The Richard Stockton College of New Jersey

SELF-STUDY

1991-2001

VOLUME 1 • SPRING, 2002

Prepared for the Accreditation Evaluation Visit for
The Commission on Higher Education, Middle States Association of Colleges and Schools
The
Richard Stockton College
of New Jersey

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SUMMARY OF THE MIDDLE STATES INSTITUTIONAL SELF-STUDY COLLEGE-WIDE PLANNING PROCESS

On October 12, 2000, following a day at Stockton College meeting with all of the major constituents, the Middle States Association (MSA) Liaison concluded that Stockton appeared to continue to be in fine circumstances. Accordingly, she recommended that the College take this opportunity to reflect on its extraordinary progress in achieving its goals and objectives since 1991 and 1996. She suggested that we undertake assessment and analysis of the major areas as identified by “Characteristics of Excellence.”

Following the Liaison’s visit with the Board of Trustees and with the President, we noted that the impending accreditation provided an excellent opportunity to review the Vision and the Mission of the College to ensure that Stockton is prepared to meet the future.

In January of 2001, the Board of Trustees and President Vera King Farris issued an administrative announcement commencing the Accreditation Institutional Self-Study, announcing that the College will undertake a process to determine how the College should look by the year 2010.

Dr. Michael Tierney, Professor, University of Pennsylvania, was enlisted to serve as consultant to the process. His familiarity with Stockton's history and his previous work with the colleges "Six Challenges" and "The Task Forces on Technology," as well as Stockton's Baccalaureate Graduates in the Workplace projects, would help with this overall planning initiative.

In consultation with the Faculty Assembly and Student Senate, a Self-Study Executive Oversight Committee was established. Four Self Study Co-chairs (two faculty and two administrators) were named. The entire Executive Oversight Committee, consisting of ten (10) faculty, four (4) staff, and two (2) students, was charged by the President to provide leadership and guidance to the Self-Study process, both for the Committees and the development of a Vision 2010 Statement.

The following stages were identified for the process:

1. Development of a White Paper by Dr. Tierney on "The Major Factors that will most likely Impact Higher Education"
2. External Focus Group Research conducted by Dr. Tierney
3. Review of the "White Paper" by campus constituent groups and summary of the Focus Group Study
4. Development by the Executive Oversight Committee of a Draft Vision Statement for Year 2010
5. Development by the Executive Oversight Committee of Mission, Goals and Objectives for 2010 for Stockton College
6. Establishment of Committees for the individual chapters of the Self Study

A proposed timetable was identified calling for the completion of a draft "Vision 2010" Statement and a draft "Goals and Objectives" during the summer of 2001, and completion of the Committee's individual chapters by the beginning of the 2001 Fall Semester. As a result of this process and timetable, the documents were to be ready for College-wide discussion in early Fall 2001. (A chart depicting each accreditation standard, the committee covering each area of responsibility, and its corresponding chapter in the 2002 Self-Study can be found in the appendix.)

The following Self Study Committees were to complete their work, and be prepared for discussion in early Fall 2001:

- Admissions, Enrollment, and Retention
- Educational Programs and Curricula
- Organization, Administration, and Governance
- Faculty
- Student Life
- Professional Development and other Faculty Initiatives (including ISCT)
- Library and Learning Resources
- Planning and Financial Resources
- Physical Facilities
- Public Service and Community Outreach

Each of the above committees drafted individual topic reports which were submitted to the Executive Oversight Committee. Copies of these reports, as well as other relevant documents to the Middle States process, are available in the Middle States Resource Room located on the second level of the Library (E-219). A listing of items available can be found in the appendix.

During May, June, July, and August of 2001, the Executive Oversight Committee worked to develop and refine a Draft "Vision for 2010" and a Draft "Goals and Objectives." A Board of Trustees Retreat was held on August 22, 2001, at which the Draft "Vision 2010" and "Goals and Objective" documents, as well as a "Proposed Process for Possible Implementation of Goals, Objectives, Vision 2010," were presented by the Executive Oversight Committee. A very lively discussion ensued. The Draft "Vision 2010" and Draft "Goals and Objectives" also were discussed at the Fall Faculty Conference on September 4, 2001 and at subsequent Faculty Assembly meetings.

A discussion of the Draft "Vision, Goals, Objectives" and of the individual Committees’ Reports, with the faculty, students, staff, and administration ensued, and a final draft proposal was prepared for the Trustees. The Trustees considered the final draft proposal (without the final chapter) at their October 24, 2001 meeting. A resolution was passed in support of the Self-Study document (in principle). The final chapter was presented at the November 14, 2001 Board meeting and a resolution in support of the Self-Study was adopted.
A preliminary visit by the Middle States Accreditation Review Team Chairperson, Dr. James E. Lyons, Sr., President, California State University-Dominguez Hills, occurred November 25-26, 2001. Submission of the final Self Study document to the entire Middle States Accreditation visiting team will need to be transmitted in January, 2002. The Middle States review team will conduct its onsite visit to the campus March 24-27, 2002. The recommendation of the Accreditation Team will be presented to the Middle States Commission on Higher Education at its June, 2002 meeting.
The
Richard Stockton College
of New Jersey

AT THE TIME OF THE VISIT

Instruction Began:
1971

First Graduating Class:
June 3, 1973

President/CEO:
Dr. Vera King Farris

Chief Academic Officer:
Dr. David L. Carr

Chair of the Board of Trustees:
Mr. Michael Jacobson
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
POMONA, NEW JERSEY

The College

The Richard Stockton College of New Jersey is an undergraduate college of arts, sciences, and professional studies within the New Jersey System of Higher Education. Named for Richard Stockton, one of the New Jersey signers of the Declaration of Independence, the College was authorized by the passage of the state's 1966 bond referendum for higher education and accepted its charter in 1971.

More than 6,000 students are enrolled at the College, which provides distinctive traditional and alternative approaches to education. Stockton ranks among the nation's colleges and universities in size and stature and is proud of its achievements and the creative abilities of its students by encouraging them to undertake individually planned courses of study that promote self-reliance and an appreciation of intellectual diversity.

The College's campus provides an excellent natural setting for a wide range of outdoor recreational activities, including sailing, canoeing, hiking, jogging, and fishing. Students, faculty, and staff take part together in an extensive intramural and club sports program that includes alpine, crew, flag football, golf, soccer, softball, street hockey, swimming, and volleyball. At the intercollegiate level, the College fields teams in men's basketball, baseball, soccer, men's basketball, basketball, lacrosse, soccer, women's basketball, crew, soccer, softball, volleyball, and field hockey. At the collegiate level, the College fields teams in men's baseball, basketball, soccer, and lacrosse, and women's basketball, softball, soccer, and volleyball.

The College also offers a variety of extracurricular activities, including a Student Government Association, a variety of student clubs, a series of concerts, art exhibitions, lectures, and sporting events.

College Center I provides a focal point for social, recreational, and cultural activities. More than eighty clubs and organizations have their offices in the center, including the Student Social Committee, the Women's Organization, the Food and Nutrition Center, the Accounting and Finance Society, the Dance Club, and the Photography Club.

College Center II, which is connected to the main academic complex, is a living room-type facility and features a cafeteria, a lounge area, and several conference rooms.

The Residential Life Center provides a curricular/cocurricular facility within the dormitory area. With its large and small meeting rooms, convention center, and microcomputer lab, the center permits the expansion of activities programs for both organized and informal student groups.

The Lakeside Center is located in the Housing I garden apartment area. The facility contains a convenience store, an outdoor patio area, a snack bar, pizza facility, a microcomputer lab, a multipurpose room for large programs, and small meeting rooms for student groups.

On-campus housing for more than 2,000 students is available in the Housing I apartment complex for the Housing I and II residence halls and the Housing IV complex. The College's main academic complex.

Schools. As a college of the New Jersey System of Higher Education, Stockton offers programs that are approved by the State Board of Higher Education. The Environmental Health Program is accredited by the National Environmental Health Science and Protection Accreditation Council. (The Social Work Program has been accredited by the Council on Social Work Education; the teacher education sequence has been approved by the New Jersey Department of Education and the National Association of State Directors of Teacher Education and Certification; the Nursing Program has been accredited by the National League for Nursing and is approved by the New Jersey Board of Nursing. The Counseling Program has been approved by the American Chemical Society.)

In addition to its bachelor's degrees, the College offers graduate programs in Master of Physical Therapy, a Master of Business Administration, a Master of Arts in Teaching (Specialty for Adult Education), and a Master of Business Administration (Concentration in Accounting, Marketing, and Management).

Location

Stockton College is located in Pomona, New Jersey, and can be reached from Exit 44 South on the Garden State Parkway and Exit 12 of the Atlantic City Expressway. By car, the campus is approximately 1 hour from Philadelphia and 2 hours from New York City.

The campus, which has lakes, forests, and hiking trails, is surrounded by nearby Brigantine Wildlife Refuge and the Bass River, Penns, and Wharton State Forests. The active program of concerts, art exhibitions, lectures, recreation, and sports on campus is complemented by the nearby resort atmosphere. Within a 1-hour drive, students will find fishing, boating, swimming, and theatrical productions as well as the famous Atlantic City Boardwalk.

Majors and Degrees

The Bachelor of Arts degree is offered in applied physics, biology, business studies, criminal justice, economics, environmental science, history, international business, information and computer sciences, liberal studies, literature and language, marine science, mathematics, philosophy, political science, psychology, and art. The Bachelor of Science degree is offered in applied physics, business studies, information and computer sciences, marine science, mathematics, preprofessional, pre-engineering, pre-pharmacy, pre-veterinary medicine, psychology, public health, social work, and speech pathology and audiology. The degree of Bachelor of Science in Nursing is offered in upper-division students.

The College has seven-year double-degree programs with the University of Medicine and Dentistry of New Jersey, the Robert Wood Johnson Medical School, the Pennsylvania College of Podiatric Medicine, and the New York College of Podiatric Medicine, which guarantees students admission to the appropriate medical school. Students participating in the programs earn a Bachelor of Science degree from Stockton and an M.D. degree from the appropriate medical school. Stockton also has an articulation program with Cornell University for veterinary medicine as well as five-year double-degree programs with New Jersey Institute of Technology and Rutgers, The State University of New Jersey, for
students interested in engineering. Students participating in the programs earn a Bachelor of Science degree in chemistry, physics, or math from Stockton and a Bachelor of Science degree in engineering from NJIT or Rutgers.

In addition, Stockton provides preparation for teacher certification in subject areas and elementary and other education programs.

Academic Program

To earn a baccalaureate degree at Stockton, a student must satisfactorily complete a minimum of 128 semester credits. Degree programs include a combination of general studies and program (major field) studies. The Bachelor of Arts student must earn a total of 46 credits in general studies; the Bachelor of Science student must earn 48. General studies courses are broad cross-disciplinary courses designed to introduce students to all major areas of the curriculum and to the broadly applicable intellectual skills necessary for success in college. Students must select some courses from each major curricular area. The only specifically required courses within general studies are the basic studies courses (up to three), from which students may be exempted on the basis of diagnostic testing. The Bachelor of Arts student must earn a total of 44 credits in program studies; the Bachelor of Science student must earn 60. Program studies (major field) requirements are carefully structured and emphasize sequences of specific courses.

Students at Stockton have special opportunities to influence what and how they learn by participating in the major decisions that shape their academic lives. The main avenues of participation in the preceptorial system, which enables students to work on a personal basis, with an assigned faculty-staff preceptor, in the planning and evaluation of individualized courses of study and in the exploration of various career alternatives.

Stockton’s academic programs emphasize curricular organization and methods of instruction that promote independent learning and research, cross-disciplinary study, problem-solving, and decision making through analysis and synthesis.

Off-Campus Arrangements

Off-campus educational experiences for college credits are a central feature of most of the degree programs at Stockton. Internships, research projects, and field studies allow students to apply the principles and methods they have learned in their formal training. Opportunities for foreign study are also available.

The Washington, D.C., Internship Program gives Stockton students the opportunity to gain professional working experience. Stockton sends more students to the program than any other college or university outside the Washington area.

Coordination of off-campus internship programs is provided by the academic divisional offices; coordination of foreign study is provided by the coordinator of international education.

Academic Facilities

Situated on an attractive, heavily wooded 1,660-acre campus, Stockton’s award-winning academic complex has been planned to serve as a living learning center. Academic, recreational, and living spaces are mixed to promote interaction among all faculty, students, and staff. The facilities, all constructed since 1971, include several large classroom-office buildings, a library, a lecture hall-addition, and a 900-seat Performing Arts Center. Currently under construction, the Multipurpose Recreation Center will include a gymnasium/field house, an outdoor NCAA track, field-sport venues, and four playing fields for soccer and lacrosse.

The library contains more than 500,000 volumes, more than 2,600 current periodical subscriptions, 200,000 government documents, more than 19,000 reels of microfilm, and about 46,000 other units of microform. The media collection includes films, slides, videotapes and audiotapes, compact discs, and photographs. The library also houses a special collection on the New Jersey Pine Barrens and is a depository for federal, state, and Atlantic City documents.

Costs

Costs for the 1999-2000 academic year were as follows: tuition and fees, based on 52 credits—$4,400; for in-state students and $8,902 for out-of-state students; on-campus residence—$6,850 for a single room and board, $7,950 for a two-person room and board, $8,950 for a four-person room and board, $7,250 for a nineteen-meal plan; books, supplies, transportation, and personal items are extra. All costs are subject to change.

Financial Aid

Financial aid is available in the form of scholarships, grants, loans, and jobs. Aid is awarded on both a competitive need basis and according to need. Students seeking financial aid should file the Free Application for Federal Student Aid (FAFSA) by March 1. This form is used by the College in evaluating all applications for financial aid.

Faculty

Stockton’s faculty numbers 95 full-time and 112 part-time and adjunct members. They represent excellent and highly diversified academic backgrounds and training, with 75 percent holding a terminal degree in their field. Faculty members work closely with students through the College’s preceptorial system and share with students and staff the initiative and responsibility for the College’s social, recreational, athletic, and cultural programs and activities. This arrangement supports the exceptional rapport and communication that exist among students and faculty members.

Student Government

The Student Senate is a legislative body consisting of 25 student members. The Senate is made up of a faculty member and 2 staff members. Student Senate meetings are open to the public and elections are held every spring. Among its many duties, the Senate reviews and makes recommendations to the administration on budgets and student organizations and acts as the official representative of the student body.

Admission Requirements

Stockton operates a continuous admission program. Students may apply for admission to the fall or spring term and are notified of the admission decision as soon as their application file has been completed. Applicants must submit ACT or SAT scores. Admission is selective.

Stockton offers early acceptance programs for high school students in their junior year. Students who have been away from formal education for some time are also invited to apply for admission on an individual basis. Stockton makes no distinction between part- and full-time students in offering admission.

Stockton has a program that permits the admission on an individual basis of a limited number of students from educationally and financially disadvantaged backgrounds. Students who desire to explore this opportunity at the College should write expressing their interest in this program.

Transfer students are encouraged to apply for admission either for the fall or the spring semester.

Application and Information

For more information or application forms, students should contact:

Dean of Enrollment Management
The Richard Stockton College of New Jersey
P.O. Box 195
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Prologue

Founded in 1969 as a public, four-year college within the New Jersey system of higher education, Richard Stockton College of New Jersey offers baccalaureate level programs in the arts, sciences, and professional studies. A residential college whose students are drawn from throughout the state, Stockton is located at the edge of New Jersey’s Pine Barrens, 12 miles northwest of Atlantic City.

Mission

At Stockton we seek to help our students develop the capacity for continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world by insisting on breadth, as well as depth, in our curriculum. We believe that the breadth inherent in an interdisciplinary approach to liberal education both prepares students for inevitable career changes, and enriches their lives.

We insist on excellence in teaching and dedication to learning. These, indeed, are the guiding principles of our mission. Moreover, we recognize a responsibility not only to transmit received ideas to our students but to participate in the development of new ideas. Accordingly, we encourage continuous research, learning, and professional development for our faculty and staff.

Quality academic programs are best created, developed, and maintained by a high degree of faculty and student responsibility for, and participation in, the educational process. For that reason, the College is committed to faculty-wide involvement in general education and in teaching such academic skills as writing, quantitative analysis, and logical reasoning. Breadth, then, is not only a desirable outcome for our students, but a requisite for the faculty who teach these students. To teach beyond the traditional bounds of one’s area of formal expertise, across disciplinary lines, and to interrelate the traditional disciplines, requires an extraordinary effort from faculty. It is imperative that the executive administration and the trustees provide the resources and the atmosphere which will make such exceptional effort both possible and appreciated.

Our insistence upon breadth of education for all students does not preclude an emphasis on depth of study in the major disciplines but rather, supplements it. Our academic programs must offer students a real understanding of the ideas and methods of their disciplines, including those most recently developed. Exposure to many disciplines and intensive investigation of one discipline should prepare graduates to move into appropriate fields of employment, or to continue with graduate academic or professional study.
At Stockton we believe that co-curricular activities complement the academic curriculum and, along with classroom education, help students develop the capacity for making intelligent choices. While we offer students assistance in and out of the classroom, we emphasize and encourage student initiative in their co-curricular life, and in all aspects of college life, in keeping with our belief that students share the responsibility for their education.

We value diversity and the differing perspectives it brings. Accordingly, we are unequivocally committed to implementing the principles of affirmative action in the composition of our student body, faculty, and staff.

Just as students must receive an education that is sufficiently broad to permit flexible response to changes in society, so too the College must be able to change and adapt to differing circumstances and needs in our society. In order to best fulfill our mission, we must all recognize the limitations of our resources, and respond by a prudent and flexible allocation of those resources.

Finally, Stockton is committed to the positive development of southern New Jersey. Through research and community service, we actively seek to take advantage of and to improve the unique physical and human environment in which the College is located.

**GRADUATE EDUCATION MISSION STATEMENT**

Adopted by the Board of Trustees February 18, 1998

The Richard Stockton College of New Jersey provides quality graduate programs which promote advanced inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our cultural and intellectual heritage in all its diversity. Its graduate programs are consistent with the College’s commitment to the liberal arts and support the undergraduate program through enriched resources, the discovery of new approaches to teaching and learning, and the creative use of new technologies. Through accessible graduate education the College responds to State and regional needs.
CHAPTER 1 – ORGANIZATION, ADMINISTRATION, AND GOVERNANCE

Richard Stockton College is a nationally ranked, public, liberal arts institution of higher learning that has encouraged change and growth at the same time that it has been constant in its mission. Throughout its history, in the substance as well as in the procedures of its organization, Stockton is guided by the principles of the liberal arts. Central to the principle of the liberal arts, and at the heart of its responsiveness and effectiveness, is the notion of diversity. Stockton’s institutional organization does not coerce diversity into dull uniformity; but rather it preserves diversity. Out of such diversity different ideas emerge, ideas that promote positive change and progress. Shared governance, collaboration, and cooperation are at the heart of Stockton’s organizational procedures. Consequently, Stockton’s constituent elements—the administration, the Faculty Assembly, student government, professional staff, and the union representatives—have found new ways to work together as recommending and advisory bodies, contributing to an inclusive decision-making process. Stockton strives, with their assistance, to address current and long-range planning and resource utilization. As dynamic structures themselves, these entities enable Stockton to remain flexible and to deal with change and the effects of change.

The organizational structure of the College is displayed in Figure 1.1. Over the past five years, it became necessary to replace several key management positions. Administrators, students, and faculty served, jointly, on search committees that have produced the current Vice President for Academic Affairs, the Associate Vice President for Academic Affairs, the Dean of Graduate Studies and Continuing Professional Development, the Dean of Arts and Humanities, the Dean of Social and Behavioral Sciences, the Dean of Natural Sciences and Mathematics, the Director of the Library, and the Director of Media Services and Distance Education.

Illustrations of the effectiveness of Stockton’s organization, administration, and governance structures include, but are not limited to, the following significant outcomes that have occurred since 1996: 1) a substantial increase in state appropriations, 2) successful local negotiations which resulted in a new faculty evaluation process, 3) the expansion of the curriculum to include graduate programs, and 4) the addition of several new facilities including a major sports center, a state-of-the-art academic building, and on-campus housing for an additional 250 students.

Below are outlined separate, but complementary bodies and constituencies that collaborate to facilitate excellent teaching and successful learning. Specific examples of the successful outcomes of this shared governance over the past five years are offered below.
Figure 1.1 Functional Organizational Structure of the College

THE
RICHARD STOCKTON COLLEGE OF NEW JERSEY
An Environment for Excellence

BOARD OF TRUSTEES
- Internal Audit
- Executive Assistant to the President
- Assistant to the President
  - Graphics
  - PrintShop
  - Publications
  - Public Relations
  - Assistant to the President for Alumni Relations
  - Affirmative Action
  - Development
  - Performing Arts Center

PRESIDENT

Vice President for Academic Affairs
- Associate VP/Human Resources
- Dean of Social and Behavioral Sciences
- Dean of General Studies
- Dean of Professional Studies
- Academic Advising
- Library
- Media Services
- Distance Ed
- Inst. for Research on Teaching and Learning
- Governor's School

Associate VP for Human Resources
- Human Resource Systems & Operations
- Employment Services
- Benefits
- Employee Relations
- Policy Development
- Environmental Health and Safety

Vice President for Administration and Finance
- Controller
  - Accounts
  - Receivables/Bursar
  - Banking Services & Investments
  - Payroll
  - Director of Plant Mgmt.
- Director of Facilities Planning & Construction Management
- Director of Security & Safety
- Campus Police
- Executive Director for Administrative Services & Corporate Relations
- Mailroom
- Food Service Operations
- Bookstore Operations

Assistant VP for Fiscal Affairs
- Fiscal Planning
  - Budget & Grants Mgmt
  - Accounting & Auditing
  - Purchasing

Assistant VP for Computer Services
- Management Information Systems
  - Networking
  - Communications
  - Academic Facilities
  - Computer Labs
  - Technical Support

Vice President for Student Affairs
- Associate VP for Student Affairs
- Dean of Students
- Housing & Residential Life
- Judicial Programs
- Student Development
- Career Services
- Life Services

- Associate VP for Student Affairs Tech. Res.
- Atlantic County ETC
- Dean of Enrollment Management
- Admissions
- Financial Aid
- Veterans Affairs
- Scholarship Programs
- Assoc. Dean of Students/Director of Athletics & Rec.
  - Athletic Operations
  - Intercollegiate Athletics
  - Intramurals & Rec.
- Assoc. Dean of Student Records
  - Registration
  - Student Records

OCTOBER 2001
GOVERNING BOARD AND PRESIDENT

The New Jersey Higher Education Restructuring Act of 1994 abolished the New Jersey Department and Board of Higher Education, thereby allowing greater autonomy to the Colleges/Universities. Subsequently, a new structure was established including 1) a new Commission on Higher Education, 2) a Statewide Presidents’ Council, and 3) a more autonomous Board of Trustees at each of the public higher education institutions. The stated purpose of significantly enhancing the authority and autonomy of each college and university was for the “elimination of unnecessary State oversight, and its accompanying bureaucracy, in order to unleash the creativity and innovation of these institutions.”

