006-07 to 2011-12 has increased **38%**. Because federal student loans have a borrowing availability limit, the increases from one academic year to another is minimal. However please note that there was a more substantial increase from 2009-10 due to the increase in Unsubsidized Stafford loan borrowing limits.

Also know that for the 2011-12 academic year the percentage increase in Federal Loan debt has also increased. This may be due to the increase in the number of PLUS (parent loans) denials in which the student would then become eligible for increased Unsubsidized Stafford loan borrowing. (see chart below that reflects the increase growth rate of “Additional” Unsubsidized Stafford loans awarded). Again, the economic situation from 08-09 has made an impact in the federal student aid programs.

**Additional Unsubsidized Stafford Loans awarded**



<sup>1</sup> Private loans include NJ CLASS and all Alternative loans

Division of Student Affairs Annual Report

2011-2012

**DOCUMENT 7: FINANCIAL AID OFFICE STUDENT SURVEY  
2011-2012**

	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
Greeted Promptly and Courteously	114	46%	110	44%	13	5%	11	4%
The Staff addressed the student inquiry in a satisfactory manner	103	42%	108	44%	22	9%	15	6%
The staff provided a well-informed response to the students question	98	40%	98	40%	33	13%	19	8%
My overall experience with the staff in the financial aid office was satisfactory	108	44%	96	39%	21	8%	23	9%

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

Class Level		%	Residence		%
Freshman	53	21%	On-Campus	98	40%
Sophomore	56	23%	Off-Campus	75	30%
Junior	76	31%	Commuter	75	30%
Senior	61	25%			
Graduate Studies	2	1%			

\* To achieve honest responses, we did not require respondents to identify themselves. This gave us the opportunity to accurately evaluate our service. Please know that we have taken into consideration that the validity of the negative data may be reflective of a specific student situation at Stockton and that it may not be directly related to the financial aid office or to the service provided to them.

**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

Goal 1: Improve visibility at center entrance.			
Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
Plant Management installed a light at the end of the road	1,2	Teamwork/Collaboration	Light installed

Goal 2: Make childcare more affordable for the Stockton community.			
Accomplishment	SA Goal	ELO	Metric
Reduced rates for students, faculty and staff	1, 2, 5	Adapting to Change	Lower tuition costs by 16%

Goal 3: Review assessments and curriculum.			
Accomplishment	SA Goal	ELO	Metric
Purchased teaching Strategies Gold to replace Work Sampling	2, 4	Program Competence	New program purchased

Goal 4: Pre-service training for student workers.			
Accomplishment	SA Goal	ELO	Metric
Planned a one-week training for staff one week prior to the semester	2, 5	Communication Skills	Training completed

**2. REFELECTIVE ANALYSIS**

We are making good progress toward our goals. Free To Be is a safer environment because we have lighting at Pomona Road where cars have been known to drive very fast. Tuition rates for children of students were decreased by 16%, making Free To Be more affordable for the community it aims to serve. The savings were made possible by increasing our community rate by 16%, and our prices are still competitive for community members. A time consuming assessment program was replaced with one that better fits our needs at a savings of \$8 per child. A full week of training curriculum for student workers was planned so that they have the skills to succeed.

**3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS**

Academic Affairs

- Collaborated with John Rokita from NAMS during the bird project. John and several student workers set up a classroom for children with specimens of birds on each table. Children had the opportunity to learn about the birds and ask questions. In addition, birds were provided to Free To Be for exploration and observational drawings.
- Worked with Assistant Professor Tracy Baker from Environmental Sciences during the map project where children learned about mapping animal trails.
- Partnered with Amy Hadley and the Speech and Hearing Clinic to provide speech screenings for the children at Free To Be.

- Teamed with Assistant Professor Greta von der Luft in the Physical Therapy Department to provide gross motor screenings for the children at Free To Be.

Student Affairs

- Partnered with the Wellness Center supporting the Bubbles for Autism project.
- Athletics and Recreation provided CPR/First Aid training for all Free To Be staff.

Outside Organizations

- Ongoing association with Seashore Gardens to allow children and seniors to build cross generational relationships.
- Partnership with Mental Health Association of Atlantic County to offer seminars to parents and staff members.
- Collaboration with Atlantic Cape Community College to place ACCC students at Free To Be to learn educational approach.
- Teamed with United Way for “Raising a Reader” to promote book sharing between adults and children.

**4. COMMUNITY INVOLVEMENT**

Elyse Smith, Director/Head Teacher  
 Atlantic City Figure Skating Club – Secretary  
 Masonic Learning Center – Dyslexia Tutor

Barbara Reynolds, Part-time Teacher  
 Peace Pilgrim Board – Co-Chair  
 Ombudsman for the Institutionalized Elderly – Volunteer

**5. NEW INITIATIVES FOR AY 2012-13**

Goal 1: Determine which accrediting agency best fits needs and practices of Free To Be.		
DSA Goal	Essential Learning Outcome	Metric
4	Program Competence	Review requirements and procedures for accreditation through Middle States and NAEYC and chose best fit

Goal 2: Improve marketing by upgrading webpage.		
DSA Goal	Essential Learning Outcome	Metric
3	Adapting to Change	Work with Computer Services to create a more user friendly webpage

Goal 3: Increase technology by utilizing wireless capability.		
DSA Goal	Essential Learning Outcome	Metric
3	Communication Skills	Purchase wireless card

**6. SUPPORTING DOCUMENTS**

No supporting documents provided.

**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

**Goal 1: Work collaboratively with Enrollment Management and Administration and Finance to prepare for the anticipated need for additional campus beds.**

Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
Developed dashboards to measure transfer housing data and housing occupancy.	1, 4	Adapting to Change Information Literacy & Research Skills Quantitative Reasoning	- Admissions and Institutional Research Data (transfer applications) - ACUHO-I Benchmarking Survey

**Goal 2: Enhance the function of the Living Learning Communities and other collaborative curriculum-oriented efforts.**

Accomplishment	SA Goal	ELO	Metric
- Developed and implemented an annual event calendar. - Created a residential life curriculum model which focuses on Stockton's Essential Learning Outcomes.	2, 3	All	- EBI Benchmarking Survey - Programming reports; national research from ACPA's residential curriculum committee

**Goal 3: Propose viable options for the enhancement of relocation of the Residential Life offices.**

Accomplishment	SA Goal	ELO	Metric
Staff changes and relocations as an interim measure.	3, 5		Efficacy of service delivery

**Goal 4: Advance protocols, systems and training to better prepare facilities and document the condition of them.**

Accomplishment	SA Goal	ELO	Metric
- Created a Standard Operating Procedures Manual for Residential Life. - Evaluated housing renewal and selection process and implemented changes that enhance student satisfaction. - Implemented a building tour accountability management program for the residence halls (Detex). - Purchased additional StarRez applications to increase efficiency and effectiveness surrounding access to student data.	3, 4	Adapting to Change Communication Creativity & Innovation Information Literacy & Research Skills Program Competence Teamwork/Collaboration	- Division and department feedback - Housing Renewal Survey, committee recommendations, EBI Benchmarking Standards - Measurement of Detex statistics; setting benchmarks for staff - Data usage for StarRez application

## 2. REFLECTIVE ANALYSIS

The Office of Residential Life currently houses 2795 students at Stockton. The steady increase in enrollment over the past five years led to changes in housing configurations, the use of Seaview, and an implementation of a 3-5 year plan to address planned growth. The goal of residential life is to develop a comprehensive residence hall plan that supports the academic mission of the college, improve retention rates, contribute to student persistence and create first-class, high quality living learning environments. By working collaboratively with Enrollment Services and the Finance Office, we have prepared for anticipated increases in housing occupancy.

One year and long term department goals outline the plan to propose viable options to enhance and relocate the Office of Residential Life into one main facility to improve team work and communication. Currently, students have difficulty connecting with professional staff members as we have five offices located throughout campus. Additionally, residential life's commitment to use technology to advance programs and services is a distinction which separates us from other residential life programs in the state and region. Key operational objectives indicate our yearly commitment to this initiative.

Finally, our department created a new mission, vision, and set of core values. Residential Life is viewed as an integral component of the student experience. A mission, one that is intertwined with Student Affairs and College goals, supports a core belief that continuous learning, teamwork, collaboration leadership and excellence, and helps us deliver comprehensive services designed to enhance campus life and stimulate high academic achievement among students.

## 3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS

### Academic Affairs

- Worked with the Academic Tutoring Center to provide tutoring in the TRLC for 345 students.
- Collaborated with faculty to develop four Living /Learning Communities (Sustainability, Writing, Political Engagement, Honors) in the freshmen year and linked to Freshmen Year Experience.
- Worked with Dean of Graduate Education on professional development exercises to redesign mission, vision and core values of Residential Life.

### Administration and Finance

- Conducted joint training with Campus Police to enhance communication and safety and emergency response for students; revived the Complex Director/Campus Police "buddy/mentoring" programs in summer 2012 to foster strong relationships and solid commitment to campus safety; co-advised Stockton neighborhood Watch and S.A.F.E.R.

### Office of the President

- All Complex Directors and Resident Assistants participated in fall Day of Service and MLK Day of Service, a campus-wide collaboration. Resident Assistants comprised 80% of Day of Leadership participants in fall and spring 2012.
- Residential Life staff members volunteered for the G. Larry James Legacy Bike Ride and the LPGA tournament at Seaview.

