

**THE RICHARD STOCKTON COLLEGE  
OF NEW JERSEY**

**Division of Student Affairs**

November 2010

Dr. Thomasa Gonzalez  
Vice President for Student Affairs

Annual  
Report  
2009  
2010



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# EXECUTIVE SUMMARY

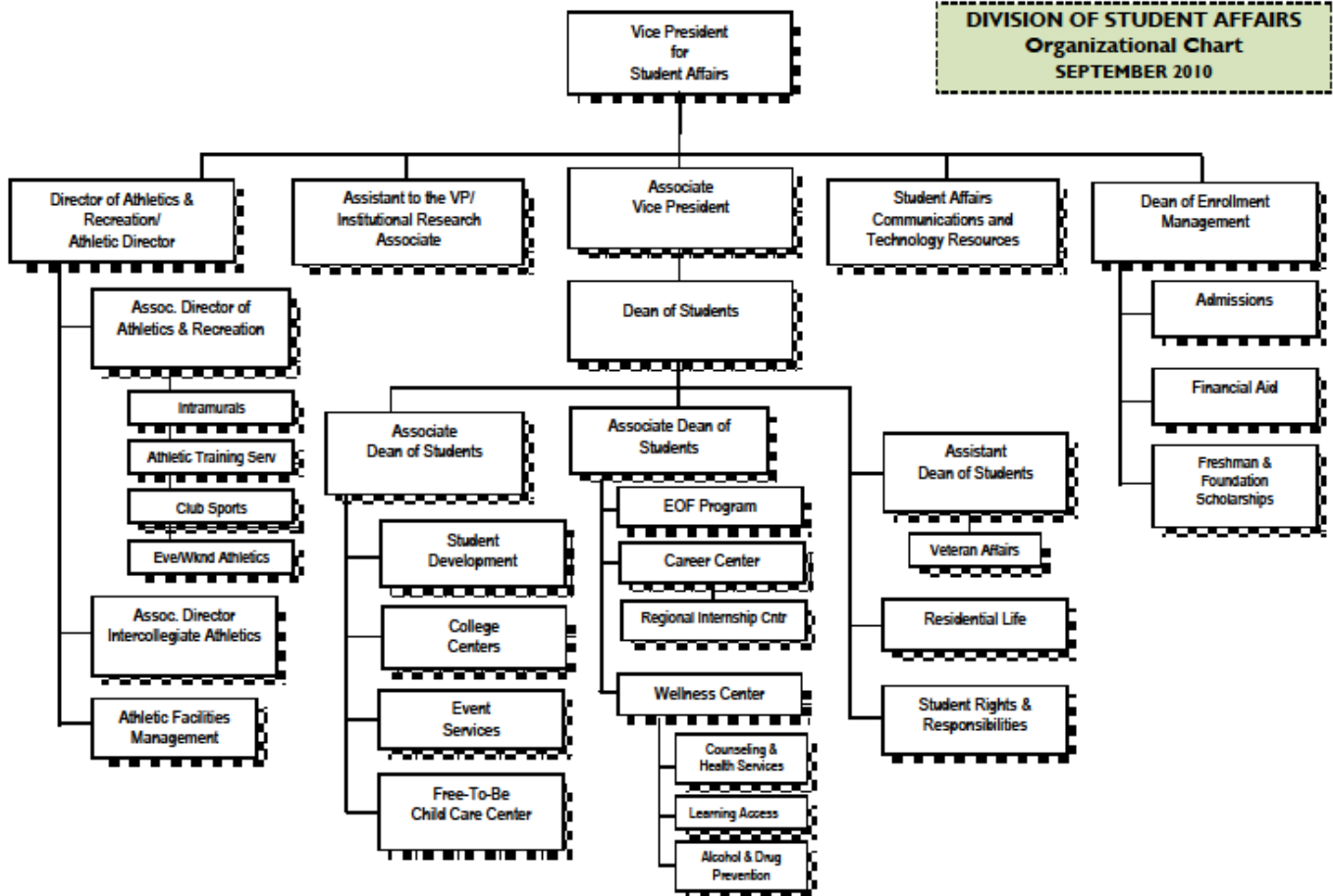
**VISION STATEMENT**

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  
SEPTEMBER 2010**



Effective: 9-1-10

**DIVISION GOALS 2009-2010****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 determine ways to promote the value of a Stockton education.
- Develop and implement a model that will 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 graduate students, third semester undergraduates and athletes, to improve retention.

**2. Promote professional excellence in all programs and services related to enrollment and campus life and student development, including programs that foster civility, understanding, trust and cooperation within a global learning community.**

- Finalize and distribute a written gender equity plan document.
- Continue to design, implement and evaluate assessment tools and techniques related to "excellence."
- Create a baseline for service satisfaction scores (students, families, other stakeholders).
- Review Student Affairs internal processes relative to best practices.
- Improve the marketing of athletic and recreational services to all stakeholders.
- Create communication channels that will enhance understanding and maximize internal and external efficiency.
- Expand educational offerings relative to global citizenship, sustainable practices and service learning.

**3. Support curricular and deliver co-curricular learning opportunities for personal and interpersonal growth, including social, cultural, economic, leadership, recreational, athletic, and wellness-related activities in a safe environment.**

- Expand Living/Learning Community options to further integrate the academic and residential experiences of our student body.
- Partner with the Math and Writing Centers to offer tutoring services within the Residential Life areas.
- Establish cross-functional teams of faculty, student affairs staff and students to plan, develop, and implement conferences targeting leadership development and men's and women's issues.
- Obtain a branded "Personal Development Curriculum" module, including financial literacy, that will complement the division's student development practices.
- Enhance the self-care campaign for sanitation related to communicable diseases.
- Implement the recommendations of the Alcohol Task Force.
- Develop and implement a campaign targeted at responsible citizenship.
- Deliver wellness programs targeting optimal health and wellness.
- Contribute to the enhancement of campus safety measures for all learners.

**4. Provide enhanced organizational leadership and professional development opportunities for all student affairs areas.**

- Improve knowledge, skills and abilities of divisional staff.
- Provide leadership enhancement workshops for management and professional staff.
- Provide education in how to improve quality and achieve excellence.
- Implement technology training programs.

- Provide education in employee performance management to all managers.

**5. Develop and refine technological resources to ensure effective and efficient delivery of student support services.**

- Increase efficiencies in office operations through technology.
- Partner with Administration and Finance and Plant Management to explore more environmentally sustainable practices in Residential Life.
- Optimize opportunities for collaborative, efficient and effective weekend programs.

**DIVISION OF STUDENT AFFAIRS  
SIGNIFICANT ACCOMPLISHMENTS 2009-2010**

**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.**

- For academic year 2009-2010, the College was able to recruit and enroll the largest and most academically proficient class (based on SATs and class rank) in Stockton's history.
- Increase student retention rates through collaborative efforts with Academic Affairs and other divisions of the college.
  - Best practices established to monitor freshmen student athletes and to ensure all athletes maintain grade point levels and attend class regularly.
  - Improved outreach to students by assigning each incoming freshman (class of 2013) to a career counselor.
  - Created an elective career planning workshop to familiarize students with four major stages of the career development process: assessment, exploration, experiential learning and transition.
  - Community of Scholars organized workshops such as Study Abroad, Are Online Courses for You, and a Washington Internship informational session to encourage their students to participate.
  - Implemented the Direct Lending program for processing Stafford student loans and parent PLUS loans.
  - Financial Aid collaborated with the Stockton Center for Economic Education to develop Financial Aid Literacy Workshops for students to supplement those offered by the Financial Aid Office.
  - The Office of Residential Life, in collaboration with other areas in the division and Academic Affairs, started a residential tutoring program within the freshmen housing area to support the academic mission of the college and to increase the residential freshman retention rate.
  - The Office of Student Development, in collaboration with the Graphics Department, developed a new logo and brand concept, "Get Involved," in order to increase marketing efforts to students and increase their participation in co-curricular programs.
  - Collaborated with Occupational Therapy faculty on the BRIDGE program, a supported education program for individuals diagnosed with mental illness to help them gain the basic academic and social skills needed to pursue post-secondary education.
  - In collaboration with Academic Affairs and Administration and Finance, proactively reached out to unregistered students and those in danger of cancellation for non-payment.
- Collaborate with all college constituencies to determine ways to promote the value of a Stockton education.
  - Developed marketing strategies with External Affairs maximizing exposure in featured publications and other media.
  - Increased outreach to area high schools through the College Access Challenge Grant that assists high school seniors and their families in completing financial aid forms, such as FAFSA.
  - Certified as a "military-friendly" college by the Servicemember Opportunity College (SOC) consortium; this has proven to be a successful recruitment tool.
  - The Learning Access Staff collaborated with the Department of Education, Office of Special Education, in presenting the Dare to Dream Conference for disabled students from schools in the surrounding communities.
  - Stockton/parent relations were strengthened through the launch of a Parent Association and LISTSERV.
- Develop and implement a model that will maximize the involvement of faculty and alumni in the recruitment of new students.
  - Launched a college wide enrollment management study group to discuss concerns related to enrollment and retention.
  - Athletics and Recreation created a network with alumni and coaches to assist and recruit students that fit Stockton's profile.
  - Utilized the Alumni Network that funnels prospective students to Stockton and the EOF program.
  - Established a "Meet the Faculty" program for incoming EOF students.
  - The Living/Learning Communities, designed to connect students, faculty and staff around curricular and co-curricular themes and interests, have assisted in the recruitment of new students with similar interests.



- The Office of Enrollment Management utilized key faculty and alumni at a number of recruitment functions; including Open House, Regional Off-Campus Receptions, Admitted Student Reception, Instant Decision Day, and College Fair programs.
- The Office of Residential Life hosted the New Faculty Reception to enhance understanding and collaboration with Academic Affairs.
- Expand the “nurturing” model currently used in programs for at-risk students to a wider population, including graduate students, third-semester undergraduates and athletes, to improve retention.
  - Individual coaches sought academic assistance from respective tutoring labs for athletes as needed.
  - Expanded evening and weekend services to students by hiring a paid graduate student in the College Center area.
  - Implemented intensive advisement and counseling through the use of Community of Scholars mentors.
  - Event Services hosted an intern from the Hospitality and Tourism Management Studies program.
  - Developed the Upperclassmen Award to allow financial assistance to third semester students and beyond.
  - The Office of Student Development collaborated with the Stockton Entertainment Team to increase the marketing of its programming to commuting and residential student populations.
  - Opened first official Veterans Lounge among state colleges and universities to provide a framework for collaboration and enhance retention.

## **2. Promote professional excellence in all programs and services related to enrollment and campus life and student development, including programs that foster civility, understanding, trust and cooperation within a global learning community.**

- Finalize and distribute a written gender equity plan document.
  - Beginning in fall 2010, the gender equity plan will be distributed to all athletes.
- Continue to design, implement and evaluate assessment tools and techniques related to “excellence.”
  - Developed a multi-purpose assessment template to track both process and student learning outcome assessments.
  - Modified the Orientation survey to better assess user satisfaction.
  - Revised EOF Summer Orientation Assessment to reflect current practices.
  - Outlined a plan for an on-line midterm evaluation form for faculty teaching EOF students.
  - Programs reviews based on the Council for Advancement of Standards in Higher Education (CAS) model are being conducted in Counseling Services, Alcohol and Drug Education Services, Health Services and Learning Access Program.
- Create a baseline for service satisfaction scores (students, families, other stakeholders).
  - Veterans Affairs is assembling a data warehouse to track service contacts.
  - Facilitated the Educational Benchmark (EBI) study that assessed the students’ response to residing in on-campus housing.
  - Conducted the Healthy Minds Study (HMS), an online survey that examines mental health issues among college students, which will be compared to national results. The purpose of this study is:
    - to estimate the prevalence of mental health symptoms and the frequency of medication use, therapy, and counseling
    - to explore factors that facilitate or impede access to mental health services
    - to investigate relationships between mental health and other aspects of well-being (i.e. academic performance, substance use, etc.)
- Review Student Affairs internal processes relative to best practices.
  - Divisional offices developed a substitute staffing plan to provide professional coverage during furloughs or extended absences of full/part-time staff.
  - Learning Access Program staff developed a policy and procedures related to the provision of sign language interpreters for deaf and hard of hearing students.
  - Stockton collaborated with the Atlantic County Women’s Center to utilize the Domestic Violence Response Team (DVRT) to provide 24-hour crisis counseling and support to victims during domestic violence incidents. The DVRT is activated by a call from campus police.
  - Implement recommendations for the “Taskforce to Examine Alcohol Related Issues” that led to a 66% reduction in fall freshman alcohol transports and 82% reduction in alcohol related incidents.

- **Improve the marketing of athletic and recreational services to all stakeholders.**
  - 31 promotional activities, such as the Osprey mascot at every game, were initiated to improve the marketing of the intercollegiate teams.
  - Athletics Sports Information Director joined the campus wide Communications Coordinating Council.
  - The Learning Access Program worked with Athletics and Recreation and Student Development to hold the spring games of the Special Olympics on campus, utilizing the track and the Sports Center.
- **Create communication channels that will enhance understanding and maximize internal and external efficiency.**
  - Utilized faculty liaison program to disseminate career information to students.
  - EOF created a “team approach” that streamlines communication by working as a group on major projects.
  - Student Development increased communication to students and student leaders by using the Student Portal, emails, LISTSERVS, and social marketing groups, e.g. Facebook.
- **Expand educational offerings relative to global citizenship, sustainable practices and service learning.**
  - Facilitated career exploration programs related to finding “green” jobs.
  - The Office of Student Development planned and coordinated an extremely successful Day of Service program. Over 330 students and 20 faculty/staff members participated in over twenty service projects.
  - The Dating Violence Task Force collaborated with the Atlantic County Women’s Center to provide training to members of the Stockton Community interested in serving as Resource Consultants to students affected by dating violence. Twenty-nine people attended the training.
  - A Dating Violence Task Force was convened to address dating violence and domestic abuse across campus. The Task Force identified five responsibilities on which to focus its efforts.
  - Residential Life, Campus Police, the Office of Student Rights and Responsibilities and the Wellness Center collaborated to provide a coordinated response to domestic violence perpetrators and victims that includes legal interventions, Campus Hearing Board sanctions, anger management counseling and crisis counseling. In addition, the College utilizes the County Domestic Violence Response Team in appropriate situations.
  - Established the first ever Roosevelt Institute at Stockton, a student policy organization that engages new generations in a unique form of progressive activism that empowers young people as leaders and promotes their ideas for change.
  - Members of the Alliance of EOF Students of New Jersey (AESNJ) participated in Martin Luther King Day of Service programs.

### **3. Support curricular and deliver co-curricular learning opportunities for personal and interpersonal growth, including social, cultural, economic, leadership, recreational, athletic, and wellness-related activities in a safe environment.**

- **Expand Living/Learning Community options to further integrate the academic and residential experiences of our student body.**
  - Introduced a fifth Living/Learning Community dedicated to the creative arts.
  - Continued to promote a Living/Learning Community that focuses on creative arts, diversity, global citizenship, positive living, and sustainability, each of which is staffed by one faculty member and a professional staff member.
  - The Office of Student Development along with the Stockton Entertainment Team collaborated with Residential Life on a number of programs which met the educational, social and recreational needs of the students, including Performing Arts Coffeehouses, Spring Oasis Barbeque, and bus trips.
- **Partner with the Math and Writing Centers to offer tutoring services within the Residential Life areas.**
  - Collaborated with the Writing/Math Centers to start a residential tutoring program within the freshmen housing area to support the academic mission of the college and to increase the residential freshman retention rate.
- **Establish cross-functional teams of faculty, student affairs staff and students to plan, develop, and implement conferences targeting leadership development and men’s and women’s issues.**
  - The Office of Residential Life successfully hosted Mid-Atlantic Association of College & University Housing Officers conference in Atlantic City in October 2009, utilizing staff, faculty and students in several presentations.
  - The Office of Residential Life collaborated with Students Rights and Responsibilities to successfully coordinate and host the Women’s Leadership Conference in November 2009.

- The Office of Student Development, along with other staff from Student Affairs, planned and coordinated the Day of Leadership and the Men's Leadership Conference in March 2010.
- Veteran Affairs facilitated a state-wide conference for Operation Promise members.
- The DVRT collaborated with the Atlantic County Women's Center to provide sexual assault training to the Peer Education Class.
- Obtain a branded "Personal Development Curriculum" module, including financial literacy, that will complement the division's student development practices.
  - Collaborated with Student Development to present a series of four workshops, specifically for student leaders, targeting leadership development through enhanced resumes, honed interviewing skills, and refined professional demeanor.
- Enhance the self-care campaign for sanitation related to communicable diseases.
  - Developed, promoted and implemented protocols for H1N1 prevention and management to all athletes and in all athletic facilities.
  - Held workshops with students during the EOF Summer Program that focused on communicable diseases and safe living in the residence halls.
  - Office of Health Services, in conjunction with the Infectious Disease Committee, developed protocols, monitored activity and reorganized the Health Services office in response to the H1N1 Flu.
- Implement the recommendations of the Alcohol Task Force.
  - Implemented the recommendations of the Alcohol Task Force by mandating an online alcohol education program and alcohol-free housing for freshmen.
  - The Office of Student Development planned and coordinated the "Think Fast" game shows designed to educate students about high risk alcohol and drug use.
  - The Office of Student Development along with the Dean of Students Office and the Greek Council planned and coordinated the "HERO" Greek Games. This program was designed to educate the Greek community about the role of a designated driver and making good choices about friends' behavior around alcohol.
  - Alcohol and Drug Counselors conducted training sessions on Alcohol and Drug Education to incoming Residents Assistants.
  - The e-Chug and e-Toke programs, interactive web surveys that allows students to enter information about their drinking and drug use patterns and receive feedback about their use of alcohol and drugs, are posted on several websites available to both students and parents.
  - Developed a stepped, progressive alcohol and drug education intervention using reliable instruments such as Audit and Basics for those students who are sanctioned to alcohol counselors following judicial hearings.
  - The Wellness Center developed an alcohol/drug website and a Facebook presence.
  - Established an on-campus Young Adult Alcoholics Anonymous meeting that meets weekly on Monday evenings.
  - Held Alcohol 101, one hour workshops, for students and Greeks that introduces students to responsible use of alcohol through education about the deleterious effects of alcohol.
  - The Wellness Center collaborated with Campus Police on the Responsible Safe Choices (RSC) campaign, an on-campus alcohol and drug use education and advertising campaign.
- Develop and implement a campaign targeted at responsible citizenship.
  - Included a module on good citizenship during Orientation for intercollegiate teams.
  - Organized Earth Day and Road Clean Up activities.
  - The LAP staff, Stockton students, faculty, staff and community members collaborated with the FACES Autism Organization to present "Bubbles for Autism" on campus to raise awareness of autism and break the Guinness World Record for the most people blowing bubbles simultaneously at multiple venues.
  - Health educators and faculty created a project showcasing various ways to stay healthy, ranging from basic hygiene practices to immunization schedules.
  - The Wellness Center formally established the student group Active Minds, a student-led group dedicated to raising awareness about mental health on college campuses.
- Deliver wellness programs targeting optimal health and wellness.
  - Athletics and Recreation delivered 15 fitness related programs to the campus community.
  - The Learning Access Program, in collaboration with numerous student clubs, organizations, faculty, staff and community members hosted Stockton's 3<sup>rd</sup> Annual Disability Awareness Week in March.

- **Contribute to the enhancement of campus safety measures for all learners.**
  - Athletics revised its guest policy for indoor facilities to minimize uninvited users and included Campus Police in Orientation programming.
  - Residential Life collaborated with the Campus Police in successfully initiating the Neighborhood Watch program.
  - Improved the health, safety, and comfort level of the working and learning environment of Free To Be by refurbishing the basement and installing new flooring and office furniture.
  - Domestic violence Information cards were developed in collaboration with Graphics and distributed by Campus Police at the scene of domestic violence incidents as well as across campus at workshops, information tables and by Resident Advisors.
  - The Office of Student Rights and Responsibilities managed high profile conduct cases and closed a record number of 120 Campus Hearing Board cases in AY09-10.
  - The Office of Residential Life partnered with Plant Management to install security safety screens on the first floor windows within the Housing 3 community.

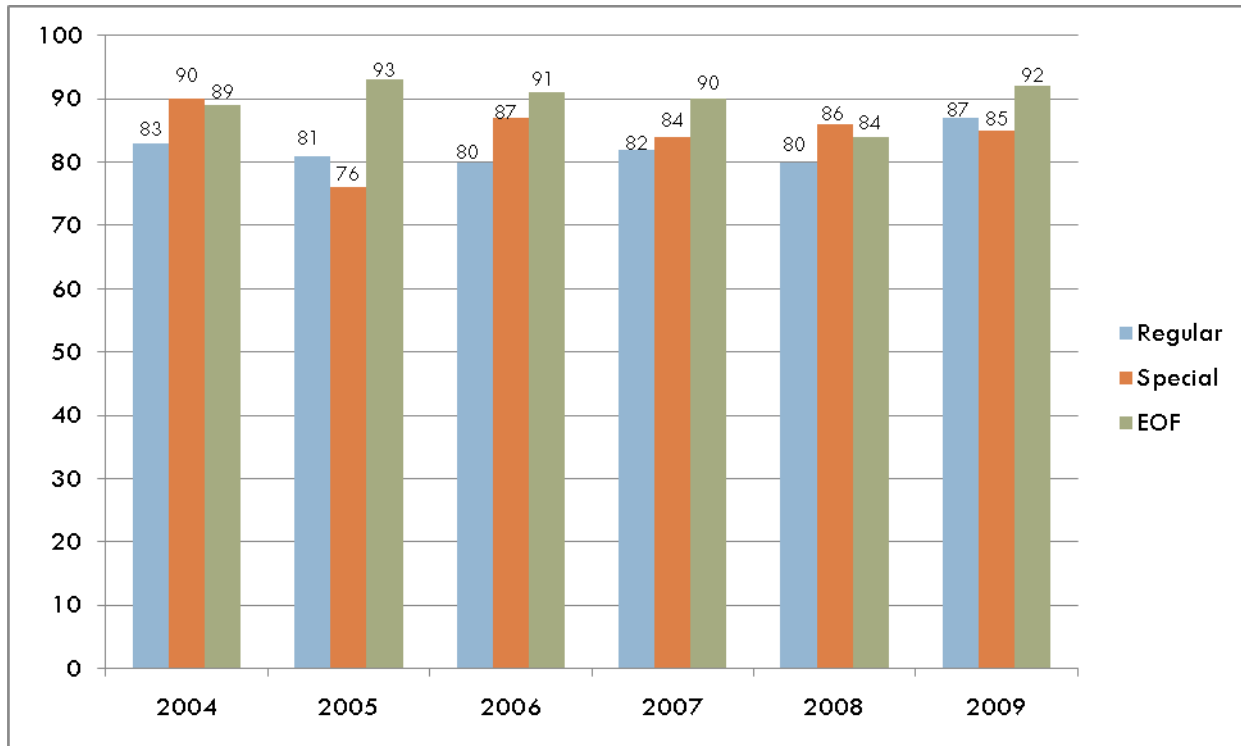
#### **4. Provide enhanced organizational leadership and professional development opportunities for all student affairs areas.**

- **Improve knowledge, skills and abilities of divisional staff.**
  - The College Center staff have participated in regional and national workshops, and attended programs developed by professional organizations, including National Association of Campus Activities, National Orientation Directors Associations and Association of College Unions International.
  - Free To Be staff attended local/regional workshops with the New Jersey Association for the Education of Young Children.
  - The Office of Student Development hired a consultant in September 2009 to assist with team building and leadership development for the fulltime staff.
  - The DVTF collaborated with the New Jersey Coalition Against Sexual Assault to provide a four day training on the Green Dot Violence Prevention Strategy and was attended by staff, faculty and community representatives.
- **Provide leadership enhancement workshops for management and professional staff.**
  - The Office of Residential Life sponsored selected Residential Assistants to attend a student leadership conference in Maryland.
  - The Office of Student Development professional staff attended the following local and national conferences: National Association of Campus Activities, National Association of Student Personnel Administrators, Association of Fraternity Advisors, and Omicron Delta Kappa (National Leadership Honor Society for students, faculty and staff).
  - The Office of Student Rights and Responsibilities staff conducted a leadership seminar for Student Affairs staff.
- **Provide education in how to improve quality and achieve excellence.**
  - The Wellness Center offered in-house workshops on “time management” and “working smarter through prioritization” during their yearly retreat.
- **Implement technology training programs.**
  - Formed a technology committee to meet the contemporary needs of the 21<sup>st</sup> century student.
- **Provide education in employee performance management to all managers.**
  - The Office of the Vice President for Student Affairs (VPSA) hired a consultant who evaluated divisional operations and provided a total of 9 customized training sessions on the following topics:
    - Total Quality Management
    - Quality Excellence and Service
    - Leadership and Change Management
    - Performance Management
    - Project Review and Strategic Positioning

## 5. Develop and refine technological resources to ensure effective and efficient delivery of student support services.

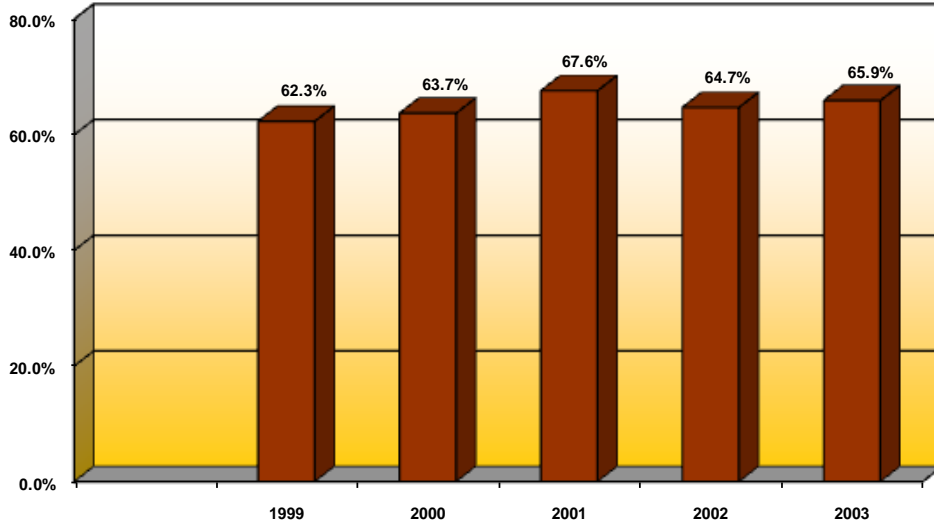
- Increase efficiencies in office operations through technology.
  - Established a computer-based testing center to administer Miller Analogies Test (MAT), with the objective of facilitating the matriculation of prospective graduate students in Stockton's teacher education programs, education related certificate programs, and the MAIT program.
  - The Career Center introduced automated event registration, online assessments and surveys, and electronic job/internship postings to increase efficiency in office operations.
  - The College Center implemented the use of the Troubador software for tracking attendance at events.
  - Converted SOAR registration to a completely on-line registration and billing process.
  - Utilization of shared drive with the Office of Enrollment Management pertaining to all prospective EOF candidates.
  - Enrollment Management staff members are completing Banner Xtender training in order to move to a paperless admission process, beginning with a pilot program slated for fall 2010.
  - Implemented the use of SCALA software to design and schedule announcements on the campus television channel 2 and new LED signed located on Vera King Farris Drive.
  - Modified configuration in the R25 event management system to improve web calendar filter options; prepared system for the Noyes Museum of Art and Campus Center event bookings.
  - Implemented Extender and Work Flow into the Financial Aid Office operations.
  - The Office of Residential Life installed the StarRez housing operation system, the Maxient Campus judicial system, and 3<sup>rd</sup> Millennium Classrooms (Alcohol Wise, Under the Influence Sanction Course, and Marijuana 101.)
  - Partnered with Computer Services, Institutional Research, Financial Aid and Enrollment Management to develop tracking methods to monitor the number of veteran students and their dependents on campus.
  - Health Services is implementing an integrated practice management and electronic health record database to improve recordkeeping and service to students.
  - The Wellness Center created an informational video that highlights all programs within the Wellness Center, to be shown at upcoming events, as well as posted on the Portal and website.
- Partner with Administration and Finance and Plant Management to explore more environmentally sustainable practices in Residential Life.
  - By use of an occupancy grid and campus wide collaboration, efficiently scheduled and coordinated the summer camps and conferences with Residential Life, Plant Management, Computer and Telecommunication Services, Production Services, Athletics and Recreation, Campus Police and Chartwells Dining Services.
  - The Office of Residential Life purchased 50 bicycles and installed bicycle shelters on campus in conjunction with the Sustainability Living/Learning Community.
  - The Office of Residential Life partnered with Plant Management to purchase electric vehicles to reduce fuel costs and to utilize more environmentally sustainable practices.
- Optimize opportunities for collaborative, efficient and effective weekend programs.
  - Athletics and Recreation increased collaborative efforts with campus wide offices to accommodate requests for athletic facilities and services for evening and weekend programming.
  - The Office of Student Development hired a graduate assistant to support the coverage of evening and weekend programs.

**THIRD SEMESTER RETENTION RATES**



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

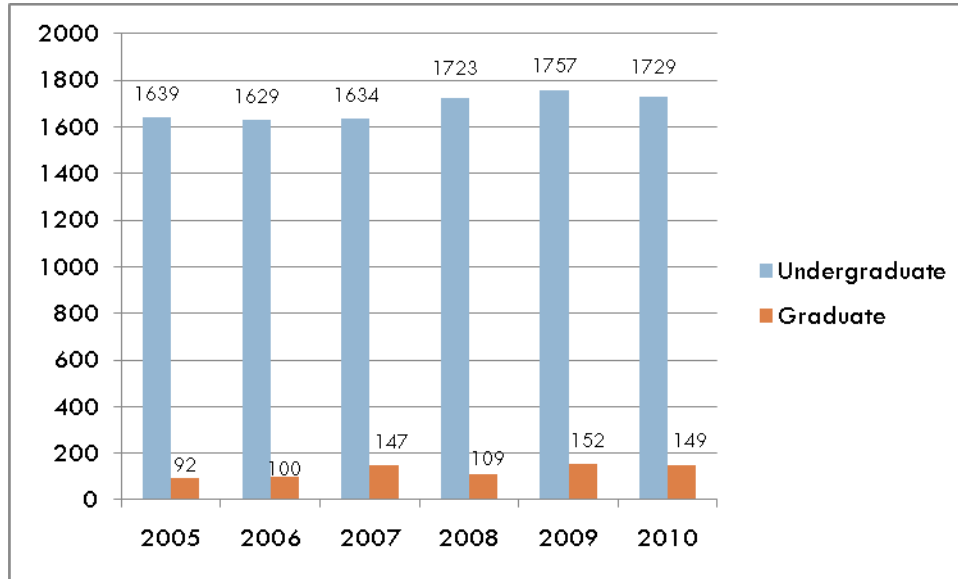
**First-Time Freshman Cohorts: Fall 1999 to Fall 2004**



Stockton's six-year graduation rate remains one of the highest in New Jersey's public sector. This figure is significantly higher than the national six-year rate, which is 53%.

**DEGREES GRANTED**

Undergraduate and Graduate Degrees Granted: Fiscal years 2005-2010



|               | 2005        | 2006        | 2007        | 2008        | 2009        | 2010        |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Undergraduate | 1639        | 1629        | 1634        | 1723        | 1757        | 1729        |
| Graduate      | 92          | 100         | 147         | 109         | 152         | 149         |
| <b>Total</b>  | <b>1731</b> | <b>1729</b> | <b>1781</b> | <b>1832</b> | <b>1909</b> | <b>1878</b> |



# ANNUAL REPORTS

## OFFICE OF ATHLETICS AND RECREATION ANNUAL REPORT

### 1. AY09-10 GOALS AND OBJECTIVES

#### Goal/Objective 1

● Improve and measure the effectiveness of marketing services to intercollegiate, intramural and club athletes as well as recreational users.

- Ran 31 promotional activities in support of intercollegiate teams; more than double from prior year.
- Area newspapers ran 64 feature articles on Stockton athletics.
- Intramural Recreation Council (IRC) was marketed at Orientation for new students.

#### Goal/Objective 2

● Begin to implement the vision of the new leadership to increase office and operational efficiency.

- Held regular meetings, distributed guidelines and protocol, improved communications at all staffing levels.
- Met with Administration and Finance staff to streamline processes.
- Implemented changes relating to student employees resulting in 25% decrease in spending on student staff without reducing programmatic offerings.

#### Goal/Objective 3

● Finalize and distribute written gender equity plan document.

- Plan has been completed and will be included in the student-athlete handbook for 2010-2011.

#### Goal/Objective 4

● Organize and implement a new budgeting system giving each program responsibility for understanding and managing its own allocation.

- Managers held a two-day planning retreat; evaluated previous year's spending; factored in decreased budget allocation.
- Reorganized accounts in Banner; implemented use of College credit cards for travel.
- Created dedicated fundraising accounts for intercollegiate and club sports.

#### Goal/Objective 5

● Introduce new athletic team colors to campus and community.

- Set guidelines for uniform and team apparel; all teams' uniforms reflected new color guidelines.
- Utilized website and local media to introduce new colors.
- Purchased two new mascots with new uniforms.
- Scoreboards, Sports Center wood court and new banners in Sports Center were updated to new colors.
- Other campus offices incorporated new colors, provided promotional items in new colors.

### 2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES

- Structured recreational use increased by 41% over last year.
- Over 80% of users are satisfied with current facility hours of operation.
- Over 90% of users during spring semester were students.
- Many staff began active management of their budgets for the first time at Stockton.
- Credit card usage improved efficiency of travel related payments and paperwork.

- Stockton's Equity in Athletics Data Analysis (EADA) proportionality index numbers remain the best among New Jersey Athletics Conference (NJAC) schools.
- Student-athlete satisfaction with their injury care was at its highest level in four years (over 300 documented injuries during the year).
- Ten of Stockton's intercollegiate teams finished in the top half of their respective conferences.
- Improving attendance at intercollegiate events will require additional strategies.

### 3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Volleyball won the NJAC and qualified for the NCAA Tournament.
- Men's Basketball were regular season Division Champions and qualified for the NCAA Playoffs.
- Women's Soccer qualified for the NCAA Tournament for the 4<sup>th</sup> consecutive year.
- Softball and Lacrosse finished as runners- up in their conference tournaments.
- Baseball won the Eastern College Athletic Conference (ECAC) Metro Championship.
- Lisa Shepherd, Rachel Joseph, Demetrius Rooks and Jill Shaner were 2009-10 Track and Field All America selections.
- Abad Akhtar qualified for the NCAA Cross Country Championships.
- Five athletes were selected to All-Region teams.
- Seven athletes were named NJAC Athlete/Player of the Year.
- Todd Curll (track) was named NJAC Coach of the Year.
- Val Julien (softball) had her 400<sup>th</sup> career win.
- Nick Juengert (soccer) had his 100<sup>th</sup> career win.
- Santini Lancioni (basketball) and Lisa Shepherd (track) were named Stockton Athletes of the Year.
- 77 student-athletes were selected to all-conference teams.
- 60 athletes were selected to NJAC All-Academic Teams.
- Ten of 17 intercollegiate sports had a GPA of 3.0 or above.
- The ten teams that kept win-loss records registered a combined record of 158-114-3 for a .580 winning percentage.
- Club Ice Hockey was 13-3 and qualified for the conference playoffs.
- Club Men's Volleyball was 10-2 and qualified for the conference playoffs.
- Each of 17 intercollegiate athletics teams participated in at least one community service project.
- Completed construction of new synthetic grass field.
- Partnered with the Atlantic City Visitors and Conventions Commission to provide a practice site for teams competing in the A-10 Basketball Tournament

### 4. CAMPUS WIDE COLLABORATIONS

#### **Division of Academic Affairs**

A faculty athletics representative is assigned to the intercollegiate athletics teams.

Faculty athletics representative and Assistant to the Provost addressed student-athletes during the fall pre-season period; discusses ways of assisting them in reaching academic goals.

Provost's office is represented annually at the Athletics Award Brunch to honor student-athletes who have demonstrated academic success.

Athletics facilities and staff are made available for commencement and scholarship recognition programs.

#### **Division of Administration and Finance**

Management staff attended budget meetings organized by the Director of Budget and Fiscal Planning.

Collaborated with plant management in hosting intercollegiate, club and intramural events.

Collaboration 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.  
 Collaborated with the Office of Facilities Planning and Construction on completion of construction of Phase 1 of the Barlow site.  
 Further collaboration with the Office of Facilities Planning and Construction on purchase and installation of additional items needed but not originally funded at Barlow site.

**Division of Student Affairs**

Career Center

Assisted in the Career Fair.

Enrollment Management

Assisted in Open House.

Wellness Center

Athletic Training worked with Student Health Services on H1N1 protocol, concussion protocol, athletic physicals and disordered eating protocol.

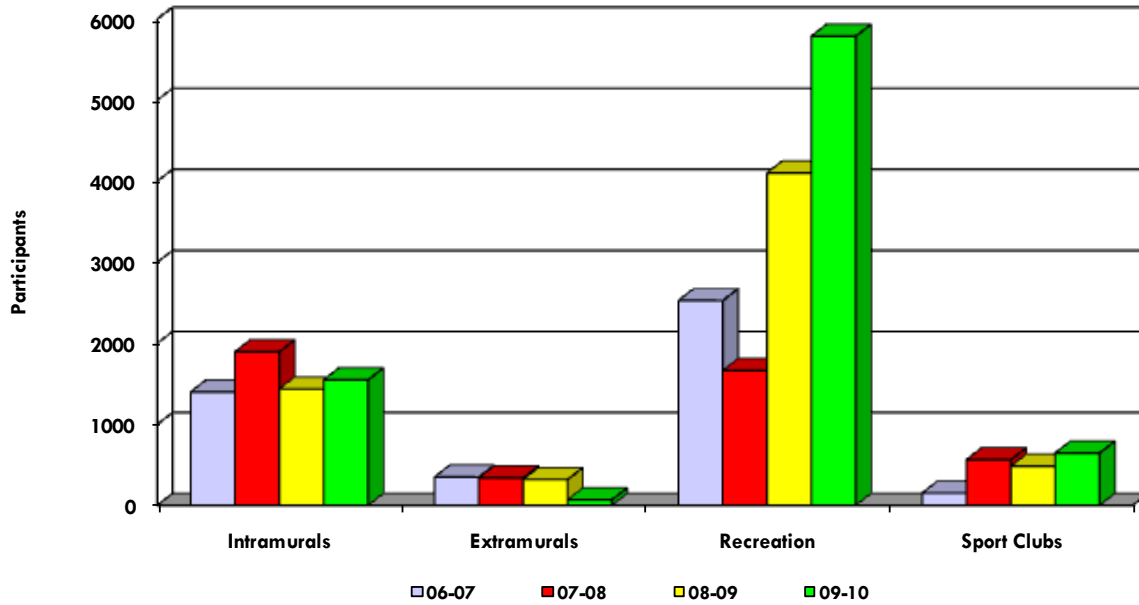
**NEW INITIATIVES FOR 2010-2011**

|                         |   |
|-------------------------|---|
| <b>Goal/Objective 1</b> | Seek ways to maintain quality programming within reduced budget environment.        |
| <b>Goal/Objective 2</b> | Use community service efforts as a venue to increase fan support for home contests. |
| <b>Goal/Objective 3</b> | Maximize campus support services for student-athletes.                              |
| <b>Goal/Objective 4</b> | Begin to improve outdoor athletic venues.   |

**6. SUPPORTING DATA**

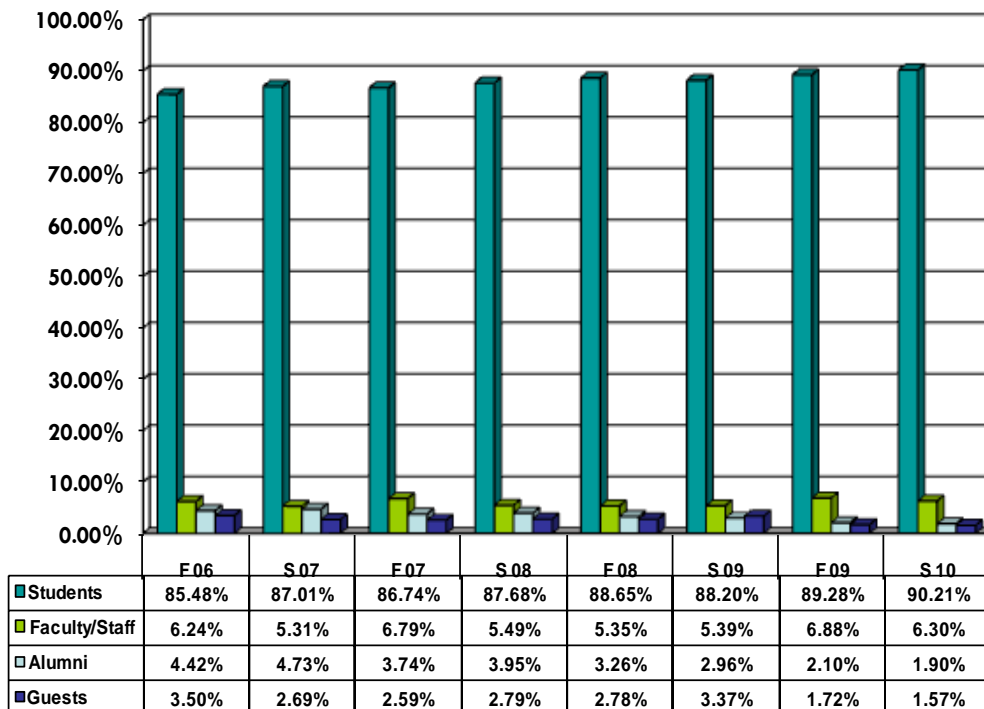
- Document 1. Intramural & Recreation Sports Participation Comparison AY 06/07 – AY 09/10
- Document 2. Athletic Facilities Users – Semester Comparisons, Fall 2006 – Spring 2010
- Document 3. Athletic Facilities Usage – Semester Comparisons, Fall 2006 – Spring 2010
- Document 4. ULTRA Enrollment Comparison AY 06/07 – AY 09/10
- Document 5. Early Bird Fitness Room Usage AY 06/07 – AY 09/10
- Document 6. Athletic Injury Report AY 06/07 – AY 09/10
- Document 7. Survey of Athletic Injury Care AY 06/07 – AY 09/10
- Document 8. Athletic Training Room Usage AY 06/07 – AY 09/10
- Document 9. Outcome Survey of Athletic Injury Care AY 09/10
- Document 10. Cumulative Grade Point Average Spring 2007 – Spring 2010 - Men’s & Women’s Sports
- Document 11. Intercollegiate Sports Participation AY 06/07 – AY 09/10 – Men’s/Women’s
- Document 12. Team Record Comparison AY 06/07 – AY 09/10
- Document 13. Gender Equity Proportionality Index AY 05/06 – AY 08/09
- Document 14. EADA Proportionality--NJAC Schools
- Document 15. NJAC Conference Results by Sport
- Document 16. NJAC Ranking--Men & Women

**Document 1: INTRAMURAL & RECREATION SPORTS PARTICIPATION COMPARISON  
AY 06/07 – AY 09/10**

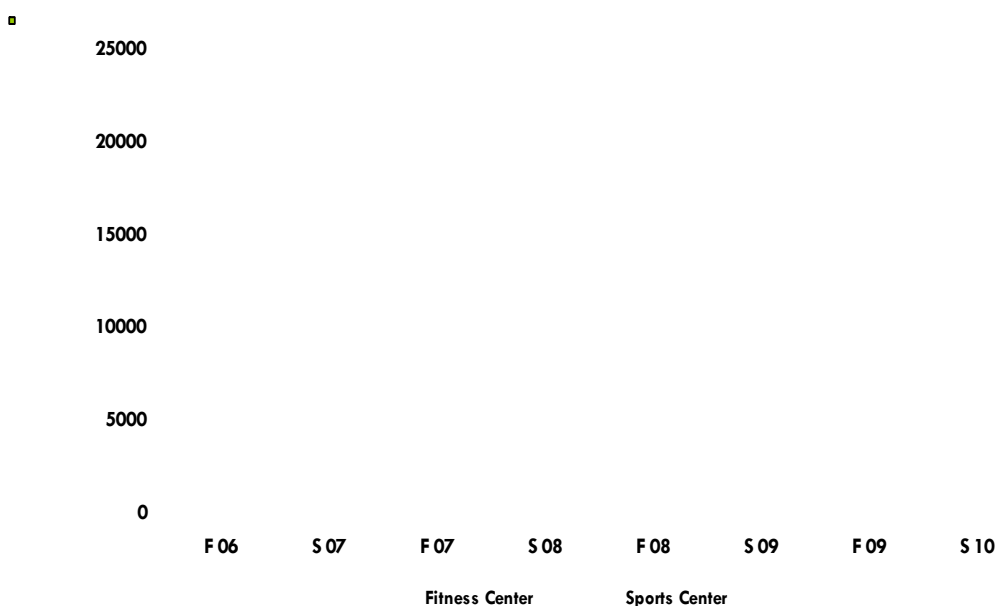


Note: The increase in recreational users is primarily attributed to the popularity of the Boxercise aerobics class.

**Document 2: ATHLETIC FACILITIES USERS SEMESTER COMPARISONS  
AY 06/07 – AY 09/10**



**Document 3: ATHLETIC FACILITIES USAGE—SEMESTER COMPARISONS**  
**AY 06/07 – AY 09/10**



**Document 4: ULTRA ENROLLMENT COMPARISON**  
**AY 06/07 – AY 09/10**

| ULTRA Enrollment Comparison |            |            |            |            |
|-----------------------------|------------|------------|------------|------------|
|                             | 06-07      | 07-08      | 08-09      | 09-10      |
| CPR/Professional Rescuer    | 19         | 27         | 34         | 29         |
| Community First Aid/Safety  | 11         | 43         | 58         | 44         |
| Sports Medicine Series      | 112        | 131        | 111        | 96         |
| <b>TOTAL</b>                | <b>142</b> | <b>212</b> | <b>203</b> | <b>169</b> |

**Document 5: EARLY BIRD FITNESS ROOM USAGE**  
**AY 06/07 - AY 09/10**

| Early Bird Fitness Room Usage |             |             |             |             |
|-------------------------------|-------------|-------------|-------------|-------------|
|                               | 06-07       | 07-08       | 08-09       | 09-10       |
| Students                      | 3131        | 2263        | 2779        | 2490        |
| Faculty                       | 267         | 680         | 705         | 249         |
| Staff                         | 217         | 95          | 98          | 104         |
| Alumni                        | 477         | 502         | 550         | 223         |
| Guest                         | 116         | 124         | 117         | 24          |
| Community                     | 97          | 2           | 0           | 0           |
| <b>Total Users</b>            | <b>4305</b> | <b>3666</b> | <b>4249</b> | <b>3090</b> |
| <b>Days of Operation</b>      | <b>222</b>  | <b>201</b>  | <b>139</b>  | <b>147</b>  |

**Document 6: ATHLETIC INJURY REPORT**  
AY 06/07 – AY 09/10

**Document 7: SURVEY OF ATHLETIC INJURY CARE**  
AY 06/07 – AY 09/10

| Athletic Injury Report |            |               |                 |
|------------------------|------------|---------------|-----------------|
|                        | # Injuries | Days Injured  | Avg Days/Injury |
| 06-07                  | 320        | 11,892        | 37.16           |
| 07-08                  | 361        | 15,002        | 41.56           |
| 08-09                  | 325        | 15,319        | 47.14           |
| <b>09-10</b>           | <b>309</b> | <b>11,547</b> | <b>37.17</b>    |

| Overall Experience Rating (1-10 Scale) |             |             |             |
|--|-------------|-------------|-------------|
|  | Score       | Women       | Men         |
| 06-07                                  | 9.22        | 9.12        | 9.40        |
| 07-08                                  | 9.37        | 9.40        | 9.33        |
| 08-09                                  | 9.22        | 9.37        | 9.00        |
| <b>09-10</b>                           | <b>9.49</b> | <b>9.43</b> | <b>9.52</b> |

**Document 8: ATHLETIC TRAINING ROOM USAGE**  
AY 06/07 – AY 09/10

|   | 2006-07      | 2007-08      | 2008-09      | 2009-10      |
|---|--------------|--------------|--------------|--------------|
| Ice   | 2697         | 3358         | 3164         | <b>2547</b>  |
| Initial Eval  | 308          | 358          | 325          | <b>309</b>   |
| Re-eval   | 2699         | 3109         | 2634         | <b>2593</b>  |
| Rehab   | 2811         | 3844         | 4175         | <b>4087</b>  |
| Prop  | 1291         | 2132         | 2669         | <b>1793</b>  |
| Stretching  | 2406         | 3088         | 3230         | <b>2481</b>  |
| Ultrasound  | 208          | 132          | 116          | <b>57</b>    |
| E-stim  | 2561         | 3202         | 3021         | <b>2570</b>  |
| Hot Pack  | 342          | 233          | 183          | <b>178</b>   |
| FT  | 103          | 183          | 183          | <b>171</b>   |
| AT  | 122          | 225          | 217          | <b>525</b>   |
| Tape  | 632          | 602          | 575          | <b>570</b>   |
| WT  | 120          | 145          | 152          | <b>200</b>   |
| <b>Total</b>  | <b>16300</b> | <b>20611</b> | <b>20617</b> | <b>18081</b> |
| Prop = Proprioception<br>FT = Function<br>AT = Aerobic Training<br>WT = Wound Treatment |              |              |              |              |

**Document 9: OUTCOME SURVEY OF ATHLETIC INJURY CARE AY 09/10**

Responses were requested on a scale of 1 to 4.