New powers granted to the Board of Trustees at the College under the Restructuring Act include the following powers and duties:

- to develop an institutional plan (free of any guidelines externally established);
- to set tuition and fees (free of any guidelines externally established) after conducting a public hearing on same;
- to recommend for appointment by the Governor, with consent of the New Jersey Senate, members of the institution’s governing board;
- to determine size and makeup of Board of Trustees;
- to have final authority to determine controversies and disputes concerning tenure and personnel matters of employees not classified under civil service;
- to retain supplemental legal counsel of the institution’s choosing;
- to invest College monies and approve facilities construction;
- to approve academic programs, within mission; and
- to submit annual report on institutional condition, form to be established by the Commission on Higher Education.

These powers were intended to assist the Board of Trustees in actively fulfilling its responsibilities of policy and resource development.

As indicated in the material that follows, the College, through its Board of Trustees, has moved quickly and intelligently in assuming its new responsibilities and autonomy under the Higher Education Restructuring Act, beginning with the College's Mission.
LIBERAL ARTS MISSION
From its beginning Stockton College exclusively offered undergraduate programs and degrees under its Mission designation as a liberal arts college. The Board of Trustees takes very seriously its responsibility to ensure that Stockton's liberal arts Mission is fulfilled. To that end, nearly three-quarters of Stockton's full time tenure track faculty teach in the liberal arts division of the College (see Table 1.1)

THE ADDITION OF GRADUATE EDUCATION TO STOCKTON'S MISSION
In 1994, just prior to the abolishment of the Board of Higher Education, Stockton received special approval to offer its first graduate program, the Master's in Physical Therapy. Subsequently, the Restructuring Act legislation provided an opportunity for Colleges to undergo a "Change in Mission" (or Mission Differentiation) which the Commission on Higher Education (CHE) defined as "changing the level of academic degrees or certificates authorized for the institution." Therefore, in June 1997, the Board of Trustees resolved to apply to the CHE to permit Stockton to add graduate education to its mission. Following an intensive review by the CHE's external experts, the CHE passed a resolution in November 1997 approving Stockton's application to add graduate education to its Mission. Graduate education has added a great deal of flexibility and opportunity for further development of the College.

To date, Stockton has added five additional Master's degree programs in the following areas: Business Studies, Instructional Technology, Nursing, Occupational Therapy, and the first Holocaust and Genocide Studies Master's degree in America.

ESTABLISHMENT OF BOARD POLICIES; EVALUATION OF THE EFFECTIVENESS OF POLICIES
The Board of Trustees plays a significant role in policy formulation and planning, especially as these areas relate to personnel matters, budget and financial matters, academic and student life matters. The Board approves its policy proposals at open meetings and periodically evaluates the effectiveness of existing policies.

PERSONNEL POLICIES
Two of the Board’s personnel policies have stirred controversy during the past twenty years. One such policy is the "Staffing Guideline." Stockton's Staffing Guideline states, “that the proportion of tenured faculty shall not exceed 72% at the College, division, and program level.” (Note that in earlier years this percentage had been 66 2/3% and was revised upward to 72% by the Board in 1989; see Table 4.1)

The second controversial policy is the Trustees’ "Affirmative Action" policy which states, “that one-half of all new appointments should be affirmative action candidates and, at a minimum, greater than one-quarter should be minority group members.”
The data (see Table 4.1) show that the Board's policies on "staffing guidelines" and "affirmative action" have been effective in fulfilling the intent of these policies. There has been a substantial increase over the past years in hiring and promoting women and minority faculty while at the same time enhancing the credentials and qualifications of the faculty, evident in the increase in the percentage of faculty with the highest degree in his/her discipline. The policies on "hiring" and "affirmative action" also have provided a greater flexibility for new program development, curriculum planning, and resource allocation.

On the other hand, the controversial aspects of the "hiring" and "staffing" policies seem to be related to complaints by some faculty that such policies cause very frequent convening of search committees and in some instances causes "Low Faculty Morale." It should be noted that a significant number of additional faculty positions have been added over the past ten (10) years and this approach has lessened controversy considerably.

**Faculty Collective Negotiations re: New Personnel Policies**

In 1999, the Stockton Federation of Teachers Union (SFT), working with the administration, negotiated a change in the College's personnel process. The result was the establishment of a Faculty College-wide Personnel Committee (CPC) which replaced the Divisional Faculty-Student Personnel Committees. The new addition to the personnel process was approved by the Trustees with a three-year sunset clause.

The CPC is composed of nine (9) tenured, senior faculty members, elected in a College-wide election. Under this new arrangement, provisions were made for two students to be elected and serve as nonvoting members. However, to date, no students have volunteered to participate. The recommendations of the CPC go directly to the Vice President for Academic Affairs. The Academic Deans also make their recommendations to the Vice President. The Vice President makes recommendations to the President, who then makes final recommendations to the Trustees.

**"TRANSITION TO RETIREMENT" POLICY**

The Board of Trustees approved a policy in March 1998 to assist long-term tenured faculty to make the transition out of the classroom into retirement. The goals of the "Transition" program are

- to assist senior faculty members who have served many years at the college to undergo a smooth transition from the classroom to retirement;
- to provide an opportunity to ease the financial transition into retirement;
- to provide an opportunity for retiring faculty to share their personal expertise and wisdom with emergent faculty members at the college;
- to assist the academic program by providing an opportunity for a smooth transition for new faculty entering the program.
This program has been well received by the faculty. Six senior faculty have resigned their tenure in order to contribute to the College in more diverse ways, with eight additional faculty beginning their "Transition" as of September 2001. Only one faculty member has withdrawn from the "Transition" program and returned to full faculty status.

Through the "Transition" program, our faculty’s extensive knowledge of teaching, scholarship, and service will be made available to the Stockton community for years to come, albeit in a different way.

**FINANCIAL PLANNING AND FUND RAISING**

The Trustees have significant fiduciary responsibility for the area of fiscal planning, resource development, and oversight. The Board has an Audit and Finance Committee that serves to assist the Board through the following:

- Internal accounting controls and internal auditing activities
- Financial statements
- Regulatory compliance
- Independent public accountants
- Other matters which may be delegated by the Board of Trustees to the Committee

The Board passed a resolution, in August 1999, establishing two goals as major institutional priorities. One goal was to improve significantly the level of State budget support to the College. The second goal was to embark on an external fundraising effort.

The Trustees and President Farris worked closely with State Legislators, the Governor, and other budget decision makers to obtain supplemental funding for the College. As a result, in June 2000, the College received an additional $1 million into its base budget from the State and also received 100% of its Salary Program money. In June 2001, the College received another $1 million into its base budget, marking the first time in New Jersey that a College has received enhanced supplemental funding for two consecutive years. In addition, the College received the full funding possible for performance measures. For three consecutive years the college received a score of 100% on the State's Performance Measures, which provided additional funding of $590,000. In total, following the 1999 Board resolution, the College has added nearly $4 million to its base budget.

**FUNDRAISING**

The College initiated its first fundraising campaign on April 1, 2000, with a goal of $1 million to be raised in two years. As of August 2001, the College had raised $1,000,000 and is in the planning stages of its next campaign.

**PRESIDENTIAL EVALUATION POLICY**

Stockton has an unusual Presidential Evaluation Policy. The Board of Trustees conducts a formal, comprehensive evaluation of the President of the College on a two year basis.
This process involves the solicitation of confidential evaluation letters from members of the College, especially the faculty, students, and staff. In addition, evaluation letters also are sought from appropriate sources external to the College. (The confidentiality of all respondents is strictly maintained at all times.) In addition, the President prepares a self-evaluation that is presented to the Board.

The Board meets alone in a closed, formal, retreat session to discuss all confidential aspects of the presidential evaluation, and to review its function as a Board. Following its deliberations, the Board meets with the President to discuss its findings. Once the assessment is complete, the Board shares the results of the presidential evaluation with the President and with the College community. This process enables the Board to assess the President, and to review its function as a Board in a regular, formal, structured, and timely manner.

Since 1983, when Dr. Farris became the President of Stockton, there have been eight formal, college-wide evaluations of the President conducted by the Trustees. All of these evaluations have been favorable.

**THE OFFICE OF THE PRESIDENT**

The Office of the President is Stockton’s executive agency. It carries out the policies of the Board of Trustees and directs the College. It is especially concerned with the selection and management of the administration, the development of student services, and the promotion of teaching and learning, and it makes personnel recommendations to the Board of Trustees. For purposes of meeting Stockton’s responsibilities to the wider community, the Office of the President supervises offices for Development/Alumni, Public Relations, and Publications as well as the Affirmative Action Office and its initiatives. To promote institutional coherence, collaboration, and cooperation, the Office of the President has regular and formal meetings with the executive staff, as well as with the Steering Committee of the Faculty Assembly, for purposes of planning and policy development. It sometimes calls upon outside consultants to evaluate and assess institutional questions and to promote long-range planning. It conducts retreats and public meetings for all of Stockton’s constituencies in order to provide forums for all points of view in the planning process. It provides support for the Faculty Assembly and the Stockton Federation of Teachers to enable faculty participation in governance.

**THE DIVISION OF ACADEMIC AFFAIRS**

The organizational structure of this division is depicted in Figure 1.2. The Division of Academic Affairs is responsible for faculty recruitment and evaluation, curriculum development, academic support services, academic advising, and supporting the process of grants applications. The Library and Media Center, teacher development, continuing education, and the Governor’s School on the Environment are within its purview. The Division consists of the Vice President, an Associate Vice President, an Assistant Vice President, an Assistant to the Vice President for Academic Affairs for Student Support Services, a Dean of Graduate Studies and Continuing Professional Education, and Deans
for the Arts and Humanities, the Social and Behavioral Sciences, Natural Sciences and Mathematics, Professional Studies, and General Studies, and a Grants Administrator. This system is designed to promote effective decision-making and collaboration among the various administrative offices and among the various faculties with regard to curriculum development, faculty recruitment, and faculty development.

**THE FACULTY ASSEMBLY**

The Faculty Assembly makes, articulates, and represents faculty policy. Unlike the administrative offices of Stockton, whose authority is delegated to them by the Board of Trustees, the Faculty Assembly’s authority to make recommendations on institutional matters arises from its competence, qualifications, and long-term commitment to Stockton’s excellence. The Faculty Assembly, therefore, concerns itself with all matters, directly or indirectly, within the curriculum, the appointment, promotion, and tenure of faculty, and faculty development and research. The Faculty Assembly has as standing committees: the Steering Committee, which acts as an executive committee, a General Studies Committee, an Academic Policies and Program Studies Committee, an Administration and Finance Committee, a Student Affairs Committee, a Graduate Education Committee, a Library and Media Resources Committee, and a Research and Professional Development Committee. The President of the Faculty Assembly and the chairs of these committees are elected at-large from the faculty.

The Academic Policies and Program Studies Committee reviews new programs and establishes policies for them. The various program faculty are responsible for academic and professional standards and approve the respective program curriculums. The General Studies Committee reviews the General Studies curriculum and sets policy for it. The various G-Group faculty (General Arts and Humanities, General Social and Behavior Sciences, General Natural Sciences and Mathematics, and General Integration and Synthesis), consisting of faculty who teach in those areas, are responsible for academic and professional standards and approve courses in General Studies. The various faculty deans approve the courses of faculty members in their divisions for scheduling purposes only. As explained in a later chapter, each area of the curriculum is evaluated every five years by outside assessors.

**THE DIVISION OF ADMINISTRATION AND FINANCE**

To meet the requirements of an institution of liberal learning, the Office of Administration and Finance provides and safeguards administrative and financial services to enhance the College’s human, financial, and physical assets. It consists of the following operating units: Controller, Fiscal Affairs, Human Resources, Computer Services, Facilities Planning, Safety and Security, Plant Management, and Internal Audit (see Figure 1.3). Administration and Finance provides budget services, accounting, payroll, investments, and internal control. Human Resources promotes effective employee relations and staff development. Computer Services promotes the College’s technological capacities. Facilities Planning implements the College’s facilities master plan. Safety and Security works with all of Stockton’s offices to maintain an effective
code of campus conduct. Internal audit ensures compliance with the rules, regulations, policies, and statutes respecting Stockton’s physical and financial assets and promotes its risk management program.

**THE DIVISION OF STUDENT AFFAIRS**

The Division of Student Affairs provides an administrative focus and framework for coordinating educational services and student life programs. The Division supervises Admissions, Financial Aid and Veterans Affairs, Athletics and Recreation, Student Records, Scheduling services, and Campus Life (see Figure 1.4). The Dean of Students is responsible for campus life functions, including student development and wellness, alcohol and drug prevention programs, student judicial programs, services for evening and non-traditional students, Educational Opportunity Fund Program, Student Senate and leadership education, career services, counseling and health services, housing and residential life, and services for students with disabilities. In accord with Stockton’s liberal arts mission, the Division also coordinates the grant and fee supported services of the campus-based Atlantic County Educational Technology Training Center that, among other community-based initiatives, provides curricular and co-curricular activities for faculty, staff, and graduate students who are enrolled in the Master of Arts degree in Instructional Technology.

**STUDENT GOVERNMENT**

The Student Senate represents the general interests of the students to the faculty, administration, and Board of Trustees concerning their intellectual, social, and economic welfare. It promotes citizenship by developing student responsibility for democratic living. It recommends policies for the allocation and management of the College activity fee, which include funds to support clubs and organizations that enhance students’ intellectual, social, and cultural growth. The Senate’s twenty-five members, including its President and Vice President, are elected annually. The Senate has the following committees: Academic Policies, Finance, Student Welfare, and Bylaws. Additionally, the Student Senate coordinates the campus-wide election process for the two student members of the Board of Trustees (voting and alternate).

**COLLECTIVE NEGOTIATIONS**

The Stockton Federation of College Teachers, American Federation of Teachers, which is a member of the Council of New Jersey State College Locals, represents the faculty and professional librarians in collective negotiations. It negotiates contracts with the College administration and the State of New Jersey. It presents grievances relevant to negotiated agreements on behalf of individuals and groups to advance the professional interests of represented faculty and staff and to improve instruction in institutions of higher learning. Consistent with the need to appoint and retain excellent faculty, it negotiates agreements to provide salary and benefits packages and provisions to protect the rights of its members. The Stockton Federation of Teachers organization includes a President, Vice
President, Secretary, and Treasurer and standing committees for bargaining, public relations, grievances, membership, and its newsletter.

The International Federation of Professional and Technical Engineers represents approximately one hundred twenty-five persons employed by the College in maintenance, operations, crafts, and service units. It negotiates salaries and benefits for its members.

The Communications Workers of America represents more than two hundred classified employees of the College, the majority of whom carry clerical or supervisory titles. Its officers represent its members in grievance hearings and disciplinary appearances and negotiate on their behalf for salaries and benefits.

**COLLABORATION AND COOPERATION**

The flexibility and dynamism of this organizational structure make cooperation and collaboration of its various elements possible. As a matter of fact, following the Periodic Review Report in 1996 the Middle States Association commended the College. Their report said in part: “Clearly there has been extensive communication and cooperation as the College has articulated its new directions. The establishment of college-wide task forces…suggests a community approach to the most important of the campus’s issues.” This collaborative effort continues with this Self-Study process as evidenced by the committee structure and processes in place involving faculty, staff, and student constituencies. In addition, the cooperation of the Faculty Assembly, the Stockton Federation of Teachers, and the College administration has had the following collaborative successes in the recent period of time.

1) Campus wide task forces addressed the following: A New Paradigm for Faculty Development, Restructuring Learning for the 21st Century; Instructional Delivery in the Age of the Electronic Highway; The Impact of Affordability—Who Comes, Who Stays at Stockton. The community approach also produced task forces and college-wide committees on Graduate Study, Academic Passport, Academic Student Life, E-Quest, Hospitality, and the Institute for the Study of College Teaching.

2) Two years ago, working in a collegial environment independent of statewide collective negotiation procedure, the Stockton Federation of Teachers and Stockton’s administration negotiated a new faculty personnel procedure. This agreement created the College Personnel Committee, a nine member body elected by the faculty at-large, to review the files and to make recommendations for faculty seeking retention, promotion, tenure, and salary range adjustments. There are current negotiations concerning time-lines for decision-making and revised procedures for salary-range adjustments, but in the opinion of staff working directly with the process, as well as the faculty and union leadership and the Board of Trustees, the new structure works well and is superior to the former personnel policy procedures.
3) Faculty (represented by the Stockton Federation of Teachers), the administration, and students lobbied effectively for increased higher education funding. Their joint support for the College Budget Request added more than two million dollars to the 2001 and 2002 base budgets. Faculty representatives presented a petition to a joint State Senate and Assembly Appropriation Committee hearing, sent copies of the petition to legislators in the First and Second Districts, and arranged meetings with the Speaker of the New Jersey Assembly. At the same time, President Farris and members of the College Board of Trustees met with legislators and representatives of the Governor’s Office.

4) Since the 1996 Periodic Review Report, the College added graduate education to its mission for the purpose, in part, of providing accessible graduate education that responds to state and regional needs. The outcomes of that effort include, with administrative support, the addition of a Master of Science in Nursing, a Master of Arts in Instructional Technology, a Master of Science in Occupational Therapy, a Master of Arts in Holocaust and Genocide Studies, a Master of Science in Business Studies, and a Master of Science in Physical Therapy, all of which are focused on advanced inquiry and preparation for advanced career opportunities.
CHAPTER 2 – ADMISSIONS, ENROLLMENT, AND RETENTION

Stockton is committed to the goals of “quality, excellence, and access”; quality in education and in the services provided to the college community; excellence in academic standards; and access to the College by the citizens of New Jersey. All of the institution’s on-going enrollment management planning is directed to programs, activities, and initiatives that continue to advance these goals. A Three Year Enrollment Plan is reviewed and updated regularly and provides guidance regarding new initiatives and emerging trends related to our overall enrollment strategy. A copy of this plan is available in the Middle States Resource Room.

OUTCOMES SINCE 1996

The following outcomes summarize the College achievements in meeting its admissions/retention-related goals and objectives. Table 2.1 provides enrollment summary information since 1996.

Objective: Develop and implement a comprehensive strategic enrollment plan

Enrollment Growth - Consistent with the College’s goals and objectives in the last Periodic Review Report, the total headcount and full-time equivalency have experienced managed growth, while the percentage of full-time undergraduate students has risen incrementally from 79% full-time in 1996 to 82% in 2000. In addition, the percentage of matriculated students has risen from 92% in 1996 to 94% in 2000. The College has successfully enrolled students in its six graduate programs. In the five years since graduate studies were initiated, the enrollment for these programs has grown to 336 for fall 2000. The percentage of undergraduate and graduate students is roughly 95% and 5%, respectively.

Academic Qualifications - The quality of entering undergraduate freshman students based on SAT, class rank, and GPA has remained consistently strong. An example of this trend is evidenced by Stockton’s average SAT scores for regularly admitted students, which for the last five years has remained more than 100 points above state and national averages (see Figure 2.1).

National Recognition as a "Selective Liberal Arts College" - Stockton continues to enjoy its classification as a "Selective Liberal Arts College" by the Carnegie Foundation for the Advancement of Teaching. Only 25 other public colleges in the United States received this prestigious classification. Furthermore, Stockton is the only public institution in New Jersey to be so honored. Also, The Princeton Review's rating of 85 out of a possible 100 ranks Stockton in the top four colleges/universities in New Jersey, including Princeton. External recognition such as this serves to attract high quality applicants.
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<sup>1</sup> SAT scores for Fall 1990 and 1995 converted to re-centered scores – related figures adjusted accordingly

<sup>2</sup> Full-time equivalent (FTE) = total credits generated divided by full-time credit load (16 cr. undergraduate, 12 cr. graduate)
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<th>Fall 1990</th>
<th>Fall 1995</th>
<th>Fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE ENROLLMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class Level</strong> (matriculated)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>1385 (28%)</td>
<td>1498 (28%)</td>
<td>1279 (23%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1257 (25%)</td>
<td>1116 (21%)</td>
<td>1175 (21%)</td>
</tr>
<tr>
<td>Junior</td>
<td>1261 (25%)</td>
<td>1334 (25%)</td>
<td>1602 (28%)</td>
</tr>
<tr>
<td>Senior</td>
<td>1102 (22%)</td>
<td>1413 (26%)</td>
<td>1580 (28%)</td>
</tr>
<tr>
<td><strong>Characteristics Admissions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2753 (49%)</td>
<td>2657 (45%)</td>
<td>2513 (42%)</td>
</tr>
<tr>
<td>Female</td>
<td>2886 (51%)</td>
<td>3215 (55%)</td>
<td>3463 (58%)</td>
</tr>
<tr>
<td>Minority</td>
<td>705 (13%)</td>
<td>889 (15%)</td>
<td>1063 (18%)</td>
</tr>
<tr>
<td>Non-Minority</td>
<td>4934 (87%)</td>
<td>4983 (85%)</td>
<td>4913 (82%)</td>
</tr>
<tr>
<td>Matriculated</td>
<td>5008 (89%)</td>
<td>5361 (91%)</td>
<td>5636 (94%)</td>
</tr>
<tr>
<td>Non-Matriculated</td>
<td>631 (11%)</td>
<td>511 (9%)</td>
<td>340 (6%)</td>
</tr>
<tr>
<td><strong>GRADUATE ENROLLMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>336</td>
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<td></td>
</tr>
<tr>
<td>FTE (Full Time Equivalent)</td>
<td>211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
<td>92 (27%)</td>
<td></td>
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</tr>
<tr>
<td>Part Time</td>
<td>244 (73%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Credits per Student</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Male</td>
<td>107 (32%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>229 (68%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td>37 (11%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Minority</td>
<td>299 (89%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matriculated</td>
<td>270 (80%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Matriculated</td>
<td>66 (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POPULATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>5639</td>
<td>5872</td>
<td>5976</td>
</tr>
<tr>
<td>Graduate</td>
<td>NA</td>
<td>NA</td>
<td>336</td>
</tr>
<tr>
<td>Total</td>
<td>5639</td>
<td>5872</td>
<td>6312</td>
</tr>
<tr>
<td>FTE (Full-Time Equivalent)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>4629</td>
<td>4842</td>
<td>5084</td>
</tr>
<tr>
<td>Graduate</td>
<td>NA</td>
<td>NA</td>
<td>211</td>
</tr>
<tr>
<td>Total</td>
<td>4629</td>
<td>4842</td>
<td>5295</td>
</tr>
<tr>
<td><strong>DEGREES CONFERRED</strong></td>
<td>938</td>
<td>1143</td>
<td>1512</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE RETENTION</strong></td>
<td>82%</td>
<td>82%</td>
<td>83%</td>
</tr>
</tbody>
</table>

3 Fall 1990 = FY90; Fall 1995 = FY95; Fall 2000=FY00
Cultivation of Desired Geographic Origins - Stockton remains committed to the residents of New Jersey, as evidenced by its 98% in-state population.