Student Affairs

- Held regular meetings with Admissions to share information on applicants and housing requests for freshmen and transfer students; co-sponsored luncheon during Open House events with other departments.
- Collaborated with the Wellness Center on major programming efforts focusing on health and wellness—World AIDS Day, Green Dot, Wellness Day, Alcohol 101 and Alcohol Wise Assessment.
- Collaborated with Event Services for residential summer conference programs.
- Offered educational and team building sessions for incoming EOF class during summer 2012 and supported summer programming initiatives for the EOF Program.

**4. COMMUNITY INVOLVEMENT**

Rebecca Cruz, Senior Clerk Typist

New Jerusalem Church – Treasury Committee, Fundraising Committee

Donna Dowd, Professional Services Specialist

Legacy Bike Ride Committee - Member

Denise O'Neill

Via Marathon - Volunteer

Moravian College Blue and Grey Executive Board – Fundraising/Alumni Liaison

Coalition for Appropriate Transportation – Volunteer

John Perovich, Associate Director

Players and Playwrights by the Jersey Shore – Playwright, Dramaturg/Group Leader

Learning Stages: Play a Day – Playwright

Steve Radwanski, Associate Director

Legacy Bike Ride Committee – Volunteer



**5. NEW INITIATIVES FOR AY 2012-13**

**Goal 1: Increase residential enrollment and support the College-wide goal of creating a residential community representing 50% of the overall undergraduate enrollment.**

DSA Goal	Essential Learning Outcome	Metric
1	Adapting to Change Teamwork/Collaboration	Admissions and Institutional Research enrollment statistics

**Goal 2: Maximize the use of technology to enhance and improve the delivery of services, programs and information to students residing on campus.**

DSA Goal	Essential Learning Outcome	Metric
3	Creativity & Innovation Critical Thinking Program Competence	-EBI Benchmarking Survey -Housing Renewal Survey

**Goal 3: Create a residential life curriculum model which will focus on Stockton's Essential Learning Outcomes.**

DSA Goal	Essential Learning Outcome	Metric
2	Adapting to Change Creativity & Innovation Global Awareness	-EBI Benchmarking Survey -Housing Renewal Survey

**6. SUPPORTING DOCUMENTS**

No supporting documents provided.

**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

**Goal 1: Enhance campus involvement by creating engaging and consistent programming schedule to be carried out in the new Campus Center.**

Accomplishment	SA Goal	ELO	Metric
Provided a consistent semester programming calendar along with effective marketing of these events.	2	Collaboration/Teamwork Creativity & Innovation Program Competence	SET Program assessments Welcome Week Zoomerang surveys Clicker counts

**Goal 2: Enhance programming for new students at Welcome Week and Winter Orientation.**

Accomplishment	SA Goal	ELO	Metric
Major programs were split to allow for better venues and to provide more individualized attention.	2	Adapting to Change Collaboration/Teamwork Communication Skills Creativity & Innovation Critical Thinking Ethical Reasoning	Welcome Week Zoomerang surveys Clicker counts

**Goal 3: Create an assessment tool to analyze the effectiveness of the "Get Involved" brand and other marketing initiatives, and develop changes based on student feedback to better market involvement and leadership opportunities to students.**

Accomplishment	SA Goal	ELO	Metric
- Developed and implemented marketing survey. - Re-design Student Development website. - Developed professional development resource list for student leaders/organizations.	2	Collaboration/Teamwork Creativity & Innovation	-Zoomerang survey completed by 168 students in March 2012 -Website usage will be monitored -Technology resources survey will be developed

**2. REFLECTIVE ANALYSIS**

Through collaborations with the Campus Center, SET, Residence Life and student clubs we increased the number of student events by 40%. While we know this was partly due to the new campus center and new programming venues, we attribute much of the success to new creative marketing events, like "Milk and Cookies" bringing food and information to students about upcoming events in a fun manner. Students and staff did a great job with better planning this year and had more experienced programmers within SET. Students reported higher levels of satisfaction at events and student organizers were able to make suggestions and incorporate feedback on feature events.

This year was the first year that SET, our major campus programming organization, had a full time advisor dedicated to their initiatives. This additional support assisted SET and Student Development achieve programming goals.

There was an intentional development of Welcome Week activities that enhanced campus involvement. A strong collaborative effort with several officers, mostly importantly with Residential Life and Academic Affairs

Our office collaborated with a Stockton Marketing Class and developed a survey on the use of the Get Involved brand and how best to market student events. The following is a summary of the findings,

- 1) 88% of students recognized the Get Involved logo
- 2) Students primarily use the *goStockton* Portal- Student Life tab for Housing related items, but not to learn about campus events
- 3) Students are interested in learning about on-campus events but do not necessarily know how to find the information
- 4) 80% of students were not utilizing resources on the Student Development website and said it was ineffective. Recommendations from report indicated the Office of Student Development needed to enhance social media & technology resources. Recommendation to promote events to the student body earlier, as they felt events were promoted too close to the day of the event.

The new website will launch in mid-August 2012. The layout and content of the new website were carefully designed utilizing feedback from students who are currently involved as well as students who are interested in getting involved on campus. A pilot version of the website was viewed by 25 students in order to collect feedback and make necessary changes prior to the launch. The new website will be assessed utilizing a combination of Webtrends software (to track visits), user-survey, and conversations with student leaders.

A pilot version of the website was viewed by 25 students who are involved on campus in order to collect feedback and make necessary changes prior to the launch of the new site. Students commented on the ease of navigation and usefulness of student leader resources. The new website will be assessed utilizing a combination of Webtrends software (to track visits), user-survey, and conversations with student leaders. We anticipate our presence on Twitter will assist in marketing events and involvement opportunities to Stockton students.

### 3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS

#### Academic Affairs

- Constitution Day
- Convocation
- Fannie Lou Hamer Human and Civil Rights Symposium
- International Education Week

#### Office of the President

- 40<sup>th</sup> Anniversary of Stockton College
- Dr. Martin Luther King Jr., Day of Service
- Hero Campaign Greek Games & Hero Dinner

#### Campus-wide Collaborations

- Black History Month Programming
- SET Spring Concert

**4. COMMUNITY INVOLVEMENT**

Leonard Farber, Director

Alliance of Greater Atlantic City – Member of Education Committee

Dianne Stalling, Assistant Director

Alpha Kappa Alpha Sorority, Theta Kappa Omega Chapter – EAF Captain; Protocol Committee

Alpha Kappa Alpha Sorority, Pi Chi Chapter – Graduate Advisor; Volunteer

Union Baptist Temple Church – Educational Guidance Committee

Barbara Teel, Principal Clerk Typist

Great Bay Regional EMS – Volunteer EMT

Melissa Vander Ryk, Professional Services Specialist

March of Dimes – Volunteer

Lauren Wilson, Assistant Director

March of Dimes – Volunteer

**5. NEW INITIATIVES FOR AY 2012-13**

**Goal 1: Increase partners and participants involved with student activities and organizations.**

DSA Goal	Essential Learning Outcome	Metric
2	Collaboration/Team Work Communication Skills	Student surveys, market research, enrollment reports, best practices, CAS reports

**Goal 2: Enhance marketing efforts in order to increase involvement opportunities.**

DSA Goal	Essential Learning Outcome	Metric
3	Communication Skills Creativity/Innovation	Student focus groups Surveys

**Goal 3: Enhance training for student leaders and advisors.**

DSA Goal	Essential Learning Outcome	Metric
2	Collaboration/Teamwork Creativity/Innovation Ethical reasoning Communication Skills	Surveys Best practices Local/national review of leadership programs

**Goal 4: Develop new student programming needs based on enrollment targets, Middle States and CAS Standards.**

DSA Goal	Essential Learning Outcome	Metric
1, 2	Creativity/Innovation Collaboration/Teamwork	Surveys Monitoring attendance numbers in Orientation, Welcome Week & SOAR Comparison of professionals at other state schools based on enrollment

**6. SUPPORTING DOCUMENTS**

No supporting documents submitted.

**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

Goal 1: Develop second phase of Coordinated Actions to Retain and Educate (CARE) initiative.			
Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
Program literature and website launched	2	Adapting to Change Program Competence	Website and published materials

Goal 2: Update sexual assault/harassment policies and protocols according to new Title IX legislation.			
Accomplishment	SA Goal	ELO	Metric
Taskforce evaluated legislation and reconciled policy and practices	2	Communication Skills Creativity and Innovation Collaboration/Teamwork	Revised sexual assault/harassment policy and protocols for addressing related incidents

Goal 3: Incorporate Code of Conduct within Residential Life conduct process.			
Accomplishment	SA Goal	ELO	Metric
Completed unification of Office of Residential Life and OSRR conduct record	2	Creativity and Innovation Communication Skills Information Literacy & Research Skills	Office of Residential Life conduct policies mirror Campus Code of Conduct

**2. REFLECTIVE ANALYSIS**

Learning outcomes of students sanctioned to perform community service were not assessed because the Office of Student Learning and OSSR will be using a rubric with components useful to both offices. The use of the new rubric will start in the fall 2012 Semester.

OSRR collaborated with seven departments and promoted Stockton’s Code of Conduct and initiatives related to retention and non-academic misconduct. Seventy-three EOF students and forty-five veteran students attended the events.

Integrating OSRR and Office of Residential Life conduct records provides easy access of data by all stakeholders and decreases duplication of data gathering efforts. It will also provide coherent extraction and dissemination of information for key decision makers such as, VP & AVP of Student Affairs, Dean of Students and the OSRR Director. The integration of student conduct records will also enhance generation of accurate information for reporting purposes such as, annual and periodic reports including the Clery Act Report.

