

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Division of Student Affairs

Dr. Thomasa Gonzalez
Vice President for Student Affairs



ANNUAL
REPORT
2010-2011

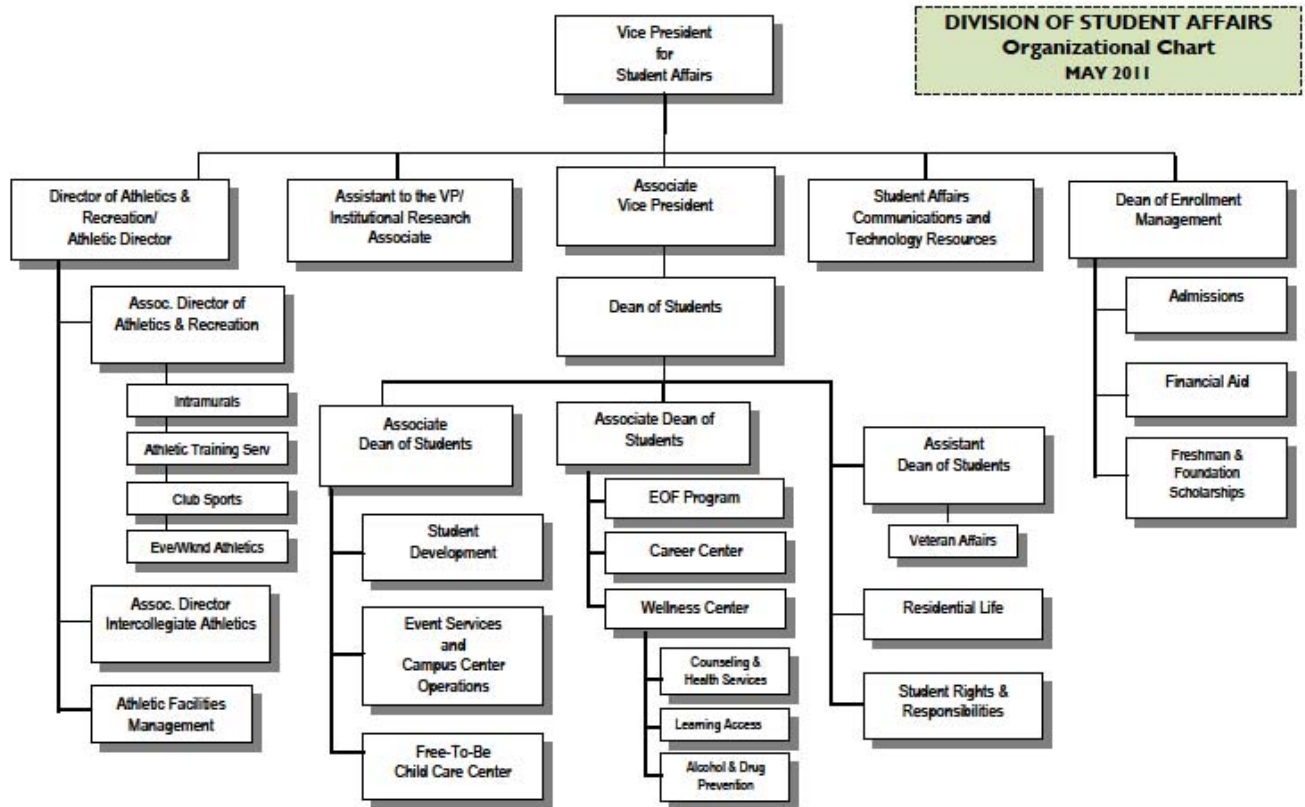
EXECUTIVE SUMMARY

**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.



Effective: 5-2-11

DIVISIONAL GOALS 2010-2011**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.

DIVISION OF STUDENT AFFAIRS SIGNIFICANT ACCOMPLISHMENTS 2010-2011

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.

- Creation of the Veteran Support Team, which includes staff from the Career Center, Financial Aid, Wellness Center, Academic Affairs, Admissions and Student Records.
- Establish a committee to identify all at risk students.
- Implemented the Post 9/11 GI bill for eligible veterans.
- Achieved designation as a veteran friendly school.
- Increased collaborations with Academic Affairs co-sponsoring Freshman Convocation, joint student conferences and financial support for faculty-led student trips and faculty suggested speakers.
- The "class note" program alerts faculty as to when a student-athlete may have a scheduled intercollegiate sports contest that conflicts with a class. Permission is sought to be excused with the responsibility to make up assignments missed.
- Wellness Programs (i.e. Counseling Services, Learning Access Program (LAP), Health Services) regularly get direct referrals from professors regarding students struggling with learning and/or emotional & substance use issues.
- Partnered with the School of Business to assist their students with securing internships for spring 2011, summer 2011 and fall 2011 as part of the Regional Internship Career initiatives.

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 days.

- Introduced financial aid communication series for incoming students, explaining the financial aid award notice, financing options and providing a timeline of important dates to expect during the summer term.
- Targeting of Open House programs for specific interest groups.
- Significant increase in applications from target markets in northern New Jersey improved through use of data.
- Introduced new strategies to reduce "summer melt", including admitted student reception.
- Awarded membership in the Service Members Opportunity College Consortium.
- Successful use of Alumni Network to funnel prospective students to Stockton and to the Educational Opportunity Fund (EOF) Program.
- Counseling Services and LAP meet with prospective special needs students and their families looking for a college that will offer emotional support and accommodations for disabilities.
- Successfully re-designed major institutional events to showcase the new facilities in the Campus Center.
- Diversified and increased the programming offerings for the College Center "After Hours" program set.
- Planned and implemented the first ever "Presentation of Sashes" program to honor and recognizing graduating EOF seniors.
- The Career Center administered graduate surveys for all academic programs for the first time during graduation line-up.

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.

- Faculty advisors have identified programs established to engage prospective students.
- EOF established a "Meet the Faculty" program.

- Living/Learning Communities have assisted in the recruitment of new students paired with similar interests.

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 of EOF students.

- Requests are sent to instructors for mid-semester checks on academic progress of at-risk student-athletes.
- Five intercollegiate athletics program coaches implement study halls for their respective student-athletes.
- EOF collaborated with Financial Aid and the Office of the Vice President of Student Affairs to request an increase in the 2010-2011 Stockton Award. \$177,000 was awarded to 177 students.
- Interdivisional collaborations identified additional funding sources for EOF students to participate in Semester-At-Sea and to send the first EOF student to the summer Washington Internship Program.
- Greek Council hosted a program for students to deal with family issues while maintaining focus on their studies.
- Welcome Week was revamped to connect new commuter students to Stockton earlier. During check-in process they received their ID cards, student handbooks and other important commuter information.
- The Office of Student Rights and Responsibilities (OSRR) and the Center for Academic Advising co-chaired CARE Team pilot program to provide educational support services to at risk students.
- Provided support to 59 remaining students from the Community of Scholars program after it closed (29 graduated, 20 remaining, 9 are not enrolled for fall 2011, and 1 was dismissed in spring 2011).
- Learning Access Program collaborated with the Department of Education, Office of Special Education to present the Dare to Dream Conference.
- The SOAR Program has grown to 200+ incoming freshmen; 40 student leaders; 12 faculty and staff and has a 3rd semester retention rate of 91% from the 2009 cohort.
- Counseling Services introduced annual Wellness Checks to all incoming EOF students to explain the comprehensive services supplied by the Wellness Center and to immediately identify any services that are needed for the EOF student’s collegiate success.

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.

- Funding is provided for all 17 intercollegiate sports coaching staffs to attend annual professional development workshops.
- Encouraged staff to actively participate in divisional and institutional trainings such as R25 Users Conference, National Orientation Directors Association, annual Banner conference and Green Dot Training.
- Coordinated with the General Counsel on Affirmative Action, harassment, bullying and Title IX sexual discrimination policy revision workshops.
- Utilized resources within the college to assist in training staff in proper policies and procedures.

b. Educate Student Affairs staff to best practices.

- Student Development attended the New Jersey Student Activities Network Meeting in December 2010 and collected data on best practices from other New Jersey state and private institutions.
- Student Development worked in collaboration with The Jersey Alliance (statewide division of the American College Personnel Association) to host a professional development workshop focusing on “Unconventional Leadership”.
- OSRR staff attended conferences on best practices in student conduct and conduct database management systems.

- Facilitate staff participation in professional development workshops and conferences on topics such as customer service, better internal communication and goal setting.
 - Using the CAS standards, all departments implemented self assessment of all programs and applications of best practices throughout the division.
 - Staff from Vice President for Student Affairs attended NJEdge Showcase to enhance best practices for technology training.
- c. Create communication channels that will enhance understanding and maximize internal and external efficiency.
- Launched the Student Affairs Voice, a divisional newsletter.
 - Divisional staff participated in Human Resources training on various personnel subjects.
 - Charged a committee to analyze and implement a means of dissemination of important information to staff.
 - Wellness Center staff served as a model for the self assessment of all programs in Student Affairs because they had already completed CAS and identified strengths and weaknesses.
 - Wellness holds yearly Health Advisory Board focus groups of students to give assessment of programs.
- d. Coordinate division-wide assessment efforts and techniques to ensure quality services.
- Launched a comprehensive CAS evaluation benchmarking every office in the division to be completed by July 2011.
 - VPSA presented to the President's cabinet the fully functioning interactive central repository of assessment measurements being conducted by every divisional office.
- e. Develop curriculum for leadership enhancement education for all staff.
- Encouraged staff to actively participate in divisional and institutional trainings, such as CERT, Chi Alpha Epsilon, Train the Trainer programming, and EOF Counselor Training Institute.
 - Supported annual staff workshops in August 2010 on topics of maintaining motivation, goal setting and customer service.
- f. Devise procedures to recognize staff for outstanding performance and accomplishments.
- Established Osprey Impact Award, a certificate of recognition program as selected by office which is given at the annual staff retreat; sent letters of accomplishment to recipients.
- g. Enable staff to stay current in new technologies, e.g. social networking.
- Each office maintains a Facebook and Twitter account used to communicate with students.
 - Implemented Banner Xtender and WorkFlow into the Financial Aid Office operation secured by Presidential Initiative funding.

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.
- The Creative Arts Living/Learning Community was established.
- b. Build upon successes of cross-functional teams of faculty, Student Affairs staff and students to target additional issues facing students today.
- CARE team to mentor at-risk students.
 - Advising Council: Advising as Teaching.
 - Campus-wide Healthy Minds Survey.
 - Veterans' Support Program.

- Conducted the 6th annual SOAR program for more than 200 new freshmen.
 - Increased the number of Welcome Week programs from 7 to 11 with a total attendance of over 4,300 (up from 2,900 in '09).
- c. Plan, develop, and implement conferences targeting student leadership development and current topical issues.
- Leadership opportunities for students have increased over the past year, especially through the Day of Leadership conference, now implemented once per semester.
 - Bullying conference.
 - RSC: Forum on Drinking and Driving Conference.
 - Fall Leadership Conference.
- d. Expand branded “Personal Development Curriculum” modules that will complement the division’s student development practices.
- Green Dot Strategy Training.
- e. Broaden wellness programs targeting optimal health and wellness and enhance the self-care campaign for sanitation related to communicable diseases.
- Implementation of Active Minds Organization.
 - Sponsorship of a Young Adult Alcoholics Anonymous group.
 - Disability Information Fair.
 - Day of Wellness programming.
 - Designated Driver Awareness programs.
 - Eating Disorder Awareness activities.
- f. Continue to implement the recommendations of the Alcohol Task Force.
- HERO Campaign Greek Games.
 - HERO of the Year Essay Writing Contest Award and Gala.
 - Alcohol and Drug CORE survey.
 - Alcohol questions included on the Healthy Minds Survey.
 - Save a Life Tour.
 - Think Fast Game Show: Alcohol and other Drugs Education Version.
 - Designated Driver Awareness programs.
- g. Support the college’s mission in preparing students to be responsible globally aware citizens.
- Prepared students to support the college’s mission in preparing students to be responsible globally aware citizens by working with students on financial responsibilities, managing their finances, planning and evaluating choices in determining their cost of attendance.
 - Coordinate a Day of Service to encourage students, faculty, and staff to engage in community service projects each semester.
 - Books Without Borders continues to thrive. Students are in the process of raising money for a school in South Africa.
 - Participation by student organizations, especially student-athletes in the Day of Service projects.
 - Strong kickoff to the Green Dot Strategy program training sessions in January 2011.
 - Disability Information Fair.
- h. Contribute to the integration of safety measures throughout the campus community.
- During the spring 2011 semester, several new student organizations focusing on safety were approved for recognition, including the Green Dot Club and Building Lasting Awareness at Stockton Together

(B.L.A.S.T.). BLAST was extremely active in coordinating efforts for the Anti-Bullying Workshop sponsored by the Office of Student Rights and Responsibilities.

- Assisted Campus Police with threat assessment investigations.
- Hosted a conference on bullying and worked with Residential Life staff to educate resident students on bullying and its detrimental effects.
- Expanded Green Dot trainings.
- Continued to enhance Neighborhood Watch Program.

4. Measure the long-term impact of budget restrictions on programs and services.

- Used campus shuttle for 23 weekend day trips, saving approximately 50% off the cost of renting buses.
- Travel squad limits were implemented for intercollegiate sports programs as opposed to dropping programs.
- All 17 intercollegiate sports, our intramurals program and three of our clubs sports have fundraised to supplement their respective budgets.

5. Ensure a smooth and successful transition to the new campus center and other college facilities.

a. Participate on transition committee.

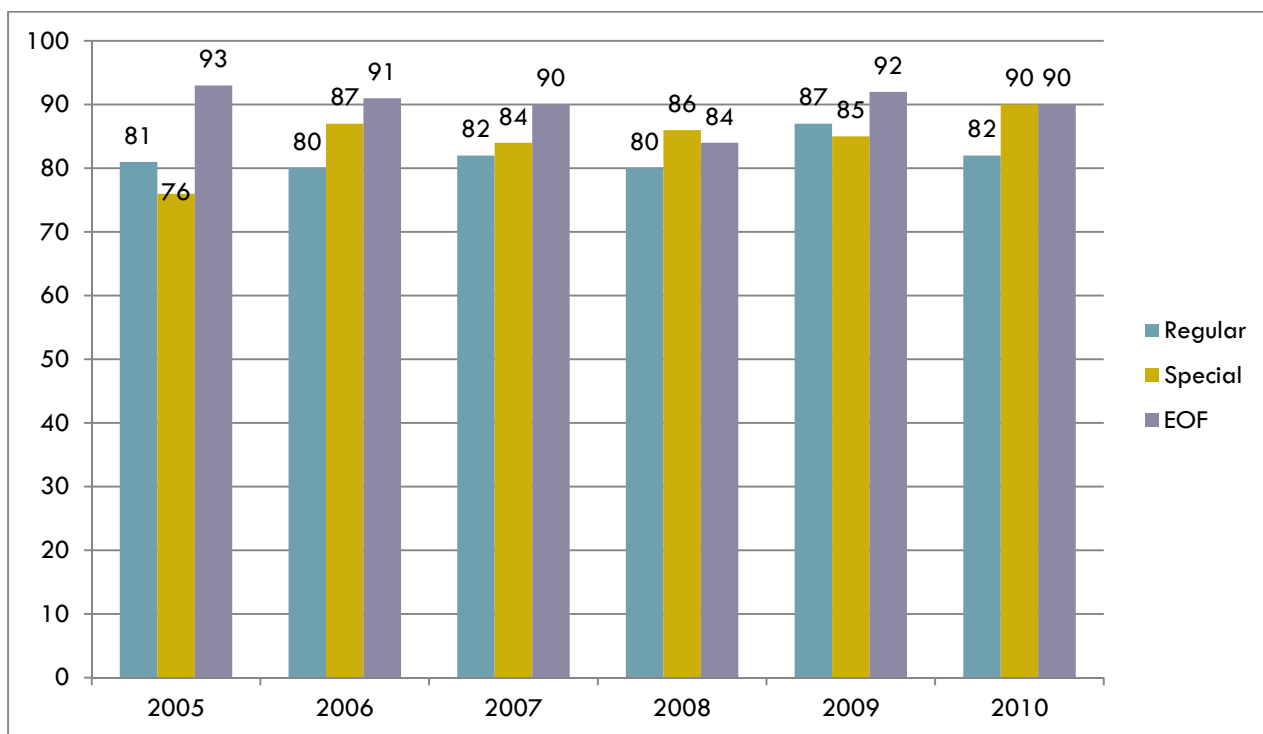
- Contributed to nominating members, chair, and assisted with the transition budget development, decanted space distribution.
- Coordinated the transition process to the Campus Center by providing staff to serve as Chair of the Transition Team, Chair of the Operations and Procedures Sub-Committee and Chair of the Marketing Sub-Committee, coordinating dates for office moves and securing start up funds for new/emerging operational needs.
- Assisted with an educational campaign to introduce the College community to the features and services available in the Campus Center through the development of a “talking points” document, the publication of articles for the ARGO, the airing of a PowerPoint on the Gallery TVs and the launching of a Stockton College, Campus Center Facebook “fan” page.
- Modified the R25 scheduling system and web calendar to reflect the new facilities, resources and scheduling business practices association with the new Campus Center.
- Assisted with the implementation of the Campus Center Room Wizard electronic room schedule displays and the building electronic directories.
- Provided basic training to office staff on building operations related to equipment, lighting, instructional technology as well as locking and safety/security systems.

b. Identify staffing and other resources needed for a successful transition.

- Recommended staffing patterns for Division of Student Affairs.
- Student Development hosted a Packing Party at the end of March to facilitate the packing process for the many student organizations who had office space or filing cabinet space in Upper G-Wing.
- As a precursor to the Campus Center opening, OSRR successfully opened an office in F107 and trained three new staff in office programming, services and operations.
- Developed a new organizational structure to operate the Campus Center.
 - Merged of the Office of Event Services and College Center into the Office of Event Services and Campus Center Operations.
 - Implementing key staffing reclassifications.
 - Made adjustments to support staff job descriptions.
 - Hired two new full-time staff and two new part-time graduate assistants.
 - Moved evening programming, SOAR and all New Student Orientation programming to the Office of Student Development prior to the close of FY'11.

- c. Collaborate with Administration and Finance and Academic Affairs to maximize use of limited resources.
 - Work closely with the Provost/Academic Affairs, Administration and Finance, Chief Planning Officer to assure the proper use of resources.

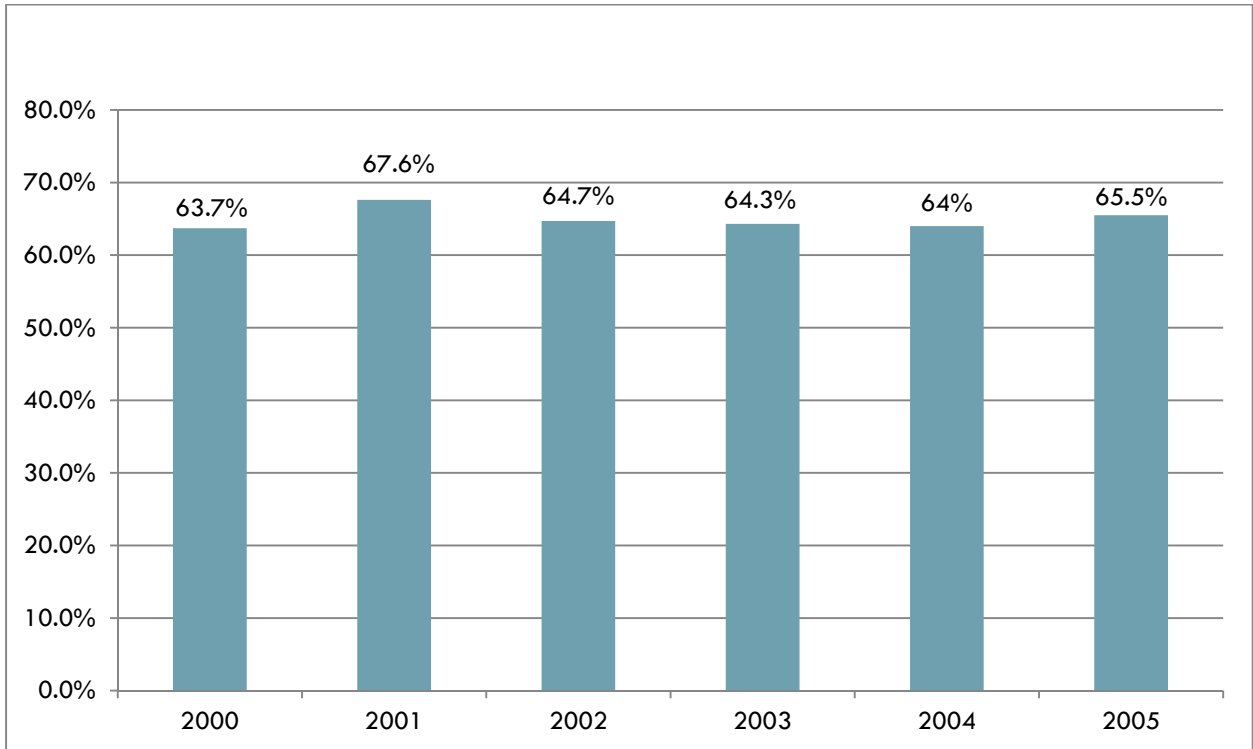
**THIRD SEMESTER RETENTION RATES
2005-2010**



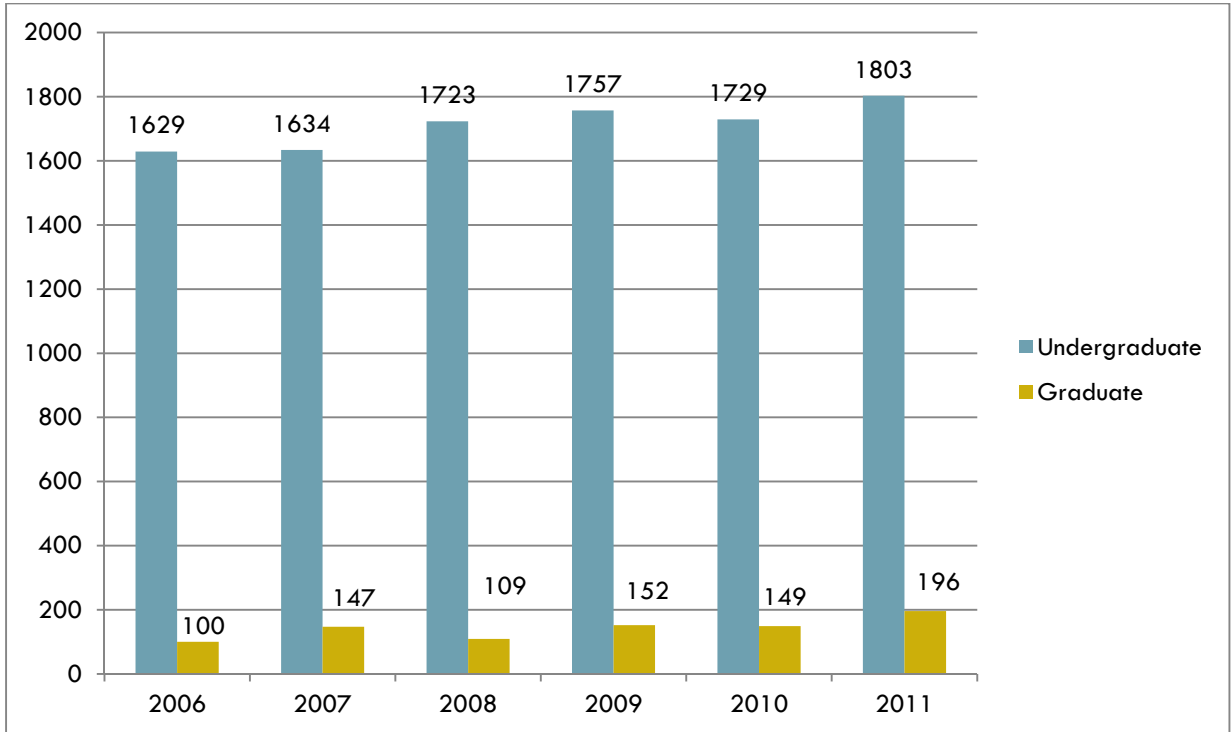
Scores reflect previous year cohorts as of year specified.

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

**FIRST-TIME FRESHMAN COHORTS
FALL 2000 TO FALL 2005**



DEGREES GRANTED



	2006	2007	2008	2009	2010
Undergraduate	1629	1634	1723	1757	1729
Graduate	100	147	109	152	149
Total	1729	1781	1832	1909	1878

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ATHLETICS & RECREATION

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OFFICE OF ATHLETICS AND RECREATION

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1 ● Seek ways to maintain quality programming within reduced budget environment.

- Utilized the college shuttle for 24 away contests replacing some charter buses and 15 passenger vans.
- Implemented travel squad sizes for all 17 sports.
- 19 programs fundraised to assist in offsetting the effects of the reduced budget. 11 Teams used their fundraising accounts in part to take a total of 17 overnight trips without causing a burden on the operating budget.
- Did not have to reduce or cut any intercollegiate, club, intramural or recreational programs.

Goal/Objective 2 ● Use community service efforts as a venue to increase fan support for home contests.

- Stockton teams participated in 18 community service projects during the year.
- Only six of 17 sports (35%) used their community service events to promote Stockton home contests.

Goal/Objective 3 ● Maximize campus support services for our student athletes.

- Worked with Student Health Services/Wellness Center in the areas of athletic physicals and concussion management. Established a formal protocol to provide student-athletes that sustain a concussion with appropriate academic support.
- Continued academic monitoring and class notes for student-athletes. Class notes were sent to all professors for student-athletes that had conflicts with away games.
- Explored meal options when Chartwells is not open. Worked with SASI to explore card swipe for meals at local restaurants.

Goal/Objective 4 ● Begin to improve outdoor athletic venues.

- Worked with the Office of Plant Management on field improvements: Began use of the turf field for intercollegiate, intramural and club sports; Hockey rink was resurfaced; Baseball infield was upgraded and replaced; Softball fence was moved and warning track was redone; Track was resurfaced and repainted.
- Worked with the Office of Facilities Planning on improvements that were outside of the scope of Plant Management: Portable team locker room was purchased for use by teams at the North Athletic Complex.
- Proposed budget requirements for work on outdoor facilities to the Office of Administration and Finance: Began investigation into the feasibility of irrigating the intramural fields; Plan was formulated to address invasive grass on the soccer field at G. Larry James Stadium; Started planning phase for supplying drinkable water at the North Athletic Complex.

* Performance Levels:

- = Goal/objective met or exceeded – no adjustments necessary, continue support
- = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- N/A = Not enough information available to assess

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES**

- There were six improvements to outdoor athletic facilities.
- A standardized promotional package will be created for the coaches' use with community service projects to improve this area.
- Stockton's EADA proportionality index numbers remains the best among NJAC schools.
- Eight of Stockton's intercollegiate sports teams finished in the top half of their respective conferences.
- Inducted the first class into the newly formed Athletics Hall of Fame in a ceremony at The Carriage House on October 8, 2010.
- Overall satisfaction with Athletic Training Services remained high rated at 9.20 out of 10.
- Purchased two new Automated External Defibrillators (AED) bringing the total in Athletics to four.
- Entire coaching staff was in compliance with CPR/First Aid certification requirements.

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Volleyball won the NJAC and qualified for the NCAA Tournament.
- The Stockton Men's Soccer and Women's Basketball teams earned at-large NCAA Tournament invitations.
- The Stockton Baseball team won its second consecutive ECAC Metro championship.
- The Stockton Women's Soccer, Women's Softball and Men's Basketball teams also received ECAC tournament berths.
- Ben Hammond earned All-America status in Indoor Track and Field and also competed in the NCAA Division III Indoor and Outdoor Track & Field Championships.
- Stephanie Warner earned All-America status in Volleyball.
- Abad Akhtar qualified for the NCAA Cross Country Championship and also won the NJAC Men's Cross Country individual championship to become Stockton's first ever NJAC Cross Country Champion.
- Abad Akhtar and Jill Shaner were named the Stockton Student-Athletes of the Year.
- Robyn Evangelist and Jill Shaner qualified for the NCAA Division III Outdoor Track & Field Championships.
- Jeff Haines obtained his 200th career win with the Men's Soccer program.
- Allison Walker obtained her 100th career win with the Volleyball program.
- Seven student-athletes were All Region selections.
- Nine student-athletes were conference Rookie/Athlete of the Year Selections.
- 66 student-athletes were All-Conference selections.
- Stockton student-athletes were named Conference Player of the Week 36 times and Conference Rookie of the Week 32 times.
- 59 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 139-114-4 for a .549 winning percentage.
- Club Men's Volleyball qualified for the conference playoffs.
- Intramural teams traveled to three extramural tournaments.
- The IRC hosted the Extramural Flag Football Tournament drawing 221 participants and 16 teams from 11 colleges.
- Intramurals ran 950 games/competitions during the year while offering eight different sports.
- Refurnished and refurbished the meeting room in lower L-Wing.
- Purchased a Safe Drop Box to improve security of cash and deposits
- Purchased Biosway Balance Testing system improving the concussion management protocol.

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IV. CAMPUS-WIDE COLLABORATIONS

Division of Academic Affairs

- Assistant to the Provost works with intercollegiate head coaches in student-athlete course schedules to minimize class conflicts.
- A faculty athletics’ representative is assigned to the intercollegiate athletics teams.
- Provost’s office is represented annually at the end of season Athletics Award Brunch to honor student-athletes who have demonstrated academic success.
- Assistant to the Provost is introduced to student-athletes during pre-season camp and discusses ways of assisting them in reaching academic goals.
- Athletics facilities and staff are made available for commencement and scholarship recognition programs.
- Class excuse note requests are submitted to faculty members when intercollegiate contests may require a student-athlete to miss a class.

Division of Administration and Finance

- Worked with SASI on purchase of an additional shuttle to transport intercollegiate teams to away contests.
- Management staff attended budget meetings organized by the Director of Budget and Fiscal Planning.
- Collaborated with the Office of Plant Management in hosting intercollegiate, club and intramural events.
- Collaborated with the Office of Plant Management of set up and breakdown timelines for athletics facilities use for Institutional functions.
- Coaching and administrative staff worked with Office of Plant Management in discussing athletics facilities maintenance schedules and needed repairs.
- Worked with Purchasing Office on the bid package and process for buses and other major purchases.
- Collaborated with the Office of Facilities Planning and Construction on resurfacing the street hockey rink and the track.
- Worked with Bursars Office to improve cash procedures by purchasing a customized lock bag.

Division of Student Affairs

- Represented on the Campus Behavior Intervention Team
- Assisted various offices for graduation.
- Career Services for Career Fair.
- Admissions for Open House.

V. NEW INITIATIVES FOR AY11-12

GOAL/OBJECTIVE NO. 1	Enhance on-campus fitness programming and equipment.
GOAL/OBJECTIVE NO. 2	Use community service projects to target specific programs and/or groups.
GOAL/OBJECTIVE NO. 3	Increase promotion of summer sport camps.
GOAL/OBJECTIVE NO. 4	Enhance statewide and regional student-athlete recruitment efforts.