A perfect score is represented by 4.00 for a question, unless otherwise noted.

| <b>Topic</b>                                  | <b>Score</b> | <b>Women</b> | <b>Men</b>  |
|---|--------------|--------------|-------------|
| <b>Athletic Training Room</b>                 |              |              |             |
| 1. Hours are convenient                       | 3.79         | 3.81         | 3.76        |
| 2. Size is adequate                           | 3.76         | 3.73         | 3.81        |
| 3. Equipment is adequate                      | 3.83         | 3.82         | 3.83        |
| <b>Evaluations</b>                            |              |              |             |
| 1. Prompt initial care                        | 3.79         | 3.73         | 3.83        |
| 2. Wait was minimal                           | 3.91         | 3.90         | 3.93        |
| 3. Thorough injury assessment                 | 3.84         | 3.87         | 3.81        |
| 4. Concerns were addressed                    | 3.82         | 3.82         | 3.81        |
| 5. Began a corrective plan of action          | 3.84         | 3.85         | 3.83        |
| 6. Re-evaluated at a later date               | 3.84         | 3.78         | 3.95        |
| 7. Progress was monitored                     | 3.92         | 3.91         | 3.93        |
| <b>Rehabilitation</b>                         |              |              |             |
| 1. Rehab was beneficial                       | 3.83         | 3.79         | 3.88        |
| 2. Rehab was useless (perfect score 1.0)      | 1.25         | 1.16         | 1.38        |
| 3. Confident return to play                   | 3.59         | 3.70         | 3.40        |
| 4. Had input in your injury care              | 3.91         | 3.90         | 3.93        |
| 5. Rehab was monitored and adapted            | 3.75         | 3.70         | 3.83        |
| 6. Staff answered questions                   | 3.85         | 3.85         | 3.93        |
| 7. Staff is dependable                        | 3.87         | 3.87         | 3.88        |
| 8. Staff is valuable                          | 3.85         | 3.85         | 3.86        |
| 9. Rehab progressed appropriately             | 3.71         | 3.64         | 3.81        |
| 10. Instructed on exercises                   | 3.88         | 3.87         | 3.90        |
| 11. Improved from initial injury state        | 3.8          | 3.85         | 3.71        |
| 12. Could have progressed faster (1.0)        | 2.06         | 2.09         | 2.00        |
| 13. Condition was followed up                 | 3.61         | 3.72         | 3.52        |
| 14. Care was satisfactory                     | 3.81         | 3.79         | 3.83        |
| 15. Care was unsatisfactory (1.0)             | 1.14         | 1.00         | 1.36        |
| 16. Enjoyable atmosphere                      | 3.82         | 3.85         | 3.76        |
| <b>Overall Experience Rating (1-10 Scale)</b> | <b>9.49</b>  | <b>9.52</b>  | <b>9.43</b> |



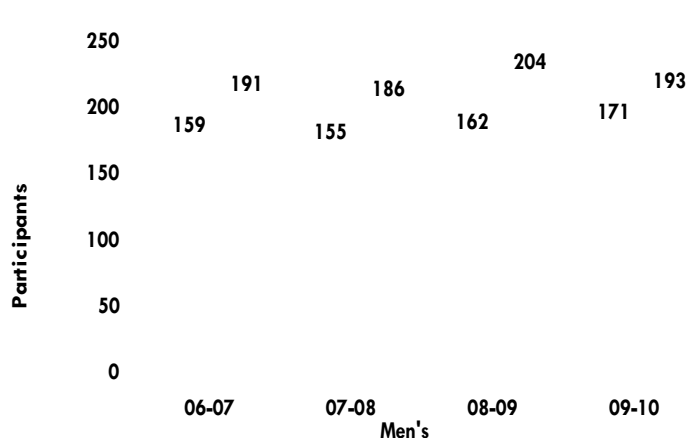
**Document 10: CUMULATIVE GRADE POINT AVERAGE  
Spring 2007 – Spring 2010**

| MEN'S SPORT           | Spring |      |      |             |
|-----------------------|--------|------|------|-------------|
|                       | 2007   | 2008 | 2009 | 2010        |
| BASEBALL              | 2.52   | 2.84 | 2.65 | <b>2.90</b> |
| BASKETBALL            | 2.27   | 2.73 | 2.53 | <b>2.43</b> |
| CROSS COUNTRY         | 3.11   | 2.52 | 3.14 | <b>3.05</b> |
| INDOOR TRACK & FIELD  | 2.95   | 2.80 | 2.88 | <b>2.94</b> |
| LACROSSE              | 3.10   | 3.12 | 2.61 | <b>2.82</b> |
| OUTDOOR TRACK & FIELD | 2.90   | 3.04 | 2.81 | <b>2.67</b> |
| SOCCER                | 2.63   | 2.94 | 2.82 | <b>2.87</b> |

| WOMEN'S SPORT         | Spring |      |      |             |
|-----------------------|--------|------|------|-------------|
|                       | 2007   | 2008 | 2009 | 2010        |
| BASKETBALL            | 3.00   | 2.50 | 2.82 | <b>2.72</b> |
| CROSS COUNTRY         | 3.59   | 3.49 | 3.50 | <b>3.68</b> |
| FIELD HOCKEY          | 3.39   | 3.31 | 3.23 | <b>3.50</b> |
| INDOOR TRACK & FIELD  | 3.55   | 3.32 | 3.24 | <b>3.33</b> |
| OUTDOOR TRACK & FIELD | 3.43   | 3.25 | 3.20 | <b>3.13</b> |
| ROWING                | 3.31   | 3.48 | 3.35 | <b>3.34</b> |
| SOCCER                | 3.12   | 3.02 | 3.23 | <b>3.32</b> |
| SOFTBALL              | 3.14   | 3.11 | 3.41 | <b>3.34</b> |
| TENNIS                | 3.27   | 2.98 | 3.09 | <b>3.01</b> |
| VOLLEYBALL            | 3.20   | 3.05 | 2.95 | <b>3.16</b> |

- Nine of Stockton's ten women's sports had a cumulative team GPS of at least 3.0.
- Sixty-one percent of student-athletes achieved a cumulative GPA of 3.0 or higher.
- Stockton had a total of 63 student-athletes named to the NJAC Academic All-Conference Team.

**Document 11: INTERCOLLEGIATE SPORTS PARTICIPATION MEN'S/WOMEN'S  
AY06-07 - AY09-10**

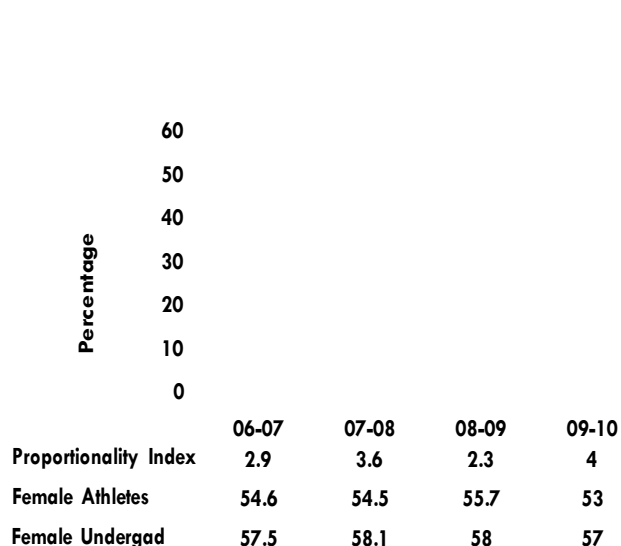


**Document 12: TEAM RECORD COMPARISON  
AY 06/07 – AY 09/10**

| SPORT                    |                       | 2006-07         |                  | 2007-08          |                  | 2008-09         |                  | 2009-10        |                  |
|--------------------------|-----------------------|-----------------|------------------|------------------|------------------|-----------------|------------------|----------------|------------------|
|                          |                       | Record          | Conference Place | Record           | Conference Place | Record          | Conference Place | Record         | Conference Place |
| Men's                    | Baseball              | 22-14-1         | 6 of 10          | 23-17            | 6 of 10          | 15-17           | 10 of 10         | 22-19          | 5 of 10          |
| Men's                    | Basketball            | 19-10           | 2 of 5           | 22-7             | 1 of 5           | 30-3            | 1 of 5           | 20-8           | 1 of 5           |
| Women's                  | Basketball            | 14-14           | 2 of 5           | 12-13            | 4 of 5           | 8-17            | 4 of 5           | 13-14          | 3 of 5           |
| Men's                    | Cross Country         | N/A             | 4 of 7           | N/A              | 5 of 8           | N/A             | 6 of 7           | N/A            | 5 of 7           |
| Women's                  | Cross Country         | N/A             | 2 of 5           | N/A              | 2 of 6           | N/A             | 5 of 7           | N/A            | 3 of 6           |
| Women's                  | Field Hockey          | 7-11            | 5 of 7           | 2-17             | 7 of 7           | 4-15            | 7 of 7           | 4-15           | 7 of 7           |
| Men's                    | Indoor Track & Field  | N/A             | 5 of 8           | N/A              | 8 of 8           | N/A             | 9 of 9           | N/A            | 5 of 9           |
| Women's                  | Indoor Track & Field  | N/A             | 2 of 7           | N/A              | 2 of 8           | N/A             | 3 of 8           | N/A            | 3 of 9           |
| Men's                    | Lacrosse              | 7-6             | 5 of 10          | 7-8              | 4 of 6           | 9-5             | 2 of 6           | 7-7            | 5 of 7           |
| Men's                    | Outdoor Track & Field | N/A             | 4 of 8           | N/A              | 8 of 8           | N/A             | 5 of 9           | N/A            | 4 of 9           |
| Women's                  | Outdoor Track & Field | N/A             | 2 of 8           | N/A              | 2 of 8           | N/A             | 2 of 8           | N/A            | 2 of 9           |
| Women's                  | Rowing                | N/A             | N/A              | N/A              | N/A              | N/A             | N/A              | N/A            | N/A              |
| Men's                    | Soccer                | 14-6-2          | 5 of 10          | 11-8-2           | 8 of 10          | 16-6-1          | 2 of 10          | 12-9-1         | 5 of 10          |
| Women's                  | Soccer                | 15-5-3          | 3 of 10          | 18-4-2           | 3 of 10          | 18-3-2          | 1 of 10          | 14-7-2         | 4 of 10          |
| Women's                  | Softball              | 24-14           | 5 of 10          | 27-16            | 7 of 10          | 27-15           | 7 of 10          | 28-17          | 6 of 10          |
| Women's                  | Tennis                | 13-2            | 2 of 6           | 15-3             | 2 of 6           | 11-4            | 2 of 6           | 11-6           | 3 of 6           |
| Women's                  | Volleyball            | 26-9            | 1 of 9           | 17-18            | 2 of 9           | 29-9            | 1 of 9           | 27-12          | 2 of 9           |
| <b>Totals</b>            |                       | <b>161-91-6</b> |                  | <b>154-111-4</b> |                  | <b>167-94-3</b> |                  | <b>158-114</b> |                  |
| <b>Overall Winning %</b> |                       | <b>64%</b>      |                  | <b>58%</b>       |                  | <b>64%</b>      |                  | <b>57%</b>     |                  |
| <b>Men's Sports</b>      |                       | <b>63%</b>      |                  | <b>61%</b>       |                  | <b>69%</b>      |                  | <b>58%</b>     |                  |
| <b>Women's Sports</b>    |                       | <b>64%</b>      |                  | <b>56%</b>       |                  | <b>60%</b>      |                  | <b>57%</b>     |                  |

- Eight of ten Stockton teams compiled win-loss records ending with at least a .500 record.
- Athletes from 13 teams participated in post-season competition.

**Document 13: GENDER EQUITY PROPORTIONALITY INDEX**  
**AY 06/07 – AY 09/10**



Based on U. S. government numbers available for the 2008-09 academic year, Stockton’s index number is still the best among NJAC schools.

**Document 14: EADA PROPORTIONALITY – NJAC SCHOOLS, 2008-2009**

| NJAC Institutions        | Enrollment EADA 2008 | Enrollment Females | Total Student Athletes | Female Team Participation | Proportionality Index Percentage |
|--------------------------|----------------------|--------------------|------------------------|---------------------------|----------------------------------|
| Stockton                 | 5861                 | 3410               | 341                    | 186                       | 3.6%                             |
| Rowan <sup>1</sup>       | 7821                 | 3970               | 450                    | 195                       | 7.4%                             |
| Ramapo                   | 4876                 | 2838               | 416                    | 207                       | 8.4%                             |
| Rutgers-Camden           | 3101                 | 1637               | 242                    | 106                       | 9.0%                             |
| Wm Paterson <sup>1</sup> | 7220                 | 3942               | 310                    | 122                       | 15.2%                            |
| TCNJ <sup>1</sup>        | 6040                 | 3539               | 529                    | 217                       | 17.6%                            |
| NJCU                     | 4471                 | 2719               | 180                    | 76                        | 18.6%                            |
| Rutgers-Newark           | 5447                 | 2983               | 226                    | 83                        | 18.0%                            |
| Montclair <sup>1</sup>   | 11082                | 6686               | 466                    | 167                       | 24.5%                            |
| Kean <sup>1</sup>        | 8475                 | 5218               | 403                    | 143                       | 25.0%                            |
| Overall Average          | 6433                 | 3675               | 359                    | 153                       | 14.3%                            |
| Average w/o football     | 4739                 | 2697               | 287                    | 137                       | 10.6%                            |
| Average w/ football      | 8128                 | 4653               | 432                    | 169                       | 18.0%                            |

Source: Office of Post Secondary Education 2008-09 Data; Equity in Athletics Data; <http://ope.ed.gov/athletics/>

<sup>1</sup> Football

Document 15: NJAC CONFERENCE RESULTS BY SPORT

| 2008-09       | Stockton | Kean  | Montclair | Rowan | Rutgers-Camden | Rutgers-Newark | NJCU  | Ramapo | TCNJ  | Paterson |
|---------------|----------|-------|-----------|-------|----------------|----------------|-------|--------|-------|----------|
|               | Place    | Place | Place     | Place | Place          | Place          | Place | Place  | Place | Place    |
| <b>MEN</b>    |          |       |           |       |                |                |       |        |       |          |
| Baseball      | 5        | 2     | 6         | 1     | 7              | 3              | 10    | 8      | 4     | 9        |
| Basketball    | 1        | 3     | 5         | 2     | 5              | 2              | 4     | 3      | 4     | 1        |
| Cross Country | 5        | X     | X         | 3     | 4              | 6              | 7     | 2      | 1     | X        |
| Football      | X        | 2     | 1         | 4     | X              | X              | X     | X      | 6     | 5        |
| Indoor Track  | 5        | 6     | 3         | 4     | 8              | 9              | 6     | 2      | 1     | X        |
| Outdoor Track | 4        | 5     | 7         | 3     | 6              | 9              | 8     | 2      | 1     | X        |
| Swimming      | X        | X     | 4         | 2     | X              | X              | X     | 3      | 1     | 5        |
| Soccer        | 5        | 9     | 1         | 3     | 7              | 4              | 10    | 8      | 2     | 6        |
| <b>WOMEN</b>  |          |       |           |       |                |                |       |        |       |          |
| Basketball    | 3        | 1     | 2         | 2     | 5              | 5              | 4     | 3      | 4     | 1        |
| Cross Country | 3        | X     | X         | 2     | 5              | X              | 6     | 4      | 1     | X        |
| Field Hockey  | 7        | 4     | 3         | 1     | X              | X              | X     | 6      | 2     | 5        |
| Indoor Track  | 3        | 9     | 6         | 2     | 8              | 7              | 4     | 5      | 1     | X        |
| Outdoor Track | 2        | 6     | 5         | 3     | 7              | 8              | 8     | 4      | 1     | X        |
| Lacrosse      | X        | 5     | 3         | 1     | 6              | X              | X     | 4      | 2     | X        |
| Soccer        | 4        | 5     | 6         | 1     | 8              | 10             | 7     | 9      | 2     | 3        |
| Softball      | 6        | 5     | 7         | 3     | 8              | 10             | 9     | 2      | 1     | 4        |
| Swimming      | X        | X     | 3         | 2     | X              | X              | X     | 4      | 1     | 5        |
| Tennis        | 3        | 5     | X         | X     | X              | 4              | X     | 2      | 1     | 6        |
| Volleyball    | 2        | 9     | 1         | 5     | 6              | 8              | 7     | 3      | X     | 4        |

X - does not offer the sport

Document 16: NJAC OVERALL RANKING, AY 2009/2010

| <b>MEN</b> |             |    |
|------------|-------------|----|
| 1          | TCNJ        | 53 |
| 2          | Rowan       | 51 |
| 3          | Montclair   | 38 |
| 4          | Ramapo      | 34 |
| 5          | Kean        | 32 |
| 6          | Stockton    | 31 |
| 7          | Rutgers- N  | 23 |
| 8          | Rutgers-C   | 19 |
| 8          | W. Paterson | 19 |
| 10         | NJCU        | 11 |

| <b>WOMEN</b> |             |      |
|--------------|-------------|------|
| 1            | TCNJ        | 67   |
| 2            | Rowan       | 64   |
| 3            | Stockton    | 47   |
| 3            | Ramapo      | 47   |
| 5            | Montclair   | 42   |
| 6            | Kean        | 31   |
| 6            | W. Paterson | 31   |
| 8            | NJCU        | 19.5 |
| 9            | Rutgers-C   | 19   |
| 10           | Rutgers-N   | 12.5 |

The Office of Athletics and Recreation developed 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 final standings in the NJAC, Stockton's female intercollegiate sports teams ranked #3 overall in the NJAC. The men's program finished #6.

OFFICE OF THE CAREER CENTER  
ANNUAL REPORT

1. AY09-10 GOALS AND OBJECTIVES

Goal/Objective 1

● Improve outreach to students by assigning each student to a career counselor, starting with incoming freshmen (class of 2013).

- Using a list provided by Admissions of all incoming freshmen, counselors divided the list and reached out to students. There was a slight increase in the number of freshmen utilizing the services and attending Career Center events.

Goal/Objective 2

● Create and propose an elective career planning course that will familiarize students with the four major stages of the career development process: assessment, exploration, experiential learning and transition.

- After meeting with the Dean of the School of Business and the Director of Hospitality and Tourism Management to discuss the vision of the course, a 4 credit course was created and approved to start being taught in fall 2010.

Goal/Objective 3

● Implement a federal jobs marketing campaign under the Partnership for Public Service initiative.

- Completed application to become a Call to Serve program partner.
- Developed a federal jobs section on the Career Center webpage.
- 13 students attended the bus trip to Federal Career Day at Rutgers – New Brunswick.
- 15 students attended webinars on federal internships and 41 students attended the federal résumé writing workshop.
- Approximately 85 students and alumni are on the mailing list to receive weekly notices of federal job and internships opportunities.

Goal/Objective 4

● Introduce the iCareer Center as a mechanism for disseminating important career information and news.

- After downloading Audacity software in enable audio recordings from a desktop and creating a test podcast, assistance from Media Services was sought in order to create a higher quality product. However, due to the high volume of projects in Media Services, the project has been put on hold.

Goal/Objective 5

● Collaborate with Academic Advising to create an outreach plan to assist undecided students with major selection and career exploration.

- Created year-to-year guides for each class level.
- In collaboration with Academic Advising and Residential Life, plan to introduce “Fall in Love with a Major” program in lieu of College Majors Day.

Goal/Objective 6

● Create a comprehensive campaign to market the Alumni Career Network (ACN) to students.

- Activated “Mentor” link on student toolbar in Career Connect; expanded number of mentors in system from 48 to 140, a 192% increase.

- Peer advisors, who had been trained to discuss usage of the ACN when meeting with all first time visitors to the Career Center, saw 149 new first time students.
- The ACN was promoted at various career panels and Alumni Networking Night, attended by a total of 235 students.
- Updated text on the “Find a Mentor” link on the Career Center web page and have plans to track the number of hits in the upcoming year.
- 20 of the 23 alumni who attended the Alumni Networking Night were members of the ACN.

## 2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES

### ▪ Reflective Analysis

Overall, students, alumni and community members who utilized the Career Center were satisfied with the level of service and assistance provided (Document 1). Having said that:

- 99% of the respondents found the staff to be knowledgeable and friendly (5% increase).
- 99% of the respondents would recommend the Career Center to a friend (14% increase).

The decision to revert back to measuring constituent satisfaction via paper and pencil increased our response rate by 43%. A profile of the respondents is provided in Document 2.

During AY 09-10, the following trends were observed:

- 2,914 individual career counseling and advising sessions were conducted, consisting of scheduled appointments, walk-ins, e-mail and telephone services. This represents a 10% increase over last year’s figure of 2,649 and the highest number of counseling and advising sessions ever conducted in an academic year (See Document 1).
- 1,709 students attended 62 workshops and presentations, which represents a 7% decrease in student participation. The number of workshops and presentations was consistent with last year’s total of 62.
- 70 schools registered for the fall 09 Graduate & Professional School Fair, which represents a slight increase over last year. The number of participating schools was actually 62, which was exactly the same as the previous year and ties for the largest participation in the event’s history (See Document 2).
- 152 employers registered for both the fall and spring career and internship fairs, which represents a 21% decrease in comparison to last year’s figure of 192. The number of employers who actually attended was 142, 22% lower than last year’s figure of 182 (See Document 3). As a result of the current recession, many employers are not currently recruiting. (Note: 9 employers purchased sponsorship packages for the career fairs, which is a 10% decrease over the previous academic year.)
- The number of students attending the two fairs was approximately 1,000, which is 10% lower than last year’s figure of 1,100 (See Document 4). The decrease in student participation continues to be a concern. The common school of thought is that students are postponing their job searches to attend graduate or professional school, which is typical during bad economic times. Also, many students are complaining about the quality of employers who participate in the career fairs. Thus, more creative ways to market the fairs to students and alumni will be examined, while employer development efforts will continue to be directed at attracting higher profile employers.
- Employers viewed over 4,700 résumés as part of the Résumé Referral Program. Approximately 900 positions were posted on CareerConnect. With almost 5,100 students and alumni (only 628 have résumés posted) and over 1,400 employers registered on CareerConnect, marketing efforts will focus on increasing utilization of the system.
- Six employers scheduled interviews on-campus, which is a 45% decrease in the number of employers who interviewed last year, while 34 students interviewed with these employers as compared to 65 in AY 08-09. This

represents a 48% decrease in the number of students interviewing with employers on-campus. An additional 10 employers scheduled informal recruiting days on campus.

- 18 school districts participated in the Teacher Education Fair as compared to 29 the previous year, which is a 38% decrease. The number of students attending the fair was approximately 120, which is 14% lower than last year's figure of 140. Additionally, 100% of the participating school districts indicated that they would hire a Stockton graduate and participate in future Teacher Education fairs sponsored by Stockton.

### 3. IMPROVEMENTS TO PROGRAMS AND SERVICES

- Completed the first phase of the redesign for the Career Center web page.
- Increased the utilization of the peer career advisor team in providing career services by regularly scheduling peers to work the On-The-Go Cart in various locations on campus, in addition to specific campus-wide events and Career Fairs. Peers provided career services (resume review, job search questions, etc.) at the cart to 101 students this year, an increase of 18 over last year, and saw 149 first-time visitors to the Career Center, an increase of 37 students over last year.
- Administered end-of-year graduate survey to all May School of Business graduates during graduation line-up. It was a beta-test to measure the feasibility of administering the surveys to all graduates during graduation line-up, with the goal of increasing survey response rate.
- Began the utilization of social media (Facebook, LinkedIn, etc.) to market programs and services to students and alumni. To date, there are over 800 Facebook fans.
- Assumed management of the Regional Internship Center at Stockton, with the goal of centralizing the internship process for students and employers.

### 4. CAMPUS WIDE COLLABORATIONS

#### **Division of Academic Affairs**

Established a Miller Analogies Test center to support students applying to Stockton graduate programs.  
Assumed responsibility for scheduling all standardized graduate school testing that occurs at Stockton.  
Collaborated to introduce services to students in the Teacher Education Program.

#### **Division of Student Affairs**

##### College Center

Participated in the Grad Finale offering resume critiques and a workshop entitled "Acing the Interview".

##### Community of Scholars

Presented four workshops related to careers and job search preparation.  
Collaborated in recruiting and interviewing candidates for a summer internship with McDonald's Corporation.

##### Residential Life

Facilitated Resident Assistant training workshops, "Interviewing Techniques" and "Mock Interviews".

##### Student Development

Presented a series of four workshops with an emphasis on leadership and success.  
Partnered with the psychology club, Psi Chi, to present a career exploration panel for psychology students.  
Partnered with Psi Chi, the student GEROS club and the Stockton Center for Successful Aging to present an alumni panel on careers in Gerontology.

##### Wellness Center

Collaborated for two day Commuter Coffee events to increase awareness of counseling and career planning services; advisors made contact with 233 students.

**5. NEW INITIATIVES FOR 2010-2011**

|                         |   |
|-------------------------|---|
| <b>Goal/Objective 1</b> | Collaborate with the Educational Opportunity Fund Program to facilitate workshops for first year students to facilitate the process of selecting a major and identifying viable career options. |
| <b>Goal/Objective 2</b> | Partner with Campus Philly to increase student and alumni awareness of the diverse career opportunities in the Philadelphia Region.   |
| <b>Goal/Objective 3</b> | Fully implement the Regional Internship Center into the Career Center program offerings.  |
| <b>Goal/Objective 4</b> | Establish the Athlete Career Enrichment (ACE) Program to increase of awareness of the career development process among student-athletes.  |

**6. SUPPORTING DATA**

- Document 1. User Satisfaction Survey Results
- Document 2. User Satisfaction Survey Respondent Profile
- Document 3. Career Counseling Sessions
- Document 4. Graduate School Fair Recruiters
- Document 5. Career Fairs – Employer Participation
- Document 6. Career Fairs – Student Attendance



**Document 1: USER SATISFACTION SURVEY RESULTS**

**TOTAL RESPONSES RECEIVED FOR 2009-2010 = 192**

**1. Greeted promptly & courteously.**

| <b>Total response</b> | <b>192</b> | <b>100%</b> |
|-----------------------|------------|-------------|
| Strongly disagree     | 4          | 2%          |
| Disagree              | 11         | 6%          |
| Agree                 | 0          | 0%          |
| Strongly Agree        | 177        | 92%         |

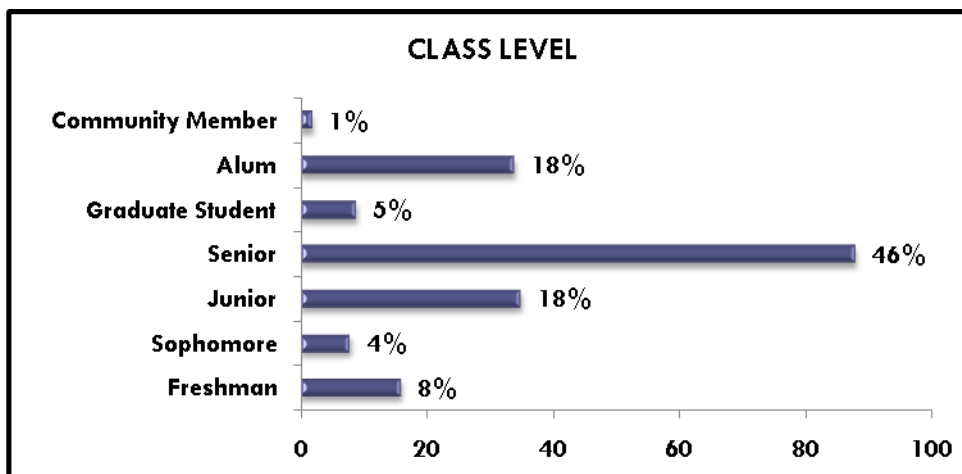
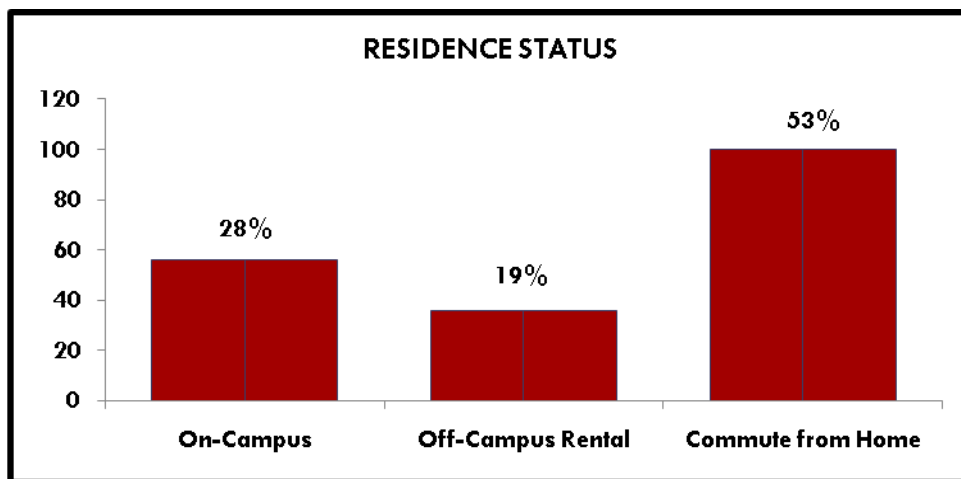
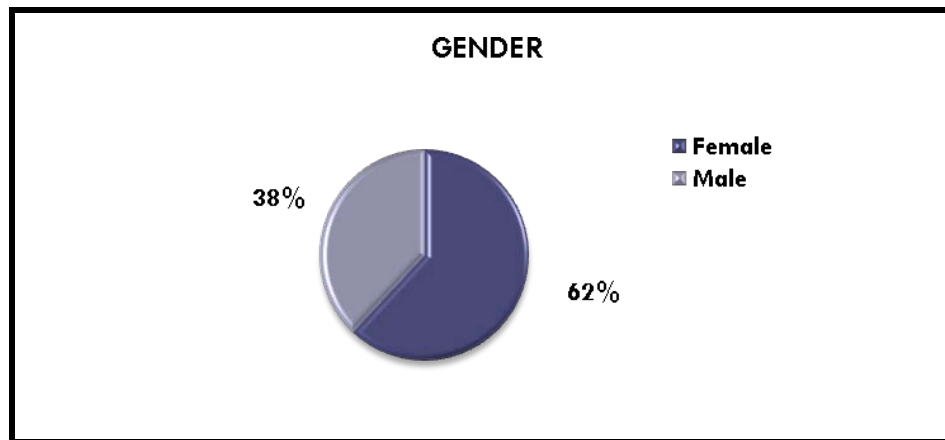
**2. Staff responded to needs in satisfactory manner or assisted in locating appropriate office or service.**

| <b>Total response</b> | <b>192</b> | <b>100%</b> |
|-----------------------|------------|-------------|
| Strongly disagree     | 4          | 2%          |
| Disagree              | 0          | 0%          |
| Agree                 | 21         | 11%         |
| Strongly Agree        | 167        | 87%         |

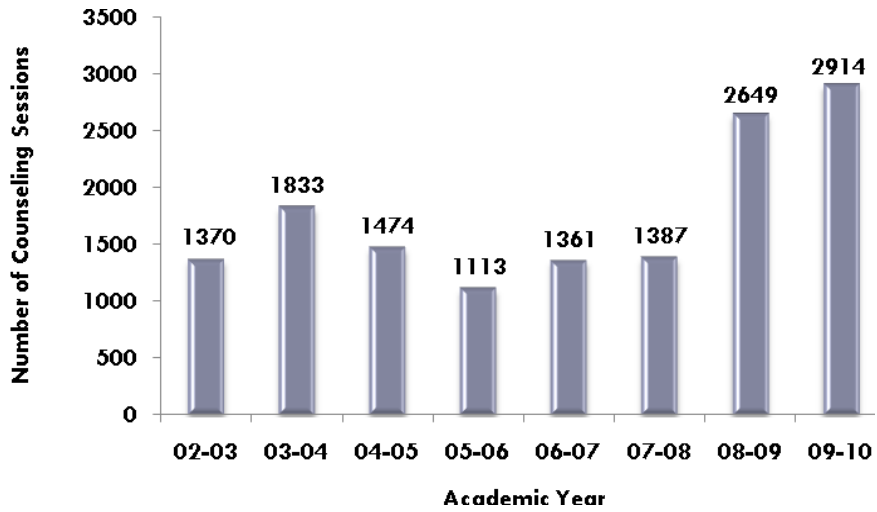
**3. Would seek assistance from office again.**

| <b>Total response</b> | <b>192</b> | <b>100%</b> |
|-----------------------|------------|-------------|
| Strongly disagree     | 2          | 1%          |
| Disagree              | 0          | 0%          |
| Agree                 | 10         | 5%          |
| Strongly Agree        | 180        | 94%         |

Document 2: USER SATISFACTION SURVEY RESPONDENT PROFILE

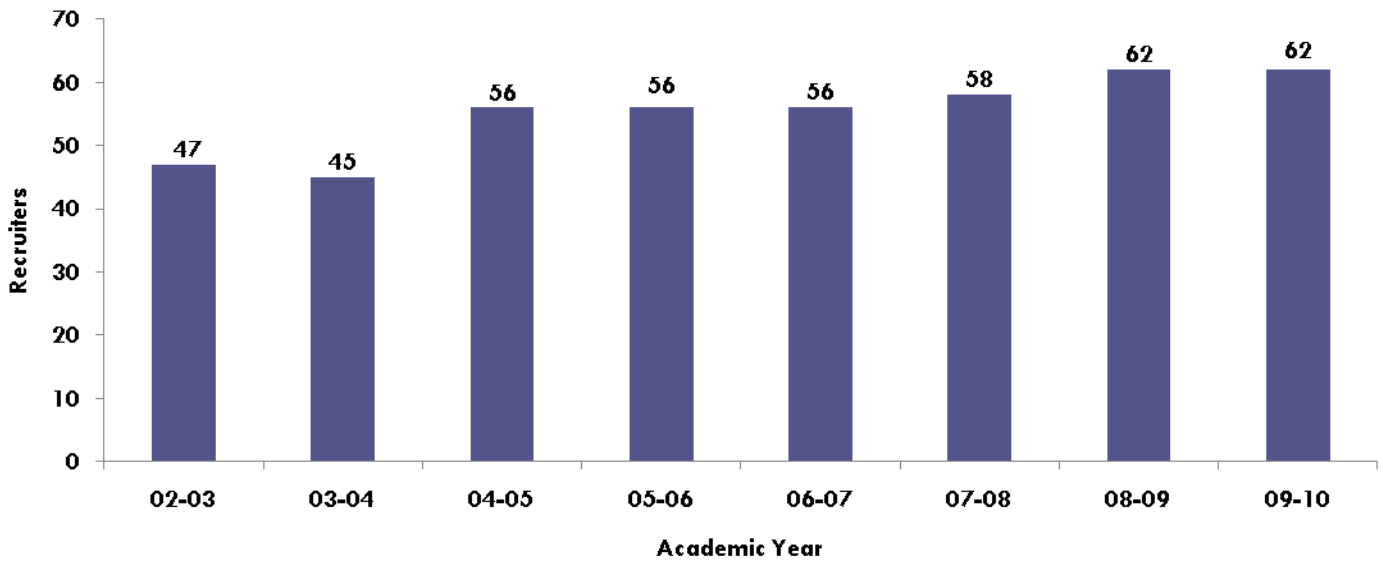


**Document 3: CAREER COUNSELING SESSIONS**



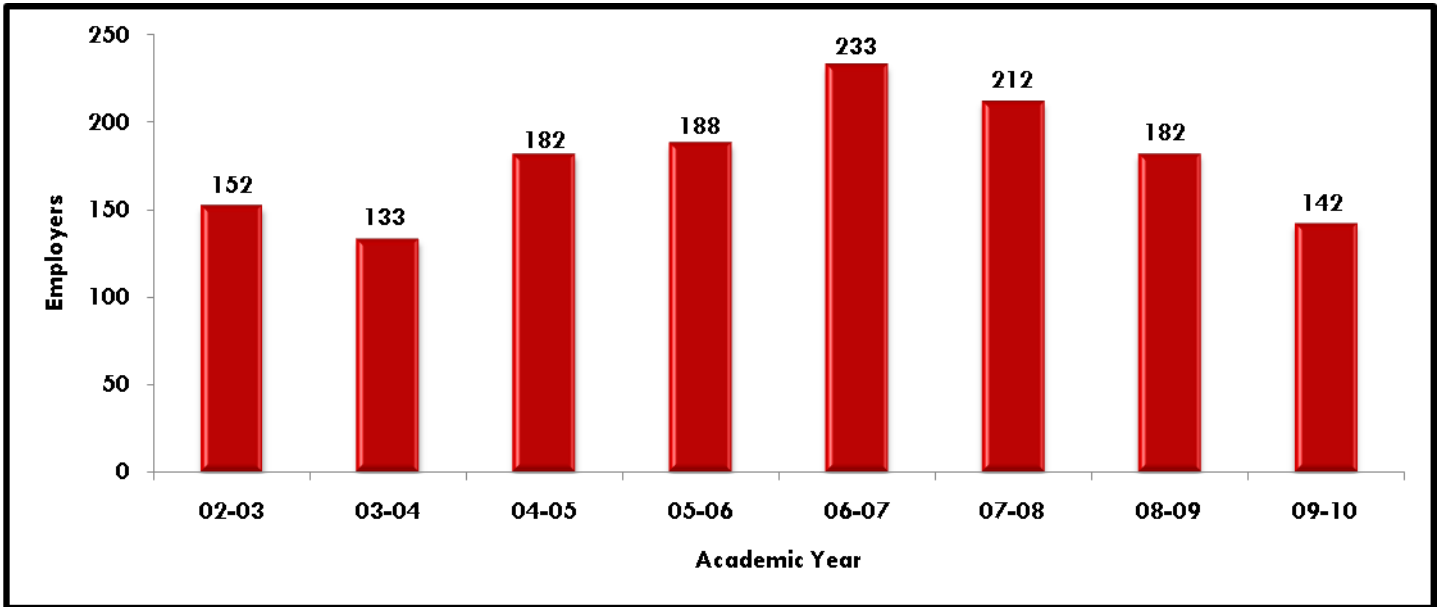
This graph reflects the highest number of counseling sessions ever conducted in an academic year.

**Document 4: GRADUATE SCHOOL FAIR**



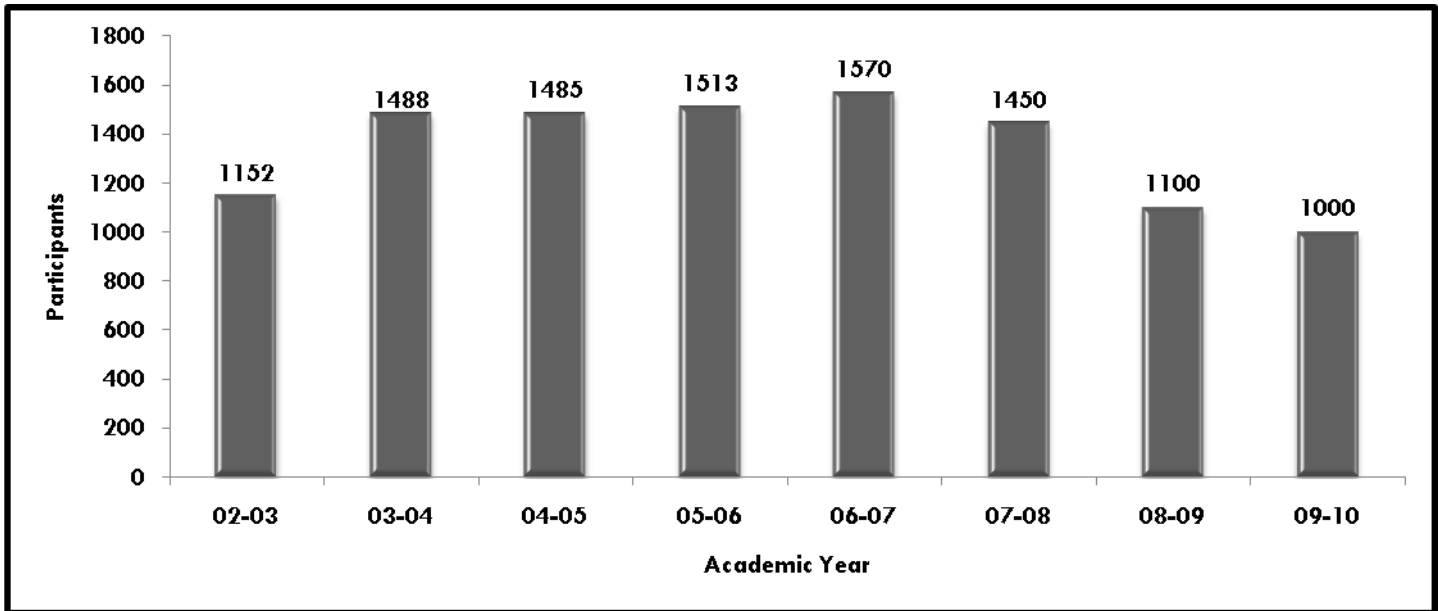
This graph represents the highest recruiter participation in the history of the event.

Document 5: CAREER FAIRS – EMPLOYER PARTICIPATION



This graph reflects a decrease in the number of employers participating in Stockton’s career fairs for AY 09-10. As a result of the lingering recession, many employers are not currently recruiting.

Document 6: CAREER FAIRS - STUDENT ATTENDANCE



This graph reflects a slight decline in student attendance at career fairs. For AY 09-10, marketing efforts will be expanded to increase student participation.

**OFFICE OF THE COLLEGE CENTER  
ANNUAL REPORT**

**1. AY09-10 GOALS AND OBJECTIVES**

**Goal/Objective 1**

● Increase number and diversity of evening/weekend programs.

- Increased number of programs by 30%; programs included Reflection in Black Traveling Museum and Hip Hop Summit.

**Goal/Objective 2**

● Complete Campus Center transition plan.

- Used site visits to New Jersey universities for research; recommended acceptable financial and staffing plan.
- Full transition plan will require campus-wide collaboration.

**Goal/Objective 3**

● Increase cross-divisional collaborations.

- Increased collaboration with Academic Affairs (Hip Hop Summit, SSTV), Campus Police (Welcome Week) and Graphics (design and installation of backdrop in Sports Center).

**Goal/Objective 4**

● Further enhance existing facilities.

- Improvements to Free To Be's administrative and educational space; repaired and replaced College Center recreational equipment leading to increased usage.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

- Additional marketing and attention to the condition of the game room resulted in a significant increase in usage.
- Improvements to Free To Be's administrative and educational space have improved morale and the ability to maintain a clean and healthy environment.
- Collaborative efforts including SSTV transition and the Legacy Fund Bike Ride created positive results and ties that will continue to benefit the College and strengthen those programs/events.

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- Free To Be children and staff are in a cleaner/healthier environment.
- Thursday movie series attendance higher than previous year.
- Game room attendance increased as result of marketing efforts.