Campus Hearing Board Statistical Report

- One hundred cases were submitted to the Campus Hearing Board, which was a 41% increase from AY 2011. Of the 100 cases submitted, three cases were found not responsible.
- The violations that occurred most frequently in AY 2012 were Bodily Harm, Narcotics (69% increase from AY11), Alcohol Violations, Refusal to Comply and DWI. The sanctions that were given most frequently were Community

Service, Drug and Alcohol Program, Behavior Modification Program and Loss of Housing and Loss of Housing Visitation Privileges and ten suspensions were handed down, an increase from 7 cases last year.

- From AY2009-12, there were 378 cases and 25% were cases of 41 repeat offenders. The majority of cases of repeat offenders occurred during the months of September, October, February, March and April.

### 3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS

#### Academic Affairs:

- Collaborated with the Office of Service Learning on the development of a rubric with student conduct and service learning components to assess student learning outcomes.

#### Student Affairs

- Conducted Student Code of Conduct orientation for EOF tutors and students on June 21, 2012.
- Conducted information sessions for student veterans at the Veteran orientation.
- Hosted a Maxient student conduct software usage enhancement meeting for Residential Life staff .
- Started planning and implementation of Step UP! program for fall 2012 semester with Residential Life.
- Conducted a presentation to Peer Educators on April 24<sup>th</sup> regarding Drugs & Alcohol class 2012, Student Code of Conduct, CHB process, and the Office of OSRR

### 4. COMMUNITY INVOLVEMENT

Jason Babin, Assistant Director

Legacy Bike Ride – Volunteer

American Legion – Member/Volunteer

Tomas Itaas, Assistant Director

Sacred Heart Church/Joe’s Place, Camden - Volunteer

### 5. NEW INITIATIVES FOR AY 2012-13

Goal 1: Implement, assess and report on CARE program with expanding retention duties.

DSA Goal	Essential Learning Outcome	Metric
2	Adapting to Change Program Competence	Participant report, survey data

Goal 2: Launch bystander education program (Step Up) to increase alertness and intervention of at risk students under the influence.

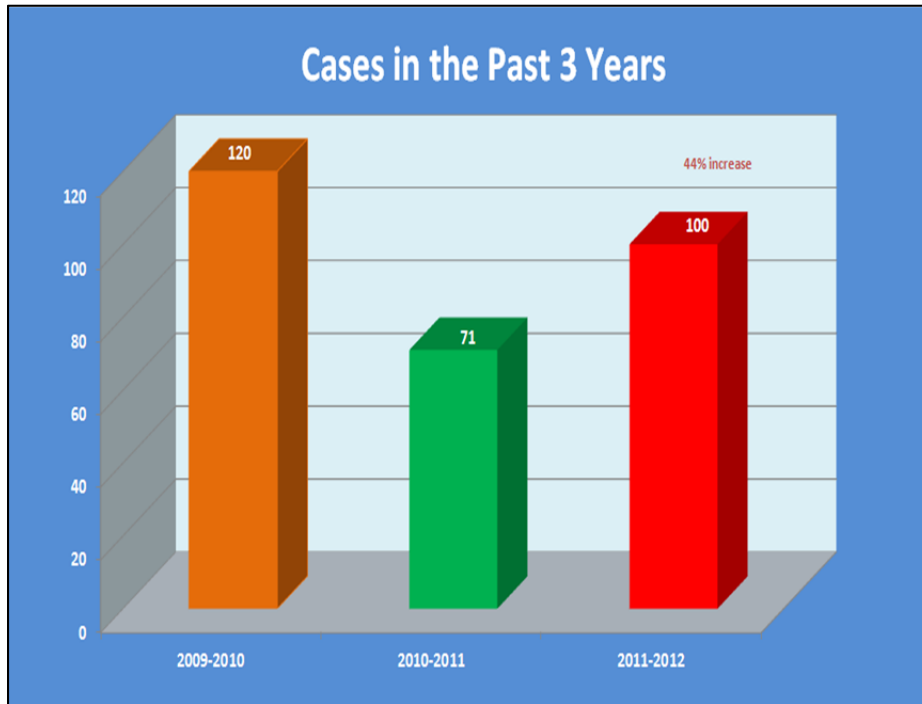
DSA Goal	Essential Learning Outcome	Metric
2	Collaboration/Teamwork	Number of alert calls and interventions

**6. SUPPORTING DOCUMENTS**

- Document 1. Cases in the Past Three Years
- Document 2. Violations for the Past Three Years
- Document 3. Most Frequent Violations for the Past Three Years
- Document 4. Male vs. Female Cases
- Document 5. Violations by Month
- Document 6. Violations by Location
- Document 7. Monthly Timeline Between Incidents
- Document 8. Campus Hearing Board Recidivism Chart
- Document 9. Primary Comparative Sanctions Chart
- Document 10. Cases Heard vs. Cases Not Heard



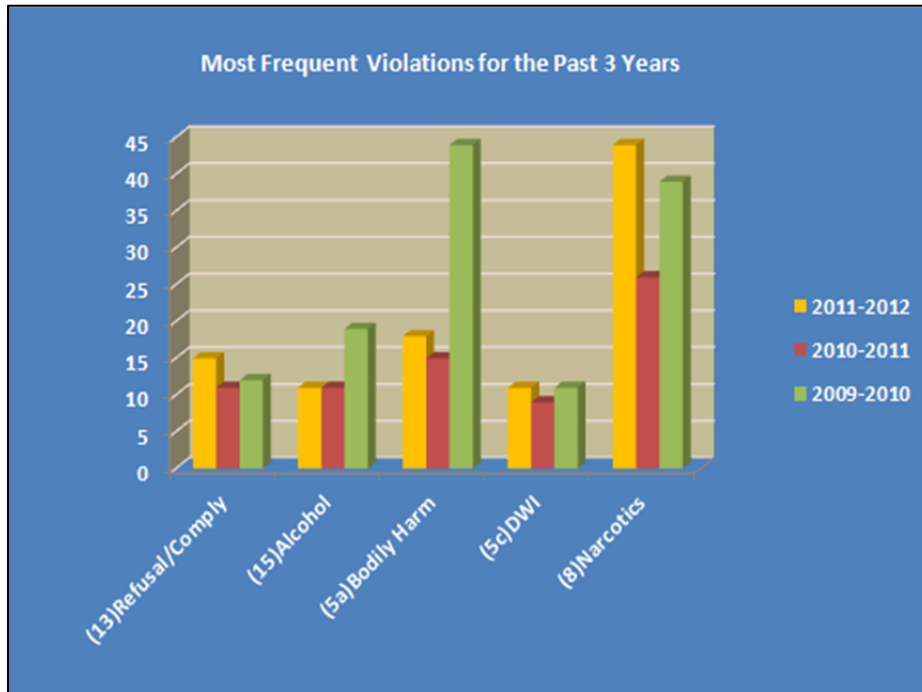
**DOCUMENT 1. CASES IN THE PAST THREE YEARS**



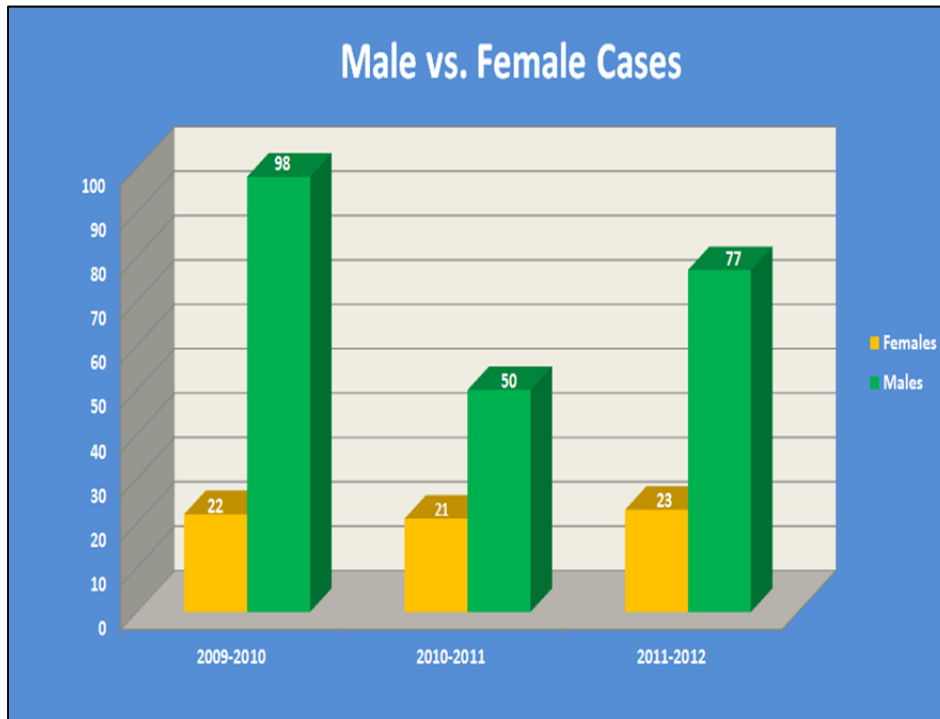
**DOCUMENT 2. VIOLATIONS IN THE PAST THREE YEARS**