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VI. CAS STANDARDS FOLLOWUP WORKSHEET

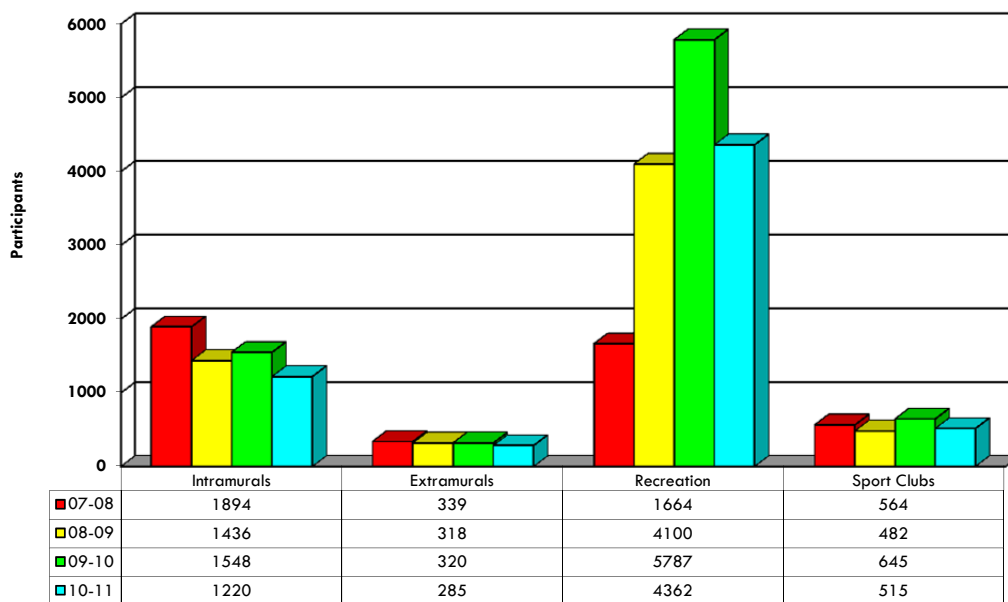
Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
Recreational Sports Programs must ensure physical and program access for persons with disabilities, adhering to all governmental and legal directives.	Ensure that our fitness equipment and services catered to those with disabilities is marketed.	JoAnne Barbieri	Fall, 2011
RSP must reach out to relevant individuals, campus offices, and external agencies to establish, maintain, and promote effective relations	Ensure that collaborations and community service projects are well documented, including outcomes.	Jon Heck	Yearly via Annual Report
RSP must reach out to relevant individuals, campus offices, and external agencies to disseminate information about its own and other related programs and services	Promote “Fall into Fitness”, “Spring into Action”, “Summer Shape Up”, fitness assessments and all other services offered to faculty, staff and students.	JoAnne Barbieri	Completed. Programs are promoted through campus signage, the athletics website and our campus e-mail system.
Websites must be better monitored to ensure currency, accuracy, appropriate references, and accessibility.	Continually monitor and update website as necessary.	Chris Rollman	As needed in consultation with Director of Athletics.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**VII. SUPPORTING DATA**

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

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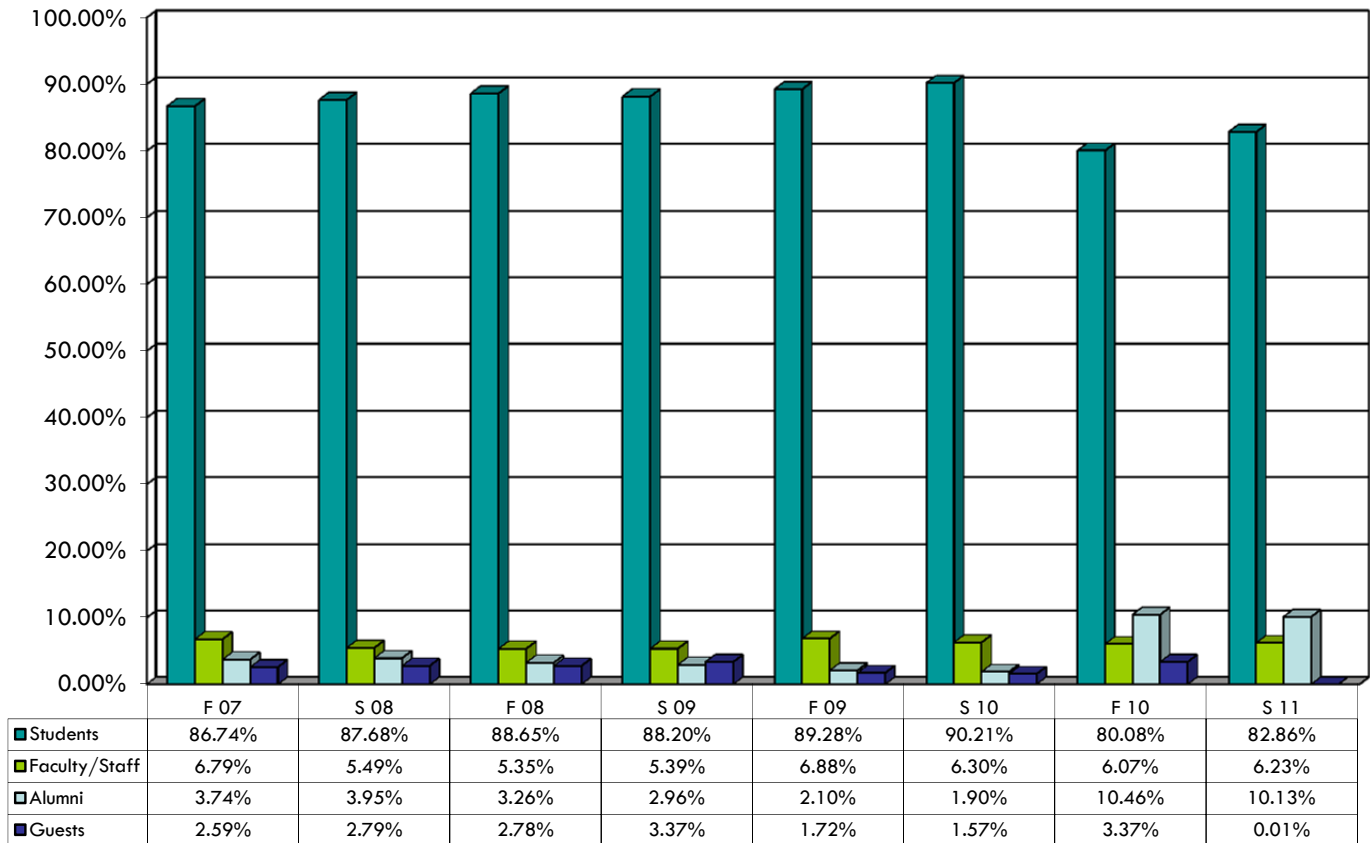
**DOCUMENT 1: INTRAMURAL & RECREATION SPORTS PARTICIPATION
ACADEMIC YEARS 2007-08 TO 2010-11**



The decrease in intramural participation is primarily accounted for by our not offering Street Hockey due to the unsafe condition of the rink surface during 2010-11.

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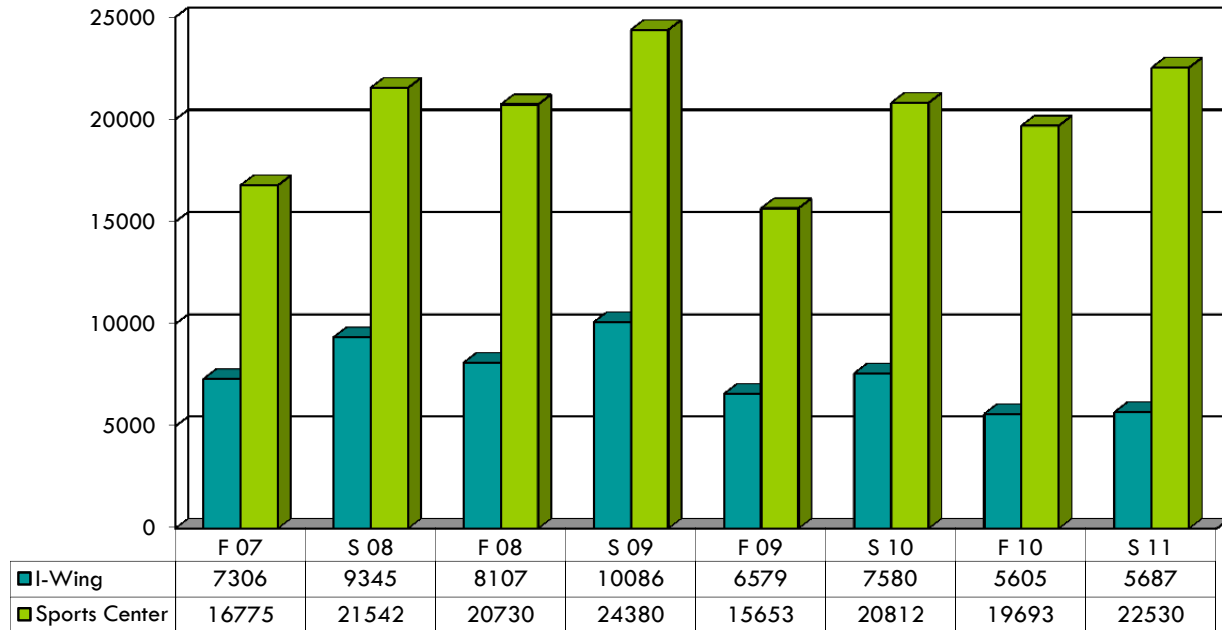
**DOCUMENT 2: ATHLETIC FACILITIES USERS
SEMESTER COMPARISONS -- FALL 2007 - SPRING 2011**



Total Users	2007-08	2008-09	2009-10	2010-11
Fall	23,984	28,837	22,232	25,298
Spring	30,526	34,466	28,393	28,217
Total	54,510	63,303	50,625	53,515

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**DOCUMENT 3: ATHLETIC FACILITIES USAGE
SEMESTER COMPARISONS -- FALL '06 - SPRING '10**



The decrease in I-wing usage was contributed to by the closing of Weight Room #1 for renovations.

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DOCUMENT 4: ULTRA ENROLLMENT COMPARISON				
	07-08	08-09	09-10	10-11
CPR for Professional Rescuer	27	34	29	19
Community First Aid & Safety	43	58	44	48
Sports Medicine Series	131	111	96	105
TOTAL	212	203	169	172

DOCUMENT 5: SURVEY OF ATHLETIC INJURY CARE			
2007-08 to 2010-11			
Overall Experience Rating (1-10 Scale)			
	Score	Women	Men
2007-08	9.37	9.40	9.33
2008-09	9.22	9.37	9.00
2009-10	9.49	9.43	9.52
2010-11	9.31	9.41	9.20

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DOCUMENT 6: OUTCOME SURVEY OF ATHLETIC INJURY CARE

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

Topic	Score	Women	Men
Athletic Training Room			
1. Hours are convenient	3.73	3.76	3.70
2. Size is adequate	3.66	3.66	3.65
3. Equipment is adequate	3.72	3.76	3.67
Evaluations			
1. Prompt initial care	3.80	3.81	3.78
2. Wait was minimal	3.80	3.78	3.83
3. Thorough injury assessment	3.80	3.74	3.87
4. Concerns were addressed	3.79	3.81	3.77
5. Began a corrective plan of action	3.75	3.76	3.74
6. Re-evaluated at a later date	3.79	3.80	3.77
7. Progress was monitored	3.77	3.81	3.72
Rehabilitation			
1. Rehab was beneficial	3.67	3.70	3.64
2. Rehab was useless (perfect score 1.0)	1.95	1.20	2.83
3. Confident return to play	3.27	3.35	3.19
4. Had input in your injury care	3.78	3.76	3.80
5. Rehab was monitored and adapted	3.70	3.74	3.65
6. Staff answered questions	3.77	3.78	3.75
7. Staff is dependable	3.81	3.81	3.80
8. Staff is valuable	3.77	3.74	3.80
9. Rehab progressed appropriately	3.59	3.65	3.52
10. Instructed on exercises	3.66	3.63	3.68
11. Improved from initial injury state	3.78	3.72	3.84
12. Could have progressed faster (1.0)	2.19	2.18	2.20
13. Condition was followed up	3.50	3.51	3.49
14. Care was satisfactory	3.59	3.56	3.65
15. Care was unsatisfactory (1.0)	1.10	1.13	1.07
16. Enjoyable atmosphere	3.79	3.80	3.77
Overall Experience Rating (1-10 Scale)	9.31	9.41	9.20

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

DOCUMENT 7: ATHLETIC INJURY REPORT 2007-08 TO 2010-11			
	# of Injuries	Days Injured	Avg. Days/ Injury
2007-08	361	15,002	41.56
2008-09	325	15,319	47.14
2009-10	309	11,547	37.17
2010-11	401	13,116	32.71

The decrease in Athletic Training Services Usage is attributed to poor compliance with the electronic athlete sign-in procedures.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

**DOCUMENT 9: EARLY BIRD FITNESS ROOM USAGE
2007-08 to 2010-11**

	2007-08	2008-09	2009-10	2010-11
Students	2263	2779	2490	2579
Faculty	680	705	249	459
Staff	95	98	104	158
Alumni	502	550	223	537
Guest	124	117	24	106
Total Users	3666	4249	3090	3839
Days of Operation	201	139	147	139

Early morning usage increased by 24%.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

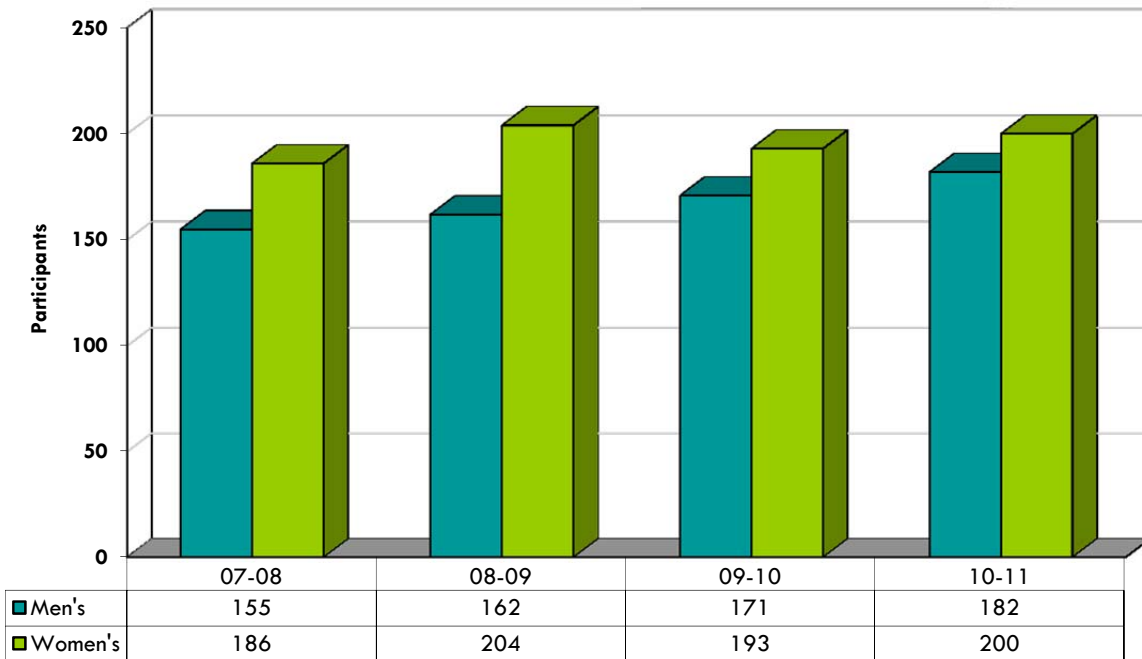
**DOCUMENT 10: CUMULATIVE GRADE POINT AVERAGE – MEN’S & WOMEN’S SPORTS
SPRING 2008-SPRING 2011**

MEN’S SPORT	2008	2009	2010	2011
Baseball	2.84	2.65	2.90	3.07
Basketball	2.73	2.53	2.43	2.45
Cross Country	2.52	3.14	3.05	2.95
Indoor Track & Field	2.80	2.88	2.94	2.91
Lacrosse	3.12	2.61	2.82	2.97
Outdoor Track & Field	3.04	2.81	2.67	2.91
Soccer	2.94	2.82	2.87	2.94
WOMEN’S SPORT				
WOMEN’S SPORT	2008	2009	2010	2011
Basketball	2.50	2.82	2.72	2.77
Cross Country	3.49	3.50	3.68	3.44
Field Hockey	3.31	3.23	3.50	3.34
Indoor Track & Field	3.32	3.24	3.33	3.51
Outdoor Track & Field	3.25	3.20	3.13	3.43
Rowing	3.48	3.35	3.34	3.30
Soccer	3.02	3.23	3.32	3.20
Softball	3.11	3.41	3.34	3.20
Tennis	2.98	3.09	3.01	3.21
Volleyball	3.05	2.95	3.16	3.20

- Nine of Stockton’s ten women’s sports had a cumulative team GPA of at least 3.0.
- 59% of student-athletes achieved a cumulative GPA of 3.0 or higher.
- 34% of student-athletes made the Dean’s List in at least one semester.
- Stockton had a total of 59 student-athletes named to the NJAC Academic All-Conference Team.
- Women’s Cross Country team earned USTFCCCA All-Academic status.
- Field Hockey team earned SGI/NFHCA Academic Team Award.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

**DOCUMENT 11: INTERCOLLEGIATE SPORTS PARTICIPATION
MEN'S/WOMEN'S – AY07-08 THROUGH AY10-11**



ANNUAL REPORT – ACADEMIC YEAR 2010-2011

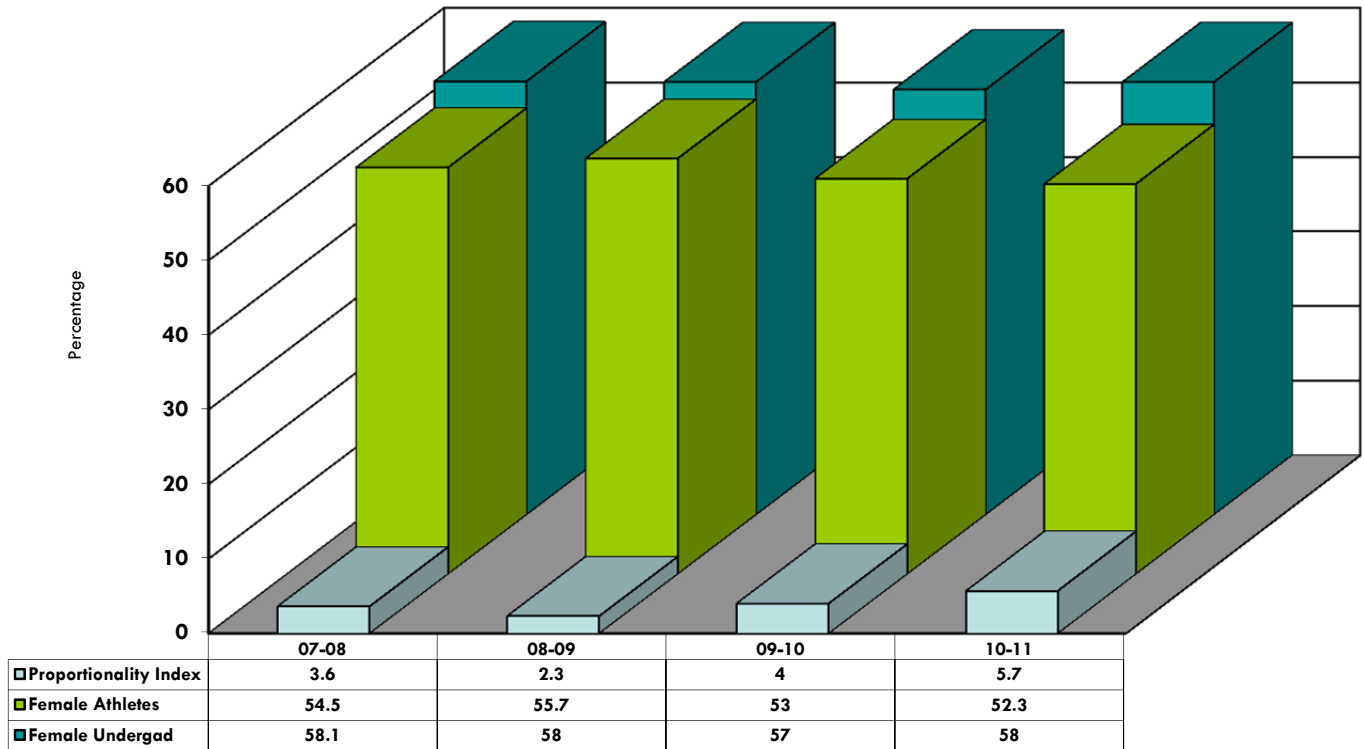
DOCUMENT 12: TEAM RECORD COMPARISON

SPORT		2007-08		2008-09		2009-10		2010-11	
		Record	Conference Place	Record	Conference Place	Record	Conference Place	Record	Conference Place
Men's	Baseball	23-17	6 of 10	15-17	10 of 10	22-19	5 of 10	21-17	8 of 10
Men's	Basketball	22-7	1 of 5	30-3	1 of 5	20-8	1 of 5	16-11	2 of 5
Women's	Basketball	12-13	4 of 5	8-17	4 of 5	13-14	3 of 5	17-10	2 of 5
Men's	Cross Country	N/A	5 of 8	N/A	6 of 7	N/A	5 of 7	N/A	3 of 7
Women's	Cross Country	N/A	2 of 6	N/A	5 of 7	N/A	3 of 6	N/A	3 of 6
Women's	Field Hockey	2-17	7 of 7	4-15	7 of 7	4-15	7 of 7	3-16	7 of 7
Men's	Indoor Track & Field	N/A	8 of 8	N/A	9 of 9	N/A	5 of 9	N/A	4 of 7
Women's	Indoor Track & Field	N/A	2 of 8	N/A	3 of 8	N/A	3 of 9	N/A	4 of 7
Men's	Lacrosse	7-8	4 of 6	9-5	2 of 6	7-7	5 of 7	3-11	5 of 7
Men's	Outdoor Track & Field	N/A	8 of 8	N/A	5 of 9	N/A	4 of 9	N/A	5 of 7
Women's	Outdoor Track & Field	N/A	2 of 8	N/A	2 of 8	N/A	2 of 9	N/A	4 of 7
Women's	Rowing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Men's	Soccer	11-8-2	8 of 10	16-6-1	2 of 10	12-9-1	5 of 10	14-6-2	5 of 10
Women's	Soccer	18-4-2	3 of 10	18-3-2	1 of 10	14-7-2	4 of 10	13-8-2	4 of 10
Women's	Softball	27-16	7 of 10	27-15	7 of 10	28-17	6 of 10	20-19	8 of 10
Women's	Tennis	15-3	2 of 6	11-4	2 of 6	11-6	3 of 6	7-8	3 of 6
Women's	Volleyball	17-18	2 of 9	29-9	1 of 9	27-12	2 of 9	25-8	1 of 9
Totals		154-111-4		167-94-3		158-114-3		139-114-4	
Overall Winning %		58%		64%		57%		55%	
Men's Sports		61%		69%		58%		54%	
Women's Sports		56%		60%		57%		55%	

- Stockton had 7 of its 10 teams that compile win-loss records finish with an above.500 record.
- Athletes from 12 teams participated in post-season competition.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

**DOCUMENT 13: GENDER EQUITY PROPORTIONALITY INDEX
ACADEMIC YEARS 2007-08 TO 2010-11**



Based on U. S. government numbers available for the 2009-10 academic year, Stockton's index number is still the best among NJAC schools.

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DOCUMENT 14: EADA PROPORTIONALITY – NJAC SCHOOLS 2009-2010					
NJAC Institutions	Enrollment EADA 2009	Enrollment Females	Total Student Athletes	Female Team Participation	Proportionality Index Percentage
Stockton	6063	3457	372	197	4.1%
Rutgers-Camden	3337	1769	282	135	5.1%
Rowan**	8303	4197	532	231	7.1%
Ramapo	5148	2977	447	226	7.3%
Wm Paterson**	7741	4160	314	117	16.5%
TCNJ**	6038	3537	526	207	19.2%
Rutgers-Newark	5719	3030	261	88	19.3%
NJCU	4695	2820	164	65	20.4%
Montclair**	11654	7023	429	164	22.0%
Kean**	9244	5565	437	165	22.4%
Overall Average	6794	3854	376	160	14.3%
Average w/o football	4992	2811	305	142	11.2%
Average w/ football	8596	4896	448	177	18.0%
Source: Office of Post Secondary Education 2009-10 Data Equity in Athletics Data http://ope.ed.gov/athletics/					
**Football					

ANNUAL REPORT – ACADEMIC YEAR 2010-2011 I

DOCUMENT 15: NJAC PLACE (BY SPORT)										
2008-09	Stockton	Kean	Montclair	Rowan	Rutgers-C	Rutgers-N	NJCU	Ramapo	TCNJ	W. Paterson
	Place	Place	Place	Place	Place	Place	Place	Place	Place	Place
MEN										
Baseball	8	1	6	2	10	3	9	4	5	7
Basketball	2	1	3	3	4	4	2	1	5	5
Cross Country	3	X	X	2	5	6	7	4	1	X
Football	X	5	2	3	X	X	X	X	4	7
Indoor Track	4	X	5	2	7	6	X	3	1	X
Outdoor Track	5	X	4	2	6	7	X	3	1	X
Swimming	X	X	3	2	X	X	X	4	1	5
Soccer	5	6	4	8	7	9	10	3	1	2
WOMEN										
Basketball	2	1	3	4	5	2	5	4	3	1
Cross Country	3	X	X	2	4	X	6	5	1	X
Field Hockey	7	4	3	2	X	X	X	6	1	5
Indoor Track	4	X	5	3	6	7	X	2	1	X
Outdoor Track	4	X	5	2	6	7	X	3	1	X
Lacrosse	X	5	3	2	6	X	X	4	1	X
Soccer	4	6	7	3	10	8	5	9	1	2
Softball	8	6	2	1	7	9	10	4	5	3
Swimming	X	X	3	2	X	X	X	5	1	4
Tennis	3	4	X	X	X	5	X	2	1	6
Volleyball	1	7	6	4	3	8	9	2	X	5
<i>X - does not offer the sport</i>										

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

DOCUMENT 16: NJAC OVERALL RANKING		
	2010-11	Avg/Sport
MEN		
1 TCNJ	50	6.3
2 Rowan	45	5.6
3 Ramapo	36	5.1
4 Montclair	34	4.9
5 Kean	26	6.5
5 Stockton	26	4.3
7 W.Paterson	24	4.8
8 Rutgers-N	17	2.8
9 Rutgers-C	13	2.2
10 NJCU	8	2.0
WOMEN		
1 TCNJ	63	6.3
2 Rowan	57	5.7
3 Ramapo	43	3.9
3 Stockton	40	4.4
5 Montclair	38	4.2
6 W.Paterson	33	4.7
7 Kean	27	3.9
8 Rutgers-C	21	2.6
9 Rutgers-N	15	2.1
10 NJCU	10	2.0

The Office of Athletics and Recreation established a formula to assess the overall standing of our men's and women's intercollegiate sports programs within the NJAC. Using this formula based on final standings in the NJAC, Stockton's female intercollegiate sports teams ranked #4 overall in the NJAC. The men's program finished #5.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

CAREER CENTER

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

CAREER CENTER

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1 ● Collaborate with the Educational Opportunity Fund (EOF) Program to facilitate workshops for freshmen to jumpstart the process of selecting majors and identifying viable career options.

- Promoted workshops and pre-registered students; facilitated four overview workshops during advising days; administered Career Interest Quiz and reviewed results during workshops; provided tour of Career Library and gave an overview of computer services available within the library.
- 31 students participated; 94% indicated that they were satisfied with the information provided; 97% found the Career Interest Quiz helpful; 76% indicated they would most likely meet with a career counselor.
- Will continue to utilize this strategy to increase awareness of services among EOF students.

Goal/Objective 2 ● Partner with CampusPhilly to increase student and alumni awareness of the diverse career opportunities in the Philadelphia region.

- Collaborated with Student Development, Residential Life, School of Graduate Studies and Continuing Education, and Enrollment Management to promote program; posted CampusPhilly link on Career Center website; distributed posters and flyers across campus promoting career events and programs sponsored by CampusPhilly; volunteered at Opportunity Fair; answered students' resume and career fair questions; distributed Student Insider Guides and Philly Discount cards to students.
- 123 active Stockton student profiles on CampusPhilly site; 11 alumni participated in the Opportunity Fair (third largest following Temple and Penn); Graduate and Continuing Studies participated in the Opportunity Fair and in College Day; Residential Life chartered a bus to College Day (approximately 40 students attended); 44 students participated in the spring online internship fair, one of the top levels of participation; 32 students participated in the fall internship fair; Distributed over 6,000 Student Insider Guides and 540 Visitor Guides.
- Renewed for another year in collaboration with Residential Life and Student Development.

Goal/Objective 3 ● Fully implement the Regional Internship Center into the Career Center program offerings.

- Created web page; scheduled orientation sessions; worked with School of Business to manage internships; created awareness through community outreach and marketing; finalized contract with Educational Testing Services (ETS) for the delivery of internships; submitted Workforce Investment Board (WIB) reports.
- Approximately 100 internships available on average each month; high was 158; Over 65 students completed internships during the academic year across a variety of industries.
- The program has since moved back to Academic Affairs, but will operate out of the Career Center.

Goal/Objective 4 ● Establish Athlete Career Enrichment (ACE) Program to increase student-athlete awareness of the career development process.

- Met with Athletic Director to discuss program feasibility; began mapping out program guidelines.
- Project put on hold as a result of increased counseling load; staff shortage caused by retirement.
- Implementation of the program will be pushed back to the 2011/2012 academic year.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

* Performance Levels:

- = Goal/objective met or exceeded – no adjustments necessary, continue support
- = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- N/A = Not enough information available to assess

II. EVALUATION OF AY10-11 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.
- 99% of the respondents would recommend the Career Center to a friend.

The decision to revert back to measuring constituent satisfaction via paper and pencil continues to be fruitful. Last year, it increased the response rate by 43%. This year, it increased the response rate by another 16%, for an increase of almost 60% over a two-year period. A profile of the respondents is provided on the following page.

During AY 10-11, the following trends were observed:

- 2,165 individual career counseling and advising sessions were conducted, consisting of scheduled appointments, walk-ins, e-mail and telephone services. This represents a 26% decrease compared to last year’s figure of 2,914, which was the highest number of counseling and advising sessions ever conducted in an academic year (Document 3). (Note: This decrease can be attributed to the loss of a counselor due to retirement.)
- 912 students attended 39 workshops and presentations, which pales in comparison to last year’s figures of 1,709 students and 62 workshops and presentations. This can be attributed to the reduction of personnel.
- 69 schools registered for the Fall 2010 Graduate & Professional School Fair, which is comparable to last year’s figure of 70. The number of participating schools was actually 62, which was exactly the same as the previous year. This again equals the largest participation in the event’s history (Document 4).
- 140 employers registered for both the fall and spring career and internship fairs, which represents an eight percent decrease in comparison to last year’s figure of 152. The number of employers who actually attended was 135, five percent lower than last year’s figure of 142 (Document 5). As a result of the current recession, many employers are not currently recruiting. (Note: Five employers purchased sponsorship packages for the career fairs, which is a 44% decrease over the previous academic year.)
- The number of students attending the two fairs was approximately 700, which is 30% lower than last year’s figure of 1,000 (Document 6). The common school of thought is that students are postponing the job search 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 need to be examined, while employer development efforts need to be directed at attracting employers who appeal more to the interests of our students.
- Employers searched for and viewed over 3,777 résumés as part of the Résumé Referral Program.
- Approximately 1,348 positions were posted on CareerConnect. With almost 6,152 students and alumni (1,014 have résumés posted) and over 1,832 employers registered on CareerConnect.
- Five employers scheduled interviews on-campus, which is a 16% decrease in the number of employers who interviewed last year, while 45 students interviewed with these employers as compared to 34 in AY 09-10. This represents a 32% increase in the number of students interviewing with employers on-campus. An additional 26 employers scheduled informal recruiting days on-campus.
- 18 school districts participated in the Teacher Education Fair, comparable to the previous year. The number of students attending the fair was approximately 115, which is four percent lower than last year’s figure of 120. 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 concern.

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III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Moved into Campus Center which affords the Career Center more space to facilitate programs and services (state-of-the-art Career Library, two interview rooms, and improved reception and waiting areas).
- Hired Associate Director to oversee assessment and learning outcomes, which will result in a more substantive measure of student outcomes and a more accurate picture of the effectiveness of the Career Center.
- Administered graduate survey to all May 2011 graduates during graduation. Increased overall survey response rate from 42 responses in May 2010 to 525 responses for May 2011.
- Introduced “Is This Suitable?” campaign to promote greater awareness of appropriate professional attire. Hosted a clothing drive to collect professional work attire for a clothing closet in the Career Center where students can go and borrow and appropriate outfit for a job interview if they do not have one.
- In efforts to assist undecided students with major selection and career exploration, partnered with Residential Life and Academic Advising to organize and host the first-ever “How I Fell in Love with My Major” speed dating event for students choosing or changing majors; the event drew 21 resident assistants and other upperclassmen representing various majors, and 45 undecided students.
- Expanded outreach of The Career Center On-The-Go Program; peer career advisors made contact with 461 students, and provided career advice to a total of 209 students individually, a 40% increase over last year.

IV. CAMPUS-WIDE COLLABORATIONS

Division of Academic Affairs

- Collaborated with the School of Education to host the Teacher Education Fair.
- Invited to serve on Hospitality Management Program’s business advisory board.
- Co-hosted Public Health Careers panels.
- Developed four-credit elective career planning course for hospitality majors, set to teach it in the fall.
- Presented on “Hot Jobs, Cool Internships” at brown bag session for faculty sponsored by Academic Advising.
- Administered Myers Briggs Type Indicator assessments to two Social Work senior seminar classes.
- Conducted internship orientations for business students as part of the Regional Internship Center.

Division of Administration and Finance

- Conducted internship orientations for business students as part of the Regional Internship Center.

Division of Student Affairs

- Participated in Open House events by distributing Career Center information to prospective students and parents.
- Collaborated with the Educational Opportunity Fund Program to present four workshops to freshmen focusing on an overview of services and the process of selecting majors.
- Served on Veterans Advisory Committee.
- Teamed with Wellness Center for Commuter Coffee event to increase awareness of career and counseling services.
- Collaborated with the Educational Opportunity Fund Program to present four workshops to freshmen focusing on an overview of services and the process of selecting majors.
- Participated in Open House events by distributing Career Center information to prospective students and parents.
- Partnered with Residential Life to facilitate resident assistant training workshop, “Resume Writing”.
- SOAR – helped to staff three-day encampment; with Student Development, presented interactive game on “Student Involvement Speed Dating”.
- Facilitated two meditation sessions for evening Resident Assistant program called "Take 5."
- Worked with Wellness Center to offer meditation sessions for faculty, staff and students throughout the year.

Office of the President

- Hosted six career exploration panels co-sponsored by the Office of Alumni Affairs. Also, providing all logistics other than securing panelists.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

- Presented annual Alumni/Student Networking Night in conjunction with Office of Alumni Affairs.

Campus Wide Collaborations

- Organized “How I Fell in Love with My Major” speed dating event for students choosing or changing majors with Residential Life and Academic Advising.
- Participated in Fall 2011 Leadership Day; active participation on the planning committee and facilitated a workshop on “Top 10 Skills Employers Look for”.

Outside Organizations

- Collaborated with The Division of Youth and Family Services to coordinate interviews; hosted 30 candidates.

V. NEW INITIATIVES FOR AY11-12

GOAL/OBJECTIVE No. 1	Introduce National Career Development Month programming.
GOAL/OBJECTIVE No. 2	Expand staff development efforts to include participation in training programs that focus on legal issues pertaining to employment and counseling.
GOAL/OBJECTIVE No. 3	Participate in emergency response training; develop emergency response plan for department.
GOAL/OBJECTIVE No. 4	Establish Athlete Career Enrichment (ACE) Program to increase student-athlete awareness of the career development process.