**4. CAMPUS WIDE COLLABORATIONS**

**Division of Academic Affairs**

Summer Orientation  
Commencement

**Division of Student Affairs**

Multi-Office Collaboration

Summer Orientation, SOAR and Welcome Week  
 Homecoming  
 Commencement  
 Campus Center Transition Team and Furniture Committee  
 Men's Conference

**5. NEW INITIATIVES FOR 2010-2011**

|                         |   |
|-------------------------|---|
| <b>Goal/Objective 1</b> | Complete an effective and well-coordinated transition to the Campus Center. |
| <b>Goal/Objective 2</b> | Effectively redistribute non-salary funds to enhance student programming.   |
| <b>Goal/Objective 3</b> | Implement an effective staffing transition at Free To Be.                   |
| <b>Goal/Objective 4</b> | Enhance New Student Orientation programs including SOAR and Welcome Week.   |

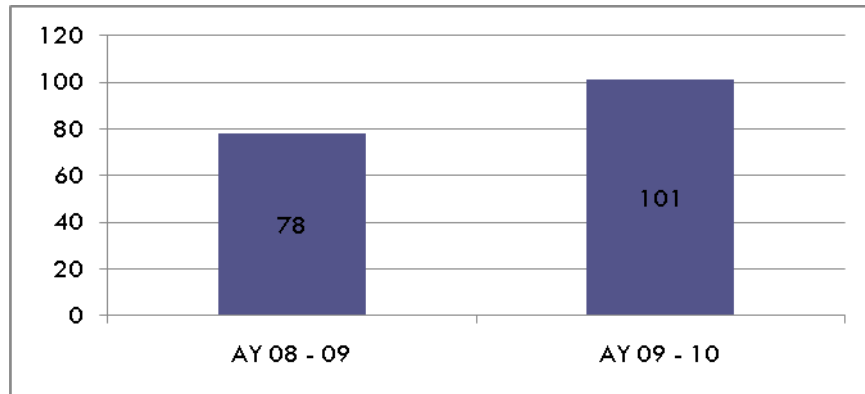
**6. SUPPORTING DATA**

- Document 1. Welcome Week Fall 2009 Program Attendance
- Document 2. Annual Sponsored Programs Totals Comparison
- Document 3. N-Wing Movie Night and Game Room Attendance Comparison, AY 08-09 – 09-10

**Document 1: WELCOME WEEK FALL 2009 PROGRAM ATTENDANCE**

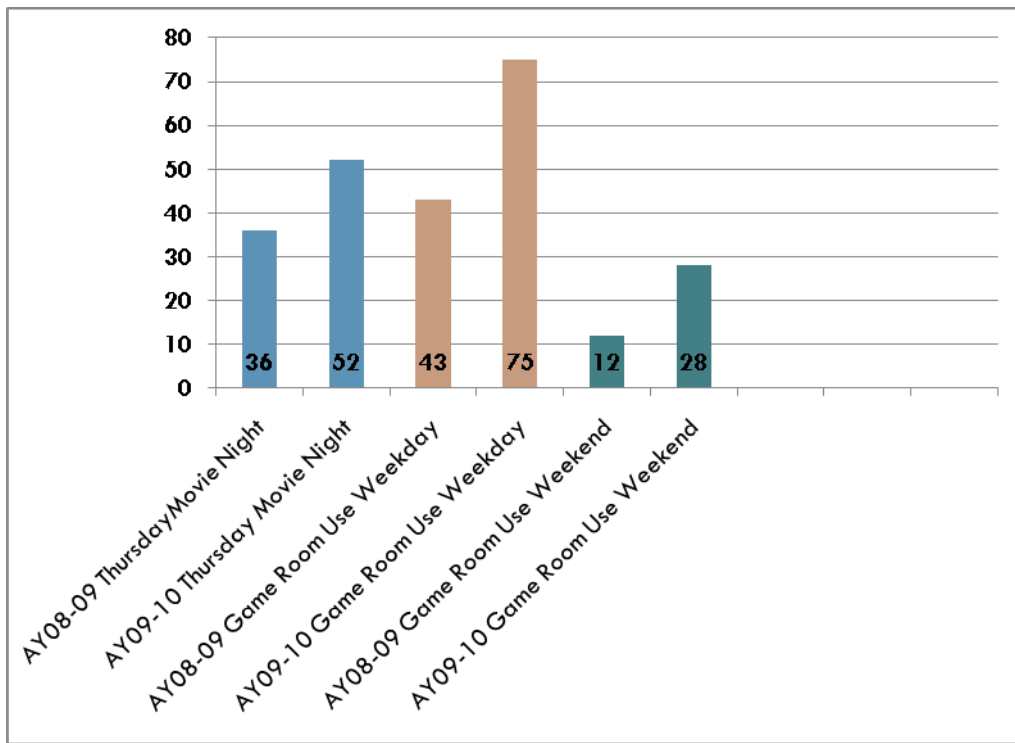
| Program                             | Date     | Attendance |
|-------------------------------------|----------|------------|
| Troy Stende (keynote speaker)       | 08/31/09 | 618        |
| Campus Police (safety presentation) | 08/31/09 | 817        |
| Casino Night                        | 08/31/09 | 468        |
| Monster.com                         | 09/01/09 | 323        |
| Brent Scarpo (alcohol education)    | 09/01/09 | 718        |
| Information Fair                    | 09/01/09 | 405        |
| Dane Cook Bus Trip                  | 09/04/09 | 195        |
| Philadelphia Bus Trip               | 09/06/09 | 55         |
| Ocean City Bus Trip                 | 09/07/09 | 54         |

**Document 2: TOTAL NUMBER OF SPONSORED PROGRAMS COMPARISON**



30% increase from previous year 08/09 to 09/10

**Document 3: N-WING MOVIE NIGHT AND GAME ROOM COMPARISON**  
**AY 08-09 to AY 09-10**





**COMMUNITY OF SCHOLARS (COS)  
ANNUAL REPORT**

**1. AY09-10 GOALS AND OBJECTIVES**

**Goal/Objective 1**

● Develop a vibrant, collaborative program with the Division of Academic Affairs and administrative staff from other divisions through faculty/staff and staff/student mentoring.

- Developed and promoted “Mentoring Matters” program; recruited and introduced potential faculty and staff mentors; matched mentors and mentees.
- 35 participants joined; 33 faculty and staff agreed to participate; 12 mentees actually participated.

**Goal/Objective 2**

● Increase the use of electronic means to communicate with Community of Scholars (COS) participants and staff.

- Promoted events through electronic mail and instant messaging system.
- Completed regular updates on COS website.
- 688 students participated in cultural and enrichment activities.

**Goal/Objective 3**

● Develop academic advisement skills of COS professional staff and be assigned as preceptorial advisors.

- COS Director and Assistant Director attended four academic advisement skills workshops hosted by the Office of Academic Advising.
- COS Director was assigned as preceptor to four students; Assistant Director was assigned as preceptor to three students.
- Program provided 1,760 academic support related services to program participants.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

- Collaborative efforts initiated by the COS staff affected the participation of 33 faculty and staff and 35 COS students.
- Use of electronic communications brought substantial student participation in activities and services.
- The COS Director and Assistant Director met at least one preceptee each semester and enhanced their advisement skills through participation in Academic Advising sponsored workshops.

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- Enhanced relationships and planned future activities of the Mentoring Matters program
- Further increased utilization of electronic means of communication. Explored viability of posting video clips and instant messaging system for communications and promotions
- Continued to work on staff’s professional development especially in academic advising and technology.

#### 4. CAMPUS WIDE COLLABORATIONS

##### **Division of Academic Affairs**

###### Academic Advising

Roadmap for Choosing Your Major Workshop  
Choosing the Right Courses Workshop  
Advising for Juniors and Seniors Workshop

###### School of Graduate Studies

The State of the Economy: The Impact on Students Workshop

###### School of Social and Behavioral Sciences

The Art of Note Taking Workshop  
Time Management Skills Workshop  
Study Abroad Workshop  
Discover Your Learning Abilities Workshop  
Study Abroad Workshop  
Peace Corps Presentation  
Washington Internship Workshop

##### **Division of Student Affairs**

###### Career Center

Internship and Externship Workshop  
Careers After College Workshop  
Writing Effective Resumes Workshop  
Green Careers: Finding a Job in a Challenging Economy

###### Financial Aid

How to Finance Your Education Workshop

###### Student Development

Resources for Commuters Workshop  
Stockton's Resources Workshop  
Peace Corps Presentation  
Earth Day Workshop

###### Wellness Center

Stress Management Workshop  
Women's Health Issues Workshop  
Seven Dimensions of Wellness Workshop

OFFICE OF THE DEAN OF STUDENTS  
ANNUAL REPORT

1. AY09-10 GOALS AND OBJECTIVES

Goal/Objective 1

● Facilitate restructuring of the Dean of Students area.

- Deployed existing staff to provide additional support to the Office of Student Rights and Responsibilities.

Goal/Objective 2

● Implement recommendations of the Taskforce to Examine Alcohol Related Issues.

- Implemented alcohol-free freshman housing.
- Increased programming for upper class residential students.
- Established HERO Campaign as a major partner with the College; coordinated first “HERO of the Year” contest.
- Strengthened relationship with community through meetings and Green Dot training.

Goal/Objective 3

● Complete consultant reviews for Office of Student Development and Education Opportunity Fund (EOF) Program.

- Reviews did not occur due to new leadership/funding. Stockton’s EOF Program was not included on the Commission on Higher Education Consultant Review cycle.
- Both units will work to acquire consultants from the appropriate commission and/or professional organization.

Goal/Objective 4

● Further integrate professional development plans within additional student life areas.

- Facilitated professional development through book presentations on management, leadership and talent. Surveys indicated staff who attended had positive perceptions of presentations.
- Dean of Students is preparing for the dissertation phase of a doctoral program in business administration.

Goal/Objective 5

● Develop a coherent assessment model for the student life area.

- Used Council of the Advancement of Standards (CAS) in Higher Education standards to assess performance of the Wellness Center.
- Worked with the Office of the Vice President for Student Affairs to synthesize user survey data for Middle States evaluation.

Goal/Objective 6

● Expand technology to meet the contemporary needs of the 21<sup>st</sup> century student.

- Formed a Technology Committee that performed a comprehensive assessment of needs in the student life area.

**Goal/Objective 7**

● Identify benchmarking that will guide our area with the appropriate programmatic growth that compares with institutions of an enrollment of 5000-10,000 students.

- Provided comparative documentation providing student to staff ratios of benchmark institutions.
- Recommendations were to add evening staff in Student Development and College Center; EOF Program submitted proposal to add Assistant Director
- Student life staff were redeployed to provide more balanced and efficient services to students.

**Goal/Objective 8**

● Establish conferences that focus on women's, men's and leadership issues and the power dynamic.

- Hosted fall women's conference, spring men's conference and veterans' conference providing engagement opportunities among students, faculty and staff.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

- Restructuring the Dean's office fully utilized staff skill sets and established new efficiencies; redeploying staff to the Office of Student Rights and Responsibilities created a more comprehensive office prepared to address current and complex conduct issues in a timely manner.
- Creation of a Veterans' Lounge helps ensure the success of student veterans.
- The Taskforce to Examine Alcohol Related Issues was effective in implementing its recommendations. The number of total freshman alcohol related incidents was reduced by 43% from 83 in AY 2008-2009 to 47 in AY 2009-2010.
- In preparation for Middle States Evaluation, staff from the Dean of Students Office are working with the Office of Vice President for Student Affairs to provide a uniform framework for user survey data.
- The Technology Committee assessed use of technology in each area through a SWOT analysis. Lack of funding continues to be the prevailing threat.

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- The office was restructured to utilize staff skill sets and other resources. This restructuring is particularly evident in the reassignment of staff to the Office of Student Rights and Responsibilities.
- The Presidential Initiative Fund, through the Taskforce to Examine Alcohol Related Issues, allowed the opportunity to provide a contemporary and fresh approach to alcohol related issues. The HERO Campaign and other programs were supported by student groups and well attended.
- The Parent Listserv and quarterly parent meetings facilitated by the Assistant Dean of Students were instrumental in stimulating parental involvement.
- The Veterans' Lounge was integral in providing veteran and affiliated military students direction for receiving services and information.
- Provided the transition of 59 students from the Community of Scholars program when the grant ended. The COS lending library has been moved to the EOF program for management by the Director of the EOF Program.
- The grant-funded Regional Internship Center of Southern New Jersey was moved from Academic Affairs to the Dean of Students. The Internship Center will be supervised by the Director of the Career Center.

**4. CAMPUS WIDE COLLABORATIONS**

**Division of Student Affairs**

Student Rights and Responsibilities

Campus Hearing Board

Wellness Center

Alcohol Task Force

Pandemic Response Team

**College wide Collaborations**

Carnegie Classification for student engagement

The Behavioral Intervention Team

Campus Center Transition Team

The Roosevelt Institute

Pandemic Response Team

Emergency Operations Team

Institutional Research Committee

**5. NEW INITIATIVES FOR 2010-2011**

|                         |   |
|-------------------------|---|
| <b>Goal/Objective 1</b> | Mobilize the Dean of Students/Student Life areas for the Campus Center/backfill transition. |
| <b>Goal/Objective 2</b> | Prepare Student Life staff for Middle States evaluation through internal assessment.        |
| <b>Goal/Objective 3</b> | Implement recommendations from the 2009-2010 technology taskforce.                          |

**6. SUPPORTING DATA**

None provided.

**EDUCATION OPPORTUNITY FUND (EOF) PROGRAM  
ANNUAL REPORT**

**1. AY09-10 GOALS AND OBJECTIVES**

**Goal/Objective 1**

● Implement and develop an Educational Opportunity Fund Program Advisory Board composed of faculty and staff directly involved with the EOF Program.

- Identified faculty/staff to serve on the Advisory Board.
- Worked with faculty on advising of Basic Studies (BASK) classes for freshman; reduction in low scores during midterm evaluation.
- Improved communication among EOF staff and faculty that focuses on students as a whole.

**Goal/Objective 2**

● Provide opportunities for collaborative programming with Academic Affairs through the areas of civic engagement and student leadership.

- Invited faculty to present workshops to EOF students.
- Actively promoted student leadership positions on campus; EOF students held various student leadership positions.
- Increased collaboration with other College offices and off-campus organizations; received Certificate of Appreciation from community-based organization.

**Goal/Objective 3**

● Create a marketing plan that highlights and showcases the EOF program through printed media and technology.

- Assessed Stockton's current publications for revisions and recommendations; researched other EOF Programs' marketing initiatives; updated brochure and display board used during recruitment fairs.
- Continued to use EOF Facebook to actively promote programs and share information; realized overwhelming student response.

**Goal/Objective 4**

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

- Worked with Office of Financial Aid to allocate \$20,000 for upperclass (junior and senior) awards.
- Received a grant from Wal-Mart Corporation to purchase laptops for student use.

**Goal/Objective 5**

● Assist the Office of Enrollment Management in the continuation of recruiting a quality, ethnically diverse freshman class with a strong ability to benefit from the summer program.

- Invited to participate in on- and off-campus recruitment fairs.
- Worked with Enrollment Management to review eligible students' SAT scores, class rank and high school GPA.
- EOF staff and Enrollment Management staff held regular meetings.

**Goal/Objective 6**

● Restructure the EOF LEVEL Program (*i.e.* application process, course content and assessment).

- Worked with faculty to review course content and made adjustments accordingly.
- Designed marketing materials, revised application process and developed an assessment tool.
- Offered the program to only juniors and seniors.
- Increased knowledge in the areas of student development and GRE prep.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

- The summer 2010 EOF Program continued to maintain a strong academic summer program with the average of SAT scores being 921. These students were highly motivated and displayed a strong desire for academic success.

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- Implemented a tracking system that closely monitors students' academic progress. This allowed early intervention when needed and provide additional services (academic, leadership development and career exploration) on an as-needed basis.
- Continued to improve the quality of student support services focusing on empowering students, providing a learner-centered environment based on advising, financial assistance and personal counseling.
- Continued to provide a wide variety of experiences for the students during the Summer Program through on-campus workshops, on- and off-campus social activities and interactions with various Student Affairs offices.

**4. CAMPUS WIDE COLLABORATIONS****Division of Academic Affairs**

Introduction to Graduate Studies Workshop  
 General Requirements Workshop with Academic Advising  
 THE LEVEL Program with the School of Business  
 EOF Class Registration with the Registrar's Office

**Division of Student Affairs**Career Center

Business Etiquette Dinner, Career Exploration Workshop

Dean of Students

Women and Men's Conferences

Enrollment Management

On- and off-campus Recruitment Fairs

Residential Life

Bowling and Dance Party, Residence Hall Tutoring

Student Development

Great Adventure Trip

Wellness Center

Various workshops

**5. NEW INITIATIVES FOR 2010-2011**

|                         |   |
|-------------------------|---|
| <b>Goal/Objective 1</b> | Continue to implement and develop an Educational Opportunity Advisory Board composed of faculty and staff directly involved with the EOF program. This joint collaboration will focus on providing a more academic enriched program, promote retention and progress toward graduation, and develop a strong EOF Alumni Association. |
| <b>Goal/Objective 2</b> | Continue to assist the Office of Enrollment Management/Office of Financial Aid in recruiting a quality and diverse freshman class. Identify and secure additional institutional, state, federal and private grants for students as a means of recruiting and retaining EOF students.  |
| <b>Goal/Objective 3</b> | Develop a Sophomore Success Program (SSP) that focuses on academic, social and personal issues. The program will provide an opportunity to work collaboratively with various offices within Student Affairs through program initiatives and services.   |

**6. SUPPORTING DATA**

- Document 1. EOF Program Student Snapshots
- Document 2. EOF Performance Criteria

**Document 1: EOF PROGRAM STUDENT SNAPSHOTS**

- 12 EOF Senior students were honored at the 2010 New Jersey Commission on Higher Education New Jersey Colleges and Universities Educational Opportunity Fund Program Senior Achievement Awards for Outstanding Academic Achievement and Leadership.
- EOF students continue to play a vital part in leadership positions throughout the academic year. The clubs and organizations are: Unified Black Students Society, Los Latinos Unidos, Caribbean Student Association, FEMALES, MALES, various national Greek letter organizations and honorary societies.
- Four students successfully completed THE LEVEL Program for Pre-Graduate prep.
- Satisfactory Academic Progress is being made by 86% of EOF Program students.
- One EOF student participated in the Semester At Sea Program during the spring 2010 semester.
- Six EOF students were honored at the Who's Who among Students in American Universities and Colleges ceremony during the spring 2010 semester.



**Document 2: 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> .....             | 10% |

Projected EOF FTFTFF (Fall 2009) FOR INFORMATIONAL PURPOSES ONLY:

|  |     |
|--|-----|
| # Institutional FTFTF (F08) .....        | 825 |
| <b># EOF Enrollment Goal (F09)</b> ..... | 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> ..... | 67% |
|------------------------------|-----|

**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> ..... | 95% |

**# 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)

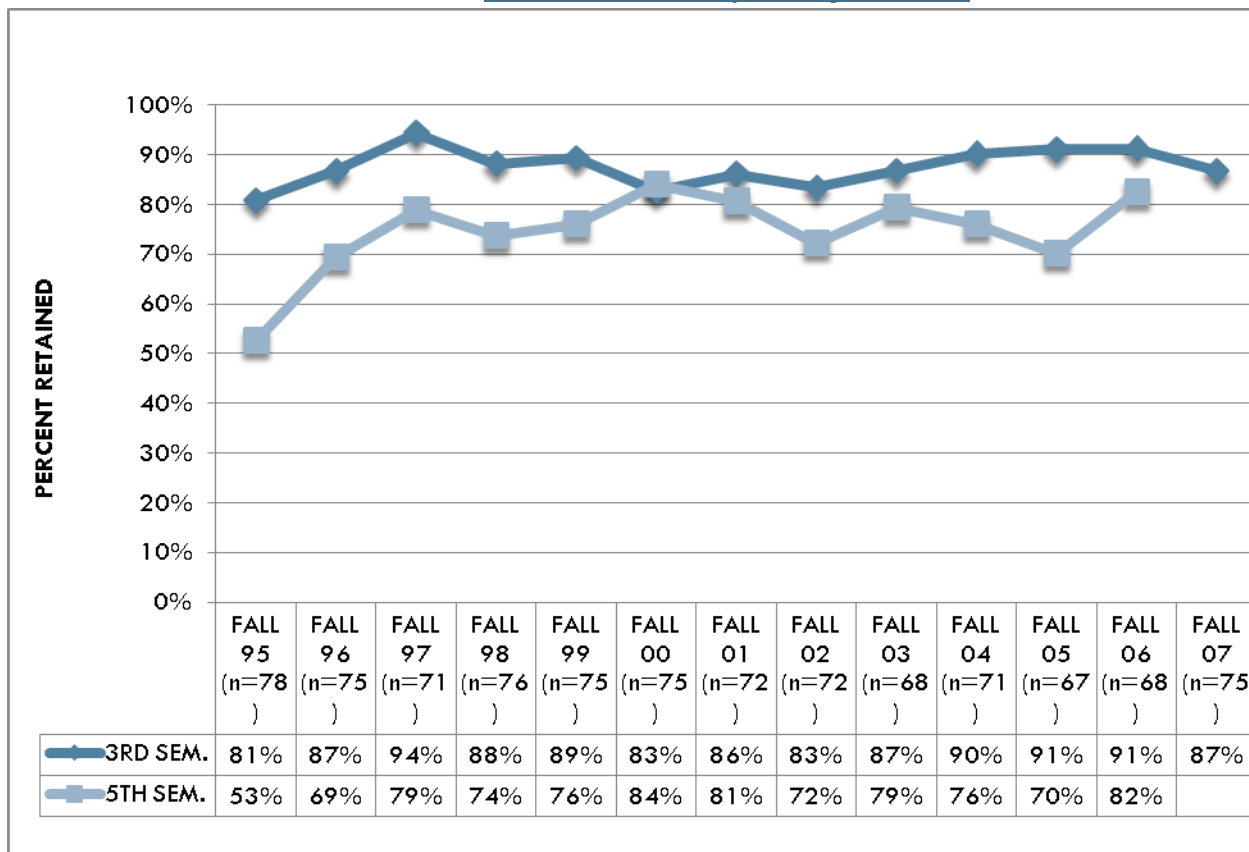
**INDICATOR 3 - % OF EOF STUDENTS MAKING SATISFACTORY PROGRESS** ..... 86%

**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.

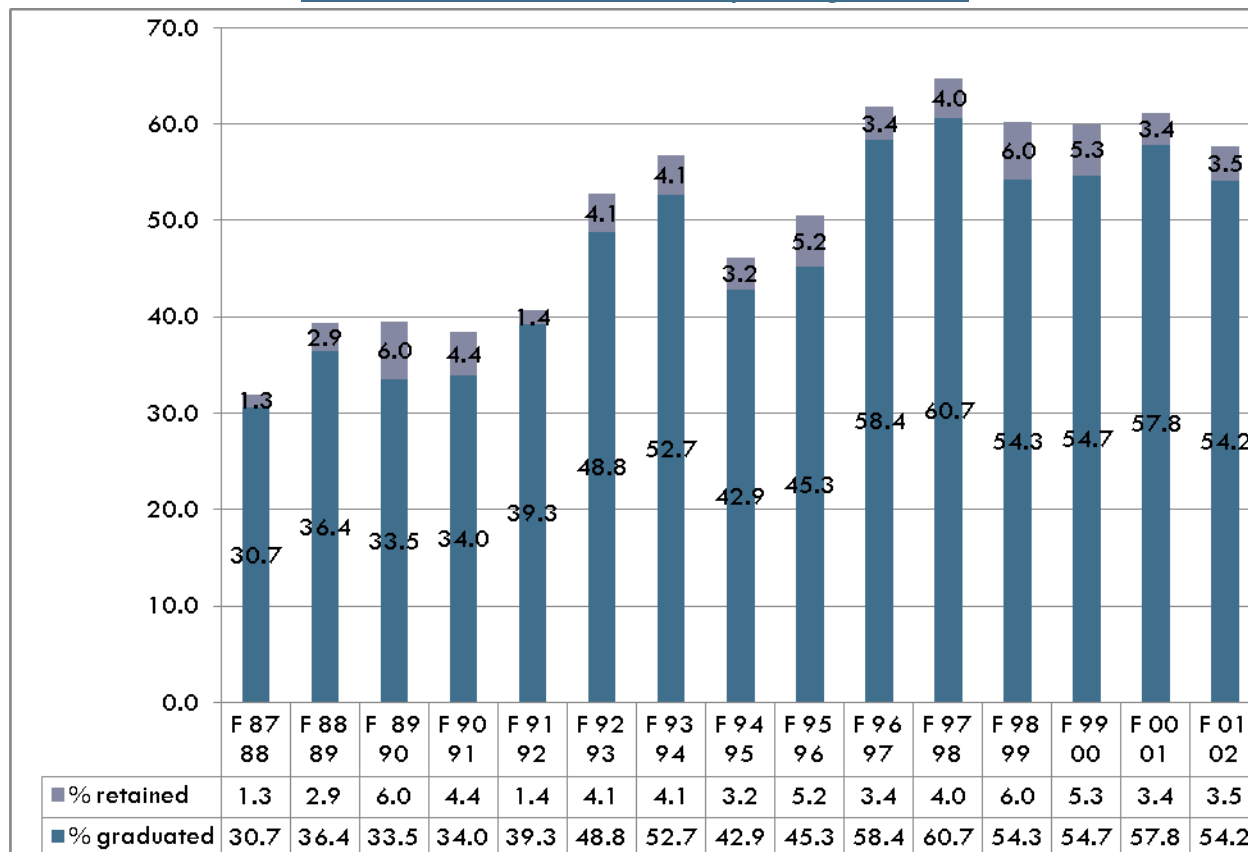
Data indicate the percentage of students from the respective cohorts (moving averages) who have graduated and/or remain enrolled (retained) at your institution. Rates reported are as follows:

**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.

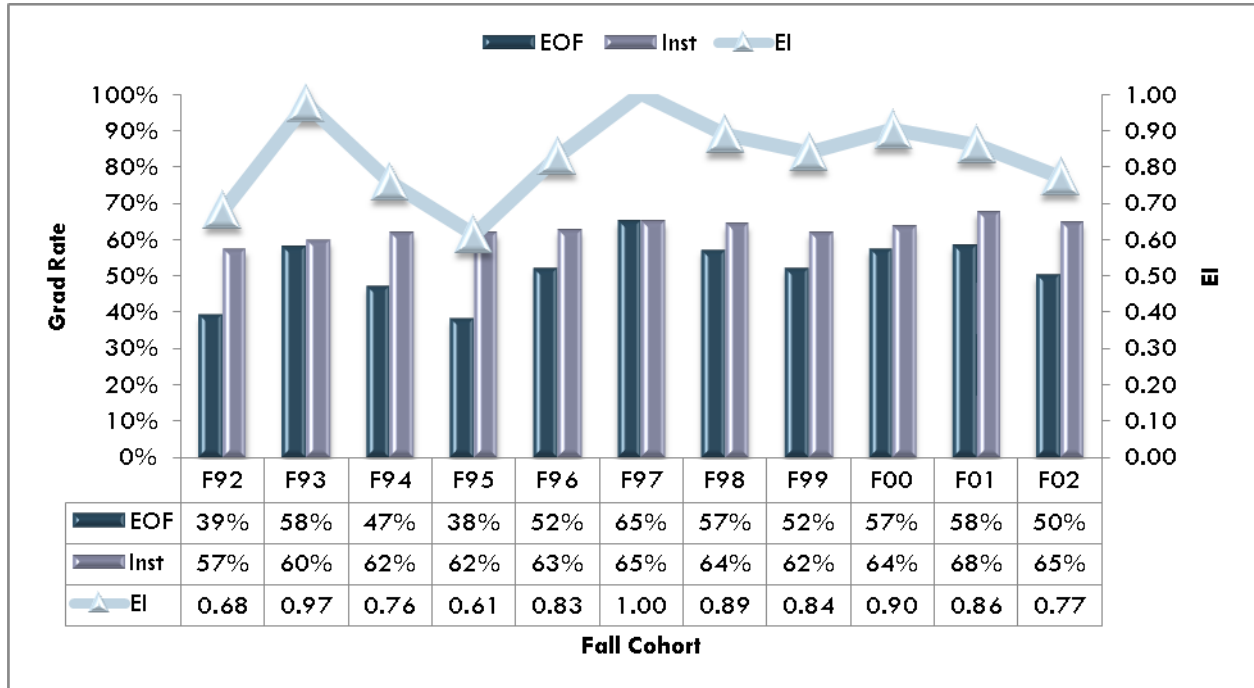
**EOF Graduation and Retention Rates by Entering Fall Cohort**



**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**



**OFFICE OF ENROLLMENT MANAGEMENT  
ANNUAL REPORT**

**1. AY09-10 GOALS AND OBJECTIVES**

**Goal/Objective 1**

● Increase the number of freshmen applicants from under-represented areas through the use of differential marketing for northern New Jersey counties.

- Launched a marketing campaign in winter 2010 that targeted key areas in northern New Jersey, which will run again November 2010 – January 2011 to raise awareness to college bound students.

**Goal/Objective 2**

● Develop a complete communications plan for the entire recruitment cycle for prospective students and their parents. Combine the use of Hobson’s with social media tools to stay engaged with prospective students.

- Using Hobson’s, along with social media tools such as Facebook, Twitter and YouTube, the College was able to develop a more complete plan to engage prospective applicants. Created the Admitted Students Reception, giving admitted students a last chance to visit Stockton before making their final choice.

**Goal/Objective 3**

● Further refine the message/branding of Stockton to both the higher education community and college bound students and their families.

- Working in conjunction with the Office of External Affairs to refine the Stockton message, hired an outside consultant to assist with the branding message of the College.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

The College has placed itself in a position of leadership, not only in Atlantic County but the entire region. It is incumbent upon all divisions of the College to work together and promote Stockton within the community. The creation of the Faculty Ambassador Program and the re-formatting of the Open House events are strong examples of Student Affairs and Academic Affairs working in concert. The type of coordinated effort will allow the College to grow and take an even more prominent position in the region.

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

The improvements made to the Open House events are strong examples of improvements to services and campus-wide collaboration. From recent data, it had become clear that although Stockton’s Open House events were attracting record numbers, the College was not effectively providing visitors with an experience that reflected Stockton’s culture and/or teaching philosophy. The following changes have been instituted into the Open House events:

- Addition of trolley tours to expose visitors to the full beauty of the campus.
- Reformatted the second phase of the Open House to allow for twice the “face time” with faculty and Deans. This has created smaller groups and more one-on-one experiences with the faculty for guests.
- By rearranging the campus tour schedule, tour groups are now smaller and more frequent.
- I-Wing Gym Information Fair is now dedicated to highlight Student Services/Student Activities.
- To promote the Stockton Community, the Open House now incorporates nearly fifty student volunteers from Athletics and Student Development to assist and guide guests.

**4. CAMPUS WIDE COLLABORATIONS**

**Academic Affairs**

Faculty and Deans having greater participation in Open Houses

**Division of Student Affairs**

Athletics & Recreation

Student athletes volunteer for Open House events

Student Development

Student leaders volunteer for Open house events

**5. NEW INITIATIVES FOR 2010-2011**

|                         |  |
|-------------------------|--|
| <b>Goal/Objective 1</b> | With the purchase of Seaview and the anticipated opening of the Campus Center in April 2011, Enrollment Management must find ways of integrating these new buildings into the marketing plan. Each of these new structures should assist in the College's stated goal of maintaining 5% new student growth each year for the next several years. |
| <b>Goal/Objective 2</b> | Continue to advance the College's awareness in the Northern New Jersey counties. Through the marketing campaign, growth in freshmen applicants from this region is anticipated.  |
| <b>Goal/Objective 3</b> | Continue to automate the admissions application process and have the website play a greater role in attracting prospective students to Stockton.   |

**6. SUPPORTING DATA**

- Document 1. Comparison of Fall 2008-2010
- Document 2. Comparison of Fall 2008-2010 Undergraduate
- Document 3. Comparison of Fall 2008-2010 Graduate
- Document 4. Comparison of Fall 2008-2010 Total
- Document 5. Undergraduate Race/Ethnicity
- Document 6. Graduate Race/Ethnicity
- Document 7. Applicant Pool
- Document 8. Instant Decision Day Results
- Document 9. Total Headcount
- Document 10. Total FTE
- Document 11. Open House Attendance, 2005-2010

Document 1: COMPARISON OF FALL 2008-2010

| <i>Admissions Selectivity</i>      | Fall 2008   | Fall 2009   | 2010        |
|------------------------------------|-------------|-------------|-------------|
| <b>Total Applicant Pool</b>        | <b>6630</b> | <b>7085</b> | <b>7164</b> |
| First-time Freshmen                | 4511        | 4547        | 4528        |
| Transfers and Readmits             | 1722        | 1922        | 2085        |
| Graduate                           | 397         | 616         | 551         |
| <b>Total Admits</b>                | <b>4020</b> | <b>4790</b> | <b>4961</b> |
| First-time Freshmen                | 2409        | 2776        | 2896        |
| Transfers and Readmits             | 1413        | 1662        | 1775        |
| Graduate                           | 198         | 352         | 290         |
| <b>Total New Students Enrolled</b> | <b>1951</b> | <b>2250</b> | <b>2230</b> |
| First-time Freshmen                | 842         | 870         | 862         |
| Transfers and Readmits             | 957         | 1105        | 1156        |
| Graduate                           | 152         | 275         | 212         |
| <b>New Students</b>                |             |             |             |
| <b>First-time Freshmen</b>         | <b>842</b>  | <b>870</b>  | <b>862</b>  |
| Full-Time                          | 841         | 867         | 861         |
| Part-Time                          | 1           | 3           | 1           |
| <b>Total SAT (Regular)**</b>       | <b>1130</b> | <b>1143</b> | <b>1122</b> |
| Average Verbal SAT                 | 557         | 562         | 552         |
| Average Math SAT                   | 573         | 581         | 570         |
| <b>High School Rank</b>            | 80%-ile     | 81%-ile     | 79%-ile     |
| <b>Gender</b>                      |             |             |             |
| Male                               | 383         | 385         | 342         |
| Female                             | 459         | 485         | 520         |
| <b>Ethnicity</b>                   |             |             |             |
| Non-Resident Alien                 |             | -†          | 0           |
| Hispanic or Latino                 | 63          | 84          | 67          |
| American Indian or Alaskan Native  | 2           | 1           | 1           |
| Asian                              | 41          | 57          | 51          |
| Black or African American          | 69          | 60          | 62          |
| Nat. Hawaiian or Pac. Islander     |             | -†          | 2           |
| White                              | 643         | 648         | 644         |
| Two or more races                  |             | -†          | 19          |
| Race and ethnicity Unknown         | 22          | 18          | 16          |
| Other                              | 2           | 2           | -           |
| <b>Transfers</b>                   | <b>847</b>  | <b>1005</b> | <b>1061</b> |
| Full-Time                          | 783         | 918         | 971         |
| Part-Time                          | 64          | 87          | 90          |
| <b>Readmits</b>                    | <b>110</b>  | <b>100</b>  | <b>95</b>   |
| Full-Time                          | 67          | 66          | 55          |
| Part-Time                          | 43          | 34          | 40          |
| <b>Graduate</b>                    | <b>152</b>  | <b>275</b>  | <b>212</b>  |
| Full-Time                          | 71          | 98          | 70          |
| Part-Time                          | 81          | 177         | 142         |

Document 2: COMPARISON OF FALL 08-10 - UNDERGRADUATE

|  | Fall 2008  | Fall 2009  | Fall 2010  |
|--|------------|------------|------------|
| <b>Undergraduate</b>                   |            |            |            |
| <b>Headcount</b>                       | 6671       | 6813       | 7062       |
| <b>FTE*</b>                            | 5978       | 6281       | 6570       |
| <b>Credit Load</b>                     |            |            |            |
| Full-Time                              | 5902 (88%) | 6068 (89%) | 6284 (89%) |
| Part-Time                              | 769 (12%)  | 745 (11%)  | 778 (11%)  |
| Credits Per Student                    | 14.3       | 14.8       | 14.9       |
| Total Credits (SCH)                    | 95647      | 100489     | 105103     |
| <b>Characteristics</b>                 |            |            |            |
| <b>Gender</b>                          |            |            |            |
| Male                                   | 2805 (42%) | 2906 (43%) | 2954 (42%) |
| Female                                 | 3866 (58%) | 3907 (57%) | 4108 (58%) |
| <b>Admission Status</b>                |            |            |            |
| Matriculated                           | 6544 (98%) | 6716 (99%) | 6964 (99%) |
| Non-Matriculated                       | 127 (2%)   | 97 (1%)    | 98 (1%)    |
| <b>Class Level (matriculated only)</b> |            |            |            |
| Freshman                               | 1308 (20%) | 1335 (20%) | 1310 (19%) |
| Sophomore                              | 1274 (20%) | 1343 (20%) | 1352 (19%) |
| Junior                                 | 1796 (27%) | 1844 (27%) | 2036 (29%) |
| Senior                                 | 2166 (33%) | 2194 (33%) | 2266 (33%) |
| <b>Retention (3rd Semester)</b>        |            |            |            |
| First-Time Full-Time Freshman          | 83.4%      | 81.2%      | 87.4%      |
| <b>Graduation Rate (6 year)**</b>      |            |            |            |
| First-Time Full-Time Freshman r        | 64.7%      | 65.9%      | 63.9%      |



**Document 3: COMPARISON OF FALL 08-10 - GRADUATE**

|  | Fall 2008 | Fall 2009 | Fall 2010 |
|--|-----------|-----------|-----------|
| <b>Graduate and post-baccalaureate</b> |           |           |           |
| <b>Headcount</b>                       | 636       | 746       | 817       |
| <b>FTE*</b>                            | 344       | 420       | 443       |
| <b>Credit Load</b>                     |           |           |           |
| Full-Time                              | 153 (24%) | 187 (25%) | 197 (24%) |
| Part-Time                              | 483 (76%) | 559 (75%) | 620 (76%) |
| Credits Per Student                    | 6.5       | 6.8       | 6.5       |
| Total Credits (SCH)                    | 4130      | 5042      | 5311      |
| <b>Characteristics</b>                 |           |           |           |
| <b>Gender</b>                          |           |           |           |
| Male                                   | 169 (27%) | 187 (25%) | 210 (26%) |
| Female                                 | 467 (73%) | 559 (75%) | 607 (74%) |
| <b>Admission Status</b>                |           |           |           |
| Matriculated                           | 547 (86%) | 664 (89%) | 704 (86%) |
| Non-Matriculated                       | 89 (14%)  | 82 (11%)  | 113 (14%) |

\*FTE is calculated by dividing total student level credit hours (SCH) by 12 (the Full-Time credit load for graduate students).

**Document 4: COMPARISON OF FALL 08-10 - TOTAL**

|  | Fall 2008 | Fall 2009 | Fall 2010 |
|--|-----------|-----------|-----------|
| <i>Total Population (Undergraduate and Graduate)</i> |           |           |           |
| <b>Headcount</b>                                     |           |           |           |
| Undergraduate  | 6671      | 6813      | 7062      |
| Graduate   | 636       | 746       | 817       |
| Total  | 7307      | 7559      | 7879      |
| <b>FTE</b>   |           |           |           |
| Undergraduate  | 5978      | 6281      | 6570      |
| Graduate   | 344       | 420       | 443       |
| Total  | 6322      | 6701      | 7013      |
| <b>TOTAL STUDENT CREDIT HOURS</b>                    |           |           |           |
| Undergraduate  | 95647     | 100489    | 105103    |
| Masters  | 2785      | 3551      | 4196      |
| Doctoral   | 1345      | 1491      | 1115      |
| <b>COURSE LEVEL FTE</b>                              |           |           |           |
| Undergraduate  | 5990      | 6280      | 6566      |
| Masters  | 230       | 294       | 346       |
| Doctoral   | 98        | 125       | 101       |
| <b>COURSE LEVEL CREDIT HOURS</b>                     |           |           |           |
| Undergraduate  | 95842     | 100477    | 105054    |
| Masters  | 2762      | 3533      | 4155      |
| Doctoral   | 1173      | 1495      | 1204      |

Document 5: UNDERGRADUATE RACE/ETHNICITY

| FALL 2010                      | FEDERAL            | NOT SPECIFIED | HISPANIC   | STATE*<br>NON-HISPANIC | TOTAL N     | TOTAL %     |
|--------------------------------|--------------------|---------------|------------|------------------------|-------------|-------------|
| American Indian/Alaskan        | 17 (0%)            |               | 18         | 167                    | 185         | 2%          |
| Asian                          | 374 (5%)           |               | 14         | 448                    | 462         | 6%          |
| Black                          | 528 (7%)           |               | 52         | 589                    | 641         | 9%          |
| White                          | 5295 (75%)         |               | 148        | 5365                   | 5513        | 73%         |
| Hispanic or Latino             | 580 (8%)           |               | 580        | 0                      | 580         | 8%          |
| Nat. Hawaiian/Pac. Islander    | 7 (0%)             |               | 12         | 50                     | 62          | 1%          |
| Two or more races              | 166 (2%)           |               | -          | -                      | -           |             |
| Unknown                        | 82 (1%)            | 84            | -          | -                      | 84          | 1%          |
| Non-Resident Alien             | 13 (0%)            |               | -          | -                      | -           |             |
| <b>Total</b>                   | <b>7062 (100%)</b> | <b>84</b>     | <b>824</b> | <b>6619</b>            | <b>7527</b> | <b>100%</b> |
| <b>FALL 2009</b>               | <b>LEGACY**</b>    |               |            |                        |             |             |
| Asian/Pacific Islander         | 393 (6%)           |               |            |                        |             |             |
| African American               | 557 (8%)           |               |            |                        |             |             |
| Hispanic                       | 488 (7%)           |               |            |                        |             |             |
| American Indian/Alaskan Native | 27 (0%)            |               |            |                        |             |             |
| Other                          | 32 (1%)            |               |            |                        |             |             |
| Not Specified                  | 132 (2%)           |               |            |                        |             |             |
| Caucasian                      | 5184 (76%)         |               |            |                        |             |             |
| <b>Total</b>                   | <b>6813 (100%)</b> |               |            |                        |             |             |
| <b>FALL 2008</b>               | <b>LEGACY**</b>    |               |            |                        |             |             |
| Asian/Pacific Islander         | 358 (5%)           |               |            |                        |             |             |
| African American               | 535 (8%)           |               |            |                        |             |             |
| Hispanic                       | 415 (6%)           |               |            |                        |             |             |
| American Indian/Alaskan Native | 34 (1%)            |               |            |                        |             |             |
| Other                          | 67 (1%)            |               |            |                        |             |             |
| Not Specified                  | 73 (1%)            |               |            |                        |             |             |
| Caucasian                      | 5189 (78%)         |               |            |                        |             |             |
| <b>Total</b>                   | <b>6671 (100%)</b> |               |            |                        |             |             |

\*The State now requires us to report all race/ethnicities that students self report, hence there will be duplicated counts as each student is able to indicate more than one race/ethnicity.

\*\*Federal rules replaced our Legacy race/ethnicity methodology in 2010.

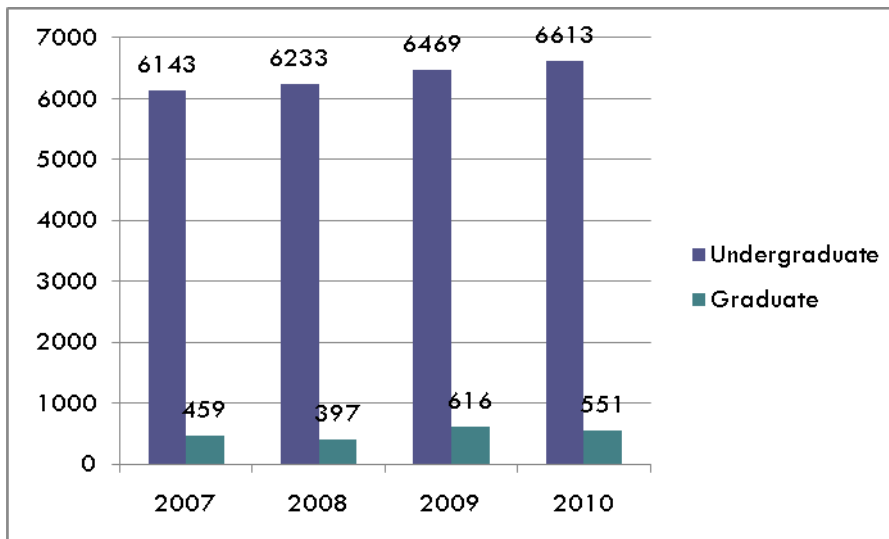
Document 6: GRADUATE RACE/ETHNICITY

| FALL 2010                      | FEDERAL           | NOT SPECIFIED | HISPANIC  | STATE*<br>NON-HISPANIC | TOTAL N    | TOTAL %     |
|--------------------------------|-------------------|---------------|-----------|------------------------|------------|-------------|
| American Indian/Alaskan        | 5 (1%)            |               | 1         | 62                     | 63         | 8%          |
| Asian                          | 40 (5%)           |               | 2         | 51                     | 53         | 6%          |
| Black                          | 50 (6%)           |               | 1         | 44                     | 45         | 5%          |
| White                          | 644 (79%)         |               | 8         | 609                    | 617        | 74%         |
| Hispanic or Latino             | 46 (6%)           |               | 35        | 0                      | 35         | 4%          |
| Nat. Hawaiian/Pac. Islander    | 1 (0%)            |               | 0         | 3                      | 3          | 0%          |
| Two or more races              | 13 (2%)           |               | -         | -                      | -          |             |
| Unknown                        | 14 (2%)           | 14            | -         | -                      | 14         | 2%          |
| Non-Resident Alien             | 4 (0%)            |               | -         | -                      | -          |             |
| <b>Total</b>                   | <b>817 (100%)</b> | <b>14</b>     | <b>47</b> | <b>769</b>             | <b>830</b> | <b>100%</b> |
| <b>FALL 2009</b>               |                   |               |           |                        |            |             |
|                                | <b>LEGACY**</b>   |               |           |                        |            |             |
| Asian/Pacific Islander         | 34 (5%)           |               |           |                        |            |             |
| African American               | 36 (5%)           |               |           |                        |            |             |
| Hispanic                       | 30 (4%)           |               |           |                        |            |             |
| American Indian/Alaskan Native | 4 (0%)            |               |           |                        |            |             |
| Other                          | 3 (0%)            |               |           |                        |            |             |
| Not Specified                  | 14 (2%)           |               |           |                        |            |             |
| Caucasian                      | 625 (84%)         |               |           |                        |            |             |
| <b>Total</b>                   | <b>746 (100%)</b> |               |           |                        |            |             |
| <b>FALL 2008</b>               |                   |               |           |                        |            |             |
|                                | <b>LEGACY**</b>   |               |           |                        |            |             |
| Asian/Pacific Islander         | 24 (4%)           |               |           |                        |            |             |
| African American               | 32 (5%)           |               |           |                        |            |             |
| Hispanic                       | 23 (4%)           |               |           |                        |            |             |
| American Indian/Alaskan Native | 1 (0%)            |               |           |                        |            |             |
| Other                          | 4 (0%)            |               |           |                        |            |             |
| Not Specified                  | 7 (1%)            |               |           |                        |            |             |
| Caucasian                      | 545(86%)          |               |           |                        |            |             |
| <b>Total</b>                   | <b>636 (100%)</b> |               |           |                        |            |             |

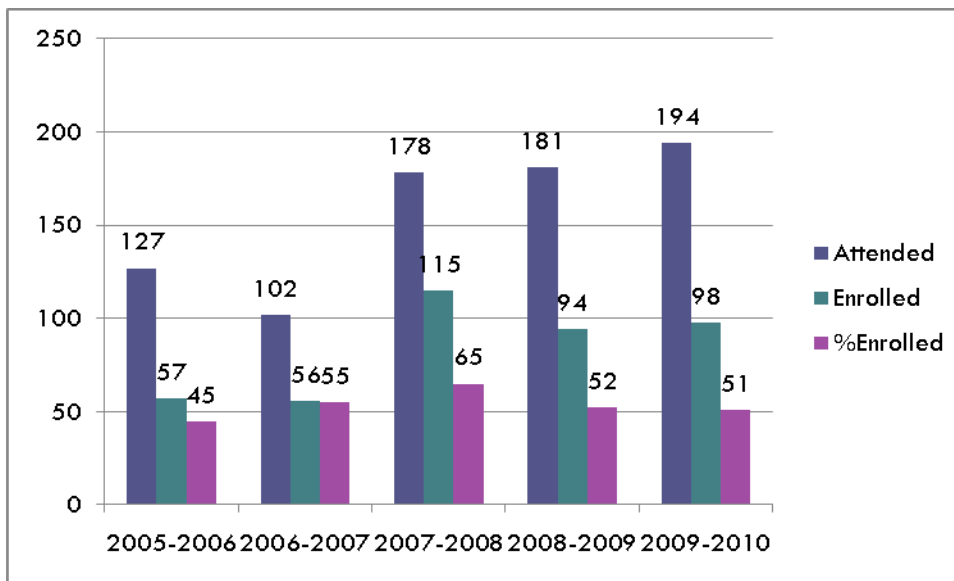
\*The State now requires us to report all race/ethnicities that students self report, hence there will be duplicated counts as each student is able to indicate more than one race/ethnicity.

\*\*Federal rules replaced our Legacy race/ethnicity methodology in 2010.