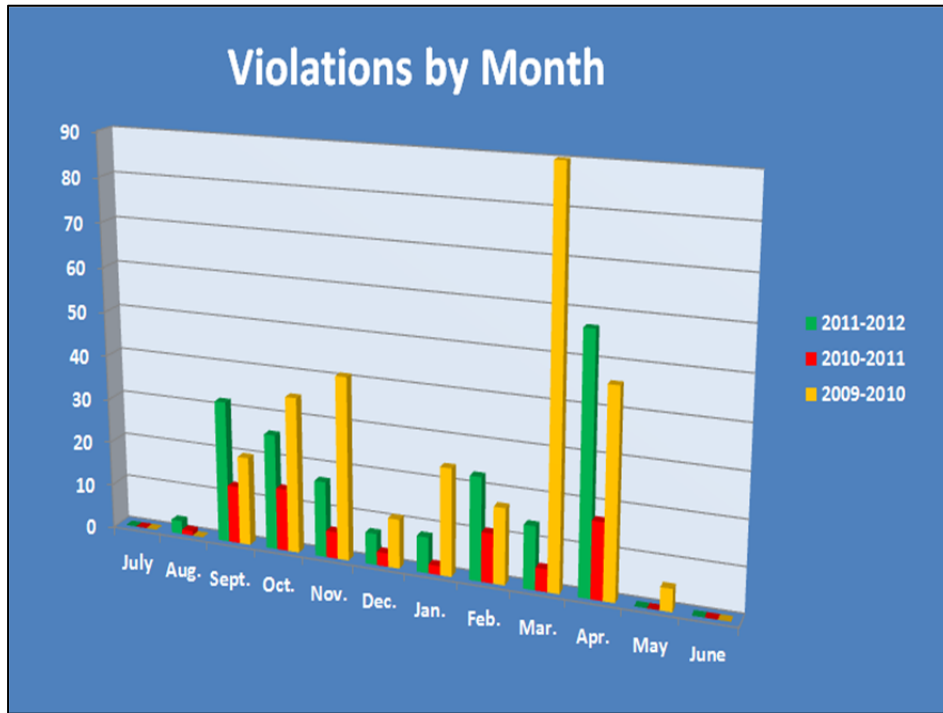
**DOCUMENT 3. MOST FREQUENT VIOLATIONS FOR THE PAST THREE YEARS**



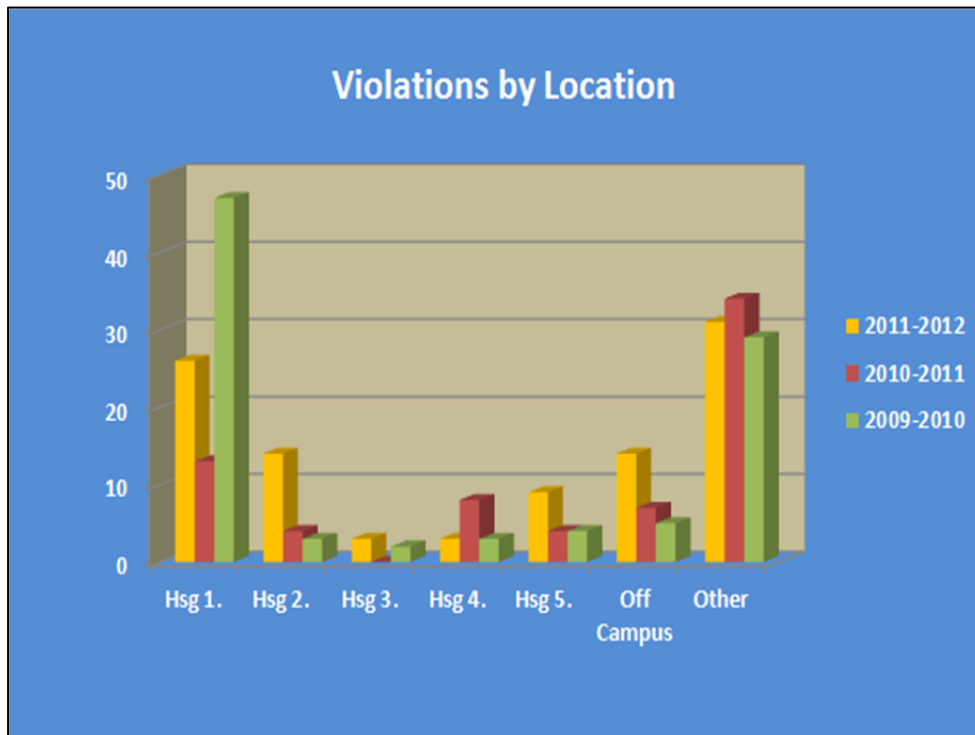
**DOCUMENT 4. MALE VS. FEMALE CASES**



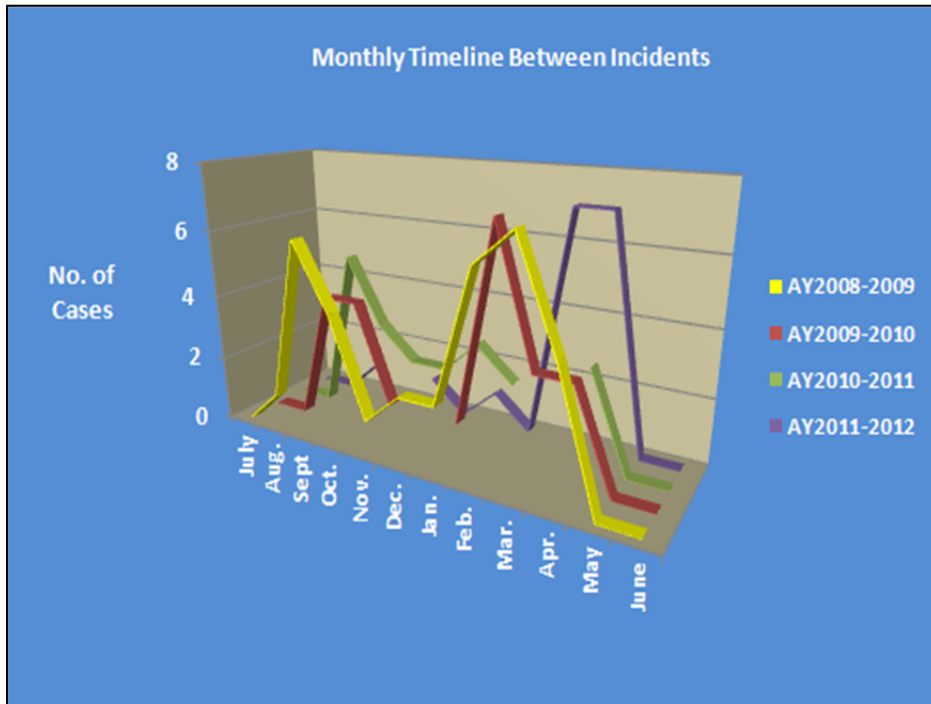
**DOCUMENT 5. VIOLATIONS BY MONTH**



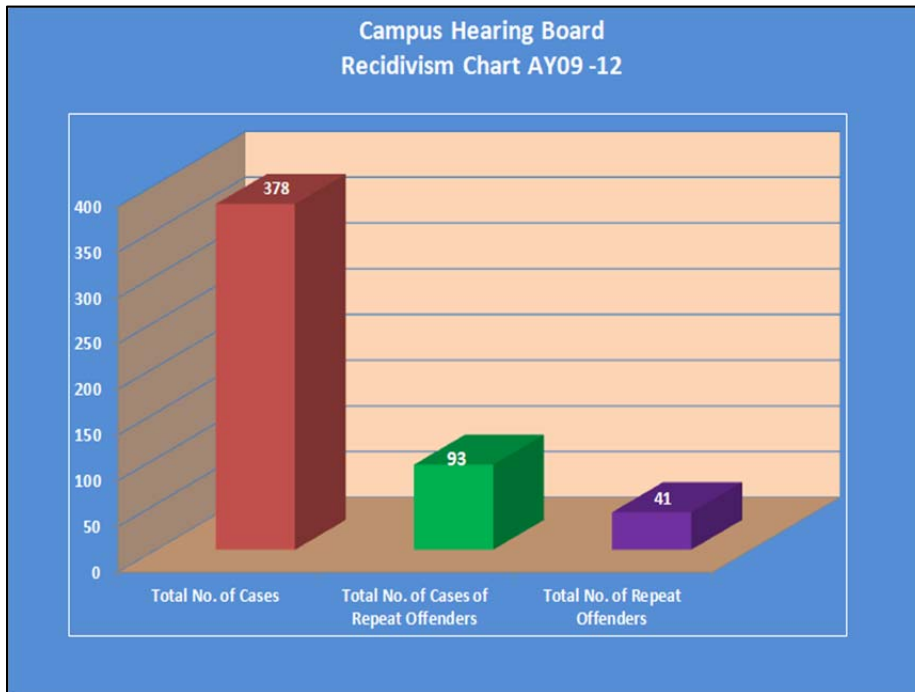
**DOCUMENT 6. VIOLATIONS BY LOCATION**



**DOCUMENT 7. MONTHLY TIMELINE BETWEEN INCIDENTS**



**DOCUMENT 8. CAMPUS HEARING BOARD RECIDIVISM CHART**



**DOCUMENT 9. PRIMARY COMPARATIVE SANCTIONS CHART**

Primary Comparative Sanctions Chart AY2009-2010 – AY2011-2012								
	No. of Cases	Behavior Modification Program	Community Service	Drug & Alcohol Program	Fine	Loss of Housing	Loss of Housing Visitation Privileges	Suspension
2009-2010	120	15	30	22	1	6	12	2
2010-2011	71	33	56	37	6	8	12	7
2011-2012	100	45	85	63	3	19	24	10
% Increase AY2010-11 vs. AY2011-12		36%	52%	70%	-50%	137%	100%	42%