VI. 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 – Recruiter Participation
- Document 5 Career Fairs – Employer Participation
- Document 6 Career Fairs – Student Attendance

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DOCUMENT 1: USER SATISFACTION SURVEY RESULTS

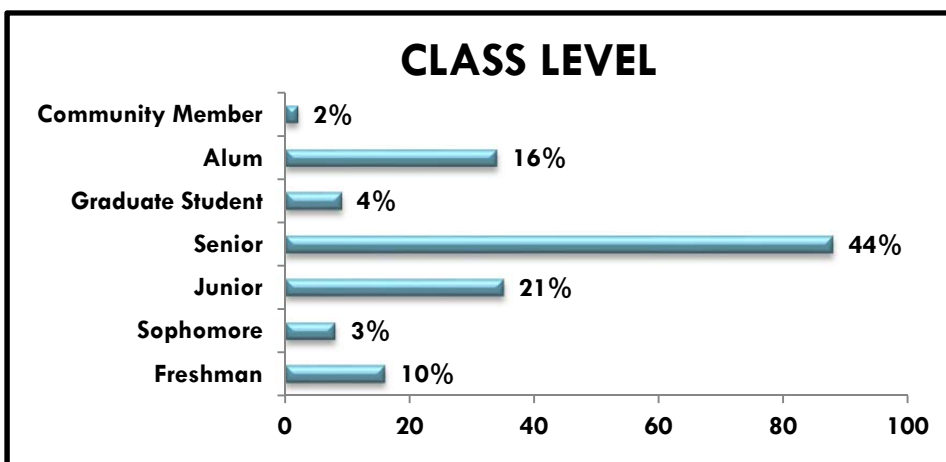
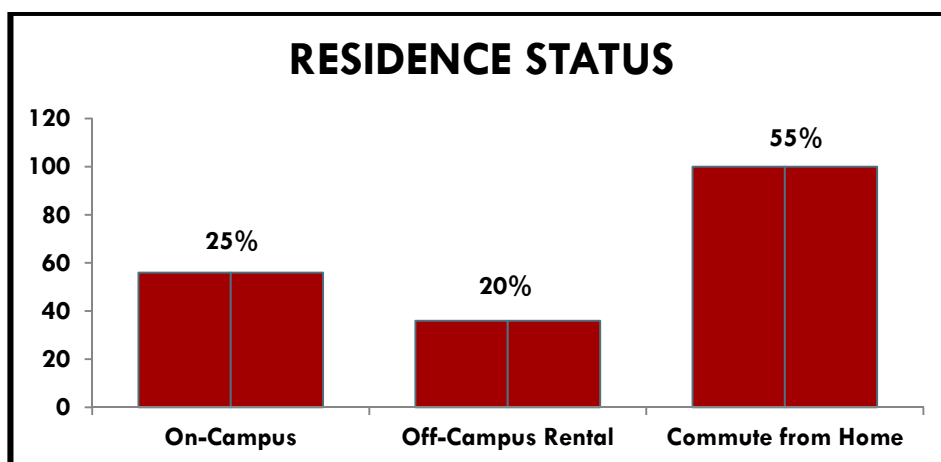
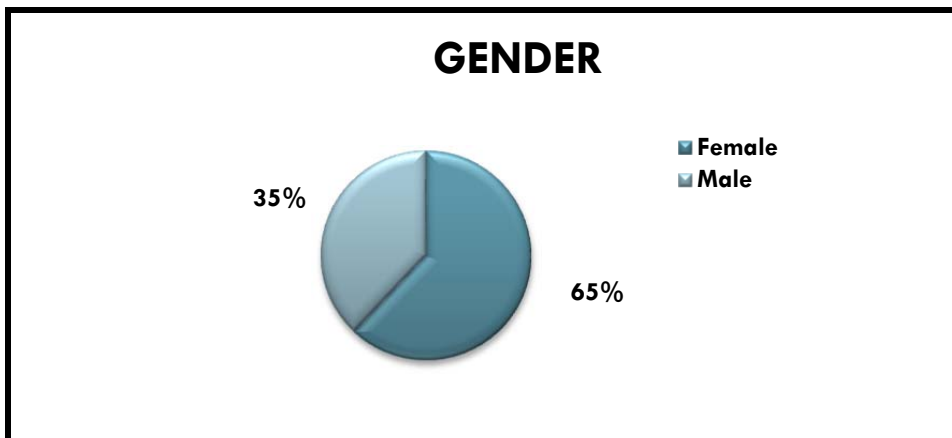
TOTAL RESPONSES RECEIVED FOR 2010-2011 = 223

	Number of Responses	Percentages
1. Greeted promptly & courteously.		
Strongly disagree	4	2%
Disagree	0	0%
Neutral	2	1%
Agree	13	6%
Strongly Agree	204	91%
2. I received the assistance I was seeking.		
Strongly disagree	2	1%
Disagree	0	0%
Neutral	2	1%
Agree	19	8%
Strongly Agree	200	90%
3. Would seek assistance from office again.		
Strongly disagree	2	1%
Disagree	0	0%
Neutral	3	1%
Agree	8	4%
Strongly Agree	210	94%
4. How did you hear about us?		
E-Mail	35	35%
Friend	45	21%
Faculty	62	29%
Staff	25	12%
Other	56	21%
5. Was this your first visit to the Career Center?	Yes: 140	63%
	No: 83	37%

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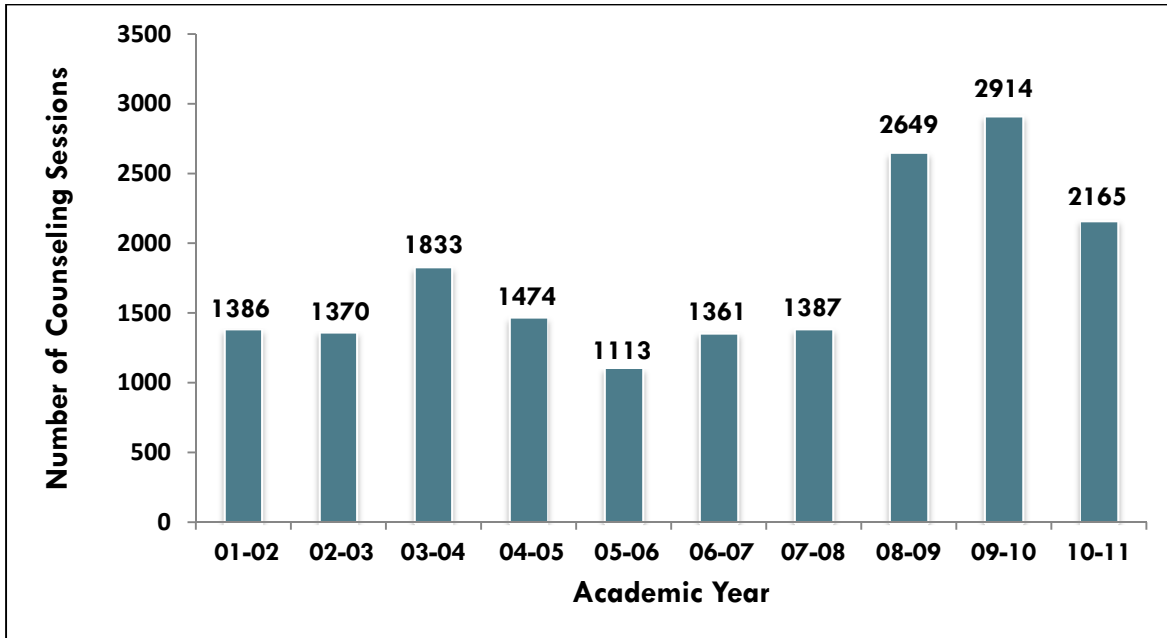
ANNUAL REPORT – ACADEMIC YEAR 2010-2011

DOCUMENT 2: USER SATISFACTION SURVEY RESPONDENT PROFILE

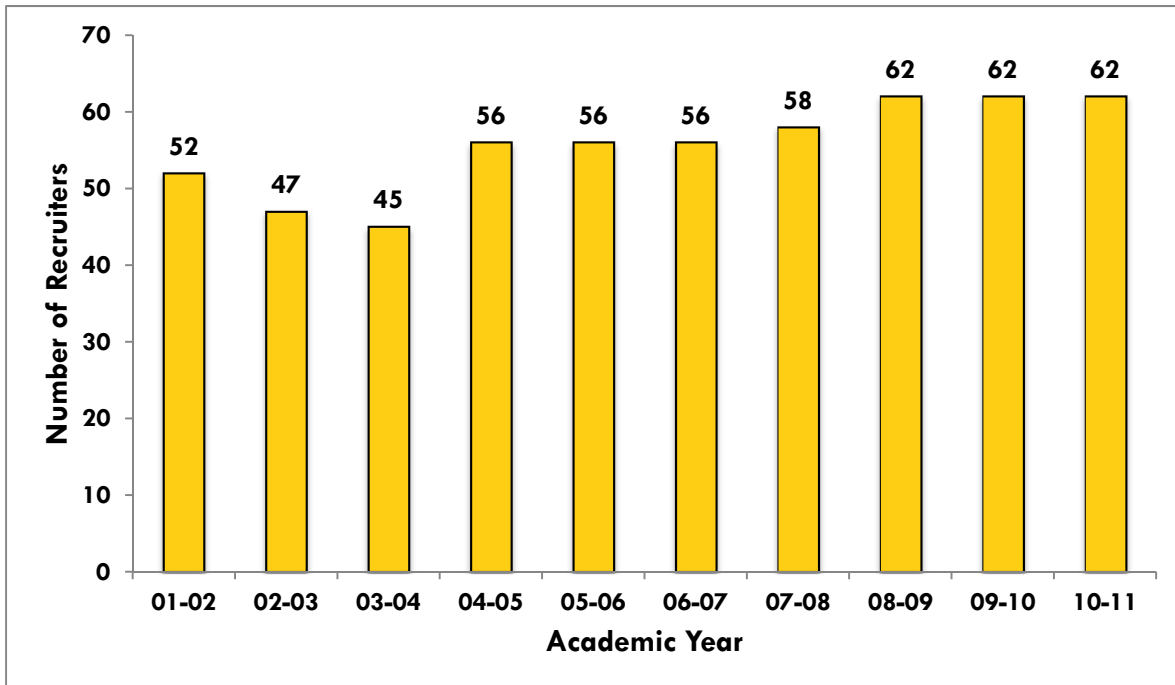


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DOCUMENT 3: CAREER COUNSELING SESSIONS

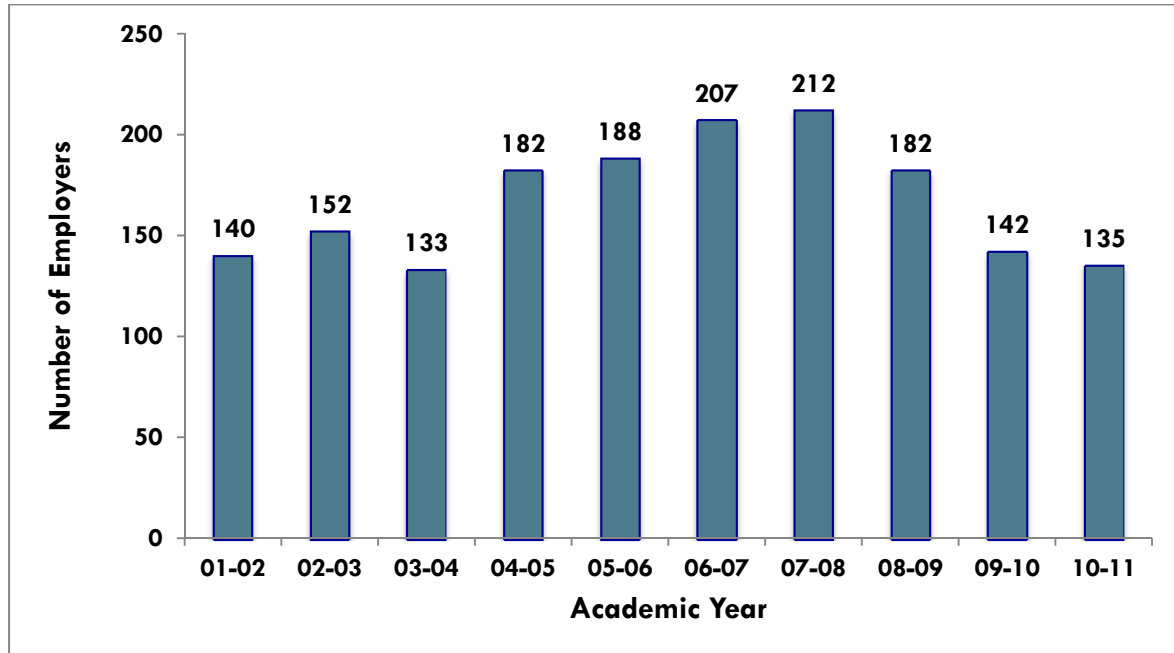


DOCUMENT 4: GRADUATE SCHOOL FAIR – RECRUITER PARTICIPATION

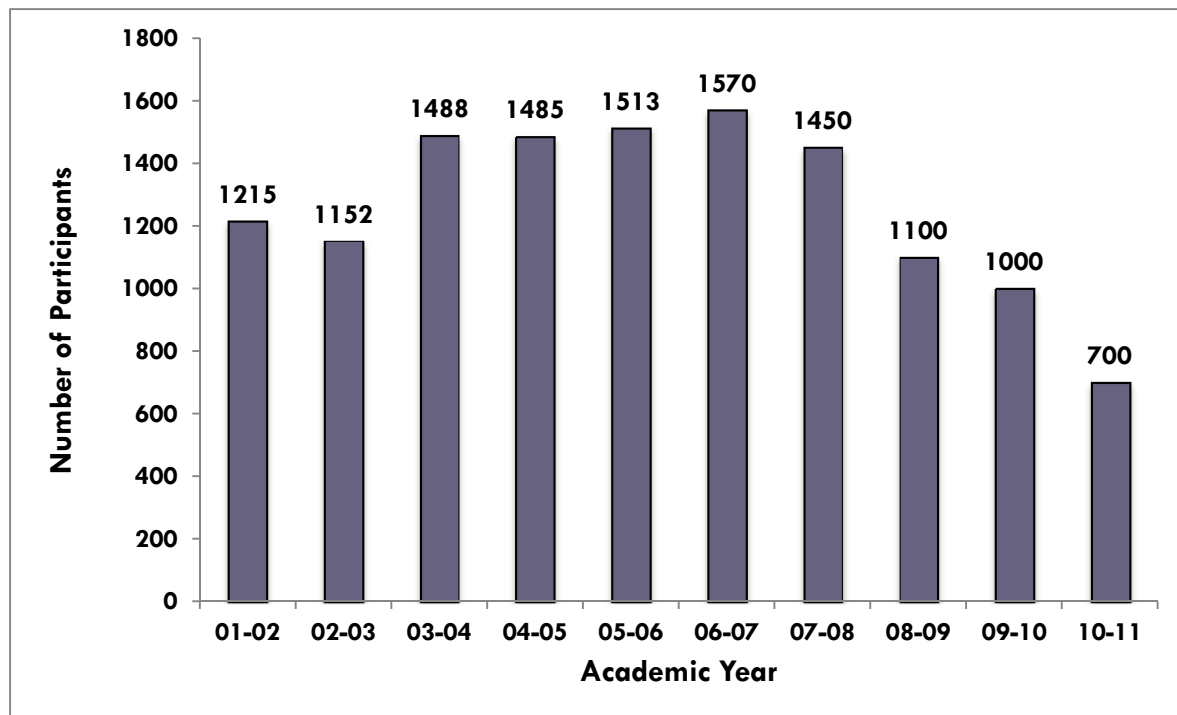


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DOCUMENT 5: CAREER FAIRS – EMPLOYER PARTICIPATION



DOCUMENT 6: CAREER FAIRS – STUDENT ATTENDANCE



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COLLEGE CENTER

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

OFFICE OF THE COLLEGE CENTER

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1	● Increase the number and diversity of evening/weekend programs.
-------------------------	------------------------------------------------------------------

- Program offerings, although diverse, were actually reduced from previous year due to transferring a portion of the evening/weekend programming to the Stockton Entertainment Team (SET) (Document 1).
- Welcome Week programs did increase in numbers and diversity (Document 3).

Goal/Objective 2	● Complete Campus Center financial/staffing/operational transition plan.
-------------------------	--------------------------------------------------------------------------

- Staffing and non-salary budget goals were achieved to the best of our ability.
- Campus Center transition plan was completed and submitted in January '11.

Goal/Objective 3	● Increase Cross-Divisional Collaborations.
-------------------------	---------------------------------------------

- Legacy Fund Bike Ride Committee includes representation from all three college divisions.
- Completion of the Campus Center Transition Plan mandated collaboration with the Division of Administration and Finance.

Goal/Objective 4	● Further enhance existing facilities.
-------------------------	----------------------------------------

- Free To Be Child Care received a washer/dryer for improved efficiency.
- Campus Center opened with 154,000 square feet of brand new space.

II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

- The reduction on College Center programming mandated that the SET ramp up their offerings. This will provide long term gain for activity in the Campus Center.
- The Campus Center move-in process was completed in a smooth and efficient manner.
- The Campus Center opened with the hiring of two much needed professionals who are assisting in managing and scheduling activities.
- The Campus Center opened with sufficient student employees to service guests and provide operational support.
- The Campus Center opened with sufficient non-salary funds to support a full schedule of programs and purchase of needed operational items.
- The Legacy Fund Bike Ride achieved a 47% increase in riders and a 73% increase in funds raised over the previous year.
- The Campus Center Transition Team experience allowed us to build stronger relationships with members of Computer Services, Campus Police, Budget, Food Service and Facilities Planning.
- The installation of the Free To Be washer/dryer has created a more sanitary environment and increased efficiencies.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES**

- The combination of SET and College Center programming actually expanded the number and diversity of programs.
- The transference of additional programming responsibilities to SET will have a long term, positive impact on Campus Center programming.
- The approved staffing and funding plan for the Campus Center will provide immediate and long term service, operational and programming benefits to students, faculty and staff.
- The additional funds raised through the Legacy Fund Bike Ride will again provide long term enhancements to scholarships.

IV. CAMPUS-WIDE COLLABORATIONS

Campus Wide Collaborations

- Chaired the Campus Center Transition Team.
- Co-sponsored 3rd Annual Legacy Fund Bike Ride.
- Collaborated on Facilities Usage and Resource Fees Document.

Division of Administration and Finance

- Collaborated on program marketing.
- Hammonton holiday program.
- Facilitated the purchase and installation of wall graphics in Sports Center.
- Worked on development of Graduate Assistant positions.

V. NEW INITIATIVES FOR AY11-12

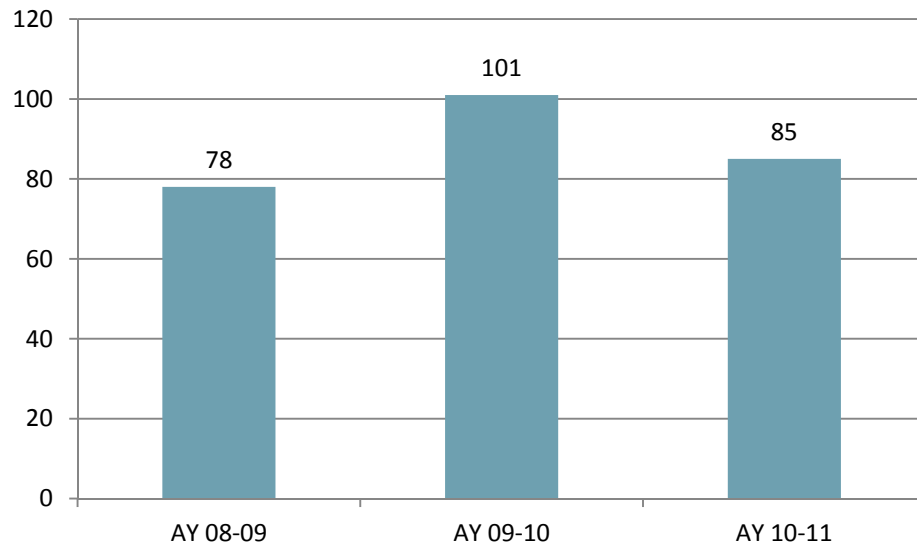
The Office of the College Center has been merged into the newly formed Office of Event Services and Campus Center Operations, therefore an AY11-12 annual report will not be necessary. The role this office served within the Division of Student Affairs will be assumed by the Campus Center Operations aspect of the new office.

VI. SUPPORTING DATA

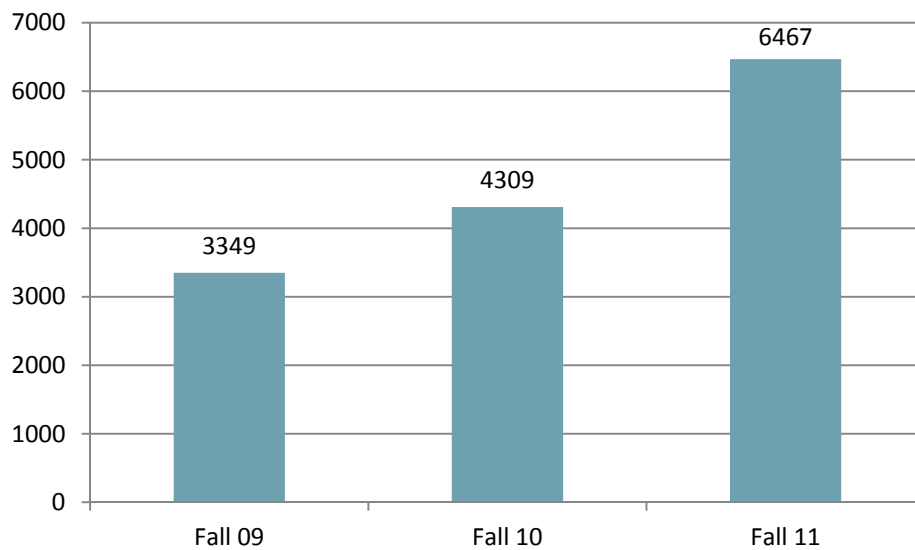
- Document 1: Total Numbers of Sponsored College Center Programs Comparison
Document 2: N-Wing movie Night and Game Room Comparison
Document 3: Welcome Week Program Attendance Comparison

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 1: Total Numbers of Sponsored College Center Programs Comparison

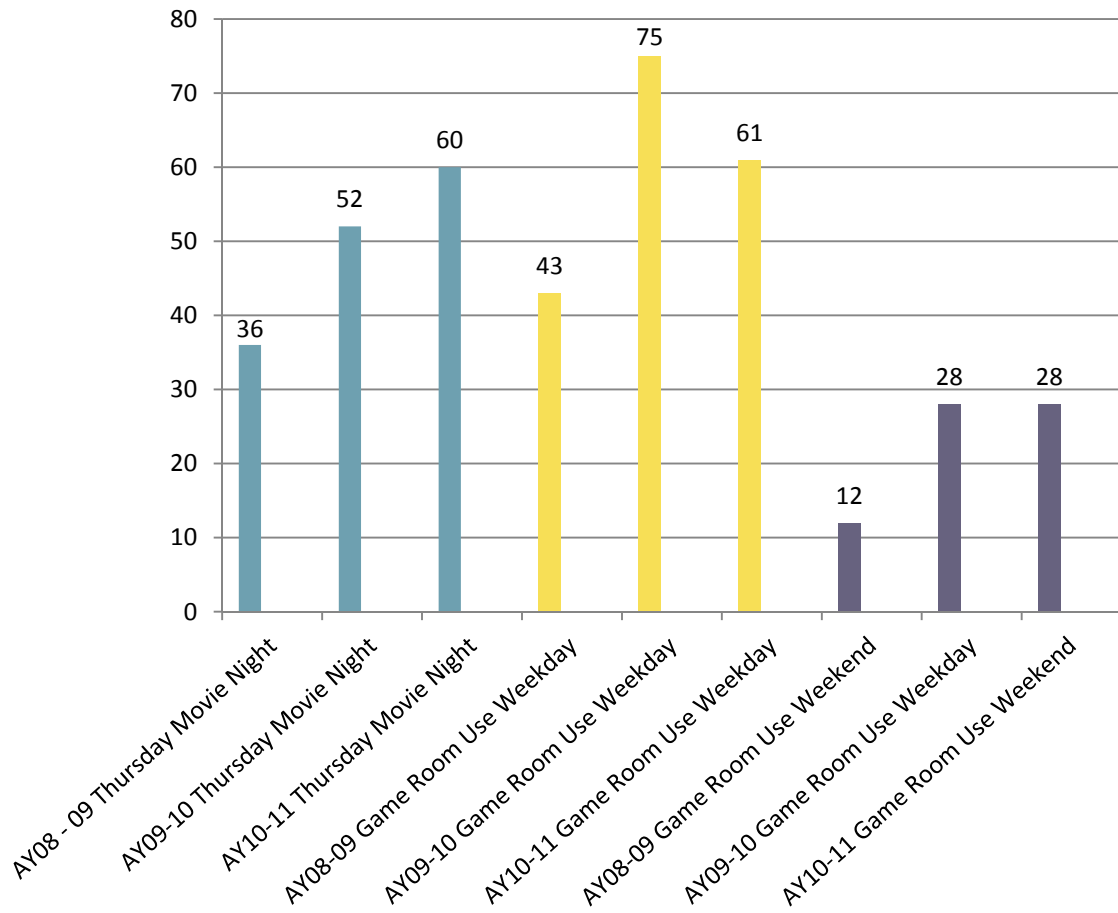


**Document 2: Welcome Week Program Attendance Comparison
AY 2008-09 – AY 2010-11**



ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 3: N-Wing Movie Night and Game Room Comparison
2009-2011



ANNUAL REPORT – ACADEMIC YEAR 2010-2011

DEAN OF STUDENTS

**ANNUAL REPORT – ACADEMIC YEAR 2010-2011
OFFICE OF THE DEAN OF STUDENTS**

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1 ● Mobilize the Dean of Students/Student Life areas for the Campus Center/backfill transition

- Appointed representatives for the Campus Center Transition Team
- Secured positions and reclassifications for the transition to the Campus Center; Employees have been hired, selected, and trained for new positions in the Event Services/Campus Center Operations area.
- Collaborated with Academic Affairs and Administration and Finance on establishing new office locations within decanted space; Activities led to an orderly transition for offices moving to the Campus Center (Dean of Students, College Center, Student Development, Event Services and Career Center), and decanted spaces (EOF, Veteran’s Affairs, Counseling Center/Learning Access Program).

Goal/Objective 2 ● Prepare Student Life staff for Middle States evaluation through internal assessment

- CAS standards training for the Division of Student Affairs
- Office CAS Standards Review/Presentations in each Student Life Area
- Hosted a Dean of Students (DOS) Student Life Retreat
- Each area submitted CAS follow-up forms following their evaluation and presentations.
- CAS Follow-up forms were used as a basis to drive annual report goals for 2011-2012.
- CAS evaluations action items will be used for preparation for the March 26-29 Middle States Visit.
- CAS and marketing review/presentations became the basis for important initiatives and focus for the Dean of Students Area in 2010-2011

Goal/Objective 3 ● Implement recommendations from the 2009-2010 technology taskforce

- Established a technology taskforce and conducted SWOT analysis to move forward on opportunities in an individual basis in the report.

* Performance Levels:

- = Goal/objective met or exceeded – no adjustments necessary, continue support
- = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- N/A = Not enough information available to assess

II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

- The Dean of Students office facilitated a successful transition to the campus center and will functions as an individual office for the first time in recent history.
- The Dean of Students held a preliminary retreat with direct reports to outline goals, objectives, and planning for the 2011 student life retreat. The retreat focused on the topics of Transformation, CAS Assessment Review, Marketing, Social Engagement Theory, and Innovation.
- The Vice President of Student Affairs initiated a retention committee/study on high risk student populations through the Dean of Students office that identified early success in quantitative course and successful college retention/completion rates.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

- The Dean of Students set the 2010-2011 academic year focus on Retention +Graduation= (f) Success that resulted in the Career Center playing a critical role at the beginning and end of a Stockton student’s experience.

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- The Dean of Students office successfully closed out and provided services for the remaining students in the Community of Scholars program. Specifically, 59 students from the program were tracked for the 2010-2011 academic year. The final breakdown/outcome of this population as of the end of spring 2011 consists of: 28 graduated, 21 were enrolled for fall 2011, nine (9) were not enrolled for fall 2011, one (1) was dismissed at the end of Spring 2011. One (1) student is currently doing an internship abroad.
- The Veteran’s Affairs Office has moved and new Veteran’s Lounge has been constructed in F-109
- The Veteran’s Affairs Office now has an active Student Veteran’s Organization Advisory Board.
- Two (2) new staff members have been hired to assist the Office of Events Services and Campus Center Operations.
- Professional Development was also provided in the form of Area “trade book” presentations
- A student leadership conference was planned, organized, and operated for professional development of students.
- Dean of Students or designee spoke at Alumni Programming for Alumni Office and Career Center
- Student Life leadership was redeployed to residential Life to assist with Total Quality Management of the Residential Life area.
- A new Arts Living Learning Community (LLC) was developed.
- The Presidential Initiative fund (\$25, 000) was established for the second consecutive year to provide support to alcohol education programming, HERO Campaign (HERO Walk and 2nd HERO of the year contest), and Greek life at Stockton (2nd HERO games).

IV. CAMPUS-WIDE COLLABORATIONS

Office of Administration and Finance

- Collaborated for space optimization of decanted space in F-109 and F-107.

Office of the President

- Dean of Students is member of the Institutional Research Committee.

College wide Collaborations

- Chaired the college wide Campus Center Transition Team and had members serve on the team.
- Served as Co-Chair/Coordinator for the G. Larry James Legacy Bike Ride in conjunction with Academic Affairs and Alumni Relations.

V. NEW INITIATIVES FOR AY11-12

GOAL/OBJECTIVE NO. 1	Create office mission statement that builds upon the existing guiding principles.
GOAL/OBJECTIVE NO. 2	Examine opportunities to enhance technology for the Office.
GOAL/OBJECTIVE NO. 3	Take actions on evaluative feedback from CAS committee and reporting areas.
GOAL/OBJECTIVE NO. 4	Develop an office operations manual.

VI. SUPPORTING DATA

No supporting data submitted.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

EDUCATIONAL OPPORTUNITY FUND

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

OFFICE OF EDUCATIONAL OPPORTUNITY FUND PROGRAM

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1	<p>● Continue to implement and develop an Educational Opportunity Fund Advisory Board composed of Faculty and Staff directly involved with the EOF Program. This joint collaboration will focus on providing a more academically enriched program, promote retention and progress toward graduation and develop a strong EOF Alumni Association.</p>
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- Recruited and confirmed faculty/staff members to serve on the Advisory Board.
- Developed EOF Alumni Day as a part of the upcoming EOF Summer Program. EOF Alumni Advisory Board members were asked to participate in a panel discussion, “What EOF Meant to Them,” during the summer program. Received enthusiastic support from EOF Alumni.
- Discussed with Dr. Lewis Leitner, Dean of Graduate and Continuing Studies, an opportunity to conduct training for Advisory Board members.

Goal/Objective 2	<p>● Continue to assist the Office of Enrollment Management/Office of Financial Aid in continuing recruitment of a quality and diverse freshman class. We will also work in identifying and securing additional institutional state, federal and private grants for students as a means of recruiting and retaining EOF students.</p>
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- Analyzed and documented the impact of funding limitations for EOF students. Worked with the VP Student Affairs (with support from Office of Financial Aid) in receipt and distribution of an additional \$117,000 in unused merit scholarship for AY 2010-2011 and \$65,298 from Presidential Initiative Funds to support EOF Summer Program 2010.

Goal/Objective 3	<p>● 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.</p>
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- Collaborated with the Associate Dean of Students on the program purpose and mission.
- Developed a Sophomore Success Program (SSP) program proposal.
- Researched EOF retention best practice at other NJ colleges/universities.
- Funding limitations prevented implementation of the SSP Program.

II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

- A need continues to exist for additional support services for third semester students. The Program has found that many students struggle with issues related to increased course content, career planning and pressure from friends, family and employment obligations.
- Greater focus is needed on effective and professional communications between the Program and the Office of Enrollment Management.
- As the cost of education increases, the EOF Program Director’s role will be to “fundraise” and seek creative solutions to assist students in meeting their educational expenses.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- The “Presentation of Sashes” program recognized Spring 2011 graduates.
- Continued efforts to provide more effective student support services focused on empowering students and creating a more learner-based environment.
- Streamlined the Lending Library process in order to better manage the distribution of textbooks, laptops and graphing calculator.
- Fully supported the Alliance of Educational Opportunities Students (A.E.S.N.J.) in their efforts to become an effective campus organization. A.E.S.N.J. focused on issues such as student advocacy and community service.