**Document 7: APPLICANT POOL**  
**Total Undergraduate and Graduate Applications: Fall 2007-2010**

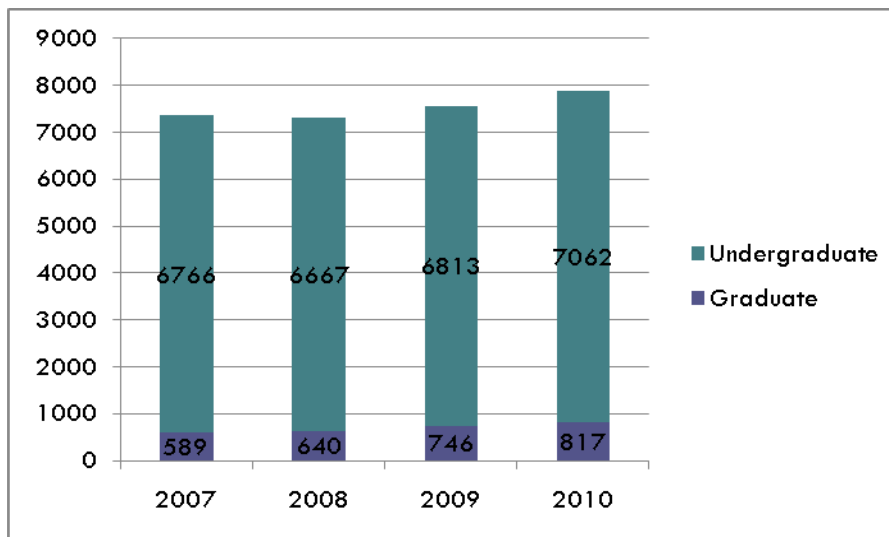


**Document 8: INSTANT DECISION DAY RESULTS, 2005-2010**



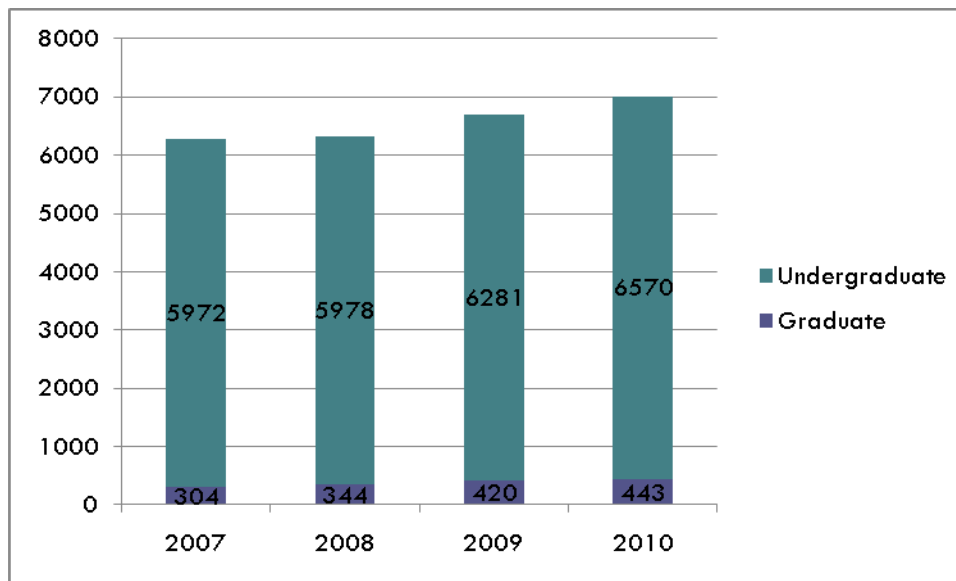
|           | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| Attended  | 127       | 102       | 178       | 181       | 194       |
| Enrolled  | 57        | 56        | 115       | 94        | 98        |
| %Enrolled | 45        | 55        | 65        | 52        | 51        |

**Document 9: TOTAL HEADCOUNT**  
Undergraduate and Graduate: Fall 2007-2010



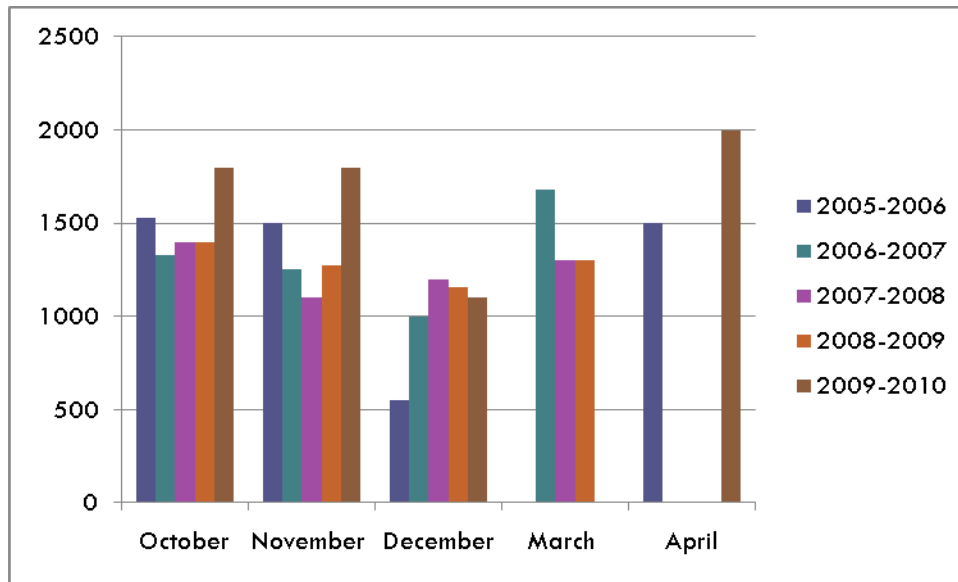
|               | 2007        | 2008        | 2009        | 2010        |
|---------------|-------------|-------------|-------------|-------------|
| Undergraduate | 6766        | 6667        | 6813        | 7062        |
| Graduate      | 589         | 640         | 746         | 817         |
| <b>TOTAL</b>  | <b>7355</b> | <b>7307</b> | <b>7559</b> | <b>7879</b> |

**Document 10: TOTAL FTE**  
Undergraduate and Graduate: Fall 2007-2010



|               | 2007        | 2008        | 2009        | 2010        |
|---------------|-------------|-------------|-------------|-------------|
| Undergraduate | 5972        | 5978        | 6281        | 6570        |
| Graduate      | 304         | 344         | 420         | 443         |
| <b>TOTAL</b>  | <b>6276</b> | <b>6322</b> | <b>6701</b> | <b>7013</b> |

Document 11: OPEN HOUSE ATTENDANCE, 2005-2010



|           | October | November | December | March | April | Total |
|-----------|---------|----------|----------|-------|-------|-------|
| 2005-2006 | 1530    | 1500     | 550      | 0     | 1500  | 5080  |
| 2006-2007 | 1300    | 1250     | 1000     | 1680  | 0     | 5230  |
| 2007-2008 | 1400    | 1100     | 1200     | 1300  | 0     | 5000  |
| 2008-2009 | 1400    | 1272     | 1158     | 1300  | 0     | 5130  |
| 2009-2010 | 1800    | 1800     | 1100     | 0     | 2000  | 6700  |

**OFFICE OF EVENT SERVICES  
ANNUAL REPORT**

**1. AY09-10 GOALS AND OBJECTIVES**

**Goal/Objective 1**

● Assist with implementation of R25's X25 module.

- Participated in X25 demonstrations at Annual R25 Users' Conference; assisted with R25 system configuration and data preparation.

**Goal/Objective 2**

● Assimilate summer conferencing scheduling and management back into office operations.

- Collaborated across divisions and with contract vendors to successfully schedule, execute contracts, perform fiscal management, provide services and evaluate summer camps and conferences.

**Goal/Objective 3**

● Prepare for transition to the Campus Center.

- Participated in research site visits; participated on Campus Center Transition Team; configured 37 Campus Center spaces and conducted additional training in R25 in anticipation of increased event volume.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

- Participation in the X25 implementation project strengthened the interdivisional relationship between Event Services and Academic Affairs.
- The full assimilation of summer camps/conferences scheduling into the Event Services operations significantly improved college-client relationships and scheduling efficiencies.

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- Modified configuration in R25 to improve web calendar filter options based on user feedback.
- Revised and updated the Facility Usage Request Form, the LED Message Sign Request Form, the Event Services Web site and the Visitor's Guide for Summer Camps and Conferences to improve customer service satisfaction.
- Developed job description, recruited and trained a Student Assistant, Multimedia Technician to manage the LED signs and TV messaging system.

**4. CAMPUS WIDE COLLABORATIONS**

**College wide collaborations**

Interacted daily with representatives from all areas of the College through scheduling facilities and coordinating support services for events.

Collaborated with Plant Management on streamlining operations through use of School Dude.

Implemented *Scala* messaging system with help from Computer and Telecommunication Services.

Configured ten new spaces for the Noyes Museum of Art and provided scheduling training for their staff.

Collaborated with Fiscal Affairs to develop procedures for fiscal management related to facilities usage.



**Division of Academic Affairs**

Hosted an intern from Hospitality and Tourism Management Studies program.

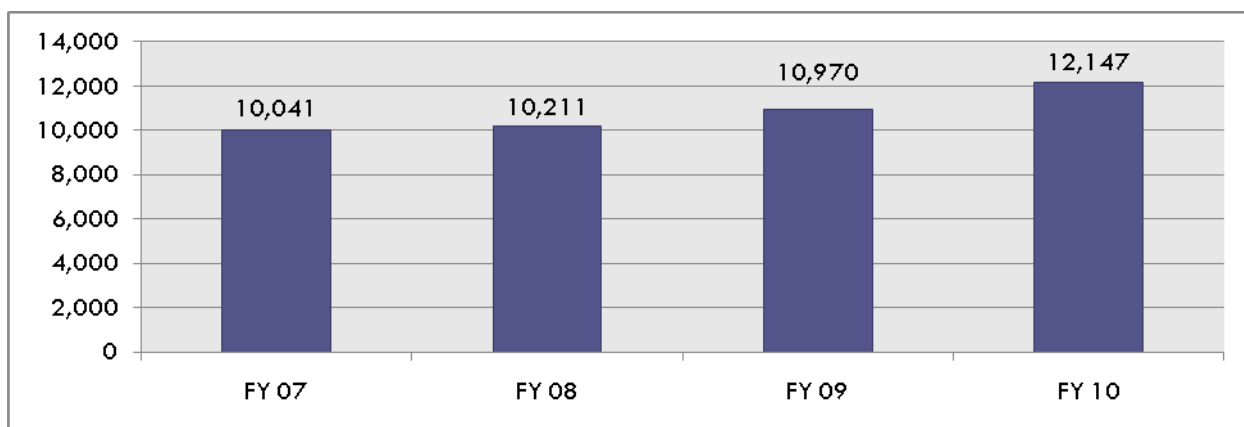
**5. NEW INITIATIVES FOR 2010-2011**

|                         |  |
|-------------------------|--|
| <b>Goal/Objective 1</b> | Develop a comprehensive strategy for the scheduling of facilities and the delivery of services for the Campus Center and satellite facilities. |
| <b>Goal/Objective 2</b> | Assist with marketing strategies for use of campus facilities.   |
| <b>Goal/Objective 3</b> | Enhance professional development opportunities for staff.  |

**6. SUPPORTING DATA**

Document 1.      Event Bookings Based on Fiscal Year Totals

**Document 1: EVENT BOOKINGS\* BASED ON FISCAL YEAR TOTALS**



**\*The number of event bookings represents the number of times a facility was booked to support non-academic events. Source: R25**

**NOTE:**

The total number of 12,147 in FY10 represents bookings in the “confirmed” status for the Pomona Campus only. This number excludes bookings related to taking facilities offline for construction, renovation or early setup days.

**FINDINGS:**

During FY 10, we experienced a 10% increase over bookings noted for FY 09. In addition, we are finding event planning and coordination has become more involved due to construction projects and higher customer levels of expectations. We expect this trend to continue as the College undergoes the Master Plan Construction. We will need to remain current and informed so we can navigate and adjust to construction and safety-related issues impacting events.

**OFFICE OF FINANCIAL AID  
ANNUAL REPORT**

**1. AY09-10 GOALS AND OBJECTIVES**

**Goal/Objective 1**

● Assimilate Banner Extender and Work Flow into the Financial Aid Office operations.

- Identified functions of Extender and Work Flow, attended training sessions, determined practical uses of product.

**Goal/Objective 2**

● Implement the Direct Lending program for Stafford student loans and parent PLUS loans.

- Provided staff training regarding Direct Lending program.
- Worked with vendors, other Stockton offices and students to successfully manage transition from FFELP to Direct Loan.

**Goal/Objective 3**

● Implement the Post 9/11 GI Bill for eligible veterans.

- Attended training provided by the Department of Veterans and Veterans Administration in Post 9/11 GI Bill benefits and processing certifications.
- Processed enrollment certifications for Post 9/11 GI Bill electronically using VA-ONCE.
- Provided information directly to veterans regarding benefits of Post 9/11 GI Bill.

**Goal/Objective 4**

● Collaborate with the Stockton Center for Economic Education to develop financial literacy workshops for students.

- Initiated contact with Stockton Center for Economic Education to collaborate with faculty on financial literacy workshops for Stockton students.

**Goal/Objective 5**

● Enhance participation in the College Access Challenge Grant program.

- Contacted every Atlantic County high school to determine interest in program; determined to offer College computer labs to facilitate students' participation in the program.
- Provided flyers and follow-up telephone calls to all high schools.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

- The Financial Aid Office was one of the first on campus to implement the Extender and Work Flow product of Banner, setting the standard for training additional staff.
- Financial Aid staff managed the implementation of new programs including Extender and Work Flow, Stafford Direct Loan program, and veterans' certification for Post 9/11 GI Bill benefits.
- The Financial Literacy Workshop program was enhanced by additional support from the economics faculty.
- The College Access Challenge Grant was enhanced by the addition of Stockton's campus as a venue for prospective student participation.

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- Banner’s Extender and Work Flow have provided an electronic means of file storage freeing office space, reducing incidence of misplaced files, and facilitating faster file retrieval.
- The Direct Loan program allowed for improved delivery of funds to students, improvement in accounts reconciliation and greater benefits to students.
- The Post 9/11 GI Bill and certification through VA-ONCE provided additional educational opportunities to veterans.
- The financial literacy workshop held in collaboration with the Stockton Center for Economic Education had the greatest student participation.
- Parent participation in College Access Challenge Grand was increased as a result of using our campus as an additional venue.

**4. CAMPUS WIDE COLLABORATIONS**

**Division of Administration and Finance**

Financial Literacy Workshop with Stockton Center for Economic Education

Direct Loan Program with Bursar and Finance Department

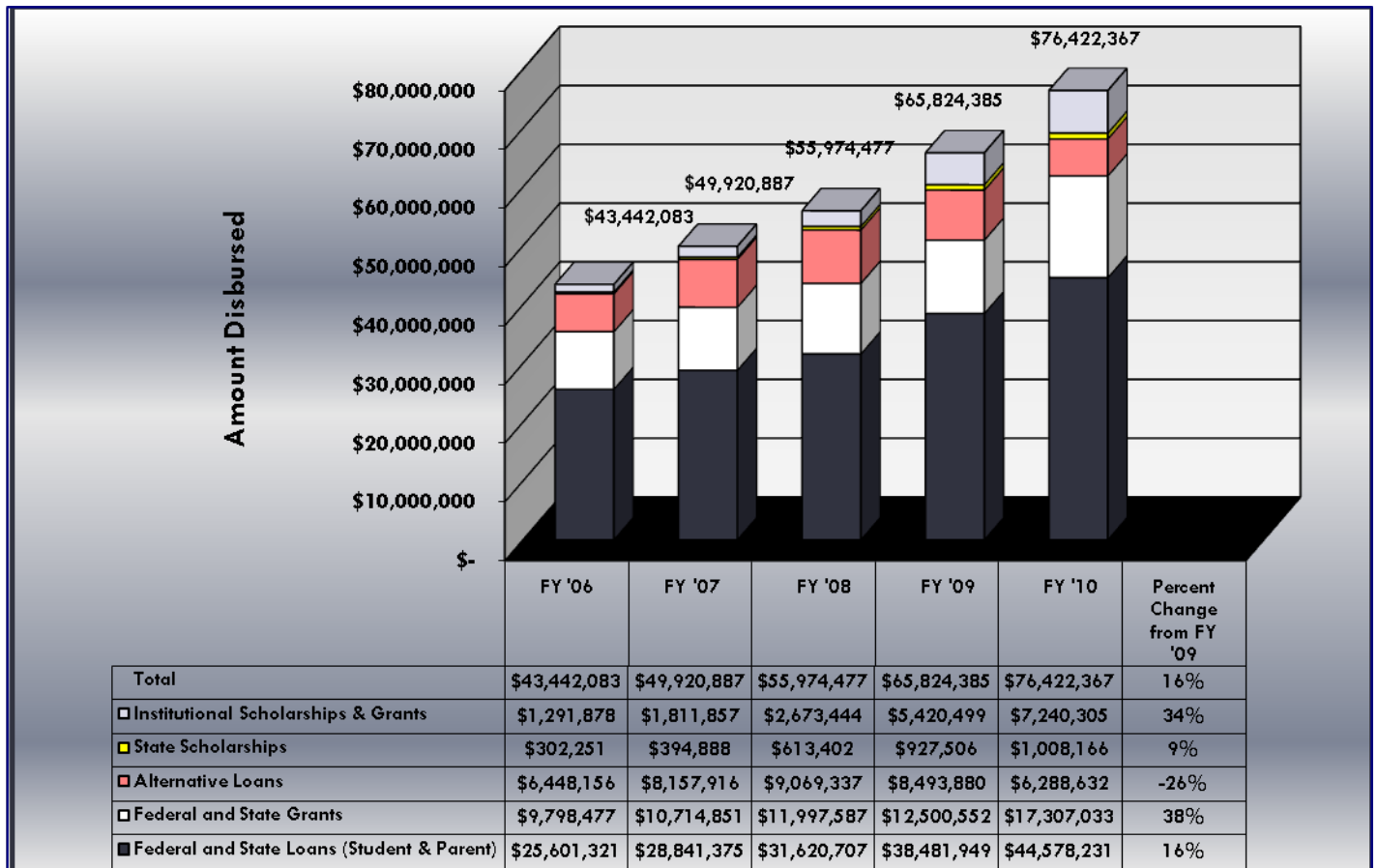
**5. NEW INITIATIVES FOR 2010-2011**

|                         |  |
|-------------------------|--|
| <b>Goal/Objective 1</b> | Implement the New Private Student Loan Rules.                      |
| <b>Goal/Objective 2</b> | Implement Year Round Pell.   |
| <b>Goal/Objective 3</b> | Leverage technology during peak times in the Financial Aid Office. |
| <b>Goal/Objective 4</b> | Ensure integrity and limit risk in times of change.                |
| <b>Goal/Objective 5</b> | Support student retention.   |

**6. SUPPORTING DATA**

- Document 1. Comparison of Grant, Loan and Scholarship Funds Dispersed in Dollars
- Document 2. Comparison of Grant, Loan and Scholarship Funds Dispersed in Percentages
- Document 3. Foundation and Institutional Scholarships and Grants Dispersed in Dollars
- Document 4. Alternative Loan Program Funds Dispersed in Dollars
- Document 5. NJ STARS II Awards FY 2007-2010 in Dollars
- Document 6. Financial Aid Office Customer Service--Student Satisfaction Survey
- Document 7. Financial Literacy Program Student Survey

**Document 1: COMPARISON OF GRANT, LOAN AND SCHOLARSHIP FUNDS IN DOLLARS  
Dispersed in FY 2006 - FY 2010**



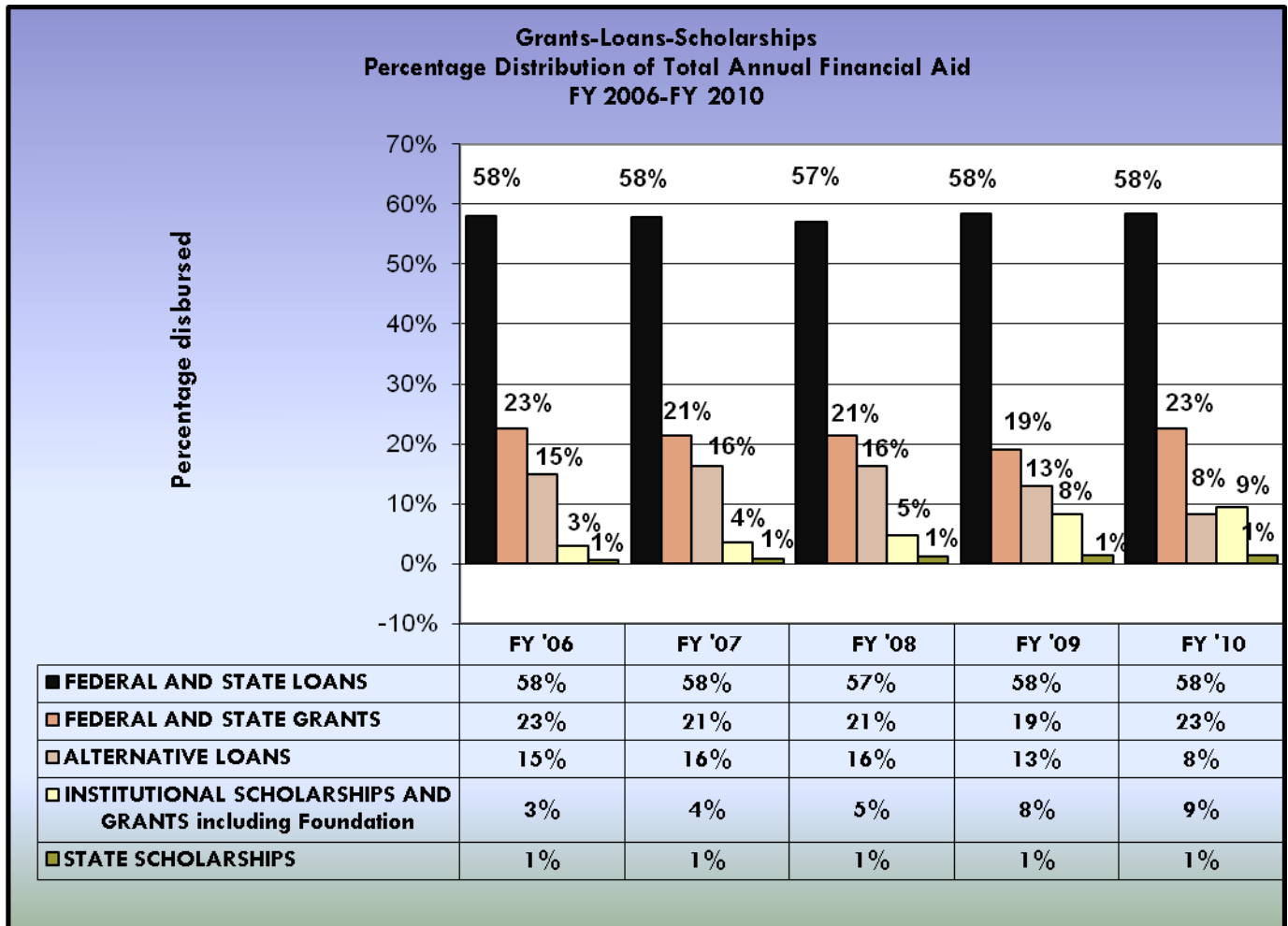
Data as of June 30, 2010

The increase in Institutional Scholarships and Grants from the FY 09 percentage change increase of **103%** to the FY 10 percentage change increase of **34%** is a direct result of the continued eligibility and recruitment of students eligible for the new Provost, Dean's and Excellence in Academics Award scholarship programs now offered at Stockton. State scholarships reflect a decrease from FY 09 of **51%** to the FY 10 percentage change increase of **9%**. This is due to the revised NJ STARS II program funding regulations and the enrollment growth in the program. Alternative loan borrowing continues to decline from the FY 09 percentage change decrease of **-8%** to a percent change decrease of **-26%** for FY 10. This continued decline is the result of the economic crisis in the country that has affected loan approvals for parents and students from private lenders. Federal and State grants increased by **38%** from FY 09 to FY 10, this is a result of increased funding in the PELL grant and Tuition Aid Grant, also the impact of the economy has resulted in additional students being eligible for grant funds. The Federal and State loan percentage change increase of **16%** is a reduction from last year's increase of **23%**. This slight decrease is due to the new federal regulations requiring year round PELL grants for students thus decreasing their student loan debt.

**Note:**

- Institutional Scholarships & Grants** include-*Presidential, Dean's, Provost, Excellence in Academics Award, PTK, Outstanding Scholars Recruitment program (OSRP)-Institutional share, NJ STARS II(Institutional share)Stockton Award, Stockton Scholarships and Foundation*
- State Scholarships** include *State share of Outstanding Scholars Recruitment program and NJ STARS II, 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), 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 2: COMPARISON OF GRANT, LOAN AND SCHOLARSHIP FUNDS IN PERCENTAGES  
Dispersed in FY 2006 - FY 2010**



Federal and State grants show an increase in the percentage of total financial aid awarded. This increase is due to the new federal regulations requiring year round PELL grants allowing students to continue to receive the grant during the summer semester. The percentage of financial aid for Federal and State Loans remains steady to the previous year financial aid distribution percentage. The continued decrease in the percentage of total financial aid in Alternative loan borrowing in FY 10 is a result of internal and external issues that have affected private loan borrowing; the economic financial crisis in the country has affected loan approvals for parents and students from private lenders, Stockton Award funding to EOF students to reduce their student loan debt, and the increased loan borrowing capacity in the Federal Stafford loan program. 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), NJ STARS II (Institutional share) Stockton Award, Stockton Scholarships and Foundation*

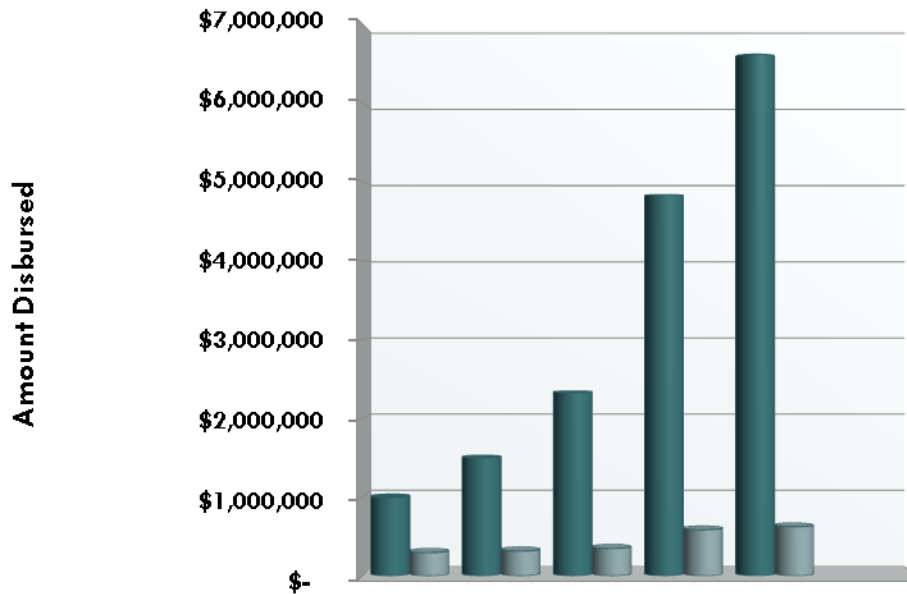
**State Scholarships** include (State share) *Outstanding Scholars Recruitment program and NJ STARS II, Bloustein, and Urban Scholars*

**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)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 AND GRANTS  
Dispersed FY 2006-2010**



|                      | FY 06     | FY 07       | FY 08       | FY 09       | FY 10       | Percent Change from FY '09 |
|----------------------|-----------|-------------|-------------|-------------|-------------|----------------------------|
| <b>Institutional</b> | \$997,154 | \$1,497,394 | \$2,325,993 | \$4,835,131 | \$6,616,455 | 37%                        |
| <b>Foundation</b>    | \$294,724 | \$314,463   | \$347,451   | \$585,368   | \$623,850   | 7%                         |

Institutional Scholarships/Grants increased 37% from FY 09 to FY 10 while Foundation Scholarships increased 7%. The number of Foundation Scholarships in FY 09 was 351 as compared to 373 awards in FY 10. The number of Institutional Scholarships/Grants in FY 09 was 947 as compared to 1227 in FY 10.

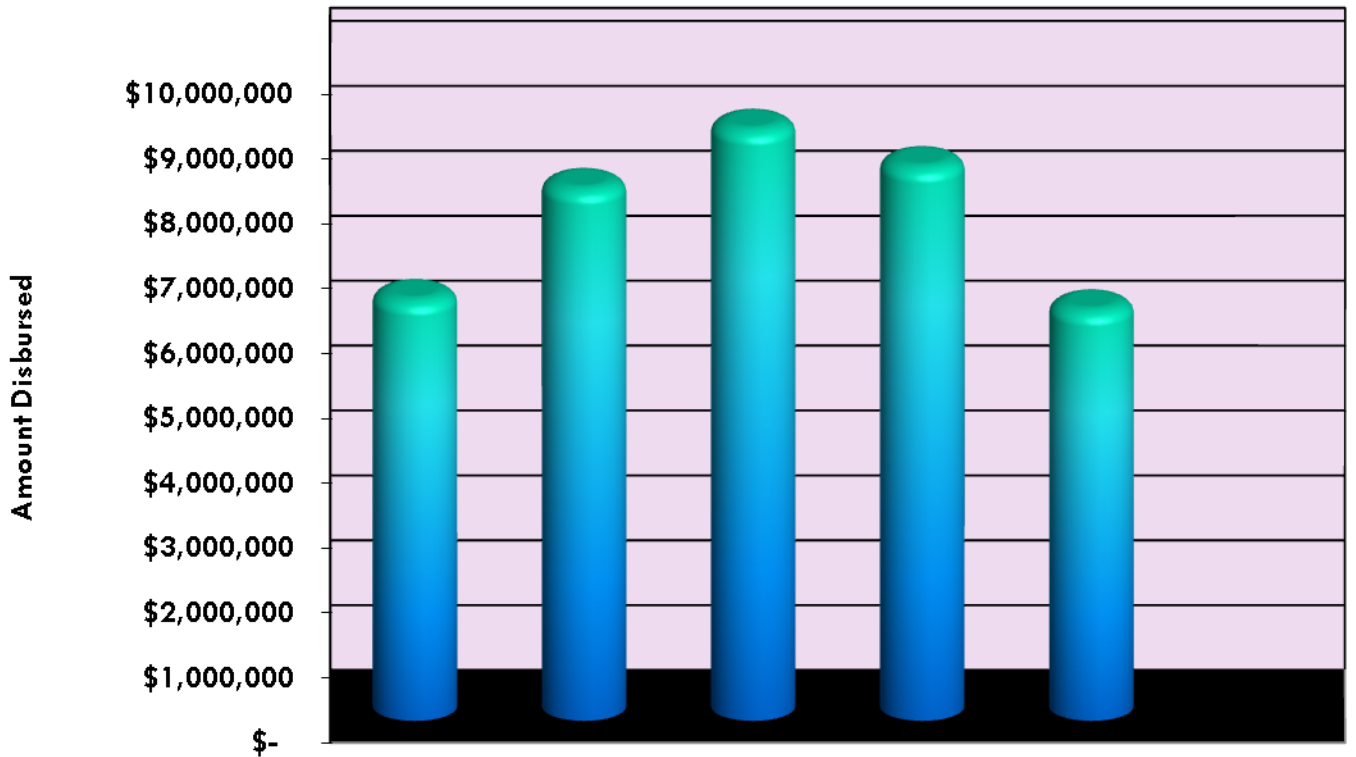
**Note:**

*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)*

*Grants-Stockton Award*

**Document 4: ALTERNATIVE LOAN PROGRAM FUNDS IN DOLLARS**  
 Dispersed FY 2006-FY 2010



|                         | FY '06      | FY '07      | FY '08      | FY '09      | FY '10      | Percent Change from FY '09 |
|-------------------------|-------------|-------------|-------------|-------------|-------------|----------------------------|
| Total Alternative Loans | \$6,448,156 | \$8,157,916 | \$9,069,337 | \$8,493,880 | \$6,288,632 | -26%                       |

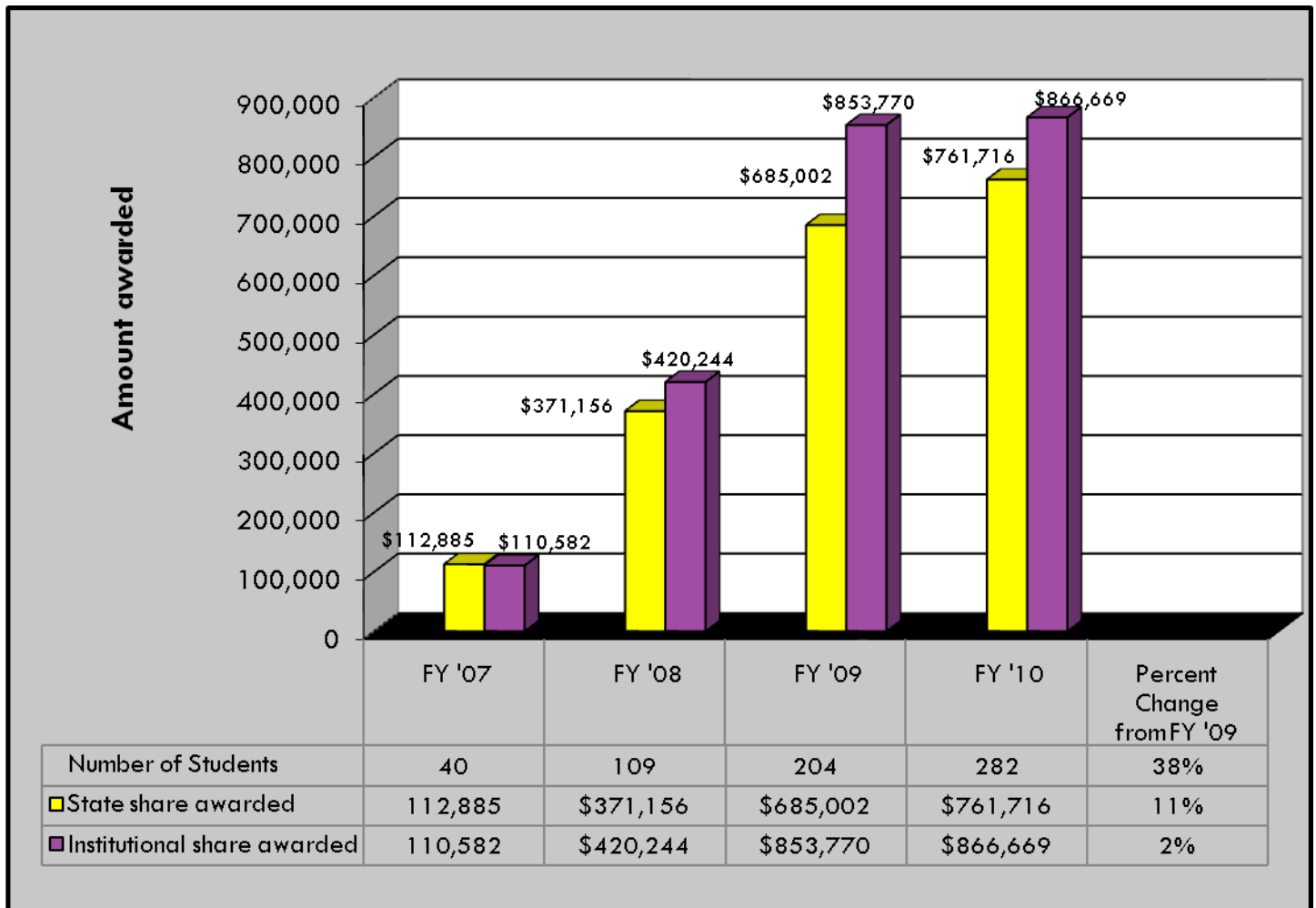
Data as of June 30, 2010

The alternative loan program for **FY 10** continues for the second year in a row with the most significant reduction in borrowing since FY '06. The FY'10 percentage change of **-26%** as compared to the **FY 08** decreased of **-8%** is mostly the result of the economic financial crisis in the country. Changes to in the Stafford Loan borrowing limits and increased institutional funding has also resulted in a decrease in the Alternative Loan borrowing debt to our students.

| 2009-2010 Alternative Loan Borrowing                          |     |
|---|-----|
| Number of students with Alternative Loans                     | 624 |
| Percentage of financial aid recipients with Alternative Loans | 10% |



**Document 5: NJ STARS II AWARDS  
FY 2007 to FY 2010**



A state scholarship program, NJ STARS II is a continuation of NJ STARS for transfer students. Since its inception during the 2006-07 academic year, the enrollment in the program has increased 700% but has moderated to a 38% enrollment growth from the 08-09 academic year to the 09-10. Although there was a 38% increase in enrollment the 11% increase in State funding and the 2% increase in Institutional funding is the result of the changes to the program funding regulations during the 09-10 academic year. These changes in required institutional funding for the program, has saved the institution a substantial amount of money subsidizing the program.

**Document 6: FINANCIAL AID OFFICE CUSTOMER SERVICE STUDENT SATISFACTION SURVEY  
2009-2010**

|   | <b>Strongly Agree</b> | <b>%</b>   | <b>Agree</b> | <b>%</b>   | <b>Disagree</b> | <b>%</b>  | <b>Strongly Disagree</b> | <b>%</b>  |
|---|-----------------------|------------|--------------|------------|-----------------|-----------|--------------------------|-----------|
| Greeted Promptly and Courteously  | 245                   | <b>38%</b> | 338          | <b>52%</b> | 40              | <b>6%</b> | 24                       | <b>4%</b> |
| The Staff addressed the student inquiry in a satisfactory manner                  | 243                   | <b>38%</b> | 306          | <b>47%</b> | 60              | <b>9%</b> | 38                       | <b>6%</b> |
| The staff provided a well-informed response to the students question              | 250                   | <b>39%</b> | 296          | <b>46%</b> | 59              | <b>9%</b> | 42                       | <b>6%</b> |
| My overall experience with the staff in the financial aid office was satisfactory | 76                    | <b>12%</b> | 136          | <b>21%</b> | 25              | <b>4%</b> | 22                       | <b>3%</b> |

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

| <b>Class Level</b> |     | <b>%</b>   | <b>Residence</b> |     | <b>%</b>   |
|--------------------|-----|------------|------------------|-----|------------|
| Freshman           | 135 | <b>21%</b> | On-Campus        | 278 | <b>43%</b> |
| Sophomore          | 91  | <b>14%</b> | Off-Campus       | 212 | <b>33%</b> |
| Junior             | 179 | <b>28%</b> | Commuter         | 157 | <b>24%</b> |
| Senior             | 211 | <b>33%</b> |                  |     |            |
| Graduate Studies   | 31  | <b>5%</b>  |                  |     |            |

\* 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.

**Document 7: FINANCIAL LITERACY PROGRAM STUDENT SURVEY RESULTS**

**Workshop One; October 28, 2009**

**“The Role Savings Plays in Personal Finance” presented by Melaku Lakew, Stockton Faculty Member**

|   | Strongly Agree                                 | Agree | Neutral | Disagree | Strongly Disagree |
|---|--|-------|---------|----------|-------------------|
| Presenter was well organized                                  | 14   | 10    | 1       | 0        | 0                 |
| The objectives of the workshop were clearly met               | 11   | 12    | 2       | 0        | 0                 |
| The information provided will be useful                       | 11   | 11    | 3       | 1        | 1                 |
| Were you clearly notified about the time, location and topic? | 25 Student Attendees<br>21 Yes<br>4 No<br>0 NA |       |         |          |                   |

**Workshop Two; November 10, 2009**

**“Understanding Credit & Interest Rates” presented by Ramya Vijaya, Stockton Faculty Member**

|   | Strongly Agree                                 | Agree | Neutral | Disagree | Strongly Disagree |
|---|--|-------|---------|----------|-------------------|
| Presenter was well organized                                  | 19   | 3     | 0       | 0        | 0                 |
| The objectives of the workshop were clearly met               | 18   | 3     | 1       | 0        | 0                 |
| The information provided will be useful                       | 15   | 5     | 2       | 0        | 0                 |
| Were you clearly notified about the time, location and topic? | 22 Student Attendees<br>22 Yes<br>0 No<br>0 NA |       |         |          |                   |

**Workshop Three; February 23, 2010**

**“Student Loans—What’s Next” presented by Manny Loera, EDFund Client Relations Manager**

|   | Strongly Agree                                 | Agree | Neutral | Disagree | Strongly Disagree |
|---|--|-------|---------|----------|-------------------|
| Presenter was well organized                                  | 14   | 7     | 0       | 0        | 0                 |
| The objectives of the workshop were clearly met               | 15   | 6     | 0       | 0        | 0                 |
| The information provided will be useful                       | 20   | 7     | 4       | 0        | 0                 |
| Were you clearly notified about the time, location and topic? | 21 Student Attendees<br>20 Yes<br>1 No<br>0 NA |       |         |          |                   |

**OFFICE OF RESIDENTIAL LIFE  
ANNUAL REPORT**

**1. AY09-10 GOALS AND OBJECTIVES**

|                         |   |
|-------------------------|---|
| <b>Goal/Objective 1</b> | <p>● Continue promoting the Living/Learning Communities (LLC) in conjunction with faculty and staff advisement to create holistic living and self-awareness. Communities will enhance the interaction of students with administration on campus and provide students with programs geared toward their personal and professional development.</p> |
|-------------------------|---|

- Created Creative Arts Living/Learning Community.
- Increase in program attendance throughout the year; increase in Living/Learning membership for fall 2010
- Incorporated themed housing with LLC topics in the First Year program.

|                         |  |
|-------------------------|--|
| <b>Goal/Objective 2</b> | <p>● Promote social interaction between faculty, staff and students by increasing intentional programming to engage in intellectual discussions.</p> |
|-------------------------|--|

- Installed televisions in H2 and H3 lounges.
- Invited and had faculty participate in programs such as the Women’s Conference and 9<sup>th</sup> Annual SIBS Saturday.
- Collaborated with faculty on LLC programming.

|                         |  |
|-------------------------|--|
| <b>Goal/Objective 3</b> | <p>● Create an academic initiative program to increase retention for first year students. Work with Writing and Math Lab to create a tutoring program within the Residential Life community.</p> |
|-------------------------|--|

- Complex Directors held individual meetings with residents having 2.0 GPA or lower; relied on Academic Affairs for information on approach, FERPA guidelines and other resources.
- Developed tutoring program in First Year housing area; supplied tutors and laptop computers to facilitate program.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

- Living/Learning Communities realized stronger interest; addition of a new community, the Creative Arts Community, provides additional opportunities
- Tutoring in the residential life area supports the academic mission of the College and should increase retention rates; an overall freshman GPA increase was marked from the previous academic year.

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- Continued to work with Complex Directors on planning the First Year Residential Experience and Upper Class Experience programs as a means of academic and residential collaboration.
- Implemented first stage of Academic Initiative program by holding individual academic assessment meetings with those residential students in poor academic standing.
- Continued to improve the educational programs which focused on students’ personal and professional development to aid with the retention rates for returning students.
- Continued to work with staff on professional development to help foster a better relationship between Senior Management Staff and Complex Directors.
- Continued improvements to Resident Assistant training program to provide enhanced customer services and support.