Validation of Procedures Through Objective Measures - The Office of Enrollment Management surveys various publics including Open House participants, admitted students, non-enrolling students, and financial aid applicants to determine the effectiveness of services provided. In the area of graduate education, meanwhile, the College is collecting data. After five years, we will have accumulated a sufficient amount so we can begin to produce longitudinal studies. At the same time, there is a computer program in place to generate, among other categories of statistics, statistics regarding the geographical location of our students, to enhance various marketing strategies.

Objective: Utilize the latest recruitment/admission and financial aid technology

Objective: Utilize on-line application packages and web-based inquiry systems

Increase in Use of Technology in All Phases of Enrollment Management Operations - Since the inception of Embark.com in September 2000, we have received over 3,300 inquiries through that medium alone. In addition, we have received some 1,300 applications through Embark. The College currently receives applications from several other on-line application companies, e.g., Peterson’s, College Board, and Apply. Stockton’s Enrollment Management office utilizes the SIS Plus system to maintain our application database, demographic information, and auxiliary systems for registration, etc. The College has begun to utilize an electronic course equivalency transfer information system and anticipates participation in the state-wide NJ Transfer initiative.

Prior to 1996 students who applied for financial aid did so by manually completing and mailing the Free Application For Student Aid (FAFSA) to the federal processor. Since that time, students have the option to apply for financial aid over the Internet. A substantial number of students are using this new technology.

Since the spring of 2000, when Stockton repatriated to the Federal Family Educational Loans Program (FFELP) process for loan delivery to students, 100% of Stafford Loans are certified on line. All reports, changes to loan amounts, and corrections to data are processed on line. It is a completely automated process.

Objective: Utilize financial aid packaging and institutional scholarships

Increase in Institutional and Foundation Scholarship Funding - Since 1996 the funding for institutional scholarships has increased by $306,244, or 45%. In addition, funding for Stockton Foundation Scholarships has increased by $53,150, or 50%.
**Objective: Develop and implement a strategic enrollment plan for graduate programs**

*Development of Graduate Programs* - Stockton is primarily an undergraduate liberal arts teaching institution. However, with evidence from focus groups that suggests matriculated students place more weight on "the level of professional/graduate school" factor in their college choice decision, graduate programs were introduced in 1996. Another key element in the development of graduate studies was Stockton's recognized responsibility to the community in which it operates. Thus, graduate programs were not added casually, but rather were selected in keeping with the region's economic and professional needs. A review of the market in various fields indicated obtaining a master's degree is essential to remaining competitive in the workforce. In fact, a master's degree is now almost unilaterally the entry-level degree for the health professions. Currently, six programs are offered: Master of Arts in Holocaust and Genocide Studies (MAHG); Master of Arts in Instructional Technology (MAIT); Master of Science in Business Studies (MBS); Master of Science in Physical Therapy (MSPT); Master of Science in Nursing (MSN); Master of Science in Occupational Therapy (MSOT). The role and function of the Office of Graduate Studies at Stockton is a political one in the sense of advocating for, and establishing the identity and presence of, graduate programs, an office and dean into the daily institutional and long-term operations and planning on the campus. In addition, it is the purpose of this office to advise the divisional Deans, graduate Program Heads and all administrative offices and officers at Stockton, in appropriate graduate academic policies and procedures, as well as administrative rules and regulations, that will meet national and/or regional accreditation standards.

Graduate Admissions provides comprehensive information about curricula, student development services, campus housing, tuition, fees, and related costs, as well as state and federal requirements. Each program has specific admissions criteria with several programs requiring standard GRE or GMAT scores. Every effort is made to represent the strength and diversity of the population of the state of New Jersey. In coordination with the Graduate Studies dean, there is an institutional effort to implement a consistent marketing plan, including publications, radio and press advertisement, career fairs, and listings in graduate directories (e.g., Grad Source).

**Objective: Form Working Partnerships**

*Outreach to the Community* – To help applicants and others to make informed decisions, Stockton maintains its commitment to serve the community through hosting various events both on and off campus. These include: Off-campus county-wide guidance counselor monthly meetings; on and off-campus focus groups; on-campus two-day overnight transfer counselor workshops; on-campus College Board Admission and Financial Aid workshops; and on-campus State-wide Guidance Counselor Initiative Workshops. In addition, the Enrollment
Management staff presents numerous off-campus general admission and financial aid workshops for students and parents.

ANALYSIS

APPLICANT POOL

Consistent with goals set forth in the 1991 Self Study and the 1996 Periodic Review Report, Stockton has stabilized its undergraduate applicant pool at approximately 5,000 students (see Figures 2.2, 2.2.a, and 2.2.b). This number continues to provide a yield that is optimal in terms of both quality of the student profile and the number of enrollees. It also affords the Office of Enrollment Management the discretion to expand or contract the size of the freshman and transfer classes as necessary, including maintaining freshman and transfer student selectivity that is consistent with institutional goals and objectives. The graduate applicant pool continues to increase each year as additional graduate programs are added.

Moreover, two recent occurrences were influential in stabilizing the undergraduate applicant pool. First, the application fee was increased from $25.00 to $35.00, discouraging students who were not academically qualified from applying. Second, a sustained effort was made to provide a clear message about the College’s academic expectations, resulting in an increased awareness in the guidance/transfer counselor community as well as within the general public. This awareness has been achieved through publications, community outreach, and visits. Accordingly, the applicant pool now accurately reflects the type of student that Stockton can serve best, and has produced the stability recommended during the last review process.

STUDENT SELECTIVITY

Stockton continues to maintain its status as a “Selective Liberal Arts College,” as identified by the Carnegie Foundation for the Advancement of Teaching. SAT scores continue to exceed State and national norms even as the size of the freshman class increases. The freshman selectivity percentage was an impressive 43% in fall of 2000, and 62% for transfers (see Figure 2.3). It should be noted that through articulation agreements and extensive on-site admission programs the freshman and transfer applicant pool includes numerous students who were “pre-selected,” reducing the number of inappropriate applications. Further evidence of enhanced selectivity is an increase in retention and graduation rates and number of degrees granted. Fall 2000 saw the largest head count and FTE (full-time equivalent) in Stockton’s history (see Figures 2.4 and 2.4.a), yet selectivity remained stable.

GEOGRAPHIC ORIGIN

Consistent with its mission, Stockton is committed to serving the residents of New Jersey. In the fall 2000 undergraduate class, 98% were New Jersey residents; 2% were out-of-state or international (see Figure 2.5). As one of only two four-year institutions of higher learning in southern New Jersey, Stockton still draws the majority of students from the southern region while maintaining an excellent academic profile.
TRANSFER AND READMITTED STUDENTS

Stockton continues to honor its commitment to the county college sector by maintaining and updating its articulation agreements. In addition, several new initiatives are presently underway that will make Stockton even more "transfer-friendly." Transfer students at community colleges will be able to check to see if their courses will transfer to Stockton before they apply by utilizing Stockton’s electronic course equivalency program, On-Course, a method which is largely complete. Stockton has also signed on to NJ Transfer (Articulation System), a statewide initiative that will provide a similar service. With this enhancement, prospective students will be able to complete a transfer review and a degree audit at the same time.

The quality of our transfer and readmit students remains high. During the fall 2000 term, the typical transfer applicant had a 2.79 GPA, while the average student who enrolled carried a 2.9 GPA. Sixty-four percent of the transfer student applicants, as compared to 60% in 1995, applied from New Jersey community colleges. However, those applying from out-of-state rose from 18% in 1995 to 25% in 2000. Six percent of the transfer applicants were from other New Jersey four-year public colleges and five percent were from New Jersey four-year independent colleges. The rise in applications from New Jersey community colleges accurately reflects the efforts previously mentioned in this report, and the rise in the out-of-state percentage reflects Stockton’s enhanced visibility due to the Carnegie Foundation classification, as well as other high profile rankings.

Stockton also serves students who were previously enrolled and have applied for readmission. This practice continues to have a positive impact on retention rates, and, as evidenced by positive increases, the number of degrees granted each year. Readmits comprised 8% of the entering transfer/readmit cohort for fall of 2000.

TOTAL UNDERGRADUATE POPULATION

Currently, 82% of our undergraduate students attend full time (as compared to 80% in 1995). This percentage of full-time enrollment is substantially higher than that of most four-year public institutions statewide. The majority of students enrolling full-time translates into significant savings to New Jersey taxpayers since students at Stockton graduate in less time than students enrolled at other four-year state institutions.

The percentage of matriculated versus non-matriculated students continues to rise as well (see Figure 2.6). This increase continues to be a positive indication that students are prepared to commit to a formal degree program and will, ultimately, augment graduation rates.

DIVERSITY

Stockton continues its Mission’s commitment to diversity by enhancing proportional representation of Black and Hispanic students (see Figure 2.7). The number of students in this category rose from 905, or 15% of the total undergraduate population, in 1996 to 1,063, or 18% of the total population, in 2000. Stockton's minority recruitment program
operates on a holistic model. In addition to recruiting at events that would be considered traditional sources of applicants, Stockton's admissions staff utilizes current students, Stockton faculty/administration, community organizations, and religious groups in our minority recruitment efforts. Special consideration is given to the overall educational picture of minority communities, not just those that Stockton traditionally serves.

Collaborative partnerships are developed with the groups mentioned above, enabling the Admissions Office to reach students and their families through traditional on-campus visits (interview, tour, presentation) as well as through off-campus events (college fairs for minority students, church events, community gatherings). Direct mail, email, and web resources are also utilized for either first contacts or follow-up. Special emphasis is placed on getting the student to campus: Stockton sponsors bus trips from high-minority-population high schools, and minority specific presentations by staff and faculty members are complemented by personal tours. All staff members are trained to be sensitive to the special needs of minority students, thereby ensuring a pleasant and productive visit to campus.

This approach has paid off. Stockton now has the highest percentage of minority students in the history of the College, and the number grows incrementally every year. Stockton anticipates continued success in this area as our on-line capabilities grow more sophisticated, and our ability to provide outreach is enhanced. While we have met with great success to date, Stockton remains committed to creating a culturally rich student body by exploring new options and remaining true to those methods that have traditionally proven successful.

RETENTION

Stockton maintains an ongoing assessment of student retention, in categories of both regular and non-regular admissions. The College also evaluates its success (graduation rates) over a protracted period of time (10 years). A more traditionally utilized retention measure examines the percentage of an entering freshman cohort retained for the third semester. This particular measure is used to predict future graduation rates for an individual cohort of entering students. Most college guides and publications, federal and state legislation, etc., request these freshman-to-sophomore student retention rates. Stockton has chosen to further delineate this group by dividing it into three categories: minority, overall, and EOF.4

In 1996 the third semester retention rates for minority, overall, and EOF cohorts were even, at 81%. By 2000, the minority rate had risen to 82%, the overall to 83%, and the EOF cohort reached 89% (see Figure 2.8).

These cohorts, individually and as a group, rank substantially higher than the national average. Significant strides have been made with EOF, a group that is traditionally at

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4 The EOF (Educational Opportunity Fund) program enrolls students whose background indicates a history of financial disadvantage. Students admitted to this program participate in an intensive six-week summer program prior to freshman year in order to strengthen basic skills and self-esteem.
risk. This success can be attributed to the College’s commitment to provide an exceptional counseling component as well as ongoing academic support services. The increases in minority and overall retention reflect the results of the College’s success in enrolling students who are better suited (academically) to the institution.

GRADUATION OUTCOMES

Freshman Cohort Graduation: Stockton’s six-year graduation rate for the fall 1994 cohort rose to 62%, well above the fall 1989 cohort rate of 54%. This compares favorably with the New Jersey benchmark of 50% (see Figure 2.9). Total degrees granted increased from 1,153 in 1996 to 1,512 in 2000, an increase of 24% (see Figure 2.10).

FINANCIAL AID

Financial Aid has increased substantially. State scholarships, federal and state loans, and federal and state grants have grown from $16,896,726 in FY 1997 to $22,109,470 in FY 2000. Financial eligibility of parents and students, greater awareness of financial aid as a funding source, and the willingness of applicants to borrow have contributed to the overall increase (see Figure 2.11).

In academic year 2000-2001, the Board of Trustees approved funding for graduate assistants, which provides tuition remission for the students selected for graduate assistantships. Each graduate program has established or is in the process of establishing a selection process that includes criteria for eligibility and evaluation. Graduate Admissions is looking to expand both the type and amount of monies available to support these endeavors.

SCHOLARSHIPS

To encourage and reward academic excellence, Stockton offers a wide range of scholarships. The Office of Enrollment Management selects both incoming freshmen and transfers for awards based on academic profile, recommendations, and nominations.

The Freshman Scholarship Program awards tuition scholarships each year to those students who have demonstrated academic excellence. Eligibility requirements are based on a combination of percentile rank and S.A.T./A.C.T. scores. Students are also identified through OSRP (Outstanding Scholar Recruitment Program), sponsored by Stockton and the State of New Jersey. Transfer students from community colleges who are members of PTK (Phi Theta Kappa) are automatically considered for scholarships, as well as non-PTK members with exemplary records. Scholarship amounts for both groups range from a set minimum to full tuition and fees. Students need not complete a separate scholarship application; they are automatically considered upon acceptance to Stockton.

Stockton advertises its scholarship programs through a variety of methods. A scholarship-specific brochure is updated and published at the beginning of each academic year that outlines the requirements for each type of scholarship. The brochure is distributed through direct mail and high school community college visits. In addition,
lists of scholars are obtained through the State of New Jersey, Educational Testing Service and the Phi Theta Kappa Organization. Listed students are sent personalized letters, scholarship brochures, viewbooks, and other relevant material in order to make them aware of Stockton's offerings. In addition, at all information sessions, either on or off campus, the availability of scholarships is an integral part of the presentation. Finally, guidance counselors are sent Scholar Nomination Forms in order to give them the opportunity to participate actively in our selection process.

Flexibility remains a hallmark in Stockton's scholarship program. By reviewing all eligible students for scholarships, not just those who self-identify, we are able to reach a wider market, enroll an academically talented class, and distribute scholarship funds fairly and accurately.

The College’s scholarship program has seen a significant increase in funding over the past five years. Institutional scholarships and Foundation scholarships have grown from $424,603 in FY 97 to $646,252 in FY 2000. The overall increase in these programs can be attributed to the institution’s commitment to provide additional funding for scholarship programs (see Figure 2.12).

Institutional and Foundation Scholarships are distributed to academically qualified new, continuing, and transfer students, and also provide funding to relieve EOF students of loans during their freshman year. Further, the College continues to enhance its merit-based scholarship program in order to ensure that Stockton maintains its competitive edge in enrolling promising academic scholars.

GRADUATE ADMISSIONS

Stockton provides quality graduate programs that promote advancing inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our cultural and intellectual heritage in all its diversity. Graduate programs are consistent with the College’s commitment to the liberal arts and support the undergraduate programs through enriched resources, the discovery of new applications to teaching and learning, and the creative use of new technology. Through graduate education, the College also responds to state and regional needs.

The first graduate program was initiated in 1996 (MPT) and the most recent program in 1998 (Holocaust and Genocide Studies, or MAHG). All programs articulated formal proposals and moved through a streamlined process of Faculty Assembly and administrative overview. The health related professional programs have graduated 80 in the MPT program, 12 in the MSOT Program, and 20 in the MSN Program. The MPT and MSOT have undergone favorable accreditation reviews. Meanwhile, the MSN program is preparing a graduate document for accreditation in the near future. The MBS program first enrolled students in 1997 and has enrolled between 75-100 students/year. There have been a total of 30 MBS graduates to date. The MAIT program attracts between 250-400 students/year with a total of 36 graduated to date. Finally, the MAHG program averages between 40 and 60 students/year with a total of 8 graduates from the program (see Figure 2.13).
The nature of the program, whether part-time or full-time, dictates the numbers enrolled each year. Two of the three health-related programs, MOT and MPT, are full-time programs, while the MSN is part-time. All the remaining graduate programs can be part-time and enrollments reflect this fact, as many students maintain full-time jobs. Retention and graduation rates vary by program.

At first glance, there is disparity between the numbers of graduate enrollees vs. graduates from the programs. Students in most programs are enrolled part-time, and the beginning cohorts are in the process of completing their degrees. The program faculty, the graduate dean, and the administration are monitoring this indicator. All programs collect data regarding ongoing students' feedback and graduates' review of the completed program. This data provides opportunities for reshaping the needs of the program through student input and serves to enhance retention rates.

OUTREACH

Stockton’s continued desire to build a comprehensive, forward-thinking and targeted marketing plan is derived from the philosophy that “whole college” participation is necessary. For example, Open House programs continue to be successful as a result of the increased willingness of all college offices to be present with relevant program information. Of particular importance is our faculty’s ongoing commitment to participate in Open House programs and other recruitment initiatives. Open House programs have, over the last five years, seen a marked increase in attendance. All programs yield attendance that is either at or above capacity; over 95% of respondents to questionnaires mailed to student participants indicate that the program met or exceeded their expectations.

Similarly, admissions and marketing activities rely on other segments of the college population (students and staff) for success. Divisional deans and vice-presidents have individualized contact with prospective students, and current student volunteers provide tours, information sessions, and overnight visits to prospects.

The College is responsive to the institutional transition to graduate education. This sensitivity is evidenced by the appointment of a Dean of Graduate Studies and Continuing Professional Education (CPE) in 2000, conversations held by the graduate dean with all administration offices on cooperating to meet the needs of graduate students, conversations on the planning for additional graduate facilities, and the creation of a Graduate Student Association. Continuing Professional Education is charged with a two-fold mission: to meet the developing and evolving needs of professionals and the major industries in southern New Jersey. Further, Continuing Professional Education, a vital corollary to graduate education, is a clear manifestation of Stockton’s recognition of the need to provide ongoing opportunities for undergraduate and graduate alumni alike, to refresh their professional credentials in order to meet their ongoing career changes. CPE, therefore, is yet another way Stockton has developed its approaches to assure that a Stockton degree not only appreciates in value but also prepares graduates of the College
to meet and adapt to the changes that will affect their careers in an increasingly complex, technological, and global workplace and society.

Publications are reviewed and updated on a regular basis, ensuring that information is accurate, current, and relevant. Stockton also apprises the guidance/transfer counselor community, prospective students, and all interested parties of entrance requirements so that the appropriate “fit” of student-to-college is maintained.

The Admissions Office recognizes that in order to maintain a quality applicant pool and enhance community and academic visibility, liaisons must be forged and cultivated. Efforts to accomplish liaisons involve providing accurate and comprehensive information about requirements and programs to key audiences.

Mailings are done regularly to high school and community college counselors/students informing them of changes and updates. Similar mailings are made to outstanding minority students, as well as members of Phi Theta Kappa, the national honor society of community college students, and other high quality groups, e.g., National Merit Finalists. Mailings are generated in Admissions to admitted students on behalf of the academic deans, dean of students, vice president for academic affairs, and the president.

Newsletters, Accent on Stockton and Pathways, are produced in the Admissions Office to provide more updates for two audiences. Accent serves to inform those in education and the community who follow Stockton's progress. Pathways is sent to welcome new students.

Scholarship nominations are requested of the guidance community on a yearly basis, affording the guidance counselor an opportunity to participate in the Stockton scholarship selection process. Updated information is a part of the packaged mailings.

Stockton continues to host various County Guidance Association dinners. These have included the New Jersey Two/Four-Year Transfer Counselor’s Association annual meeting on campus, regional College Board workshop for guidance counselors and minority outreach, such as NJIT CHAMP.

**Summer Orientation Program**

Approximately 750 freshmen and 500 transfer students participate in one-day summer or winter orientation programs designed to prepare them for course registration and to familiarize them with the College. Orientation includes seminars and programs designed to help entering students make a smooth transition to college life. Students also meet with faculty advisors, student leaders, and college staff. A critical component of the summer program for both freshmen and transfer students involves actual registration on the Web for courses.

**Open House**

All sectors of the College are represented at Open House programs. Several offices host forums designed to address the needs of both potential students and parents.
Admissions policies, financial aid information as well as criteria on each academic program are made available to assist prospective students in making their decisions.