IV. CAMPUS-WIDE COLLABORATIONS

- Residential Life: Summer Program activities, Tutoring in the Residence Halls
- Career Center: Business Etiquette Dinner, Career Exploration Workshops (2) for first-year students
- Student Development: Great Adventure trip, supported A.E.S.N.J.
- Academic Advising: Summer Orientation Program
- Wellness Center/Health Services: numerous group workshops and individual counseling
- Enrollment Management: Open Houses
- Registrar’s Office: Summer Orientation Program
- Campus Police: Campus Police Day during Summer Program
- Computer Services: Training for Summer Tutors and Incoming Students

V. NEW INITIATIVES FOR AY11-12

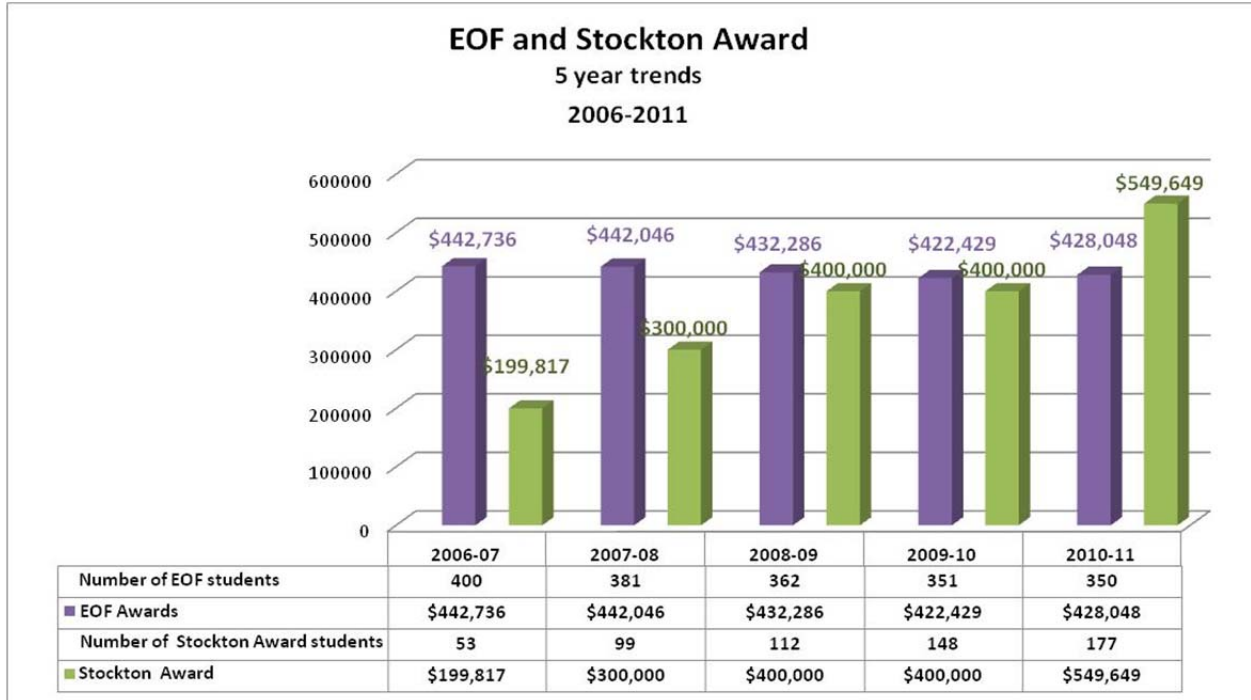
GOAL/OBJECTIVE NO. 1	Improve relations with the Office of Enrollment Management as we assist in recruiting a quality and diverse freshman class.
GOAL/OBJECTIVE NO. 2	Establish and implement a “marketing plan” for the program.
GOAL/OBJECTIVE NO. 3	Work on securing additional institutional, federal, state and private grants for our students as a means to recruit and retain EOF students.

VI. SUPPORTING DATA

Document 1. EOF and Stockton Award (5 year trends) graph

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 1. EOF and Stockton Award (5 year trends) graph



ANNUAL REPORT – ACADEMIC YEAR 2010-2011

ENROLLMENT MANAGEMENT

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

OFFICE OF ENROLLMENT MANAGEMENT

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1	<p>● 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.</p>
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- For the 2010-2011 recruitment cycle both Seaview and the Campus Center played an integral role in our marketing efforts. The College experienced a 24% increase in freshman applications for this recruitment cycle.

Goal/Objective 1	<p>● 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.</p>
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- The specific efforts to increase the College’s awareness in 8 critical Northern NJ counties have been most successful. The double digit increases in applications from this area can directly be linked to the cable TV spots. Radio messages and web ads that have been a constant throughout the campaign.

Goal/Objective 1	<p>● Continue to automate the admissions application process and have the website play a greater role in attracting prospective students to Stockton.</p>
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- The College successfully implemented its’ own web application to complement our membership with the Common Application. In addition, full integration of both online applications into Banner was realized.

* Performance Levels:

- = Goal/objective met or exceeded – no adjustments necessary, continue support
- = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- N/A = Not enough information available to assess

II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

- Through our Strategic Enrollment Plan, the College was able to meet its goal of expanding the freshman class and maintaining the transfer numbers while increasing the academic level of the transfer students.
- The College’s branding efforts (NJ’s Distinctive College) has been incorporated into all recruitment materials and events.

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- In efforts to bolster retention efforts on campus, Dean Iacovelli, along with several other campus officials attended a National Conference on Retention sponsored by Noel-Levitz (a foremost authority on enrollment management issues).
- A number of Enrollment Management staff attended and presented at NJACAC conferences.
- Two staff members attended the Sungard Summit Conference in preparation for implementation of the Banner Relationship Management System.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

IV. CAMPUS-WIDE COLLABORATIONS

Division of Academic Affairs

- Collaborating with the Dean of Graduate and Continuing Studies to develop a complete Strategic Enrollment Management Plan.
- Faculty Ambassador Program.
- Work with the Office of Computer Services regarding the implementation of the Banner Relationship Management product, as well as other computer-related processes.

External Affairs

- Continued to work together on the successful Northern NJ Marketing campaign.

V. NEW INITIATIVES FOR AY11-12

GOAL/OBJECTIVE NO. 1	Continue the expansion of the freshman enrollment numbers to meet the goal of 1100 new freshmen by 2015.
GOAL/OBJECTIVE NO. 2	In collaboration with Computer Services successfully implement Banner Relationship Management.

VI. SUPPORTING DATA

- Document 1. Comparison of Fall 2009-2011
- Document 2. Comparison of Fall 2009-2011 Undergraduate
- Document 3. Comparison of Fall 2009-2011 Graduate
- Document 4. Comparison of Fall 2009-2011 Total
- Document 5. Applicant Pool
- Document 6. Instant Decision Day Results
- Document 7. Total Headcount
- Document 8. Total FTE
- Document 9. Open House Attendance, 2006-2011

VII. COMMUNITY INVOLVEMENT

1. List any community organizations or programs that any member of your staff is involved.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 1: Comparison of Fall 2009-2011

	Fall 2009	Fall 2010	Fall 2011
Admissions Selectivity			
Total Applicant Pool	7085	7164	8919
First-time Freshmen	4547	4528	5671
Transfers and Readmits	1922	2085	2432
Graduate	616	551	816
Total Admits	4790	4961	5458
First-time Freshman	2776	2896	3293
Transfers and Readmits	1662	1775	1795
Graduate	352	290	370
Total New Students Enrolled	2250	2230	2386
First-time Freshman	870	862	975
Transfers and Readmits	1105	1156	1140
Graduate	275	212	271
New Students			
First-time Freshman	870	862	975
Full-Time	867 (100%)	861 (100%)	974 (100%)
Part-Time	3 (<1%)	1 (<1%)	1 (<1%)
Total SAT (Regular)**	1143	1122	1117
Average Verbal SAT	562	552	546
Average Math SAT	581	570	571
High School Rank	81%-ile	79%-ile	78%-ile
Gender			
Male	385 (44%)	342 (40%)	377 (39%)
Female	485 (56%)	520 (60%)	598 (61%)
Ethnicity			
Non-Resident Alien	-+	0 (0%)	0 (0%)
Hispanic or Latino	84 (10%)	67(8%)	75 (8%)
American Indian or Alaskan Native	1 (0%)	1 (0%)	2 (0%)
Asian	57 (7%)	51 (6%)	66 (7%)
Black or African American	60 (7%)	62 (7%)	49 (5%)
Nat. Hawaiian or Pac. Islander	-+	2 (0%)	3 (0%)
White	648 (74%)	644 (75%)	740 (76%)
Two or more races	-+	19 (2%)	16 (2%)
Race and ethnicity unknown	18 (2%)	16 (2%)	24 (2%)
Other	2 (0%)	-	-
Transfers	1005	1061	1077
Full-Time	918 (91%)	971(92%)	1002 (93%)
Part-Time	87 (9%)	90 (8%)	75 (7%)
Readmits	100	95	63
Full-Time	66 (66%)	55 (58%)	46 (73%)
Part-Time	34 (34%)	40 (42%)	17 (27%)
Graduate	275	212	271
Full-Time	98 (36%)	70 (33%)	141 (52%)
Part-Time	177 (64%)	142 (67%)	130 (48%)

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 2: Comparison of Fall 2009-2011 Undergraduate

	Fall 2009	Fall 2010	Fall 2011
Undergraduate			
Headcount	6813	7062	7243
FTE*	6281	6570	6888
Credit Load			
Full-Time	6068 (89%)	6284 (89%)	6586 (91%)
Part-Time	745 (11%)	778 (11%)	657 (9%)
Credits Per Student	14.8	14.9	15.2
Total Credits (SCH)	100489	105103	110200
Characteristics			
Gender			
Male	2906 (43%)	2954 (42%)	3012 (42%)
Female	3907 (57%)	4108 (58%)	4231 (58%)
Ethnicity			
Amer. Indian/Alaskan Native	27 (0%)	17 (0%)	16 (0%)
Asian	393 (6%)	374 (5%)	381 (5%)
Black	557 (8%)	528 (7%)	491 (7%)
White	5184 (76%)	5295 (75%)	5485 (77%)
Hispanic or Latino	488 (7%)	580 (8%)	571 (8%)
Native Hawaiian/Pacific Islander	**	7 (0%)	12 (0%)
Two or more races	**	166 (2%)	166 (2%)
Unknown	164 (3%)	82 (1%)	107 (1%)
Non-resident Alien	**	13 (0%)	14 (0%)
Admission Status			
Matriculated	6716 (99%)	6964 (99%)	7162 (99%)
Non-Matriculated	97 (1%)	98 (1%)	81 (1%)
Class Level (matriculated only)			
Freshman	1335 (20%)	1310 (19%)	1436 (20%)
Sophomore	1343 (20%)	1352 (19%)	1345 (19%)
Junior	1844 (27%)	2036 (29%)	2110 (29%)
Senior	2194 (33%)	2266 (33%)	2271 (32%)
Retention (3rd Semester)			
First-Time Full-Time Freshman	81.2%	87.4%	83.6%
Graduation Rate (6 year)**			
First-Time Full-Time Freshman	65.9%	63.9%	65.5%

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 3: Comparison of Fall 2009-2011 Graduate

	Fall 2008	Fall 2009	Fall 2010
<i>Graduate and post-baccalaureate</i>			
Headcount	636	746	817
FTE*	344	420	443
Credit Load			
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
Characteristics			
Gender			
Male	169 (27%)	187 (25%)	210 (26%)
Female	467 (73%)	559 (75%)	607 (74%)
Admission Status			
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).

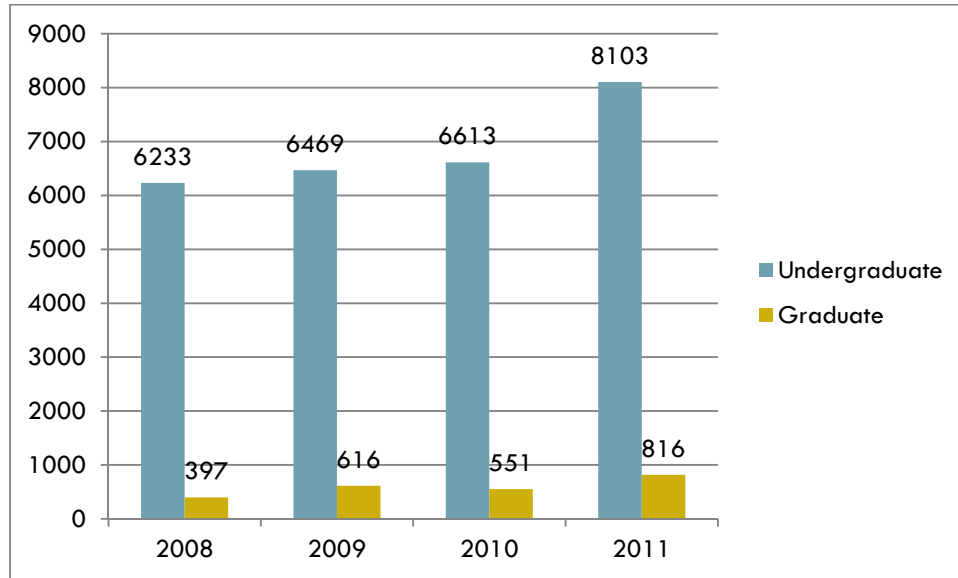
ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 4: Comparison of Fall 2009-2011 TOTAL

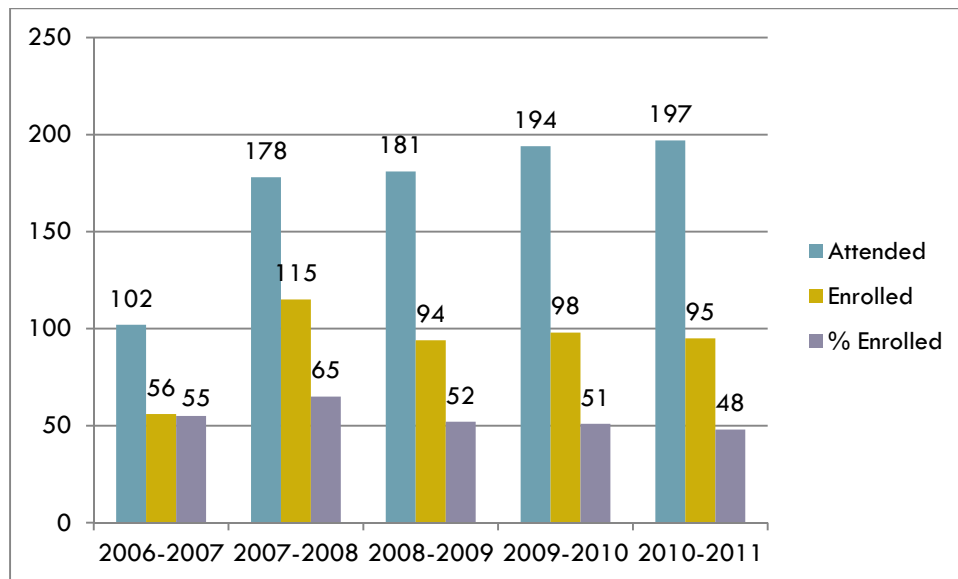
Total Population (Undergraduate and Graduate) Headcount	Fall 2009	Fall 2010	Fall 2011
Undergraduate	6813	7062	7243
Graduate	746	817	868
Total	7559	7879	8111
FTE			
Undergraduate	6281	6570	6888
Graduate	420	443	484
Total	6701	7013	7372
Total Student Credit Hours			
Undergraduate	100489	105103	110200
Masters	3551	4196	4765
Doctoral	1491	1115	1041
Course Level FTE			
Undergraduate	6280	6566	6874
Masters	294	346	407
Doctoral	125	101	96
Course Level Credit Hours			
Undergraduate	100477	105054	109979
Masters	3533	4155	4881
Doctoral	1495	1204	1146

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

**Document 5: Applicant Pool
Total Undergraduate and Graduate Applications: Fall 2008-2011**



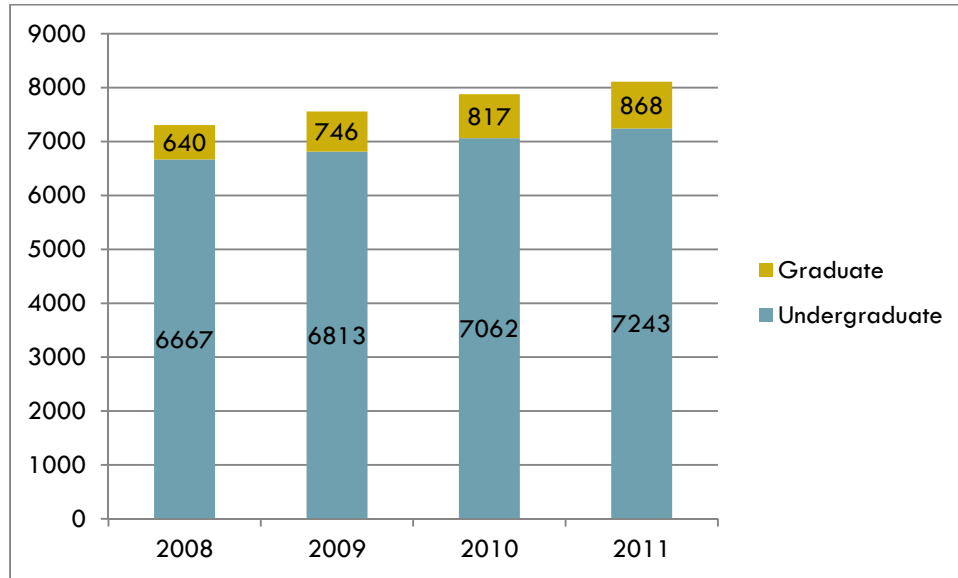
**Document 6: Instant Decision Day Results
2006-2011**



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Attended	102	178	181	194	197
Enrolled	56	115	94	98	95
%Enrolled	55	65	52	51	48

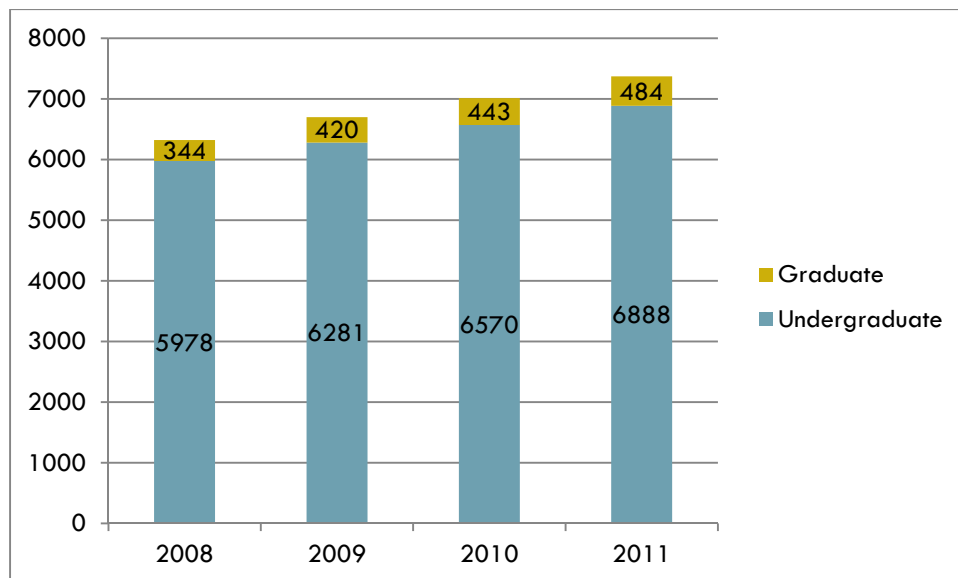
ANNUAL REPORT – ACADEMIC YEAR 2010-2011

**Document 7: Total Headcount
Undergraduate and Graduate 2008-2011**



	2008	2009	2010	2011
Undergraduate	6667	6813	7062	7243
Graduate	640	746	817	868
TOTAL	7307	7559	7879	8111

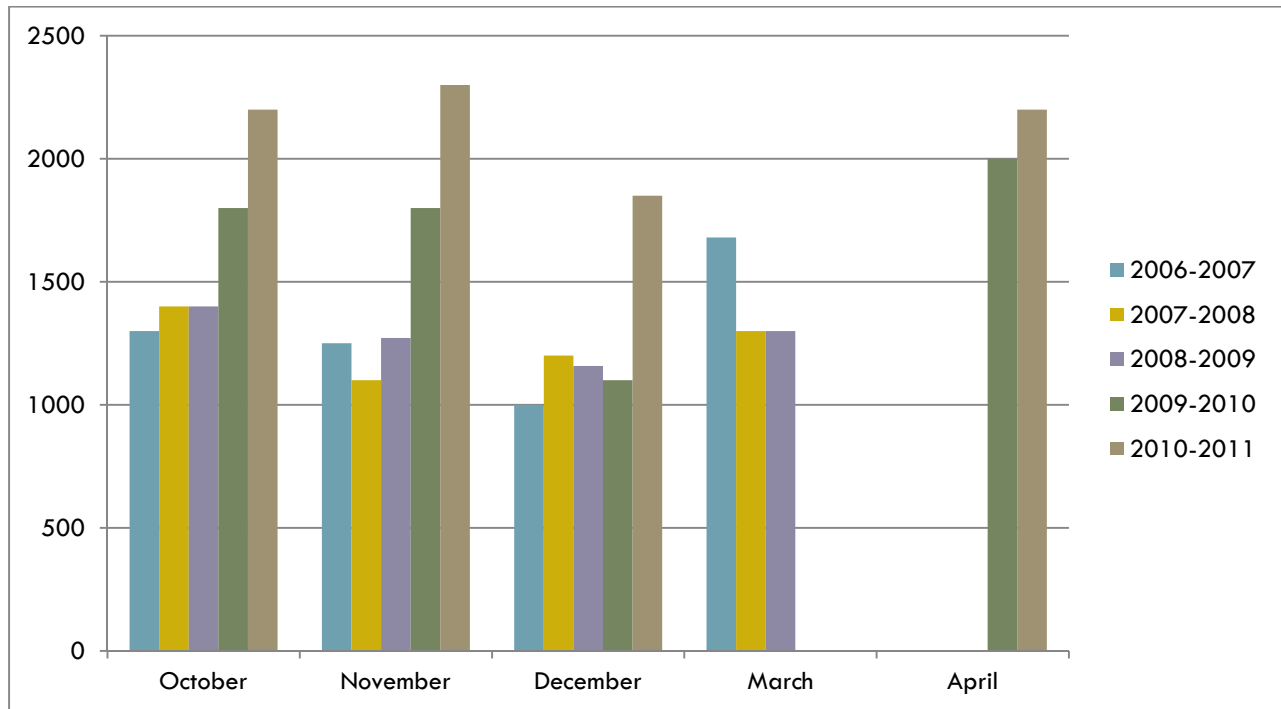
**Document 8: Total FTE
Undergraduate and Graduate 2008-2011**



	2008	2009	2010	2011
Undergraduate	5978	6281	6570	7243
Graduate	344	420	433	868
TOTAL	6322	6701	7013	8111

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

**Document 9: Open House Attendance
2006-2011**



	October	November	December	March	April	Total
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
2010-2011	2200	2300	1850	0	2200	8500

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

EVENT SERVICES

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

OFFICE OF EVENT SERVICES

(As structured during the period of July – April 2011)

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1

● Implement strategies to effectively transition events to the Campus Center.

- Assisted with the redesigning of institutional event formats to showcase the new facilities in the Campus Center.
- Modified the R25 scheduling system and web calendar to reflect the new facilities, resources and business practices associated with the new Campus Center.
- Provided basic training to staff on building operations related to new business practices, room setup options, equipment, lighting, technology and safety/security systems.
- Served on the Campus Center Transition Team and chaired the Marketing Subcommittee.
- Created template diagrams for commonly used room layouts for Campus Center spaces.
- Assisted with the implementation of the Campus Center *Room Wizard* electronic room schedule displays and the building electronic directories.
- Updated student worker manuals to incorporate new protocols related to the Campus Center.

Goal/Objective 2

● Assist with marketing strategies for use of the Campus Center for events.

- Served as the Campus Center Transition Team, Marketing Subcommittee Chair.
- Assisted with an educational campaign to introduce the College community to the features and services available in the Campus Center through the development of a “talking points” document, the publication of articles for the ARGO, the airing of a PowerPoint on the Gallery TVs and the launching of a Stockton College, Campus Center Facebook “fan” page.
- Revised the “Plan Your Next Event at Stockton College” postcard.

Goal/Objective 3

● Enhance professional development opportunities for staff.

- Attended the Annual R25 Users Conference in Portland, Oregon. (Mary Kate McKenna)
- Participated in basic training to staff on building operations related to new business practices, room setup options, equipment, lighting, technology and safety/security systems. (All staff)
- Participated in the North American Association of Commencement Officers, Inc (NAACO) Regional Conference. (Laurie Griscom)
- Attended a round table meeting for event and conference professionals in higher education, hosted by the College of New Jersey. (Laurie Griscom, Mary Kate McKenna, Jean Canavan, Sara Gendlek)
- Attended the Student Affairs Summer Workshop. (All Staff)
- Participated in the Banner training sessions related to budgets, payroll and PACT form electronic processing. (Laurie Griscom, Lauren Rizzo-Heiler)
- Attended the Prospectives on Harassment Discrimination Seminar, hosted by the Office of Affirmative Action and Ethical Standards (All Staff)
- Participated in the CAS self study review for Event Services and presented findings to divisional colleagues. (Laurie Griscom)

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

- Participated in the CAS self study review for Veterans Affairs and presented findings to divisional colleagues. (Lauren Rizzo-Heiler)
- Participated in the CAS self study review for Residential Life. (Mary Kate McKenna)
- Developed and disseminated PowerPoint presentations to R25 schedulers on “Tips for Event Schedulers: The R25 Web Calendar”, and “Tips for Attaching Confirmations to School Dude Work Orders.”

II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

- Achieving this year’s goals required extensive planning, teamwork and cross-divisional collaboration.
- Incorporating the Campus Center as an integral component of campus life will be an ongoing initiative.
- It is critical to communicate and collaborate with Facilities Planning and Plant Management so decisions are not made without Student Affairs and/or facility manager input.
- Best practices learned from campus site visits have been incorporated into in building operations and venue management protocols.
- Professional development initiatives have positioned staff to succeed with their expanded and altered roles.

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Developed a new organizational structure to operate the Campus Center including the merging of the Office of Event Services and the College Center into the Office of Event Services and Campus Center Operations, implementing key staffing reclassifications, making adjustments to support staff job descriptions, hiring two new full-time staff and two new Graduate Assistants and moving SOAR and all New Student Orientation programming to the Office of Student Development.
- Updated student worker manuals to incorporate new protocols related to the Campus Center.
- Revised the Summer Camps and Conferences Visitor’s Guide designed to provide overnight guests information related to services and protocols.
- Implemented the use of the shared drive to store event confirmations and sample room diagrams resulting in easy access for all event schedulers and efficient recordkeeping.
- Provided professional development opportunities as reported in Goal #3.

IV. CAMPUS-WIDE COLLABORATIONS

Division of Administration and Finance

- Collaborated with Plant Management to develop business practices related to requesting event related support through the new School Dude work order system and the use of a shared drive for event schedulers.

Division of Student Affairs

- Participated with divisional colleagues in the CAS self study reviews for Event Services and Veteran’s Affairs.

College –wide Collaborations

- Participated on the Transition Team Committee for the Campus Center move.
- Chaired of the Transition Team Marketing Subcommittee with representation from External Affairs, Alumni Relations, and Auxiliary Services.
- Finalized configuration and training on R25 for the Noyes Museum of Art staff.
- Served on various annual and major event planning committees including but not limited to Homecoming/Family Weekend, Orientation, Commencement, the Noyes Museum Gala and the 40th Celebration.
- Chaired the Facilities Operations Reservations Group (FROG) for Summer Camps and Conferences.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**V. NEW INITIATIVES FOR AY11-12**

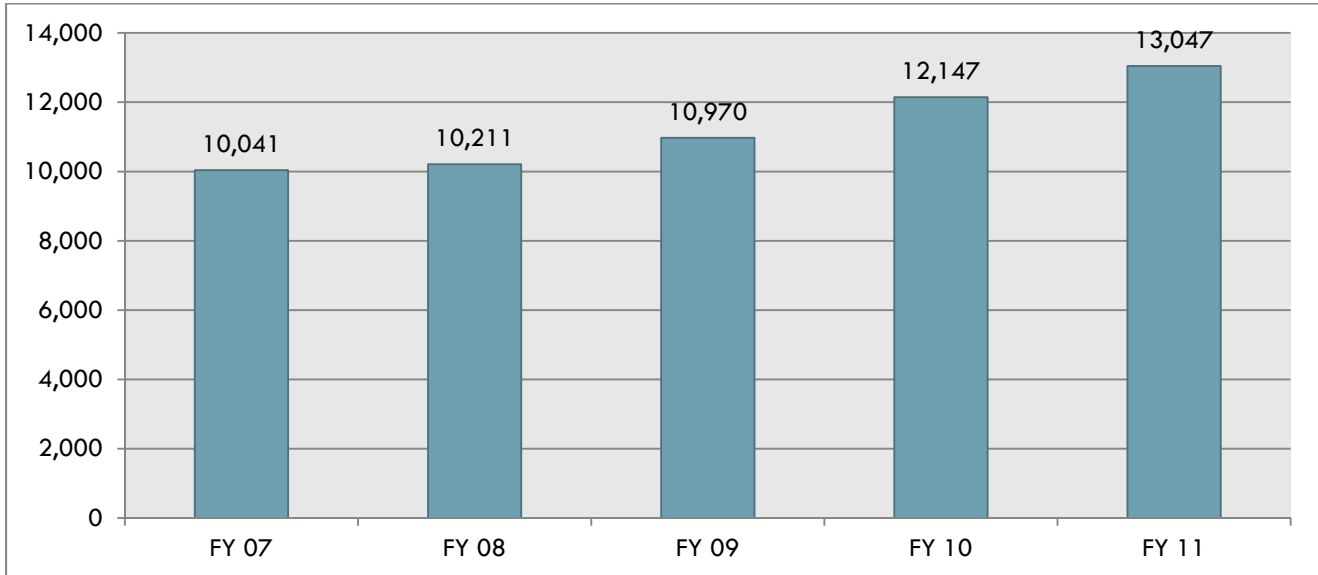
GOAL/OBJECTIVE No. 1	Implement reorganizational structure to execute the functions of the newly structured Office of Event Services and Campus Center Operations.
GOAL/OBJECTIVE No. 2	Implement new technology related advances to improve customer service and business practices.
GOAL/OBJECTIVE No. 3	Develop and implement programs and services designed to promote the use of the building.

VI. SUPPORTING DATA

Document 1. Summary of Event Bookings based on Fiscal Year Total

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 1: Summary of Event Bookings based on Fiscal Year Total



The number of event bookings represents facility bookings to support non-academic events.

NOTE:

The total number of **13,047** 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 '11 we experienced a **7.4%** increase over bookings noted for FY '10. 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.

SOURCE: R25

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

FINANCIAL AID

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

OFFICE OF FINANCIAL AID

I. AY10-11 GOALS AND OBJECTIVES

GOAL/OBJECTIVE No. 1

● Implement the New Private Student Loan Rules.

- Assigned responsibilities for implementation and processing of private loans using new rules after having participated in an interactive webinar regarding the New Private Student Loan Rules.
- Provided new processes on the financial aid webpage and e-mailed students the details of the new process that would affect them in applying for private loans.
- Tested Stockton’s compliance by selecting a sample of private student loan borrowers and followed their application from start to finish.

GOAL/OBJECTIVE No. 2

● Implement Year Round Pell.

- Met with Computer Services and determined what changes need to be applied to Banner for implementation .
- E-mailed the student population in the early spring of 2011 advising of additional Pell funds for eligible students to be used to attend summer classes.
- Met with staff and Reviewed Year Round Pell eligibility with staff and developed a procedure for processing Year Round Pell Grants.

GOAL/OBJECTIVE No. 3

● Leverage technology during peak times in the Financial Aid Office.

- Improved communication between students, their families and the Financial Aid Office through text messaging, Facebook and email.
- Better to able to assist families during Orientation and Registration by accessing and reviewing personal financial aid accounts using laptops at these events.

GOAL/OBJECTIVE No. 4

● Ensure integrity and limit risk in times of change.

- Determined areas of potential vulnerability in times of change; Reviewed regulation changes.
- Ensured integrity of financial aid operations and programs by reviewed current evaluation guide, identifying areas of concern and addressed them by changing processes, and Informed staff to ensure consistency of application of regulations

GOAL/OBJECTIVE No. 5

● Support student retention.

- Monitored financial aid award allocations to ensure maximum financial aid opportunities are offered to students.
- Determined the most efficient strategy for awarding financial aid to eligible students and put parameters in place to ensure consistency in awarding.
- Monitored student attendance in class through reviewing attendance report six times during the academic year to find students who were not attending classes; Did follow-up with students; Monitored qualitative and quantitative academic performance through annual satisfactory academic progress review; Notified students with weak academic performance; Accepted satisfactory academic progress appeals and recommended tools for students to use to improve their academic performance and retain their financial aid.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

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II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

- Assistant Director of Financial Aid Terra Mecouch managed the implementation of the New Private Student Loan Rules.
- The entire process for certifying private student loans had to be determined and applied, as well as an educational component for both families and staff.
- The Year Round Pell implementation required major changes in the Pell Grant set up in Banner.
- Eligibility criteria had to be determined for each student attending summer classes as not all students were eligible for Summer Pell; Controls had to be set up to ensure accuracy of awards and student eligibility.
- Critical demand for information by students and staff shortages put us in a position of searching out every technological advantage to try to keep up with demand for service; The volume of students gave way to new ideas in using technology.
- The Federal Evaluation Guide proved to be a valuable source used by staff to evaluate each of the programs for which they are responsible; Frequently changing regulations made it necessary to find ways to control the incidence of error.
- The gap between college costs and financial aid continues to widen each academic year making the financial support for students difficult and increasing the possibility of students leaving because of rising costs and the current economic climate.
- All of the student retention activities being utilizing in Financial Aid were identified to provide a wide array of identification and support for students in order to maximize student retention.