#### 4. CAMPUS WIDE COLLABORATIONS

##### **Division of Administration and Finance**

###### Campus Police

Neighborhood Watch (3 Events)

##### **Division of Academic Affairs**

###### Faculty Collaboration

New Faculty Reception

GreenFest

Bike Program

###### Honors Program

FrightFest Great Adventure Trip

Myths & Legends program

Parent Meals on Honors Day

##### **Division of Student Affairs**

###### Athletics

Boxercise and Aerobics

###### Career Center

Career Kick-Off

Fashion Show

###### College Center

Philadelphia Flyers Game

Osprey Ball

Student/Faculty/Staff Dinner

Philadelphia 76ers Game

Buses for Profapalooza

Senior Send-Off

SOAR BBQ

Welcome Week Events

SOAR Reunion Food

###### EOF

Bowling Night

DJ for Basketball Tournament

###### Enrollment Management

Open House

###### Financial Aid

Financial Literacy Workshop

###### Student Development

Charlie Savage Lecture

Osprey Ball

Multi-Cultural Dinner

Student/Faculty/Staff Dinner

###### Student Organizations

MALES Basketball Tournament

Campus Religious Council Bus Trip

MALES Men’s Day  
 SAVE Carbon Neutrality

Wellness Center

Stay Safe & Graduate  
 Lolla-no-booza  
 Marvelyn Brown Lecture  
 Wellness Day  
 Special Olympics

**Office of the President**

MLK Jr. Day of Service

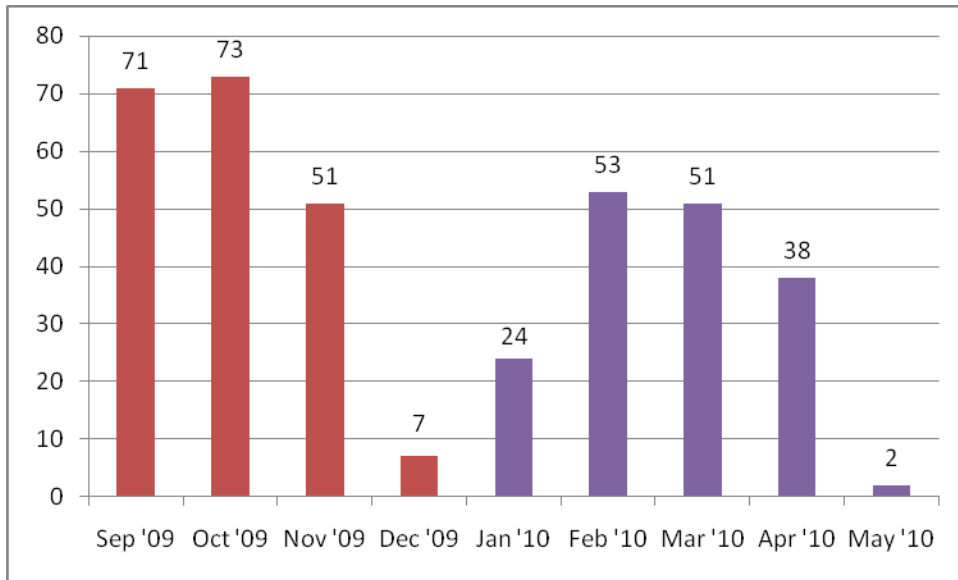
**5. NEW INITIATIVES FOR 2010-2011**

|                         |  |
|-------------------------|--|
| <b>Goal/Objective 1</b> | Continue expanding the Living Learning Communities in the apartment community and create themed housing with LLC topics in the First Year areas. Enhance interaction between students and faculty by providing programs geared toward students’ personal and professional development.                                 |
| <b>Goal/Objective 2</b> | Continue to develop and expand the tutoring program with the first year areas. Work with the Writing and Math Centers to expand tutoring programs to included beginning level science courses such as biology, chemistry and physics.  |
| <b>Goal/Objective 3</b> | Increase the programming and collaborative opportunities between faculty, staff and students with intentional program development to engage the students’ intellectual interface. This collaboration will offer service learning and engagement opportunities with the infusion of technology and learning strategies. |

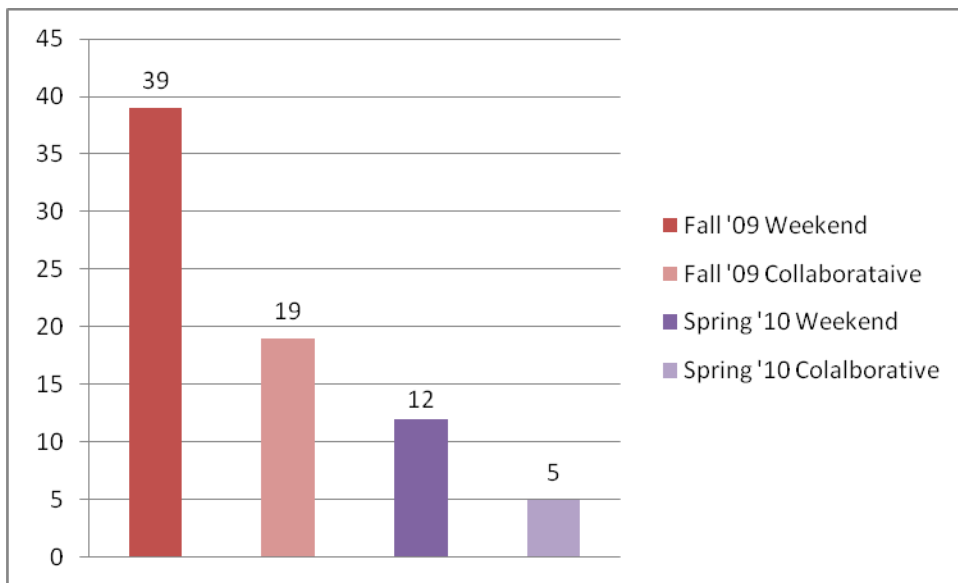
**6. SUPPORTING DATA**

- Document 1. Residential Life Programming, AY 2009 - 2010
- Document 2. Residential Life Weekend and Collaborative Programming, AY 2009 - 2010
- Document 3. Residential Tutoring Program Contact Hours

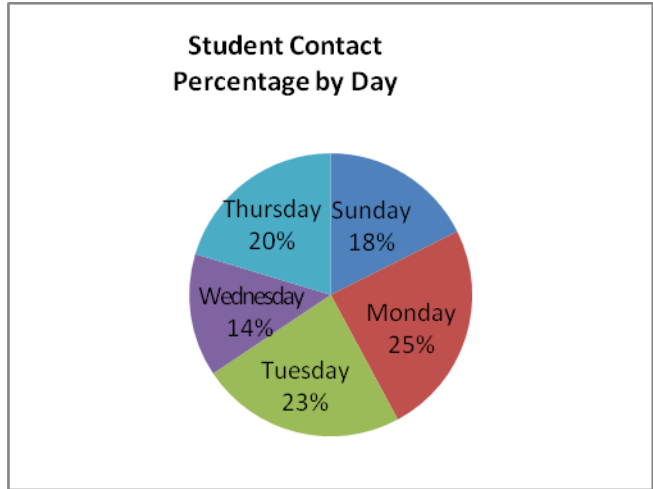
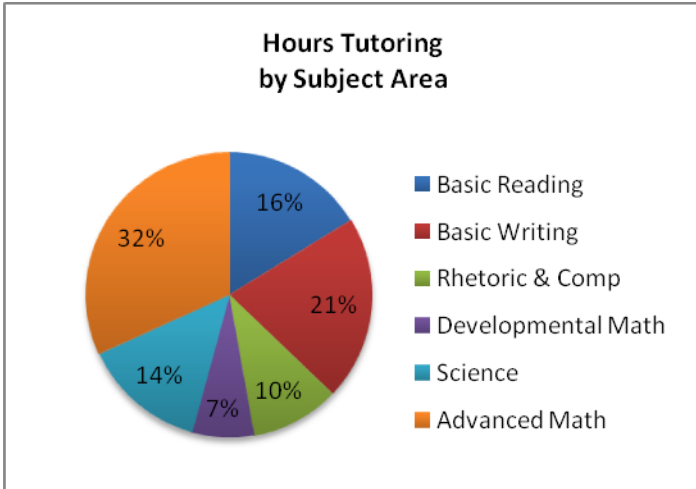
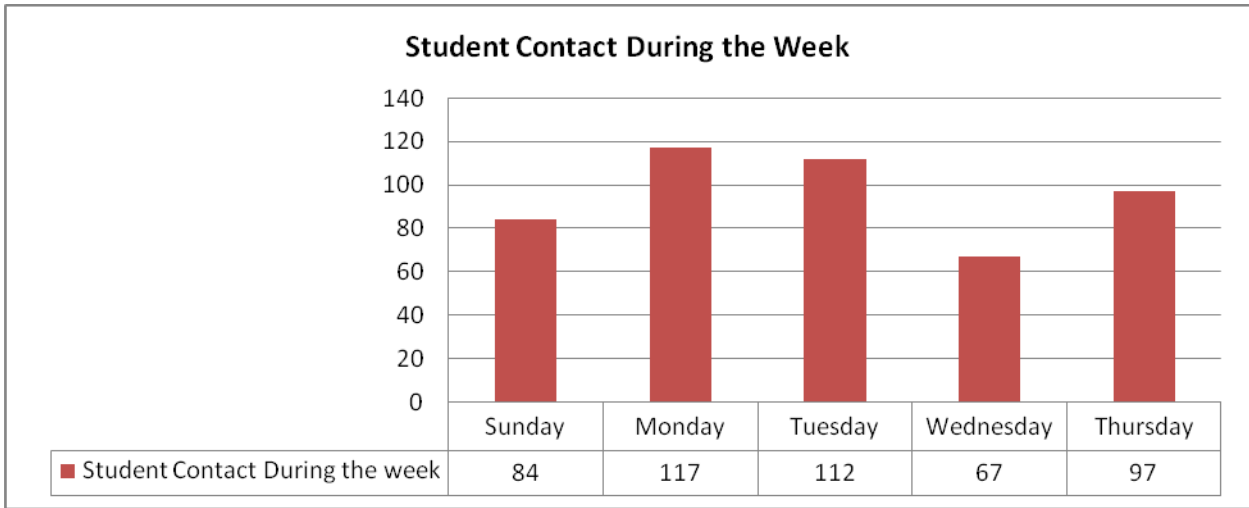
**Document 1: RESIDENTIAL LIFE PROGRAMMING AY 2009 – 2010**



**Document 2: RESIDENTIAL LIFE WEEKEND AND COLLABORATIVE PROGRAMMING AY 2009 – 2010**



**Document 3: RESIDENTIAL TUTORING PROGRAM CONTACT HOURS**



**Notes:**

- Overall GPA improved from 2.932 (TY08/09) to 3.037 (FY09/10) in the freshmen area.
- Average length of visits: 66 minutes for math and 50 minutes for writing.
- Total annual cost of the collaborative program was \$7344 to support tutoring 4 days a week, 2 hours each day.



**OFFICE OF STUDENT DEVELOPMENT  
ANNUAL REPORT**

**1. AY09-10 GOALS AND OBJECTIVES**

**Goal/Objective 1**

● Create and deliver curricular/co-curricular opportunities for personal and interpersonal growth through development of leadership program and workshops.

- Collaborated on or hosted student leadership programs including Annual Day of Leadership, Men’s Leadership Conference, Leadership Workshop Series (eight workshops).

**Goal/Objective 2**

● Promote the ideals and image of Student Development.

- Created and implemented “Get Involved” logo for student development.
- Developed a promotional events calendar.
- Increased Portal postings by 100% over previous year.

**Goal/Objective 3**

● Develop faculty and staff skills to support learning and engagement of students in clubs and organizations.

- Hosted Student Development Open House.
- Utilized email and inter-club council to increase communication with advisors.

**Goal/Objective 4**

● Enhance interaction among students and Student Development Staff.

- Hosted a club and organization Welcome Meeting.
- Created successful club fair.
- Developed and hired graduate student position; assisted in coverage at student events and greek life dance.
- Hosted student/faculty/staff dinner.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

- The “Get Involved” logo increased visibility of involvement opportunities and campus events.
- Students appreciated the leadership opportunities. Day of Leadership keynote speaker, Liz Scott of Alex’s Lemonade, highlighted the connection between leadership and service.
- The Office of Student Development embraced the Portal as a means of communication and promotion of events.
- Student staff positions were revamped to meet the needs of student leaders and organizations; customer service is emphasized.

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- Student Leader development offerings have increased.
- The Office has been asked to assist with campus-wide initiatives as a result of increased visibility.
- Forged relationships with Marketing, Public Relations, Service Learning and other offices.

**4. CAMPUS WIDE COLLABORATIONS**

**Division of Student Affairs**

Career Center

Business Etiquette Dinner, Career Fair

College Center

Orientation including SOAR and Welcome Week  
Commencement

Residential Life

We are Family Residential Life Multicultural Event

Wellness Center

Wellness Day, Disabilities Week

**Office of the President**

Hughes Center Programs

**College wide collaborations**

Environmental Forum  
Help for Haiti events and fundraising  
Political Engagement Project  
Multicultural Dinner  
Black History Month Flag Raising  
Think Fast  
Hero Greek Games

**5. NEW INITIATIVES FOR 2010-2011**

|                         |  |
|-------------------------|--|
| <b>Goal/Objective 1</b> | Conduct a comprehensive review of staffing, services, office policies, technology, and update those policies, procedures to reflect national best practices. |
| <b>Goal/Objective 2</b> | Review current leadership development co-curricular activities and implement new leadership programs and training opportunities.                             |
| <b>Goal/Objective 3</b> | Develop and implement a transition plan for a successful move of student and staff offices to the new Campus Center.   |

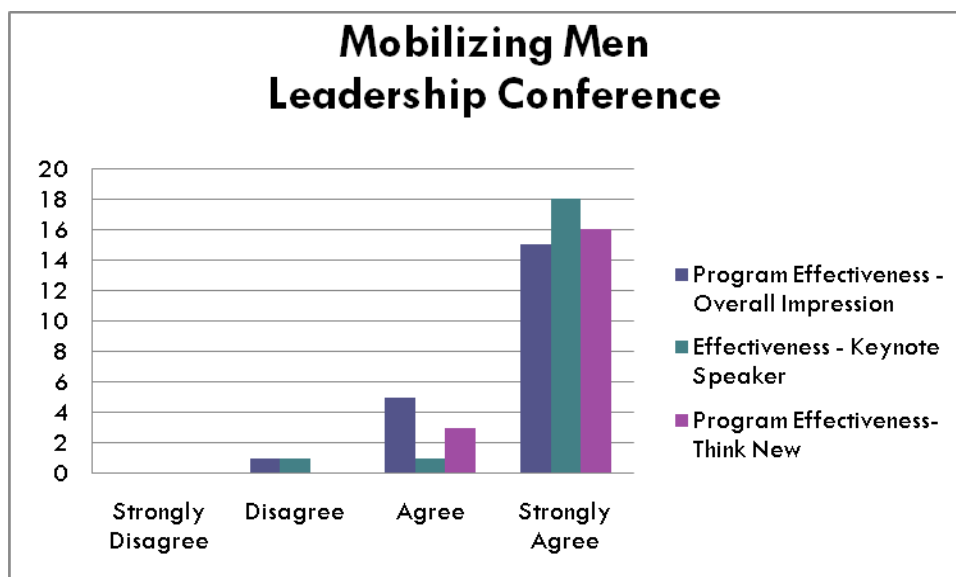
**6. SUPPORTING DATA**

- Document 1. Events Calendar Logo Incorporating “Get Involved” Logo
- Document 2. Men’s Leadership Conference Feedback
- Document 3. Program Community Building Effectiveness: Student/Faculty Staff Dinner
- Document 4. Spring 2010 Club Fair Evaluation

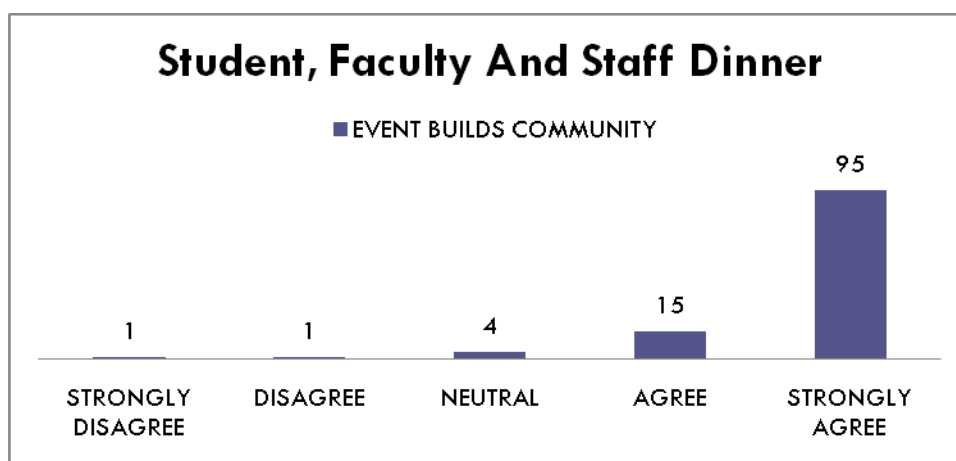
**Document 1: EVENTS CALENDAR LOGO INCORPORATING “GET INVOLVED” LOGO**



**Document 2: MEN'S LEADERSHIP CONFERENCE FEEDBACK**



**Document 3: PROGRAM COMMUNITY BUILDING EFFECTIVENESS: STUDENT/FACULTY STAFF DINNER**



**Document 4: SPRING CLUB FAIR EVALUATION**

| <b>Club Fair Spring 2010 Evaluation Results</b>  | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| The fair assisted me in promoting membership in a club/organization to friends, peers etc.                                   | 2                 | 4        | 13      | 34    | 38             |
| The process of joining a club/organization was easy and simple.  | 1                 |          | 12      | 20    | 54             |
| The fair helped me decide on a club/organization to join.  | 4                 | 3        | 16      | 28    | 30             |
| The timing of the event was convenient.  | 1                 | 3        | 17      | 28    | 39             |
| The Clubs/organizations were easy to identify and locate.  | 2                 | 8        | 11      | 24    | 34             |
| Were you interested in a club/organization before attending the Club Fair from other previous source (open house, Argo etc.) | 11                | 5        | 18      | 20    | 29             |
| I received necessary information from clubs regarding on how to join.  | 2                 | 1        | 16      | 32    | 32             |
| In general, I would rate this club fair a successful event   | 1                 | 2        | 6       | 27    | 45             |

OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES (OSRR)  
ANNUAL REPORT

1. AY09-10 GOALS AND OBJECTIVES

Goal/Objective 1

● Develop oversight of group disciplinary process.

- Directed meeting with colleagues on unifying group conduct adjudication on campus.
- Advised Dean of Students on adjudication of four group conduct cases.

Goal/Objective 2

● Expand services of OSRR with volunteer staff support.

- Recruited pre-hearing officers to service students in first phase of Campus Hearing Board (CHB) case adjudication.

Goal/Objective 3

● Coordinate with Retention Initiatives to address “at risk” students’ conduct issues.

- Conducted site visit to Atlantic County “drug court”; hired vendor to train staff on establishment of campus drug court.
- Established liaison relationship with Assistant Provost to share communications on readmitted students.

2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES

- Collaborated with the Office of Student Development in adjudicating group conduct cases.
- Established relationship with Atlantic County Superior Court and a vendor to develop a “drug court” on campus in an effort to retain at-risk students.

3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES

- 120 CHB cases filed, 27% increase from AY09, 110 cases heard, 106 cases found responsible with sanctions.
- Increases in codes from AY2009: Code 5; bodily harm 132% (44 cases), Code 5; DWI 120% (11 cases), Code 8; narcotics 34% (39 cases), Code 11; disorderly conduct 62% (42 cases), Code 15; alcohol 12% (19 cases).
- Introduced learning assessment in program evaluations for CHB Orientation and EOF Summer program, demonstrating high success rate of positive outcomes.
- In response to increase in CHB cases, added part time staff to assist with adjudication of cases.
- Established an independent office in FY10 with the addition of two Assistant Directors to better serve the community.

4. CAMPUS WIDE COLLABORATIONS

**Division of Academic Affairs**

Collaborated on resolving student conduct matters in academic environment.  
Women’s Conference

**Division of Student Affairs**

Dean of Students

Middle States Self Study Committee membership, Standard 14: Student Learning Assessment

Residential Life

Women’s Conference

**College wide collaboration**

Participated in Emergency Operations Plan exercises

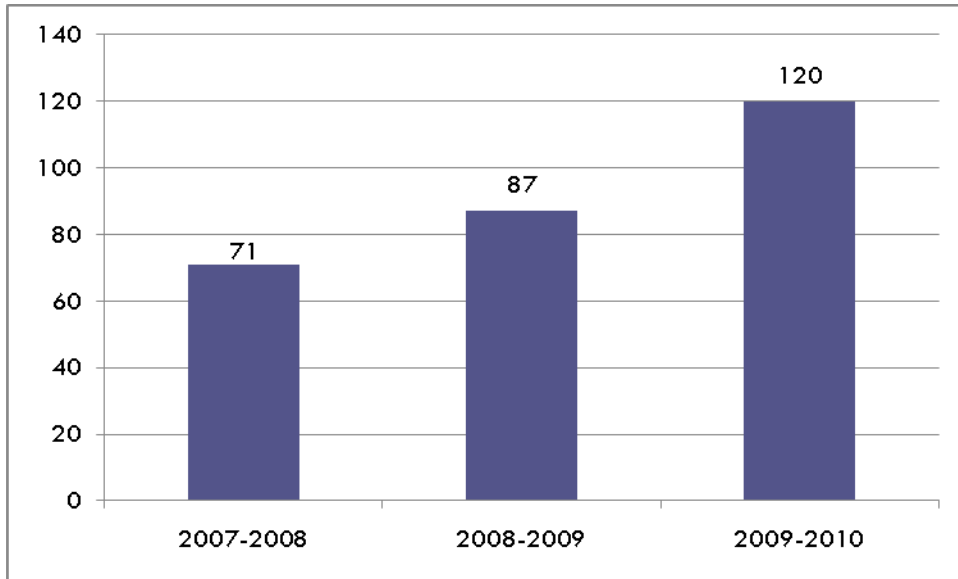
**5. NEW INITIATIVES FOR 2010-2011**

|                         |   |
|-------------------------|---|
| <b>Goal/Objective 1</b> | Assess learning outcomes of students sanctioned to perform community service  |
| <b>Goal/Objective 2</b> | Engage the campus community in promoting civility through programming initiatives   |
| <b>Goal/Objective 3</b> | Unify conduct record retention for student (Residential and CHB) and group conduct, academic honesty, <i>et al</i> via central database |

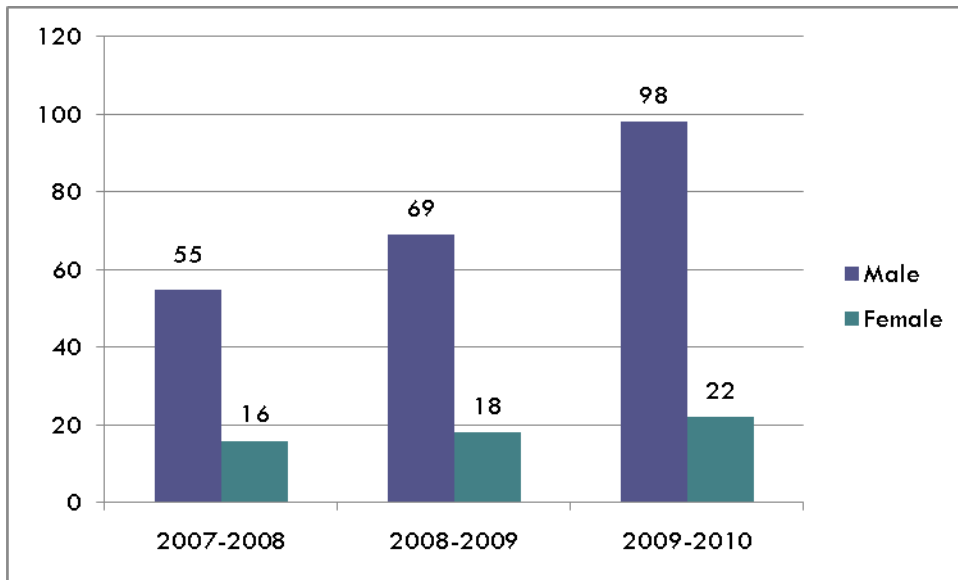
**6. SUPPORTING DATA**

- Document 1. Number of Cases, AY 07-08 through AY 09-10
- Document 2. Comparison of Number of Cases by Gender, AY 07-08 through AY 09-10
- Document 3. Violations by Category, AY 07-08 through AY 09-10
- Document 4. Percentage of Total Violations, 2009-2010
- Document 5. Cases Heard vs. Cases Not Heard, AY 08-09 through 09-10
- Document 6. Violations Heard vs. Violations Not Heard, AY 08-09 through 09-10
- Document 7. Most Frequent Violations, AY 07-08 through AY 09-10
- Document 8. Sanctions, AY 07-08 through AY 09-10
- Document 9. Violations by Month, AY 07-08 through AY 09-10
- Document 10. Number of Violations by Location, AY 08-09 through 09-10
- Document 11. Student Assessment of EOF Summer 2009 Presentation
- Document 12. Fall 2009 Campus Hearing Board Orientation Assessment

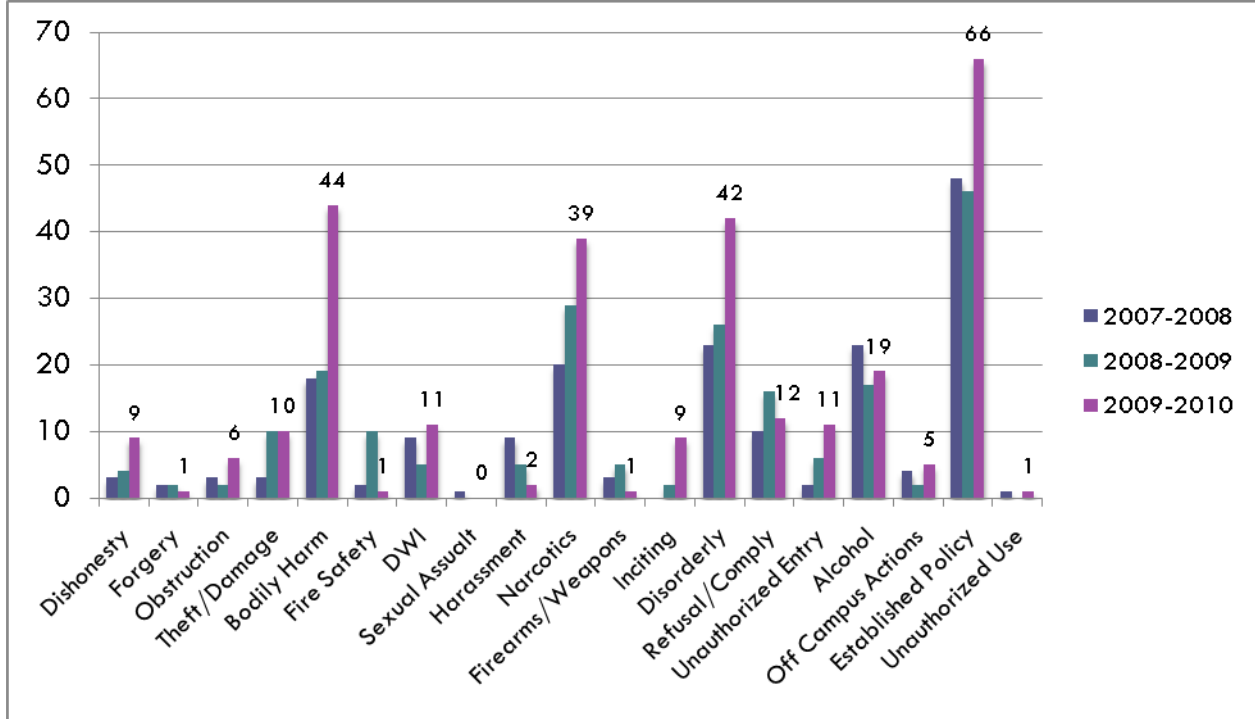
**Document 1: NUMBER OF CASES**  
**AY 07-08 through AY 09-10**



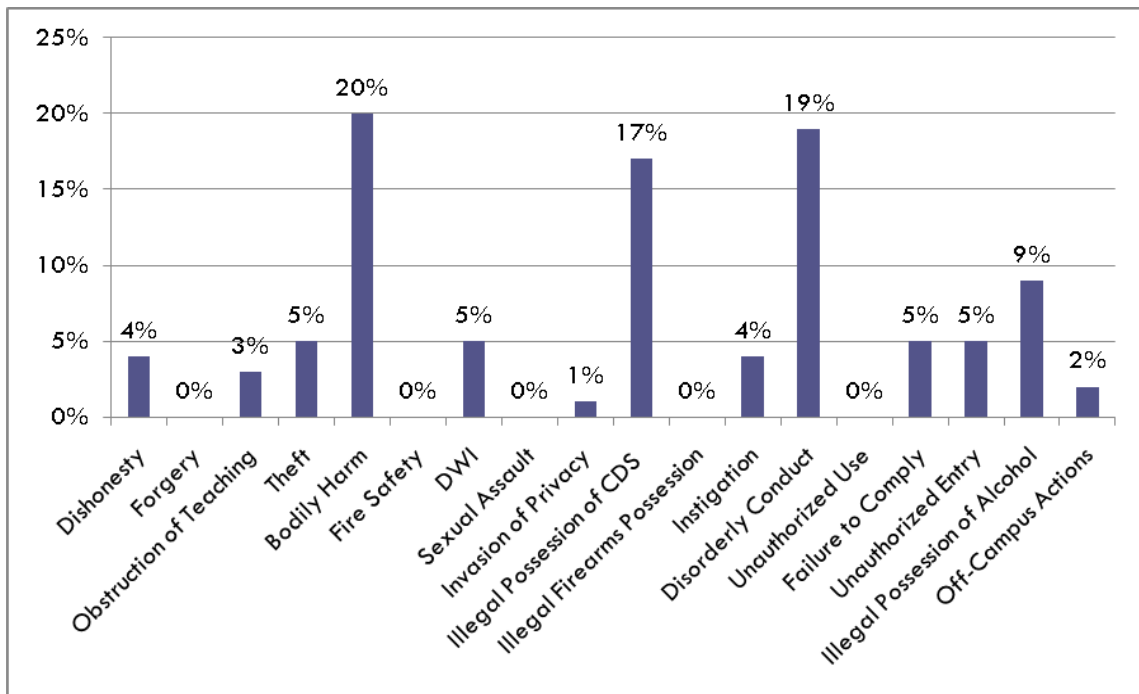
**Document 2: COMPARISON OF NUMBER OF CASES BY GENDER**  
**AY 07-08 through AY 09-10**



**Document 3: VIOLATIONS BY CATEGORY**  
**AY 07-08 through 09-10**



**Document 4: PERCENTAGE OF TOTAL VIOLATIONS**  
**2009-2010**





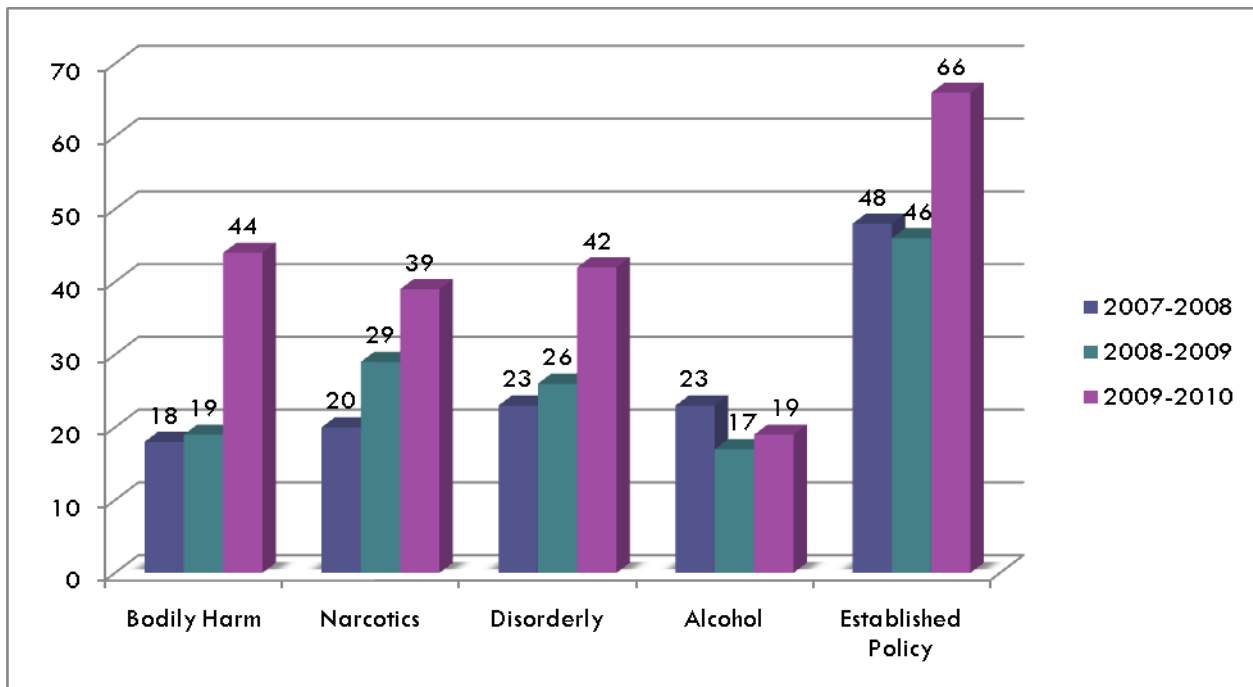
**Document 5: CASES HEARD VS. CASES NOT HEARD**  
**AY 08-09 through 09-10**

|           | Cases Heard | Cases Not Heard | Cases Found Responsible | Cases Found Not Responsible | % of Cases Found Not Responsible |
|-----------|-------------|-----------------|-------------------------|-----------------------------|----------------------------------|
| 2008-2009 | 83          | 4               | 77                      | 2                           | 3%                               |
| 2009-2010 | 110         | 10              | 106                     | 4                           | 4%                               |

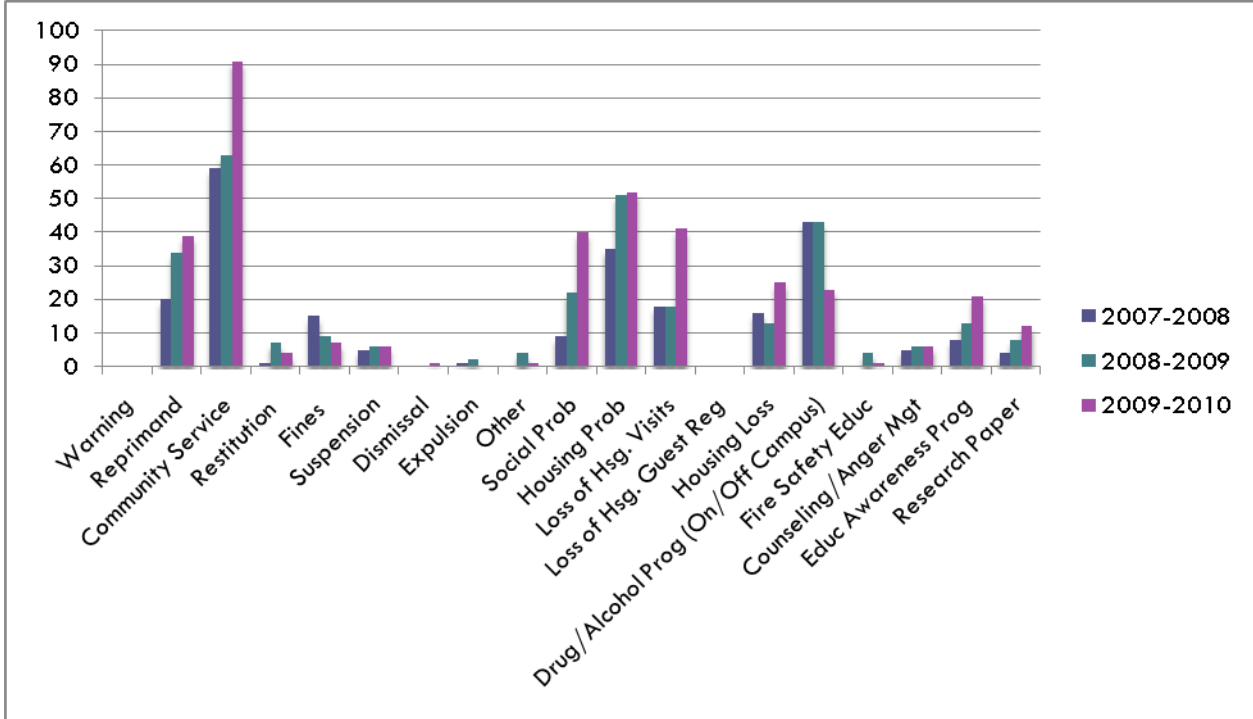
**Document 6: VIOLATIONS HEARD VS. VIOLATIONS NOT HEARD**  
**AY 08-09 through 09-10**

|           | Violations Heard | Violations Not Heard | # of Violations Found Responsible | # of Violations Found Not Responsible | % of Violations Found Not Responsible |
|-----------|------------------|----------------------|-----------------------------------|---------------------------------------|---------------------------------------|
| 2008-2009 | 149              | 11                   | 133                               | 16                                    | 11%                                   |
| 2009-2010 | 196              | 27                   | 175                               | 21                                    | 11%                                   |

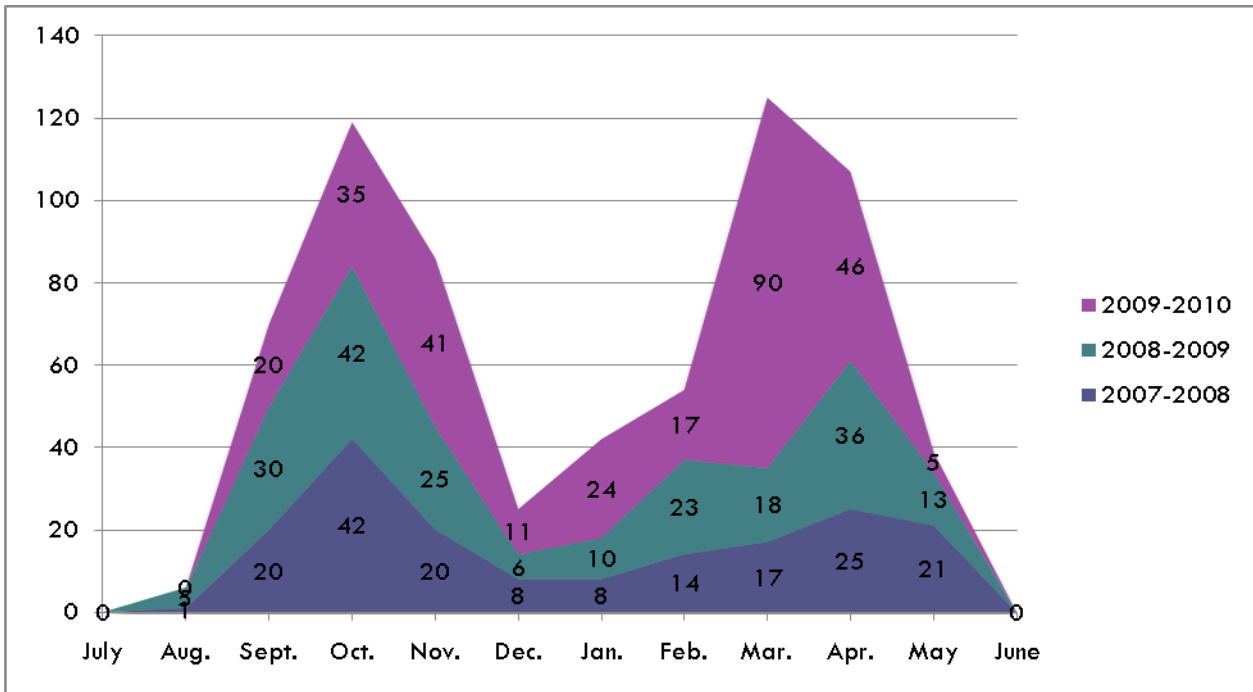
**Document 7: MOST FREQUENT VIOLATIONS**  
**AY 07-08 through 09-10**



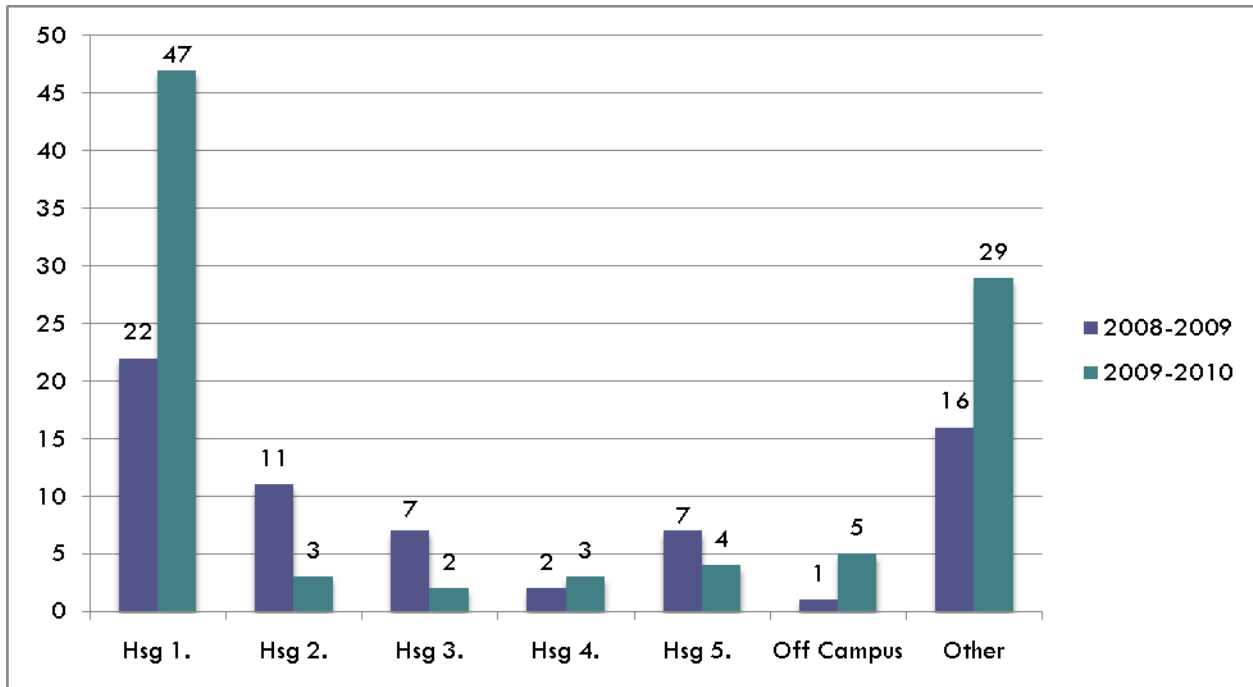
**Document 8: SANCTIONS**  
AY 07-08 through 09-10



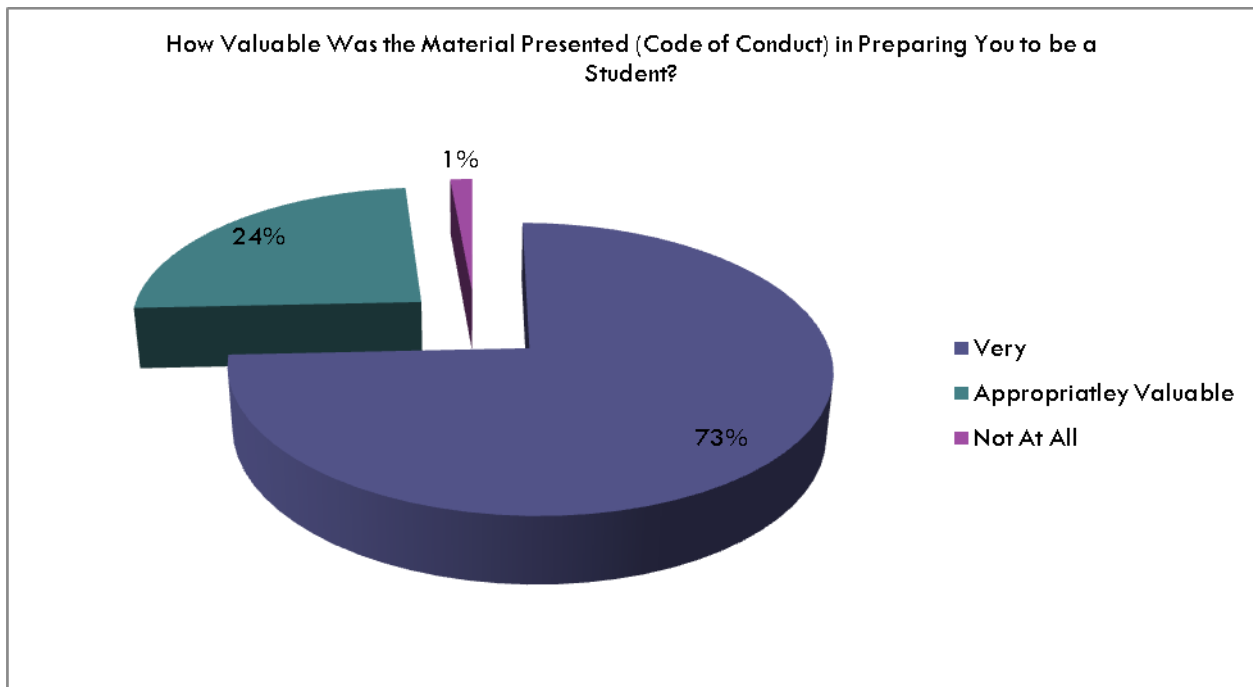
**Document 9: VIOLATIONS BY MONTH**  
AY 07-08 through 09-10



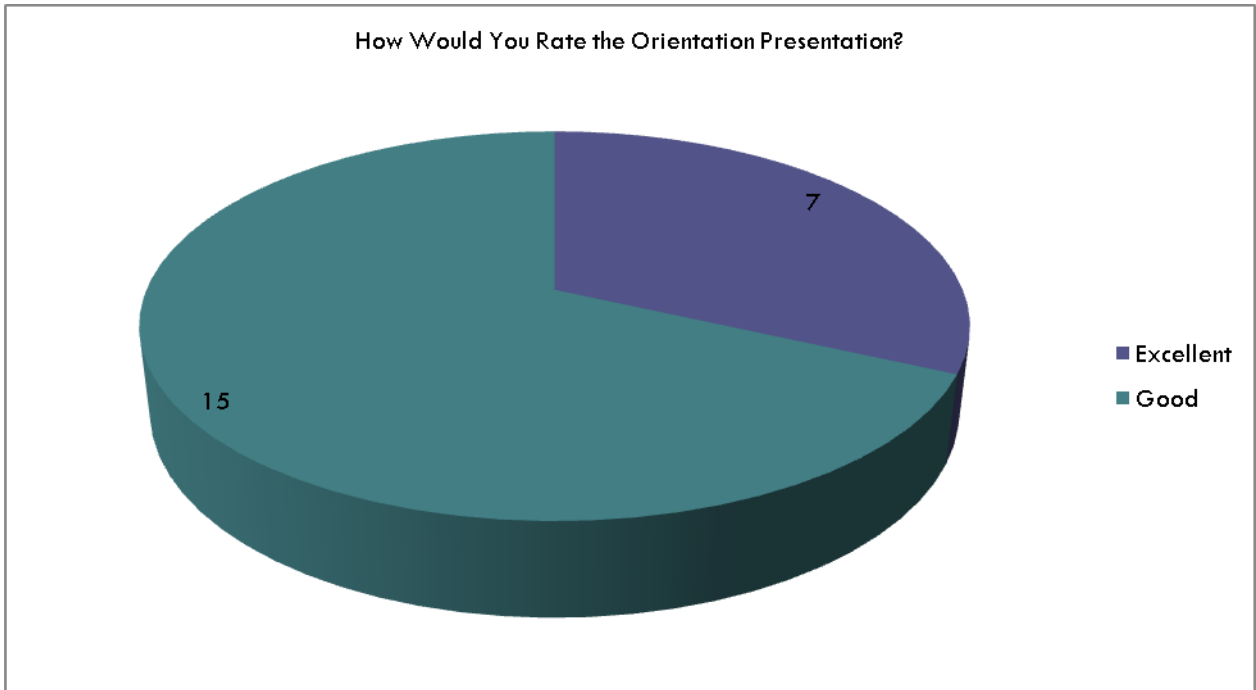
**Document 10: VIOLATIONS BY LOCATION**  
**AY 08-09 through 09-10**



**Document 11: STUDENT ASSESSMENT OF EOF SUMMER 2009 PRESENTATION**



**Document 12: FALL 2009 CAMPUS HEARING BOARD ORIENTATION ASSESSMENT**



**OFFICE OF VETERAN AFFAIRS  
ANNUAL REPORT**

**1. AY09-10 GOALS AND OBJECTIVES**

**Goal/Objective 1**

● Become a Servicemembers Opportunity College.

- Awarded membership March 4, 2010 in the Servicemembers Opportunity College (SOC) Consortium, the fourth Operation College Promise (OCP) institution to be awarded membership in the Servicemembers Opportunity College (SOC) Consortium and the first to attain the distinction in the Post 9-11 era.

**Goal/Objective 2**

● Develop more community collaboration programs with local veteran organizations.

- Partnered with the Absecon VFW Post 9462 and hosted a scholarship golf tournament at Seaview.
- Yellow Ribbon reintegration was held at Stockton with servicemembers from the 177<sup>th</sup> Air National Guard.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

1. The Office of Veteran Affairs was able to accomplish much more than the goals set forth in the AY08-09 Annual Report.

- Stockton’s Student Veteran Organization grew substantially toward the end of AY09-10. Elections for President, Vice-President, and Secretary were held through electronic voting.
- The Office of Veteran Affairs started a collaboration with Admissions, Financial Aid, and Academic Advising in June 2010. This collaboration allowed veterans to move through the admissions process, financial aid process, and the process of signing up for classes smoothly.
- Event Services, Plant and Chartwells have collaborated on successful events hosted by the Office of Veteran Affairs:
  - Ribbon Cutting Ceremony for the new Veterans Lounge
  - Veteran Scholarship Golf Tournament held at Seaview
  - Veterans Day Ceremony dedicating a monument to fallen soldiers who served in OEF, OIF, and Operation Desert Storm
  - In conjunction with Operation College Promise, held a Veteran Servicemembers Certification Program designed to help people who work with veterans facilitate their transition from combat to college
- Hosted a Conference on Education and Career Planning aimed at veterans and Continuing Education.
- Stockton became a Yellow Ribbon Military Friendly school.

2. The following are additional projects the Office of Veteran Affairs completed.

- The Office of Veteran Affairs developed an electronic questionnaire for veteran students. This questionnaire included information that will be useful when gathering data relative to the student veteran’s major, military branch, and whether or not they were in a combat zone among the ordinary questions name, address, date of birth, etc.
- The Office of Veteran Affairs offers free of charge “I Served” yellow ribbon pins for all veterans including students, staff, and alumni. This program has been extremely successful.
- The Office of Veteran Affairs was designated as a Military Friendly School nationally and was included in *G.I. Jobs* as being in the top 15% of military friendly schools.

- The Office of Veteran Affairs worked closely with the SOC in its effort to receive a grant titled ACE/Wal-Mart Success for Veterans.
- Created The Scholar Newsletter.
- Helped establish Stockton’s first veteran course for Stockton Students titled “The Veteran Experience”.
- Developed a course titled “Veterans: A Global Vision” which will be taught in spring 2011 semester by Tom O’Donnell, Assistant Dean of Students.

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- The Office of Veteran Affairs has learned how to better communicate and collaborate not only with other Stockton departments, but with other state and national veteran organizations.
- Data tracking has been improved through use of Discoverer reports.
- Using Stockton’s list serve to email the almost 200 veterans made communication easier and quicker.
- Access to Admission’s Discovery reports indicating applicants’ military status provided the opportunity to contact the veterans prior to the start of the semester.
- The Office of Veteran Affairs has been accepted as a charter member of the National Veterans Honor Society.
- The Student Veterans Organization has become a member of the American Student Veterans Association and has sent representation to the national convention in Washington, D.C.