**Articulation Agreements**

Stockton continues to position itself to network with other colleges and universities throughout the state and beyond. There are fifteen articulation agreements with New Jersey institutions that enable students to transfer into Stockton. Stockton, as mentioned in previous sections, is poised to begin participation in “On-Course” and NJ Transfer initiatives. These programs help to serve the region by providing many community college students opportunities to further their education at the baccalaureate level.

**Joint Collegiate Programs**

Stockton has programs in place to ensure that its students are able to complete their education in specific fields of study not offered by the College. A number of articulation agreements also provide for the early decision admission of Stockton students into medical programs, engineering, and other graduate/professional study.

**Cooperative Arrangements**

Stockton continues to focus on developing cooperative arrangements with other institutions on research-related initiatives. Agreements between the College and Rutgers’ Institute of Marine and Coastal Sciences enable both institutions to share data, equipment, and facilities. The agreements also allow students to develop and conduct research and educational programs in the areas of marine and coastal sciences. These arrangements support not only the College’s marine and environmental programs, but also the work of the College’s Coastal Resource Center, which conducts various studies on beaches and dunes, and works on shore protection projects.

**Advanced Standing**

Stockton graduates successfully compete for scarce spaces in graduate and professional schools (e.g., law and medicine). Qualified students are admitted to these programs with advanced standing based on the strength of the Stockton program and/or existing articulation agreements. Moreover, the College has introduced several “blended curricula,” allowing undergraduate students to make a smooth transition into Stockton’s graduate programs.

**CONCLUSION**

As identified throughout this Chapter, the Office of Enrollment Management continues to meet the College’s goals related to enrollment management. We are confident in our abilities to continue to respond to the changing enrollment trends impacting the College.
CHAPTER 3 – STUDENT LIFE

The Division of Student Affairs provides a student-centered, learning-focused environment integrating technology with comprehensive student life programs and educational services in support of the mission of the College. The divisional plan consists of ongoing self-study and evaluation, as well as strategic and tactical planning. The Division also maintains national affiliations with professional associations, and is engaged in the systematic assessment of outcomes. While the following narrative includes numerous outcomes, a number have been highlighted in bold to illustrate the growth and effectiveness of student services since our last self-study.

With specific attention to student life, the guiding principles include:

- Promoting student-centered learning in and out of the academic classroom
- Developing student responsibility and accountability regarding effective personal and career decision-making
- Teaching personal and interpersonal “life skills” that prepares graduates to become contributing members of the community
- Providing a comprehensive student learning environment that promotes individual safety and wellness, co-curricular involvement in campus life, and individual growth opportunities

The Vice President for Student Affairs has an executive management staff consisting of an associate vice president, dean of students, dean of enrollment management, assistant dean for student records and registration/registrar, associate dean/director of athletics and recreation, associate dean/director of counseling and health services, and an assistant to the vice president/affirmative action officer. The number of staff in the division has increased in the past 5-10 years (see Figure 3.1). (Refer to Figure 1.4 for an organizational chart).

OFFICE OF THE DEAN OF STUDENTS

The Office of the Dean of Students administers and coordinates campus life and student support services including Career Services, College Centers, Counseling and Health Services, Educational Opportunity Fund Program, Housing and Residential Life, and Student Development. It also supervises the Campus Hearing Board program and Evening Support Services. Finally, the office serves as liaison for auxiliary services that affect campus life, including Follett’s Bookstore, First Union Bank, and Chartwells Food Services.

The Dean’s staff anticipates and responds to changing student needs by the planning, implementation, and coordination of new programs and services such as the formation of a new Graduate Student Association, and by enhanced residential and health service programs.
There are many student leadership opportunities coordinated through the Division of Student Affairs at Stockton. Students may be elected to student organizations including the Student Senate, Board of Trustees’ Student Representative, Stockton Residents’ Association, Student Athlete Advisory Committee, Intramural and Recreation Council, over 100 clubs and organizations, and twenty fraternities and sororities. All of these organizations provide students with the chance to develop leadership skills, have a voice in campus life, and cultivate social growth and responsibility in the surrounding community.

Since 1996, this office has created a number of student-centered programs. These include administrative support for student leadership training and the disbursement of student activity fees. In addition, it created peer mentoring programs through ULTRA, and has enhanced Career Services as well as Counseling and Health Services.

In addition, the Dean’s office coordinates the “Fellowships for Distinguished Students Program” established by the Board of Trustees to provide collaboration between faculty and students. Each semester four $1,000 fellowships are available to students for projects of a research and/or creative nature. Since 1996, over fifty proposals have been funded. A complete description of this program is available in the Resource Room.

**EDUCATIONAL OPPORTUNITY FUND (EOF) PROGRAM**

The EOF Program empowers financially eligible students with demonstrated potential for success in college to achieve their personal and professional goals. Since 1996, the EOF program has maintained or improved upon its record in the areas of access, retention, and academic outcomes. In 1998-1999, the EOF program successfully initiated measures to increase class diversity, raise entering students’ SAT averages, strengthen ties with EOF alumni, facilitate career development, and educate students regarding the financial aid process. The EOF program continues to pilot novel pedagogical techniques and implement new technological applications, thereby enriching student development programs that enhance personal growth, career advances, and campus leadership.

A new student development series afforded EOF participants in the summer program the opportunity to refine strategies in the areas of time management, study skills, career development, and personal money management. The ULTRA student development series was expanded to include workshops on sexual harassment, math anxiety, and computer technology on the Internet.

Retention, graduation, and Summer Program completion rates provide evidence for the quality and success of the EOF Program. Outcome indicators for the program include credit completion ratios, grade point averages, and the number of students making satisfactory progress. The program also tracks involvement in campus life and employment records. These measures both reflect and affect program planning.
The academic profile for the EOF Summer class of 2000 was the strongest in the history of the College (an average SAT score of 889 and 68th percentile rank). The program had a 100% completion rate in the summer of 1999 and an almost 99% completion rate in 2000. As of 1999-2000, the EOF program had reached its 10% First Time, Full Time, Fall Freshman (FTFTFF) enrollment goal for the twentieth consecutive year. The 1999 freshman class posted an all-time high of 11 students on the College’s Dean’s List for their initial semester and one student received the Council of Black Faculty and Staff Scholarship.

Stockton’s EOF Program has often exceeded New Jersey public sector standards in third and fifth semester retention rates (99% third semester retention rate for the fall 1997 cohort [see Figure 3.2]), credit completion ratios, and students maintaining satisfactory academic progress with respect to grade point average (86% of the 1999-2000 population received a GPA of 2.0 or higher and 88% were making satisfactory progress).

The program reached a 58% graduation rate for the 1993 cohort, an all-time record for the College (see Figure 3.3). Many of Stockton’s EOF seniors have been recipients of the New Jersey EOF Senior Achievement Award for outstanding academic performance and leadership (a record high 16 students received this award in 1999, and twelve students received the award in 2000).

During the academic year, the EOF Program offers support in the areas of career services, the use of technology, and skills acquisition and development. EOF students have significantly contributed to campus life. In the 1999-2000 academic year, EOF students held top leadership positions in the Student Senate (4 students), Unified Black Students Society, Los Latinos Unidos, and Greek Council. One student served as the President of the Criminal Justice Club.

**CAMPUS HEARING BOARD**

The Campus Hearing Board is appointed annually and includes representation from faculty, staff, and students. Policies and procedures and the Campus Conduct Code establish the community standards of civil behavior that are part of our educational mission. The goal of our Campus Conduct Code is to adjudicate college policy violations through a fair and equitable process, provide educational programs, and reduce recidivism of code violations for students as well as faculty and staff. Between 1995 and 2001, the Campus Hearing Board adjudicated 375 cases.

**COUNSELING AND HEALTH SERVICES (WELLNESS CENTER)**

The Wellness Center consists of the Counseling Center, Health Services, the Learning Access Program (support services for students with handicaps/disabilities), and Alcohol/Drug prevention programs. The philosophy of the Center has changed from a Disease Model to a comprehensive Wellness Model. The thrust of the Center has changed to enable students to take an active role in their psychological, physical, and
academic development. Now in its third full year, the Wellness Model has evolved into a campus wide effort that involves the ULTRA Program, Housing and Residential Life, the Athletic Program, and Career Services.

Since 1996, the number of students participating in Counseling Services has increased an average of 20%, and the number of students seeking individual psychotherapy has increased similarly (see Table 3.1). Referrals have almost doubled since 1996 in part as a response to the increased nature of the client problems. Although the number of workshops has decreased slightly over the past five years, the number of workshop hours has increased 62% to enhance their effectiveness (see Table 3.2).

The Learning Access Program has also grown significantly in response to increased awareness of Learning Access-related programs (see also Table 3.1). In 1996, the program consisted of one learning specialist working six hours per week and two half-time secretaries providing services to 75 students having learning disabilities. In 1998, the part-time specialist was made full-time to handle the additional workload.

Learning Access Program presently provides services to approximately 240 undergraduate and graduate students in five major disability categories: mobility impairments, visual and hearing impairments, chronic medical conditions, hidden disabilities such as learning disabilities, and psychiatric/emotional disabilities. There have been some shifts of emphasis or resources that have resulted in at least a 74% increase (since 1996) in graduation rates for learning impaired students (see Table 3.3).

Physician and nursing services are provided to students, faculty, and staff through a campus-based Health Services facility. This “out-sourced” contract with the Atlantic City Medical Center for professional medical services is partially funded through a student health services fee. Since 1996, the number of staff and the scope of health and medical services have grown (see Table 3.4).

The Alcohol/Drug Prevention Program has grown over the past five years. During this time, there has been an increased emphasis on training students in peer intervention and requiring behaviorally identified students to participate in an Options Program that includes course work on stress management and psychosocial development. The effectiveness of the Alcohol/Drug program is being monitored through this Program and by evaluating changes in students’ grade point averages. Outcome data on student use are incorporated into the data for Counseling Services.

**HOUSING AND RESIDENTIAL LIFE**

The improvement of the on-campus environment for the 2,100 resident students is a priority of the Division of Student Affairs. An outside consultant for residential life facilities in 1997 provided a report that has been useful in planning for facilities growth and improvements. Some of the improvements in residential life over the past five years include: improved and relocated lighting; installation of emergency telephones;
added and improved outdoor recreational facilities; the development of a Community Standards Review Panel; improved Community Assistant programs; implementation of a new software program, the C-Bord Housing Management System, to automate housing assignments; and the installation of fire suppression systems in Housing II and III residence halls.

In response to various outcomes-based evaluative processes, including a Residential Life Benchmarking Survey conducted during 1999-2000, facility and programmatic enhancements were made to all housing units to improve residential students’ quality of life.

**STUDENT DEVELOPMENT**

The Office of Student Development provides creative personal and interpersonal growth opportunities for students. Using the Undergraduate Learning, Training, and Awareness (ULTRA) initiative as its primary vehicle, the office establishes and evaluates a variety of student development initiatives. The office monitors the progress and development of student leaders and clubs, while offering support services to meet their academic, personal, and professional needs.

Stockton’s ULTRA program works collaboratively with various college offices and faculty by providing coordinated co-curricular learning opportunities for students through retreats, lectures, workshops, seminars, community service efforts, and campus activities that encourage personal and interpersonal life skills to help students emerge from the college experience as productive members of the community.

As part of ULTRA, the Co-Curricular Transcript affords Stockton’s students and graduates a vehicle by which future employers and graduate schools can view evidence of such training thereby providing Stockton graduates with an extra edge when entering today’s highly competitive career/job market. The success of this program is evident by its growth over the past five years. In 1992, 562 students participated in ULTRA programs; in 1999 this figure more than doubled to 1,169.

The Greek Life program at Stockton is supported through several college wide initiatives. Greeks have enjoyed an active role in Stockton student life with a positive focus on scholarship and service.

As a result of program review data and ongoing needs surveys, the College has expanded programming for commuter and evening students in recent years. One outcome of these surveys resulted in the initiation of a bus route offered by the New Jersey Transit Authority to provide transportation to students to local and regional sites. The G-Wing lounge, located in the College Center, was renovated to address the social and programmatic needs of commuter and evening students. The development of off-campus living guides and expanded transportation initiatives with the New Jersey Transportation Authority have improved commuter life. An operational staff person coordinates services related to commuter and evening students.
Ongoing feedback through user surveys and program reviews has resulted in changes to the New Student Orientation program over the past five years. This institutional program involves collaboration between Academic Affairs and Student Affairs to insure that new students receive a coordinated approach from admissions to registration. Upgrades to the series of one-day summer orientation/registration days for new students and family members have been well received. As one example of efforts to expand student leadership opportunities, a student mentor program was recently enhanced in order to provide a comprehensive curricular and co-curricular introduction to college life for incoming students.

The success of our student development initiatives over the years is directly linked to student engagement, as evidenced by the following:

- Student clubs have grown over the past five years from 75 recognized organizations to over 100 in 2001, representing a 25% increase.
- Greek membership, representing a total of 265 students, has remained constant while Greek organizations have increased from 13 to 20 groups in the past five years.
- ULTRA Co-Curricular Transcripts have increased from 45 issued in 1992 to 210 issued in 1999.
- Students who qualify for ULTRA transcripts have increased from 87 to 200 in the past five years.
- Leadership retreats have increased from one per year to three per year during the last five years.
- Forty-seven (47) Student Mentors have been trained during the last two years.

**ATHLETICS AND RECREATION**

During the past five years, the Office of Athletics and Recreation has seen major positive developments and support. *Survey data from 2000-2001 indicates that close to 85 percent of the overall Stockton community was either satisfied or very satisfied with the cooperativeness of the Office of Athletics and Recreation.*

The completion of the Sports Center in 2000 began a new sports era for Stockton. This 70,000 square foot multipurpose indoor facility met an important campus need with its sports seating capacity of 3,000 and its graduation seating capacity of 5,000.

Over the past three years, nine new full-time positions have been added in athletics. Athletics Training Services has expanded space and enhanced rehabilitation and injury prevention equipment and also provided part-time certified athletic training staff. The student run Intramural and Recreation Council has growth potential. Programming opportunities and club and recreational sport and activity opportunities have been increased. *Intercollegiate teams have seen increased successes both on the field and in the classroom. Gender equity, as outlined in the Equity in Athletics Disclosure*
Act, has been addressed by adding rowing and tennis to intercollegiate women’s sports activities.

New athletic/recreation facilities (Sports Center and related facilities) were partially funded through planned increases to the College Center fee over a five-year period. A combination of student fee and College or State funded budget increases provided staff support to operate athletic/recreation facilities and introduce new or enhanced programs. A 2000 – 2001 report shows that, among intramural, recreation and club sport activity, over 2,800 students participated during the 2000-2001 year. General exercise and open recreation numbers totaled over 32,000 sign-ins.

Through intercollegiate sports participation and fan support, students are provided opportunities to continue to compete and/or to show school spirit. Intramural and club sport activities give all students an opportunity to compete at various levels and fitness room activities provide different wellness opportunities. Intercollegiate teams posted a 2000-2001 win-loss record of 64 percent, up 13 percent from a previous five-year period. All but three of the College’s intercollegiate teams showed cumulative grade point average increases from a five-year period and each of the eight women’s teams had team cumulative GPA’s over 3.0.

As an integral component to our intercollegiate athletics program, Athletic Training Services showed a 21 percent increase in student use between 1999-2000 and 2000-2001. Athletics budget support and the Student Senate’s endorsement of a recreation fee increase during 99-00 allowed for sports and recreation program enhancements, including part-time certified athletic training staff coverage for all regular season home contests.

Non-athletics college-wide and community programming opportunities have also increased. The enhanced athletics facilities have hosted over 70 non-athletics events this past year, including indoor graduation. Athletics facilities have also housed several college fundraising events, student activity programming, including a major concert, and Stockton’s Admissions Open House recruitment programs.

Recognizing our commitment to serve the local community, five high school athletics competitions have been hosted in a little over a year as well as other community events and governmental training programs. An important highlight during the 2000-01 academic year was a Stockton visit and performance by the Harlem Globetrotters basketball team, an event held in the Sports Center that brought over 3,000 community members to the campus.

**CAREER SERVICES**

Career Services emphasizes career development, employer identification/research, and employability/networking skills through four programmatic areas--Career Counseling and Assessment, Graduate/Professional School Preparation, Internships, and Employment Assistance. Programs and services are designed to teach students to identify their values,
skills, and interests, and provide them with the necessary tools and informational resources (both automated and printed) to make well-informed career decisions.

The Career Peer Educator Program provides students with the opportunity to develop leadership, communication, and problem-solving skills, among others. Career services staff and Peer Educators routinely present workshops on a variety of career topics through student organizations and through Housing & Residential Life.

Presentations and workshops are conducted for student organizations such as Unified Black Students Society, Los Latinos Unidos, Phi Beta Sigma, and the Non-Traditional Students Organization, and through collaboration with other Student Life offices such as EOF, the Learning Access Program, and Housing & Residential Life, among others.

Student use of services and resources has significantly increased since the last Self-Study. The Career Library has been transformed to a comprehensive media center, and a Peer Career Educator Program, staffed with trained student paraprofessionals, has been developed and expanded. In support of the College’s priority for expanding internship opportunities, the “Internship Connection” program and Web site were established in 1999 and a unique partnership has been established with the New Jersey Department of Labor’s Workforce New Jersey (WNJ), resulting in the assignment of a full-time WNJ representative to the Stockton College campus.

The results of these program additions and enhancements are demonstrated through the following outcomes:

- Over the past five years, individual career counseling sessions have grown from 237 in AY ’95 to 1,251 in 2000, or 428% (see Figure 3.4).
- Since inception, the Workforce New Jersey partnership has provided services to 688 Stockton students, alumni, and community members.
- Graduate and Professional School Fair recruiter participation has grown from 27 in AY ’96 to close to an average of 40 in AY ’99 and ’00 (see Figure 3.5).
- Both student and employer participation at Career Fairs have grown by 237% and 249% respectively over the past 5 years (see Figure 3.6 and Figure 3.7).
- During the past five years, the number of employers requesting student resumes has increased by 507%. For the same period, the number of resumes referred has increased by 397% (see Figure 3.8 and Figure 3.9).
- Since AY ’96, on-line job listings designated for Stockton students have increased by 523% (see Figure 3.10).
- Videoconferencing technology has been used for recruiting purposes with employers such as AMOCO, Logica, and the Clark County School District in Nevada.
- Since March 2000, the Business Etiquette Dinner has grown from 40 students and guests to 71, representing a 53% increase in participation.
Since 1996, the character of the College Center has changed both physically and administratively. Physical changes have included the re-design and refurnishing of upper G-Wing, the re-design of the Pub area in N-Wing, and, most recently, the beginning of a re-modeling project for upper N-Wing. Programmatically, there have been several fundamental changes over the past five years. A graduation fee was initiated that provided funds for the yearbook and the purchase of caps and gowns for each graduate. Planning for the creation of an Events Services Office has mandated changes in staff assignments and priorities. The addition of Events Management System software has computerized scheduling and fostered the creation of a coordinative campus-wide scheduling committee, the Facilities and Reservations Operations Group (FROG).

College Center staff work collaboratively with other offices, particularly Student Development, to engage students directly in a number of learning-centered activities, including the Yearbook; the College radio station, WLFR; the Senior Salute and Senior Toast programs; and Free-to-Be, the College’s childcare center. Additionally, College Center professional and support staff are regularly deployed to coordinate and plan major institutional programs such as New Student Orientation, Graduation, and other special college/community initiatives including the CHEER ( Civility, Harmony, Education, Environment, and Respect) conference, Open Houses, etc.

As one of its more recent initiatives, and in response to an ongoing review of student scheduling, a newly established Events Services Office is becoming a vital part of the College Center. This centralized “one-stop” event scheduling office streamlines the overall facility scheduling process for student clubs and organizations as well as community sponsors.

The voice of the student body is the Student Senate, which has input into all College Center initiatives. In addition, evaluation forms are distributed on a regular basis and changes are made according to the results. Student organizations, orientation leaders, yearbook staff, and student employment all provide leadership opportunities and co-curricular learning experiences.

The College Activity Fund (with $2.50 per credit dedicated for student activities) serves as the primary funding source for student clubs and organizations. Recommendations for expenditures are made to the Dean of Students through the Student Senate and the Office of Student Development. The administration of the fee is handled through the College Center. This fee allocation and distribution process provides student leaders with direct, hands-on experience with managing organizational finances and budget planning. Additional learning experiences for students include the Yearbook and the Free-to-Be childcare center, which provides a perfect setting for experience in early childhood learning.
STUDENT RECORDS AND REGISTRATION

The Office of Student Records and Registration is responsible for maintaining the official record of each Stockton student. Recent enhancements allowing students and faculty secured access to student records via the Web have improved the overall delivery of Web registration services and records for students. Additionally, faculty utilize the Web for precepting and class management issues as appropriate.

A student’s record may be duplicated by Student Records and Registration for professional use by faculty and staff. Properly identified officials from federal, state, or local government agencies may be furnished with the following information upon request: verification of date of birth on file, field of concentration and class level, date of enrollment, degree(s) earned and graduation date(s) and honors received, verification of permanent and local addresses and telephone numbers on file. Any additional information requested by a third party will be released only upon expressed written consent of the student. If a student refuses to authorize the release of additional information, the release will be made only upon court order or subpoena. The College, of course, shall notify a student whose record has been demanded by court order or subpoena.

CAMPUS POLICE – SAFETY AND SECURITY

After the retirement of the Chief of Campus Police and Director of Security and Safety in 1996, a 31-year veteran of the New Jersey State Police was appointed as the new Chief. His leadership provided new impetus for continuing a tradition of innovative and responsive programs impacting safety and security on campus.

In 1996, the Campus Police received a grant from the US Department of Justice, Office of Community Oriented Policing, COPS Universal hiring Program in the amount of $150,000. This grant allowed for the hiring of two additional police officers. In the following years, the grant was expanded to include another two police officers, a civilian Communications Operator, and communications and computer equipment to facilitate a Computer Aided Dispatching System. These added grants totaled in excess of $180,000.