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- The new Private Student Loan Rules have provided more loan transparency for potential borrowers.
- The new loan rules provides a delayed time frame for borrowers to opt out of a loan if they feel the loan product would not meet their needs or would be otherwise problematic.
- The new loan rules also provide more responsibility on the lenders to be more responsive to parents and students.
- Year Round Pell provides grants to students to attend summer classes, supports the summer program at the college, and assists students who want to accelerate their education.
- Using technology, especially during peak times (Registration, Orientation) has allowed more effective communication with students and parents.
- The use of technology has allowed for fine tuning financial aid packaging strategies by creating simulations and evaluating the results. It has also provided the means to identify various groups of students with specific characteristics to aide in providing financial guidance.
- Limiting risk and ensuring integrity of financial aid programs assures the continuance of financial aid support from the federal and state governments.
- Ensuring maximum financial aid is available to students assists the college's retention efforts.
- Identifying students who have financial hardships provides an opportunity to counsel these students and assist them with financial options to fund their education.
- Monitoring students' attendance in class assists in identifying students in trouble before they drop out.
- Monitoring satisfactory academic progress provides students the opportunity to correct academic deficiencies thereby preventing the loss of federal and state financial aid which occurs when they don't meet the criteria.

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IV. CAMPUS-WIDE COLLABORATIONS

Division of Administration and Finance

- Implemented New Private Student Loans Rules with the Bursar’s Office.

Division of Academic Affairs

- Attendance Monitoring with the Registrar’s Office.
- Worked with Computer Services on year round Pell implementation.

V. NEW INITIATIVES FOR AY11-12

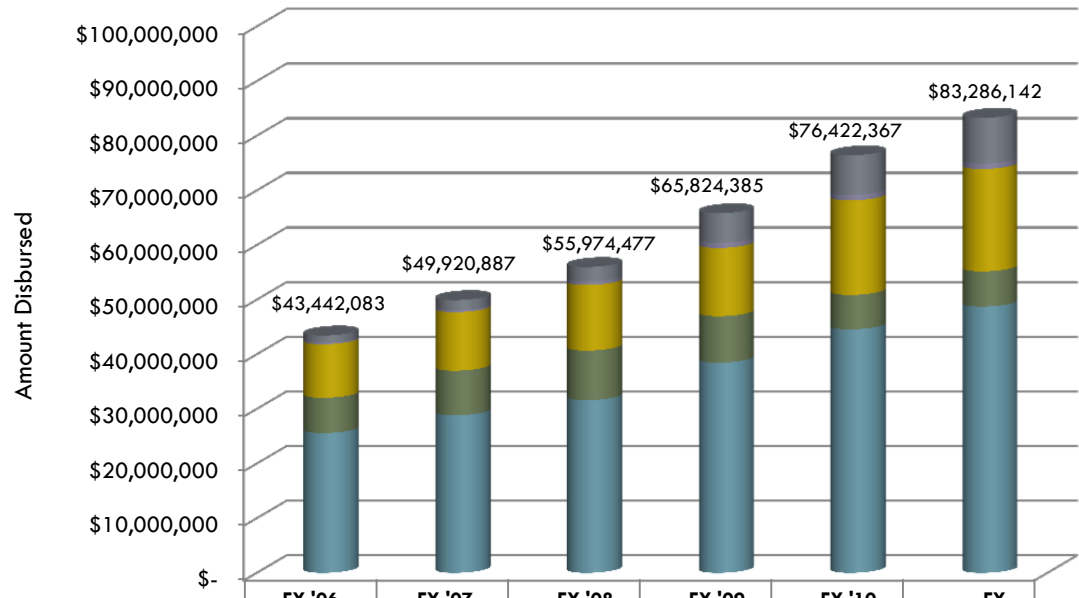
GOAL/OBJECTIVE NO. 1	Create and implement Financial Aid tab on the GO Portal
GOAL/OBJECTIVE NO. 2	Produce and direct video tutorials
GOAL/OBJECTIVE NO. 3	Implement new Verification Rules
GOAL/OBJECTIVE NO. 4	Evaluate preparatory coursework and certification programs for financial aid eligibility
GOAL/OBJECTIVE NO. 5	Collaborate with the Bursar’s Office in providing integrated information for students

VI. SUPPORTING DATA

- Document 1. Grants, Loans, and Scholarships
- Document 2. Grants, Loans, and Scholarships Percentage Distribution of Total Annual Financial Aid
- Document 3. Foundation and Institutional Scholarships/Grants
- Document 4. Alternative Loan Programs
- Document 5. New Jersey STARS II

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

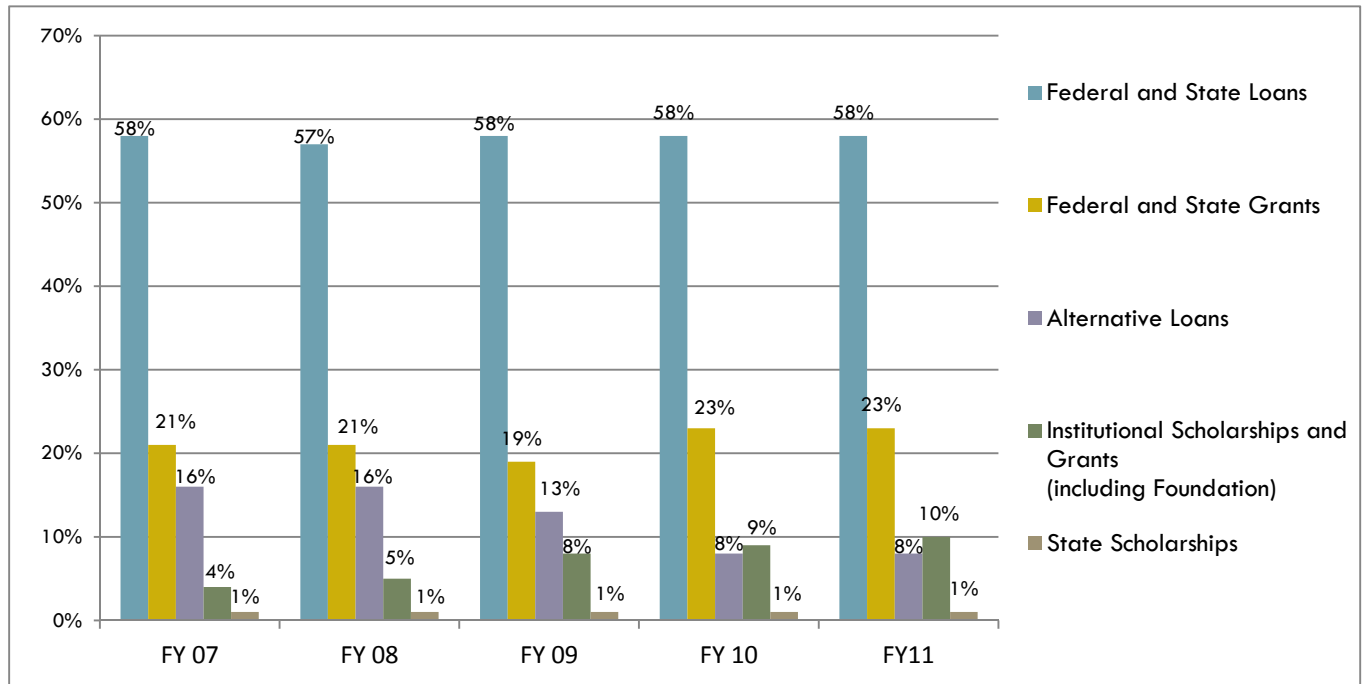
**DOCUMENT 1: GRANTS, LOANS, AND SCHOLARSHIPS
FY 2006 – FY 2011**



	FY '06	FY '07	FY '08	FY '09	FY '10	FY '11
Total	\$43,442,083	\$49,920,887	\$55,974,477	\$65,824,385	\$76,422,367	\$83,286,142
■ Institutional Scholarships & Grants	\$1,291,878	\$1,811,857	\$2,673,444	\$5,420,499	\$7,240,305	\$8,358,832
■ State Scholarships	\$302,251	\$394,888	\$613,402	\$927,506	\$1,008,166	\$1,006,969
■ Federal and State Grants	\$9,798,477	\$10,714,851	\$11,997,587	\$12,500,552	\$17,307,033	\$18,741,918
■ Alternative Loans	\$6,448,156	\$8,157,916	\$9,069,337	\$8,493,880	\$6,288,632	\$6,438,832
■ Federal and State Loans (Student & Parent)	\$25,601,321	\$28,841,375	\$31,620,707	\$38,481,949	\$44,578,231	\$48,739,591

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

**DOCUMENT 2: GRANTS, LOANS, SCHOLARSHIPS
FY 2007 – FY 2011**



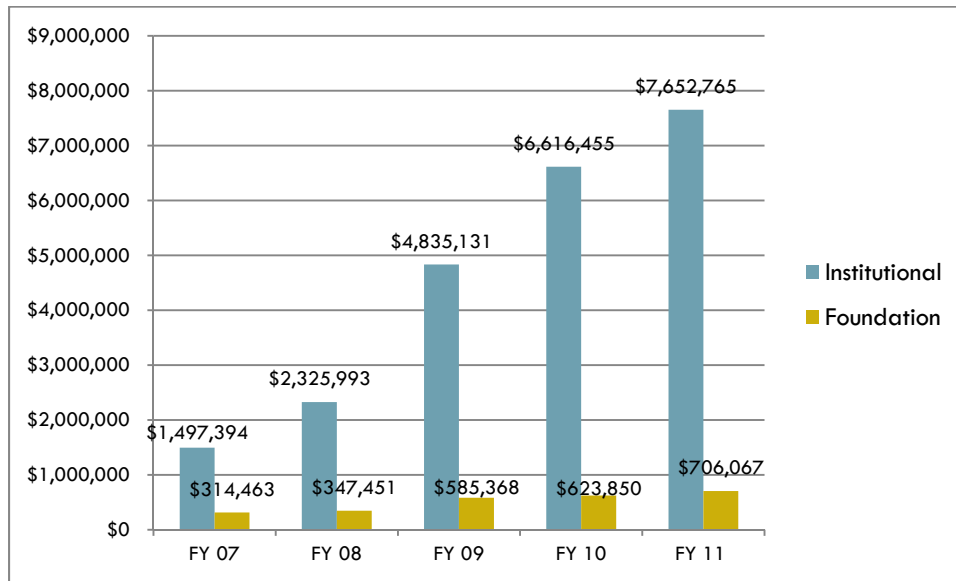
- Federal and State grants reflect the same percentage of type of financial aid distributed as compared to FY '10. This is as previously stated, is a result of the unchanged economic conditions in the country.
- The percentage of financial aid for Federal and State Loans remains steady to the previous year financial aid distribution percentage.
- Although the Alternative loan program has shown a slight increase in awards, the distribution of aid in FY 11 is reflective of the continued economic crisis in the country that has affected loan approvals for parents and students from private lenders. Another initiative taken by the college to reduce student loan borrowing is the increase in Stockton Award funding to EOF students to reduce their student loan debt.
- Institutional Scholarships and Grants is the only category of financial aid that has shown a slight percentage increase to the distribution of financial aid.
- The percentage of total financial aid for State scholarships has remained consistent within the past five years.

Note:

Based on 100%, each of the described categories of financial aid represents a portion of the annual financial aid.(100%)
Institutional Scholarships & Grants include- Presidential, Dean's, Provost, Excellence in Academics Award, PTK, OSRP -Institutional share, (discontinued 08-09), NJ STARS II (Institutional share) Stockton Award, Stockton Scholarships and Foundation
State Scholarships include- Outstanding Scholars Recruitment program (State share), NJ STARS II (State Share) Bloustein, and Urban Scholars
Alternative Loans include- Signature Loans, and other private alternative loans
Federal and State Grants- include PELL grant, Supplemental Educational Opportunity Grant(SEOG), Academic Competitiveness Grant(ACG), National Science and Mathematics Access to Retain Talent Grant (SMART) 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

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**DOCUMENT 3: FOUNDATION AND INSTITUTIONAL SCHOLARSHIP/GRANTS
FY 2007-FY 2011**



	FY 07	FY 08	FY 09	FY 10	FY 11	Percent Change from FY 10
Institutional	\$1,497,394	\$2,325,993	\$4,835,131	\$6,616,455	\$7,652,765	16%
Foundation	\$314,463	\$347,451	\$585,368	\$623,850	\$706,067	13%

Data as of September 13, 2011

Institutional Scholarships/Grants increased 16% from FY 10 to FY 11 while Foundation Scholarships increased 13%. The number of Foundation Scholarships in FY 10 was **373** as compared to **367** awards in FY 11. The number of Institutional Scholarships/Grants in FY 10 was **1227** as compared to **1342** in FY 11.

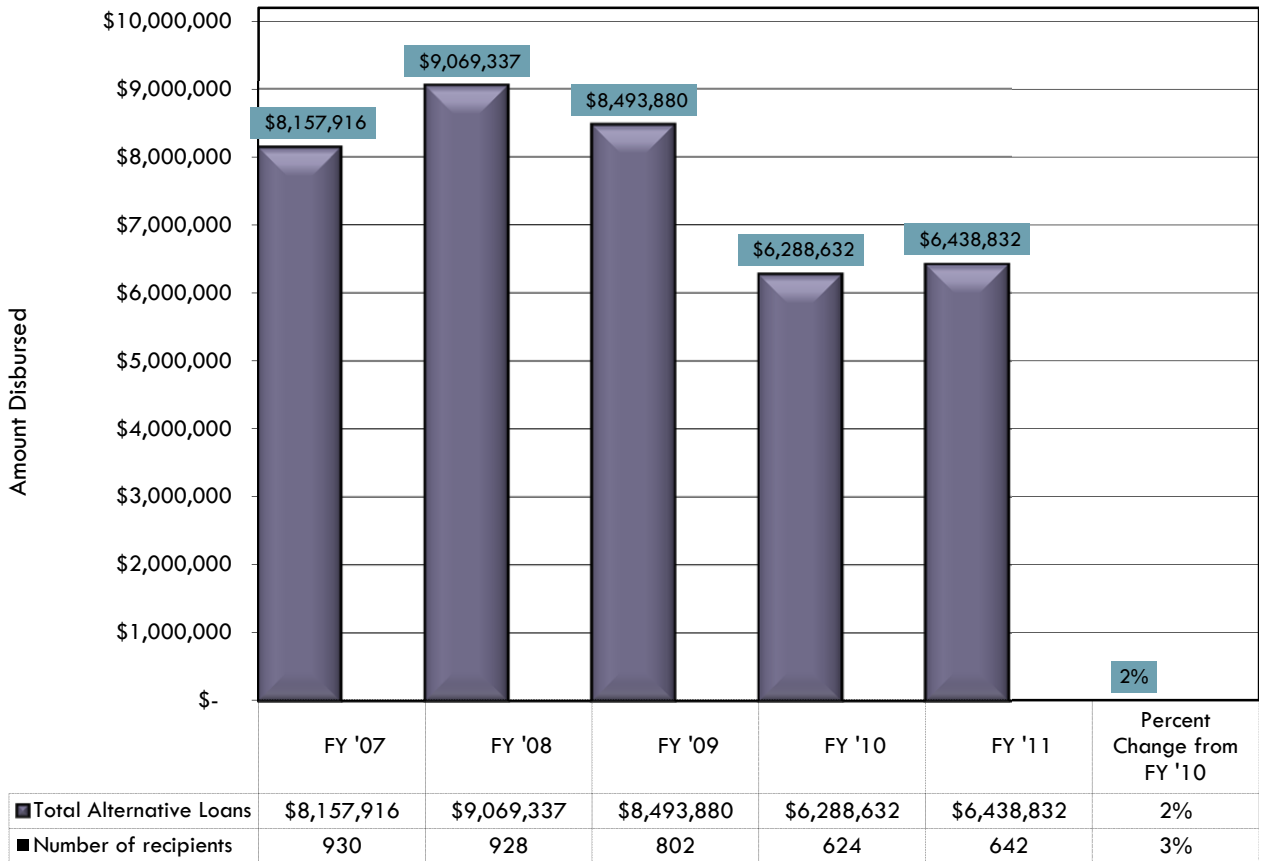
Note:

Foundation Scholarships also include Stockton Scholarships

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

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

**DOCUMENT 4: ALTERNATIVE LOAN PROGRAMS
FY 2007-2011**



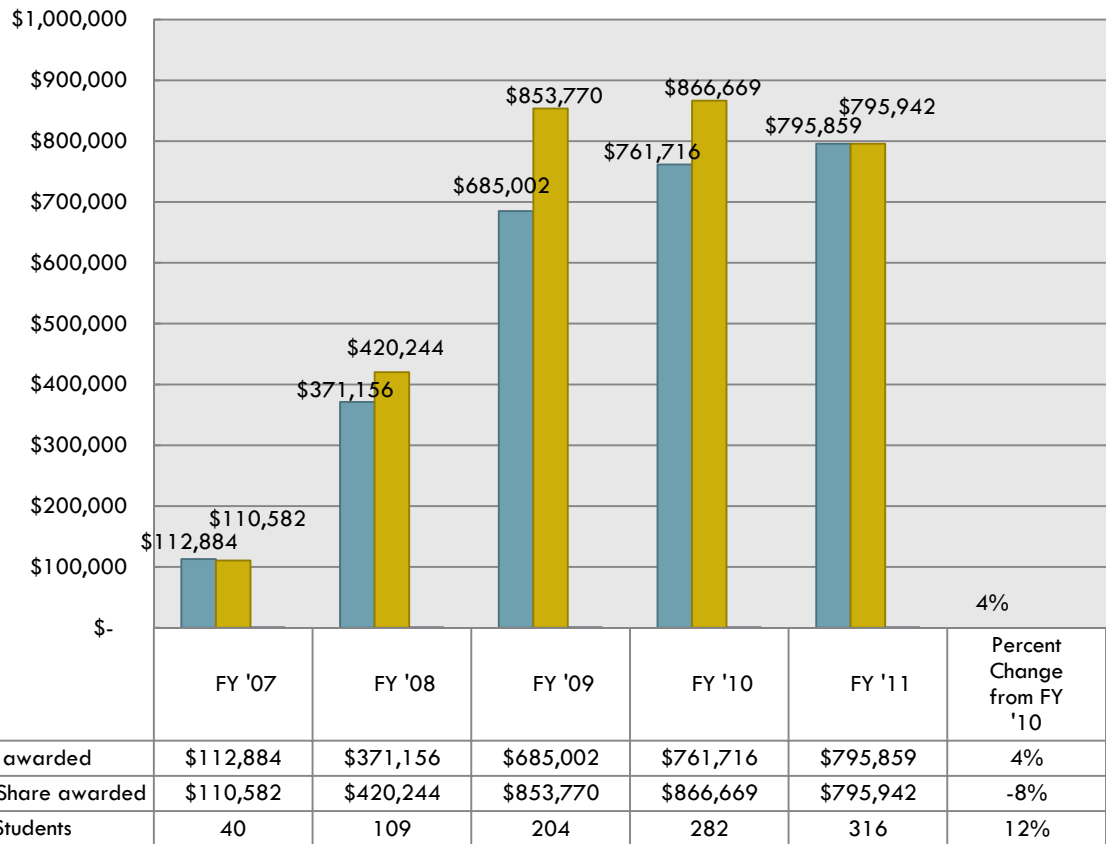
Data as of September 13, 2011

The alternative loan program for **FY 11** has shown a small increase for the first time since FY '08. The Alternative loan program has had significant reduction in borrowing since FY '08. Those decreases were mostly the result of the economic financial crisis in the country.

2010-2011 Alternative Loan Borrowing	
Number of students with Alternative Loans	642
Percentage of financial aid recipients with Alternative Loans	10%

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

**DOCUMENT 5: NJ STARS II
FY 2007-2011**



NJ STARS II is a continuation of NJ STARS for transfer students. A state scholarship program wherein the state and the institution jointly fund the scholarship awards to eligible students. Since its inception during the 2006-07 academic year, the enrollment in the program has increased almost 800% but has moderated to a 12% enrollment growth from the 09-10 academic year to the 10-11 year. Although there was a 12% increase in enrollment the 4% increase in State funding and the -8% decrease 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.

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**DOCUMENT 6: FINANCIAL AID OFFICE STUDENT SURVEY
2010-2011**

	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
Greeted Promptly and Courteously	130	38%	175	51%	28	8%	10	3%
The Staff addressed the student inquiry in a satisfactory manner	126	37%	162	47%	37	11%	18	5%
The staff provided a well-informed response to the students question	127	37%	162	47%	34	10%	20	6%
My overall experience with the staff in the financial aid office was satisfactory	127	37%	148	43%	41	12%	27	8%

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

Class Level			Residence		
		%			%
Freshman	50	15%	On-Campus	111	32%
Sophomore	58	17%	Off-Campus	133	39%
Junior	104	30%	Commuter	99	29%
Senior	108	31%			
Graduate Studies	23	7%			

* 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.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

RESIDENTIAL LIFE

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

OFFICE OF RESIDENTIAL LIFE

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1

● Continue expanding the Living Learning Communities in the apartment community and create themed housing with Living Learning Community topics in the First Year areas. The communities will enhance the interaction of students and faculty with the First Year areas by providing programs geared towards the students’ personal and professional development.

- The Honors program was added as an official Living Learning Community, involving Lisa Rosner as the point faculty member; membership in this Community remains high.
- Living Learning Themed floors were created in the first year areas and connected those students to specific First Year Seminar classes.
- An attempt was made to implement Living Learning Cash as an incentive to residents to attend programs.
- Residential Life staff and Living Learning Community faculty held planning meetings throughout the year.
- Focus groups were held within the Living Learning Communities
- A closing meeting was held with Living Learning Community faculty to discuss changes and suggestions.
- Although we were able to maintain membership in the Upper Class area, we hope that the membership in the first year area will be the ‘restart’ of the Living Learning Communities. We want to focus our energy on involving and exciting the first year students so that when they choose their upper class assignments in the spring, they select a Living Learning Community. We have also teamed up for the future to work with the Office of Service-Learning to have it become a component of the Living Learning programming.

Goal/Objective 2

● Continue to develop and expand the tutoring program with the first year areas. Work with the Writing and Math centers to expand the tutoring programs to include beginning-level science courses such as biology, chemistry, and physics.

- The Tutoring Center, under the leadership of Pam Cross, supported and maintained the tutor scheduling.
- Tutoring hours were provided in the TRLC throughout the academic year, Sunday - Thursday, 7pm - 9 pm.
- Topics covered included math, writing, and science.
- More than 600 tutoring sessions were accomplished; almost equally divided between math and writing.
- We are now at the point at which we have a successful tutoring program within the first year area. Now we need to look at expanding the services to the upper class area, broadening the topics, and possibly utilizing an online tutoring service.

Goal/Objective 3

● Increase the programming and collaborative opportunities between faculty, staff, and students with intentional program development to engage the student’s intellectual interface. The collaboration with Academic and Student Affairs offices will offer service learning opportunities through initiatives and supporting programs. The increase in programs will encourage student engagement with the infusion of technology and learning strategies.

- Collaborated with multiple divisional offices on programs including Green Dot, Homecoming, Neighborhood Watch, BLAST, and Welcome Week.
- Implemented large-scale programs such as Court Wars and Building Battles.

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- Created a programming report of the number of programs, including the number of programs that were collaborations with other departments.
- Although the staff worked closely with many other offices, we did not create any service learning opportunities with faculty or staff. We have welcomed the Office of Service-Learning into our Living Learning communities and plan to implement service learning as a Living Learning component.

* Performance Levels:

- = Goal/objective met or exceeded – no adjustments necessary, continue support
- = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- N/A = Not enough information available to assess

II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

- Goal/Objective #1: The Living Learning Community program has energy and interest, but needs more direction to maximize its potential.
- Goal/Objective #2: Tutoring in the residential areas is a much-needed program according to the number of students utilizing the service, but improved marketing is needed to maximize potential.
- Goal/Objective #3: Increased collaboration and activity occurred, but more focus is needed.

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Welcome Week attendance increased again due to increased collaboration between Residential Life and Student Development.
- More than 600 tutoring sessions were held in the on-site Tutoring Program.

IV. CAMPUS-WIDE COLLABORATIONS

Division of Academic Affairs

- Tutoring Program with General Studies/Academic Affairs
- Financial Support and Board Representation of Stockton Student Television with ARHU/Academic Affairs

Division of Administration and Finance

- Neighborhood Watch with Campus Police

Division of Student Affairs

- Welcome Week with Student Development and others

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**V. NEW INITIATIVES FOR AY11-12**

GOAL/OBJECTIVE No. 1	Work collaboratively with Enrollment Management and Administration and Finance to prepare for the anticipated need for additional campus beds.
GOAL/OBJECTIVE No. 2	Enhance the function of the Living Learning Communities and other collaborative curriculum-oriented efforts.
GOAL/OBJECTIVE No. 3	Propose viable options for the enhancement or relocation of the Residential Life offices.
GOAL/OBJECTIVE No. 4	Advance protocols, systems and training to better prepare facilities and document the condition of them.

VI. SUPPORTING DATA

No supporting data submitted.

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STUDENT DEVELOPMENT

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

OFFICE OF STUDENT DEVELOPMENT

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1	● Conduct a comprehensive review of staffing, services, office policies, technology, and update those policies, procedures to reflect national best practices.
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- Each staff member contacted the national associations to which they belong regarding the best practices.
- Each staff member evaluated his/her area based on the best practices.

Goal/Objective 2	● Review current leadership development co-curricular activities and implement new leadership programs and training opportunities.
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- Online Student Senate survey was conducted to determine the effectiveness of the senate. (Attached)
- Communication among clubs needs improvement.

Goal/Objective 3	● Develop and implement a transition plan for a successful move of student and staff offices to the new Campus Center.
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- Discussions were held with student leaders regarding the transition to the Campus Center.
- A timeline was established for the move and reminders were frequently sent to clubs with offices.
- A packing party was held for clubs with offices to pack and label cartons to be moved.

II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

- A CAS Review took place during Spring 2011. The report will be used as a guide to form policies and procedures.
- Communication among Student Development, the Student Senate and the Inter Club Council will continue to be a priority.
- The transition to the Campus Center went smoothly because of the advance notice given to the student leaders. The packing party was successful and useful in impressing the importance of meeting deadlines for the move.

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Student Development’s policies and procedures are more in line with national standards.
- Communication among Student Development, the Student Senate, the ICC and student leaders has improved.
- The Campus Center will provide more student programming space.

IV. CAMPUS-WIDE COLLABORATIONS

- College Wide: Orientation, Welcome Week, SOAR, Commencement
- Political/Civic: Hughes Center Programs, Constitution Day, Fannie Lou Hamer, Black History Month
- Leadership/Service: Days of Leadership, Dr. Martin Luther King Jr. Day of Service, Student Senate Training, Joint Leadership Training, Hero Campaign Greek Games
- Activities/Receptions: Wellness Day, Multicultural Dinner, Etiquette Dinner, Career Fair, SET Spring Concert

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**V. NEW INITIATIVES FOR AY11-12**

GOAL/OBJECTIVE No. 1	Enhance campus involvement by creating engaging and consistent programming schedule to be carried out in the new Campus Center.
GOAL/OBJECTIVE No. 2	Enhance programming for new students at Welcome Week and Winter orientation.
GOAL/OBJECTIVE No. 3	Create assessment tool to analyze the effectiveness of the “Get Involved” brand and other marketing initiatives, and develop changes based on student feedback to better market involvement and leadership opportunities to students.

VI. SUPPORTING DATA

Document 1. 2010-2011 Student Senate Survey attached.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 1: Student Survey Responses

Student Senate Survey Spring 2011

352 visited the site

287 students completed the survey

Results of the survey

- 1) Do you live on campus?
 - Yes – 164 – 57%
 - No – 123 – 43%
- 2) Do you live off campus but not at your permanent residence?
 - Yes – 26 – 9%
 - No – 258 – 91%
- 3) Do you live off campus at your permanent residence?
 - Yes – 108 – 38%
 - No – 176 – 62 %
- 4) How many earned credits do you have?
 - 0-32 – 53 18%
 - 33-64 – 59 – 21%
 - 65-96 – 99 – 34%
 - 97-128 – 76 – 26%
- 5) Are you aware that Stockton has a Student Senate?
 - Yes – 246 – 86%
 - No – 40 – 14%
- 6) How did you learn about the Student Senate? 216 responses – some students mentioned more than one.
 - A) Poster/Flyer/Other – 60
 - B) Email, portal or website – 44
 - C) Senator or friend of a senator – 31
 - D) Word of mouth – 23
 - E) Club and/or Greek organization – 23
 - F) Elections – 16
 - G) Survey – 11
 - H) Welcome Week/ SOAR/Freshman Seminar - 11
 - I) Office of Student Development – 7
 - J) Argo – 5
 - K) Classroom – 4
- 7) Do you know when the Student Senate meets?
 - Yes – 55 – 21%
 - No – 203 – 79%
- 8) Do you know the location of the Student Senate meetings?
 - Yes – 76 – 30%
 - No – 180 – 70%
- 9) Do you know any member of the Student Senate?
 - Yes – 139 – 55%
 - No – 115 – 45%
- 10) Would you know how to contact the Student Senate if you had an issue?
 - Yes – 92 – 36%
 - No – 162 – 64%
- 11) Have you ever asked the Student Senate to address an issue?
 - Yes – 25 – 10%
 - No – 230 – 90%
- 12) If yes to question #11, was the issue resolved to your satisfaction?
 - Yes – 15 – 21%
 - No – 55 – 79%

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- 13) If yes to question #11, do you believe the Student Senate did everything possible to resolve the issue?
Yes – 17 – 28%
No – 43 – 72%
- 14) Have you ever attended a Student Senate meeting?
Yes – 44 – 18%
No – 207 – 82%
- 15) Have you ever voted in a Student Senate election?
Yes – 117 – 47%
No – 134 – 53%
- 16) Do you plan to run for the Student Senate in a future election?
Yes – 21 – 8%
No – 232 – 92%

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STUDENT RIGHTS AND RESPONSIBILITIES

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES

I. AY10-11 GOALS AND OBJECTIVES

GOAL/OBJECTIVE No. 1

● Assess learning outcomes of students sanctioned to perform community service.

- Reflection paper to be added to community service and evaluated by using an OSRR created rubric.

GOAL/OBJECTIVE No. 2

● Engage the campus community in promoting civility through programming initiatives.

- Hosted a seminar on Anti-Bullying Seminar for the community on March 4, 2011, that involved Athletics, Residential Life, Wellness Center, and Atlantic Country Prosecutors Office.
- Conducted a Code of Conduct seminar and assessment for the sixty-one 2011 Incoming EOF freshmen students on June 27, 2011

GOAL/OBJECTIVE No. 3

● Unify conduct record retention for student (Residential & CHB) and group conduct, academic honesty, et al. via central database.

- The Office of Student Rights and Responsibilities and the Office of Residential Life updated and centralized its database using Maxient’s student conduct software. OSRR also implemented a one year records retention policy.

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* Performance Levels:

- = Goal/objective met or exceeded – no adjustments necessary, continue support
- = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- N/A = Not enough information available to assess

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES**

- 71 cases were submitted to the Campus Hearing board, which was a 41% decrease from AY10. In AY11 64 cases were heard, and in 59 cases the respondent was found responsible.
- The violations that occurred the most in AY11 were Narcotics, Disorderly Behavior, and Bodily Harm. The sanctions that were given the most were Community Service, Drug and Alcohol, and Loss of Housing Visitation Privileges. Twenty-three students who attended the Anti-Bullying workshop on March 4, 2011 completed the survey and gave the presentation a score of 4.7 out of 5 in terms of educating and empowering students on bullying related issues.
- Sixty-one incoming EOF students attended a Student Conduct seminar held on June 27, 2011. Over 90% of the attendees found the presentation very helpful or helpful.

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Added two Assistant Directors to better serve the needs of OSRR.
- Established an independent office from the Dean of Students in F-107.
- Conducted a CHB Orientation Training for faculty, staff and student panel members with 43 people in attendance on October 10, 2010.
- John Smith attended the Stetson National Conference on Law and Higher Education at Stetson University on May 4-8, 2011.
- Steve Radwanski attended the NJ Student Conduct Officer Meeting, Rider University on December 12, 2010; the NASPA & Outside the Classroom, Alcohol Prevention Leadership, at Babson College on February 9-11 and the NJ Student Conduct Officer Meeting at William Patterson University on June 28, 2011.
- Initiated a webinar on “Compliance with Major Title IX Revisions” presented by The Center for Excellence in Higher Education and Policy of Stetson University College of Law on May 18, 2011 with 21 Stockton staff members in attendance.
- Tomas Itaas attended a conference hosted by the Association of Student Conduct Administration (ASCA) on February 2-6, 2011 in St. Pete’s, Florida and a conference on student conduct software hosted by Maxient, LLC at the University of West Florida on May 22-24, 2011.
- Tomas Itaas served as member of the Diversity Committee of ASCA and as member of the Diversity Scholarship Committee of the Donald D. Gehring Academy for Student Conduct Administration.
- Jackie Wilson and Tomas Itaas attended a Fred Pryor seminar on “Dealing with Difficult People” in Atlantic City on September 29, 2010.
- Tomas Itaas completed Stockton’s Community Emergency Response Team (CERT) Training Program.
- Jackie Wilson attended numerous computer training classes given by Stockton’s Office of Computer & Telecommunication Services.

IV. CAMPUS-WIDE COLLABORATIONS**College-wide Collaborations**

- Presented a campus wide Anti-Bullying Workshop on March 4, 2011 with 52 students in attendance. OSRR collaborated with Athletics, Chartwells, Events Services, Residential Life, BLAST (Student Group), Wellness

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Center, Media, Print Shop, Faculty, Stockton Police and the Atlantic City Prosecutor's Office in conducting the workshop.

- Collaborated with Faculty, Office of the Dean of Students, Office of the Provost and the Office of the Vice President of Student Affairs in the selection and awarding of Board of Trustees Distinguished Fellowships Award to 4 students in the Fall 2010 semester and 11 students in the Spring 2011 semester.

Division of Student Affairs

- Conducted a Code of Conduct seminar and assessment for the sixty one 2012 Incoming EOF freshmen students in June 27, 2011. OSRR collaborated with the Office of the Educational Opportunity Fund Program.