**4. CAMPUS WIDE COLLABORATIONS**

**Division of Student Affairs**

Career Center

Participation in Job Fair

Enrollment Management

Open House

Student Development

Participated in the Club Fair

**5. NEW INITIATIVES FOR 2010-2011**

|                         |   |
|-------------------------|---|
| <b>Goal/Objective 1</b> | Create and implement the Veteran Support Team, which will include people from Financial Aid, Admissions, the Career Center, Academic Advising, the Wellness Center – Counseling Services, Student Records and the Assistant Dean of Students, for the betterment of the student veterans. |
| <b>Goal/Objective 2</b> | Creation of veteran student survey.   |
| <b>Goal/Objective 3</b> | Dedication of “Veterans Park” on campus.  |
| <b>Goal/Objective 4</b> | Collaborating with Student Development, the Students’ Veterans Organization, and the media to host America’s Vet Aide Day.  |

**6. SUPPORTING DATA**

None provided.

**OFFICE OF ALCOHOL AND DRUG EDUCATION PROGRAM  
ANNUAL REPORT**

**1. AY09-10 GOALS AND OBJECTIVES**

**Goal/Objective 1**

● Develop HERO Campaign for Designated Drivers on campus.

- 125 informational packets were distributed to incoming students.
- Peer educators recruited students interested in becoming involved in the campaign; while none of the students were able to commit to starting a weekly group on campus, they would be willing to work on UMADD and HERO awareness projects.
- HERO graphics were incorporated onto pamphlets and posters of the Alcohol and Drug Education Program, as well as Stay Safe and Graduate activities.

**Goal/Objective 2**

● Utilize CORE survey results for 2009-2010.

- Worked with Graphics and peer educators on a social norm campaign to correct misperceptions of alcohol and drug use on campus.
- CORE survey will be conducted in spring 2011 to begin creating a data profile for trend analysis.

**Goal/Objective 3**

● Provide larger scale alcohol and drug awareness programs for more varied and impactful education and promote a campus environment that supports a student's decision regarding abstaining from substances and responsible drinking.

- Enhanced Alcohol Awareness Week programming to include various community organizations; speakers included Matt Custer from the HERO campaign, and Project PRIDE, although attendance was sparse due to time constraints of the events.
- Over 200 students stopped by the information tables, and evaluation results from the Alcohol Awareness Week surveys were generally positive.
- Collaborated with the Office of Residential Life, Event Services and Student Senate to promote dynamic programming such as Lolla-No-Booza, Alcohol Awareness Week, Designated Driver Awareness Week and Alcohol & Society: A Forum on Changing the Drinking Culture.
- Recruited three peer educators for the 09-10 year who assisted within the Alcohol and Drug Education Program, including Alcohol 101 and the 2010 Forum.
- Established weekly Alcoholics Anonymous Young Adult Meetings.
- Alcohol and Drug Education Program website was launched offering surveys, self assessments and screening tools and information regarding alcohol and drugs.
- Verbal feedback surveys indicate students appreciated the opportunity to participate in a substance free program.

**Goal/Objective 4**

● Establish a standardized curriculum for alcohol and drug education sessions to better meet the needs of the Stockton student body.

- Expanded the use of the online tools eCHUG and eTOKE by the Alcohol and Drug Education Program, Residential Life and the Campus Hearing Board by mandating 94 students to complete the screening.
- Enhanced Alcohol 101 workshops, presenting to over 100 students over the course of the year and distributing both pre and post tests for students to complete.

**Goal/Objective 5**

● Increase town and gown relationships with innovative workshops, training, and an expanded referral database.

- Through the Stay Safe and Graduate Program, provided training sessions to staff members from local bars and enforcement officials on topics such as spotting fake IDs; presented workshops to local high schools and youth groups; presented drunk driving workshops.

**Goal/Objective 6**

● Establish a Mission Statement and Standards of Care.

- Analyzed and incorporated nationally established research based guidelines for appropriate level of care to create an overall curriculum, protocols and procedures for standard for treatment.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

■ Trends:

- Majority of the students appeared to be sophomores and juniors
- The highest number of students majored in Business.
- Second and third most popular majors among students utilizing the Alcohol Drug Education Program were Psychology and Biology.
- 51 students (76%) had a cumulative GPA of 2.50 or higher with the average GPA being 3.00

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- The Alcohol and Drug Education Program updated the Alcohol 101 curriculum to include greater incorporation of safe driving practices such as information on the HERO campaign, use of Blood Alcohol Content cards as a concrete discussion tool, and brainstorming time in the sessions to generate students driven thinking on how to intervene to prevent intoxicated driving.
- The Alcohol and Drug Education Program developed a research based standard of care, revised mission statement, and minimum guideline curriculum.
- Numerous activities focusing on use of social norms, CORE Survey Data, and promoting great alcohol awareness were provided through: Alcohol Awareness Week: Sept. 2009, Alcohol Awareness collaboration with Residence Life: 10/27/09, LollaNoBooza: 10/29/09, Holiday Gathering about Safe Driving: 12/1/09, Designated Driver Awareness Week: March 2010, A Forum on Alcohol & Society: April 2010.
- On April 23, the Alcohol and Drug Education Program helped host “Alcohol & Society: Make a choice, make a change.” Nearly 250 attendees participated in the event focused on raising awareness about the alcohol culture both on campus and on indoctrinating high school students into a healthier culture. Workshops were held for professionals and parents on the changes to hosting laws, as well as ways to prepare youth to transition to college with realistic and responsible drinking expectations. George Dowdall, author of *College Drinking: Reframing a Social Problem* provided the workshop for professionals as well as was the lead speaker on the panel discussion for the entire audience. This event was also sponsored by the Stay Safe and Graduate Program, the NJ Division of Highway Traffic Safety, Atlantic Prevention Resources, the Atlantic County Childhood Drinking Coalition, the Stockton Police Department, and Kean University Police Department.

**4. CAMPUS WIDE COLLABORATIONS**

- **Division of Student Affairs**  
Dean of Students  
 Alcohol Safety and Prevention Committee  
 Alcohol Task Force  
  
Educational Opportunity Fund Program  
 Crisis intervention  
 Education for tutors and students



Wellness checks

Residential Life

Education and stress management training for student staff  
 Alcohol 101 and awareness workshops for dorm floors  
 Events such as Alcohol Awareness Week, Lolla-No-Booza, Designated Driving Week, Alcohol & Society forum  
 Weekly administrative meetings with Complex Directors  
 Collaboration on Alcohol Task Force

Student Development

Worked with student organizations for events such as Alcohol Awareness Week, Lolla-No-Booza, Designated Driving Week, Alcohol & Society forum  
 Alcohol Safety and Prevention Committee  
 Alcohol Task Force

- **Division of Academic Affairs**  
 Provided educational workshops to classes upon faculty request

- **Department of Administration and Finance**

Stockton Police Department  
 Alcohol Safety and Prevention Committee  
 Alcohol & Society forum  
 Stay Safe and Graduate program  
 Alcohol and Drug Awareness week

Graphics & Print Shop

Office publications

**6. NEW INITIATIVES FOR 2010-2011**

|                         |   |
|-------------------------|---|
| <b>Goal/Objective 1</b> | Utilize social norms statistics using the results from the CORE survey and administer CORE survey in Spring 2011.   |
| <b>Goal/Objective 2</b> | Promote greater awareness and branding of the slogan approved by the Alcohol Task Force, "RSC: Responsible, Safe, Choices."                                   |
| <b>Goal/Objective 3</b> | Review the Alcohol and Drug Education Program for Middle States Compliance.   |
| <b>Goal/Objective 4</b> | Implement the standardized curriculum developed in 2009 – 2010 for alcohol and drug education sessions to better meet the needs of the Stockton student body. |
| <b>Goal/Objective 5</b> | Increase town and gown relationships with innovative workshops, trainings, and an expanded referral database.   |

**7. SUPPORTING DATA**

|              |   |
|--------------|---|
| Document 1.  | Summary of Services Provided, 2009-2010         |
| Document 2.  | Class Year Breakdown, 2009-2010                 |
| Document 3.  | Retention Rates, 2009-2010                      |
| Document 4.  | Number of Students by Academic School           |
| Document 5.  | Number of Students by Academic Major            |
| Document 6.  | GPA Breakdown                                   |
| Document 7.  | eCHUG Outcomes Report, 2009-2010                |
| Document 8.  | eTOKE Outcome Report, 2009-2010                 |
| Document 9.  | Alcohol Awareness Week                          |
| Document 10. | Designated Driving Awareness Week 2010          |
| Document 11. | Alcohol & Society: Make a Choice, Make a Change |
| Document 12. | Alcohol 101 Workshops Summary, 2009-2010        |
| Document 13. | LollaNoBooza Summary 2009                       |
| Document 14. | Alcoholic Anonymous Young Adult Group           |
| Document 15. | Greater Social Network and Internet Presence    |

**Document 1. SUMMARY OF SERVICES PROVIDED 2009-2010**

*Compares summary of services from 2007-2008 to 2009-2010*

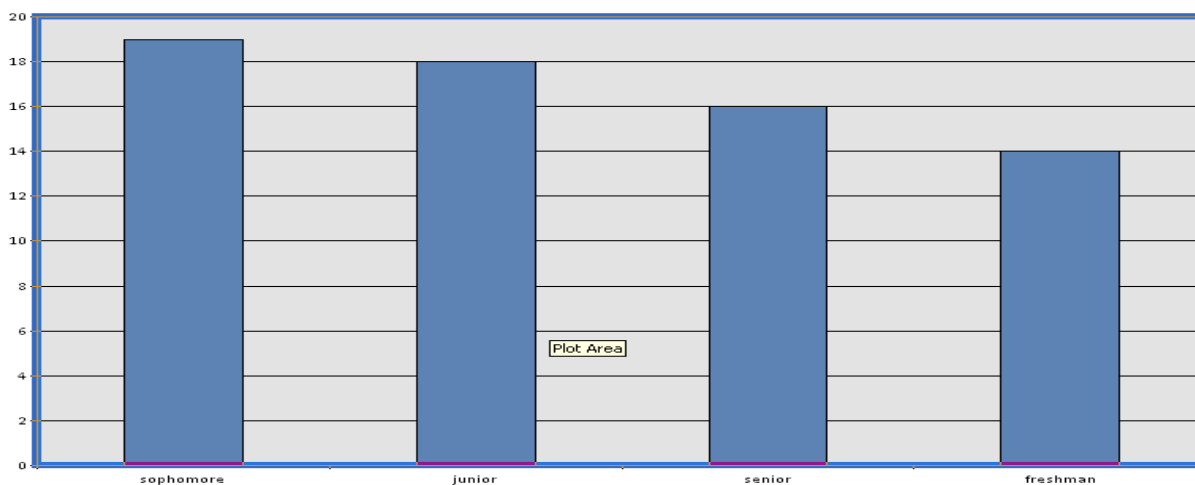
|   | 2007/2008 | 2008/2009 | 2009/2010 |
|---|-----------|-----------|-----------|
| Number of Clients   | 71*       | 89        | 67        |
| Number of Client Hours  | 137*      | 148       | 155.25    |
| Total Number of Sessions  | 137*      | 155       | 179       |
| ▪ Intake / Assessment of Needs                                    | 41*       | 66        | 44        |
| ▪ Alcohol/Drug Counseling   | 83*       | 139       | 108       |
| ▪ Alcohol Transport Follow-up session<br>(new code for 2007/2008) | 13        | 19        | 18        |
| ▪ Alcohol Drug Outreach   | **        | **        | 9**       |

(\*) A new data system, Titanium Scheduler for College Counseling Centers, was implemented in August 2007. Titanium Scheduler collects information differently than the old data system, UCCD, so the comparison is not exact for 2006/2007 to 2007/2008.

(\*\*) New data collection code for 2009/2010.

**Document 2: CLASS YEAR BREAKDOWN, 2009-2010**

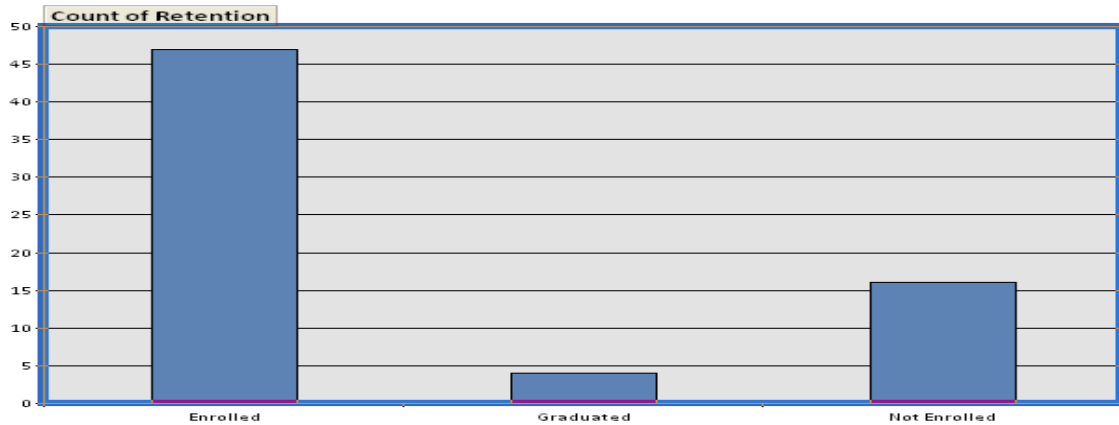
Number of students from each class year who received services for the Alcohol and Drug Education Program



| Class Year | Number of Students, N=67 |
|------------|--------------------------|
| Freshman   | 14                       |
| Sophomore  | 19                       |
| Junior     | 18                       |
| Senior     | 16                       |
| Graduate   | 0                        |

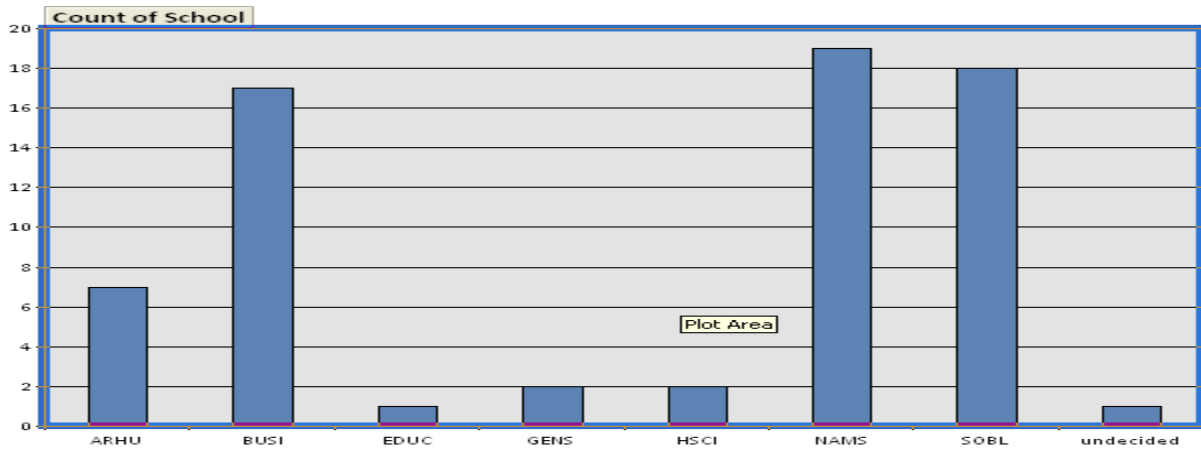
**Document 3: RETENTION RATES, 2009-2010**

Alcohol and Drug Education Program



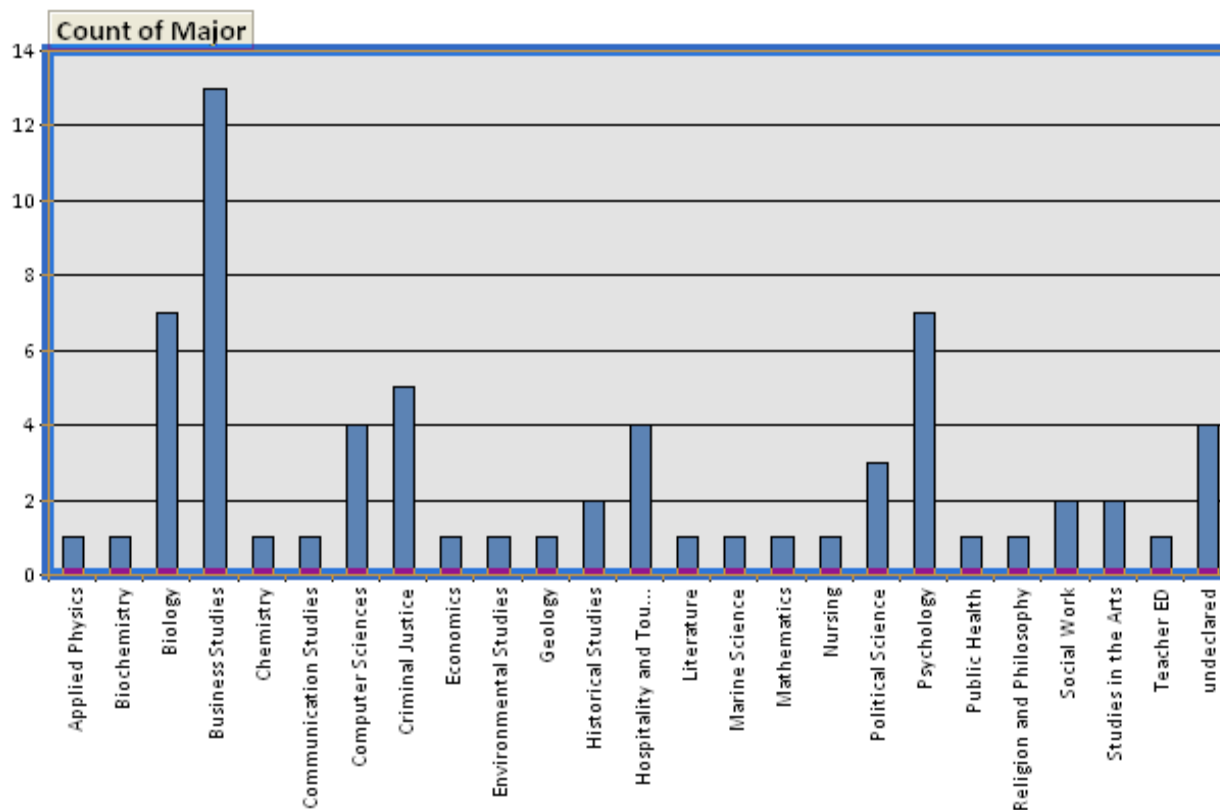
Out of 67 students who were seen for alcohol and drug counseling and education, 69% (n=46) are continuing enrollment in the Fall 2010 semester. 25% (n=17) are either not continuing in the fall semester or have not yet enrolled. 6% (n=4) were graduated.

**Document 4: NUMBER OF STUDENTS BY ACADEMIC SCHOOL**



| Academic School                  | Number of Students |
|----------------------------------|--------------------|
| Social and Behavioral Sciences   | 17                 |
| Natural Sciences and Mathematics | 18                 |
| Arts and Humanities              | 7                  |
| Business Studies                 | 15                 |
| Undeclared                       | 1                  |
| Education                        | 1                  |
| Health Sciences                  | 2                  |
| General Studies                  | 2                  |

Document 5: NUMBER OF STUDENTS BY ACADEMIC MAJOR

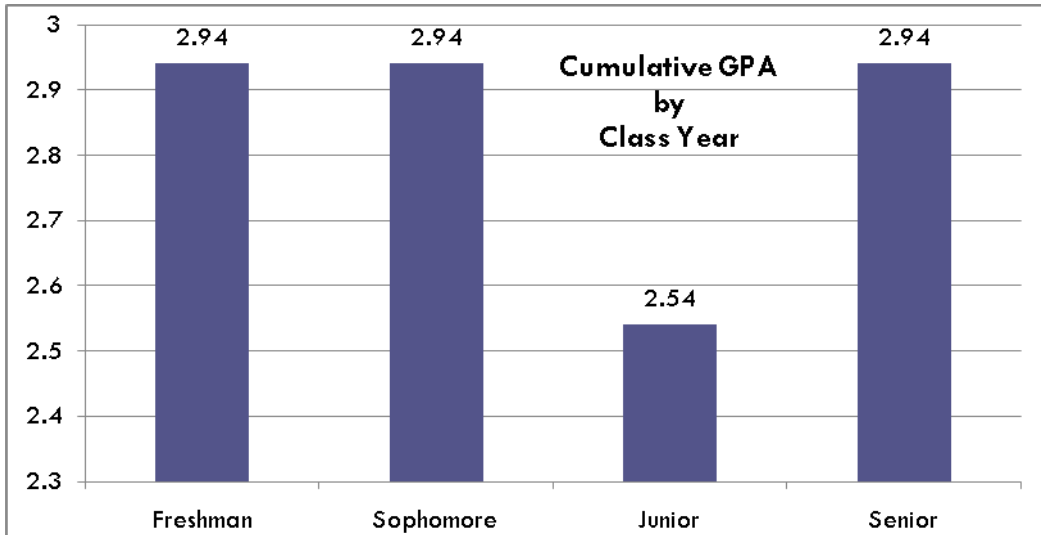


| Major                 | Number of Students | Major                   | Number of Students |
|-----------------------|--------------------|-------------------------|--------------------|
| Arts                  | 2                  | Physics                 | 1                  |
| <b>Biology</b>        | <b>7</b>           | Philosophy & Religion   | 1                  |
| Biochemistry          | 1                  | Political Science       | 2                  |
| <b>Business</b>       | <b>15</b>          | <b>Psychology</b>       | <b>7</b>           |
| Chemistry             | 1                  | Public Health           | 1                  |
| Communications        | 1                  | Social Work             | 2                  |
| Computer Science      | 3                  | Teacher Education       | 1                  |
| Criminal Justice      | 5                  | Undecided               | 4                  |
| Environmental Studies | 1                  | Economics               | 1                  |
| Geology               | 1                  | Hospitality and Tourism | 4                  |
| History               | 2                  | Physics                 | 1                  |
| Literature            | 1                  |                         |                    |
| Marine Science        | 1                  |                         |                    |
| Mathematics           | 1                  |                         |                    |

Top three majors are indicated by highlighted bold type.

**Document 6: GPA BREAKDOWN**

Portrays cumulative GPA breakdown of students in the Alcohol and Drug Education Program



| Class Year       | Average GPA |
|------------------|-------------|
| Freshman (n=14)  | 2.94        |
| Sophomore (n=19) | 2.94        |
| Junior (n=18)    | 2.54        |
| Senior (n=16)    | 2.94        |
| Total, N=67      | 2.83        |

**Document 7: eCHUG OUTCOME REPORT, 2009-2010**

Outcome data of the 43 students who completed eCHUG from 7/01/09 – 6/30/09

**Gender information:**

Males = 31 (72%)  
Females = 12 (28%)



**Class Year Breakdown:**

Freshman: 14 (33%)  
Sophomore: 9 (21%)  
Junior: 9 (21%)  
Senior: 8 (19%)  
Graduate: 2(5%)  
Not Applicable: 1 (2%)



**Residential Information:**

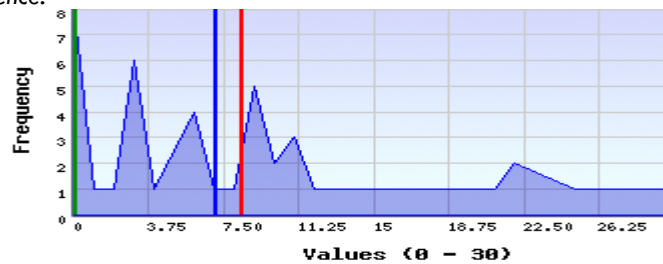
On Campus: 28 (65%)  
Off Campus: 15 (35%)



**Negative Consequences Related to Drinking:**

**Alcohol Use Disorders Identification Test (AUDIT) Score**

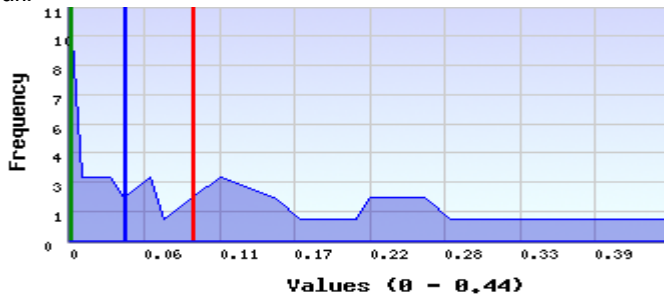
A score of 8-18 or higher indicates that a participant may already be experiencing (or is at risk for) health consequences as a result of drinking. A score of 19-40 indicates possible alcohol dependence.



N=43  
Average: 8.30, STD=7.60  
Min: 0, Max: 30, Median: 7, Mode: 0

**Estimated Highest Blood Alcohol Concentration during a "typical week"**

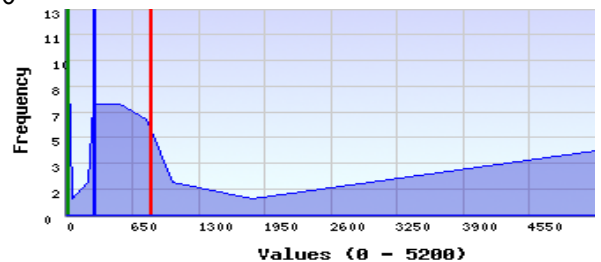
N=43, Min=0 Max=0.44  
Average: 0.09, STD=0.11  
Median:



0.04

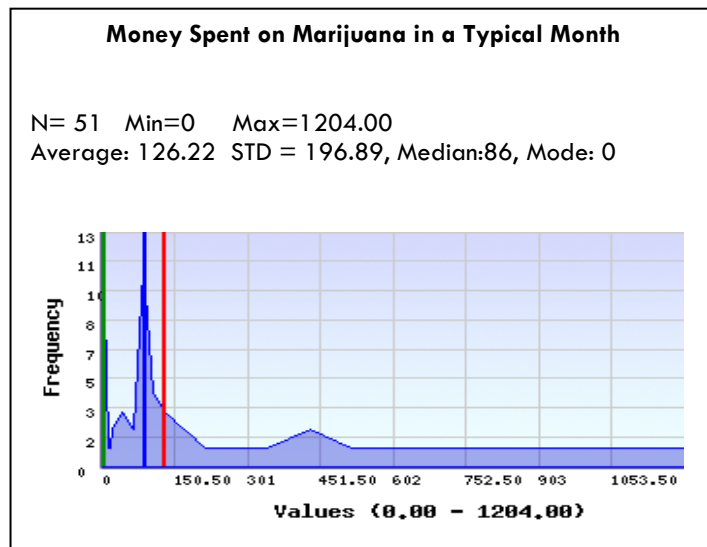
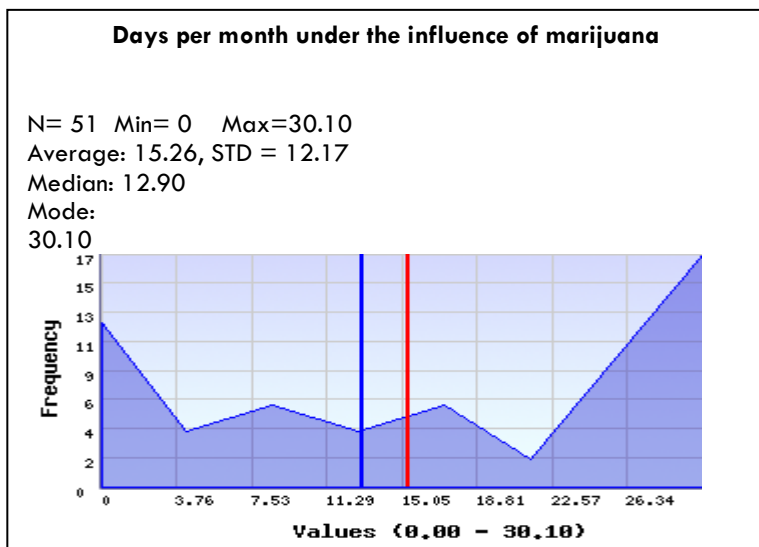
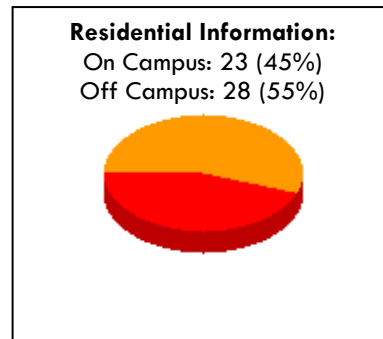
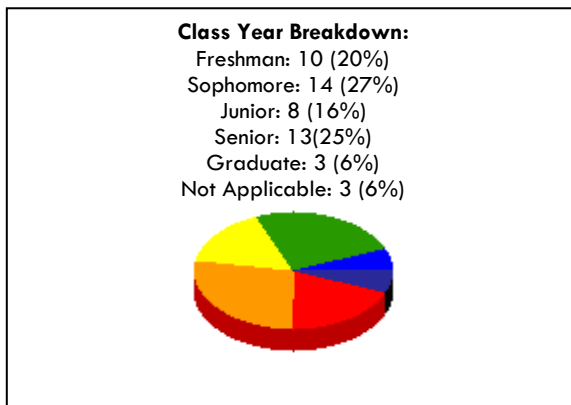
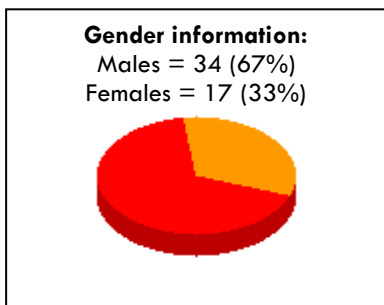
**Money Spent on Alcohol in a Year**

N=43, Min=0 Max=5200  
Average: 821.12, STD=1469.93  
Median: 260  
Mode: 0



**Document 8: eTOKE OUTCOME REPORT**

Outcome data on the 51 students who completed eTOKE from 7/01/09-6/30/10





**Document 9: ALCOHOL AWARENESS WEEK 2009**

September 2-8, 2009

**Introduction**

Alcohol Awareness Week was held from September 2<sup>nd</sup> -8<sup>th</sup>, 2009. The focus on Alcohol Awareness Week was to utilize the data from the CORE Survey into an alcohol awareness social norms campaign. In addition to week long tabling and activities in the academic corridors, students were presented with serious and humorous posters around campus of statistics from the CORE Survey. Each poster illustrated an aspect of the misperception that peers are consuming higher levels of alcohol than in actuality. Posters also discussed marijuana use, alcohol related blackouts and sexual assaults. The week culminated in a breakfast collaborated with Housing as well as speakers from Project Pride and the HERO Campaign.

**Discussion**

Over 175 students stopped by the tables and participated in Texting for Taxis, Osprey's Bar, Dizzy Driver Challenge, Guess the Cost of a DUI or marijuana charge, created alcohol awareness t-shirts, and a mocktail recipe contest. The final day of Alcohol Awareness Week consisting of speakers and a breakfast was poorly attended. This demonstrates a need for more engaging, interactive activities or pairing speakers with a more conducive environment such as N wing during lunch or dinner, or with a mandatory activity.

**Document 10: DESIGNATED DRIVING AWARENESS WEEK 2010**

March 8-12, 2010

**Introduction**

The 3rd Annual Designated Driving Awareness Week was held the week before Spring Break from Monday, March 8th to Friday, March 12th. Throughout the entire week informational tables and educational exercises were displayed outside the library to students passing by this area. NJ Safe Ride and the HERO Campaign through Atlantic Prevention Resources were also providing information and interactive videos. Activities included the "One Drink Exercise," "How much does a DUI really cost," "Dizzy Driver Challenge," "Osprey's Bar", and free design a DD message T-shirt, mocktails, Responsible Safe Choices giveaways. Over 100 students stopped by the tables for information or giveaways. All students were encouraged to complete an evaluation.

**Results**

- A total of 29 students completed an evaluation:
  - Class year breakdown
    - 7 Freshman
    - 5 Sophomores
    - 6 Juniors
    - 10 Seniors
    - 1 Graduate student
  - Gender
    - 13 Male
    - 16 Female
  - Housing status
    - 14 residential students
    - 15 off-campus students

Students were asked to rate their experiences with the program on a 4 point Likert scale:

- 55% agreed strongly with, "I have become more informed on alcohol issues related to the college campus".
- 66% agreed strongly with, "This program will help me consider more responsible approaches to alcohol consumption.
- 72% agreed strongly with the statement , "After this program, I am less likely to risk driving after drinking."
- Some additional comments included:
  - "It was very good program, fun and informative!"
  - "I have always been a firm believer in designated drivers. Keep up increasing awareness!"
  - "Good program. Not a lot of students understand the details of how alcohol effects you and this helped to explain it better."
  - "Program is helpful!! :)"

**Discussion**

- The program appeared to attract almost equal numbers of Stockton students with slightly more upper classman, 59%. Factors of gender and on/off campus residency were nearly equal.
- Based upon the comments provided, students found the programs to be very informative, particularly regarding the equivalent amounts of alcohol in different serving sizes and types of drinks (the "One Drink Exercise"). Students also expressed appreciation for having the information available the week prior to spring recess.

**Document 11: ALCOHOL & SOCIETY: MAKE A CHOICE, MAKE A CHANGE**

Forum on Changing the College Drinking Culture

Introduction

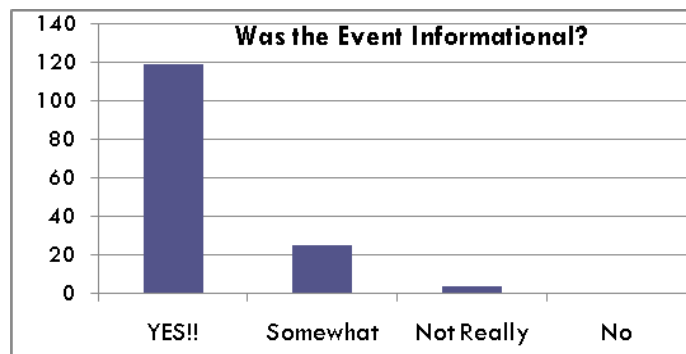
Following the positive feedback from last year’s event, “Alcohol & Society: Make a Choice, Make a Change- a Forum on Changing the Campus Drinking Culture” was hosted on April 23, 2010 again in collaboration with the Wellness Center, the Stay Safe and Graduate Program, and several campus departments with Atlantic Prevention Resources. The “Alcohol & Society Forum” built on the idea of providing discussion, education, and greater awareness of the Amethyst Initiative with a new goal of educating high school students and professionals on actual college campus social norms, myths of a larger than life campus drinking culture, and the ability of each incoming student to change the culture. The Forum was well attended by 155 local high school students as well as 47 professionals. High school participants were asked to complete a form evaluating the forum. Participants were asked to evaluate the vent, share anything that they learned, and provide any other comments about the forum.

Results

- A total of students, Stockton staff members, and visitors attended the forum
  - 15 Stockton Students and Peer Educators
  - 155 high school students
  - 5 Stockton staff members
  - 47 visitors
- Evaluation Results
  - Total Respondents who completed evaluations, N = 148
  - Response to question, **“Was the event informational?”**
    - Majority, 80%, (n =119) responded “yes” to this statement.
  - Response to question, **“Do you feel more informed about issues related to underage drinking?”**
    - Majority, 70%, (n =104) responded “yes” this statement
  - Response to question, **“Would you like to see this event in the future?”**
    - Majority, 95%, (n =108) agreed they would like to see the event take place again.
  - Some comments to question **“What is something new that you learned today?”**
    - “One in every four teens will be involved in an accident”
    - “Small decisions can truly have a big effect”
    - “That not all teenagers indulge with alcohol”
    - “No matter what happens you are control of your own life and you can change it.
    - “It’s possible for anyone to become an addict.”
    - “The reasons why the drinking age is 21”.
    - “That if you drink at an early age your brain doesn’t work right.”
    - “underage fatalities are happening more than I was aware.”

Discussion

The majority of the participants completing the evaluations indicated that the program was informative and worthwhile to attend. Participants also believed the forum helped them to make more responsible choices in regards to alcohol consumption and to understand how alcohol affects the brain.



**Document 12: ALCOHOL 101 WORKSHOPS SUMMARY, 2009-2010****Introduction**

Throughout the academic school year, informational workshops were offered to all students. Some students were required to attend these workshops due to alcohol and drug infractions, or to complete requirements for campus activities. Often times the workshops were led or co-led by peer educators of the Alcohol and Drug Education program. Main topics covered included recognizing signs of alcohol poisoning, responsible choices related to alcohol (HERO Campaign, BAC and legal limits), how to respond to an alcohol related crisis. The workshops lasted approximately 1.5 hours and students completed brief pre and post tests to gauge information acquired.

**Results**

A total of 14 workshops were conducted between 9/30/09 and 4/20/10. Over 100 students attended the workshops and pre and post tests were completed by 100 students.

- Of the 100 completing pre and post tests the following information was gathered:
  - Class year breakdown
    - 4 Freshman
    - 60 Sophomore
    - 25 Junior
    - 11 Senior
  - Gender
    - 42 Male
    - 57 Female
- When asked, “As a result of this program, I am going to curb my drinking”, 42% of students agreed that they would curb their drinking or wrote in steps they would implement for responsible alcohol consumption such as setting limits, pacing themselves, or switching between water and alcoholic beverages. 33% were undecided how they would apply the information learned. 4% stated they would not make any changes to their drinking habits following the Alcohol 101 training.
- Students were asked to rate the program and the presenter on a scale of 1 to 5 with 1 being “Strongly Disagree” and 5 being “Strongly Agree”
  - Average response to statement, “This program was helpful.” = 4.75
  - Average response to statement, “The presenter seemed knowledgeable.” = 4.83
  - Average response to statement, “I learned something new.” = 4.75
- Students were also asked to provide any additional comments on the workshop. These comments are listed below:
  - “This was a very good program, and helpful. Thank you.”
  - “I appreciate the video shown. It provided much insight.”
  - “Great class!”
  - “This is my second class, I like the new material!”
  - “Cool Beans!! ☺”
  - “I’m planning to drink less and remember this program.”
  - “Great job!”
  - “Very educational and eye opening!
  - “Thank You!”
  - “This program was very helpful.”
  - “Instructor was very knowledgeable and helpful.”
  - “It was educational and fun!”
  - “This was helpful.”

**Document 13: LOLLA-NO-BOOZA SUMMARY, 2009****Introduction**

Lollanoboosza is an alcohol free alternative Halloween event offered on the Thursday evening before Halloween. This is traditionally a night with a high rate of alcohol consumption, alcohol related transports, alcohol related behavioral issues, as well as higher DUI/DWI incident for the campus during this evening. The event was well attended by over 100 Stockton students and had collaboration from major campus groups of Greek organizations, multiple student run clubs, student senate, academic classes, and college staff in the form of volunteering activity booths, non alcoholic mocktails, music, and a haunted house.

**Results**

There were no alcohol related transports that night or early morning which was an improvement from the previous year.

- Due to several rooms being used for the event, it was difficult to get 100% sign in compliance and survey completion. A total of 54 students signed in, as well as 30 students took the time to complete evaluations of the event
  - Of the 54 Students who signed in:
    - 16 were Freshmen
    - 13 were Sophomores
    - 16 were Juniors
    - 9 were Seniors
- Of the 30 students who provided feedback on the event: 87% stated they would attend the event if it is held next year.
  - Some of the additional comments included:
    - "College students can party without any alcohol!"
    - "I loved the program."
    - "Good job! Good food and music!!"
    - "I had a blast!"
    - "Good Job!!"
    - "Keep it up!"
    - "This event turned out to be the best event I've attended on campus so far."
    - "Fun! Such creative booths!"
    - "It was awesome!"
    - "Mocktails= brilliant!"
    - "Music, Dancing, great! Love that there is food!"

**Discussion**

The majority of the students completing the feedback evaluations indicated that the program was an enjoyable event and indicated that they would attend it next year. Not many students made the connection between having fun and remaining alcohol free. However, the campus numbers for alcohol related incidents following this Thursday were decreased. Possible implication would be to consider using more interactive games that can incorporate alcohol facts into the party atmosphere.

**Document 14: ALCOHOLICS ANONYMOUS YOUNG ADULT GROUP****Introduction**

Alcoholics Anonymous is a fellowship of men and women who share their experience, strength and hope with each other that they may solve their common problem and help others to recover from alcoholism. The only requirement for membership is a desire to stop drinking. An Alcoholics Anonymous group was started on Stockton Campus in collaboration with the Cape Atlantic Intergroup. The meetings are held once a week, Mondays at 7:00p.m. in G-208. While the group is primarily a young adult group targeting ages 18-35, the group is open to all Stockton students, faculty, and staff as well as the surrounding community who wish to participate and is listed in the county wide meeting books.

**Discussion**

To date, the Alcoholic Anonymous Group continues to have strong attendance averaging 10 people a week. The group participants have tended to be a mixture of Stockton students as well as local community members. AA is planning to continue the group next year. Due to requests for Al-Anon at the same time, efforts are underway to create partnership with the Al-Anon community.

**Document 15: GREATER SOCIAL NETWORK AND INTERNET PRESENCE****Introduction**

As access to the internet is now widely available to students and accessed by them multiple times per day through laptops they bring to class or cell phones, the Alcohol Drug Education Program needed to have a greater and more functional internet presence. It was felt that a more interactive and up-to-date presence was needed both on the Stockton College home page as well as within the social networking context of Facebook to better engage students in the program and in programmed events. Both the Alcohol Drug Education Home Page as well as the Facebook page went live late August 2009.

**Discussion**

At events, students were asked permission to have their picture taken for the Facebook page and given the links to go online and see the outcome. While students have not been overly utilizing eCHUG or eTOKE via the pages, they have used the "Ask the Jersey Devil" to ask questions about their own or other's concerns, which has lead to face to face appointments for supportive services. By December 2009, the Facebook page was starting to become very popular with over 50 friends, however, encountered a problem with a student posting inappropriate content and had to be taken down and redesigned to prohibit similar future issues. The Facebook fanpage is currently rebuilding a friend/fan base in the new format.

OFFICE OF COUNSELING SERVICES  
ANNUAL REPORT

1. AY09-10 GOALS AND OBJECTIVES

Goal/Objective 1

● Establish connections with mental health providers and alcohol and drug treatment centers in Atlantic, Ocean, Cumberland, Cape May, Camden, and Burlington counties in order to develop a wider referral network for Stockton students.

- Several outside agencies visited the Wellness Center and met with employees to exchange information about services to aid in expanding the resources to the clients.

Goal/Objective 2

● Develop a mental health provider and alcohol and drug treatment provider list that include prices and insurances accepted for student use.

- Local and out of county referrals were identified and a referral contact information sheet was created.

Goal/Objective 3

● Refine the Titanium database to obtain expanded statistics. Participate in Center for the Study of Collegiate Mental Health (CSCMH) study.

- Titanium has been continuously updated and edited to meet the needs of the counseling staff; statistical reports and appointment coding is more accurate.
- CSCMH study is on-going. No data has been requested yet.

Goal/Objective 4

● Collaborate with the Living/Learning Communities (LLC) with a focus on the Wellness LLC.

- Collaborated with the Wellness LLC for a variety of programs (National Day Without Stigma; Lolla-no-Booza; Take Back the Night; Dating Violence Task Force.) Targeted marketing efforts directed towards the Wellness LLC appeared to increase attendance at events.

Goal/Objective 5

● Offer trainings on Sexual Assault Reporting form to college personnel such as Athletics and Student Development.

- Provided one training session to Athletics and held ongoing training with Student Development in collaboration through the Dating Violence Task Force. Training included distributing and reviewing copies of the Administrative Response to Sexual Assault, the Sexual Assault Reporting Form and the Sexual Assault Brochure for students, as well as reviewing the Clery Act requirements.

Goal/Objective 6

● Convene an on-campus task force to examine dating violence.

- The Dating Violence Task Force (DVTF) convened in the fall of 2009 and met 8 times throughout the year. Activities included training for faculty, staff and RAs, including Green Dot Violence Prevention Strategy training; distribution of dating violence information cards, as well as a poster campaign; a DV website; Consultations with the Atlantic County Women’s Center; and comprehensive and coordinated response to domestic and dating violence incidents.

## 2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES

- Reflective Analysis
  - **Counseling trends**
    - Most counseling sessions took place in September, October and November. There were also a large number of sessions occurring between March and April, with the highest number of sessions occurring in April for the academic year. The number of individual sessions continues to increase. (See Documents 1 - 4).
    - Using the information available through the Titanium database, the most common presenting problems are related to anxiety, alcohol/drug related, depression, and academic/study related. These are the same four top issues as last year, but in a slightly different order. (See Document 12)
    - The majority of clients were Psychology majors, and Business majors, followed by Criminal Justice majors. The majority of 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 seniors, followed by juniors, then freshman. The number of Criminal Justice majors has increased this year, thus making it the third most popular major for our students. The majority GPA range has risen half a grade from {2.5 to 3.5} in academic year 2008-2009 to {3.0 to 4.0} this year (see Document 1).
    - One hundred percent of clients surveyed stated that they would refer a friend to the Wellness Center, which denotes a 7.5% increase over last year. (See Document 11) Overall students have an overall positive perception of counseling services and the Wellness Center.
    - Counseling services have expanded outreach efforts and Wellness Center events, providing more workshops on a broader range of topics and reaching more students.
  - **Sexual Assault/Dating Abuse Awareness - See Documents 8-10 for more information.**
    - A Dating Violence Task Force was convened to address dating and domestic abuse incidents on campus. The Task Force was comprised of members from Student Affairs, Academic Affairs, Administration and Finance and students.
    - A Healthy Relationships tab was added to the Wellness Center website. This tab provides information about healthy relationships as well as information and resources for people impacted by sexual assault or domestic abuse.
    - Valentine's Day cards were distributed across campus and posted on the website, outlining the definition of sexual consent.

## 2. IMPROVEMENTS TO PROGRAMS AND SERVICES

- Domestic Violence Task Force established.
- Counseling Services participated in four national studies this year:

Healthy Minds Study (HMS), conducted by Daniel Eisenberg, University of Michigan, and Survey Sciences Group, LLC. HMS is an online survey that examines mental health issues among college students. The purpose of the study is (1) to estimate the prevalence of mental health symptoms and the frequency of medication use, therapy, and counseling (2) to explore factors that facilitate or impede access to mental health services (3) to investigate relationships between mental health and other aspects of well-being (i.e. academic performance, substance use, etc.). 856 RSC students completed the survey. Results will be compared to national results. An extensive summary report is expected in August 2010.

Center for the Study of Collegiate Mental Health (CSCMH) study run by Pennsylvania State University. (Document 5) The Center for the Study of Collegiate Mental Health (CSCMH) represents a collaborative, multi-disciplinary effort combining the expertise of mental health treatment providers, psychological researchers, industry, and information sciences and technology. The products of this effort can best be described as "mental health informatics"—a system capable of producing a constant flow of high quality, anonymous, aggregate data readily available for multiple purposes. The report found in Document 5 outlines a preliminary effort to describe the range of information on college student mental health that could be accessed via a comprehensive long-term strategy. As a result of nearly five years of unprecedented collaboration, a pilot test of the CSCMH infrastructure produced data on over 28,000 students receiving mental health services at 66 institutions during the fall semester of 2008. Stockton has been a part of this study for the 2009-2010 academic year. Utilizing the clinical database (Titanium) and



the forms provided by CSCMH (Standardized Data Set, and the Counseling Center Assessment of Psychological Symptoms), Stockton has been gathering data through our intake process to be included in the upcoming study. No information has been requested to date.

National Survey of Counseling Center Directors, conducted by Dr. Robert Gallagher, University of Pittsburgh, and the American College Counseling Association (ACCA). The National Survey of Counseling Center Directors collects data from administrative heads of college counseling centers in the United States and Canada. The purpose of the study is to track college counseling center trends and to inform directors of the common challenges and solutions in the field.