From 1996 to 2000, the department increased from 14 sworn Officers to 20 and from three civilian Communications Operators to four. Currently, the Campus Police Department has six certified Community Policing Officers with two additional Officers on schedule to attend certification training.

In 2000, the Campus Police were part of the state and local grant programs receiving two Automatic External Defibrillators (AED). These grants totaled over $6,000. Currently, six Officers are certified to utilize these life saving AED units, with more Officers on schedule to be trained. In 2000, the Campus Police Department established its first Community Policing Office/Sub-Station within the main campus complex to serve better the growing college community.
From 1996 to 2000, Campus Police Officers and Communications Operators attended over 145 different, basic and advanced training programs including mandatory state in-service, accident investigation, bicycle officer training, firearms, AED, sex crimes, crime victims rights, crisis management, crime prevention, forensic evidence, domestic violence, cults and gangs, critical incidents, explosive devices, driving while intoxicated, search warrants, report writing, use of force, vehicle operations, and sudden death investigations. During this same period, **Officers presented over 335 programs, seminars, lectures, and other training, totaling over 1,300 hours to over 8000 students, faculty, and staff at the College and other police agencies within the county. From 1996 to 2000, the Campus Police responded to over 54,000 calls for service, a 17% increase over the five-year period.**

**CONCLUSION**

Student Life programs are essential for the total educational experience at Stockton. This chapter has documented the responsiveness of programs and services to changing student needs. As the preceding analysis suggests, functional offices have implemented planning and outcomes assessment strategies utilizing various processes, e.g., Council for the Advancement of Standards (CAS) in Higher Education Self-Study, Comprehensive Institutional Research Project (CIRP) data reports, Benchmarking Studies, Program Annual Reports/User Data, and Divisional Planning retreats.

Conscious efforts are made to include student opinion in all major decisions affecting student life. The use of technology has had a positive impact on program design and effectiveness and remains a high priority for the future. Detailed divisional program plans exist for all offices within the Division of Student Affairs, providing a blueprint for the next three to five years.
CHAPTER 4 - FACULTY

The faculty at Stockton remains its principal asset. The College insists on excellence in teaching and dedication to learning and requires continuous professional development on the part of its faculty and staff. The faculty’s commitment to academic excellence is evident in its achievements in teaching, research, and service to the College, and to the professional and broader communities. Stockton’s faculty serves as an integral component in both the appointment and retention process, curricular design, and pedagogical initiatives. Since the last Self-Study in 1990 and Periodic Review in 1996, the faculty has advanced new initiatives in these arenas. In the last five years the vitality of the faculty is reflected in its increasing achievements in scholarly endeavors. This chapter summarizes faculty qualifications and responsibilities; evaluation criteria; scholarly and creative activity; appropriate linkages among faculty scholarship, teaching, student learning, and service; and the College’s framework for academic freedom. Since the College has exhibited its strong commitment to faculty development through a variety of programs to provide increased funding and opportunities to facilitate scholarly, pedagogical and creative excellence, these will be discussed separately in the succeeding chapter.

FACULTY SIZE AND DEMOGRAPHIC PROFILE

Since a principal responsibility of the faculty is to teach, to meet the objective of excellence in teaching, the College is committed to the hiring and retention of full-time faculty and to maintaining an appropriate student-faculty ratio. The total number of faculty lines has grown from 186* in the fall of 1991 to 194 in the fall of 1996, and to 211 in the 2000-01 academic year; this growth represents a 13.4% increase since our last reaccreditation visit (see Table 4.1). Five full-time and one half-time position were added for 2001-02, bringing the faculty total to 216.5, and eight more positions were authorized for search during that year.

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Notes: Average age is for tenured & tenure track faculty
% minority and female includes all filled lines
% tenured, senior rank, terminal degree include tenured and tenure-track faculty
* Does not include 2 faculty lines kept in reserve for creation of physical therapy prgm.
In the past three years, a number of the faculty lines have been allocated to support our relatively new Masters degree programs, and the College recruited a Dean of Graduate Studies and Continuing Professional Education (see Table 4.2). In adding graduate programs Stockton avoided the creation of a separate graduate faculty and, therefore, sustains its focus on undergraduate teaching.

Though the use of adjunct faculty will likely not disappear (sabbatical replacements, etc.), the College has held steady or decreased, contrary to national trends, the number of sections taught on adjunct or overload basis. In AY 2000, Stockton had 20% of its courses taught by adjunct faculty (see also Table 4.2), lower than the average of 27% for New Jersey public state colleges and universities. (The number of course sections taught by adjunct faculty has actually declined in the past few years.) Adjunct faculty who are professionals in their field have added greatly to the course offerings in business, hospitality management, teacher education, physical therapy, and occupational therapy, for example. Some are recruited and used intentionally in clinical settings. Others include K-12 educators in Stockton’s innovative teacher education program.

Despite the growing number of full-time faculty lines, Stockton’s history of underfunding by the State of New Jersey is reflected in student-faculty ratios that are higher than preferred. The state funding formula is fixed or frozen and tends to protect institutions facing enrollment declines, a circumstance at most other public colleges and universities in New Jersey. Stockton’s enrollment, though, has grown 31% since 1982, but has not been supported by the fixed funding formula, resulting in a FY2000 per student funding of $4,229 at Stockton that was $1,084 below the sector average. A funding gap of nearly $5.4 million for FY2000 was acknowledged by the State Legislature with an addition of $1 million to the College’s base budget for FY2001. A further $1 million has been provided for FY2002. Although these budget additions have helped to rectify a situation that put Stockton some 59 faculty members short of the faculty size that would place it at the average student-faculty ratio of its sister New Jersey institutions, under-funding and understaffing continues.

Despite higher student-faculty ratios, Stockton faculty remain accessible and responsive to their students. Assessment information from alumni/ae focus groups and student opinion in the National Survey of Student Engagement list the accessibility, approachability, skill, and quality of Stockton faculty as strong points of the Stockton educational experience. Also, the College excels in retention rates, completion rates, placement rates for careers and graduate education, and comparable performance data, including consistently scoring 100% on the State Legislature’s performance quality indicators.

An increase in the number of full-time faculty lines is necessary to sustain such high performance. In its discussion of college mission and directions for future planning, as part of the Middle States self-study, consideration of growth of the student body is tied to consideration of the appropriate size and distribution of faculty fitting to the institution’s size, quality, and future growth. The need for sufficient staff to support the academic areas and maintain the institution’s services is acknowledged as well.
The faculty at Stockton continue to be relatively young (an average age of 49 in 2000-2001), talented, dedicated, and strongly credentialed. Perusal of academic vitae, collected in the Middle States resource room, illustrates their academic preparedness. Ninety-five percent of the College faculty hold terminal degrees in their disciplines, up from 94% five years ago and 91% at the time of our previous Self-Study (see Table 4.1).

The College exercises nondiscriminatory practices in hiring and maintains an active program of affirmative action in hiring for all positions. Demographically, Stockton has increased the percentage of its female faculty to 41%, up from 36% in the fall of 1991. The college has also increased the number of faculty who identify as minorities from 17% in 1991 to 18% in 2000-2001. In the last ten years, the proportion of the full-time faculty who have been awarded tenure has increased from 60% to 63%; of these tenured faculty, 42% are female and 21% are minority. Since the 1996 Periodic Review, the College has doubled the number of “Distinguished Faculty” from two to four. Most recently, Professor William Daly was named as Distinguished Professor of Political Science in 1997 and Pulitzer Prize-winning poet Professor Stephen Dunn was named as Distinguished Professor of Creative Writing in 2001.

FACULTY RECRUITMENT

As an integral part of the selection and recruitment process for full-time and part-time positions, the faculty are responsible for the development of position announcements through search committees within their programs (in consultation with the appropriate Dean, the Academic Affairs Office and the Affirmative Action Office). Faculty then review all applications received from a national search, select candidates to be interviewed, conduct interviews, and make recommendations based on sound professional judgments. The procedures for selecting new faculty have resulted in broad diversity based on gender, race, ethnicity, and worldview that has permitted the College to create new areas of study across the curriculum, representative of numerous cultures and perspectives.

There are typically no national searches for adjunct faculty. Advertisements are placed in local, Philadelphia, northern New Jersey, or New York metropolitan area newspapers. The extent of the search and selection process could vary program by program and course by course, as necessity dictates.

FACULTY EVALUATION

In addressing the periodic review and supervision of faculty, we must distinguish between the two types of teaching faculty who are not full-time: adjunct faculty and part-time position faculty. Differences stem from the nature of the teaching contract. Adjunct faculty are contracted on a course-by-course basis and compensated on a minimum per credit hour rate. Part-time positions, normally half-time, are annually renewable lines, and are paid at one half of the salary of a comparable full-time faculty member. Although adjunct faculty are now in the same collective negotiation unit as full- and part-
time faculty (AFT Local 2275, Council of New Jersey State College Locals, AFL-CIO), they negotiate their own bargaining agreement with the state, separate from the agreement that covers full- and part-time faculty. Review procedures for part-time faculty are comparable to full-time; in fact, after the fifth year of employment there is more frequent review of part-time faculty.

Decisions about reappointment, tenure, and/or promotion for part-time and full-time faculty raise challenges for colleges when deciding the best way to assess contributions. Over the past few years, Stockton’s Faculty Assembly has discussed issues related to policies and procedures for reappointment, tenure, and promotion in response to the assessors’ 1996 *Periodic Review Report*. These discussions resulted in a shift from divisional faculty review committees to a college-wide faculty review committee, the College-wide Personnel Committee (CPC). With this shift, the faculty evaluation process (Procedure 6136) was revised to include letters from degree programs for each faculty member being evaluated, as well as continuing to include self and peer-evaluations (focused on teaching, scholarly work, and community service), student evaluations of teaching, and supporting materials. In addition to nine faculty members elected from across the College, the CPC includes two non-voting student members, a change from the five voting student members found on previous divisional committees. Students across the campus continue to have an indirect voice since the Student Evaluations of Teaching conducted in all classes remain an important element in each evaluation. The CPC makes recommendations to the administrative hierarchy, ending with presidential recommendations to the Board of Trustees. This system allows for a clearer faculty voice in the process. To date, faculty and administration agree that this is a more meaningful system. In addition to the above, post-tenure faculty are reassessed on a five-year cycle using a process similar to the reappointment, tenure, and/or promotion process (see Table 4.3).

All courses taught by faculty, including adjunct, part-time, and full-time, are evaluated through the Student Evaluation of Teaching instrument. Therefore, the criteria for student evaluations of part-time and adjunct faculty are the same as for full-time. There is no formal peer and administrative review procedure for adjunct faculty, as there is for full-time and part-time faculty. However, deans may share this information with program coordinators. If the adjunct faculty member is teaching a prerequisite course, faculty teaching subsequent courses in the program will determine how well students have been prepared with respect to prerequisite material. Other reviews of tangible outcomes, such as papers, portfolios, and other projects may be used in the review of adjunct faculty.

Personnel files are maintained for adjunct faculty in the same manner as for full-time and part-time faculty. Signed material can be submitted to the file from supervisors or “other responsible sources” concerning an employee’s competency, character, or conduct. This file can be reviewed by the employee, and access to the file is limited to the faculty member or those individuals directly involved in the administration, analysis, or evaluation of professional personnel.
A recent local collective agreement between adjunct faculty and the College ensures the resources needed by adjunct faculty for fulfilling their classroom responsibilities. Though they do not have offices on campus, adjunct faculty are now guaranteed access to mailboxes, telephones, copiers, computers, e-mail accounts, and access and orientation to the Library and some file storage. To help retain qualified adjunct faculty, the adjunct faculty union continues to seek increased salary increments for returning faculty and access to collective rates for health care.

For the first five years of their employment at the College, full- and part-time faculty are hired on annually renewable contracts. They write an extensive self-evaluation, are reviewed by the Program, College-wide Personnel Committee, Dean, Vice President, and President. Full-time faculty who are awarded tenure are then assessed in a post-tenure review process every five years. Part-time faculty continue to be assessed annually, but procedures in the local collective negotiation agreement allow for an abbreviated review every other year. Because part-time faculty are involved in program/community service and in research and professional development activities, the criteria for evaluation of part-time faculty at each rank is the same as for full-time faculty.

**ENGAGEMENT IN SCHOLARLY AND CREATIVE ACTIVITY AND LINKAGES AMONG SCHOLARSHIP, TEACHING, AND SERVICE**

Scholarly and creative endeavors by the faculty reflect a recognition of the need to remain knowledgeable in individual disciplines, in interdisciplinary studies, and in pedagogical approaches. This goal comports with both the best interests of the faculty’s professional growth and vitality and with the mission and philosophy enunciated by the College. While excellence in teaching remains the primary focus of the institution, it is increasingly acknowledged that quality teaching and scholarly research, creative activity and professional development are inextricably intertwined. The contribution to one’s discipline and the depth and insight afforded by such exposure to the latest developments enhances and enriches the classroom experience. (A more detailed description of publications produced from 1998 through 2001 can be found in the Middle States Resource Room.)

The scholarly efforts of the faculty are represented in a wide array of books and articles published by notable university and trade presses and highly regarded peer-reviewed journals. Further, Stockton’s faculty provides leadership through presentations throughout the country at professional conferences, applied research, pedagogical research, gallery exhibitions, and through serving as editorial board members and editors of refereed publications. During the period since the last accreditation visit, the faculty, with representation from every division, has begun developing a greater international presence; faculty have engaged in conferences and symposia in Jerusalem, Berlin, Moscow, Japan, Canada, Germany, Korea, Austria, and the United Kingdom, for example. The quality of the work has been recognized by external program reviews, national accreditation bodies, editors and reviewers of refereed publications and scholarly presses, and reviewers of grant proposals in government agencies and private...
organizations. One faculty member was designated a Pulitzer Prize recipient for his poetry in 2001. Moreover, the faculty has experienced increasing success with respect to obtaining funding in the national arena (see Table 4.4).

To provide support to remain knowledgeable about advances in pedagogy and the scholarship of teaching and learning, in 1999, Stockton established the Institute for the Study of College Teaching (ISCT). Mandatory sessions for new faculty and optional sessions for all faculty include workshops on topics such as instructional techniques, student engagement, and outcomes assessment. The ISCT has also sponsored presentations for the faculty-at-large on topics such as assessment of learning and quantitative reasoning across the curriculum (see Table 4.5). A new initiative adopted by the faculty under the aegis of the ISCT is the planned 2002 publication of a journal devoted to pedagogical research. The journal, *The Review for the Study of College Teaching*, is a double blind refereed publication that seeks to provide a national forum for research devoted to excellence in teaching and to place Stockton in a position of leadership with respect to the development of such pedagogical literature.

Since 1992, the Stockton Federation of Teachers local union has sponsored a series of teaching workshops before the opening of the fall term (two have been offered before the opening of the spring term as well). Workshops have focused on a wide range of pedagogical topics, including top teachers share their tips; Stockton’s writing program; teaching General Studies courses; advising; and engaging the unengaged student. A recent workshop, jointly sponsored by the SFT and the ISCT in January 2001, offered several concurrent sessions on assessment strategies for teaching. These workshops are well attended by the faculty. They also serve as an introduction for newly hired faculty to the serious consideration Stockton faculty give to pedagogical and curricular concerns.

Though Stockton faculty enjoy the collegiality shared through workshops and other activities that seek to foster their own learning and growth, the faculty recognize the need to identify connections between their work and the various constituencies who benefit from their efforts. Accordingly, they have made appropriate linkages among scholarship, teaching, student learning, and service. Review of faculty vitae demonstrates a serious commitment to this endeavor.

One example is the annual *Day of Scholarship*. After a year of planning by a select committee of the Faculty Assembly and staff from the Office of Academic Affairs, the first campus-wide Day of Scholarship was held on April 12, 2000. This event, repeated in 2001 and to be scheduled annually, brings faculty, students and staff together to present current research and creative developments. Collegiate accomplishments are shared, and a campus-wide intellectual discourse is fostered. Thirty-three events, many with student co-presenters, were offered during the first year including presentations, exhibitions, performances, panel presentations, and poster presentations. The second Day of Scholarship doubled the number of presentations as the schedule was extended to a full day of three concurrent sessions. Students who attended sessions were awarded co-curricular (ULTRA) credit. Some professors also provided incentives to their classes to attend.
Stockton’s African American Studies Program, Women’s Studies Program, and Holocaust Resource Center are just a few other illustrations of bridging scholarship, teaching, and service to the community. Numerous activities, ranging from concerts to lectures, dramatic performances, dance workshops, and invited lectures and film screenings are sponsored by the College and open to students and members of the community.

The activities, workshops, and programs described above are just a small sampling of faculty outreach. Faculty are also active participants in service learning, student internships, study tours abroad, and many student clubs and organizations. The quality and diversity of Stockton’s faculty are attested to by these activities as well as by the range of majors, minors, and concentrations offered at the College.

**THE CURRICULUM AND ADVISING (“PRECEPTING”)**

At the program, divisional, and faculty-wide levels, faculty are charged with discussing curricular and resource implications of modifications of existing programs and proposed new programs. Program self-studies, undertaken every five years, assure that the faculty most knowledgeable about individual disciplines participate in intensive and thorough review of program pedagogies and curricula. Outside consultants verify the quality of the assessment and make additional suggestions. Participation in program self-studies and self-studies in General Studies, along with support from the Academic Advising staff, helps ensure that faculty are knowledgeable about curricula and student needs and requirements.

Stockton has always defined advising as a form of teaching, and in fact officially calls it “precepting,” and those who do it “preceptors.” Advising is a contractual responsibility of all faculty except a very few temporary or part-time faculty. All new faculty attend a workshop on advising during their orientation to the College. The Faculty and Staff Evaluation document (Procedure 6136) also makes clear that precepting is part of teaching.

The importance of advising is signaled to students through considerable attention during orientation to the student-preceptor relationship, as well as by substantial discussion in both the College Bulletin and the Student Handbook. Stockton seeks to build students’ decision-making skills from the very start, rather than merely assigning students their first-semester schedules. Even incoming freshmen make choices (with the support of faculty advisors) at the time of their initial registration.

Selected faculty serve as “freshman preceptors,” agreeing to work intensively to help new students get off to a good start. Where possible, the freshman preceptor is the instructor of the student’s freshman seminar, to increase the effectiveness of freshman advising but also to enhance bonding with the College.
Each semester, just prior to pre-registration, classes are cancelled on two days to allow ample time for students and preceptors to confer. Students make individual appointments with faculty on one of those two days. The setting aside of time is a sign that the College considers the advising function essential, even though in some cases the two days are not enough for faculty to see all their advisees. Being available to their preceptees represents a further commitment to student accessibility on the part of faculty beyond what is needed for teaching alone, but for most faculty the two functions are closely connected and mutually supporting.

Graduate advising, like its undergraduate analogue, is an integral element of each graduate program. On the other hand, graduate advising is not centralized, but, rather, is handled by the individual graduate programs, within each of which advising is tied either to a graduate program faculty advisor or to a thesis or masters project advisor as is appropriate to the nature of graduate study which, distinct from undergraduate, is in-depth mastery of theory and application.

Stockton instituted Web-based registration in 1999, facilitating the course registration process. Some preceptors have noticed a drop-off in student visits, presumably as a result. The College is considering a requirement that preceptors release students electronically before they can register, though there are drawbacks to this idea as well. As is clearly delineated in college publications, the ultimate responsibility for course selection, after consultation with a preceptor, lies with the student.

For much of Stockton’s history, although faculty advising efforts were generally valued, it would have been difficult to document that effective advising was rewarded or ineffective advising remediated, or even which preceptors were effective and which not, except for some anecdotal information. Beginning in 1998, the College instituted evaluation of preceptors by students, in order to gain more information about the quality of advising, to provide students an opportunity to voice their opinions, and to focus more attention on advising as a part of the faculty evaluation process. The results of these evaluations thus far indicate a very high level of student satisfaction with their preceptors.

**ACADEMIC FREEDOM**

Academic freedom is addressed in two major documents that affect life at Stockton – “Procedure 6136, Faculty and Staff Evaluation,” which incorporates the Statements on Academic Freedom, Responsibility, and Tenure of the American Association of State Colleges and Universities of 1971, and the Agreement between the State of New Jersey and the Council of New Jersey State College Locals which represents the College’s faculty.

These two documents establish academic freedom as a binding element in the College’s rules and regulations. Some of the points that emerge from them derive from the principle that faculty and students are engaged in the “free search for and the exposition of truth and understanding wherever and whenever they may be found.” They further resolve that:
• Academic freedom protects both teaching and research and affects students as well as faculty.
• Academic freedom extends beyond the constitutional freedom that all citizens enjoy equally, insofar as college employees are involved in “teaching and research within their areas of recognized professional competencies.” Thus when a faculty member “speaks or writes as a citizen,” the normal rights of a citizen pertain, but he or she “should not represent himself or herself as a spokesperson for the institution.” Moreover, even within the classroom, the protection of academic freedom extends to the instructor insofar as he or she is doing his/her assigned work but does not protect “introducing into his teaching controversial or other matter which has no relation to his subject.”
• Academic freedom carries with it responsibilities. Principally this means that those accorded academic freedom must not use it to restrict its use by others.

In the day-to-day operations of the College questions of academic freedom do not arise often. Stockton has a history of granting faculty considerable de facto latitude regarding the content of courses and how they are taught. Policies on student grade appeals are carefully worded to make it clear that the College will not hear an appeal of an instructor’s academic judgment but will investigate only allegations of inequitable treatment or procedural irregularity.