V. NEW INITIATIVES FOR AY 11-12

No new initiatives were submitted due to the anticipated arrival of a new Director and Associate Director of Student Rights and Responsibilities who will create goals in accordance with their vision for the program.

VI. SUPPORTING DATA

No supporting data was submitted.

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VETERAN AFFAIRS

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

OFFICE OF VETERAN AFFAIRS

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1	<p>● 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..</p>
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- The Veteran Support Team was created including staff from Career Center, Financial Aid, Wellness, Academic Affairs, Admissions and Student Records.

Goal/Objective 2	<p>● Creation of a veteran student survey.</p>
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Goal/Objective 3	<p>● Dedication of “Veterans Park” on campus.</p>
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- At a ceremony on Veterans’ Day, 11/11/2010, the area between E and G Wings surrounding the memorials was dedicated as Veterans Park.

Goal/Objective 4	<p>● Collaborate with Student Development, the Student Veteran Organization and the media to host America’s Vet Aide Day.</p>
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- A fundraising event was held at Flyers Skate Zone in Atlantic City as part of Homecoming Weekend, October 10, 2010, in support of Vet Aide.

II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

- The Veteran Support Team reviews and facilitates all relevant needs of veteran and active military students including emotional, financial, residential and academic support issues.
- A survey of veteran and military student satisfaction needs to be conducted to determine in which areas our efforts are successful and in which areas we need to make improvements.
- The 2010 Veterans’ Day Ceremony to dedicate the on-campus Veterans Park was attended by 145 members of the College and community.
- The fundraising event for Vet Aide was a successful collaboration.

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Each Student Veteran Organization meeting was attended by 15 to 25 veteran and active military students. The Organization was awarded the Stockton Community Engagement Award for clubs and organizations.
- The Office of Veteran Affairs offers a diversity of programming and participates in open house programs at community college campuses.

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- Veteran Affairs has strengthened the College’s alliance with the Department of Defense, the American Council of Education, the 177th Fighter Wing, the 108th Air Wing and the Absecon VFW Post 9462.
- The Veteran Board of Advisors held its second annual meeting including students and community representatives.
- *GI Jobs Magazine* named Stockton a Military Friendly School, ranking the College in the 20% of nationally.
- The Office of Veteran Affairs created *The Scholar Veteran* newsletter an digital publication sent to the Stockton community via email.
- The Office of Veteran Affairs is a Charter Member of the National Veterans Honor Society. Stockton Veteran students average a 3.0 GPA.

IV. CAMPUS-WIDE COLLABORATIONS

- Collaborated with Academic Affairs to offer two courses specifically related to veterans. *The Veteran Experience* was taught by Dr. Ron Caro, Assistant Professor of Teacher Education, and *Veterans: A Global Vision* was taught by Tom O’Donnell, Assistant Dean of Students.
- Worked closely with the Student Veterans Organization, an active member of the American Student Veterans Association.
- With staff from Admissions, visited community colleges in New Jersey to meet with veteran students planning to transfer to a four year college.
- Facilitated the Veteran Support Team including members from Admissions, Financial Aid, Academic Advising, Student Records, Career Center and Wellness Center. The Veteran Support Team’s primary mission is to facilitate objectives of the Servicemember Opportunity College, designating the College “military friendly.”

V. NEW INITIATIVES FOR AY11-12

- Using your previous Annual Report, Three-Year Plan **AND CAS STANDARDS REVIEW** as a guide, list your initiatives, including collaborations with other Divisions, for next year by providing Goals/Objectives in the boxes below.

GOAL/OBJECTIVE NO. 1	Enhance services to and provide opportunities for personal growth of veterans through the Veteran Support Team, unique academic courses, and support of the Stockton Veterans Organization.
GOAL/OBJECTIVE NO. 2	Enhance Scholarship opportunities through the Veteran Golf Tournament and other initiatives.
GOAL/OBJECTIVE NO. 3	Honor the service of veterans through the Veterans’ Day program and other initiatives.
GOAL/OBJECTIVE NO. 4	Enhance Veterans Park and the Veterans’ Lounge.
GOAL/OBJECTIVE NO. 5	Work with Admissions to recruit veteran students from community colleges.
GOAL/OBJECTIVE NO. 6	Assist NJ Air National Guard in joint training, Unit Career Advisor Training, between the 108 th Wing and the 177 th FW at Stockton

VI. SUPPORTING DATA

Document 1. *The Scholar Veteran* newsletter



THE SCHOLAR VETERAN



Veteran's Day 2010



Tom O'Donnell, Asst Dean of Students, the Stockton Veterans Organization (SVO) and the Office of Veteran Affairs would like to especially thank the Galloway Township Police Color Guard; Tech Sergeant Susan Faucett, 177th Fighter Wing; Dr. Harvey Kesselman, Provost and Executive Vice President; Stockapella; Colonel Kerry Gentry, Commander, 177th Fighter Wing; and Reverend

John Quinn for their participation in our Veterans Day ceremonies. We further appreciate the support and attendance from the many individuals of our Stockton community who came to show their dedication to the servicemembers of our Armed Forces.





Service to Stockton and Country



Steve Gilroy, who serves tirelessly on the Executive Board of the Stockton Veteran Organization, recently attended a conference hosted by the Student Veterans of America in Georgetown. Steve had the opportunity to meet with other veteran student leaders from colleges and universities throughout the nation. Steve was proud to observe that Stockton excelled in comparison concerning the number of innovative veteran programs on campus. Steve is a Navy veteran who served in the Persian Gulf off the coast

of Iraq and Iran. Steve's ship also battled Somalian pirates. The leadership qualities that Steve learned in the service have been of great importance to our veteran initiatives at Stockton.



SAVE THE DATE!

- May 6, 2011 is the second annual Veteran Golf Tournament at the Seaview Country Club, call Martha McGinnis at 609-652-4315.
- Be on the lookout for the play "Into the Fire" which examines the struggles of returning veterans. The date will be announced.

NOTE: Our gratitude to Sue Allen and Bob Ford for photos.

For further information, please contact Patrick Shields, Coordinator of Veteran Affairs at 609.652.4987

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**WELLNESS CENTER
ALCOHOL AND DRUG EDUCATION**

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

OFFICE OF ALCOHOL AND DRUG EDUCATION

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1 ● Provide assessment, counseling, and referral services to students concerning substance use, abuse and/or dependency issues.

- Provided services for 76 clients, 223 sessions and 206 client hours

Goal/Objective 2 ● Develop HERO Campaign for Designated Drivers on campus as part of promoting greater awareness of the Responsible Safe Choices approach endorsed by the Alcohol Task Force.

- Stay Safe and Graduate Peer Educators created the Designated Friends and Heroes (DFAH) group; 15 students attended a general interest meeting and generated ideas for growing the group
- Distributed information and promotional items throughout major events such as Alcohol Awareness Week and Designated Driver Awareness Week
- HERO graphics and concepts were incorporated into Alcohol and Drug Education Program
- Bill Elliot spoke to students at the Forum on Responsible Safe Choices

Goal/Objective 3 ● Utilize CORE Survey Results for 2009-2010 year and complete CORE Survey for 2010-2011.

- Created social norm materials based on 2009 CORE Survey results; presented social norm campaign to correct misperceptions of greater alcohol and drug use on campus
- Administered 2011 CORE Survey to 476 students

Goal/Objective 4 ● Enhance Alcohol Awareness Week to include various community organizations and programs to meet the goal of increasing town and gown relationships.

- Alcohol Awareness Week held earlier to coincide with move-in of residential students; more than 200 students visited informational tables
- Included “Texting for Taxis”, “Osprey Bar”, “Dizzy Driver Challenge”, and mocktail event
- DAST and MAST substituted for eCHUG and eTOKE

Goal/Objective 5 ● Expand the usage of the online tools eCHUG and eTOKE.

- eCHUG and eTOKE were discontinued due to increased cost and low utilization rate.
- Substituted DAST and MAST self-screening tools.

Goal/Objective 6 ● Present training to the community through Stay Safe and Graduate Program.

- Provided training to staff from local bars.
- Provided workshops to Mainland High School and other local schools.
- Late night activities focused on alcohol-free alternatives.

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Goal/Objective 7 ● Work collaboratively with other divisions to work toward the goals of utilizing a standardized curriculum and promoting greater awareness of the Responsible Safe Choices approach endorsed by the Alcohol Task Force.

- Collaborated with the Office of Residential Life, Event Services and Student Senate to provide and promote programming such as: Alcohol Awareness Week, LollaNoBooza, Designated Driver Awareness Week and the RSC Forum on Drinking and Driving.
- Worked with Office of Student Rights & Responsibilities to provide continuum of care for CHB mandated students.

Goal/Objective 8 ● Enhance Alcohol 101 Workshop to work toward the goals of utilizing a standardized curriculum and promoting greater awareness of the Responsible Safe Choices approach endorsed by the Alcohol Task Force.

- Bi-weekly Alcohol 101 Workshops were attended by more than 100 students referred by Student Development, the Office of Residential Life and the Campus Hearing Board.
- The workshops were enhanced to incorporate the HERO campaign and newer drug issues.
- In partnership with Atlantic Prevention Resources, included new information on the NJ 911 Legislation.

Goal/Objective 9 ● Recruit Peer Educators with a specific interest in alcohol and drug education to work toward the goal of utilizing a standardized curriculum.

- Three peer educators were hired; trained in topics such as communication skills, referral skills and alcohol and drug education; met with supervisors biweekly; and participated in an evaluation session with their supervisor at the end of each semester.

Goal/Objective 10 ● Establish a Mission Statement and Standards of Care. Prepare alcohol and drug education program for Middle States Compliance.

- Nationally established guidelines were analyzed and incorporated into overall curriculum and standard for treatment.
- CAS standards were applied to the overall program to rate, identify weaknesses, and discover recommendations for improvement.

Goal/Objective 11 ● Promote a campus environment that supports students' decisions regarding abstinence from substances and responsible drinking to work toward the goals of utilizing a standardized curriculum and promoting greater awareness of the Responsible Safe Choices approach endorsed by the Alcohol Task Force.

- Conducted training for Resident Assistants and students in residential life areas.
- Facilitated Alcoholics Anonymous Young Adult meetings and Al-Anon Beginners meetings through the year.
- Conducted informational and interactive programs and events in highly visible, highly trafficked areas on campus.

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II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

- **Trends in the Alcohol and Drug Education Program (See Supporting Documents 1, 2, 3, 4, 5, 6, 7, 8)**
 - Majority of the students appeared to be freshman and seniors.
 - The highest number of students majored equally in psychology and criminal justice.
 - Second most popular major among students utilizing the Alcohol Drug Education Program was Business.
 - The average GPA was 2.80
 - The majority of students were CHB-referred, followed by self-referred.
 - The most popular drug of choice among students utilizing the program was alcohol, marijuana and opiates were second and third in popularity.

- **Develop HERO Campaign for Designated Drivers on campus (See Supporting Document 18 and 11).**
 - Based on increased DUI charges for 2010, more HERO and SS&G programming is needed.
 - Peer Educators have renamed Coalition STUD to be a HERO focused student group called Designated Friends and Heroes (DFAH).
 - An initial interest meeting was held in March 2011, students will be contacted in the fall with information on further meetings, projects, and DFAH events.
 - Future ideas such as a DFAH Facebook page to allow students to post events and connect with each other as Designated Drivers for the events.
 - Bill Elliot from the HERO Campaign was a speaker at the 2011 Forum continuing to promote the Alcohol Task Force recommendations.

- **Utilize CORE Survey Results for 2009-2010 year and completed CORE Survey for 2010-2011**
 - Social Norms were developed from 2009 CORE and utilized at all events.
 - Updated Norms and comparison evaluation of trends is in process based on the completed 2010 CORE results. These will be used for a stronger social norm campaign in 2011-2012. Plans are in place to incorporate norms through trainings, giveaways, and more methods of town and gown collaboration with alcohol serving establishments.

- **Enhance Alcohol Awareness Week to include various community organizations and programs.**
 - Alcohol Awareness Week was held earlier in the semester and in collaboration with the HERO Campaign, NJ Division of Highway Traffic Safety, Atlantic Prevention Resources (APR).
 - AA week included the promotion of the new NJ 911 Legislation. Cards informing students of this lifesaving legislation and signs of alcohol poisoning were developed in conjunction with APR. APR staff also continued to meet with students groups through the Fall and Spring Semesters promoting the law and handing out awareness card.
 - The Wellness Center was awarded the Partners in Prevention Award for collaborating with APR throughout the year.

- **Expand the usage of the online tools eCHUG and eTOKE.**
 - Due to significant cost increases, the use of eCHUG and eTOKE was discontinued.
 - New goals are to find a substitute self assessment.

- **Through the Stay Safe and Graduate Program, present trainings to students, local law enforcement, and community establishments about alcohol related issues pertinent to the college student.**
 - SS&G Grant helped fund all alcohol and drug related programming held through the Alcohol Drug Education Program and was promoted at events and in a newsletter.
 - 36 Students enrolled in the Alcohol Drug Peer Education Class and completed workshops throughout New Jersey to various schools, youth groups, and at the 2011 Forum in April.
 - Responsible Safe Choices a Forum on Drinking and Driving was held on April 19th, 2011.

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- **Work in partnership with other divisions to address campus alcohol and other drug issues collaboratively.**
 - Please review Section IV for a comprehensive list and overview of collaborations.
- **Enhance Alcohol 101 Workshop**
 - Incorporated more information on the HERO Campaign and Intoxicated Driving.
 - Incorporated NJ 911 Legislation and cards.
 - Continued to provide BAC level cards based on positive feedback from students.
- **Recruit Peer Educators with a specific interest in alcohol and drug education.**
 - 3 peer educators, and 1 peer educator coordinator was hired.
 - All SS&G student workers had either taken the 4 credit Peer Education Course or demonstrated comparable training through previous experiences.
 - Feedback from outside Organizations such as Mainland Regional and APR was positive towards their knowledge and professionalism.
- **Established a Mission Statement and Standards of Care**
 - CAS standards were applied to the Alcohol Drug Education Program.
 - Mission Statement was established.
 - Recommendations for improvement were noted and in progress.
 - A binder was created to organize all pertinent materials for Middle States in preparation for review.
- **Promote a campus environment that supports student’s decisions regarding abstinence from substances and responsible drinking. (See Supporting Documents 9,10,11,12,13,14,15,16,17)**
 - Trainings were provided for EOF students and Resident Assistants.
 - Harm reduction strategies were planned through specific events such as Alcohol Awareness Week, Designated Driver Awareness Week, LollaNoBooza, Forums.
 - Self help groups were encouraged to develop meetings on campus. Presently, Alcoholics Anonymous and Al-Anon have regular meetings. A Narcotics Anonymous group is in the planning stages to be chaired by current Stockton students.
- **Trends from other major studies conducted during 2010-2011 and indications for future directions.**
 - CCAPS found Stockton students’ self reports of substance use at .61 are below the national average of .71.
 - Stockton students did score higher than the National Average on the Health Minds Study which Stockton students on average reported .25 gambled in the past year as compared to the National Average of .20; within the past 10 days, .11 of Stockton students report gambling compared to the National norm of .07.
 - Future indications would be to develop more programming and awareness events to include college gambling both online and in casinos in the addictions curriculum.

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

Based on the CAS review completed last August, strengths and areas of improvement in the Alcohol Drug Education Program were identified. Recommendations for improvement as well as progress towards meeting recommendations are documented below:

1. Mission:

- Regular review and dissemination of mission statement. In progress--currently revising Wellness Center Mission Statement. Mission statement has been successfully posted to website.

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2. Program:
 - Presently, the program does not address tobacco use. In planning stage.
 - Staff and peer educator diversity is not reflective of student body. Purchasing more diverse waiting room materials.
3. Leadership:
 - Have newly hired Associate Director of Counseling Services complete clinical supervision training- in progress, registered to attend in September 2011.
 - Local establishments need to prioritize efforts to reduce incidence of drunk driving. In progress-- ordering materials.
 - Students on campus need to have more activities available as an alternative to going to bars. In progress planning for fall--wrote late night program funding into SS&G grant for 2011-2012 year.
4. Human Resources:
 - A clinical supervisor is not available on site the majority of time. Completed--hired Associate Director of Counseling Services, Laurie Dutton, LPC, LCADC, DRCC.
5. Ethics:
 - Confidentiality issues with student workers- completed through keeping student workers in a designated location away from Counseling Services.
 - Identified need for a policy to address student workers in need of counseling. In progress.
 - Staff/client boundaries are an ambiguous area in social network forums necessitating a policy on the proper use and limits of social networks by staff. In progress.
 - Relocation to J-204 has created a confidentiality issue due to inadequate insulation between offices. In progress.
6. Legal Responsibilities:
 - Develop a policy in conjunction with OSRR to address student behaviors that are deemed high risk but do not yet create an imminent danger in which staff could legally intervene to ensure student safety.
7. Equity and Access:
 - Make students more aware of programs and services available, especially transfer, non-traditional, and non-matriculated students. In progress--planning for fall 2011 advertising and program planning.
 - Doors in hallway of new location are difficult to access for students with disabilities who are seeking services, including D&A counseling. In progress--supporting LAP in their efforts to advocate for handicap accessible doors.
 - Solicit direct student feedback and recommendations regarding programs and services offered. In planning.
8. Diversity:
 - Provide culturally sensitive services and treatment environment for students. Completed—staff attending diversity trainings.
 - Increase peer educator diversity. In process--accepting applications now for 3 vacant positions. Encouraging students of diverse backgrounds to apply.
 - Increase counseling staff diversity. On hold-- no vacancies at the present moment.
9. Technology:
 - Recommendation: to go paperless. Completed on charts.
 - Utilize technology for more accurate record keeping. In progress--adding co-occurring category.
 - Incorporate use of technology in programming, including smart-phone applications. In progress.
10. Organization and Management:
 - Lack of recognition or reward for staff that excel in their duties. In progress.
11. Campus and External Relations:
 - There are some departments and establishments off campus that are not fully aware of program services or staff.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**12. Financial Resources:**

- Ongoing concerns about budget funding. In progress--to collaborate more and share costs to benefit multiple departments.

13. Facilities and Equipment:

- Concerns have been raised about the lack of privacy afforded students completing initial intake forms-completed. Move to J-204 has provided private space to complete self response portion of intake assessment.
- Improve soundproofing in counseling offices. In progress--different options are being reviewed.
- Fire Doors leading from the elevator corridor into J-Wing are not handicap accessible. In Progress.

14. Assessment and Evaluation:

- Student participation in program feedback surveys is too limited- in progress to evaluate ways to increase student feedback and participation.

IV. CAMPUS-WIDE COLLABORATIONS**Division of Academic Affairs**

- Alcohol and Drug Education, Luanne Anton's Peer Education course
- Alcohol and Drug Education, Robert Ross, Health Options Course
- Alcohol and Other Drug Education, Janice Joseph, Undergraduate level course

Division of Administration and Finance

Campus Police

- Stay Safe and Graduate Program
- Alcohol and Drug Awareness Week
- RSC Forum
- Alcohol and Safety Prevention Committee

Division of Student Affairs

Dean of Students

- Alcohol Safety and Prevention Committee
- Alcohol Task Force

EOF

- Crisis Intervention Training for tutors
- Alcohol and Drug Education for students
- Wellness Checks
- Supportive therapy for students in program

Residential Life

- Alcohol and Drug Education and Stress Management Training for student staff
- Alcohol Awareness Workshops on individual dorm floors
- Alcohol 101 Workshops
- Weekly administration meetings with Complex Directors
- Alcohol and Safety Program
- Alcohol Task Force
- Collaboration on Alcohol and Drug Awareness Week, LollaNoBooza, Stay Safe & Graduate, RSC Forum

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Student Development

- Alcohol and Drug Awareness Week
- LollaNoBooza
- Designated Driving Awareness Week
- Alcohol Task Force
- Alcohol Safety and Prevention Committee

Community Organizations

Atlantic Prevention Resources
 Atlantic County Childhood Drinking Coalition
 MADD
 HERO
 Local law enforcement
 APR
 Project Pride

V. NEW INITIATIVES FOR AY11-12

GOAL/OBJECTIVE NO. 1	Continue to provide assessment, counseling and referral services to students concerning substance use, abuse and/or dependency issues.
GOAL/OBJECTIVE NO. 2	Utilize social norms statistics using the results from the CORE survey and administer CORE survey in spring 2011.
GOAL/OBJECTIVE NO. 3	Collaborate with Tobacco Madness campaign and incorporate Tobacco Education and Gambling Education into Alcohol and Drug Education Program.
GOAL/OBJECTIVE NO. 4	Review Alcohol and Drug Education Program for Middle States Compliance.
GOAL/OBJECTIVE NO. 5	CAS Goal: Increase use of technology and identify new online alcohol and drug self-assessment as part of greater technology utilization as a method to educate and create alcohol and drug education programs for students.
GOAL/OBJECTIVE NO. 6	Increase town and gown relationships with innovative workshops, trainings and an expanded referral database.
GOAL/OBJECTIVE NO. 7	Create a greater visual presence of HERO materials as well as grow the Designated Friends and Heroes group.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**VI. SUPPORTING DATA**

- Document 1. Summary of Services Provided
- Document 2. Stockton's Campus Programs Compared to Rutgers and Monmouth
- Document 3. Class Breakdown
- Document 4. Retention Rates
- Document 5. Number of Clients by Academic School
- Document 6. Number of Clients by Academic Major
- Document 7. GPA Breakdown
- Document 8. Reasons for Treatment
- Document 9. Drugs of Choice
- Document 10. Designated Driving Awareness Week 2011
- Document 11. Responsible Safe Choices: A Forum on Drinking and Driving
- Document 12. Number of DUI Charges Issued on Campus
- Document 13. Alcohol 101 Workshops Summary
- Document 14. Comparison of Student Participation by Class Year
- Document 15. LollaNoBooza
- Document 16. Alcoholics Anonymous Young Adult Group
- Document 17. Expanding Social Network and Internet Presence
- Document 18. CORE Survey 2011

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Document 1: Summary of Services Provided
 Comparison of 2008-2011

	2008/2009	2009/2010	2010/2011
Number of Clients	89	67	76
Number of Client Hours	148	155.25	206
Total Number of Sessions	155	179	224
▪ Intake / Assessment of Needs	66	44	45
▪ Alcohol/Drug Counseling	139	108	107
▪ Alcohol Transport Follow-up session (new code for 2007/2008)	19	18	18
▪ Alcohol Drug Outreach/ Walk-in	*	9*	7*
▪ Alcohol Drug Co Occurring sessions***	**	**	56**
▪ Alcohol Drug Crisis Sessions	**	**	7**
▪ Alcohol Drug Telephone Sessions	**	**	11**

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

(***) New data collection code for 2010-2011.

Explain break out and midyear chronic not reflected in number due to coding.

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Document 2: Stockton’s Campus Programs Compared to Rutgers and Monmouth

Institution	Rutgers College	Stockton College	Monmouth University	Potential improvements
Main Program approach	Harm Reduction strategies Supportive Services Social Norms Campaign	Harm Reduction strategies Supportive Services Social Norms Campaign	Harm Reduction Strategies Supportive Services Social Norms Campaign	Both Monmouth and Rutgers have materials in their handbooks and webpage providing information to parents on talking with the students about college drinking related to binge and social norms. Consider similar webpage additions.
Services Offered:	<p>Primary:</p> <ul style="list-style-type: none"> 1:1 Supportive Counseling Alcohol Drug Awareness Groups, Recovery Support Groups, Early Recovery Program Nicotine Dependence Assessment and Referral. Workshops- peer educator run <p>Secondary:</p> <ul style="list-style-type: none"> Adult Children of Alcoholics Narcotics Anonymous Alcoholics Anonymous Smart Recovery <p>All groups are offered on or near to campus.</p>	<p>Primary:</p> <ul style="list-style-type: none"> 1:1 Supportive Counseling Workshops and trainings run by professional staff and peer educators <p>Secondary:</p> <ul style="list-style-type: none"> Alcoholics Anonymous Al-Anon Narcotics Anonymous (Fall 2011) HERO Campaign Stay Safe and Graduate Program Alcohol Poisoning Awareness Campaign 	<p>Primary:</p> <ul style="list-style-type: none"> 1:1 Supportive Counseling Workshops and trainings run by professional staff and peer educators <p>Secondary :</p> <ul style="list-style-type: none"> Narcotics Anonymous HERO Campaign BRAD 21st Birthday Campaign to reduce alcohol poisoning Safe Ride Program 	<p>Comparable service approaches, consider addition of Smart Recovery as a secular option for self help as some individuals do not feel comfortable with the spirituality principals the 12 step approaches utilize.</p> <p>Also consider incorporating Nicotine Education into curriculum.</p>
Modalities used to create service awareness	<p>Website:</p> <ul style="list-style-type: none"> Informs about services offered Website walks students through process in first person narrative for Utilizes Michigan Alcohol Screening Tool as self evaluation measure <p>Facebook: 2 groups which are not currently active</p> <p>Use of literature:</p> <ul style="list-style-type: none"> Downloadable brochures and hard copies distributed. <p>Peer Educators</p> <p>Social Norms in the student handbook</p>	<p>Website:</p> <ul style="list-style-type: none"> Informs about services offered Website provides information on social norms Provides opportunity for students to ask anonymous questions. <p>Facebook: active Facebook presence</p> <p>Use of literature:</p> <ul style="list-style-type: none"> Online information unique to website Facebook notifications, brochures are distributed <p>Peer Educators</p>	<p>Website:</p> <ul style="list-style-type: none"> Informs about services offered Website provides information on social norms Multiple links for veterans, and other information Letters to parents and students Self assessment test based on clinical interview questions available <p>Facebook: none</p> <p>Use of literature:</p> <ul style="list-style-type: none"> Online information unique to website, Facebook 	<p>Consider modifications of the website to include a similar what to expect/ process of counseling approach.</p> <p>Continue search for appropriate/ economical self evaluation or consider similar approach as Monmouth to create form based on clinical interview questions.</p>

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			<ul style="list-style-type: none"> • notifications, brochures are distributed 	
Peer Educators:	<ul style="list-style-type: none"> • Large Peer Educator Program • Must complete a 3 credit course prior to hiring • Provide workshops on topics of: Drugburst: Commonly used drugs on college campuses, Alcohol 101: What it is and what it does, Marijuana Jeopardy, RU Up in Smoke: for those interested in quitting smoking, The Party - Breaking It Down: Sexuality, Alcohol & Other Drug Use 	<ul style="list-style-type: none"> • The Stay Safe and Graduate Grant funds 3 peer educators and a Peer Educator Coordinator • Peer Educators must take a 4 credit course or demonstrate prior training that is comparable • Provide Alcohol 101, Alcohol Awareness Week, Designated Driver Awareness Week, HERO campaign, alcohol free alternative events, and peer to peer trainings under supervision on collaboratively with professional staff 	<ul style="list-style-type: none"> • Monmouth utilizes peer leaders in multiple capacities such as peer leaders specific to athletics 	<ul style="list-style-type: none"> • Continue with current number of peer educators funding through the SS&G grant, consider creating a peer educator budget through the A/D Education Program in the event that the grant is not issued for FY 2011-2012.
Alcohol Free Housing:	<p>Voluntary Residence Halls set aside for recovery housing with a wrap around program criteria of being involved in recovery services. In general, the campus has a drug policy prohibiting use of illegal substances in housing</p>	<p>There is an alcohol restriction imposed on all students living in Buildings II and III (typically the freshman dorms). In general, the campus has a drug policy prohibiting use of illegal substances in housing</p>	<p>Voluntary Residence Halls set aside for students wishing to abstain from alcohol or drugs. In general, the campus has a drug policy prohibiting use of illegal substances in housing</p>	<p>Consider addition of voluntary alcohol and drug free living to LLC on campus.</p>
Alcohol Awareness Poisoning Campaign	<p>Topic promoted through peer educator training</p> <p>Not overly visible or promoted on their website</p>	<p>RSC also has an Alcohol Poisoning Awareness campaign.</p> <p>The signs and symptoms of alcohol poisoning have been printed onto wallet sized cards along with a BAC chart and emergency response information. These cards are distributed during RA training, Welcome Week activities, EOF trainings, Alcohol 101 Workshops.</p> <p>Worked with APR to create awareness of the new NJ 911 Legislation to promote help seeking for signs of alcohol poisoning</p> <p>Students also learn about the Good Samaritan policy during RA training, Alcohol 101 Workshops</p> <p>SS&G program provides in</p>	<p>On website utilize BRAD 21 Sam Spady campaign to raise awareness of risk factors and signs of alcohol poisoning.</p> <p>Website has link to training on serving sizes they held as a partnership with alcohol serving establishments around Monmouth University</p>	<p>Greater exposure of this information potentially by placing information about signs of alcohol poisoning and the Good Samaritan Policy on table tents in dining halls, around the community in participating alcohol serving establishments, campus bathrooms, and giving away serving sized cups promoting information on a serving size.</p>

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

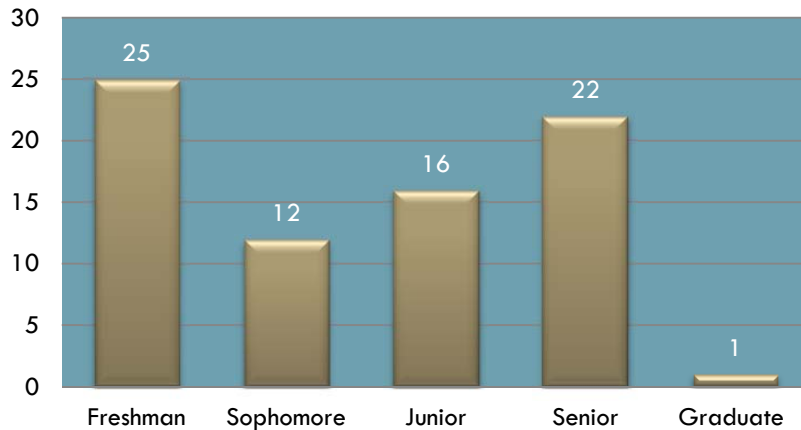
		town TIPS trainings for free to promote safe serving practices		
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ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 3: Class Breakdown, 2010-2011

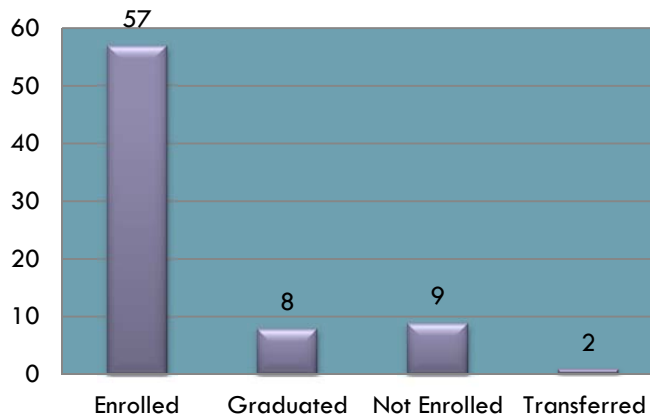
Number of students from each class year who receive services from the Alcohol and Drug Education Program

Break Down By Class Year



Document 4: Retention Rates, 2010-2011

Retention Rate 2010-2011

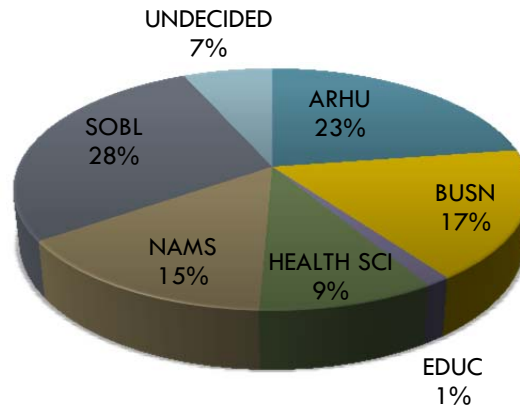


Out of 76 students who were seen for alcohol and drug counseling and education, 75% (n=75) are continuing enrollment in the Fall 2011 semester. 12% (n=9) are either: not continuing in the Fall semester or have not yet enrolled due to holds or financial reasons. 3% (n=6) were graduated, 3% (n=2) were known to have transferred to community college. This is an increase in retention rates from the previous year in which only 69% of students continued enrollment. Potential explanations for the increase could be student benefits from the support provided by the Alcohol Drug Education Program, a higher compliance rate compliance with the Campus Hearing Board sanctions allowing students to avoid or have holds removed to enable timely enrollment for the fall semester, or the higher percentage of freshman seen this year may have positively affected their ability to create change before too many negative life consequences are seen from alcohol and drug use.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 5: Number of Clients by Academic School

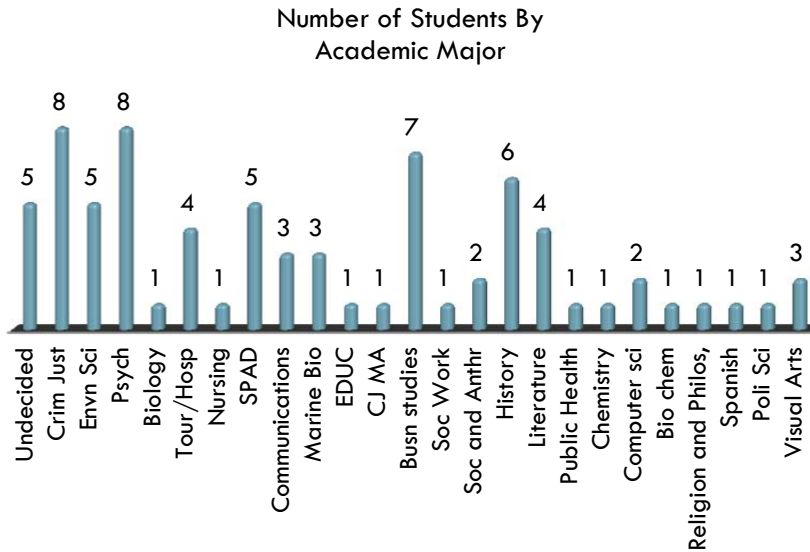
Number of Students By Academic School



Academic School	Number of Students
Social and Behavioral Sciences	21
Natural Sciences and Mathematics	11
Arts and Humanities	18
Business Studies	13
Undecided	5
Education	1
Health Sciences	7

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Document 6: Number of Clients by Academic Major



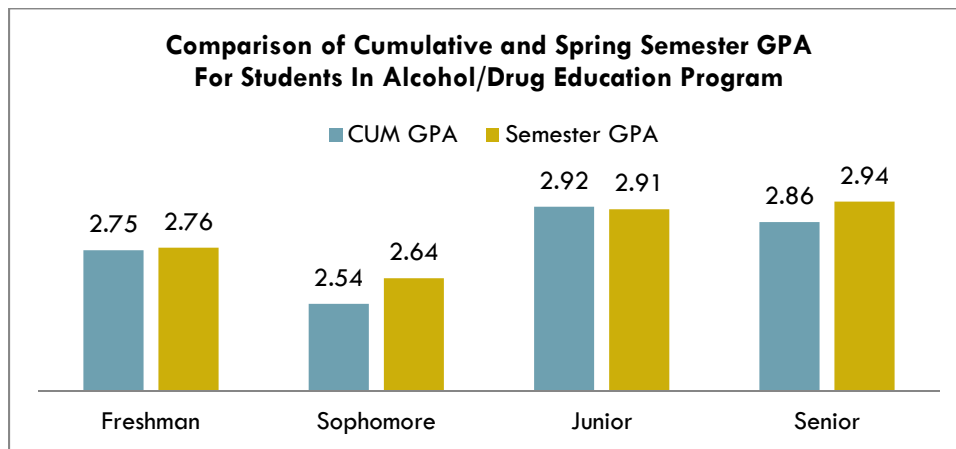
Major	Number of Students	Major	Number of Students
Arts	3	Sociology and Anthropology	2
Biology	1	Education	1
Biochemistry	1	Philosophy & Religion	1
Business	7	Political Science	1
Chemistry	1	Psychology	8
Communications	3	Public Health	1
Computer Science	2	Social Work	1
Criminal Justice	8	Undecided	5
Environmental Studies	5	Nursing	1
History	6	Spanish	1
Criminal Justice MA	1	Hospitality and Tourism	4
Literature	4	SPAD	5
Marine Science	3		

Top three majors are indicated in highlighted type.