Behavioral Health Prevention/Education Study conducted by Danielle McSheffery, Harvard University, Division of Continuing Education, ALM Candidate 2010.

- Under the advisement of Susan Hoey, the Wellness Center formally established the student group Active Minds, a peer-led group dedicated to raising awareness about mental health on college campuses. Active Minds became recognized by the Office of Student Development on March 5, 2010 and by the national organization on April 27, 2010 (See Supporting Document 15). A few of the group's awareness programs included, National Day without Stigma (10/8/09), National Stress Out Day (4/27/10), and a visit to Ancora Psychiatric Hospital (2/23/10).
- During the summer of 2009, members of the Wellness Center filmed an informative video that discusses all of the programs within the Wellness Center. The office of Production Services directed, edited, and compiled a 20 minute CD version to be displayed at upcoming events. An online version is in progress and will be placed on the Portal and website.

### 3. CAMPUS WIDE COLLABORATIONS

#### **Division of Academic Affairs**

Domestic Violence Resource Coordinator training  
Green Dot training  
Mental Health Jeopardy  
In class presentations about sexual assault and dating abuse  
National Day without Stigma  
National Stress-Out Day

#### **Department of Administration and Finance**

Campus Police  
Sexual assault and domestic violence training for RAs  
Dating Violence Task Force

#### **Division of Student Affairs**

Athletics & Recreation  
Ongoing consultation and education and protocol regarding student athletes who may exhibit eating disorder habits  
Wellness Day, March 31, 2010

Career Center  
Commuter Coffee

Educational Opportunity Fund Program  
Crisis intervention training to EOF tutors  
EOF Wellness Checks

Residential Life  
Sexual assault and Behind Closed Doors training to Residential Advisors and presentations to residential floors  
Dating Violence Task Force  
Take Back the Night

Student Development

- Dating Violence Task Force
- Take Back the Night
- Day of Service
- SOAR
- Welcome Week
- Wellness Day
- Freshman and Transfer Orientation
- Collaborations with student groups

Student Rights and Responsibilities

- Dating Violence Task Force
- Training on the Sexual Assault Policy and reporting form

**4. NEW INITIATIVES FOR 2010-2011**

|                         |   |
|-------------------------|---|
| <b>Goal/Objective 1</b> | Establish a Policy and Procedures Manual for Counseling Services.   |
| <b>Goal/Objective 2</b> | Summarize data from the Healthy Minds Study and make appropriate recommendations.                                     |
| <b>Goal/Objective 3</b> | Collaborate with other departments to implement the Green Dot Initiative.   |
| <b>Goal/Objective 4</b> | Undertake a comprehensive program review based on Council for the Advancement of Standards in Higher Education (CAS). |

**5. SUPPORTING DATA**

- Document 1. Client Demographics 2010
- Document 2. Session Types, 2004-2010
- Document 3. Number of Sessions per Month, 2007-2010
- Document 4. Number of Clients per Month, 2007-2010
- Document 5. Center for the Study of Collegiate Mental Health Pilot Study Report
- Document 6. National Day Without Stigma Summary of Evaluations
- Document 7. Take Back the Night Feedback – 2010
- Document 8. Dating Violence Task Force Charge Statement
- Document 9. Dating Violence Task Force Summary of Accomplishments
- Document 10. Green Dot Violence Prevention Strategy Evaluation Composite
- Document 11. Student Satisfaction Survey Results
- Document 12. Presenting Problems at Intake, 2009-2010

**Document 1: CLIENT DEMOGRAPHICS**

126 graduated  
32 are on dean's list

|             |     |
|-------------|-----|
| Female      | 222 |
| Male        | 153 |
| Transgender | 1   |

| Year      | Number |
|-----------|--------|
| Graduate  | 27     |
| Freshman  | 131    |
| Sophomore | 81     |
| Senior    | 224    |
| Junior    | 212    |

| Major                   | Number |
|-------------------------|--------|
| Psychology              | 83     |
| Biology                 | 42     |
| Business                | 61     |
| undeclared              | 44     |
| Criminal Justice        | 47     |
| Communications          | 23     |
| Literature              | 24     |
| Art                     | 24     |
| Environmental           | 10     |
| Social Work             | 28     |
| SPAD                    | 15     |
| Political Science       | 23     |
| Marine Science          | 8      |
| History                 | 14     |
| Sociology/Anthropology  | 7      |
| Hospitality and Tourism | 17     |
| Mathematics             | 12     |
| Public Health           | 10     |
| Teacher Education       | 10     |
| Biochemistry            | 5      |
| Nursing                 | 9      |
| CSIS                    | 7      |
| Chemistry               | 9      |
| Philosophy/religion     | 4      |
| MAPT                    | 10     |
| Economics               | 3      |
| MSOT                    | 5      |
| Physics                 | 6      |
| Language                | 5      |
| MAHG                    | 5      |

| range       | S10 GPA # | Cum GPA |
|-------------|-----------|---------|
| 0 - 0.5     | 31        | 7       |
| 0.51 - 0.99 | 3         | 0       |
| 1.0 - 1.5   | 15        | 3       |
| 1.5 - 2.0   | 18        | 26      |
| 2.01 - 2.49 | 55        | 65      |
| 2.5 - 2.99  | 91        | 149     |
| 3.0 - 3.49  | 128       | 174     |
| 3.5 - 4.0   | 193       | 150     |
| no response | 64        | 24      |

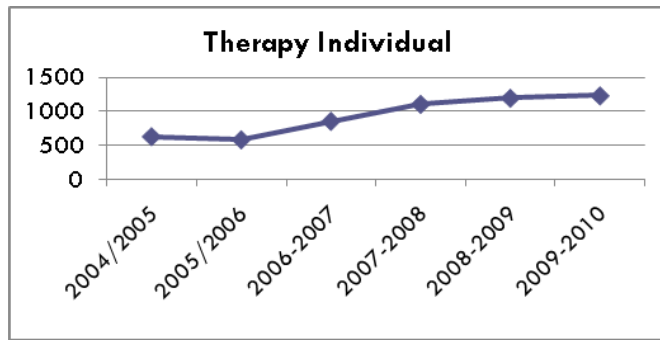
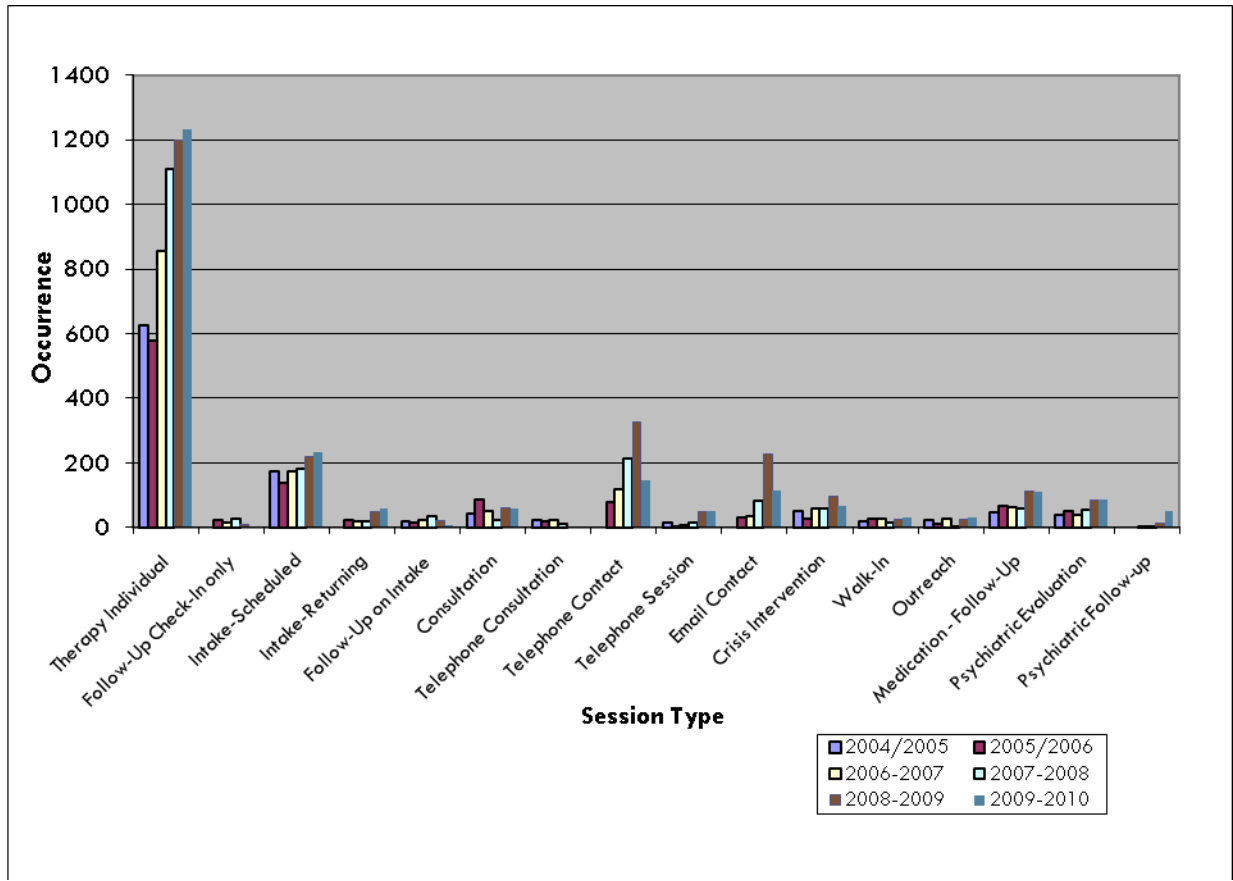
| Category | # registered for F09 |
|----------|----------------------|
| no       | 235                  |
| yes      | 340                  |

| School | #   |
|--------|-----|
| SOBL   | 176 |
| ARHU   | 90  |
| NAMS   | 87  |
| BUSN   | 75  |
| none   | 29  |
| HEALTH | 29  |
| GRAD   | 24  |
| EDUC   | 6   |
| GENS   | 14  |

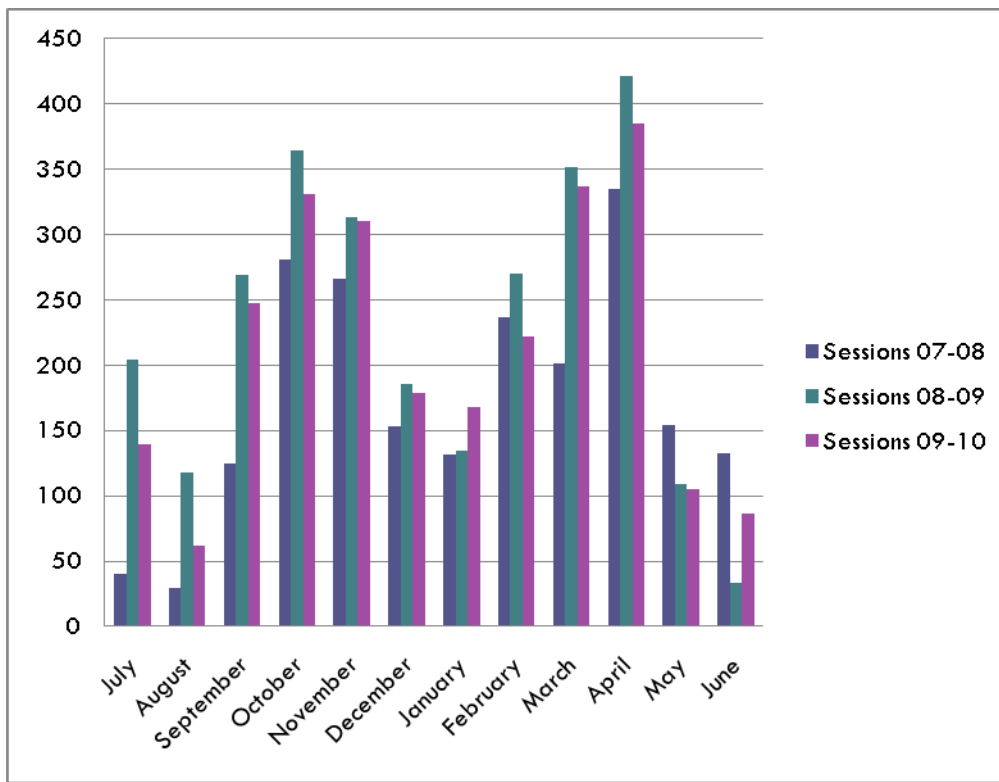
| Marital Status |     |
|----------------|-----|
| None Listed    | 17  |
| Single         | 235 |
| Partnered      | 122 |
| Married        | 7   |
| Separated      | 2   |
| Divorced       | 2   |

| Ethnicity              |     |
|------------------------|-----|
| None Listed            | 25  |
| Black/African American | 24  |
| White                  | 292 |
| Hispanic               | 21  |
| Asian/Pacific Islander | 14  |
| Other                  | 3   |
| Mixed                  | 8   |

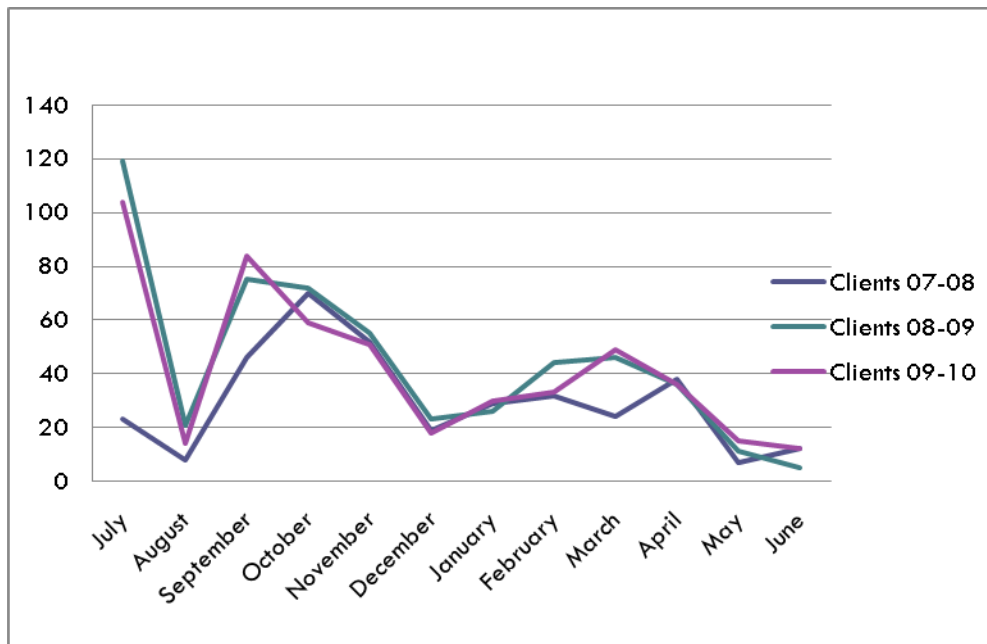
Document 2: SESSION TYPES, 2004-2010



**Document 3: NUMBER OF SESSIONS PER MONTH, 2007-2010**



**Document 4: NUMBER OF CLIENTS PER MONTH, 2007-2010**



Document 5: CENTER FOR THE STUDY OF COLLEGIATE MENTAL HEALTH PILOT STUDY REPORT

Center for the Study of  
**Collegiate Mental Health**  
(CSCMH)

**2009 Pilot Study**

EXECUTIVE SUMMARY

**PENNSTATE**



To view the report in its entirety, go to <http://www.sa.psu.edu/caps/pdf/2009-CSCMH-Pilot-Report.pdf>

**Document 6: NATIONAL DAY WITHOUT STIGMA SUMMARY OF EVALUATIONS**

National Day Without Stigma is a program that was first developed by the organization Active Minds. Active Minds is a nationally recognized organization dedicated to raising awareness of mental health concerns and reducing stigma surrounding mental health disorders. On Thursday, October 8th, 2009, students from the group Active Minds at Stockton, along with their advisor, Susan Hoey, held the program National Day Without Stigma (NDWS).

A total of 65 people attended the panel presentation, *Stomp Out Stigma*, on NDWS. The panel representatives included:

- Dr. Christine Ferri, Stockton psychology professor
- Dr. Norman Chazin, Wellness Center consulting psychiatrist
- Milo Turk, NAMI speaker, former BRIDGE member, mental health consumer
- Gary Tucker, NAMI speaker, family member of mental health consumer
- Kelee-Lyn Gudzinis, mental health consumer

The panel members shared their personal stories regarding mental illness and discussed some of the obstacles people with mental illnesses face. Stigma towards mental illness was openly discussed and suggestions were offered on how to help reduce mental health stigma at Stockton.

Attendees were asked to complete brief surveys about NDWS. The majority of the responses to these surveys indicated that the audience learned what stigma means, how common mental illness are, and the importance of finding an informed mental health provider. The audience appeared to enjoy the diversity of the panel members and the various personal experiences they shared. For future panel discussions, they suggested more time for the doctors to speak and for the event to run longer to allow for discussions about a greater variety of mental illnesses.

**Document 7: TAKE BACK THE NIGHT FEEDBACK – 2010**

- 28 Students earned Ultra Credit
- 49 students signed the Pledge to End Interpersonal Violence
- 25 students participated in the “Walk-in-her-Shoes” activity during the Night of Sex Pre-show

**Respondents:**

**Gender:** Female: 24 Male: 1  
**Class year:** Freshmen: 10 Sophomores: 4 Juniors: 5 Seniors: 6  
**Living Situation:** On-Campus: 17 Off-Campus: 8

**How did you hear about today’s event?**

- During a Club Meeting: 6 (Public Health Society, Males, Active Minds, Pride Alliance)
- Flyer: 8
- Friend: 8
- Other: 3 (Night of Sex)

**What is something new that you learned today?**

- Process of a rape victim
- I didn’t realize how much back and forth abuse victims have to go through with the courts.
- Abuse comes in all forms.
- The feeling of not being able to help the victim while I shadowed her.
- I’m not alone.
- Domestic violence is a difficult matter.
- Don’t go home when there’s a problem.
- Domestic violence happens to all types of women. Not just poor women.
- Don’t let people tell you that you are imagining the abuse.
- There is someone out there that has a harder life than me.
- I learned that you can’t always depend on your family to guide you in the right direction.
- You really don’t know how bad the situation is until it’s you going through it.
- Sometimes you have no control.
- You are not alone. You can always find help.
- That victims have no say in what happens to them.
- To follow gut instincts.
- Everyone can be a victim.
- It’s harder to move on without support.
- How many women try to ignore abuse.
- That I need to be early to be on time!

**Comments:**

- Very depressing. We have to make things better.
- Vicious cycle of mental and emotional abuse
- Seek professional help.
- I wish I can help.
- Good program.
- Great eye opener!
- Great exercise!
- Good way to be aware of abuse.
- Great program.



**Document 8: DATING VIOLENCE TASK FORCE CHARGE STATEMENT****Assumptions:**

- Desire to provide an effective and comprehensive response to dating and domestic violence incidents.
- Need to coordinate a response among multiple departments and in cooperation with community agencies.
- Need to raise awareness of the campus community regarding the issues of dating and domestic violence.

**Responsibilities of the Task Force:**

- Develop educational and outreach campaigns to raise students' awareness of the dynamics of dating and domestic abuse and available resources.
- Coordinate a comprehensive response to reports of dating and domestic violence incidents.
- Provide training to staff and faculty who can serve as resource consultants.
- Seek consultant from the Atlantic County Women's Center regarding the use of the Atlantic County Domestic Violence Response Team.
- Coordinate with the Atlantic County Women's Center and other appropriate community agencies to provide training to the campus community.

**Membership of the Task Force**

**Consultants:** Atlantic County Women's Center

**Chair:** Elana Dobrowolski, Assistant Director, Counseling Services

**Student Affairs team members:**

- Luanne Anton, Health Educator
- Patrick Connelly, Assistant Director, Counseling Services
- Leonard Farber, Director, Student Development
- Debbie Scheibler, Complex Director
- John Smith, Office of Student Rights and Responsibilities

**Administration and Finance team members:**

- Chief Miller, Campus Police
- Sergeant Cindy Parker, Campus Police

**Faculty team members:**

- Janice Joseph, Professor of Criminal Justice

**Student team members:**

- Ashley Pero
- Salma Hussein
- Paulo Henriques

**Consultants :** Atlantic County Women's Center

**Document 9: DATING VIOLENCE TASK FORCE SUMMARY OF ACCOMPLISHMENTS**

The Dating Violence Task Force convened in the Fall of 2009 and met 8 times throughout the 2009/2010 academic year.

**Accomplishments of the Task Force:**

The DV Task Force identified 5 Responsibilities on which to focus its efforts. Below are the accomplishments based on the identified responsibilities:

| Responsibilities   | Accomplishments  |
|--|--|
| <p>1. Develop educational and outreach campaigns to raise students' awareness of the dynamics of dating and domestic abuse and available resources</p> | <p><b><u>DV information cards</u></b> – Information cards were developed in collaboration with Graphics. These cards are distributed by Campus Police at the scene of domestic violence incidents. They are distributed across campus at workshops, information tables and by Resident Advisors.</p> <p><b><u>RA Training</u></b> – Members of the DV Task Force collaborated with the Atlantic County Women's Center to provide training about the dynamics of abusive relationships and effective ways to respond during the January, 2010 Resident Advisor Training.</p> <p><b><u>Poster Campaign</u></b> – The DV Task Force developed the "Part of the Solution" Poster Campaign, which features male student and staff leaders taking a stand against violence.</p> <p><b><u>Take Back the Night</u></b> – Residential Life, the Office of Student Development, the Wellness Center, FEMALES, and the Atlantic County Women's Center collaborated on this first annual event. JoAnn Buttaro, a Stockton alumnus, shared her story of survival. During this event 28 students earned Ultra Credit, 49 students signed the Pledge to End Interpersonal Violence and 25 students participated in the "Walk-in-her-Shoes" activity during the Night of Sex pre-show.</p> <p><b><u>DV website</u></b> – The DV Task Force added a Healthy Relationships tab to the Wellness Center Website, which provides information about healthy relationships, partner violence and sexual assault. The tab can be found at this link: <a href="http://inraweb.stockton.edu/eyos/page.cfm?siteID=61&amp;pageID=36">http://inraweb.stockton.edu/eyos/page.cfm?siteID=61&amp;pageID=36</a></p> <p><b><u>Green Dot Violence Prevention Strategy Training</u></b> - The DV Task Force collaborated with the New Jersey Coalition Against Sexual Assault to provide a four day training on the Green Dot Violence Prevention Strategy. Green Dot is a new initiative that encourages bystander intervention by teaching college students to speak up when they see or hear potential danger. Dr. Dorothy Edwards, Director of the Violence Intervention and Prevention Center at the University of Kentucky and founder of the Green Dot initiative, presented the training to 48 Stockton staff/faculty and community representatives. Representatives attended from the following offices:</p> <p><b><u>Stockton Attendees from the following Departments:</u></b></p> <ul style="list-style-type: none"> <li>• Wellness Center (11)</li> <li>• Residential Life (9)</li> <li>• Event Services (2)</li> <li>• Office of the College Center (2)</li> <li>• Service Learning (1)</li> <li>• Bursar's Office(1)</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• EOF (1)</li> <li>• Community of Scholars (2)</li> <li>• Student Development (3)</li> <li>• School of Health Sciences/Nursing (2)</li> <li>• Campus Police (1)</li> </ul> <p><b><u>Outside Organizations:</u></b></p> <ul style="list-style-type: none"> <li>• Princeton University (1)</li> <li>• Rowan University (3)</li> <li>• The Atlantic County Women’s Center (2)</li> <li>• YWCA of Bergen County (1)</li> <li>• Farleigh Dickinson University (1)</li> <li>• Women’s Health and Counseling Center (1)</li> <li>• Providence House (1)</li> <li>• New Jersey Coalition Against Sexual Assault (1)</li> <li>• Center for Family Services (2)</li> </ul> |
| <p>2. Coordinate a comprehensive response to reports of dating and domestic violence incidents</p>  | <p>Internally, several departments collaborate to provide intervention to perpetrators and victims. Residential Life, Campus Police, the Office of Student Rights and Responsibilities and the Wellness Center collaborate to provide a coordinated response that includes legal interventions, Campus Hearing Board sanctions, anger management counseling and crisis counseling. Resident Advisors and Complex Directors are often the first to identify a potentially abusive relationship and connect with the other departments. In addition, the College utilizes the County Domestic Violence Response Team in appropriate situations (see below).</p>   |
| <p>3. Provide training to staff and faculty who can serve as resource consultants</p>   | <p>The DV Task Force collaborated with the Atlantic County Women’s Center to provide a training to members of the Stockton Community who are interested in serving as Resource Consultants to students affected by dating violence. Twenty-nine people attended the training, including 6 faculty, 20 staff members, 2 students and 1 community member. A list of Resource Consultants is available on the Counseling website:<br/> <a href="http://talon.stockton.edu/eyos/wellness/content/docs/Resource%20Consultants.pdf">http://talon.stockton.edu/eyos/wellness/content/docs/Resource%20Consultants.pdf</a></p>   |
| <p>4. Seek consultation from the Atlantic County Women’s Center regarding the use of the Atlantic County Domestic Violence Response Team</p>      | <p>Stockton collaborates with the Atlantic County Women’s Center to utilize the Domestic Violence Response Team (DVRT) to provide 24-hour crisis counseling and support to victims during domestic violence incidents. The DVRT is activated by a call from campus police.</p>  |
| <p>5. Coordinate with the Atlantic County Women’s Center and other appropriate community agencies to provide training to the campus community</p> | <p>In addition to the RA Training and Resource Coordinator Training, The DV Response Team collaborated with the Atlantic County Women’s Center to provide sexual assault training to the Peer Education Class.</p>  |

**Recommendations**

To form a committee to implement the Green Dot Violence Prevention Strategy campus-wide.

**Document 10: GREEN DOT VIOLENCE PREVENTION STRATEGY EVALUATION COMPOSITE**

48 Attendees, 39 Evaluations Submitted:

|  | Strongly Disagree | Disagree   | Neutral     | Agree       | Strongly Agree | N/A        |
|--|-------------------|------------|-------------|-------------|----------------|------------|
| 1. The instructors communicated ideas and concepts clearly.                        |                   |            | 1<br>2.6%   | 11<br>28.2% | 27<br>69.2%    |            |
| 2. The instructors demonstrated a thorough grasp of course material.               |                   |            |             | 5<br>12.8%  | 34<br>87.2%    |            |
| 3. The instructors explained the material in an interesting manner.                |                   |            | 2<br>5.1%   | 15<br>38.5% | 22<br>56.4%    |            |
| 4. The instructors were well-organized.  |                   | 1<br>2.6%  | 12<br>30.8% | 25<br>64.1% |                | 1<br>2.6%  |
| 5. The pace of the course met my needs (too fast?/too slow?)                       |                   | 5<br>12.8% | 6<br>15.4%  | 13<br>33.3% | 13<br>33.3%    | 2<br>5.1%  |
| 6. The stated objectives for the course were met.                                  |                   |            |             | 10<br>25.6  | 28<br>71.8%    | 1<br>2.6%  |
| 7. Materials used were appropriate to the course.                                  |                   |            | 2<br>5.1%   | 8<br>20.5%  | 29<br>74.4%    |            |
| 8. Materials/handouts/links used were helpful to me.                               |                   | 1<br>2.6%  | 1<br>2.6%   | 8<br>20.5%  | 29<br>74.4%    |            |
| 9. The course was educationally sound and scientifically based.                    |                   |            | 4<br>10.3%  | 5<br>12.8%  | 30<br>76.9%    |            |
| 10. The course avoided commercial bias or influence.                               |                   |            | 1<br>2.6%   | 12<br>30.8% | 25<br>64.1%    | 1<br>2.6%  |
| 11. Course Management System and related technology was appropriate to the course. |                   |            |             | 7<br>17.9%  | 27<br>69.2%    | 5<br>12.8% |
| 12. Technology support services were helpful.                                      |                   |            | 1<br>2.6%   | 11<br>28.2% | 22<br>56.4%    | 5<br>12.8% |
| 13. What I learned will have an influence on how I work/practice.                  | 1<br>2.6%         |            | 3<br>7.7%   | 5<br>12.8%  | 28<br>71.8%    | 2<br>5.1%  |

**For #13, if you answered “Agree” or “Strongly Agree,” please explain in what way?**

- Now that I have the theory, I am challenged to apply the applications within my area.
- Understanding the bystander, understanding the obstacles...

**What did you find most useful about the course?**

- I enjoyed the opportunity to engage with my group
- Helping myself and others find their voice
- Increased awareness of bystander options in a potentially dangerous situation – giving people options.
- Tips for engaging community members
- Techniques to bring training to Stockton Community.
- Take to my campus to implement a training and ongoing movement.
- Funny/Awesome 😊/Really wonderful approach to bystander
- The course has inspired me professionally and personally. Loved the enthusiasm and energy! Loved the interactive, multimedia presentation. Loved personal stories piece. Loved the balance between bystander training as a participant and instructor training. Loved the attention to detail regarding instructor tips and sharing of materials. Thank you!
- I found it personally relevant. Also working with college populations this information can have some major influence and impact.
- Take Green Dot everywhere
- Day 3 and Day 4 were most helpful. It was helpful to go through the Bystander Training on Day 4 to explain how to do everything.
- Hope to implement at Stockton College.
- I really liked the incorporation of research understanding the model and theory. I also like the “clickers” – never used before. Persuasive speaking tips were great. Liked presenter change-up as well – nice variation.
- We are implementing Green Dot in our community
- The new ideas for presentation of concepts, methods for intervention.
- The presenter was very skilled and knew the material.
- I was extremely impressed with this course and am realizing how complacent and unhappy I am working reactively at my job in sexual assault counseling. I would love to do this proactive work using my personal connection to sexual assault as a career.

- Bystander information.
- Bystander information.
- I am leaving this seminar with many more strategies, options to help me advocate for people that need me.
- I am the first person a student meets regarding a medical/emotional issue. I am only a lay person without being able to give advice, but this course has given me a broader base of knowledge to be able to guide a student to the appropriate person for his/her well-being.
- This training will help me deal with some of my clients in a better way.
- The interactive portions – Days 3 & 4
- The impact your presentation skills could have on your audience. The 3 D's. Green Dot and what it means.
- This was just an unbelievable course! I have learned so much and reflected on my own experiences in a helpful way. This program has such an amazingly strong educational and scientific foundation that it will certainly inform my professional and personal lives in multiple ways.
- Great materials, facilitators, information, enthusiasm
- Will be implementing in training of staff
- I will use language from Green Dot in my work to positively impact students to recognize and diffuse power based personal violence.
- Not only did this personally affect me, but we will be implementing this into our RA training.
- The entire curriculum can be replicated and distributed to student leaders using copyright permission.
- I can apply it in everyday life.
- The urgency to implement this material and make it mainstream in order to reprogram society.
- Rationales behind why bystanders have failed to "act."
- In my work with students with disabilities I hope to influence them to be Green Dot people.
- Being hopeful that we can educate students in learning about Green Dot and having a more positive outlook in future.
- The concept of the green dots and practical ways to implement. Excellent examples and effective teaching strategies (clickers, active participation).

**What did you find least useful about this course? What changes would you suggest?**

- The theory is heavy in the beginning and at times I was challenged to be alert and present.
- I would have liked more situations, scenarios where men were the victim. Not victims within the gay community, but heterosexual men who are victims of these predators. I know a man who suffers from post-traumatic and severe depression stemmed from a horrible marriage.
- More interactive and less lecture oriented (if possible).
- It was too long. The information could have been conveyed in 2-3 days.
- Too long – could do in 2 days.
- Room limits connection to other participants and interactive activities.
- Lacked structure!
- First day was very didactic – more interactive
- The room dynamics; didn't enjoy the lecture hall set-up.
- More role play – speech
- Day 1 and Day 2 seemed a bit long-winded.
- Too long
- Nothing comes to mind
- The pacing and format – structuring and timeframe could be better in different periods. Example: see the program then break it down and discuss research.
- Practical application to diverse students.
- No changes – interaction level of scenarios and time for personal reflection were extremely important, as were small group work.
- Really can't answer. This is not my field of work.
- Too long! I think your training could be tightened up. Use your co-presenter. She was great for the short period that she presented. Be inclusive of minorities too in your talk; transgendered students/individuals. Would recommend a different room for this type of training. Hard to do group work in Alton.
- A lot of the background information may be too basic for people working in the field.
- I just felt like the information was covered in Day 1's training. The remaining days was just rephrasing Day 1's material.
- It was all useful – I think it might have been doable in 3 days rather than 4, however.
- A lot of redundancy that could have been compacted considering that I classify myself as part of "the choir" and already have a certain frame of reference and development. The length of this training would have been more beneficial to people who have not had prior training and education on the topic.
- The material seemed to me that it could have been condensed into less days.
- The style. The lecture style was too much for four days. Need more variety.
- I really thought this could be done in three days. Would like to have upper admin's dedication to this initiative shown.

- I think it would be helpful to explain the personal statements more as opposed to using as transitions – they seemed somewhat awkwardly placed and changed the mood of the audience.
- I felt like the training was too long and there wasn't enough activities to keep me interested the entire time.
- Examples of sexual harassment.
- Slower explanations on methods of instructor sections day 1 (primarily).
- Time. We should have maybe just one more day to help with the scenarios and role playing examples.
- Was an excellent conference – Length (4) days was too long – perhaps it could be decreased to (2) days – (3) days.

#### What topics would you recommend for future seminars?

- Same topics.
- Add bullying – from playground to home, to workplace...; Maybe share more information about mental illness. More information of the psychology of predators. It was an awakening for me; when you said these aggressors will be repeat offenders.
- As program evolves, more feedback re: assessment of effectiveness on college campuses.
- Invite state colleges for this training to develop a coalition of support.
- Train the trainers/Find ways to connect Green Dots with other bias/trans/sexual health, etc.
- Vicarious trauma
- Green Dot for young children.
- More about middle school/high school bullying
- Maybe more specific topics on bullying, Facebook.

#### Additional Comments:

- I'm not sure if it was just the group dynamics/discussion, but I felt our timing was off. Wish we could have spent more time discussing facilitating issues during the 3<sup>rd</sup> day. It became rushed at the end. I thoroughly enjoyed the presentation and training. I would come to future trainings with Dorothy or about Green Dot. The food selection was pretty good.
- Please provide afternoon coffee!
- Truly enjoyed this seminar, and want to learn how to implement my past into a more proactive, educational approach to prevention, especially in Green Dot. I feel this program has such an amazing opportunity to change social norms, behaviors and ideals, and I want to be involved in a larger scale, and encourage others to be a part of it in their daily lives.
- From my perspective, the course objective/intended audience was not clear, as many who don't work in this field were advised to attend.
- Issues about this training:
  - o 1. We were mandated to be here in one of the busiest times in our office.
  - o 2. This should not have been a whole days training, if it was going to be for a whole week. This would have allowed me to focus more on the training. I sat here the majority of the time just thinking about all the work piling up on my desk. At least if this was ½ day, I could focus on the training and still have time to go back to my office and get some work done.
  - o 3. I don't think this training should have been held in a lecture hall. This made it very uncomfortable to do group work.
  - o 4. There should have been more group interaction. This is because these are very long days and if you're not a morning person, in order for you to stay awake, you need to be moving around.
  - o 5. Administrators should have been the first one's here. The Dean of Students came Day 1 and never came back. The Director of Student Rights and Responsibilities didn't even bother to come. Others came and just popped their head in and left. Why was this mandated for some and not others? The individuals listed above are key people here at Stockton. They deal with the situations discussed in the training often. The example this sets is that this training is important for some but not others.
- Day two was very slow and I didn't really understand what/why we were doing discussing the things we did. Just felt we were filling the time. It upset me that this was mandated from the VP of Student Affairs, but she never showed to any of the training. The Assistant VP also never showed. It disheartens me that we want this to be a college-wide initiative, but they were not here. Also, the Dean was here for a welcome, nothing more. I know it's tough to take off four days to be here, but even an email from leadership would have been great.
- Excellent material. I want to genuinely RUN and take off with Green Dot!
- Excellent resources. Thank you for bringing this to our campus!
- Length of program was long for a training, was hard to step away from office for 1 full week. Focus may not have applied to all professionals in the room, better suited for counselors/health professionals. First two days were very story driven and did not follow the schedule. If program was split up it may have worked better. CEUs awarded, but this only applies to counselors.

#### Stockton Attendees from the following Departments:

- Wellness Center (11)
- Residential Life (9)
- Event Services (2)

- Office of the College Center (2)
- Service Learning (1)
- Bursar's Office(1)
- EOF (1)
- Community of Scholars (2)
- Student Development (3)
- School of Health Sciences/Nursing (2)

Outside Organizations:

- Princeton University (1)
- Rowan University (3)
- The Atlantic County Women's Center (2)
- YWCA of Bergen County (1)
- Farleigh Dickinson University (1)
- Women's Health and Counseling Center (1)
- Providence House (1)
- New Jersey Coalition Against Sexual Assault (1)
- Center for Family Services (2)

**Document 11: STUDENT SATISFACTION SURVEY RESULTS****PURPOSE:**

A student satisfaction survey was constructed by the various constituents within the Wellness Center with the purpose of gathering data on student retention and learning, impact and importance of services rendered, and identification of areas of improvement in the depth and delivery of the services.

**METHODOLOGY:**

The survey delineated the participants by class affiliation, gender, residency status, office visited and clinician seen. A Likert Scale was utilized for a series of ten questions assessing the desirable data. Two yes/no response questions dealt with recommending services received to fellow students and if a referral was made for the services received. A comment section was provided for any additional information the student wished to provide.

Distribution took place in spring 2010 semester for approximately 5 weeks. Those students utilizing the services of Counseling, The Learning Access Program, or the Alcohol/Drug Education Program were asked to complete the survey as they arrived for an appointment. Surveys were also placed in the envelopes of students utilizing a note taking accommodation with The Learning Access Program. A total of 29 surveys were completed.

**RESULTS:**

Statistical data concerning this survey is attached to this summary for your examination. It is important to note that 87% of the students surveyed reported that the services received were instrumental their decision to remain a student at Stockton; which represents a 4.8% increase over last year. Also of note was the fact that 100% of students who answered the survey question: would you recommend the services of the Wellness Center to your friends?, answered in the affirmative which was an increase of 7.5% over last year. 97% of the students who utilized the Wellness Center and completed a survey indicated that their needs were met during their time with us which was an increase of 3.2% over last year. 83% of the students surveyed stated that their alcohol and drug use has/will decrease(d) because of counseling. 100% of the students who took part in the survey stated that their counselor helped them to cope better with their concerns. Also attached for your inspection are the additional comments received from the participants. All comments received serve to substantiate the data indicating The Wellness Center is an integral facet in the emotional and educational well being of the college population.

**RECOMMENDATIONS:**

An alternative method of data gathering would benefit the scope and significance of this survey. More anonymity and precision in the collection process could promote a greater number of participants.



Student Satisfaction Survey Results

|   |                             |          |                               |                |     |
|---|-----------------------------|----------|-------------------------------|----------------|-----|
| Counseling: 29  | Learning Access Program: 10 |          | Alcohol/Drug Prevention: 0    |                |     |
| Year: F4, S2, Jr12, Sr9, Grad3  | Sex: M10                    | F 18     | Resident: 14 Non-Resident: 12 |                |     |
| Place a check under the level of satisfaction that best reflects your experience in our office. | Strongly Disagree           | Disagree | Agree                         | Strongly Agree | N/A |
| <b>GENERAL KNOWLEDGE</b>  |                             |          |                               |                |     |
| 1. My needs were met at the Wellness Center   |                             | 1        | 4                             | 25             |     |
| 2. My experience at the Wellness Center will help me to remain a student at Stockton.           | 1                           |          | 5                             | 21             | 3   |
| <b>COUNSELING</b>   |                             |          |                               |                |     |
| 1. My counselor helped me to cope better with my concerns.                                      |                             |          | 7                             | 19             | 4   |
| 2. I believe that counseling will assist me in doing well academically.                         | 1                           | 2        | 4                             | 18             | 4   |
| 3. I think that the Counseling Center is a vital part of my experience at Stockton.             | 1                           | 2        | 3                             | 18             | 5   |
| <b>LAP</b>  |                             |          |                               |                |     |
| 1. The accommodations I received helped me stay in school.                                      | 1                           |          | 4                             | 9              | 9   |
| 2. The academic accommodations I received helped me become more successful in college.          |                             |          | 4                             | 10             | 10  |
| 3. The LAP has made me a better self advocate.  |                             |          | 5                             | 8              | 11  |
| <b>ALCOHOL/DRUG</b>   |                             |          |                               |                |     |
| 1. I am more likely to follow the alcohol policy as a result of my experience with counseling   |                             | 2        | 1                             | 1              | 19  |
| 2. My alcohol and drug use has/will decrease(d) because of counseling.                          |                             | 3        | 1                             | 18             |     |
| Would you recommend these Wellness Center services to a friend?                                 | Yes: 25                     | No: 0    |                               |                |     |
| Was a referral made for other Wellness Center Services?   | Yes: 8                      | No: 14   |                               |                |     |

**Document 12: PRESENTING PROBLEMS AT INTAKE, 2009-2010**

Presenting Problems\* at Intake 2009-2010

| <b>Major Issue</b>             | <b>Percentage of Clients</b> |
|--------------------------------|------------------------------|
| Anxiety                        | 54.8                         |
| Alcohol/Drug Related           | 45.8                         |
| Depression                     | 45.8                         |
| Academic/Study Related         | 34.5                         |
| Family or Parent Issues        | 26.77                        |
| Relationship                   | 25.16                        |
| Reaction to Loss or Separation | 12.25                        |
| Anger, or Concern about Anger  | 8.06                         |

\*as defined by Counselor at intake. Clients can have more than one presenting problem.

OFFICE OF HEALTH SERVICES  
ANNUAL REPORT

1. AY09-10 GOALS AND OBJECTIVES

Goal/Objective 1

● Collaborate with Residential Life and Admissions to maintain 90% level of immunization and insurance compliance.

- Achieved 95% compliance (15-20% increase over previous years) by notifying students about requirements through New Admit mailings, Orientation, goStockton portal, Health Services website, email notices, LED board, CCTV, posters and flyers.

Goal/Objective 2

● Increase outreach efforts utilizing the Peer Educator trained students.

- Peer Educators facilitated 70 workshops for over 1300 students.

Goal/Objective 3

● Increase the number of Wellness Center sponsored holistic stress management events.

- The Health Educator provided 60 holistic stress management events in 09-10, up from 46 events in 08-09.

Goal/Objective 4

● Assist Stockton students through direct health care in support of the educational mission of the college.

- The medical staff accommodated almost 6800 appointments for students, faculty, employees, and visitors this year, an increase of 3.1% from 08-09.
- The Health Educator provided 111 workshops serving 1884 students and held 102 individual meetings with students; Peer Educators led 70 workshops.
- The Nutritionist led 14 workshops on eating disorders and nutrition and had 401 student appointments.
- Planned Parenthood conducted 215 student appointments.

Goal/Objective 5

● Provide immunization clinics during the school year.

- 5 immunization clinics dispersed 540 vaccinations for Hepatitis B, Meningitis, MMR, and H1N1 and administered 263 flu shots.

Goal/Objective 6

● Educate students about ways to avoid contracting and spreading colds and flus.

- Posted flyers throughout the college with information about the flu and ways to keep healthy.
- Installed hand sanitation devices around campus.
- Offered flu and H1N1 clinics for the Stockton community.
- Medical staff educated Health Services clients on ways to prevent spread of disease.
- 210 students were reached during a six day outreach program showcasing a holistic approach to staying healthy and avoiding colds and flu.

**Goal/Objective 7**

● Expand health education and outreach programs.

- The Health Educator increased programming from 101 in 08/09 to 104 in 09/10 and reached 127 more male students than the previous year.
- There was a 12% increase in Peer Educator workshops and events, from 49 to 56.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

- Trends:
  - The most prevalent treatment conditions were Respiratory Conditions, Dermatological Conditions, and Gastrointestinal Conditions.
  - The most Respiratory Conditions were treated during October and February.
  - The most Gastrointestinal Conditions were treated in October.
- Health Services hosted Meningitis and Influenza Clinics for students. This has been a benefit to many admitted students who do not have health insurance or are unable to obtain their vaccinations before entrance to the college. 801 students, faculty and staff benefited from these clinics during the 09/10 school year.

**3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- EOF and athletic physicals were provided on campus, assisting the medical needs of the students enlisted in the summer program, in conjunction with the Dean of Students' and Athletics office.
- Electronic submission of insurance applications and waivers - students and their parents became more aware of this which increased utilization.
- Liaison for graduate student wellness physicals with AtlantiCare Occupational Medicine in relation to Physical Therapy, Occupational Therapy, Education and Nursing graduate placement and study programs.
- Office website and Go Portal posts warnings and health alerts to the Stockton community.
- Based on yearly data, usage of Health Services has increased 3.1% from last year's totals.
- Increased student peer educator involved workshops as well as increased student involvement with major events due to the continued employment of six student peer educators.
- In response to H1N1 flu activity, updated Health Services waiting room and moved the receptionist into the main office, purchased new waiting room furniture that is sanitized nightly.