CONCLUSION

Full-time and part-time faculty strive to maintain the highest professional standards. As scholars, artists, and practitioners within their fields of expertise, faculty are also committed to working within the broader college, academic, and local communities. Primarily, though, Stockton’s faculty are excellent teachers. They teach within their disciplines and within General Studies, and they challenge students to reach for high standards of excellence. They strive to remain current in their areas of expertise and in the scholarship of teaching. Because the College recognizes that intellectual and professional development is vital to our mission, Stockton supports numerous initiatives, discussed in the following chapter.
CHAPTER 5 – FACULTY PROFESSIONAL DEVELOPMENT

As noted in Chapter 4, since the College has exhibited its strong commitment to faculty development through a variety of programs to provide increased funding and opportunities to facilitate scholarly, pedagogical and creative excellence, these will be discussed separately in the succeeding chapter. To maintain an excellent teaching faculty, a faculty engaged in scholarship and interested in a dynamic curriculum, the College provides numerous opportunities for a faculty member’s professional development. The scholarly productivity of Stockton’s faculty, as measured by publications, presentations, and outside funding awards, owes a great deal to institutional support. Further, in-house research grants, faculty fellowships, and other initiatives have fostered excellence not only in research, but also in the classroom. Given the rapidly evolving environment of higher education, above all in the application of new technologies, the College offers several sources of funding designed to promote continued innovation in pedagogy. This chapter summarizes and evaluates the varied programs that enable faculty to achieve the highest standards in scholarship and teaching.

INSTITUTIONAL SUPPORT FOR RESEARCH AND TEACHING – INTERNAL GRANTS AND FELLOWSHIPS

Over the past several years, Stockton increasingly has emphasized faculty scholarship, as evidenced by the expectations placed on junior faculty in annual review and tenure/promotion. The primary means of internal support are Research and Professional Development (R&PD) funds and Distinguished Faculty Fellowships (DFF). Both of these award categories also offer funding for pedagogical and curriculum-development projects. They are granted on a competitive basis, with elected faculty committees evaluating applications and making recommendations to the Vice President for Academic Affairs. Adjunct faculty are not eligible to apply for the development initiatives discussed in this chapter, and part-time faculty are eligible for some of these projects such as technology training and activities of the Institute for the Study of College Teaching.

Since the College’s inception, R&PD awards have been granted to support the research and writing of articles, books, or book chapters, as well as course development, support for other types of research, attendance at conferences, performances, and course development. The R&PD application process takes place in two stages, with “main round” grants during the fall semester roughly equivalent to a summer course stipend (averaging about $3500), as well as a “mini round” in the spring semester, during which smaller awards (usually of up to $600) are allocated from remaining funds.

From 1996 to 2000, a total of 173 R&PD grants were awarded, and resulted in a total of 59 publications and 51 presentations, as well as manuscripts for submission, special experiments, performances, conference attendance, and the purchase of research-related
equipment. At least five new courses were developed in the same period with the support of R&PD funding (see Table 5.1).

Another source of support for faculty development began in 1986, when President Farris and the Faculty Assembly initiated a series of new award programs, committing $5,000 per award in the form of Distinguished Faculty Fellowships (DFF). DFFs enable recipients to devote significant time during the summer months on special projects. In response to reports from the Carnegie Foundation, the program was expanded to include work on research in college teaching. In 1994, additional fellowships were added for exploring the role of students as independent learners and the faculty member as mentor-coach, especially for projects designed to transform the traditional pedagogical approach to a topic by using advanced technologies. In 2000, the opportunities for fellowships were expanded yet again to respond to trends within the College and in academia more generally. Since then, DFF committees have awarded fellowships for a more inclusive category of Research on College Teaching and for projects to support the goals of the Institute for the Study of College Teaching.

From 1996 to 2000, 50 Distinguished Faculty Fellowships were awarded, with an outcome of 26 publications and 12 presentations, not to mention a rich variety of other projects (see Table 5.2). Faculty awardees have developed methods of teaching “outside the box,” restructuring courses and rethinking traditional lecture-style pedagogy. For example, a physical therapy course in gross anatomy was restructured with the assistance of a DFF to become a completely computerized self-study course. These courses have stimulated program curricula to draw students and colleagues into more technologically-infused pedagogy and deeper thinking about the teaching and learning process. Another example of this exploration was the development of a study-tour to Central America during which students study Neotropical biology on-site in Costa Rica.

While not targeting specific programs, technologies, or methodologies, the fellowships have encouraged creative ideas and innovative projects. These individual projects have helped foster a climate of teacher-scholars within an institution that values strong teaching.

Faculty with at least six consecutive years of service are eligible for a sabbatical. The number of sabbatical leaves is determined in the collective negotiation agreement for faculty. Eight semesters are typically available in each academic year, therefore the application is a competitive process. Applications are ranked by the Research and Professional Development Committee of the Faculty Assembly and recommendations are submitted to the President of the College. Sabbatical compensation is also governed by the collective negotiation agreement: half-year leaves at the rate of ¾ salary and full-year leaves at the rate of ½ salary. Since 1996, twenty-nine faculty members have taken sabbaticals, twenty-one for a single semester, and eight for two-semester projects. In each case the faculty members were awarded additional money known as "subventions" to offset expenses of conducting research.
The **Institute for the Study of College Teaching** (ISCT) was inaugurated in 1999 as a research/learning center which brings together faculty who have a demonstrated record of teaching excellence and who have an enduring interest in advancing the academic understanding of teaching. Recognizing that the primary responsibility of faculty at a liberal arts college is to teach, the ISCT aims to provide a wide range of professional opportunities for faculty to study college classroom teaching, and also to develop strategies to implement research findings in the classroom.

The ISCT designates faculty fellows, who, together with other faculty who volunteer their time, organize the institute’s activities. Since its inception, the ISCT has had 14 faculty fellows, 1 associate fellow, 20 faculty volunteers, and one new faculty liaison. It has involved newly hired, tenure-track faculty in workshops on the principles and practices of excellent teaching; participating junior faculty receive a 1-course release for attending the workshops. As of June 2001, 56 such gatherings have been held for 30 new faculty members (37 during fall semester 2000, 19 during spring semester 2001).

The ISCT also aims to provide the means for faculty to identify, study, and implement successful approaches to teaching. Among the resources they have made available are student interns, faculty forum speakers, an ISCT library, discussion groups, and a state-of-the-art computer lab with six stations equipped for digital video/CD/WWW production. A periodic newsletter and an academic journal, *Review for the Study of College Teaching*, have been established to disseminate information on research in college teaching. The support of the institute has led to the submission by fellows of at least five papers on college teaching to refereed journals, as well as presentations at conferences on excellence in teaching in higher education.

Both R&PD and Distinguished Faculty Fellowships have proven themselves to be highly effective mechanisms for fostering scholarship, primarily in the form of faculty publications and professional presentations. Over the last five years, however, the overall number of awards from R&PD and Faculty Fellowships have declined somewhat. This decline, however, is not due to lack of College support, since the amounts allocated for these research grants have remained steady, with levels set in faculty union negotiated agreements. Instead, the decrease in awards has resulted primarily from the faculty committees’ decision not to fund some grant projects for which faculty had applied. In order to respond, the Research and Professional Development Committee of the Faculty Assembly regularly offers faculty assistance during the application process and suggests methods of improvement. They have also recommended including streamlining application forms to facilitate applying, providing some constructive feedback to faculty whose proposals were unfunded, etc.

**OTHER FACULTY DEVELOPMENT PROGRAMS**

A **Career Development Program** was initiated through faculty union and administration negotiations to help tenured faculty who, for various reasons, feel they need to master new material or go in different directions to refresh themselves. Approximately $15,000 is available each year to assist faculty for these purposes. Primary consideration is given
to those tenured faculty who have been assessed under post-tenure review, though the program is open to all full-time faculty.

During the period FY1995 - FY2000, a total of $15,510 was granted to faculty in the specific area of *Tuition Reimbursement* for professional development. An additional $25,784 was granted to professional staff personnel for the same purpose. Remaining funds were granted for travel to conferences, training programs, and similar development activities.

The College President has initiated an optional program for long-term tenured college faculty called the *“Transition from Classroom to Retirement.”* While this is not a program for junior faculty who seek to develop their careers, it is nonetheless a program to encourage the most senior faculty to retain their enthusiasm for teaching and learning. Specifically, the goals of the program are to assist faculty members in a smooth transition from classroom to retirement, to ease the retiring faculty members’ financial transition to retirement, to allow these faculty to continue to share their accumulated wisdom with other faculty, and to support and assist the retiring faculty’s programs in adapting to their changing members. The Transition Program takes place gradually over a period of four years. At the end of the third year, retiring faculty members may be hired in the fourth year as Adjunct Professors, Visiting Scholars, or have other College assignments. This Program has been very successful in its first cycle with eight faculty members transitioning into retirement. The second cycle is presently under way.

The College is fully aware that ready access to up-to-date technology is essential for research and teaching in all fields today and therefore provides *Technological Support* for faculty. Both the number of facilities, hardware, and software, as well as training for usage has increased in the last five years, e.g., electronic classrooms, teaching labs, and a broad array of instructional support such as an in-house “Technology Boot Camp” provided by staff in the Office of Computer and Telecommunications Services. Because sessions filled and demand was significant, the “Boot Camp” was recently expanded to include evening sessions targeted to adjunct faculty.

*The Center for Instructional Media and Technology* (CIMT), a department of Academic Affairs, also provides expertise in upgrading the College’s educational technology infrastructure. Resources include media collections, public viewing/listening carrels, audio-visual labs, editing rooms, electronic and manual delivery services, satellite/video network interface, and educational access channel, equipment circulation, and an Interactive Television (ITV) classroom. Personnel are on hand during all instructional times to operate delivery systems, check out equipment, provide routine technical assistance, and provide other support.

**EXTERNAL FUNDING FOR FACULTY RESEARCH AND PROFESSIONAL DEVELOPMENT**

External funding reconfirms the quality of Stockton’s faculty as well as the measure of College support for faculty research and professional development. Between 1996 and
2000, almost half (47.4%) of all proposals have been funded, over $3.3 million. The past two fiscal years have brought the highest external funding, with total grant awards approaching $1 million each year, and the highest rate of successful grant applications (62.5% in 1999, 71.4% in 2000 [see Table 4.4]).

Of the 92 successful proposals for external funding between 1996 and 2000, a similar proportion – roughly one-fifth -- were funded by the federal government (20.7%), the state of New Jersey (23.9%), Atlantic County (20.7%), and private donors (19.6%), while local governments funded 15.2% of the awards. The College has recently been granted a $760,000, multi-year Student Services grant from the US Department of Education. This grant will help identify a broader category of high risk, low-income students with an eye on higher graduation/retention rates and, eventually, an increase in admission to graduate school rates. The College is in the process of hiring staff to implement this program.

At the federal level, the largest source of external funding was the National Science Foundation. Other major contributors since 1996 have included FEMA, AmeriCorps, Corps for National Service, and the US Department of Energy. At the state level, the largest contributor by a wide margin was the NJ Department of Education, with funding increasing substantially each year between 1996 and 2000 ($1,735,742). The largest amount each year was directed to the NJ Governor’s School on the Environment. At the county and regional levels, by far the most consistent contributor was Atlantic County Block Grants/Arts. External funds were also received from the Atlantic County Office of Cultural Heritage in 2000 and the Regional Planning and Economic Development Office in 1998. Private donors have most consistently supported the Holocaust and Genocide studies, both at the graduate and undergraduate levels. However, private donors have generously supported other College programs.

Projects that have received outside funding reflect the particular strengths of the College, the initiative of individual faculty or programs, and availability of funding. The most extensively funded projects have been those related to the College’s pioneering “Quantitative Reasoning Across the Discipline” (QUAD) initiative and to Holocaust/Genocide education. At the same time, topics in the performing and visual arts as well as in the natural sciences, teacher education, and public health also received significant outside support (see Table 5.3).

From its inception in 1995, the QUAD program has been an innovative idea that distinguishes Stockton from its peer institutions. Development and analysis of this innovative program, one of the first in the U.S., has been funded by the American Council of Learned Societies and the National Science Foundation. Funds have been used to seed a wide variety of collaborative research projects involving mathematicians and faculty from other fields. It has also spurred many faculty to develop their courses and research in unique and innovative directions; the number of “Q”- designated courses now averages over 140 per semester (see Table 5.4). The third QUAD grant from the National Science Foundation in 1999 is providing support for faculty to develop textbook supplements using quantitative analysis in introductory courses in five disciplines.
The number of internal initiatives for professional faculty development has resulted in an increase in scholarship and creative activity, in the quality of teaching and learning, and in the awarding of external grant money to projects initiated by Stockton’s faculty and staff. Such support in pursuit of excellence has enabled the College to become a nationally ranked public sector institution.
CHAPTER 6 – EDUCATIONAL PROGRAMS AND CURRICULA

Stockton’s mission has been unwavering: we are a liberal arts institution for the people of New Jersey. Its mission statement calls for the College to develop in students “the capacity for continuous learning” and “the ability to adapt to changing circumstances in a multicultural and interdependent world.” The mission statement urges faculty and students alike to strike a balance between disciplinary study and liberal arts study. Stockton responded to technological change by adapting technical changes to the liberal arts. Specifically, this meant focusing on underlying theories rather than merely acquiring specific skills, strengthening the intellectual atmosphere, and continuing to develop innovative and interdisciplinary structures. Our 1998 Graduate Education Mission Statement again reaffirms the College’s liberal arts mission and pledges support of the undergraduate program. The following shows the ways in which the curriculum meets the requirements of the College’s mission, and, since assessment will be so much a part of the College’s future mission, it discusses in detail the devices for curriculum assessment.

THE CURRICULUM

OUR MISSION AS ENACTED IN THE STRUCTURE OF THE CURRICULUM

There is no separation of purpose between practical, career-oriented education, and general education in Stockton’s curriculum. A balance between the two serves the needs of both. The major is divided into two parts: the Program and cognate courses outside but related closely to the major. A student’s general education is likewise divided into two parts: General Studies courses, and courses “At Some Distance” from the major. In the Bachelor of Arts degree, a student’s time is divided equally between the Program and Cognate courses, on the one hand, and General Studies and “At Some Distance” on the other (see Figure 6.1).

![Figure 6.1 CREDIT DISTRIBUTION](image-url)

The Bachelor of Arts Degree at Stockton

The Bachelor of Science Degree at Stockton
In the Bachelor of Science degree, students take sixteen additional credits in the major and its related fields, and thus sixteen fewer credits “At Some Distance” from the major courses. The total remains the same for all baccalaureate degrees: 128 credits.

**STUDIES IN BREADTH: GENERAL STUDIES**

From its beginning, Stockton experimented with a variety of formulations of General Studies categories, but by 1979, the five categories in use today (and required for all baccalaureate students) had appeared:

- **GAH** General Arts and Humanities 8 credits
- **GEN** General Interdisciplinary Skills and Topics 4 credits
- **GIS** General Integration and Synthesis 4 credits
- **GNM** General Natural Science and Mathematics 8 credits
- **GSS** General Social and Behavioral Science 8 credits

**Total General Studies 32 credits**

Perhaps the most striking feature of our General Studies curriculum is our electives category—32 credits for the BA, 16 for the BS—“At Some Distance” courses. This nomenclature describes the reality that our electives are not highly structured. To ensure breadth, we insist that students take courses that are conceptually distant from their major. Thus, for example, the psychology student may count no psychology courses, nor even any other social science courses (for these would be considered Cognates, as described below) in the “At Some Distance” category.

During the 1980s, the College added a Writing Requirement that now consists of four writing courses integrated into the curriculum. Also during the 1980s, the addition of a Freshman Seminar Requirement and the movement of General Integration and Synthesis courses to become junior/senior seminars provided symmetry to students’ general education experiences. The College instituted the Quantitative Reasoning Requirement in 1995 (3 courses) to ensure that students would be better prepared to deal with mathematical ideas and their application. As with the Writing Requirement, the Quantitative Reasoning Requirement courses are found across the curriculum in Program, Cognate, General Studies, and “At Some Distance” courses. (The number of courses with W and Q designations from 1995-2000 is summarized in Table 5.4).

The most recent evolution came in 1999, with the addition of four new subscripts for courses. This addition addressed a concern we expressed in our 1991 self-study (p. 74) to wit: “There is nothing in the structure of the curriculum that guarantees that students will experience, say, item numbers 8 (art), 10 (history), 11 (diversity), or 13 (values),”
referring to the list of general education goals first articulated in 1989. The current requirement is for one course in each of the following areas:

A  Arts  
H  Historical Consciousness  
I  International/Multicultural  
V  Values/Ethics

As with the Writing and the Quantitative Reasoning Requirements, the instituting of this “subscript” requirement used existing courses (with some modifications) spread out across the curriculum.

For transfer students, General Studies credits must represent at least 25% of their Stockton credits. Thus, the required number of General Studies credits changes based on the number of credits transferred in. Transfer students with fewer than 64 credits transferred to Stockton must meet the distribution requirements for the various G categories (GAH, GEN, GIS, GNM, and GSS) but may use some of their transfer courses to complete them. Students with 64 transfer credits or an AA degree are exempt from the distribution requirement (except for GIS), but 25% of their Stockton credits must still be in General Studies.

STUDIES IN DEPTH (DISCIPLINARY STUDIES): PROGRAM AND COGNATE COURSES

Programs vary widely in the extent to which they involve study in Cognate areas. Some tracks within the ARTS Program, for example, require no Cognates. In such cases, “At Some Distance” courses might not be so very distant from the Program. At the other extreme, Programs like Communication Studies or Philosophy and Religion are very open-ended about how the Cognate area is defined. In these cases, much depends on student focus and interest. Many other Programs do not specify particular Cognate courses, but require that Cognates be taken from broad general categories, such as courses from other Programs in one’s home division. (See Table 6.1 for a 10 year comparison of declared majors for undergraduate academic programs.)

Nearly all of the 62 programs require a capstone experience of some sort, be it a seminar, special research project, or internship. Thus, coupled with the capstone General Studies course, General Integration and Synthesis, most students have two capstone courses.

ADVISING AND BALANCE

The advising process is absolutely essential to striking the balance between professional or disciplinary education and liberal arts education for a given student. In recognition of this, we call advisors “preceptors,” i.e., teachers of first principles, and we set aside two days each semester with no classes so that preceptorial advising may take place.

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5 These are published in the 2000-2002 Bulletin, pp. 92-93.
BALANCE: THE BACHELOR OF ARTS VERSUS THE BACHELOR OF SCIENCE

Of the College’s 27 degree-granting fields of study, four offer only the Bachelor of Science: Public Health, Nursing, Biochemistry, and Social Work. In addition the College offers 34 undergraduate minor and certificate programs (non-degree granting). Ten programs offer students a choice between the BA and BS degrees: Biology, Chemistry, Environmental Studies, Geology, Marine Science, Mathematics, Applied Physics, Business, Computer Systems and Information Sciences, and Psychology. The rest offer only the Bachelor of Arts degree.

The decision to offer only the Bachelor of Science degree has often been dictated by outside considerations, including accrediting bodies and professional associations. This is true of Biochemistry (American Chemical Society), Nursing (New Jersey State Board of Nursing and the National League for Nursing), and Social Work (Council on Social Work Education). The Bachelor of Science in Public Health (Environmental Health track) meets eligibility requirements for the New Jersey Registered Environmental Health Specialist Examination. Business Studies had once abandoned the BS degree altogether, but brought it back in 1995 as an option, largely because it is the degree preferred by most employers and by the main accrediting body, the American Assembly of Collegiate Schools of Business.

OUR CURRICULAR OFFERINGS AND COMMUNITY NEEDS

The College’s mission calls for increased attention to the educational needs of the residents of South Jersey. Since our most recent Middle States review in 1996 our curricular offerings have grown in response to the needs of the region, making our array of majors and minors mesh well with what a regional liberal arts college should provide. A prime example is our new Hospitality Management track, currently an offshoot of the Business Studies program but showing promise of becoming a full-fledged major in the future. This program, now in its second year of operation, suits the needs of the community. Located, as we are, 12 miles from Atlantic City and 50 miles from Philadelphia, we are well placed for student internships in the hospitality industry. Having just signed a very favorable articulation agreement with the Atlantic-Cape Community College, we are poised to become a major recipient of students in its Hospitality program who wish to continue on to baccalaureate level study.

In 1998 it became possible for students to choose Teacher Education as either a certification program or a degree program. As a degree program, it is not available as a first baccalaureate degree program for any student. Students must first earn a degree in a liberal arts field before pursuing a second BA in Teacher Education. Other programs new since 1996 are Biochemistry and Language (including French and Spanish). One concern we have is that that students in language courses as yet have no language laboratory.
SUPPLEMENTAL LEARNING PROGRAMS

One characteristic of a quality educational program is that it finds ways to promote cognitive equality. Such is the motive behind three of our curricular and co-curricular programs that supplement learning: the Basic Studies (BASK) program, the Educational Opportunity Fund, and the Learning Access Program. All three work with students with defined weaknesses or disadvantages and bring them “up to speed” with the rest of the students.

In the case of Basic Studies, students scoring below 450 on their SAT verbal or below 480 on their SAT math scores must take and pass certain courses during their freshman year to continue as Stockton students. It is a testament to the efficacy of the program that about 40 to 50 percent of students who start at Stockton and go on to graduate have placed into at least one Basic Studies course. As the Basic Studies Self-Study notes (p. 25): “Students who were identified as needing extra support to develop their skills in their freshman year and given that support in our BASK courses have been graduating at a rate close to or even better than the rate for the class as a whole” (see Table 6.2).

The Educational Opportunity Fund provides a summer of intensive study prior to the freshman year for students identified as academically and financially disadvantaged, but who also display some promise for academic success. The program goes on to provide close monitoring and academic advising throughout the student’s four years. It works: students who begin as EOF students graduate at a rate that is noticeably higher than other freshmen who start at Stockton.

The Learning Access Program provides a support system and a series of modifications to the educational program for those students identified with a learning disability. As a consequence there has been a 74% rate of increase in the graduation rate for Stockton’s learning impaired students.

TRANSFER STUDENTS

About 45% of our enrolled students come to us from other institutions. Our transfer policies and practices have some considerable affect on our vitality as an institution. Stockton is one of the few remaining upper-division colleges in New Jersey that still participates in the old “full faith and credit” doctrine, guaranteeing full credit for an Associate of Arts or an Associate of Science degree awarded from a New Jersey community college. The Office of Student Records works with Academic Advising and program faculty to allocate transfer credit.