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Document 7: GPA Breakdown

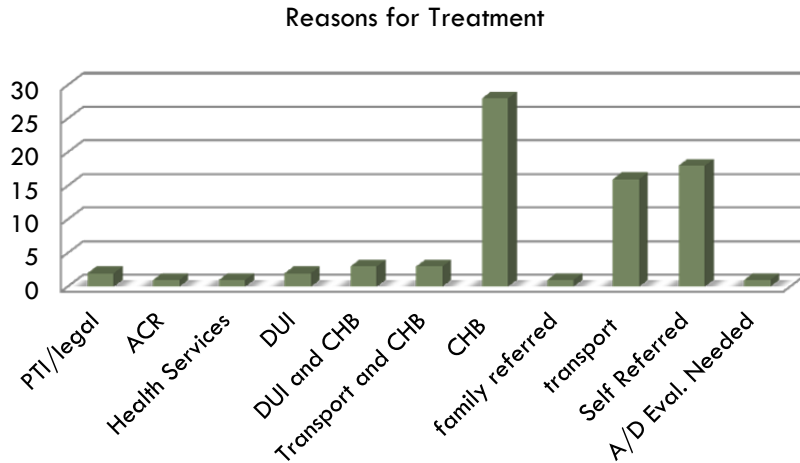
Class Year	Average GPA
Freshman (n=25)	2.61
Sophomore (n=12)	2.81
Junior (n=16)	2.93
Senior (n=22)	2.87
Graduate (n=1)	3.47
Total, N=76	2.80



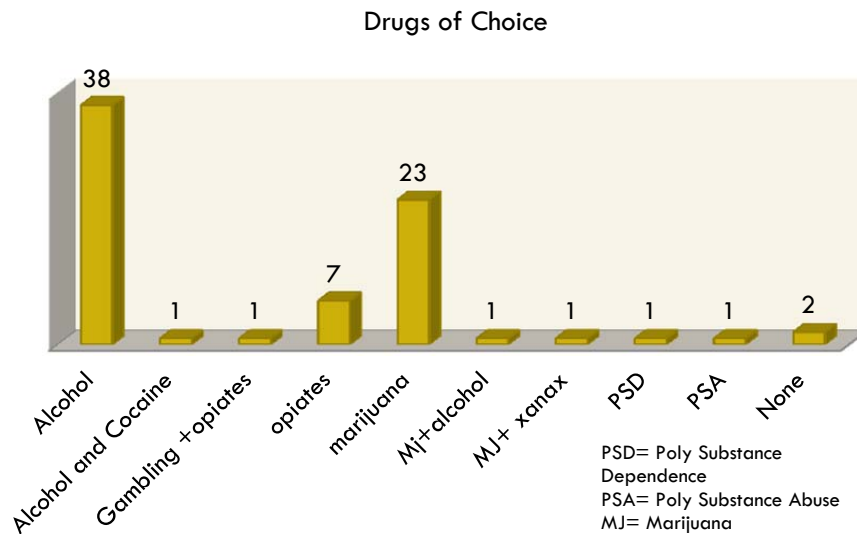
This chart illustrates a comparison of spring GPA versus spring semester student’s cumulative GPA. For most Freshmen, Sophomores, and Seniors, a small increase is seen at the time of being involved in treatment. For juniors, there was a small decrease.

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Document 8: Reasons for Treatment



Document 9: Drugs of Choice



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Document 10: Designated Driving Awareness Week 2011

Introduction

The 4th Annual Designated Driving Awareness Week was held the week before Spring Break from Monday, March 7th to Friday, March 11th. Throughout the entire week informational tables and educational exercises were displayed in the academic corridors to students passing by the area. Activities included the “One Drink Exercise,” “How much does a DUI really cost,” “Dizzy Driver Challenge,” “Osprey’s Bar”, promotion of the Designated Friends and Heroes (DFAH) Group with a general interest meeting held on 3/10/11 as well as a late night “alternative to drinking” activity held on 3/9/11. The CORE Survey was also promoted with the chance to win a gift certificate and take home Responsible Safe Choices giveaways. Over 100 students stopped by the tables for information or giveaways and 476 students completed the CORE Survey. All students were encouraged to complete an evaluation; however, only 33 fully completed their evaluations.

Results

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

1. 85% agreed with, “I have become more informed on alcohol issues related to the college campus”.
2. 83% agreed with, “This program will help me consider more responsible approaches to alcohol consumption.
3. 94% agreed with the statement, “After this program, I am less likely to risk driving after drinking.”

▪ Some additional comments included:

- “[I] can’t wait to see the [survey] results!”
- “DD! I got my MADD Ribbon!”
- “DD’s rock!”
- “Neat program!”
- Late night activity was fun but I couldn’t make the basket :(

Some negative comments were received towards the CORE survey. Some students reported that the survey was longer than they would have liked it to be and some were concerned with the questions related to drinking and sexual assault.

Discussion

- 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.
- In terms of the negative comments related to alcohol, drugs, and sexual assault, more programming may be needed as to provide information on prevalence and prevention as many students did not seem to understand the need to answer questions on this topic.

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Document 11: Responsible Safe Choices (RSC): A Forum on Drinking and Driving

Introduction

On April 3, 2009, the Wellness Center, the Stay Safe and Graduate Program, and several campus departments hosted a forum with Atlantic Prevention Resources, to provide discussion, education, and greater awareness of the Amethyst Initiative and continued the concept into 2010 with the forum themed “Alcohol & Society: Make a Choice, Make a Change- a Forum on Changing the Campus Drinking Culture”, hosted on April 23, 2010, empowering students to change the drinking culture through challenging myths and stereotypes with the facts. A third Forum, “Responsible Safe Choices Forum on Drinking and Driving, on April 19, 2011 by the Wellness Center, the Stay Safe and Graduate Program, several campus departments, and Atlantic Prevention Resources was hosted based on continued positive feedback from participants. The Forum was well attended by 150 local high school juniors and seniors, chaperones from the school, as well as 38 Stockton students. 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. High school students and some chaperones completed the evaluation form.

Results

- A total of students, Stockton staff members, and visitors attended the forum
 - 38 Stockton Students and Peer Educators
 - 150 high school students
 - 7 Stockton staff members
- Evaluation Results
 - Total Respondents who completed evaluations, N = 138
 - Response to question, **“Was the event informational?”**
 - Majority, 92%, (n =127) responded “yes” to this statement. This was an increase from last year, where 80% of students felt it was informational.
 - Response to question, **“Do you feel more informed about issues related to underage drinking?”**
 - Majority, 83%, (n =115) responded “yes” this statement. This is also increase from last years’ evaluation results. 2 no’s. 1 no answer
 - Response to question, **“Would you like to see this event in the future?”**
 - Majority, 97%, (n =135) agreed they would like to see the event take place again. 1.4% (n=2) stated “no, they would not like to see this event in the future. There was also one blank answer.
 - Some comments to question **“What is something new that you learned today?”**
 - “drinking sizes are smaller than I thought.
 - I learned that these presentations aren't always just boring but it's very important and informative
 - How much abuse and violence is witnessed, encouraged but not prevented
 - 1 in 3 teens will be in an alcohol related accident
 - I learned more information on be a hero campaign and how serious drunk driving really is and Green Dot
 - How dangerous drinking really is and how important it is to help people
 - College is not like movie, stand away from bad things and self control go to college to study and get a good job
 - How many negative things can happen from drunk driving
 - Drunk driving is more dangerous than it seems, you make bad decisions drunk

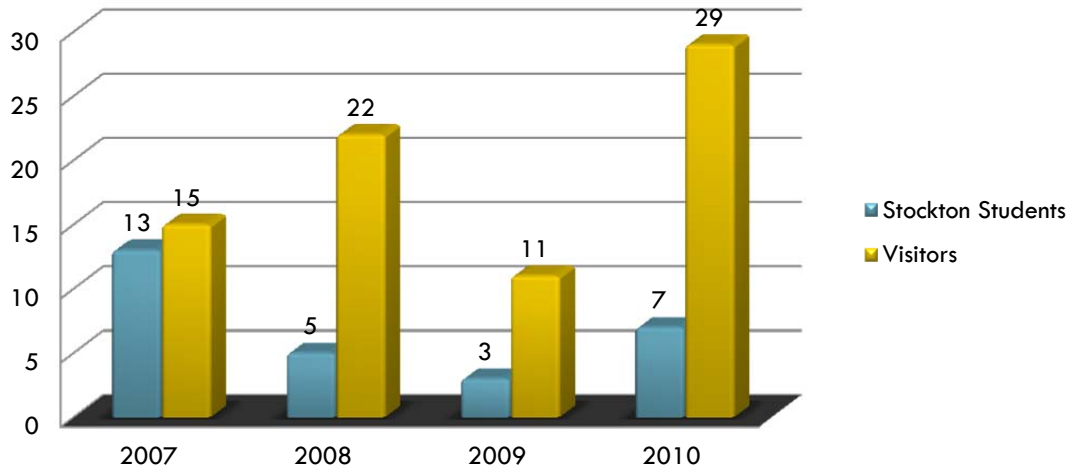
Discussion

- 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 high risk behaviors such as drinking and driving, or power based personal violence.

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Document 12: Number of DUIs Issued on Campus

Number of DUI Charges Issued On Campus



The Stay Safe and Graduate Grant through the NJ Division of Highway Traffic Safety has consistently been awarded to Stockton College since 2005. The focus of this grant to promote Responsible Safe Choices about alcohol and other drugs to reduce high risk behaviors such as driving under the influence. Since 2009, a greater effort has been underway to focus the grant on evidence based outcomes to increase the effectiveness and best utilize funds. The numbers above demonstrate the trends in the number of DUI charges issued on campus per calendar year (January to December). Overall, numbers of Stockton students driving while intoxicated has dropped from 13 students in 2007 to only 3 students charged in 2009. In 2010 the number rose slightly for Stockton students, up to 7 students charged. As per Chief Miller, the sudden increase is attributable to greater training on DUI identification and more patrols assigned during evening shifts.

The number of student guests who receive DUI's while on campus has overall increased with a slight decrease in 2009. This indicates visitors are bringing an increased risk of harm to self and others when they come to Stockton College. Based on the numbers, there is concern for college and community safety. Specific harm reduction strategies should be considered such as registered guests being asked to read literature on impaired driving and resources for designated drivers, as well as potentially pledge to use a designated driver. Additionally, ideas such as requesting more information from guests such as the college he/she attends with notification provided to the guest that if they should receive any sort of violation on Stockton College, their personal college would also be notified making them susceptible to college penalties in addition to the current legal penalties are being recommended for further consideration.

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Document 13: Alcohol 101 Workshops Summary

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

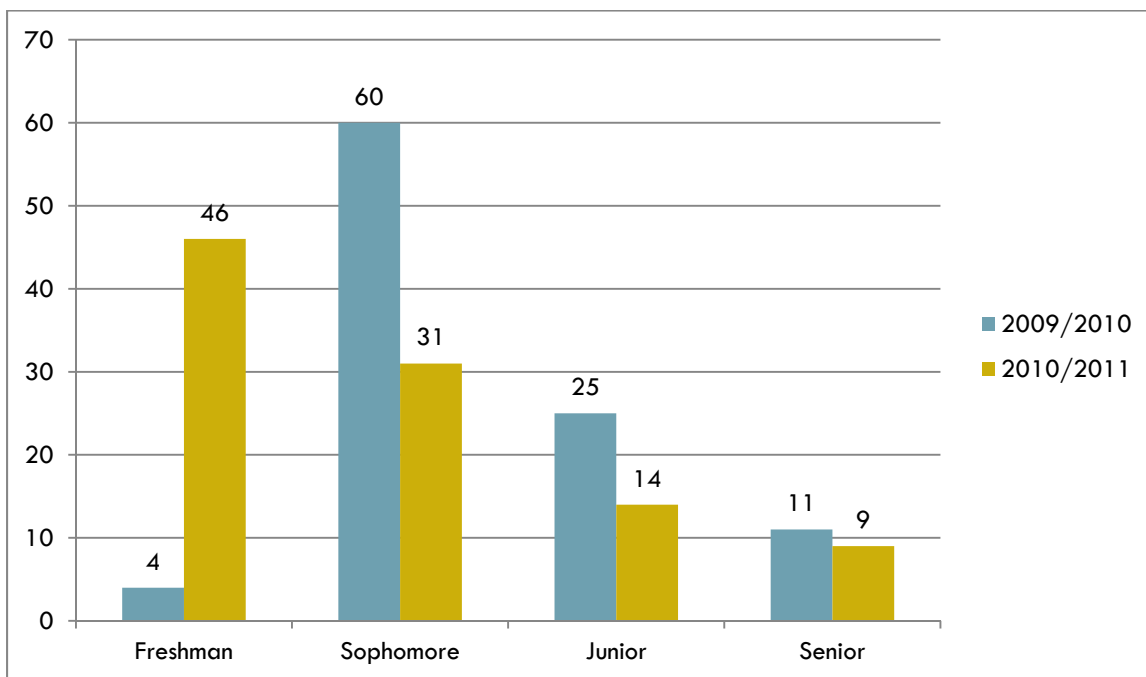
A total of 13 workshops were conducted throughout the 2010-2011 academic year.

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
 - 46 Freshman
 - 31 Sophomore
 - 14 Junior
 - 9 Senior
 - Gender
 - 42 Male
 - 58 Female
- When asked, “As a result of this program, I am going to curb my drinking”, 68% 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. Fifteen percent stated that they did not and would not drink alcohol. 3% stated they would not make any changes to their drinking habits following the Alcohol 101 training. The remaining 14% either did not answer the question or stated they were undecided regarding changing their drinking behavior.
- 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, “I found this program helpful.” = 4.42
- Students were also asked to provide any additional comments on the workshop. These comments are listed below:
 - “It was educational and fun!”
 - “This was helpful.”
 - “Good program.”
 - “It is important for people to understand the Good Samaritan policy.”
 - “Very knowledgeable on topic but as a bartender, don't blame rufies on us :).”
 - “Good program, overall presenter was very knowledgeable.”
 - “Good Program!”
 - “Great job – thank you!!”

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**Document 14: Comparison of Student Participation by Class Year
2009-2010 vs 2010-2011**



2009-2010		2010-2011	
Class Year	Number of Participants	Class Year	Number of Participants
Freshmen	4	Freshmen	46
Sophomores	60	Sophomores	31
Juniors	25	Juniors	14
Seniors	11	Seniors	9

The number of freshman participants was dramatically larger this year (four in 2009/2010 vs. 46 in 2010/2011). Additionally, the number of freshman and sophomore participants combined was 77 percent of the total number of participants. It is important that the younger students are provided opportunities to receive this important education, and the Alcohol 101 program succeeded in that regard this past year.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**Document 15: LollaNoBooza**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, and 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.

Due to several rooms being used for the event, it is difficult to get 100% sign in compliance and survey completion. A total of 62 students signed in, as well as 29 students took the time to complete evaluations of the event

- Of the 62 Students who signed in:
 - 17 were Freshmen
 - 21 were Sophomores
 - 19 were Juniors
 - 8 were Seniors
- Of the 29 students who provided feedback on the event: 67% stated they would attend the event if it is held next year, 31% stated they would “maybe” attend if it is held next year. Overall, students indicating maybe left positive feedback and ideas they would like to see for improvement.
 - Some of the additional comments included:
 - “Move it to the new campus center when it opens!”
 - “Keep doing it!”
 - “Good job! Great food and music!!”
 - “Get the word out so more groups join in”
 - “Make it more of a dance party with door prizes, that will get people in!”
 - “Do a better haunted house and advertise it!”
 - Mocktails taste great! I don’t miss the alcohol.

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. Students did utilize fatal vision goggle activities present to help reinforce the connection between drinking and impairment. A crash car was also provided outside of Lakeside Lounge with facts about drunk driving and prevention posted on it. The campus numbers for alcohol related incidents following that Thursday were decreased. Possible implication would be to consider using more interactive games, contests that can incorporate alcohol facts into the party atmosphere. Additionally, moving where LollaNoBooza was held, from TRLC, back to the original Lakeside location appeared to be less favorable for students who overall liked the space of Lakeside but felt more students would have seen it or come out had it been on the other side of the lake. Student’s main recommendations where to refocus as a costume dance contest, get more students attending, as well as have more door prizes.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**Document 16: 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 and is heading into its second year on campus. 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 continued throughout the year 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.

Al-Anon Keep It Simple Beginners Group

Based on the utilization of AA as well as requests for supportive services to assist those struggling with a loved one's addiction, an Al-Anon group was started during the spring 2011 semester. The group is focusing on the introduction to Al-Anon, concepts of caring for someone with an addiction, as well as establishing a foundational group for Stockton College and the surrounding community. The group plans to resume in the fall semester and will meet Wednesdays at 7:30pm.

Narcotics Anonymous

A student chaired Narcotics Anonymous is also in the planning stages. A student approached his counselor in the Alcohol Drug Education program and asked for assistance in bringing a completely student run group to campus. The tentative day for the group is set for Thursdays at 7pm.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**Document 17: Expanding 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 and have continued to be improved upon based on student feedback.

Discussion

Overall, students have primarily utilized the Facebook page through giving permission at alcohol drug education events to have their pictures taken and uploaded to Facebook. Some of the student event pictures have been viewed over 200 times by students who find their page and show their friends or family members. In progressing towards a more informative page, the Alcohol Drug Education Page merged with the Health Services Page to create a unified Wellness Center Facebook Page.

The information pages of the Alcohol Drug Education Program website have also gotten significant internet “traffic”. On a recent search of opiates and college, the informational page on opiate addiction was listed as the third most looked at website on the Google search engine.

Document 18: CORE Survey 2011

The Core Alcohol and Drug Survey is designed to evaluate college students in two and four year institutions for their perceptions, attitudes and use of alcohol and other drugs on campus. The CORE Survey has been run at Stockton in 1997, 2001, 2003, 2009, and 2011.

Some of the main findings for the 2011 CORE from the 476 students who took the survey are as follows:

- 66.4% of the 476 students who took the survey drank alcohol in the past 30 days.
- 59.2% of underage students taking the survey drank alcohol in the past 30 days.
- 44% of students taking the survey reported binge drinking in the previous 2 weeks (consuming 5+ drinks in one sitting).
- 15.3% of students smoked marijuana in the past 30 days, 49.3% have tried it in their lifetime.
- 1.3% stated they have used opiates in the past 30 days which is significantly higher than the national norm of 0.07%
- Based on the opiate and alcohol use reported, it is not surprising that Stockton Students were also above the national norm in reporting 5.2% as compared to the norm of 4.9% tried unsuccessfully to stop using.
- Stockton students continue to be above the national norms, 2.4% versus the national standard of 1.2% have been arrested for DWI/DUI.

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**WELLNESS CENTER
COUNSELING SERVICES**

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OFFICE OF COUNSELING SERVICES

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1 ● Provide assessment, counseling, referral services and consultation to the Stockton Community

- Counseling Staff provided 2944 sessions to 515 clients (Supporting Documents 1, 2 and 3)

Goal/Objective 2 ● Provide psychiatric services to the Stockton Community

- Psychiatrist provided 244 sessions

Goal/Objective 3 ● Establish a Policy and Procedures Manual for Counseling Services

- Daily policies and procedures were gathered, discussed and compiled into one document
- Manual made available on shared documents folder and revised when needed

Goal/Objective 4 ● Summarize data from the Healthy Minds Study and make appropriate recommendations

- 2010 report received July 2010 (awaiting 2011 report); summarized data and implemented recommendations

Goal/Objective 5 ● Collaborate with other College departments to implement the Green Dot Initiative

- Five subcommittees were developed: Marketing, Presentations, Prompted Response, Building Relationships and Evaluation; each subcommittee completed appropriate tasks
- Developed Green Dot Web site, student organization and game
- Made presentations or supplied training to faculty and staff, EOF Program, Resident Advisors, Tri Delta Sorority and students

Goal/Objective 6 ● Undertake a comprehensive program review based on CAS standards

- CAS Counseling Committee met several times through the Summer 2010; report and supporting documents available in Counseling Services' office
- Associate Director hired as a result of this program review

ANNUAL REPORT – ACADEMIC YEAR 2010-2011**II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES**

- **Counseling Trends**
 - Most counseling sessions took place in October, November and February, March and April. The highest number of sessions occurred in April. The number of individual sessions continues to rise with a 13.8% increase in sessions since 2009/2010. (See Supporting Documents 1 and 2.)
 - The Titanium database was used to determine the most common presenting problems and the demographics of the clients. (See Supporting Documents 9 and 10.)
 - Counseling Services has expanded outreach efforts, collaboration with other departments and increased Wellness Center events, providing more workshops on a broader range of topics with the positive outcome of reaching more students.
- **Green Dot Initiative**
 - Five Green Dot Subcommittees were developed to implement the Green Dot Program. Subcommittees are comprised of representatives from Student Affairs, Administration and Finance and the Women's Center
 - Fall Semester activities focused on marketing the Green Dot campaign; a Web site was developed; 38 faculty/staff attended Green Dot Preview trainings
 - Spring Semester activities focused on presentations and development of the Green Dot Student Club; 136 students received Green Dot training
- **Established a Mission Statement and Standards of Care**
 - CAS Standards were applied to the Office of Counseling Services.
 - A mission statement was established
 - Recommendations for improvement were noted and are in progress
 - All materials for Middle States review were organized into a binder

III. AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- Green Dot initiative implemented.
- Under the advisement of Elana Dobrowolski, the Wellness Center established two new student groups: The Green Dot Club and the NJCASA Campus Chapter. The peer-led Green Dot student club will raise awareness of the Green Dot program and ways to prevent power-based interpersonal violence. The NJCASA Campus Chapter is one of six pilot programs in NJ to raise awareness of sexual assault; the Chapter is comprised of Peer Educators.
- Counseling Services participated in three national studies this year:
 - *National Survey of Counseling Center Directors*, conducted by Dr. Robert Gallagher, University of Pittsburgh, and the American College counseling Association (ACCA) and maintained by Frances Bottone.
 - *Healthy Minds Study (HMS)*, conducted by Daniel Eisenberg, University of Michigan, and Survey Sciences Group, LLC, and maintained on campus by JoAnn Garcia-Warren EdD.
 - *Center for Collegiate Mental Health—formerly known as the Center for the Study of Collegiate Mental Health* study run by Pennsylvania State University and maintained by JoAnn Garcia-Warren, EdD.
- Comparison of CCMH and HMS – Both studies indicated higher scores for depression, anxiety and eating concerns but a contradiction in substance use is observed. Both studies found that Stockton students scored lower on academic issues (academic distress, time put into school work, talking to faculty, etc.). Outreach efforts related to these issues include Mental Health Screening Days, Eating Disorder Awareness Week, Active Minds activities (National Day Without Stigma) and National Stress Out Day among others.
- Active Minds—This group continued with temporary advisor, Joanna Little, and now has a permanent advisor, Maya Gibbons. Counseling Services continues to support the efforts of the College's Active Minds Chapter.

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IV. CAMPUS-WIDE COLLABORATIONS

- Collaborations with other Divisions:
 - Residential Life: programs in sexual assault and domestic violence awareness, Green Dot subcommittees, Healthy Relationships Awareness Week, training for Resident Advisors
 - Office of Student Rights and Responsibilities: Green Dot subcommittees, Bullying Conference, Title IX policy
 - Athletics: consultation and education regarding disordered eating protocol
 - Campus Police: Green Dot Prompted Response Committee, Walk a Mile in Her Shoes
 - Career Center: Meet the Wellness Center, Social Skills Group (once each semester)
 - Office of Student Development: Green Dot subcommittees, Commuter Coffee, Get Involved Fair, Day of Service, Take Back the Night, SOAR, Welcome Week, Wellness Day, new student orientation
 - Office of Educational Opportunity Fund Program: Green Dot training to student leaders, crisis intervention training to EOF tutors, Wellness Checks
 - Staff and Faculty: Green Dot presentations and training, Sexual Assault presentation, class projects, National Day Without Stigma, National Stress-Out Day
 - Health Services: Eating Disorders Awareness, Meet the Wellness Center
 - Learning Access Program: Bubbles for Autism, Dare to Dream, Social Skills Group
 - Student Groups: Various Green Dot initiatives including development of Green Dot Student Club, development of NJCASA Campus Chapter, various awareness events

V. NEW INITIATIVES FOR AY11-12

- Using your previous Annual Report, Three-Year Plan **AND CAS STANDARDS REVIEW** as a guide, list your initiatives, including collaborations with other Divisions, for next year.

GOAL/OBJECTIVE NO. 1	Continue to provide assessment, counseling, referral services, and consultation to the Stockton Community. Continue to provide Psychiatric Services to the Stockton Community.
GOAL/OBJECTIVE NO. 2	Maintain participation and implementation of national studies (CCMH, HMS).
GOAL/OBJECTIVE NO. 3	Increase marketing and awareness of Counseling Services, including Green Dot and its interactive campus map, through social media and other technology. Collaborate with Office of External Affairs on project.
GOAL/OBJECTIVE NO. 4	Continue to support the development of the Green Dot Student Club.
GOAL/OBJECTIVE NO. 5	Present Green Dot workshops during Welcome Week activities and throughout the year at Freshman Seminar classes.
GOAL/OBJECTIVE NO. 6	Collaborate with other departments in the DSA to update sexual assault literature with Title IX changes, based on the Dear Colleague Letter.
GOAL/OBJECTIVE NO. 7	Through collaboration with other departments in the DSA, develop a campus-wide Anti-Stalking Policy.
GOAL/OBJECTIVE NO. 8	CAS recommendation: Develop new programming on conflict resolution and anger management.
GOAL/OBJECTIVE NO. 9	Collaborate with BLAST on outreach activities.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

GOAL/OBJECTIVE NO. 10	Participate in the NJCASA College consortium on sexual assault and abuse issues. Support the development of the NJCASA Campus Chapter.
GOAL/OBJECTIVE NO. 11	CAS recommendation: Clinical staff will become CERT trained and begin process to become certified Disaster Relief Crisis Counselors.

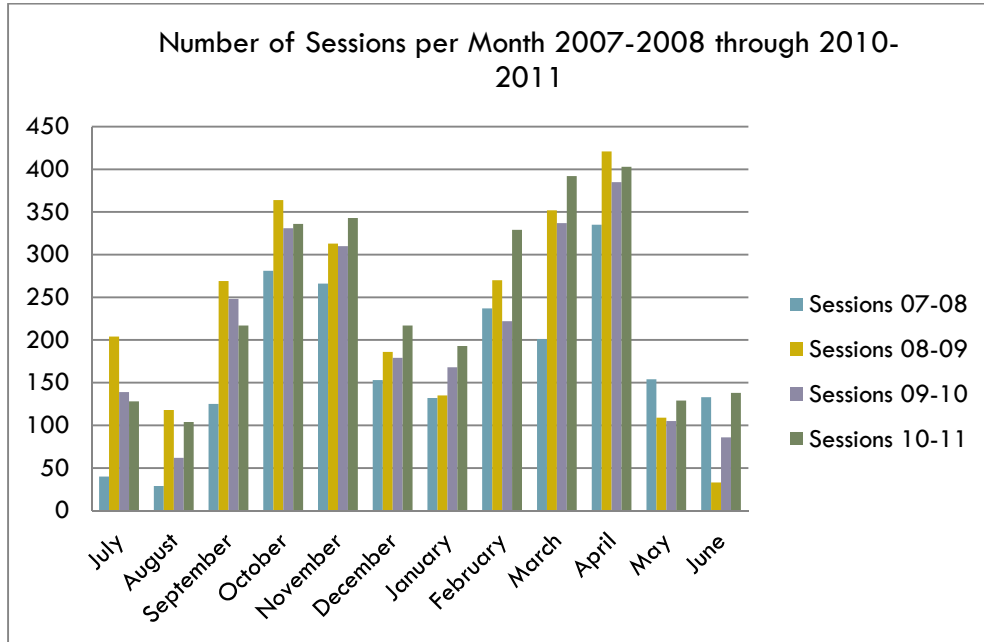
VI. SUPPORTING DATA

- Document 1. Number of Sessions per Month
- Document 2. Number of Clients per Month
- Document 3. Healthy Minds Study 2010 Highlights Report
- Document 4. Presenting Problems
- Document 5. Client Demographics

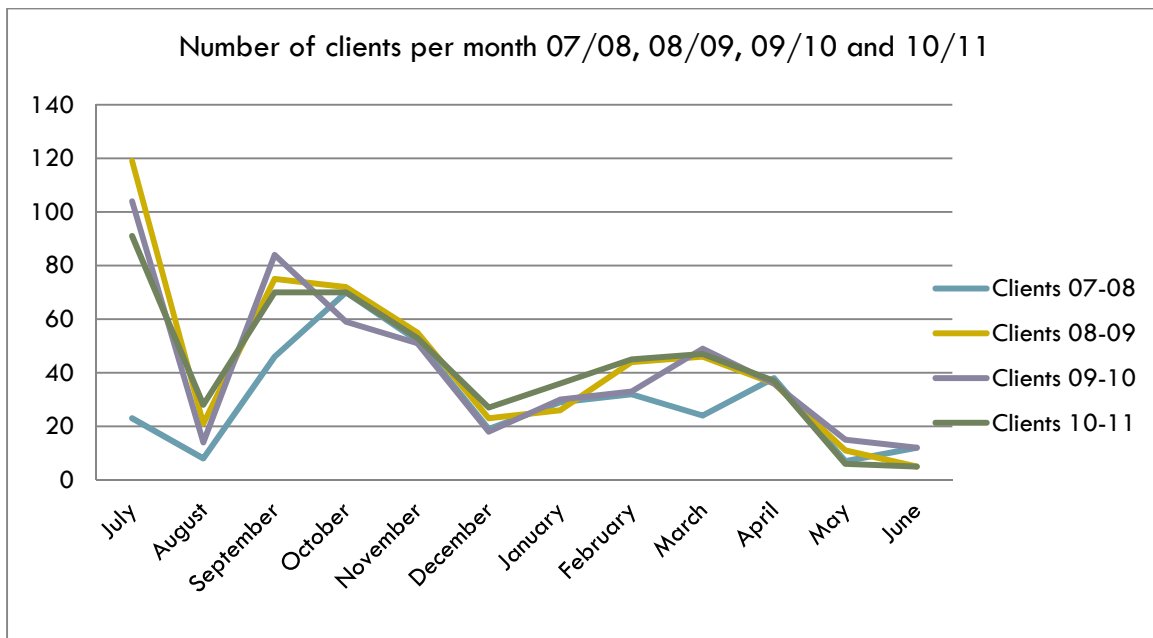
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ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 1: Number of Session per Month



Document 2: Number of Clients per Month



ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 3: Healthy Minds Study 2010
 Highlights of the Summary Report

*Compared to the national sample, Stockton College significantly higher or lower in the following categories:
 (please see the full report for details and a complete listing of results)*

HIGHER	Counseling’s Related Response/Outreach Efforts:
<ul style="list-style-type: none"> • Depression 	<ul style="list-style-type: none"> • Mental Health Screening Days, Student Wellness Group
<ul style="list-style-type: none"> • Anxiety: Panic Disorder 	<ul style="list-style-type: none"> • Mental Health Screening Days, National Day without Stigma,
<ul style="list-style-type: none"> • Disordered Eating: Bingeing 1+ times/week 	<ul style="list-style-type: none"> • Eating Disorder Awareness Week, client contacts, Renfrew Center coming in to provide information to Wellness Staff
<ul style="list-style-type: none"> • Smoking Cigarettes 	<ul style="list-style-type: none"> • Tobacco Madness
<ul style="list-style-type: none"> • Illegal drug use: Other 	<ul style="list-style-type: none"> • Alcohol/Drug Education Program, Alcohol Awareness Events
<ul style="list-style-type: none"> • Gambling 	<ul style="list-style-type: none"> • Gambling questions added to intake process
<ul style="list-style-type: none"> • Students indicating they have not heard about Counseling Services • Students indicating there is little to no outreach 	<ul style="list-style-type: none"> • Increased marketing through online presence, presentations and workshops (Green Dot, Healthy Relationships Awareness Day, Sexual Assault Awareness Day, etc). Collaborating with student groups and other departments on campus (Active Minds, Peer Educators, MAHG Society, Tri-Delta Sorority, FEMALES, MALES, Public Health Society, Pride Alliance. • Interns provided weekend outreach via the “Let’s Talk” program
<ul style="list-style-type: none"> • Prescription of antianxiety medications 	<ul style="list-style-type: none"> • Discussion with Staff Psychiatrist
<ul style="list-style-type: none"> • Working a paid job 	<ul style="list-style-type: none"> • Counselors discuss Stress Management, and Time Management with their current clients.