**DOCUMENT 10. CASES HEARD VS. CASES NOT HEARD**

Cases Heard vs. Cases Not Heard					
	Cases Heard	Cases Not Heard	Cases Found Responsible	Cases Not Found Responsible	% of Cases Found Not Responsible
2009-2010	110	10	106	4	4%
2010-2011	64	7	59	5	8%
2011-2012	100	3	97	3	3%

**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

**Goal 1: Enhance services to and provide opportunities for personal growth of veterans through the Veteran Support Team, unique academic courses and support of the Stockton Veteran Organization.**

Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
<ul style="list-style-type: none"> <li>- Updated the Veteran Affairs Web site to include the Office of Veteran Affairs' mission statement.</li> <li>- Created the Veteran Support Team.</li> <li>- Collaborated on development of VETeach program.</li> <li>- Federal Work Study students have increased our ability to use various programs to follow Stockton's veteran population.</li> <li>- Developed veterans' services satisfaction survey</li> </ul>	1,2,3,4		<ul style="list-style-type: none"> <li>- Posted to website in June</li> <li>- Quicker response to veteran students' requests for services</li> <li>- Retention efforts database created</li> <li>- Website revised</li> <li>- Increased ability to track veterans' GPAs</li> <li>- School of Education tracks student participation in program</li> <li>- Survey and responses sent digitally</li> </ul>

**Goal 2: Enhance scholarship opportunities through the Veteran Golf Tournament and other initiatives.**

Accomplishment	SA Goal	ELO	Metric
Enhanced scholarship opportunities through the Colonel Kenneth Stow Memorial Golf Tournament and other initiatives	1		The golf tournament has taken place annually since May 2010; 2012 tournament and dinner realized \$12875 in donations

**Goal 3: Honor the service of veterans through the Veterans' Day program and other initiatives.**

Accomplishment	SA Goal	ELO	Metric
Honored service men and women through Veterans' Day programs and other initiatives	2		<ul style="list-style-type: none"> <li>- Local military guest speakers</li> <li>- Wreath placement</li> <li>- Stockton chosen to participate in "The Remembrance National Roll Call"</li> </ul>

**Goal 4: Enhance Veterans Park and the Veterans' Lounge.**

Accomplishment	SA Goal	ELO	Metric
One additional computer and printer added to Vets' Lounge	2		Increased use of lounge for academic purposes

**Goal 5: Work with Admissions to recruit veteran students from community colleges.**

Accomplishment	SA Goal	ELO	Metric
Provided information for distribution at community colleges	1		Produced brochures regarding services, VET Teach, etc.

Goal 6: Assist NJ Air National Guard in joint training, Unit Career Advisor Training, between the 108 <sup>th</sup> Wing and the 177 <sup>th</sup> FW at Stockton.			
Accomplishment	SA Goal	ELO	Metric
Operation College Promise Veteran Services Provider Certification training, summer 2011	1, 5		56 service providers attended

**2. REFLECTIVE ANALYSIS**

The accomplishment of the above goals allows the Office of Veteran Affairs to better serve veteran students through improved technology and data collection, more complete information available to veterans, implementation of CAS team recommendations and greater efficiencies within the office. The Discover Reports provided enable this office to efficiently track veterans at risk.

The lounge was upgraded, including installation of an additional computer and printer. We continue to receive feedback from the students that the space is too small.

**3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS**

Academic Affairs

- Worked with Academic Advising to enable student veterans to smoothly transition from “Combat to classroom”.

Student Affairs

- Joined Admissions in visiting community colleges in New Jersey to meet students veterans planning to transfer to a four-year college.

Outside Organizations

- Charter member of National Veterans Honor Society.
- Student Veterans Organization is a member of National Veterans Association and participates in the annual NVA conferences.
- Collaborated with Operation College Promise by bringing various socially significant events to campus

**4. COMMUNITY INVOLVEMENT**

Tom O’Donnell, Assistant Dean of Students  
 Operation College Promise of New Jersey - Director of the Board

**5. NEW INITIATIVES FOR AY 2012-13**

Goal 1: Implement national trends regarding development/training programs for veteran students.		
DSA Goal	Essential Learning Outcome	Metric
3		

Goal 2: Fully implement CAS team recommendations and assess progress.		
DSA Goal	Essential Learning Outcome	Metric
2		-Surveys -Policy adjustments -Website postings

Goal 3: Recruit veterans for VET Teach program.		
DSA Goal	Essential Learning Outcome	Metric
2		Program enrollment records

Goal 4: Expand Student Veterans Organization presence in the community and support collaboration with the Atlantic County Utility Authority to increase internship opportunities for student veterans.		
DSA Goal	Essential Learning Outcome	Metric
2		Number of internships offered

Goal 5: Launch an online training program for faculty/staff who work with the student veteran population.		
DSA Goal	Essential Learning Outcome	Metric
2		Number of faculty/staff who complete course and pass post-test

Goal 6: Utilize technological resources.		
DSA Goal	Essential Learning Outcome	Metric
4		-Establish new social media accounts -Website updates -Track activity

**6. SUPPORTING DOCUMENTS**

No supporting documents provided.



**1. EVALUATION OF 2011-12 GOALS & OBJECTIVES**

**ALCOHOL AND DRUG EDUCATION**

**Goal 1: Utilize social norms statistics using the results from the CORE survey and administer CORE survey in spring 2011.**

Accomplishment	Division of Student Affairs Goal	Essential Learning Outcome (optional)	Metric
- Survey administered in spring 2012. - Social norms campaign has been developed from this data and shared with the offices of Residential Life and Dean of Students to develop their Freshman 2012 survey.	1,2,3,4	Adapting to Change Collaboration/Teamwork Communication Skills Critical Thinking	- CORE survey statistics - Facebook page

**Goal 2: Collaborate with Tobacco Madness campaign to incorporate tobacco education and gambling education into Alcohol and Drug Education Program.**

Accomplishment	SA Goal	ELO	Metric
- Tobacco Madness campaign through the Office of Risk Management has been temporarily suspended. - Every intake assessment asks questions on tobacco use and gambling pathology and treatment plan developed if there is a problem.	2	Collaboration/Teamwork Communication Skills Critical Thinking	- Statistics - Charts

**Goal 3: Increase use of technology and identify new online alcohol and drug self-assessment tools.**

Accomplishment	SA Goal	ELO	Metric
- Impaired driver software purchased to be implemented in fall 2012. - Alcohol 101 peer education program revamped to include more technology. - Met with Residential Life to utilize results of 3 <sup>rd</sup> Millennium software for sanctioned students referred for counseling.	1,2,3,4	Adapting to Change Creativity & Innovation	- Statistics - Charts - Facebook

**Goal 4: Increase town and gown relationships with innovative workshops, trainings, and an expanded referral database.**

Accomplishment	SA Goal	ELO	Metric
- Collaborated with Atlantic Prevention Resources on a joint summit of five area high schools on the topics of distracted and impaired driving. - Expanded referral database created.	2,3	Adapting to Change Creativity & Innovation	- Evaluations from summit - Number of students who receive a referral to an outside provider

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**Goal 5: Create a greater visual presence of HERO materials as well as grow the Designated Friends and Heroes group.**

Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Hero Club officially established this year.</li> <li>- HERO materials distributed at all awareness events.</li> <li>- Met with HERO Campaign to discuss strategies for upcoming year.</li> <li>- Zero student drunk driving related fatalities this year.</li> <li>- First quarter 2012 produced seven DWI arrests on campus, only one was a Stockton student.</li> </ul>	2	<ul style="list-style-type: none"> <li>Collaboration/Teamwork</li> <li>Communication</li> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>- HERO Club membership roster</li> <li>- Number of drunk driving related fatalities</li> </ul>

**COUNSELING**

**Goal 1: Increase marketing and awareness of Counseling Services through social media and other technology.**

Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Sponsored an iPad giveaway to raise awareness about Green Dot events and the interactive campus map.</li> <li>- Utilized the College and Wellness Center Facebook pages to announce events and activities.</li> </ul>	2,3,4	<ul style="list-style-type: none"> <li>Collaboration/Teamwork</li> <li>Communication Skills</li> <li>Creativity &amp; Innovation</li> <li>Ethical Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>- Green Dot Campus map; 36 new submissions</li> <li>- Facebook page</li> </ul>

**Goal 2: Support the development of the Green Dot student club.**

Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Bi-weekly meetings.</li> <li>- Recruited at the Get Involved Fair.</li> <li>- Presentations and participation in various Wellness Center events.</li> <li>- Sponsored athletic games.</li> </ul>	2	<ul style="list-style-type: none"> <li>Collaboration/Teamwork</li> <li>Communication Skills</li> <li>Creativity &amp; Innovation</li> <li>Ethical Reasoning</li> </ul>	Green Dot year end summary

**Goal 3: Present Green Dot workshops during Welcome Week activities and throughout the year at Freshman Seminar classes.**

Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Full day training sessions.</li> <li>- 12 classroom workshops.</li> </ul>	2	<ul style="list-style-type: none"> <li>Collaboration/Teamwork</li> <li>Communication Skills</li> <li>Creativity &amp; Innovation</li> <li>Ethical Reasoning</li> </ul>	Green Dot year end summary