We have entered into some 33 articulation agreements—both sending and receiving—with various New Jersey community colleges and others. We have also signed the “General Education Foundation for Associate in Arts and Associate in Science Transfer Programs in New Jersey’s Community Colleges,” which outlines how students’ two-year coursework shall be used to fulfill the receiving institution’s general education requirements. Moreover, we are one of two colleges in New Jersey that have agreed to be part of the pilot group to adapt Maryland’s ARTSYS to New Jersey’s transfer
environment. When completed, “NJ Transfer” will allow students to inquire on the Internet as to how their credits will transfer from any New Jersey college to any other New Jersey college.

With regard to ensuring rigor, Stockton allows transfer credit only from institutions accredited by Middle States and the other regional accrediting bodies, and these are subject to certain restrictions. Stockton permits credits from non-collegiate sources, but only those recognized for their academic rigor. These include the Advanced Placement and CLEP, programs of the Educational Testing Service (ETS), and the International Baccalaureate Program.

A limited number of transfer credits are allowed for graduate students, subject to review by their program. Such credit is allowed only if the transfer work is comparable to Stockton’s own degree programs and coursework, as determined by the program coordinator and the dean of graduate studies. For graduate students, some non-coursework experience is allowed under very strict conditions. Such work is subjected to a rigorous committee review to ensure consistency with the quality of the College’s own programs and coursework.

**ALTERNATIVE LEARNING MODALITIES**

Stockton is keen to promote alternative learning possibilities. These include independent studies in all aspects of the curriculum as well as opportunities for international education and internships in Washington, DC. Among its other programs are:

**Service Learning**

The Service Learning Program, begun in 1995, attaches service at a local agency to classroom study. The community service, in this way, becomes part of the requirements for a given course. Our experience has shown that the community service enhances the academic experience in the class, and vice versa. Some examples include students in “Homelessness and Poverty Law” (a GSS class) working at a local soup kitchen, students in “Auditing” doing the books for Ocean County United Way, and students in “Women and Math” (a GNM course) going into elementary school math classes to observe the crucible where gender inequities in mathematics education are formed and, through their tutoring, to seek a remedy.

**Distance Learning**

Currently we do not offer a degree through distance learning. Stockton has a repertoire of 55 courses that are offered via videotape, audiotape and/or online. Four of these courses are graduate level courses and seven are professional in focus. The remainder are General Studies or other liberal arts courses.

From 166 students in our first year for Distance Learning, 1996, we have grown to over 2,400 students in the 00/01 school year. In 2000 we hired a Director of Media Services & Distance Education who reports directly to the Vice President for
Academic Affairs. In August of 2001 we hired a Distance Education Coordinator who reports to the Director.

The College has committed to providing the necessary tools and support for the development of new Internet-based courses. In 1999, the College evaluated several software packages for this purpose, and selected the WebCT product. A dedicated server was also purchased, along with ongoing onsite training for faculty and staff.

Our faculty are firm in the belief that the on-campus experience is of paramount importance. Therefore, we offer distance learning courses mainly as a convenient way of increasing access to our liberal arts courses, but not without at least one on-campus meeting.

**Skills Center**

In recent years there have been more demands on the Skills Center with requests for extra services and individualized tutoring. The Center is opened to all students to aid writing and mathematical/quantitative reasoning skills, as well as program courses. Students have sought help in courses ranging from physics and advanced economics to literature and communications.

**The Library and Support of Pedagogy**

There are several components of the library and information literacy instruction program. First is an attempt to reach all freshmen with positive library experience through the required Freshman Seminar. This usually takes the form of a self-paced workbook, introduced and graded by the librarian. Second is the introduction of specific skills to students as they enter their major, by lecturing on the tools and services available in that discipline as well as giving a demonstration of those tools. Last year, librarians taught in 102 classes reaching over 1,600 students. Third, the librarians teach credit courses, offering several Freshman Seminars each semester and a General Integration and Synthesis course that attempts to integrate advanced research techniques in many disciplines. Finally, librarians have offered workshops under the sponsorship of the Institute for the Study of College Teaching. Besides introducing faculty to library services, the workshops cover evaluating Internet sites and student use of the Internet.

**GRADUATE EDUCATION**

The graduate curriculum at Richard Stockton College offers six master level degrees:
- Master of Arts in Holocaust and Genocide Studies (MAHG)
- Master of Arts in Instructional Technology (MAIT)
- Master of Science in Business Studies (MBS)
- Master of Science in Nursing (MSN)
- Master of Science in Occupational Therapy (MSOT)
- Master of Science in Physical Therapy (MSPT)
The College designed its graduate programs to respond to local community and regional needs for practitioners. As such, the graduate curricula include application-oriented research that asserts the clear and firm roots, or grounding, in the liberal arts. The emphasis of the graduate programs, in concert with the College Mission Statement, is on teaching and application of the discipline, rather than academic and theoretical research. Accordingly, each program designs its curriculum to prepare students for practice in a profession through the use of application-based research and clinical study. A primary goal of graduate studies at Stockton is to address students’ need to "know how to know" in order to position them for "enhancement, advancement, and change" that will necessarily be part of their lifelong career pursuits.

The Holocaust and Genocide program conforms most closely to the 1998 graduate education mission statement in its promotion of advanced inquiry, consistent with the College’s liberal arts mission. In addition, all of the graduate programs have increased the faculty, library, and technological resources available to the undergraduate students and the faculty. The Instructional Technology program provides the College with richer human, hardware, and software resources that are timely as we employ more technology in instruction and research. The schools in the community have and will continue to benefit from the training that their teachers are getting in the use of instructional technology. The Occupational Therapy field placements are bringing much needed services to local agencies that had previously gone without this level of service.

As illustrated in Table 6.3, three of the graduate degree programs, Nursing, Physical Therapy, and Occupational Therapy, are accredited by external agencies:

<table>
<thead>
<tr>
<th>Graduate Degree Program</th>
<th>Accrediting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>National League of Nursing *</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>American Occupational Therapy Association (AOTA) and Accreditation Council for Occupational Therapy Education (ACOTE)</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>Commission on Accreditation in Physical Therapy Education</td>
</tr>
</tbody>
</table>

* Accreditation expires December 2002 and will be replaced with accreditation from the Commission on Collegiate Nursing Education, which agency will perform a site visit in April 2002.

Each of the accrediting agencies requires documentation from the respective programs demonstrating a curriculum that integrates theoretical and/or applied research, and which fosters critical/independent thinking skills. Consequently, the three accredited programs include research courses in their curricula as part of the graduation requirements.
Each of these degree programs results in career paths requiring additional licensing or certification by the state in order for the graduates to pursue their professions. Success rates in each of the three degree programs demonstrate excellence in achieving the goal of developing critical/independent thinking skills. For instance, 100% of Nursing graduates have passed the national certification exam compared to 76% for the national average.

The faculty periodically evaluates the curricula of the respective graduate programs in a continuing effort to assure that graduates are well prepared for their respective professional pursuits. Methods utilized include the standard student evaluation of teaching documents, as well as student and alumni surveys. The faculty also conducts self-evaluation of program and faculty, both formally through documented self-studies and informally through faculty meetings and discussions.

Success in achieving the goal of promoting research and independent thinking skills has been demonstrated through the successes of numerous graduates. For instance, several graduates have gone on to additional graduate studies in law schools and doctoral programs. Papers and projects completed by students have been published and/or presented at national and regional conferences, occasionally receiving distinguished recognition and awards.

**ASSESSMENT OF THE CURRICULUM**

**ASSESSMENT OF EFFECTIVENESS FOR IMPROVEMENT AND ACCOUNTABILITY**

A faculty-wide assessment education program is the foundation of outcomes-evaluation at Stockton. The assessment-education initiative began with workshops on assessment for new faculty in fall 1999 and was eventually extended to the entire faculty in an open forum on "The Scholarship of Assessment" in January of 2001. Faculty participate in workshops, disciplinary meeting groups, training initiatives, and have an extensive collection of books and articles on assessment. This very sound approach to the implementation of outcomes-based assessment rests on the principle that an educated faculty will adopt and implement the best practices in assessment. To this end, considerable efforts were employed to engage the faculty in the conversations about classroom assessment, its theory, history, practice, and research.

A review of the outcomes assessment practices show that although there are many different approaches to the evaluation of student learning, there is some consistency in the required program self-evaluation. All programs conduct five-year self-evaluations, with the help of an outside evaluator, and each program evaluation has required elements. These program evaluations are the sources for some of the individual faculty practices in the assessment of student learning. Additional information was obtained by surveying the faculty and students on their attitudes and practices and by interviewing program coordinators. Additionally, Stockton participates in the National Survey of Student Engagement, and numerous other individual and collective efforts are aimed at pulling together formative data to inform the classroom practice.
FORMATIVE AND SUMMATIVE ASSESSMENT OF STUDENTS’ COURSE-SPECIFIC KNOWLEDGE

The Stockton faculty is routinely using assessment strategies that cover the spectrum of possible techniques. They include tests, self-evaluations, presentations, portfolios, performance assessments, standardized tests, self-reported measures, and direct observations. There is a good mix of the traditional and the innovative. The individual program self-study documents are comprehensive sources of information about classroom assessment practices that are in place. In the spring of 2001, the Institute for the Study of College Teaching conducted a survey of faculty from across the College to find out how and why they choose particular instructional and assessment techniques to meet their learning goals. They reported that their efforts in cognitive assessment are concentrated on the assessment of understanding, application, evaluation, analysis, and only to a much lesser extent on recall of information (see Table 6.4). Students were also surveyed (n = 387) over two years, and their responses supported the claims of the faculty that they are indeed being tested on the higher levels of cognitive competence (see Table 6.5).

ASSESSMENT OF EFFECTIVENESS OF PROGRAMS OR COURSES OF STUDY

All programs conduct five-year self-evaluations with the help of an outside evaluator; the results of these evaluations have been made available to the Middle States evaluation team. Programs are routinely evaluated to determine the extent to which they are meeting the goals that they have identified as important outcomes for students. Most programs have cumulative integrated assessment methods such as capstone courses, senior papers, research projects, and internships.

Several programs have implemented exemplary assessment practices with widely different approaches. For example, the history program, with the assistance of the Institute for the Study of College Teaching, has undertaken a review of each of its courses to examine the course goals and their match with the program goals, as well as with the way the courses are evaluated. Course outlines are compared to course descriptions to ensure reliability of practice and theory. Course goals are then compared to tests and examinations in the course for a similar match of objectives and assessment. The outcomes of the entire course of studies are reflected in the senior projects of the graduating seniors. These capstone projects were examined to ensure that they reflected the stated goals of the program of studies in history.

The psychology program has employed a more objective approach. It has administered the external examinations that were developed by the Educational Testing Service to evaluate a set of skills, attitudes, and cognitive competencies that psychology majors should have developed over a four-year course of study. The faculty is in agreement with these standards and have administered these externally scored examinations for the first time in 2000 and will continue to increase the number of senior students who take these examinations annually.
For the past six years, some faculty members in the chemistry program have administered
the national American Chemical Society standardized examination to students at the end
of certain chemistry courses. The test results are normed on a national sample and their
performance reported in a criterion as well as norm-referenced manner.

Quantitative reasoning, critical thinking, problem solving, library and information
literacy, and writing are all skills that are promoted, supported, regularly evaluated, and
have well established assessment plans with which all faculty are conversant. The
Quantitative Reasoning Across the Disciplines (QUAD) program survey faculty annually
to see if their courses qualify as ones that can be designated as Q1 or Q2. The QUAD
grant continues to support training for faculty in integrating quantitative reasoning into
their courses.

The 2001 General Studies Self-Study reports, on pages 50 through 63, on a study
quantifying how our students fare in general skills against students nationwide. Students
(n = 115) in six different General Integration and Synthesis courses took the Academic
Profile Short Form Test developed by ETS. Stockton’s scores in most categories were
above the national mean. The most compelling scores were those of students who had
completed their General Studies requirements by the time of the test. These students had
a score (456.1) in the 87th to 92nd percentile in comparison with upperclassmen across
the nation. Granted, the skill level of this student cohort when they first entered the
College is unknown. However, the difference between this group and those that have not
completed the requirement is compelling. Future testing of a cohort both as incoming
freshmen and outgoing seniors could provide valuable information for understanding the
role of General Studies.

FORMAL EXTERNAL ASSESSMENT OF PROFESSIONAL PROGRAMS
FOR CERTIFICATION AND LICENSURE

Students from teacher education, nursing, physical therapy, and occupational therapy take
certification examinations at the end of their courses of study. The accrediting agencies
for the nursing, physical therapy, and occupational therapy programs review their
curricula and evaluation methods and have determined that they meet the guidelines for
accreditation.

STUDENT EVALUATION OF COURSE AND INSTRUCTIONAL
QUALITY

For many years Stockton has sought student feedback routinely in every section of every
course we offer. But in addition to this, since 1999 the Institute for the Study of College
Teaching has surveyed students each semester to determine their level of satisfaction with
instruction, the diversity of the instructional techniques that they have encountered, and
their rating of the effectiveness of these techniques. In addition, the Institute for the
Study of College Teaching conducted another student survey to determine their
perceptions of the validity of the tests and examinations that they are given during the
semester. The overwhelming response from students is that they are satisfied with the
quality of their tests and that the assessment practices are facilitating their learning (see Table 6.6).

**ASSESSMENT WORKSHOPS FOR FACULTY: DEVELOPING A SCHOLARSHIP OF ASSESSMENT AT STOCKTON**

Through the Institute for the Study of College Teaching, the College has provided the resources and the procedures for faculty to examine their philosophy of assessment and to adopt practices consistent with the research and the literature in the use of assessment to promote student learning (see Table 6.7 for a listing of workshops by semester). One such resource was the Faculty Forum on The Scholarship of Assessment, sponsored by the administration and the union, which was attended by 60% of the faculty in the winter break of 2001 (see Table 6.8). The focus of this forum was to promote an assessment approach that focuses on improving student learning and changing the thrust of classroom assessment from one that is summative, to one that is formative. The ISCT offers workshops in the spring semesters that are open to all faculty; the assessment workshops are the most well-attended (see also Table 6.7). Moreover, there are two on-going faculty groups that meet regularly to discuss classroom assessment techniques. All faculty have access to a comprehensive library of books and articles on assessment that are available in the ISCT. Any program can seek the assistance of the ISCT in formulating a plan to evaluate the goals and objectives of the program. This fall (2001) a team of six faculty from all divisions of the College and one academic affairs administrator will participate in the two-day AAHE Collaborative Assessment Workshop. The team will develop plans, processes, and strategies to institute a collective and shared understanding of the value of assessing student learning.

**MEASURES OF POST-INSTRUCTIONAL OUTCOMES**

Methods for assessing post-instructional outcomes include review of GRE scores from program graduates, acceptance to graduate programs, and job placements in the field of study. The political science, economics, marketing, sociology-anthropology, and social work programs in the Social and Behavioral Sciences division have instituted systematic surveys of their graduates in which the graduates are asked to reflect on the most useful aspects of their degree programs and what specific skills they would attribute directly to the preparation that they had at Stockton. Students attribute much of their learning and success in the programs and beyond to the caliber of the faculty and the quality of the instruction. In Natural Sciences and Mathematics, the chemistry and environmental studies, physics and biology programs, also conduct surveys of their graduates every five years in conjunction with their program reviews. In Professional Studies the nursing programs also conduct a post-graduate survey of their graduates. The graduates identify quality of instruction, involvement with faculty, and accessibility of resources as the most important factors that supported their success.

**RESPONSES TO ASSESSMENTS**

Some divisional efforts are underway to integrate assessment into course design and review. The Natural Science and Mathematics division has an active assessment committee that meets twice monthly. Its focus is to integrate assessment into the
classroom practice as a learning and research tool to improve instruction and ultimately learning. The Institute for the Study of College Teaching offers workshops to faculty on student-centered assessment and the use of assessment in planning.

OTHER ASSESSMENT INITIATIVES

Experiential learning initiatives such as internships, service learning, and pre-professional placements are rigorously assessed for both formative and summative purposes. Assessment in these areas is much better developed and is more uniform than the assessment of traditional classroom instruction. It involves meetings with professional supervisors, self-evaluation, measures of attitude and skill changes, review of journal writings, and most importantly, performance and authentic evaluations. Students in experiential learning courses are made aware of their course goals and objectives in explicit as well as implied ways. The Office of Service Learning coordinates many of these placements, and the basis of evaluation in these courses is set out and agreed to by students and supervisors prior to their placement into agencies.

The College’s participation in the Carnegie Foundation’s Campus Conversation will continue to center on assessment to improve learning. This assessment is criterion-referenced, formative, and partnered with rapid feedback for both faculty and students.

Faculty in the Natural Science and Mathematics division have already begun to use the Field-tested Learning Assessment Guide (FLAG) for science, math, engineering and technology instructors (http://www.wcer.wisc.edu/nise/c11/flag/default.asp).

CONCLUSION

Both undergraduate and graduate curricula have been and will remain flexible to educational, community, and societal needs. The curriculum is shaped by a combination of input from Faculty Assembly, Student Senate committees, administration, and external research from community. Overall, the College’s assessment focus for the next five years is to have an assessment plan for each program that has a formative as well as summative component and to have the formative assessment inform the classroom practice directly. We aim fully to acquaint our faculty with the literature and scholarship of assessment. The ISCT will continue to develop and present assessment workshops, conferences, and meeting groups. We believe that good practice will come from a well-developed knowledge base in assessment. There is considerable evidence showing that assessment drives student learning. More than anything else, our assessment practices tell students what we consider to be important. Our goal is to have assessment placed in the context of the Curriculum-Instruction-Assessment model that integrates the assessment with the course development and not to attach assessment to a course for evaluation purposes only. A detailed diagram of Stockton’s Educational Program can be found in the Middle States Resource Room.
CHAPTER 7 - PUBLIC SERVICE AND
COMMUNITY ENGAGEMENT

Stockton’s mission clearly delineates our obligation to serve our community. As the only
senior college in southeastern New Jersey, it follows that the College should serve as a
“good citizen” and establish symbiotic relationships with the community. This core
value of the College weaves a consistent thread throughout our academic and educational
programs, including curricular and co-curricular initiatives.

Public and community engagement is evident through various initiatives. Some of
the mission-centered community activities follow a more traditional approach in which
students, faculty, and staff engage the local community as a learning laboratory. This
“learning center” engagement provides direct benefit to students through internship
placement, volunteer service, and other beneficial service activities. More recent efforts
engage community partners while addressing a broad range of perspectives on complex
community issues. This level of outreach is consistent with our interdisciplinary focus
maximizing the construction of interdepartmental teams, engaging community partners,
facilitating dialogues, and coordinating action research.

Three issues contribute to our somewhat distinctive local environment: 1) the need to
protect and preserve a unique environment encompassing the pinelands, wetlands, and
shore; 2) population growth that has outpaced the rest of New Jersey and stressed the
educational and social services infrastructures; and 3) increasing economic dependence
on two sectors: a) tourism, including eco-tourism and gaming; and b) health care,
including long-term care and senior services. Our community engagement and public
service efforts address these, as well as other, issues impacting community life in
southern New Jersey.

COMMUNITY ENGAGEMENT THROUGH STOCKTON'S
ACADEMIC MISSION

Stockton's impact on southern New Jersey has been significant in terms of the network of
partnerships it has established with public and nonprofit agencies and businesses. The
College engages this community through its academic mission in a number of ways,
including, but not limited to:

1) **Student internships** that focus on professional skills development and
application;
2) **Student service learning experiences** that deepen the level of civic education
and involvement;
3) **Community partnerships** that define and address community problems through
applied research and educational programs;
4) **Advisory boards and affiliations** that strive to make the community a partner in
defining and evaluating academic programs; and
5) **Conferences** that create dialogues about community issues.

**ACADEMIC INTERNSHIPS: PARTNERING IN BUILDING A STRONGER ECONOMIC COMMUNITY**

**TYPES OF INTERNSHIPS**

There are basically four types of academic internships currently available at Stockton: (1) **program required**, i.e. students must successfully pass an internship experience in order to complete the requirements of the degree, (2) **program-linked**, i.e. those which, though not required to complete the requirements of the major, are recommended or for which the program has a regular vehicle for informing students of availability, as well as someone responsible for supervising the internship, (3) **college-wide internship** programs, i.e. programs that draw students from a variety of programs throughout the College (e.g. Washington Internship, Service Learning, Overseas Study), and (4) **individually designed** programs, i.e. where a student, working with a preceptor or other faculty member, arranges an internship experience through independent study. The Washington, DC Internship Program remains as one of the most successful collegiate internship programs in the country, outside the immediate Washington, DC area. Over the past five years, there have been over 200 students completing the Washington Internship Program. (The Washington, DC, internship program and study abroad are not included in the following analysis, since they are not local.) The following illustrates the outcomes associated with academic internship programs.

**REQUIRED FIELD PLACEMENTS AND PRACTICUM**

Several professionally oriented degrees require one or more field placements or practica within community agencies and organizations. Within the last five academic years, 2,814 placements were made by Nursing, Physical Therapy, Public Health, Speech Education, Social Work, and Gerontology within southern New Jersey, an average of 563 per year.

These numbers do not include an additional 2,478 opportunities for field experience within Education that precede student teaching, and each involves 40-80 hours per semester. The health professions represent 42% of the placements, social work and gerontology 36%, and education 22%.

**OPTIONAL PROGRAM INTERNSHIPS**

Most academic programs permit students to do optional internships for academic credit, although there generally are grade point average minimums and academic status requirements.

Over the last five academic years, 1,174 academic internships have taken place within southern New Jersey, an average of 235 a year (see Figure 7.1 and Figure 7.2). Given Stockton's leadership in the area of environmental sciences, it is not surprising that the largest percentage, 32% were undertaken by students in Biology, Environmental Studies, and Marine Science. Examples of other academic programs utilizing optional program internships include: Social Sciences (Criminology, Political Science, Psychology,
Economics, and Social Work); Business and Computer Sciences; and Arts and Communications.

In addition to being valuable educational experiences, outcomes associated with these internships include: 1) providing significant assistance to public and non-profit agencies, 2) strengthening relationships frequently used by faculty in conducting research; and 3) providing a potential source of permanent employment for students.