LOWER	Counseling’s Related Response/Outreach Efforts:
<ul style="list-style-type: none"> • Scores on the “Mental Health Continuum” (Keyes) 	<ul style="list-style-type: none"> • Mental Health Screening Days
<ul style="list-style-type: none"> • Students tend to not talk to faculty regarding mental health problems affecting academic performance 	<ul style="list-style-type: none"> • Counselors encourage current clients to inform professors of their concerns when warranted
<ul style="list-style-type: none"> • Students do not feel classmates are competitive in class 	<ul style="list-style-type: none"> • Discussion of classroom concerns.
<ul style="list-style-type: none"> • Students tend to put less time into school work 	<ul style="list-style-type: none"> • Encourage better time management and emphasis on academic performance.

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Document 4: Presenting Problems

Presenting Problem Category	Number	% of 303
Anxiety	183	60.40
Depression	143	47.10
Family or Parent Issues	91	30.00
Alcohol/Drug Related	83	27.60
Relationships	78	11.50
Academic/Study Related	57	18.80
Substance Abuse - Other drugs	47	15.40
Reaction to Loss or Separation	35	11.50
Anger, or Concern about Anger	31	10.20
Eating/Food Concerns	22	7.30
Self-image and identity	17	5.60
Traumatic events - other traumatic event	15	5.00
Traumatic event - domestic violence	14	4.60
Administrative Problem	9	3.00
Self-Injurious behaviors	9	3.00
Physical Symptoms or Illness	8	2.70
Traumatic Events - Incest/Childhood Sexual Abuse	7	2.30
Impulse Disorders/other	6	2.00
Personality Disorder	6	2.00
Sleep Disorders	6	2.00
Sexuality	5	1.70
Suicidality - past	5	1.60
Indecision about major/career/staying in college	4	1.40
Phobias	4	1.30
Seeking referral to other agency or person	4	1.30
Traumatic Events - Rape/Sexual Assault	4	1.40
Traumatic Events - Sexual Harassment	4	1.30
Traumatic events - auto or other accident	3	1.00
Psychosis	2	0.70
Traumatic event - Military experience	2	0.60
Crisis Intervention	1	0.30
Impulse Disorders/gambling	1	0.30
Parenting Concerns (being a parent)	1	0.30
Suicidality - present	1	0.30
Traumatic events - accused of crime or breach of College rules	1	0.30

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

Document 5: Client Demographics 2011

Gender	
Female	201
Male	104
no response	6
Transgender	1

Major	
Psychology	86
Undeclared	49
Business	40
Biology	36
Criminal Justice	35
Social Work	30
Literature	26
Art	26
Communications	24
Marine Science	23
SPAD	22
Political Science	17
History	15
Public Health	14
Hosp/tourism	13
Environmental	12
Math	11
CSIS	11
Biochemistry	9
Physics	9
Soc/anthropology	8
Chemistry	7
Nursing	6
MAHG	6
Teacher Education	5
Philos/Religion	5
MAPT	5
Language	4
Geology	3
MACJ	2
Non-matric	2
Education	1
Liberal Studies	1
Marketing	1
MASW	1
Spanish	1

Academic Year	
Senior	80
Junior	73
Sophomore	72
Freshman	64
Graduate	11
no response	10
non-degree	1
non-student	1

School	
SOBL	178
NAMS	112
ARHU	102
BUSN	63
None	51
HEALTH	41
GRAD	20
EDUC	5
GENS	1

Marital Status	
None Listed	11
Single	182
Partnered	108
Married	8
Divorced	2
Civil Union/Dom. Partnership	1

Ethnicity	
None Listed	9
Black/African Amer.	28
White	236
Hispanic	17
Asian	5
Other	7
mixed/multiracial	7
Amer. Indian/Alaskan Native	1
Arab	1
Prefer not to Answer	8

GPA Range	S10 GPA	CUM GPA
0 - 0.5	29	7
0.51 - 0.99	5	5
1.0 - 1.5	8	8
1.51 - 2.0	28	23
2.01 - 2.49	44	75
2.5 - 2.99	92	135
3.0 - 3.49	127	171
3.5 - 4.0	186	155
no response	59	10

93 graduates
378 registered for F11

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

**WELLNESS CENTER
HEALTH SERVICES**

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

OFFICE OF HEALTH SERVICES

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1 ● Prepare for regulations of increased immunizations and provide immunization clinics throughout the school year.

- Notified students about requirements through New Admit mailing, Orientation, Stockton GoPortal, Health Services web site, email notices, LED board, CCTV, posters and flyers.
- Clinics were held on September 1, 2010, September 9, 2010, October 18, 2010 and January 11, 2011. Maxim clinic provided 23 Meningitis vaccinations, 37 Influenza vaccinations, 3 MMR vaccinations, 1 Hepatitis vaccination and 1 PPD.

Goal/Objective 2 ● Assist Stockton students through direct healthcare in support of the educational mission of the college.

- Health Services Medical Staff provided 3600 appointments. (Change to Point and Click changed the way appointments are calculated)
- Health Educator provided 136 workshops reaching 1701 females and 765 males (this represents a 20% increase from last year), 114 individual meetings with students and the Peer Educators provided 88 workshop reaching 1122 females and 479 males. (See supporting Document 4)
- Nutritionist provided 213 Student Appointments and 18 Programs/Workshops on Eating Disorders and Nutrition.
- Planned Parenthood provided 161 female appointments and 20 male appointments.

Goal/Objective 3 ● 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.

- Point and Click practice period was July 1 through July 13, 2010
- Staff was live on Point and Click as of July 14, 2010
- Weekly training and discussion every Wednesday morning with full Medical and Support staff.

Goal/Objective 4 ● Comprehensive program review based on CAS Standards for Health Services

- CAS standards review was completed by Wellness Center Peers.
- Findings were presented to the Wellness Center and Student Affairs Division.
- We have implemented some of the recommendation and will continue to do so during the next year such as, Place programs offered on the Portal and Facebook page, use back-fill space for Peer Educators office and update AtlantiCare contract.

Goal/Objective 5 ● Expand Health Education Program by developing and implementing a time management workshop to offer to students.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

- Incorporating aspects of the Time Management workshop offered by Human Resources into a new workshop for students.
- * Performance Levels:
 - = Goal/objective met or exceeded – no adjustments necessary, continue support
 - = Goal/objective partially met – review and adjust strategies for reaching goal/objective
 - = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
 - N/A = Not enough information available to assess

II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

- The most prevalent treatment conditions were Respiratory Conditions and Dermatological Conditions. (See Supporting Document 1)
- Health Services hosted Meningitis and Influenza immunization clinics for students and staff. 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.
- Achieved 95% immunization compliance due to increased student outreach.

• AY10-11 IMPROVEMENTS TO PROGRAMS AND SERVICES

- EOF Physicals provided on campus. Assists the medical needs of the students enlisted in the summer program, in conjunction with the Dean of Student’s office.
- Athletic Physicals provided on campus. Assist and service the medical needs of students in the Athletics Department.
- 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.
- Increase in student peer educator involved workshops as well as increased student involvement with major events due to the continued employment of eight student peer educators.
- Staff continue to participate in professional development for the following reasons:
 - To fulfill required CEU’s in accordance with professional license and certification.
 - To provide necessary knowledge to respond appropriately to an ever changing population, presenting with a variety of issues and concerns.

ANNUAL REPORT – ACADEMIC YEAR 2010-2011

• **CAMPUS-WIDE COLLABORATIONS**

Division of Academic Affairs

- Collaborations with Bursar and computer services - Insurance applications and waivers completed online.
- Coordinated with Bridge Program and Occupational Therapy students through provision of secretarial assistance and lunch tickets.
- Collaborated with Graduate Studies to provide OT/PT physicals.

Division of Administration and Finance

- Nutritionist collaborated with Chartwells Newsletter, contributed Nutrition tip on Fiber and a quote on National Nutrition Month with Chartwells event.
- Collaborated with Facilities Management regarding MRSA, H1N1 Influenza and cleaning parameters.

Division of External Affairs

- Collaborated with Graphics and the Print Shop for office publications.

Division of Student Affairs

- Collaborated with EOF program and Athletics to provide physicals for all EOF students on Campus and athletes as well as follow up with students identified with concussion symptoms.
- Health Educator continued collaborations with many divisions throughout the year, including EOF, Athletics, Student Development, faculty, Career Center and the Office of Residential Life as well as numerous student clubs and organizations. (See Supporting Document 2)
- Worked with Residential Life and Admissions to monitor state insurance and immunization compliance for commuter and residential students.
- Collaborated with many offices in the implementation of an Infectious Disease Plan.
- Nutritionist collaborated with Athletics, contributed an article on “preventing sports related injuries via nutrition”

III. NEW INITIATIVES FOR AY11-12

GOAL/OBJECTIVE NO. 1	Assist Stockton students through direct healthcare in support of the educational mission of the college.
GOAL/OBJECTIVE NO. 2	Increase the use of Point and Click by staff and students by purchasing additional components of the program that will allow students to make appointments online.
GOAL/OBJECTIVE NO. 3	Move forward with recommendations discovered through CAS Health Services Self Assessment such as adding the vision and mission statements to the Wellness Center website, updating the Policy and Procedure manual and job descriptions.
GOAL/OBJECTIVE NO. 4	Create an electronic program/workshop request form that will be placed on our website and the GoPortal.
GOAL/OBJECTIVE NO. 5	Enhance the Peer Educator program by providing office hours.

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VI. SUPPORTING DATA

Document 1. Diagnosis Report

Document 2. Health Educator Annual Report

Supporting Document 1. Diagnosis Report

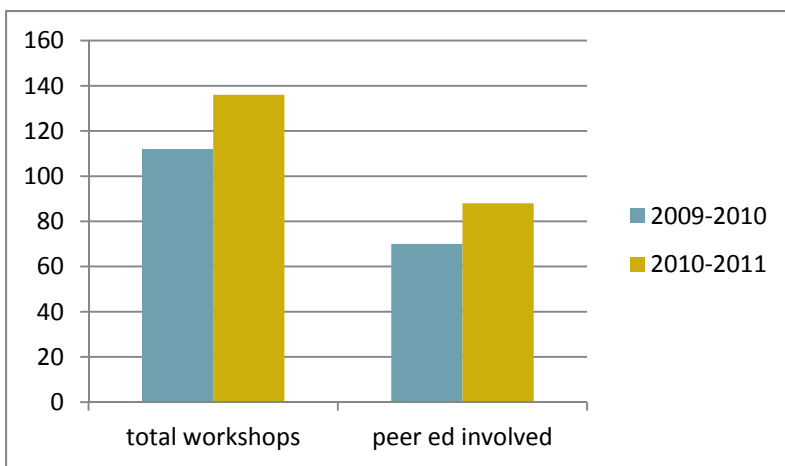
Diagnosis Category	No. of Patients
	2010/2011
Respiratory Conditions/ENT	2572
Dermatological Conditions	453
Miscellaneous	451
Special Physicals	439
Athletic Accidents/Musculoskeletal	306
Genitourinary Conditions	259
Gastrointestinal Condition	199
Optic Conditions	134
Neurology/Headaches	75
Cardiology	52
GYN	49
Psychiatric	39

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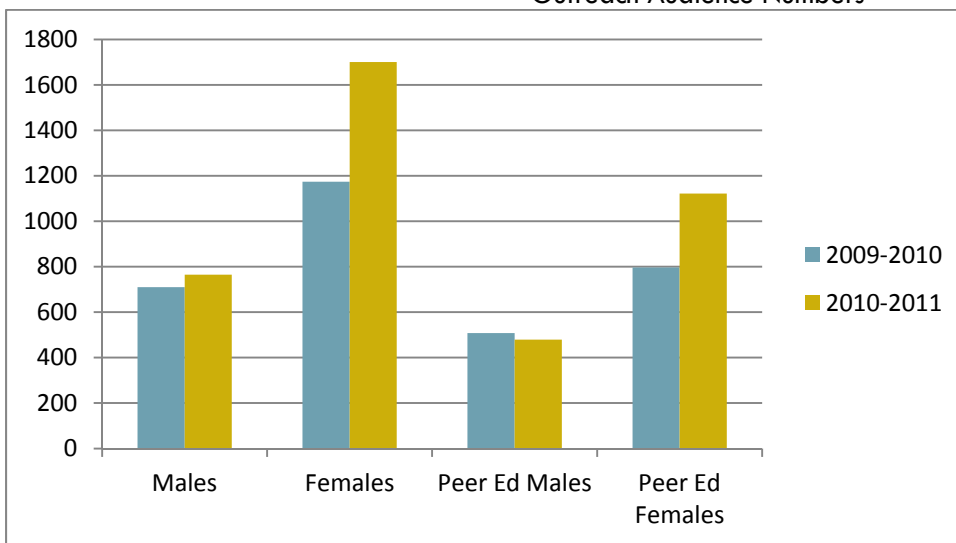
Supporting Document 2.

Luanne C. Anton, Health Educator
Annual Report June 2010 thru May 2011

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 136 workshops were provided (an increase of slightly over 20% from last year) that included an outreach audience of 1701 females (1174 last year) and 765 males (710 last year).



Outreach Audience Numbers



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, NAACP, Tri Delta, Tri Sigma, ZTA, Delta Zeta, Brigantine Community Youth Group, PT Club, FEMALES, Asian American Association, Public Health Society, Bridge Program, Active Minds, Day of Scholarship and the Leadership Conference. Thirty seven workshops were on the topic of Sexual Health followed by 32 on the topic of Managing Stress. Other topics included

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Nutrition / Eating Disorders (18), Dimensions of Wellness / Staying Healthy (10), Substance Abuse (19), Relationships (11), and Sexual Assault / Domestic Violence (7), Setting Goals (3), Communication Skills (2) and Presentation Skills (1). 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/ Eating Disorders	X	X	X	X			
Dimensions Wellness/ 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 Assault/ Domestic Violence	X	X	X	X	X	X	

The Peer Educators were involved in 88 of these workshops (70 last year), as well as most of the large scale events outlined below, with an outreach audience of 1122 females (797 last year) and 479 males (508 last year).

Nine 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. Weekly ULTRA programs were provided throughout the spring semester by the student peer educators. 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 and weekly open meditation sessions in collaboration with Pat Donahue of the Career Center as well as those listed below.

<u>Date</u>	<u>Event Title</u>	<u>Collaboration Partners</u>	<u>Additional Notes</u>
9/1	Meet the Wellness Center Staff	Career Center	
9/2	New Student Information Fair*	Student Development	
9/15	Commuter Coffee*	Student Development	
9/15	Library of Silence*	With Joanna Little	
10/4	Nat'l Day Without Stigma*	Active Minds	
10/13	Cancer Awareness Day*	Public Health Society, Gilda's Club	
10/20	Pride Alliance Vigil*		
10/28	LollaNoBooza*	With Joanna Little	
11/18	Nat'l Smokeout Day*	Tobacco Madness	
12/1	World AIDS Day *	Public Health Society, Greek Life	
12/6	Pet Therapy Day*		
12/8	Reiki Day	Elaine Bukowski, PT	
1/26	Get Involved Fair*	Student Development	

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2/22	Eating Disorders Screening*	With Kim Raring	
2/26	Leadership Conference*	Student Development	Stress & Success
		25 participants	Presented by Peer Eds
3/2	Day of Scholarship	Presented: Effects of Frankincense on Meditation Study	
3/8	Wellness Day*	Residential Life, Student >350 attended;	
		Development	\$87 for Gilda's Club
3/9	Zumbathon*	Eileen Conran-Folks,	60 attended;
		Gilda's Club	\$250 for Gilda's Club
3/24	Night of Sex*	Theater Club	>250 attended;
			\$1,129 for SJAA
4/12	Sexual Assault Awareness Day/ Walk in Her Shoes*	With Elana Dobrowolski, Residential Life	
4/14	Neighborhood Watch BBQ*	For Residential Life	Peer Ed info table
4/14	Mental Health Panel Discussion	For Active Minds	
4/15	Bubbles for Autism*	With Bob Ross	
4/19	Pet Therapy Day	>75 attended	
4/19	Drug / Alcohol Forum*	With Joanna Little	
4/21	Reiki Day	Elaine Bukowski, PT	24 participants

*Student Peer Educator staff involvement / leadership

Zumba fitness classes were offered twice weekly for both semesters with an average attendance of 35-45 participants. Yoga Flow was introduced in the spring semester for four sessions with an average attendance of 8-10 participants. One poster is created to illustrate all fitness classes offered for students that includes those sponsored by the Wellness Center as well as those sponsored by Athletics and Residential Life.

Other accomplishments or involvement of the Health Educator include:

Holistic Health Minor Committee Member

Tobacco Madness

Certified Clinical Aroma therapist (completed November 2010)

Received Esteemed Commemoration Award from Caribbean Students 11/30/2010

Green Dot Committees and Promotion

Club Awards Banquet, 4/21/2011 Advisor of the Year Nomination

Staff Retreat, 5/26/2011 Presented Meditation Techniques

2020 Strategic Planning Team Participant

Additionally the Health Educator meets individually with students as requested or referred and those encounters totaled 114 (102 last year).

Training received by the Health Educator included:

6/2/10 Student Affairs

6/22/10 Wellness Center Staff Retreat

9/2/10 Green Dot Persuasive Speech

11/2/10 Sexual Abuse Panel Discussion

11/10/10 Student Life Retreat

11/17/10 Trans Gender Discussion

12/16/10 Anger Management Video Training

1/21/11 NJCASA with Peer Eds

1/29/11 Green Dot with Peer Eds

2/15/11 Women's Gender / Sexuality by Eileen Conran-Folks

2/18/11 ADHD by Dr. Chazin

3/4/11 Annual Addictions Conference, Atlantic City

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4/15/11	EMDR by Jacqui Kievit, L. C. S. W.
5/10/11	HIPPA training
5/10/11	Ethics Webinar
5/26/11	Strategies for Effective Evaluation by NJSOPHE

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 six students from the Peer Education class participated as the Health Advisory Board. Participants consisted of 13 males and 13 females; 9 of who were freshman, 7 sophomores, 4 juniors, and 6 seniors. These results were from a hand written survey that revealed the following information.

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

Most indicated that the services offered were adequate with the following suggestions.

- more fitness programs
- longer hours
- more doctors or RN's available

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

Most indicated that they were satisfied with the location and liked the fact that all services were easy to access in one location. Suggestions are listed below.

- possibly an entire floor dedicated to the counseling / health services
- more advertisements on campus
- signs outside building to make it stand out
- counselors should all be on the same side
- a small doctors office on the other side of the lake
- hours on the weekends

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?

Most indicated that they were satisfied with what is already being offered. Suggestions are listed below.

- eating disorders / nutrition
- STI / pregnancy screening
- one day of free exams
- stress management
- homophobic reduction
- alcohol / sexual assault
- health care
- interactive workshops
- abuse (all types)
- fitness
- massages

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?

Most indicated that they felt most students knew about the Wellness Center but possibly did not know about all of the services that are offered with comments listed below.

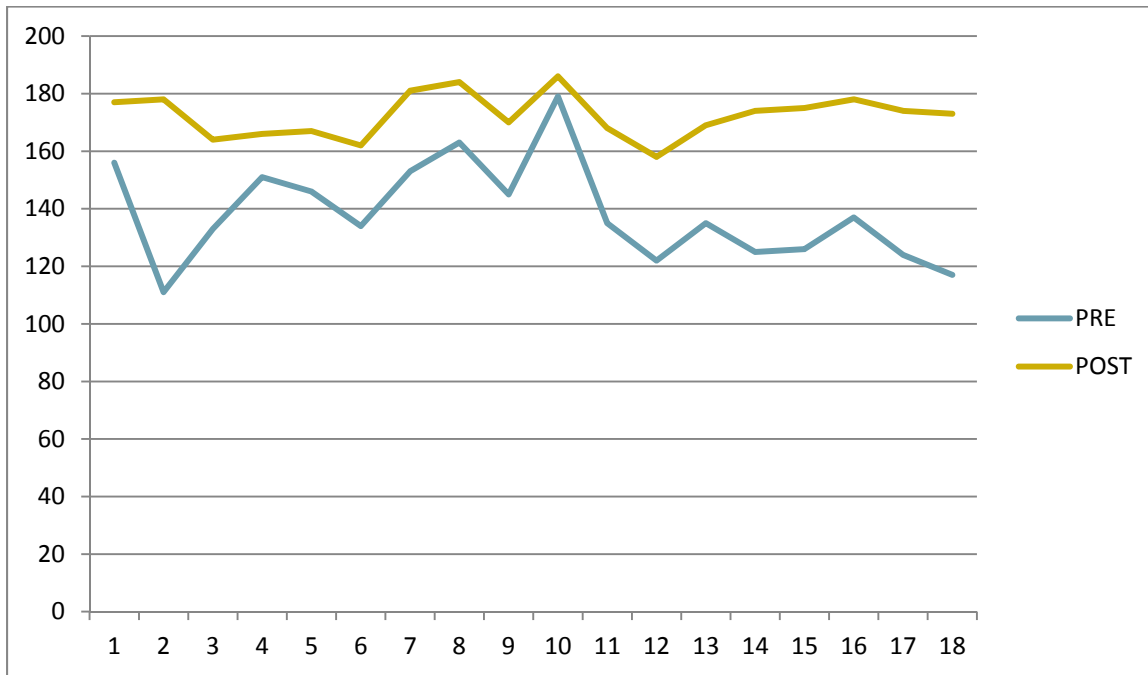
- psychiatrist isn't known
- mandatory visit / quiz for first year students
- more advertisements on GO portal

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Do you think that most students who access our services are pleased? If not, what changes do you think need to be made? Most indicated that they felt that most students accessing our services were pleased with the following suggestions listed below.

- doctors are rude
- wait is too long
- need longer operating hours

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.



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**WELLNESS CENTER
LEARNING ACCESS PROGRAM**

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OFFICE OF LEARNING ACCESS PROGRAM

I. AY10-11 GOALS AND OBJECTIVES

Goal/Objective 1 ● Serve as an advocate for issues regarding students with disabilities to ensure equal access.

- Ensured that qualified students with disabilities receive reasonable and appropriate accommodations regardless of the type and extent of the disability.
- Accommodation requests are handled on a case-by-case basis and relate to students' strengths and weaknesses, which are identified in documentation.
- Collaborated with students to determine appropriate accommodations and services.
- Provided weekly support sessions/workshops for students with disabilities.
- Provided information and guidance to faculty and staff about disability issues and services available.
- Disseminated information to faculty via email relating to various disabilities and likely observable behaviors associated with these conditions.
- Disability representation on relevant campus committees to ensure access.

Goal/Objective 2 ● Identify and incorporate a more comprehensive database system to enhance reporting capabilities.

- Representation on the Campus Technology Committee
- Disability Support Services in Higher Education-listserv

Goal/Objective 3 N/A Monitor existing facilities and any new construction for compliance and access for students with disabilities.

- The LAP provides services that promote access to the campus community.
- Serve on the Campus Walk Committee.
- Facilitate Campus Access Alliance Committee and Universability Committee.

Goal/Objective 4 ● 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 area.

- Relocation to J-204 has provided a testing center, adequate work space that is well-equipped, secure, adequate in size and designed to support our work and responsibilities.
- Private spaces must be made soundproof for confidentiality.

Goal/Objective 5 ● Conduct comprehensive program review of LAP based on CAS standards.

- Reviewed Association on Higher Education and Disability (AHEAD) Program Standards
- Reviewed Performance Indicators and Assessment of Campus Climate to Enhance Student Success

Goal/Objective 6 ● Develop a provider list for student psycho-educational testing.

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* Performance Levels:

- = Goal/objective met or exceeded – no adjustments necessary, continue support
- = Goal/objective partially met – review and adjust strategies for reaching goal/objective
- = Goal/objective not met – re-evaluate goal/objective and/or adjustment of strategies
- N/A = Not enough information available to assess

II. EVALUATION OF AY10-11 GOALS AND OBJECTIVES

REFLECTIVE ANALYSIS

- The Learning Access Program’s mission is consistent with the mission and goals of the Division of Student Affairs. See Supporting Documents - Addendum E: Alignment of LAP Goals with Division of Student Affairs.
- The Learning Access Program incorporates student learning and student development and enhances overall educational experiences.
- **Persistence and Academic Achievement/Knowledge Acquisition, Integration, and Application:** The LAP has 424 registered students, an increase of 80 students over last year. As a result of the accommodative process, 45 students received Baccalaureate Degrees, one student received a 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: 4th Annual Disability Awareness Week; National Disability Mentoring Day; 3rd Annual Special Olympics Track & Field Event; 2nd Annual Bubbles-4-Autism; 2nd Annual Dare to Dream Student Leadership Conference; Autism Speaks Walk; Campus Access Alliance and the Universability Committee.
- **Interpersonal and Intrapersonal Competence/Practical Competence:** In collaboration with the Career Center and the Division of Vocational Rehabilitation Services, 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.
- Using the information available from the Access-A-File database, the majority of students have been determined eligible due to: a learning disability (28.06%); psychiatric diagnosis (17.21%); ADHD (16.27%); neurological impairment (11.08%); chronic illness (10.61%). See Addendum A: Disability Diagnosis Report
- The students have identified the following functional capacities most affected by their disability: reasoning/processing (24.41%); attention (17.83%); memory (10.43%); interpersonal skills (9.92%); communication (9.32%); coordination/motor skills (7.80%); written expression (7.80%); reading comprehension (6.58%); math calculation/application (5.87%). See Addendum B: Functional Limitation Report.
- The accommodations most frequency provided include: time and a half for tests/quizzes (19.33%); testing in a distraction reduced environment (12.62%); use of class note taker 8.68%). See Addendum D: Accommodations Report.
- The students most often contact the LAP for: test proctoring (25.25%); accommodations for classes (18.61%); intake/assessment of needs (9.74%); guidance & counseling (8.64%); liaison/advocacy relating to academics (7.31%). See Addendum C: Student Contact Report.
- The student contacts that the LAP spends the majority of their time include: test proctoring (53.57%); accommodations for classes (9.56%); intake/assessment of needs (7.38%); reader/scribe/technology (4.70%); guidance & counseling (4.39%).
- The majority of students are undeclared followed by majors in psychology, biology, social work, criminal justice, environmental science and marine science.

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III. AY10-11 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, staff 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.
- **Staff Development:**
 Fran Bottone: FEMA Certification, Introduction to the Incident Command System (ICS 100); National Incident Management System (NIMS); Webinars: Gatekeeper Training Initiatives--Suicide Prevention Initiative At-Risk for Students, At-risk Student Referrals—Counseling and Judicial Affairs Partnerships, New Technologies to Help SWD, The Connection Between Student Retention and Assessment; Detoxifying Anger; emergency Management for Colleges and Universities Symposium; EEOC’s New Regulations; HIPAA Training

Robert Ross: FEMA Certification, Introduction to the Incident Command System (ICS 100); National Incident Management System (NIMS); Detoxifying Anger; CERT Training; Emergency Operations Plan; Harassment-Discrimination in the Workplace; University of Pennsylvania Disability Symposium; Webinars: ADA and Postsecondary Education, GI Bill Changes Post 9-11

Carol Quinn: FEMA Certification, Introduction to the Incident Command System (ICS 100); National Incident Management System (NIMS); Accommodating Students with Disabilities in On-line Courses; Detoxifying Anger Seminar; Ally Safe Zone Seminar; ADA Amendments Act and Post Secondary Education; EEOC’s New Regulations; HIPAA Training with ARMC; Seminar on Perspectives on Sexual Harassment

Nancy McGarigal: HIPAA Training with ARMC

IV. CAMPUS-WIDE COLLABORATIONS

Division of Academic Affairs

- Scheduled one-to-one registration sessions for students with disabilities during freshman and transfer orientation.
- Collaborated with Academic Affairs/faculty to ensure that reasonable academic accommodations do not fundamentally alter the program of study.
- In cooperation with the School of Occupational Therapy, referred 10 students needing additional academic and life -skills support to The Bridge Program.
- Worked with Student Records to accommodate students with disabilities who were eligible for priority registration.
- Teamed with the Office of The Provost to rescue at risk students and provide a support system that allows for the potential of successfully completing college.

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Division of Administration and Finance

- LAP collaborated with the Bursar’s Office to accommodate students with disabilities who were eligible to take a reduced course-load (less than 16 credits).
- Provides students with access in inclement weather, wheel chair accessible tables, and other physical accommodations along with Plant Management.
- Collaborated with Transportation Department regarding purchase of new shuttles and accessibility requirements/scheduling.

Division of External Affairs

- Utilized the Print shop’s book binding ability to provide students with text books in an alternate format at a more rapid rate and in concert with Stockton’s Go Green initiative.

Division of Student Affairs

- Works with Residential Life to accommodate student requests for on-campus, accessible housing.
- Partnership with Enrollment Management allows for private tours and accommodations if needed. (wheelchairs, interpreters).
- Accommodative testing was available every day of the work week through Event Services.
- Co-hosted with the Career Center on Career Exploration Workshops for students with disabilities.
- Works with the Wellness Center Staff to assist with the development, review, and revision of written policies and guidelines for institutional rights and responsibilities with respect to service provision. The LAP and the Office of Health Services work together to provide comprehensive service and support for shared students.
- LAP collaborated with Student Development and the Career Center to host Commuter Coffee.

V. NEW INITIATIVES FOR AY11-12

GOAL/OBJECTIVE NO. 1	Serve as an advocate for issues regarding students with disabilities to ensure equal access.
GOAL/OBJECTIVE NO. 2	Monitor existing facilities and any new construction for compliance and access for students with disabilities.
GOAL/OBJECTIVE NO. 3	Assess faculty perception of disability services (Learning Access Program).
GOAL/OBJECTIVE NO. 4	Collaborate with Computer Services in the implementation of a program that will assist with data tracking.
GOAL/OBJECTIVE NO. 5	Partner with Teacher Education Program to initiate utilization of LDT/C candidates for educational testing/evaluation of LAP clientele.

VI. SUPPORTING DATA

- No supporting documentation provided.

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2011-2012 DIVISIONAL GOALS

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2011-2012 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.
 - Create a retention plan targeting at-risk students in the general population, EOF, and Residential Life.
 - Collaborate with all college constituencies to demonstrate the value of a Stockton education to prospective students and parents, making changes to open houses, orientation and instant decision days.
 - Develop a proposal for additional residential freshmen LEED Housing.
 - Utilize capabilities of Banner Relationship Management to increase retention through tracking from point of entry through point of departure.
2. Support curricular and deliver co-curricular learning opportunities for students’ personal and interpersonal growth, in a safe environment, in concert with the college’s Essential Learning Outcomes.
 - Institute a Living/Learning Community for Civic Engagement.
 - Create cross-functional teams of faculty, Student Affairs staff and students to address issues facing college students today.
 - Institute a student leadership workshop on global issues.
 - Utilize 2020 functional teams to develop two new initiatives integrated with Academic Affairs.
 - Continue to implement the recommendations of the Alcohol Task Force.
 - Partner the new Civic Engagement Living/Learning Community with the existing Global Citizenship LLC to co-sponsor activities and community service projects.
 - Increase contributions to the integration of safety measures throughout the campus community.
 - Partner with the Regional Internship Program to provide quality academic internships.
3. Develop and refine technological resources to ensure effective and efficient delivery of student support services.
 - Maximize electronic storage capabilities in all Student Affairs areas.
 - Partner with Administration and Finance and Plant Management to explore more environmentally sustainable practices in Residential Life.
 - Integrate student programming offerings from the Campus Center with Student Development and Residential Life.
 - Enable staff to stay current in new technologies, e.g. social networking.
 - Create a communication repository to showcase all divisional events and activities.
4. Examine and redefine assessment methodology and practice in the Division.
 - Review the findings of the CAS Standard review for each office and create a timeline for implementation of the recommendations.
 - Evaluate the types and frequencies of divisional assessment measures.
 - Review the assessment measures of each office and develop plans to address issues raised by the measures.
 - Perfect the department beta site assessment repository.
5. Provide professional development opportunities for professional, managerial and support staff.
 - Streamline policies and procedures, and train staff accordingly, to maximize efficiency throughout the division.
 - Educate Student Affairs staff about “best practices” in the field of student leadership, development and sustainability.
 - Create communication channels that enhance understanding and maximize internal and external efficiencies.
 - Deliver professional development opportunities to reinforce topics discussed in the divisional retreat and to improve technological/leadership/management skills.
 - Create opportunities to recognize staff for outstanding performance and accomplishments.