**Goal 4: Collaborate with other Student Affairs department to update sexual assault literature with Title IX changes based on the Dear Colleague Letter.**

Accomplishment	SA Goal	ELO	Metric
<ul style="list-style-type: none"> <li>- Served on committee that updated sexual assault brochure, sexual harassment brochure and sexual</li> </ul>	2	<ul style="list-style-type: none"> <li>Adapting to Change</li> <li>Information Literacy &amp;</li> <li>Research Skills</li> </ul>	Sexual assault brochure

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assault reporting form. - Updated resources links on Wellness Center website.		Program Competence	
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**Goal 5: Collaborate with other Student Affairs departments to develop a campus-wide anti-stalking policy.**

Accomplishment	SA Goal	ELO	Metric
- Met with representatives from Risk Management, Residential Life, Student Development and the Women's Center to outline policy. - Researched sample policies for submission to Student Affairs.	1,2	Adapting to Change Collaboration/Teamwork Communication	School policy and procedure

**Goal 6: Develop new programming on conflict resolution and anger management based on CAS recommendations.**

Accomplishment	SA Goal	ELO	Metric
- Met with The Kintock Group on developing new programming . - Continued collaboration on forming anger management support group.	1,2	Adapting to Change Collaboration/Teamwork Communication Critical Thinking	- Statistics - Charts

**Goal 7: Collaborate with Building Lasting Awareness at Stockton Together (BLAST) on outreach activities.**

Accomplishment	SA Goal	ELO	Metric
-Provided 3 day training to BLAST on domestic violence, sexual assault, sexual health and suicide. -Participated in Wellness Center Events.	2	Collaboration/Teamwork Communication Skills Creativity & Innovation Ethical Reasoning	Green Dot year end summary

**Goal 8: Participate in the New Jersey Coalition Against Sexual Assault (NJCASA) College Consortium on sexual assault and abuse issues. Support the development of the NJCASA Campus Chapter.**

Accomplishment	SA Goal	ELO	Metric
-Attended meetings. -Assisted with development of best practices guidelines. -Facilitated several campus-wide events.	2,4,5	Collaboration/Teamwork Communication Skills Creativity & Innovation Ethical Reasoning	NJCASA campus chapter started

**Goal 9: Follow CAS recommendation to train clinical staff for the Community Emergency Response Team (CERT) and begin process to become certified Disaster Relief Crisis Counselors (DRCC).**

Accomplishment	SA Goal	ELO	Metric
4 staff members CERT trained. 1 staff member DRCC certified.	1,5	Adapting to Change Collaboration/Teamwork Critical Thinking	Certification acquired

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**HEALTH SERVICES**

Goal 1: Increase the use of Point and Click by staff and students by purchasing additional components of the program that will allow students to make appointments online.

Accomplishment	SA Goal	ELO	Metric
-Purchased Open Communicator and Open Check-in; will be operational for fall 2012.	2,3,4	Adapting to Change Communication Skills Program Competence	- Purchasing statements - Tracking usage statements

Goal 2: Institute CAS recommendations of adding the vision and mission statements to the Wellness Center website and updating both the Policy and Procedure Manual and staff job descriptions.

Accomplishment	SA Goal	ELO	Metric
- Updated the Wellness Center website by adding the vision and mission statements. - Updated all job descriptions. - Updated Health Services Policy and Procedure Manual.	2,4	Collaboration/Teamwork Communication Skills Creativity & Innovation Program Competence	- Health Services website - Job descriptions - Policy & Procedures Manual

Goal 3: Create an electronic program/workshop request form for Health Services website and the *goStockton* Portal.

Accomplishment	SA Goal	ELO	Metric
Collaborated with Computer Services to create request form and post on the Health Services web page.	2,3,4	Collaboration/Teamwork Communication Skills Creativity & Innovation Program Competence	- Website

Goal 4: Enhance the Peer Educator program by providing office hours.

Accomplishment	SA Goal	ELO	Metric
- Peer educators held office hours each week during the semester.	1,2	Collaboration/Teamwork Communication Skills Creativity & Innovation Program Competence	-Increase in peer educator hours

**LEARNING ACCESS PROGRAM**

Goal 1: Monitor existing facilities and new construction for ADA compliance and accessibility by students with disabilities.

Accomplishment	SA Goal	ELO	Metric
- Serve on various planning committees to address issues	2	Collaboration/Teamwork Global Awareness	- Student reports

Goal 2: Assess faculty perception of disability services via survey.

Accomplishment	SA Goal	ELO	Metric
- Survey was created, distributed and results analyzed		Communication Skills Global Awareness Program Competence	- Number of completed surveys and associated suggestions.

Goal 3: Collaborate with Computer Services in the implementation of a data tracking program.

Accomplishment	SA Goal	ELO	Metric
- Collaborated with Student Records to create a tag for the Learning Access Program population.	4,5	Collaboration/Teamwork Program Competence	- Ability to track and monitor average GPA of students in a program by semester. - Tracking of graduation and retention rates.

Goal 4: Partner with Teacher Education Program to initiate utilization of LDT/C candidates for educational testing/evaluation of LAP clientele.

Accomplishment	SA Goal	ELO	Metric
- Outreaches made to Teacher Education faculty members at Stockton and other schools with the LDT/C certification program.	2	Adapting to Change Collaboration/Teamwork Creativity & Innovation	- Despite resistance to this initiative, LAP will continue to pursue a partnership of this nature.

**2. REFLECTIVE ANALYSIS**

Wellness Center Trends

The Wellness Center provided 10,440.21 contacts with students over the last fiscal year. These contacts consist of individual appointments, groups/workshops, published articles and are of varying time lengths. Most prevalent presenting problems for the Wellness Center were: anxiety, depression, learning disability, ADD/ADHD, respiratory conditions and dermatological conditions.

Counseling trends (services both mental health and substance use disorders)

The Counseling staff provided 2761 sessions to 563 students. The Psychiatrist provided 326 sessions. The highest usage

of counseling took place in October, November, February and April, with the highest number of sessions occurring in November for the academic year. Although the number of total sessions decreased by 5.7%, it is interesting to note that the most sessions occurred in November this year after one full time counselor resigned.

Using the information available through the Titanium database, the most common presenting problems are related to anxiety, depression, alcohol/drug related, relationship issues, academic/study related issues, and family or parent issues. Interestingly, these are the same top issues as last year, but in a slightly different order.

Counseling Services continued its participation in the Center for Collegiate Mental Health study, run by the University of Pennsylvania. Regarding the above-listed presenting problems, the students who came to the counseling office tended to fall below the national average. Stockton students scored 0.26 standard deviation below the national average for academic issues, and 0.10 standard deviations above the national average for anxiety.

The majority of center clients were Psychology majors, followed by Business, Criminal Justice, Biology and Speech Pathology. The majority of center clients are part of the school of Social and Behavioral Sciences, and have GPA's between 3.0 and 4.0. Demographically, the majority of clients are Juniors, followed by Seniors, then Sophomores, and Freshman.

Counseling services have expanded outreach efforts, collaboration with other departments, and increased Wellness Center events, providing more workshops on a broader range of topics with the positive outcome of reaching more students.

During the fall 2012 semester, alcohol education was provided by the Alcohol Peer Educators through tabling, participation in the Alcohol Summit, and by way of the Alcohol 101 support groups. During the fall semester, the Peer Educators programmed on alcohol education through seven Alcohol 101 groups, one half day alcohol summit event and five tabling events.

The counseling center engaged in 137 contact hours for drug and alcohol related issues during the 2011-2012 academic year by providing individual counseling, crisis intervention, and consultation for this population. There were 28 students mandated to counseling for drug or alcohol during 2011-2012 through the Campus Hearing Board.

Counseling Services/Alcohol and Drug Education Program has been successfully utilizing the Stay Safe and Graduate Grant since 2004. The last 3 years have focused on the approach of gathering statistical information and converting it into peer education focusing on the dangers of alcohol use and impaired driving.

Through instruments such as the CORE Survey, we are able to track social norms and trends by our college students, and promote positive norms within our community to discourage impaired driving and encourage responsible safe choices. Since 2009, the number of students who self-reported driving while intoxicated decreased 12.4%, while the study's reference group reported only a 9.8% decrease. Reported DWI arrests have also decreased 2.1% among students, with the reference group reporting a 0.8% decrease. These results indicate that Stockton students are choosing to not drive while intoxicated at a faster rate than the average student surveyed. While these trends are positive, we will be looking for further declines in subsequent years.

In community T.I.P.S. training, the past focus has been unsuccessful on building a partnership with the local bars. Until the State of New Jersey mandates responsible server training, it is highly unlikely a partnership will develop.

Counseling Services/Alcohol and Drug Education Program has decided to expand our focus towards educating student-led groups, including Residential Life, Athletics, Greek and other clubs. By providing effective alcohol bystander

intervention training to these groups, designated driver awareness will increase and impaired driving will decrease, both on campus, and within the surrounding communities.

One emerging safety issue we hope to impact is the number of students who text while driving. While our data is very limited, national studies indicate this is a real problem in highway safety. According to a 2009 AAA study, most 16-24 year olds polled knew texting and driving is dangerous, yet half of them still engaged in the behavior.

#### Health Services

The most prevalent treatment conditions were respiratory conditions and dermatological conditions.

Health Services hosted Meningitis and Influenza immunization clinics for student and staff. This has been a benefit to many students who do not have health insurance and are unable to obtain their vaccinations before entrance to the College.