**4. CAMPUS WIDE COLLABORATIONS****Division of Academic Affairs**Graduate Studies

Bridge program and Occupational Therapy students; provided occupational and physical therapy physicals

**Department of Administration and Finance**Plant Management

Collaborated on MRSA, H1N1 Influenza and cleaning parameters; Infectious Disease Plan

Graphics & Print Shop

Office publications

**Division of Student Affairs**Athletics & Recreation

Physicals and workshops on campus for athletes

Career Center

Workshops by the Health Educator

Educational Opportunity Fund Program

Physicals and workshops on campus for EOF students

Enrollment Management

Monitored state insurance and immunization compliance for commuter and residential students

Residential Life

Monitored state insurance and immunization compliance for commuter and residential students; Health Educator workshops

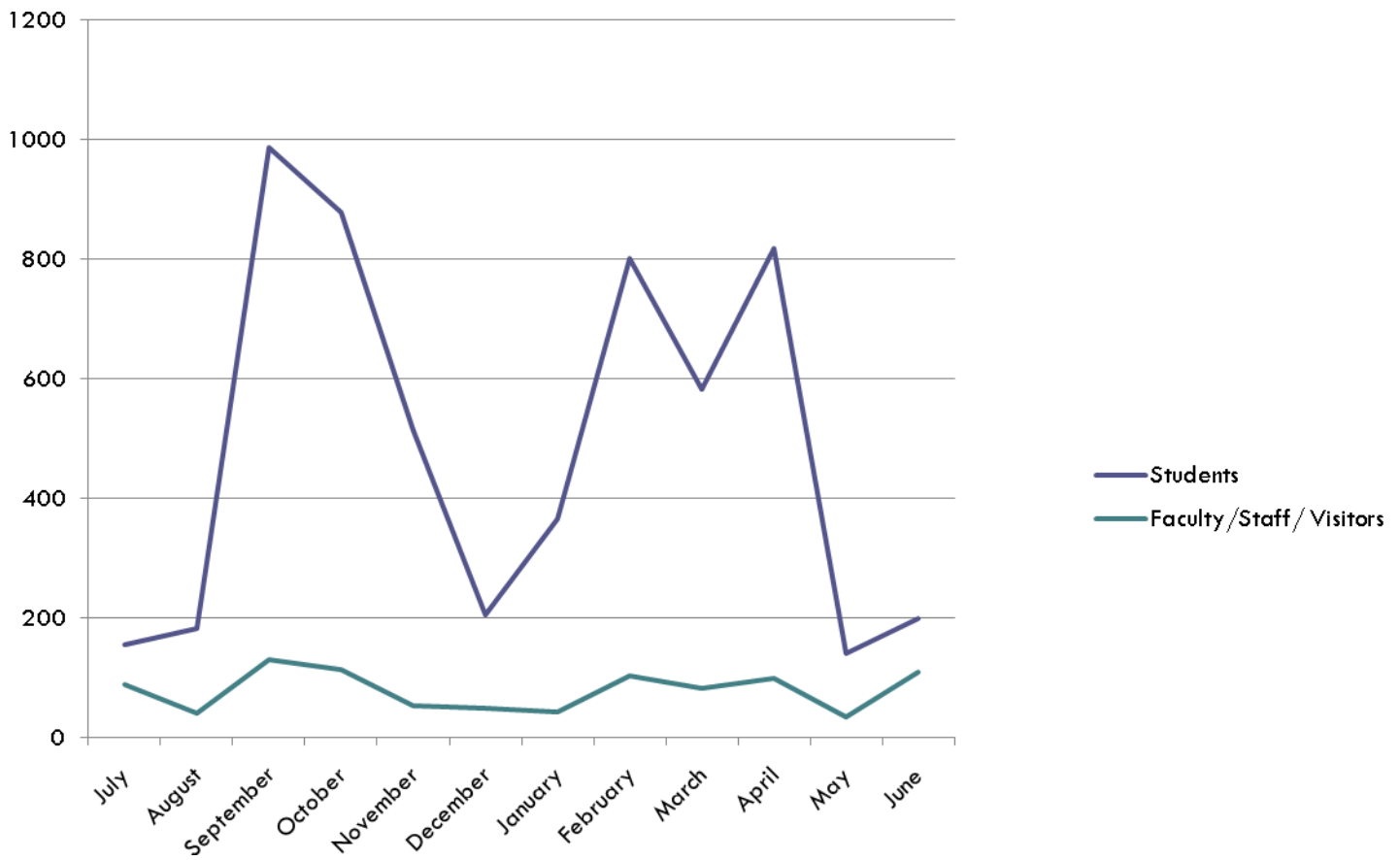
**5. NEW INITIATIVES FOR 2010-2011**

|                         |   |
|-------------------------|---|
| <b>Goal/Objective 1</b> | Prepare for regulations of increased immunizations and provide immunization clinics throughout the school year.   |
| <b>Goal/Objective 2</b> | Assist Stockton students through direct health care in support of the educational mission of the college.   |
| <b>Goal/Objective 3</b> | Purchase and launch Point and Click, an electronic medical record and database program to modernize Health Services and keep with the concept of Stockton as a green college. |
| <b>Goal/Objective 4</b> | Comprehensive program review based on CAS standards for Health Services.  |
| <b>Goal/Objective 5</b> | Expand Health Education Program by developing and implementing a time management workshop to offer to students.   |

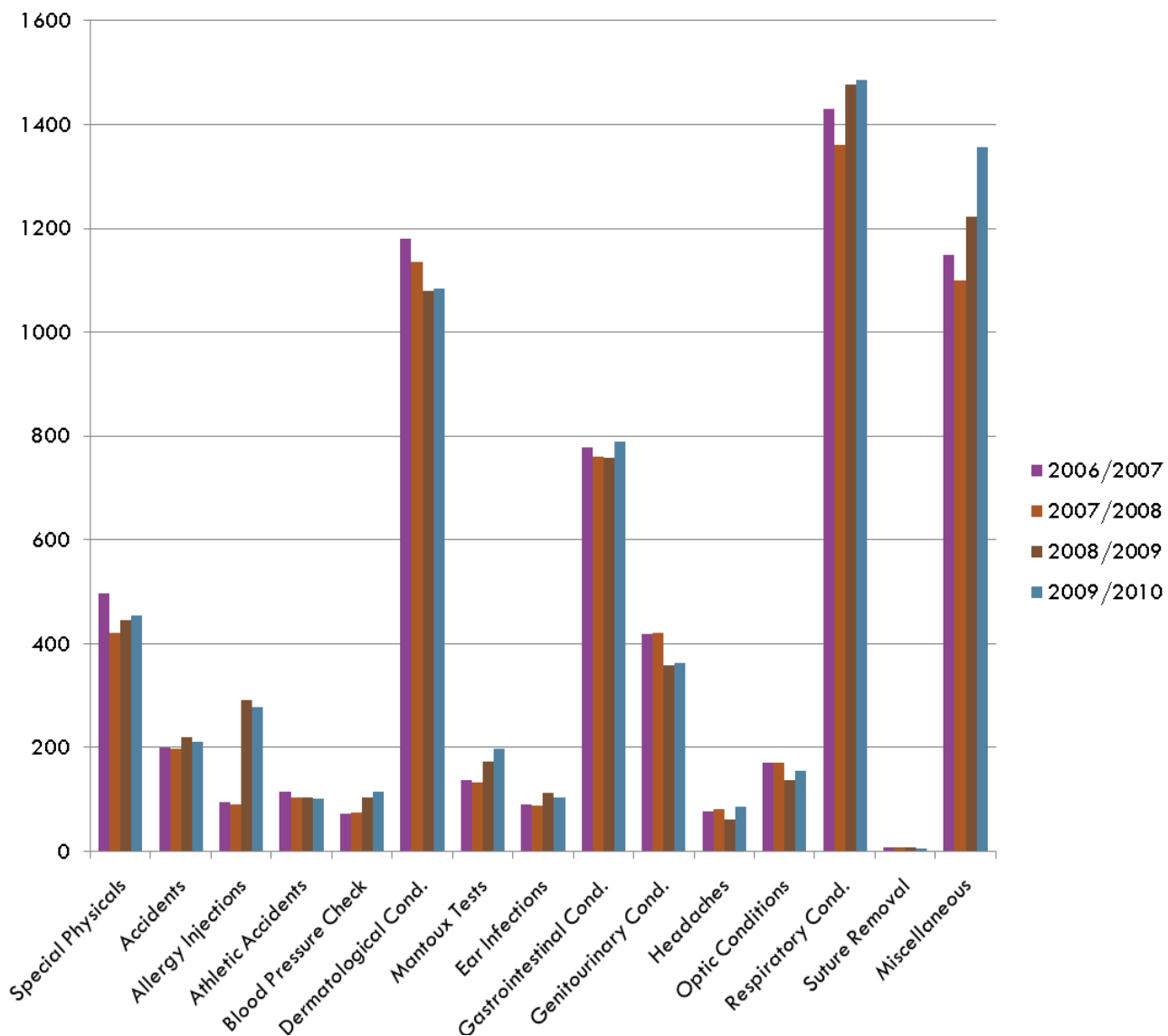
**6. SUPPORTING DATA**

- Document 1. Number of Health Services Patients per Month, July 2009-June 2010
- Document 2. Reasons for Health Services Treatment, 2006-2010
- Document 3. Number of Patients Served by Medical Staff, 2006-2010
- Document 4. Health Education Overview

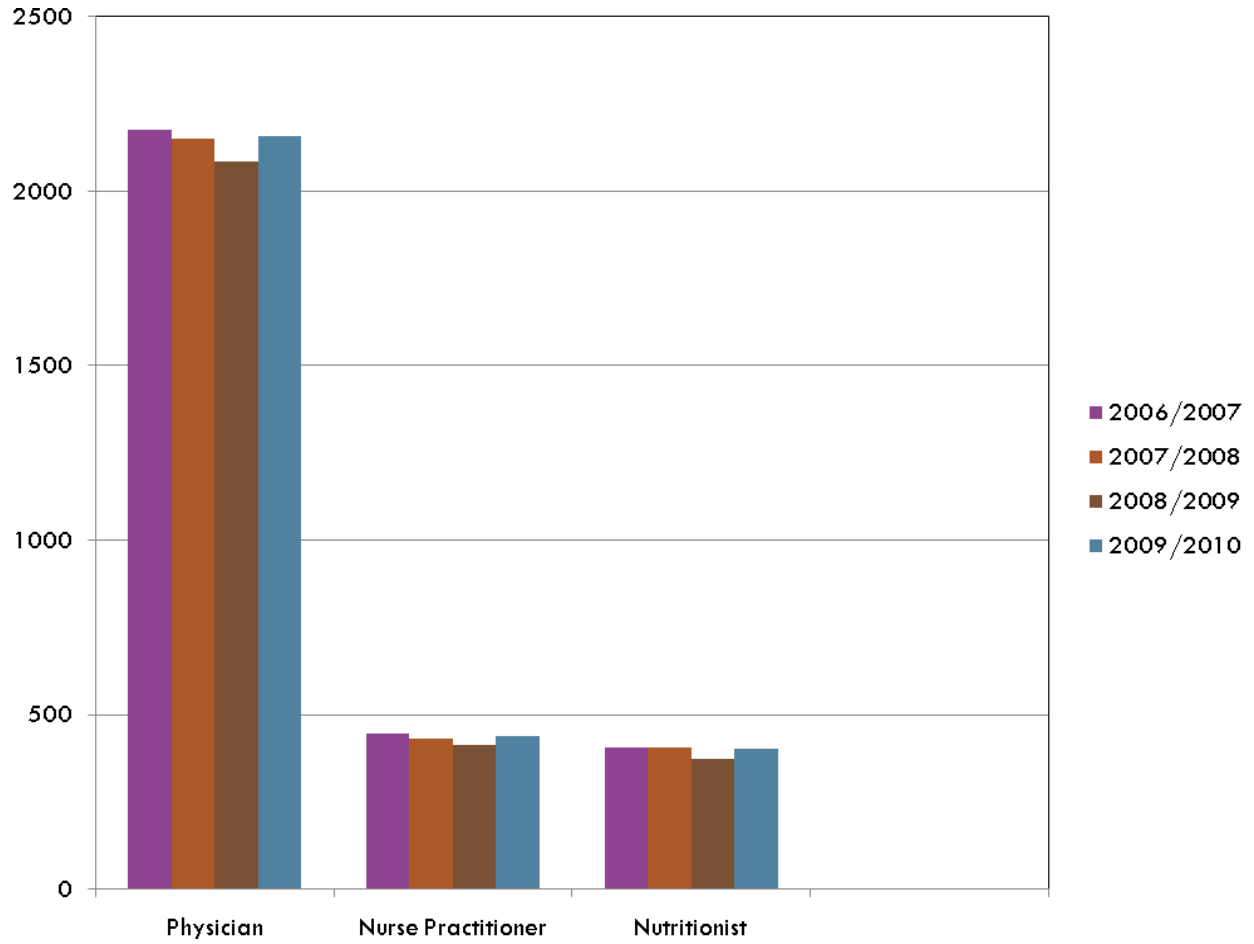
**Document 1: NUMBER OF HEALTH SERVICES PATIENTS PER MONTH**  
**July 09-June10**



Document 2: REASONS FOR HEALTH SERVICES TREATMENT  
2006-2010



**Document 3: NUMBER OF PATIENTS SERVICED BY THE MEDICAL STAFF**  
**2006-2010**





**Document 4: HEALTH EDUCATION OVERVIEW**

The Health Educator provided a variety of workshops to several groups and organizations and assisted other professional staff of the Wellness Center with their programs and events. Additionally, the Health Educator works with students in the development and implementation of workshops and collaborates with others in the college to promote educational and awareness events. A total of 111 workshops were provided that included an outreach audience of 1174 females and 710 males. Educational outreach to the male population increased from 583 to 710.

Most of these workshops were for general audiences with several designated towards specific students and student staff such as the EOF students and tutors, RA training, Residence Life, Honors Peer Mentor training, COS, NAACP, Zeta Phi Beta, Tri Delta, Brigantine Community Youth Group, PT Club, MALES, Psychology Club, and the Leadership Conference. Thirty three workshops were on the topic of Sexual Health followed by 32 on the topic of Managing Stress. Other topics included Nutrition / Eating Disorders (14), Dimensions of Wellness / Staying Healthy (12), Substance Abuse (12), Relationships (7), and Sexual Assault / Domestic Violence (6). The chart below illustrates what dimensions are addressed in the previously mentioned workshop topics.

|  | Physical | Intellectual | Emotional | Social | Spiritual | Occupational | Environmental |
|--|----------|--------------|-----------|--------|-----------|--------------|---------------|
| Sexual Health                              | X        | X            | X         | X      |           |              |               |
| Managing Stress                            | X        | X            | X         | X      | X         | X            |               |
| Nutrition/<br>Eating Disorders             | X        | X            | X         | X      |           |              |               |
| Dimensions<br>Wellness/<br>Staying Healthy | X        | X            | X         | X      | X         | X            | X             |
| Substance Abuse                            | X        | X            | X         | X      | X         | X            | X             |
| Relationships                              | X        | X            | X         | X      | X         |              |               |
| Sexual<br>Assault/<br>Domestic<br>Violence | X        | X            | X         | X      | X         | X            |               |

The Peer Educators were involved in 70 of these workshops, as well as most of the large scale events outlined below, with an outreach audience of 797 females and 508 males.

Six student peer educators worked throughout the fall and spring semesters under the direction of the Health Educator. They are required to attend weekly planning meetings to schedule who will cover upcoming events and discuss and assign duties. These students had previously finished the Peer Education course successfully and were involved with all aspects of programming sponsored by the Wellness Center. They are also responsible for running the Certified Peer Educator Club. Written evaluations from the workshops that they facilitate continue to indicate positive responses from other students and RA requests for peer educator facilitated residence life programs continues to increase.

Sponsoring and/or assisting with large scale events included the American Red Cross Blood Drives in August, September, February, and April in collaboration with Tara Ronda and Athletics; weekly open meditation series in collaboration with Pat Donahue of the Career Center with an average student and staff attendance of 2-6; Employee Wellness Day 6/09 with an approximate attendance of 350; Meet the Wellness Center Staff on move in day in collaboration with the Career Center; New Student Information Fair; Substance Abuse Awareness week with Joanna Frankel; Commuter Coffee with Elana Dobrowolski; weekly Zumba (30-45 avg. attendance), Hip-Hop (12-20 avg. attendance), and Cardio Pump (8-12 avg. attendance) fitness classes; National Day Without Stigma with Sue Hoey; Staying Stress Free with FEMALES; Healthy Relationships Day with Elana Dobrowolski; Staying Healthy, a student project collaboration showcasing an holistic approach to staying healthy and avoiding colds and flu that took place on six days in the fall semester in the galleries with an

average attendance of 20-30 people per day; Breast Cancer Awareness programming reached out to approximately 25 and raised \$ to aid with costs for our co-workers sister; LollaNoBooza with Joanna Frankel attended by approximately 125 students; World AIDS Day events in collaboration with Dr. Lisa Cox's HIV/AIDS class and Dr. Tara Crowell's Public Health Marketing class that included information tables in the gallery with interactive games and activities staffed by various student groups, free HIV testing and two speaker events attended by over 125 students; open Reiki day at the end of each semester in collaboration with Professor Elaine Bukowski attracted 33 students; Pet Therapy Day that attracted approximately 25 students and raised \$55.00 for Penny Angel Beagle Rescue of Galloway Township; Start the Semester off Right by Kim Raring held on two separate days in collaboration with Athletics and Chartwells saw 33 students; Eating Disorder Awareness & Screening with Kim Raring provided screening for 87 students; Nutrition Month program with Kim Raring on two days saw 50 students; Spring Break Safety gallery event held on the four days prior to spring break saw an average of 15-20 students per day; Wellness Day held in I-wing gym attended by approximately 275 and raised \$71.00 for Gilda's Club; co-facilitated a workshop about setting goals with the Peer Educators for the Leadership conference in April; Sexual Assault Awareness Day with Elana Dobrowski; "Night of Sex" theatrical production and pre-show activities combined with Take Back the Night attracted close to 500 students and raised \$1,230 for South Jersey AIDS Alliance; Changing the Drinking Culture conference with Joanna Frankel; and National Stress Out Day with Sue Hoey.

Additionally the Health Educator meets individually with students as requested or referred and those encounters totaled 102.

Training received by the Health Educator included:

|          |  |
|----------|--|
| 6/24/09  | Wellness Center Retreat                                  |
| 8/12/09  | Student Affairs Retreat                                  |
| 9/9/09   | Project Pride Presentation                               |
| 11/7/09  | Women's Leadership Conference                            |
| 11/13-15 | Sexual Assault Conference, Florida                       |
| 1/14/10  | Domestic Violence Training by ACWC                       |
| 2/19/10  | Student Affairs Book Review                              |
| 4/7/10   | Anger, Anxiety, & Hypertension Conference, Atlantic City |
| 4/28/10  | CPR  |
| 6/2/10   | Student Affairs Retreat                                  |

Each year the Health Educator gains input regarding services at the Wellness Center from Peer Educator students and random students as the Health Advisory Board. Details of the results are included below.

Twenty two students participated as the Health Advisory Board. Peer educators and random students that they requested to participate answered the questions below. Participants consisted of 4 males and 18 females; 4 of who were freshman, 9 sophomores, 3 juniors, and 6 seniors. Regarding ages, two were 18 years of age, five were 19, eight were 20, two were 21, and five were 22 years of age. These results were from a hand written survey that revealed the following information.

1. *Based upon your own experiences and knowledge of Wellness Center services, do you see a need for additional services? If so, please explain.*

Seventeen responded that they did not see a need for additional services. The remaining five suggested better scheduling and additional staff to reduce the waiting time needed to see the doctor even with an appointment especially when very sick and also suggested providing physicals for all students.

2. *Regarding the location and set up of offices of the Wellness Center, what changes if any would you suggest.*

Seventeen responses indicated no change and the remaining five suggested longer hours for doctor services, a smaller office in the academic building so that more people would know about the Wellness Center, more advertisement near the apartments, and two suggestions for a wellness center near the apartments.

3. *Based upon your knowledge of the various programs and events that are offered to students, what types of programs should we add or concentrate on providing?*

Eight responses were satisfied with current programming initiatives. Six suggested more programs on sexual health education, three suggestions of additional drug and alcohol awareness programs, and a few suggestions for nutrition, hand washing, fitness, mental health programs, general sickness awareness, and additional programs on dorm floors and on weekends.

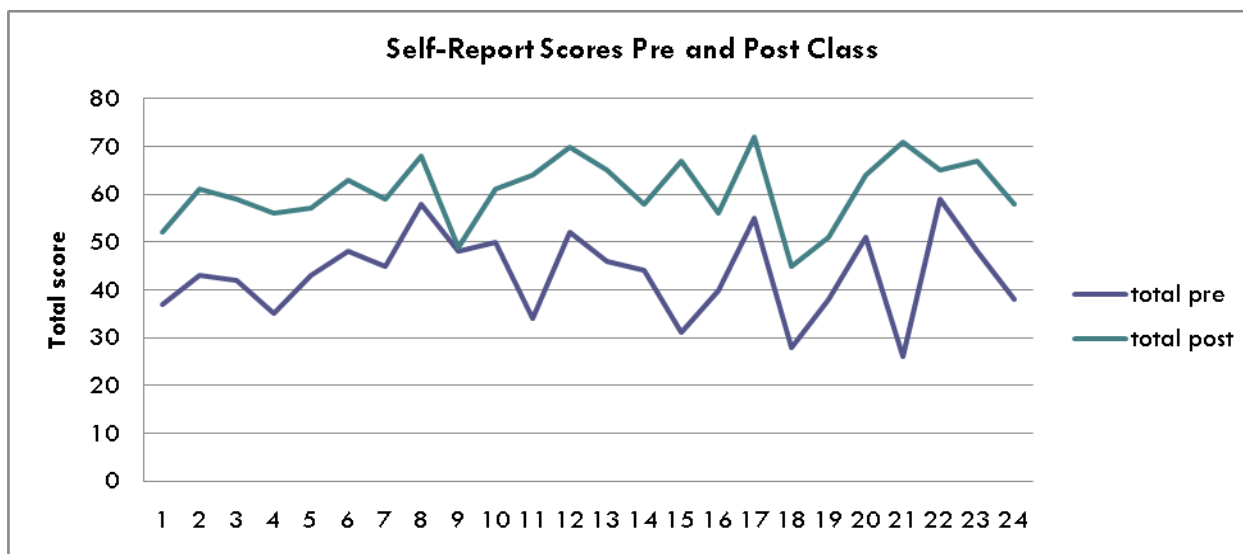
4. Do you think that most students know about us? If not, what would you suggest we do to make more students aware of what services are available?

Seventeen indicated that they felt most students knew about our services but suggested to promote more awareness through additional tabling, emailing, more advertising, Wellness Center services programs, more information about the counseling center, flyers at the beginning of the semester for new students, additional promotion to students who live off campus, and more outreach to students living in the apartments.

5. Do you think that most students who access our services are pleased? If not, what changes do you think need to be made?

Seventeen responded that they felt most students are pleased with the Wellness Center services saying that it is very convenient to provide these services on campus, that it's very accessible for all students and seems to help those who go, and also that the staff was prompt and polite. One indicated that they felt those using counseling services were pleased but that those seeing the doctor were not, four indicated that they feel the wait time to be seen with an appointment is too long, and one said they heard about staff being rude and not private about appointments.

The Health Educator teaches the Peer Education class where students learn about numerous topics of concern to college students and prepare to deliver educational workshops and refer their peers to appropriate Wellness Center services as needed. The students do a pre and post self evaluation of the following skills: active listening skills, knowledge of campus resources, presentation skills, helping someone with a serious problem, handling a crisis of your own, intervening in a crisis situation, communicating to others effectively, communicating with students of a different race, ethnicity, religion, gender, or sexual orientation than me, being a role model for healthy choices, respecting others differences, planning a program/event, marketing a program/event, managing stress, teaching others about sexual health information, teaching others about sexual assault information and prevention, teaching others about drugs / alcohol, teaching others about nutrition, and teaching others about eating disorders. They rate these skills as excellent, good, average, weak, or don't have. Numbers were assigned to these skill levels and plotted on a graph (see below) that clearly indicates an improvement in all areas.



OFFICE OF LEARNING ACCESS PROGRAM (LAP)  
ANNUAL REPORT

1. AY09-10 GOALS AND OBJECTIVES

Goal/Objective 1

● Serve as an advocate for issues regarding students with disabilities to ensure equal access.

- Provided 1045 hours of test proctoring; 160 hours of providing readers for tests; 175 hours developing test accommodations. 344 students were registered this year, up from 293 the previous year; the average GPA was 2.9.
- Information to faculty and administrators disseminated via email relating to various disabilities and observable behaviors related to these conditions led to a 178% increase in contact with faculty and 260% increase in contact with administration.
- Served on Campus Walk Committee, Campus Technology Committee, Campus Access Alliance Committee, Diversity Living Learning Committee, Americans with Disabilities Act (ADA) Compliance Committee, and the Community Emergency Response Team (CERT).

Goal/Objective 2

● Create increased transparency in the process by which students acquire services.

- Worked with Computer Services to redesign website, making information to LAP and disability services and resources more user friendly according to feedback.
- Created a Wellness Center video for use in program initiatives; LAP personnel appear in the Orientation video describing the program and its services.
- LAP staff participate in programs such as Freshman and Transfer Orientation, Graduate Student Orientation, Open House, New Faculty Orientation, and the Accepted Student Reception.
- Student Satisfaction Survey results indicate 87% of students report satisfaction with LAP services.

Goal/Objective 3

● Initiate and implement marketing strategies designed to increase LAP visibility.

- Staff participated in Wellness Day, Meet the Wellness Center Staff program and the Immunization Clinic; Hosted National Disability Mentoring Day, and Career Center Orientation for students with disabilities. Posters, tabletops, brochures and giveaways promoting LAP were at all events.
- Staff also participated in 3<sup>rd</sup> Annual Disability Awareness Week, BUBBLES 4 AUTISM event which raised \$135.00 for Autism research, Special Olympics Track and Field Event, and the Dare to Dream Student Leadership Conference that was attended by 200 local high school students, 19 with disabilities who met with LAP staff.
- Hired one peer educator.

Goal/Objective 4

● Provide opportunities for faculty and staff members to share their experiences and needs for resources and training.

- Disability Awareness Week tabling activities provided faculty with information regarding LAP services available to faculty, staff and students; Informed faculty regarding academic accommodations and compliance with legal responsibilities.
- Provided training to faculty, staff and administration with workshops such as Universal Design for Learning and Universal Design in Education.

**Goal/Objective 5**

● Refine Access-A-File to establish standardized reporting of diagnoses set for LAP.

- Purchased upgrade for case management system Access-A-File; Disability categories and diagnoses standardized with NJ Commission for Higher Education.

**Goal/Objective 5**

● Provide disability services staff with continuing opportunities for professional development.

- Staff members involved with AHEAD (National Association of Higher Education and Disabilities) and NJAHEAD, allowing them to remain current with best practices and skills.

**Goal/Objective 6**

● Develop 3<sup>rd</sup> Annual Disability Week.

- In collaboration with numerous clubs, organizations, faculty, staff and community members, LAP hosted 3<sup>rd</sup> Annual Disability Awareness Week. All activities highlighted the central theme of building a welcoming, inclusive and accessible campus community.
- Focus groups conducted through the Wellness Center indicate knowledge of the program; Greater number of referrals and phone calls related to information from students, faculty, staff and outside persons speaks to awareness of the program.

**2. EVALUATION OF AY09-10 GOALS AND OBJECTIVES**

REFLECTIVE ANALYSIS

- Persistence and Academic Achievement/Knowledge Acquisition, Integration, and Application: The LAP has 344 registered students. As a result of the accommodative process, 52 students received Baccalaureate Degrees, 2 students received Masters Degree and crisis intervention was minimal.
- Humanitarianism/Civic Engagement: The staff of the Learning Access Program was actively engaged in promoting disability awareness to the campus community through such venues as: 3<sup>rd</sup> Annual Disability Awareness Week; National Disability Mentoring Day; Special Olympics; BUBBLES 4 AUTISM; Dare to Dream Student Leadership Conference.
- Interpersonal and Intrapersonal Competence/Practical Competence: In collaboration with the Career Center, hosted Career Exploration Workshops for students with disabilities to promote independence, self-sufficiency and self determination.
- Cognitive Complexity/Humanitarianism/Civic Engagement: Through the efforts of the Campus Access Alliance students were made aware of laws governing access, identified areas of concern, and sought resolution for the campus community.
- Lack of appropriate space for secure accommodative testing and lack of space to develop an Adaptive Tech lab continues to be a problem and a high priority of the program.
- Lack of available space to secure technology and auxiliary aids continues to be a risk management issue.
- LAP continues to work closely with Housing and Residential Life to accommodate student requests for on campus accessible housing. Through this cooperative effort, the following policy/procedure for special housing consideration was implemented:

- Procedure for Accommodating Students with Disabilities in Residential Life
- Housing Accommodation Request Form
- Meal Plan Consideration

### 3. AY09-10 IMPROVEMENTS TO PROGRAMS AND SERVICES

- The LAP continues to utilize and implement the Association on Higher Education and Disability (AHEAD) Program Standards and Performance Indicators for disability services in higher education:
- Consultation/Collaboration; Faculty/Staff Awareness: Disability awareness activities have increased requests for consultations from administration and faculty.
- Program Administration and Evaluation: To assess the effectiveness of accommodations and access provided to students with disabilities, the LAP collected student feedback to measure satisfaction with disability services via the Student Satisfaction Survey.
- Academic Adjustments: Produced books in an alternative format to assure provision of materials in a timely manner.
- Academic Adjustments; Consultation/Collaboration: In collaboration with Event Services, identified space that allowed Learning Access Program to offer Testing Accommodations five days a week.
- Policies and Procedures: The development and implementation of the protocol for accommodated housing and meal plan consideration has streamlined the process and provided more efficient service provision.

### 4. CAMPUS WIDE COLLABORATIONS

#### **Division of Academic Affairs**

Work to ensure that academic accommodations do not fundamentally alter the program of study  
Work with the Office of the Provost to rescue at risk students

#### School of Occupational Therapy

Refers students to the Bridge Program

#### **Department of Administration and Finance**

##### Plant Management

Provides access for students in inclement weather, wheelchair accessible tables

##### Police Department

Transportation issues

##### Graphics & Print Shop

Provided students with text books in alternative formats

##### Transportation Department

Collaborated regarding purchase of new shuttles and accessibility requirements and scheduling

#### **Division of Student Affairs**

##### Career Center

Welcome Week "Meet the Staff"

Career Exploration Workshops for students with disabilities

##### Enrollment Management

Provide private tours and accommodations (interpreters, wheelchairs, etc.) for potential applicants

##### Event Services

Finding and securing testing space for students, allowing accommodative testing every day of the work week

##### Residential Life

Accommodate student requests for accessible housing

Student Rights and Responsibilities

Serve as Pre Hearing Intervention Officers

Wellness Center

Welcome Week “Meet the Staff”

Distribute Student Satisfaction Surveys with Alcohol and Drug Education Program as well as Counseling Services

|

**College wide collaboration**

Serve as consultants and participants in the Emergency Operational Plan

**5. NEW INITIATIVES FOR 2010-2011**

|                         |  |
|-------------------------|--|
| <b>Goal/Objective 1</b> | Serve as an advocate for issues regarding students with disabilities to ensure equal access.   |
| <b>Goal/Objective 2</b> | Identify and incorporate a more comprehensive database system to enhance reporting capabilities.   |
| <b>Goal/Objective 3</b> | Monitor existing facilities and any new construction for compliance and access for students with disabilities.   |
| <b>Goal/Objective 4</b> | Procure area on campus to be developed into larger facility for LAP that will include offices, waiting and storage areas, reception area, testing area and adaptive lab areas. |
| <b>Goal/Objective 5</b> | Develop a provider list of persons who do psycho-educational testing for students who needed updated documentation.  |
| <b>Goal/Objective 6</b> | Conduct comprehensive program review of LAP based on CAS standards.  |

**6. SUPPORTING DATA**

- Document 1. Student Contact Report
- Document 2. Student Satisfaction Survey
- Document 3. 3<sup>rd</sup> Annual Disability Awareness Week Participants
- Document 4. Universal Design in Education Workshop Program
- Document 5. Disability Categories and Diagnoses Report
- Document 6. LAP Number of Accommodated Tests
- Document 7. LAP Number of Accommodated Testing Hours

**Document 1. STUDENT CONTACT REPORT**

| Contact Type                                 | Hours   |
|--|---------|
| Academic Advising                            | 6.33    |
| Accommodations for classes                   | 174.83  |
| Books on tape                                | 5.5     |
| Campus Accessibility and Parking             | 0.5     |
| Career/ Employment Information               | 1       |
| Case management                              | 24.67   |
| Direct instruction                           | 0.5     |
| Email consultation                           | 19.33   |
| Guidance and Counseling                      | 53.5    |
| Housing request                              | 0.67    |
| Intake/ Assessment of Needs                  | 103.75  |
| Liaison/advocacy relating to housing problem | 3.08    |
| Liaison/ Advocacy relating to academics      | 68.08   |
| No Show for appointment                      | 0.62    |
| Note taking service/problem                  | 2.92    |
| Other General Services                       | 5.42    |
| Parent contact                               | 2.33    |
| Phone consultation                           | 14.08   |
| Prospective student                          | 4.33    |
| Referral                                     | 2       |
| Registration Assistance                      | 2.08    |
| Review of documentation.                     | 24.58   |
| Testing-proctoring                           | 920.25  |
| Testing-reader/scribe/technology needed      | 134.07  |
| Testing - scheduling                         | 6.42    |
| TOTAL  | 1580.84 |



**Document 2. STUDENT SATISFACTION SURVEY****PURPOSE:**

A student satisfaction survey was constructed by the various constituents within the Wellness Center with the purpose of gathering data on student retention and learning, impact and importance of services rendered, and identification of areas of improvement in the depth and delivery of the services.

**METHODOLOGY:**

The survey delineated the participants by class affiliation, gender, residency status, office visited and clinician seen. A Likert Scale was utilized for a series of ten questions assessing the desirable data. Two yes/no response questions dealt with recommending services received to fellow students and if a referral was made for the services received. A comment section was provided for any additional information the student wished to provide.

Distribution took place in spring 2010 semester for approximately 5 weeks. Those students utilizing the services of Counseling, The Learning Access Program, or the Alcohol/Drug Education Program were asked to complete the survey as they arrived for an appointment. Surveys were also placed in the envelopes of students utilizing a note taking accommodation with The Learning Access Program. A total of 29 surveys were completed.

**RESULTS:**

Statistical data concerning this survey is attached to this summary for your examination. It is important to note that 87% of the students surveyed reported that the services received were instrumental their decision to remain a student at Stockton; which represents a 4.8% increase over last year. Also of note was the fact that 100% of students who answered the survey question: would you recommend the services of the Wellness Center to your friends?, answered in the affirmative which was an increase of 7.5% over last year. 97% of the students who utilized the Wellness Center and completed a survey indicated that their needs were met during their time with us which was an increase of 3.2% over last year. 83% of the students surveyed stated that their alcohol and drug use has/will decrease(d) because of counseling. 100% of the students who took part in the survey stated that their counselor helped them to cope better with their concerns. Also attached for your inspection are the additional comments received from the participants. All comments received serve to substantiate the data indicating The Wellness Center is an integral facet in the emotional and educational well being of the college population.

**RECOMMENDATIONS:**

An alternative method of data gathering would benefit the scope and significance of this survey. More anonymity and precision in the collection process could promote a greater number of participants.

**Document 3. 3<sup>RD</sup> ANNUAL DISABILITY AWARENESS WEEK PARTICIPANTS**

*Building a Welcoming, Inclusive and Accessible Campus Community*

3<sup>rd</sup> Annual Disability Awareness Week  
 March 8 – 11<sup>th</sup> in Lower E-Wing Gallery

Promoting: Universal Design in Education: considers people with a broad range of characteristics in the design of all educational products and environments  
Healthy People/Healthy Campus/Healthy Lifestyles: recognizing the top health barriers to learning and academic performance  
Equal Access: Self-Examination – How Accessible is Your Program/Department

Participants: The Speech and Audiology Department and Club  
 \*Hearing Screenings on 3/9 (Sign-up @ SPAD table)  
 The Occupational Therapy Program and Club  
 \*MSOT: First Year Student Project (3/9 - 3/11)  
 SOBL: \*The Psychology of Well-Being Class Project  
 \*Dr. Spinella: Mindfulness Workshop (3/9 @ 4:30-RSVP)  
 School of Education: Special Education  
 \*Dr. Rita Mulholland: Universal Design for Learning (3/11 @ 1:30 G-Lounge)  
 Equal Access: How Accessible is Your Program/Department  
 Computer Services                      Event Services                      Graphics  
 Student Development                      Veteran Affairs                      Plant Management                      Wellness Center

STOCKTON STUDENT ORGANIZATIONS:

|                          |                          |                        |
|--------------------------|--------------------------|------------------------|
| Active Minds             | Campus Religious Council | Circle K International |
| Certified Peer Educators | Delta Delta Delta        | Delta Zeta             |
| Equestrian Club          | Kappa Sigma              |                        |
| Multicultural Connection | Neighborhood Watch Team  | Physical Therapy Club  |
| SOMA Club                | Public Health Society    | Pre-Sigma Sigma        |
| Sigma                    |                          |                        |
| Campus Access Alliance   |                          |                        |

COMMUNITY PARTICIPANTS:

ARC of Atlantic County  
 BBRH Spinal Injury Support Network  
 Brain Injury Association of NJ ... (3/10/10)  
 Career Success Solutions for Deaf & Hard of Hearing ... (3/8/10)  
 Commission for the Blind and Visually Impaired ... (3/10/10)  
 Disability Rights of NJ ... (3/8/10)  
 Families for Autistic Children Education Support (FACES)  
 John D. Young Memorial Lions Blind Center ... (3/10/10)  
 Independent Living: The Total Living Center  
 Labor & Workforce Development: Division of Vocational Rehabilitation Services  
 Multiple Sclerosis Society  
 NJ Work Incentive Network Support ~ Social Security Disability Benefits ... (3/9/10)  
 Special Olympics of NJ  
 SJ Field of Dreams

**Document 4. UNIVERSAL DESIGN IN EDUCATION**

EQUAL ACCESS: UNIVERSAL DESIGN IN POST SECONDARY EDUCATION  
Self Examination: How Accessible Is Your Department

**Workshop: March 11, 2010  
1:30 pm in G-Lounge**

|                        |   |
|------------------------|---|
| ADMISSIONS:            | Universal Design of Recruitment and Undergraduate Admissions  |
| ADVISING:              | A Checklist for the Universal Design of Advising  |
| CAREER SERVICES:       | A Checklist for the Universal Design of Career Services<br>Preparing College Students with Disabilities for Careers<br>Increasing Career Success for People with Disabilities |
| COMPUTING:             | Universal Design of Computing Departments<br>Universal Design of Computer Labs  |
| EVENT SERVICES:        | Universal Design of Conference Exhibits and Presentations   |
| FACULTY:               | Universal Design of Instruction   |
| FINANCIAL AID:         | A Checklist for the Universal Design of Financial Aid   |
| LIBRARIES:             | Universal Design of Libraries   |
| MEDIA:                 | Creating Video and Multimedia Products That are Accessible to People with Sensory Impairments   |
| REGISTRATION:          | A Checklist for the Universal Design of Registration  |
| RESIDENTIAL LIFE:      | A Checklist for the Universal Design of Housing and Residential Life  |
| SCIENCE LABS:          | Making Science Labs Accessible to Students with Disabilities<br>Application of Universal Design to a Science Lab  |
| STUDENT ORGANIZATIONS: | A Checklist for the Universal Design of Student Organizations   |
| TUTORING CENTERS:      | A Checklist for the Universal Design of Tutoring and Learning Centers   |
| WEB ACCESSIBILITY:     | Accessible Web Design<br>Guidelines for Administrators  |

**Document 5: DISABILITY CATEGORIES AND DIAGNOSES REPORT**

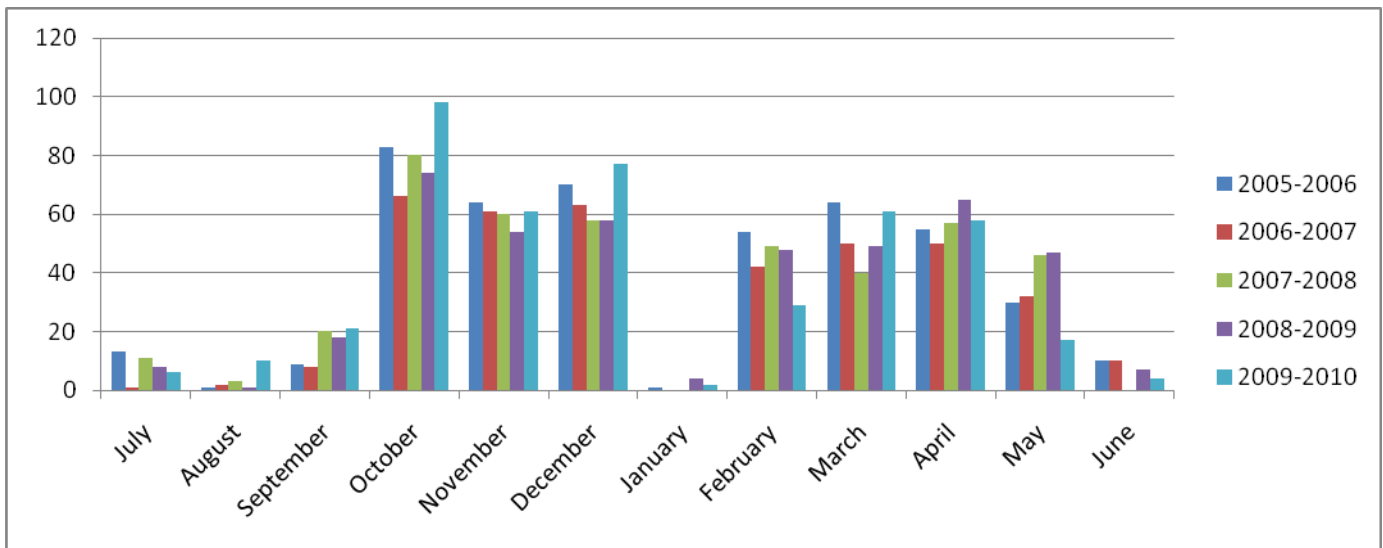
**PRIMARY DISABILITY DIAGNOSIS**

| Disability Category | Primary Disability Diagnosis | Count |
|---------------------|------------------------------|-------|
| DSM IV              | ADD/ADHD                     | 59    |
| DSM IV              | Learning Disability          | 77    |
| DSM IV              | Psychological/Psychiatric    | 62    |
| DSM IV              | Asperger's Syndrome          | 15    |
| DSM IV              | Tourette's Disorder          | 2     |
| Health ICD 10       | Chronic Illness              | 37    |
| Health ICD 10       | Deaf of Hearing Impaired     | 8     |
| Health ICD 10       | Neurological Disorders       | 34    |
| Health ICD 10       | Orthopedic/Mobility Impaired | 25    |
| Health ICD 10       | Traumatic Brain Injury       | 10    |
| Health ICD 10       | Visually Impaired            | 3     |

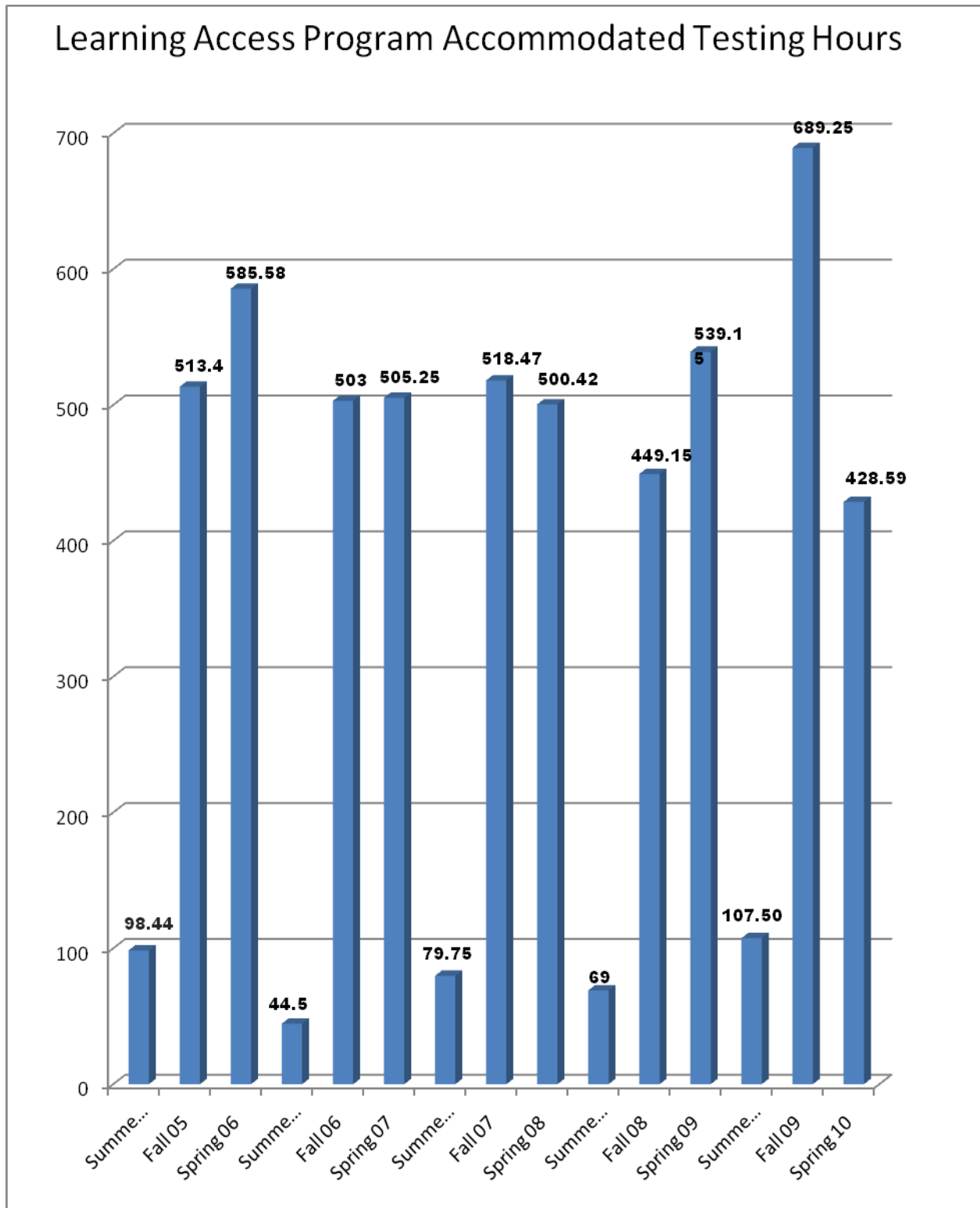
**SECONDARY DISABILITY DIAGNOSIS**

| Disability Category | Secondary Disability Diagnosis | Count |
|---------------------|--------------------------------|-------|
| DSM IV              | ADD/ADHD                       | 14    |
| DSM IV              | Learning Disability            | 30    |
| DSM IV              | Psychological/Psychiatric      | 29    |
| DSM IV              | Asperger's Syndrome            | 2     |
| DSM IV              | Tourette's Disorder            | 1     |
| DSM IV              | Speech Language Disorder       | 2     |
| Health ICD 10       | Chronic Illness                | 14    |
| Health ICD 10       | Neurological Disorders         | 5     |
| Health ICD 10       | Orthopedic/Mobility Impaired   | 15    |
| Health ICD 10       | Traumatic Brain Injury         | 1     |
| Health ICD 10       | Visually impaired              | 1     |

Document 6. LAP NUMBER OF ACCOMMODATED TESTS



Document 7. LAP NUMBER OF ACCOMMODATED TESTING HOURS



# 2010-2011 DIVISIONAL GOALS

**2010-2011 DIVISIONAL GOALS**

- 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.**
  - a. Increase student retention rates through collaborative efforts with Academic Affairs and other divisions of the college.
  - b. 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
  - c. Develop and implement a model that will include the new Faculty Ambassador Program, to maximize the involvement of faculty and alumni in the recruitment of new students.
  - d. Expand the "Nurturing" model currently used in programs for at-risk students to a wider population, including graduate students, third semester undergraduates and 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.**
  - a. Streamline policies/procedures, and train staff accordingly, to facilitate smooth functioning across the division.
  - b. Educate Student Affairs staff to best practices.
  - c. Create communication channels that will enhance understanding and maximize internal and external efficiency.
  - d. Coordinate division-wide assessment efforts and techniques to ensure quality services.
  - e. Develop curriculum for leadership enhancement education for all staff.
  - f. Devise procedures to recognize staff for outstanding performance and accomplishments.
  - g. Enable staff to stay current in new technologies, e.g. social networking.
  
- 3. Support curricular and deliver co-curricular learning opportunities for student personal and interpersonal growth, in a safe environment**
  - a. Identify and add one new Living/Learning Community option to further integrate the academic and residential experiences of the student body.
  - b. Build upon successes of cross-functional teams of faculty, Student Affairs staff and students to target additional issues facing students today.
  - c. Plan, develop, and implement conferences targeting student leadership development and current topical issues.
  - d. Expand branded "Personal Development Curriculum" modules that will complement the division's student development practices.
  - e. Broaden wellness programs targeting optimal health and wellness and enhance the self-care campaign for sanitation.
  - f. Continue to implement the recommendations of the Alcohol Task Force.
  - g. Support the college's mission in preparing students to be responsible globally aware citizens.
  - h. Contribute to the integration of safety measures throughout the campus community.
  
- 4. Measure the long-term impact of budget restrictions on programs and services.**
  
- 5. Ensure a smooth and successful transition to the new campus center and other college facilities.**
  - a. Participate on transition committee.
  - b. Identify staffing and other resources needed for a successful transition.
  - c. Collaborate with Administration and Finance and Academic Affairs to maximize use of limited resources.



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LAP Number if Accommodated Testing Hours

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