Through outreach during orientation, students were able to electronically submit their insurance waivers or applications. Students and their parents became more aware of the requirements which increased compliance. Health Services posted various notices regarding immunization and insurance compliance, health programs and health warnings and alerts to the Stockton community on our office website and the *goStockton* Portal throughout the year. Health Services achieved 95% immunization compliance due to increased outreach to the students.

Our staff has continued to participate in professional development to fulfill required CEUs in accordance with professional licenses and certifications, and to provide necessary knowledge to respond appropriately to an ever changing population presenting with a variety of issues and concerns.

#### Learning Access Program

The Learning Access Program has had ample opportunity to monitor the new and existing facilities for accessibility compliance during the past year. New construction and relocation of existing offices have heightened our performance of this goal.

Collaboration with Computer Services has resulted in the implementation of a data tracking ability for those students registered with our program.

Our attempt to partner with the Teacher Education program to obtain a pool of LDTC's did not come to fruition, but the plan remains as a goal for next year.

The results of the Faculty Perception Survey presented us with results that indicate we are executing our duties as student advocates and faculty liaisons.

### **3. CAMPUS WIDE AND COMMUNITY COLLABORATIONS**

#### Academic Affairs

- Physical Therapy Club to promote annual Quad Rugby Event
- Office of Graduate Studies to utilize testing center for administration of the Miller Analogy Test
- Occupational Therapy Program, refer students to The Bridge Program
- Computer Services and the Registrar, created statistical data framework for tracking student academic parameters
- International Study program developed a study abroad brochure addressing needs of students with a disability
- Presented to various classes on Green Dot, Healthy Relationships and Drugs and Alcohol

Administration and Finance

- Transportation department regarding accessibility and scheduling
- Campus Police on Healthy Relationships Awareness Day, Sexual Assault Awareness Day and Take Back the Night walk and candlelight vigil

External Affairs

- Print Shop to bind text books in alternate format for LAP students

Student Affairs

- Student Development and Career Center to host Commuter Coffee
- Career Center to host Career Exploration Workshops for students with disabilities
- Athletics and the Student Athlete Advisory Committee (SAAC) to host several Special Olympic events
- Division-wide collaboration on StepUp! Bystander intervention campaign
- Presented on Green Dot Awareness, Alcohol and Drug awareness and crisis intervention to various student groups and organizations, including National Panhellenic Conference, EOF Program, Resident Assistants, student athletes and Orientation Leaders
- Disability Info Fair promoted disability awareness in collaboration with various student organizations
- Provided physicals and care for EOF Program participants, student athletes, graduate students and others
- Send Silence Walking exhibit and panel discussion with Active Minds club

Campus-wide Collaborations

- Represented on the Campus Behavior Intervention Team
- Developed a brochure, "Healthier Food Options on Campus", with Chartwells
- FACES to host annual conference

Outside Organizations

- Hosted the Special Olympics Floor Hockey Tournament, tying the event to the Stockton Seaview for hotel accommodations.
- State DOE, Office of Special Education, to host Dare-to-Dream Conference
- Various state and local government and nonprofit agencies on annual Disability Fair
- Green Dot Awareness presentation to Champions of Youth
- Various presentations with Atlantic County Women's Center

**4. COMMUNITY INVOLVEMENT**

Amanda Allen, Program Assistant

CERT – Volunteer

Little Egg Harbor Schools PTA – Volunteer

Miss Little Egg Harbor Pageant – Volunteer

Pinelands American Youth Football & Cheer – Board Member, Coach, Volunteer



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Luanne Anton, Health Educator  
CERT – Volunteer

Fran Bottone, Director of Counseling & Health Services  
Atlantic County Office of Emergency Management – CERT Member  
Special Olympics of South Jersey – Volunteer

Elana Dobrowski, Assistant Director, Counseling Services  
Park Place Condominium Assoc., Cherry Hill - Member  
Meridian Counseling Services, LLC, - Counselor

Laurie Dutton, Associate Director, Counseling Services  
Property Owners' Association of Cape May Beach, NJ – Member  
Red Cross Cape May County Chapter - Volunteer  
Reiki Master/ Teacher, Cape May, NJ - Teacher  
CERT - Volunteer  
Special Olympics of South Jersey – Volunteer

JoAnn Garcia-Warren, Assistant Director, Counseling Services  
The Goddard School Toms River 1 – Parent Group Member  
NARRA – The Filipino-American Association of Ocean County – Member

Allison Gunn, Sr. Clerk Typist  
CERT – Volunteer  
Delsea Tennis Club – Treasurer  
Pinnacle Parkour – Volunteer

Elizabeth Merva, Principal Clerk Typist  
CERT – Volunteer

Rosanne Paulsson, Principal Clerk Typist  
CERT – Volunteer

Carol Quinn, Professional Services Specialist  
Atlantic County Office of Emergency Management – CERT Member  
Special Olympics of South Jersey – Volunteer

Bob Ross, Coordinator of Services for Students with Disabilities  
Atlantic County Disabled Citizens Advisory Council – Board Member  
Atlantic County Office of Emergency Management – CERT Member  
Special Olympics of South Jersey – Host/Volunteer

Lugenia Small, Assistant Director, Counseling Services  
Seeds of Greatness Bible Church – Member/Domestic Violence Prevention Committee

Roseann Stollenwerk, Assistant Supervisor  
CERT – Volunteer  
Special Olympics of South Jersey – Volunteer

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Moravian Church, Egg Harbor City – Board of Elders  
 South Jersey Mariners Swim Team – Board Member, Secretary, Parent Board

**5. NEW INITIATIVES FOR AY 2012-13**

Goal 1: Collaborate and complete one comprehensive Wellness Center Annual Report.		
DSA Goal	Essential Learning Outcome	Metric
2,3,4	Collaboration/Teamwork Program Competence	Fewer repetitive statistics, longitudinal data and statistics of center use

Goal 2: Combine Alcohol and Drug Education Program and Counseling Services, and form one unified approach towards student's co-occurring issues.		
DSA Goal	Essential Learning Outcome	Metric
3,4	Program Competence	Titanium reporting, including CCAPS and AUDIT

Goal 3: Collaborate with Computer Services in the implementation of a data tracking program.		
DSA Goal	Essential Learning Outcome	Metric
3	Information Literacy and Research Skills	Data tracking

Goal 4: Co-sponsor the establishment of the bystander intervention plan "Step Up" with other campus offices.		
DSA Goal	Essential Learning Outcome	Metric
2	Collaboration/Teamwork Program Competence	Fewer incident reports

Goal 5: Establish a hierarchal treatment plan for alcohol and drug referrals that reflects the appropriate level of clinical and educational services needed per individual.		
DSA Goal	Essential Learning Outcome	Metric
2	Collaboration/Teamwork Program Competence	Fewer recidivism incidents of substance abuse clients

Goal 6: Additional Nurse Practitioner hours.		
DSA Goal	Essential Learning Outcome	Metric
1	Adapting to Change Program Competence	Usage statistics Wait time statistics

Goal 7: Assist students through direct healthcare.		
DSA Goal	Essential Learning Outcome	Metric
1	Adapting to Change Program Competence	

Goal 8: Work with Computer Services to implement the new Point & Click modules .		
DSA Goal	Essential Learning Outcome	Metric
1,3	Adapting to Change Program Competence	

Goal 9: Purchase and implement Read and Write Gold software program.		
DSA Goal	Essential Learning Outcome	Metric
4	Adapting to Change Communication Skills Critical Thinking Information Literacy & Research Skills	Number of students utilizing program

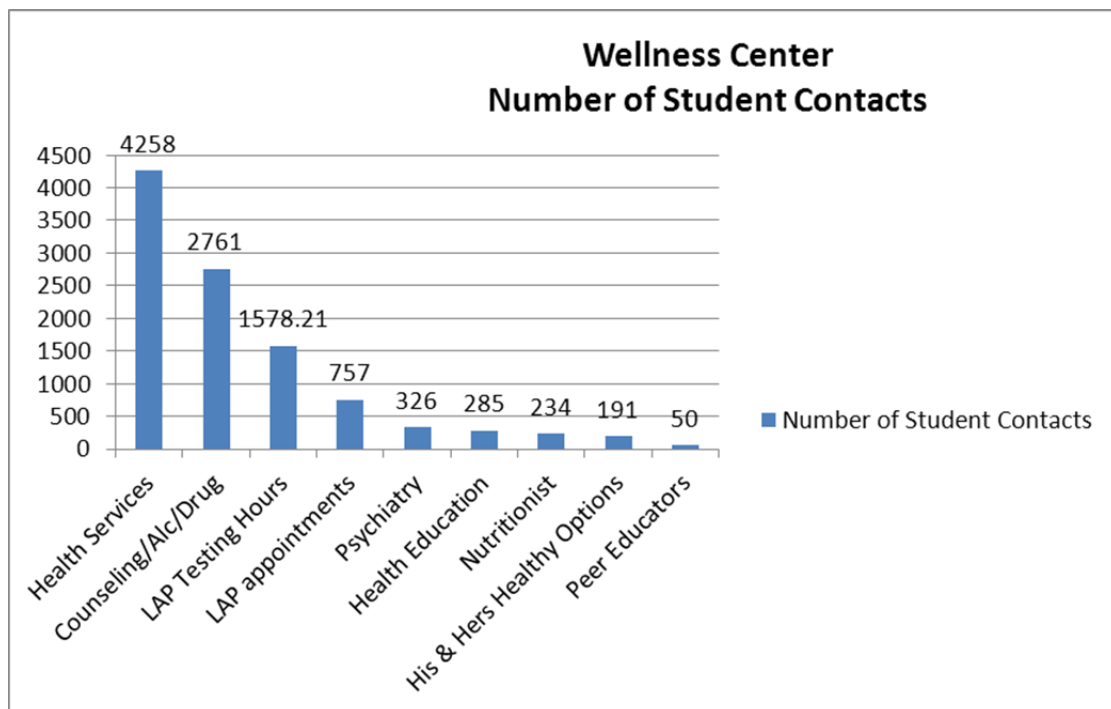
**6. SUPPORTING DOCUMENTS**

- Document 1. Wellness Center Top 5 Issues
- Document 2. Wellness Center Total Client Contacts
- Document 3. Counseling/Alcohol-Drug – Number of Sessions per Month
- Document 4. Counseling/Alcohol-Drug – Number of Clients per Month
- Document 5. Counseling/Alcohol-Drug – Client Demographics

**DOCUMENT 1. WELLNESS CENTER TOP FIVE PRESENTING ISSUES**

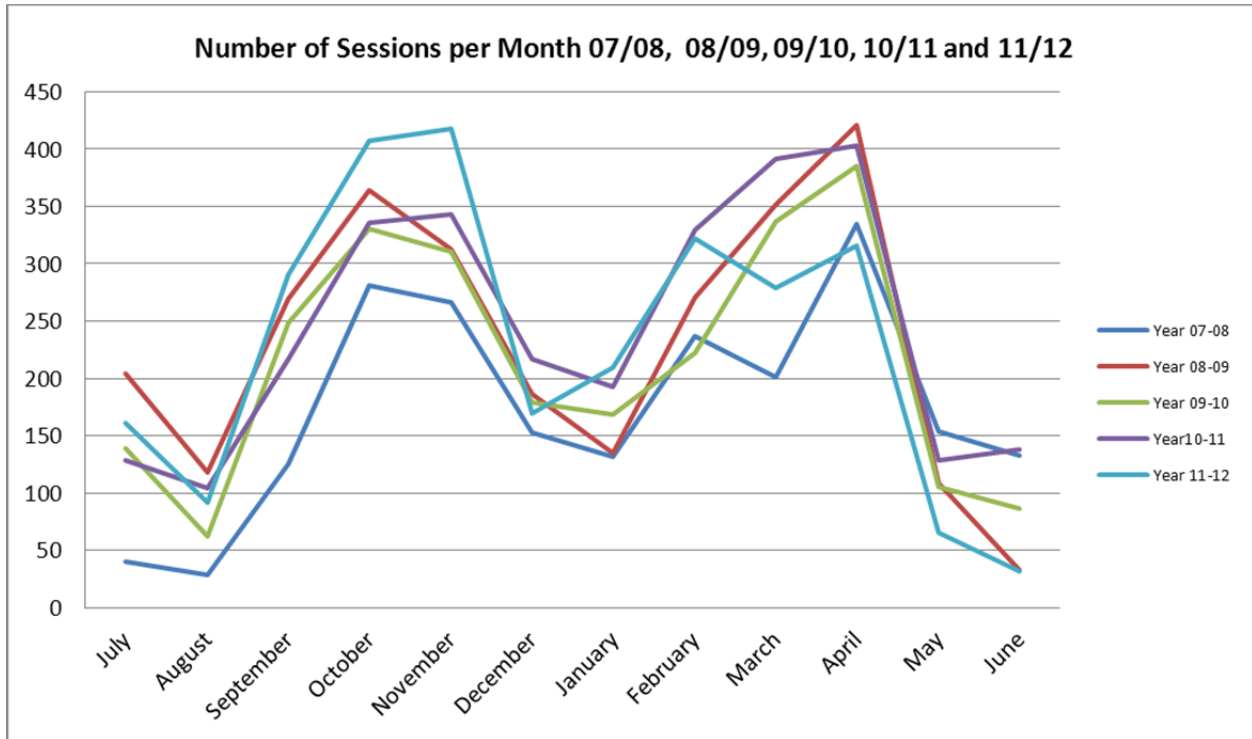
Presenting Issues	Alc/Drug and Counseling	Learning Access Program	Health Services
1	Anxiety	Learning Disability	Respiratory Conditions/ENT
2	Depression	ADD/ADHD	Dermatological Conditions
3	Alcohol/Drug Related	Psychological	Special Physicals (Athletic, EOF, Free To Be)
4	Relationships	Neurological	Athletic Accidents/Musculoskeletal
5	Academic/Study Related	Chronic Illness	Genitourinary Conditions

**DOCUMENT 2. WELLNESS CENTER TOTAL CLIENT CONTACTS**

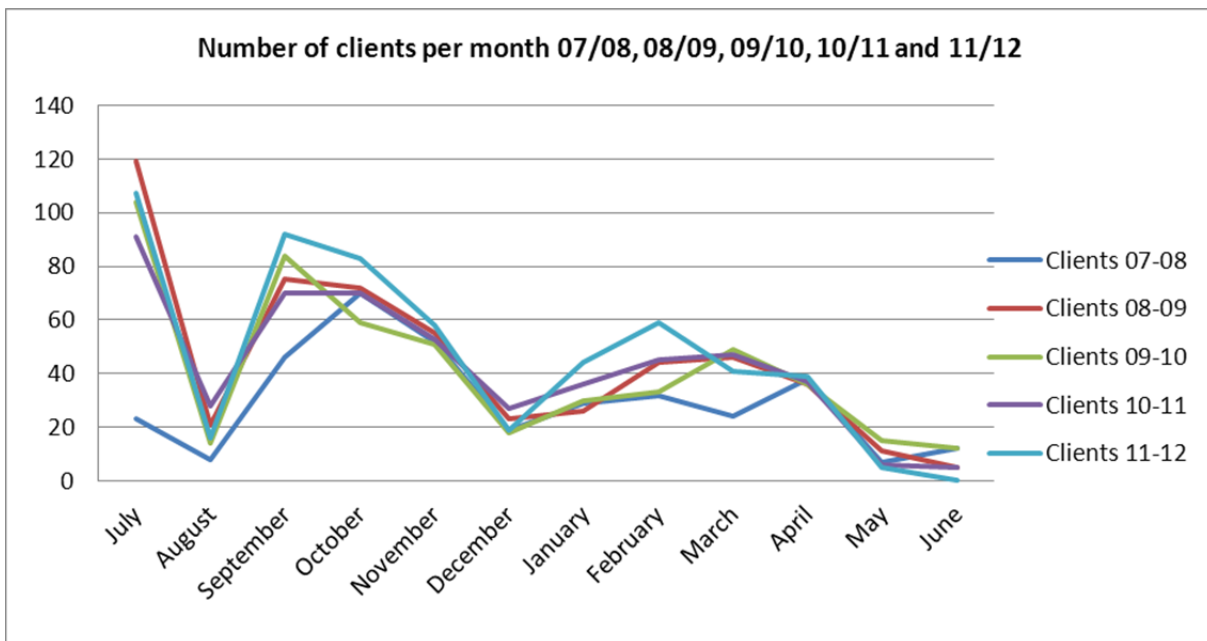


2011-2012

**DOCUMENT 3. COUNSELING/ALCOHOL-DRUG NUMBER OF SESSIONS PER MONTH**  
2007-2012



**DOCUMENT 4. COUNSELING/ALCOHOL-DRUG NUMBER OF CLIENTS PER MONTH**  
2007-2012



**DOCUMENT 5. COUNSELING/ALCOHOL-DRUG CLIENT DEMOGRAPHICS**

2011-2012

<b>Gender</b>	
Female	214
Male	108
no response	7
prefer not to answer	2

<b>GPA Range</b>	<b>S12 GPA</b>	<b>CUM GPA</b>
0 - 0.5	26	5
0.51 - 0.99	7	2
1.0 - 1.5	13	14
1.51 - 2.0	23	20
2.01 - 2.49	34	65
2.5 - 2.99	86	131
3.0 - 3.49	153	184
3.5 - 4.0	203	168
no response	61	19

<b>Marital Status</b>	
None Listed	13
Single	178
Partnered	129
Married	6
Divorced	1
Separated	4

<b>Ethnicity</b>	
None Listed	9
Black/African American	29
White	247
Hispanic	18
Asian	9
Other	4
mixed/multiracial	8
American Indian/Alaskan Native	1
Prefer not to Answer	6

<b>Academic Year</b>	
Junior	101
Senior	76
Sophomore	64
Freshman	62
Graduate	14
no response	11

<b>School</b>	
SOBL	170
NAMS	109
ARHU	91
BUSN	86
None	56
HEALTH	53
GRAD	31
EDUC	7
GENS	2

<b>Major</b>	
Psychology	75
Business	61
Criminal Justice	48
Undeclared	45
Biology	41
SPAD	30
Communications	25
Social Work	24
History	20
Environmental	18
Literature	18
Hosp/tourism	17
Political Science	16
Public Health	15
Marine Science	14
Art	12
CSIS	12
Math	11
Biochemistry	9
Education	9
Language	9
Physics	9
Philos/Religion	8
Soc/anthropology	8
MAPT	7
MAHG	6
Chemistry	5
Health Sciences	5
MAOT	5
Teacher Education	5
Nursing	4
Liberal Studies	3
Holistic Health	1