Trends show the number of students participating in optional internships remains high. However, we anticipate increases in participation due to additional efforts to better promote the availability and desirability of optional internships. Also, it should be noted that many Stockton students are employed and have difficulty scheduling internships. The effectiveness of internship activities as supported by the sponsors comprises a rich network of sponsors. This group is a welcome source for expanding community-based research partnerships, program advisory board members, etc. The College is aware of these issues and will be addressing them through the creation of a coordinating position within the Division of Academic Affairs.

**SERVICE LEARNING: PARTNERING IN CIVIC EDUCATION**

The College offers service-learning opportunities through its participation in Campus Compact. Designated service learning courses provide opportunities for students to connect theories, knowledge, and methods learned in the classroom with hands-on experiences that emphasize citizenship values. Community partners include police departments, health care organizations, educational institutions, and private non-profit agencies such as Big Brother/Big Sisters and the United Way.

Since 1996, 1,309 students in 65 course sections have given 41,053 service hours to 121 different community partners. These volunteer hours are critical to the ability of these nonprofit agencies to accomplish their missions. The students’ contributions to the community partners are assessed, as indicated in the previous chapter.

It is interesting to note that the number of students participating in service learning has declined along with the number of partners, although the number of agencies *willing to participate* has remained relatively constant. Members of the faculty and administration are exploring ways to (1) encourage faculty to develop courses with service learning components and (2) to help students enhance their perception of the inherent value of service learning.

**COMMUNITY ENGAGEMENT THROUGH COMMUNITY SERVICE**

The College remains involved in a few more traditional outreach efforts. One of the most visible and prominent is the Stockton Performing Arts Center (PAC). The mission of the 534-seat PAC is to provide a multidisciplinary forum for the community that reflects cultural diversity, ethnic diversity, and affordability. The PAC annually offers a Guest
Artists' Series, matinees for school students, artists in the school program, a summer Children's Theater Series, Bay Atlantic Symphony Series, and Shore Summer Music Festival. Since 1996, the number of events increased from 62 to 92 and the total audience from 28,605 to 38,517. The community advisory board, Friends of the Stockton Performing Arts Center, assists with membership, fundraising, ushering, and hospitality. Friends of the PAC and American Association of University Women provide over 50 volunteers. This community-supported program is particularly effective, as noted by increased participation and program engagement levels.

Other community outreach initiatives range from the Art Gallery with regular exhibitions open to the public, to the Summer Day Camp, which provides an educational-based summer program for 280 campers grades 2-7. Also, Free to Be is a nationally accredited cooperative child-care center open to faculty, staff, and students and alumni, as well as the local community. In addition, the Performing Arts Program in the Division of Arts and Humanities engages in a wide variety of outreach activities that involve both bringing in members of the community, including grade school and high school students, to participate in and attend dance, theatre, and music events, and exporting those events to other venues in the community.

Other noteworthy community initiatives include: Go On and Learn, G.O.A.L., is an annual program for 40-50 Atlantic City High School youth who successfully take and complete free college courses, the College Observatory which attracts over 1000 community members a year who attend public viewings on clear Fridays, the Shop Rite LPGA Golf Tournament, with over ninety volunteers participating during each June with proceeds being distributed to 29 local charities, including Stockton, and the Speech & Auditory Clinic, which involves faculty and students conducting approximately 150 yearly screenings on Head Start children.

ACADEMIC ADVISORY BOARDS & AFFILIATIONS: PARTNERING IN EDUCATION

Several programs in the Professional Studies division have community advisory boards: Business, Nursing, Occupational Therapy, Physical Therapy, and the Hospitality Management track within Business. Other programs, including Public Health and Speech Pathology & Audiology, engage planning advisory boards. Since many of these programs have established strong working relationships with community partners through practica and field placements, the establishment of academic advisory boards is a natural next step.

Stockton has an extensive network of affiliations with public and private organizations working in the area of the environment, particularly the Wetlands Institute, Marine Mammal Stranding Center, New Jersey State Aquarium, Pinelands Commission, Rutgers University, and National Estuarine Research Reserve. Within the health care field, the Bacharach Institute for Rehabilitation provides support for the Physical Therapy program.
RESEARCH & FUNDED PROGRAMMING: PARTNERING TO SOLVE COMMUNITY PROBLEMS

Applied research and projects conducted by the faculty that directly benefit southern New Jersey fall into three categories: 1) externally funded research and programming involving outside partnerships; 2) internally funded research; and 3) non-funded research. Data from grant reports, independent studies, senior projects, and on-campus internships indicates students are part of nearly all projects involving southern New Jersey. It should be noted here that these projects are only a subset of all research and projects conducted by the College.

EXTERNALLY FUNDED PROGRAMS

During the last five years, Stockton received approximately $3,420,093 in grants from local counties and townships, the State, and other sources (Federal government and private foundations) for southern New Jersey projects (see Figure 7.3). These projects range from developing more effective service learning experiences, to training teachers through the Provisional Teacher Training Program to address the acute local teacher shortage.

Local counties and townships provided $250,801 (7.3%), which was allocated among arts programming (26%), environmental beach projects (72%) conducted by Stockton’s Coastal Resource Center, and social sciences research (2%). The State allocated $2,646,685 (77.4%) to teacher training (49 %), youth education (48%), service learning (.2%), environmental (.8%), and other science projects (2%). The federal government and private foundations and agencies, provided $522,607 (15.3%) for teacher training (34.4%), applied research in the sciences, particularly the geothermal project (21.2%), service learning (18.3 %), environmental applied research (18.3%), and youth education (6.7 %).

COLLEGE FUNDED RESEARCH

In addition to outside grants, the College allocated $132,793 in research funds over the 1996-2000 period to projects that directly benefit southern New Jersey. Funds were allocated to social sciences projects (53%), environmental research (35%), and small projects in service learning, youth education, and applied research in the sciences.

NON-FUNDED RESEARCH

Scientific research that is non-funded includes studies on birds of New Jersey, air quality, fresh water fish, botanical surveys, water quality, and New Jersey rattlesnakes, in addition to health care researchers investigating gerontology issues, complementary and alternative therapies, training health care professionals to work with AIDS patients, and nursing homes.

Administrators, faculty, and students collaborate with the community to define, fund, and conduct applied research and programs. Stockton serves as a regional leader for applied environmental research, geothermal heat research, teacher training, and youth education.
The College also is committed to funding social sciences research projects that benefit the community, projects that are frequently difficult to fund through outside sources. We continue to identify creative ways to be more effective in identifying community research projects in the social and behavioral sciences, and business, and publicizing its research activities.

**CONFERENCES: PROMOTING COMMUNITY DIALOGUE**

Stockton has hosted several academic conferences of local interest over the last several years, for example: Geothermal Conference (1996); Multicultural Health as Public Policy: Achieving Our 2010 Goals (2000); Quantitative Reasoning Across the Disciplines Conferences (1997, 1999, 2000); and Pinelands Short Course Conference (2001).

Other conferences coordinated by the Office of Continuing Professional Education (CPE) include the following: Dealing with Gangs (1998) in conjunction with the Division of Social & Behavioral Sciences; Genetics & Public Health (2000, videoconference) in conjunction with Public Health; USDA Video-Conference on Food Safety (1999); and Young Children in Action: Developmental Strategies for Success (1998).

**COMMUNITY PARTNERSHIPS THROUGH STOCKTON'S BROADER EDUCATIONAL MISSION**

Several major community partnerships form the core of Stockton's broader educational mission. These programs, distinguished by multiple community partners, illustrate the College's evolution as facilitator and coordinator of major community projects. While the College is the lead partner, its interaction with its partners is critical. Examples of these projects include: Safe Schools & Communities Violence Prevention & Response Pilot Plan (2001) and our recently completed Geothermal Project.

In addition, several ongoing and newly created institutional initiatives have particular community prominence and relevance:

**Governor's School on the Environment** - For 13 years this four-week intensive academic program for approximately 100 incoming high school seniors has offered academic classes, integrative seminars, evening speakers, and field trips that provide cognitive and experiential exploration of the natural environment and its interaction with the social, economic, and political spheres.

**Holocaust Resource Center & Related Programming** - The Holocaust Center, a joint project with Federation of Jewish Agencies of Atlantic and Cape May Counties, is the regional hub for Holocaust education in southern New Jersey. The Center's activities include prejudice reduction for students K-12 and teacher training that meets the NJ Holocaust and Genocide Education Mandate. The Center annually serves 3000+ community members, 2000+ teachers, and 7000+ students (K-12); teacher guides are web-accessed 600+ times a week.
Educational Technology Training Center - Provides educational technology training for southern New Jersey K-12 educators. The Atlantic County ETTC Consortium, administered by Stockton, consists of 41 public school districts, charter and non-public schools with approximately 50,000 K-12 students. Since 1997 the ETTC has trained over 10,000 participants (389 workshops in 2000-2001), maintained a technology-lending program, offered free regional conferences (2001: 375 educators from nine NJ counties) and a state-of-the-art Demonstration Center. The 15 member Steering Committee includes 14 members from area educational institutions, including seven school superintendents. The ETTC has been designated by the NJ Department of Education as a “best practice” academy, and is a valued service to the region and an example of a successful partnership.

ADDITIONAL COMMUNITY PARTNERSHIPS

In keeping with its “good citizen” philosophy, the College is particularly proud of a number of community partnerships that address specific needs. The following highlights some of these activities:

Atlantic County Teen Arts Festival - Annual one-day event hosted by the Division of Arts & Humanities in partnership with the Atlantic County Office of Cultural & Heritage Affairs. In 2001 approximately 1,000 students displayed their talents, met with professionals, and attended hands-on workshops in dance, vocal arts, and theatre. The success of the event resulted in the formation of a community steering committee.

Atlantic City Tomorrow (ACT) - This ten-month program trains 35 future civic leaders annually. ACT is a partnership of 50 volunteer coordinators representing corporations, small businesses, non-profit and community agencies, and local government. Stockton faculty and staff serve on the 20-member board.

CHEER Conference - Annual event for 350 K-6 and 600 7-12 New Jersey students and teachers, and 200 adults and college students. Interactive games and workshops emphasize techniques and strategies for promoting civility, harmony, education, environment and respect in order to eliminate prejudice, bigotry, and violence in educational environments.

Educational Access Channel Broadcast Studio - This studio was designed and built by the Media Center staff to facilitate production of college projects. The facility is used in partnership with Comcast Cable, CN8 Newsmakers, to produce five-minute interviews with New Jersey civic, education and business leaders.

New Jersey Network - NJN maintains a news bureau for southern New Jersey on the Stockton campus. Student interns are involved in acquisition and production of local news events. The facility is linked via microwave to the main NJN studios in Trenton.
Community Mediation Services - (formerly, the Community Justice Institute) since 1981 CMS has provided training and support in resolving non-judicial dispute resolution for citizens of Atlantic County.

Continuing Professional Education - Offers non-credit, undergraduate, post-baccalaureate, and graduate level educational experiences on and off campus serving the needs of the region. CPE is committed to partnering with the community whenever possible and administers evaluation forms for each experience. Examples of recent programs include: Horticulture & Gardening Workshop (1999); Continuing Education for Accountants (NJ, DE, PA); Continuing Education for Public Health Officers; Continuing Education for Speech Therapists; Continuing Education for Social Workers (2000); and Elderhostel.

Examples of additional community service programs include: Coalition for Peace & Justice - a community coalition that includes Stockton students and meets regularly on Stockton's campus, offering programs and speakers on issues of peace and justice, particularly nuclear disarmament; Family Planning Program - a partnership with Atlantic City Medical Center, funded under Title X, for the provision of family planning services to Stockton students, employees, alumni, and until recently, the public. The effectiveness of this program is illustrated by data from 1996-2001 indicating that 55% of 5,234 patients were alumni and other community residents; Jersey Shore Science Fair - an annual event hosted by the NAMS Division faculty for youth grades 6-12 attended by several hundred youth each March; Stockton Community Human Relations Coalition - a community partnership founded over 20 years ago, which meets 2-3 times a year, and as needed, to discuss and resolve community human relations issues; the group is co-chaired by two community members; Stockton PREP - an on-going program, funded through a partnership of Stockton, NJ College Bound Grant Program, Pleasantville School District, and the Robert Mills Foundation, which helps 60 summer and 80 after school female and minority students in post 6th through 9th grades build a foundation in mathematics and science; Stockton Oratorio Society - a partnership with the Atlantic County Division, NJ Council of the Arts, offering students and the community annual opportunities to study, rehearse, and perform vocal music, where 200-350 community members from church, synagogue, school, and community choirs join 100-150 students.

COLLEGE RESOURCE SHARING

Because of our geographic location (near the crossroads of two major state highway connectors), our technologically advanced facilities, and our expert faculty resources, Stockton is a sought-after site for a variety of events sponsored by outside organizations. The College is committed to providing these resources to the community at nominal rates (generally $25 for government agencies and non-profits) and has developed close associations with several organizations that use the facilities on a regular basis.

From January 1998 through June 2001, over 130 events were conducted with each ranging from a few hours to several weeks in duration. Sponsoring organizations include government agencies (41%) for training and environmental activities; educational
institutions, and health care agencies (17% each). Examples of programs (and participation levels) include: high school soccer tournaments (28 teams); baseball, basketball, and softball clinics (100-225 each); National Cheerleading Association Cheerleader Camp (240 average over 3 years); Pinelands Preservation Alliance (150); NJ Department of Personnel (avg. 125); Superior Court of NJ (avg. 100); NJ Highway Authority (avg. 30); Alzheimer’s Association (avg. 120); and Rotary International (avg. 118).

Sharing facilities is a valuable community service. Yet opportunities to initiate dialogues can be missed; therefore, increased efforts to coordinate event services related to these community initiatives are underway, most notably, the creation of a centralized event management office.

**STUDENT PROJECTS**

In addition to Service Learning courses, students have a large number of opportunities for community engagement. The following highlights some of these programs:

**College & Community Outreach Programs** offers student workshops in volunteerism through the Undergraduate Learning Training & Awareness (ULTRA) program.

**Fraternity And Sorority Organizations** sponsored over 25 community-based programs in 2000-2001, with a few fundraising events involving 200-300 students.

**Hope For Kids Program-Alcohol & Drugs Peer Education Program** enabled students to work with approximately 900 public school students to develop peer pressure resistance skills related to substance abuse.

**Social Work Club Programs** target students and the community, e.g., Female Offenders (1997); Brief Therapy for Minority Adolescents ((1998); The Promise of Early Childhood Intervention for Minority Families (1998); An Afro-centric Approach to Social Work Practice (1998).

**College, Faculty, and Student Sponsored Projects.** Student organizations, such as the Political Science student association CHANGE, and individual faculty work with student volunteers in a number of agencies (more than 16) and schools (Atlantic City, Oakcrest, and Pleasantville high schools), mostly located in Atlantic County.

**INDIVIDUAL FACULTY & STAFF SERVICE**

A survey of resumes, results from a 2000 questionnaire, the College Snapshots distributed to the Board of Trustees, and informal discussions provide evidence of individual community commitments. A sample of 60 organizational boards and committees cited by faculty and staff indicates that: 20% volunteer in social services;
19% in health care; 19% in environmental pursuits; 17% in education; 14% in arts and humanities; 7% in planning, development, and business; and 5% in other.

**CONCLUSION**

Stockton has demonstrated a distinctive record of accomplishment in public service and community engagement that is mission-driven and outcome-focused. The College utilizes its strength in interdisciplinary studies effectively to construct interdisciplinary teams that facilitate dialogues on emerging issues and to coordinate action research and responsive programming. As the complexity of issues impacting our community increases, the College is poised to establish additional networks that will further bridge and coalesce community and College engagement. These examples document the College’s emphasis on its mission and reflect the mutual benefits ensuing for the College and the community.
CHAPTER 8 – LIBRARY AND LEARNING RESOURCES

The Library at Stockton provides professional assistance to faculty, staff, and students to promote teaching and learning in the liberal arts. It advances the liberal arts by promoting the philosophy of information literacy, its theory and practice. The Media Services and Distance Education staff meet the needs of the College and the community for distance learning and wider outreach to the region and the state. The third aspect of learning resources covered in this chapter is Computing and Telecommunications services.

The Library, housed in the Division of Academic Affairs, has a staff of 30, supplemented by part-time temporary employees and student assistants, to serve the undergraduate and graduate student body, the faculty, and the outside community. The staff includes eight full-time librarians. A new Director of Library Services joined the College on July 30, 2001 (see Table 8.1).

In 1998, the Faculty Assembly’s Constitution was reviewed and revised, and a single person on the Faculty Assembly Steering Committee received advisory responsibilities for three entities: the Library, the Media Center, and Academic Computing (the Office of Computer and Telecommunication Services). Thus was born the LIT (Library and Information Technology) Committee, consisting of three subcommittees — one for each of the three entities. The chair of the Faculty Assembly LIT Committee, as well as the chairs of the three subcommittees, is elected college-wide. Representatives to the LIT Committee are elected by the five College divisions and the Library faculty, and may serve on all three subcommittees or, alternatively, additional division representatives may be elected to each of the three subcommittees. The directors of the Library, Media Services, and Computer Services are ex-officio members. Meetings may be called by the chair of the umbrella committee or by the chair of a subcommittee, depending upon the business to be discussed.

THE LIBRARY

STAFF, PLANNING, AND THE DECISION-MAKING PROCESS

Initiatives and new business may be raised either by the staff of the respective offices (Library, CIMT, Academic Computing) or by faculty members of the committee. Students, staff, and faculty who are not on the committee may introduce matters for discussion either through the appropriate staff or (in the case of faculty) through their divisional representatives. The committee system works well as a liaison system and a conduit for communication; it appears to serve most of the needs of faculty, students, and staff. Here we must note that the committees are not the only such conduit; there are other methods of communication, including Web Caucus conferences, newsletters, memos, and email.
THE COLLECTION AND ACCESS

The collection contains in excess of 212,000 titles (most inventoried in the Library’s online catalog), 1,300 current periodicals, and over 6,000 full-text periodicals accessible electronically. There are 638 abstracts/indexes in print format and 34 in electronic format (Internet-based or on single station PCs or networked CD-ROMS). The Stockton Library is also a depository for federal and state government documents. While state documents are represented in the Library’s catalog, federal documents are not. The federal document collection contains approximately 450,000 titles (see Table 8.2, Table 8.3, and Table 8.4).

The advent of graduate programs has brought new demands for Library materials. Thus the Library has allocated funds each year from its materials budget to support graduate education, which has resulted, so far, in 66 new periodical subscriptions at a cost of over $13,600. The new librarian began work in April 2001.

Access to the Library collections is through the Library’s online catalog. In 1992, Stockton installed the “Classic” version of the Data Research Associates (DRA) catalog. The system features circulation, cataloging, serials, and acquisitions subsystems. In January 2001, the Library upgraded its online catalog to the DRA Web2 version, incorporating a graphical user interface. Hyperlinks can be established between current databases and the catalog. For example, periodical indexes can be linked to the Library’s actual holdings.

The majority of the electronic periodicals are made available through subscription services like Academic Universe, IDEAL, EBSCOhost, ABI/Inform and Emerald Library. Over 3,100 book titles are available to Stockton patrons through NetLibrary, an Internet subscription service that the Library joined in 1999. The Library has not adopted any plan of regular continuing purchase of e-books, but this option remains under review.

In the past ten years the Library enjoyed a spending increase for its materials of 99% (see Table 8.5). The spending for Internet-based resources was even greater, growing 968% from 1991-2000 (see Table 8.6). Faculty and librarians independently and collectively select new titles, with oversight provided by the LIT Library subcommittee. Divisional representatives on that committee receive requests for print and media materials from faculty in their respective academic divisions. New titles are also added to this collection through the Library’s book approval plan. Reference titles are added through the efforts of librarians, who regularly read reviews of new reference titles and make selections for purchase; faculty occasionally make recommendations of new reference titles.

The Library is open seven days a week, 89 hours per week. The Library recently added additional evening hours. The Information/Circulation Desk is staffed every hour that the Library is open, and a librarian is available for patrons 65 hours per week (see Table 8.7).

FACILITIES

Between 1994 and 1995, the Library underwent a major expansion by adding 27,350 square feet to an existing 61,730 square foot area, a 46% increase. The expansion
permitted new shelving units to be added to alleviate the overcrowded conditions in both circulating stacks and the periodicals areas. It also provided additional seating and 16 new group study rooms (see Table 8.8). Moveable compact shelving was installed in the expanded section of the lower level. The existing section was completely renovated at the time of the expansion. The renovations and expansion were completed in April 1995.

Eleven public Internet PCs are maintained near the Information Desk. Staff are immediately available to answer questions about Internet resources, or to summon a librarian for more advanced assistance. An up-to-date electronic classroom is maintained on the upper level of the Library. This facility provides students 13 PCs for Internet access. When not in use for class purposes, students may use the classroom for research needs. Free printing is provided via a networked printer. Several photocopiers are provided in different areas of the Library.

In 1997, the Stockton Learning Access Program installed a specially designed computer workstation in E-154 on the Library’s main floor in order to accommodate students who are visually disabled. The workstation’s furniture is designed for those in wheelchairs. The Learning Access Program provides the Library with a list of students who are permitted access to this facility. Use of the room and workstation is limited to these visually disabled students.

IN SUPPORT OF THE EDUCATIONAL MISSION

The Library has an extensive educational program to promote information literacy for Stockton’s students (see Table 8.9). Library faculty members provide instruction on a wide range of information skills, beginning with freshman, and continuing with advanced undergraduate and graduate students, faculty, and staff. Skills include manipulating computer hardware and software, developing search strategies, locating and accessing information online, selecting appropriate print and electronic resources, retrieving information, evaluating the reliability of source material, and citing retrieved information in accordance with established standards. Each instructional component is tailored to the information needs and skill level of the students, faculty, or staff. For example, information literacy instruction begins with the “freshman seminar,” a required course during the freshman year. Library faculty and faculty who teach freshman seminars coordinate this required aspect of the course planning process. In upper-level courses, faculty and librarians coordinate information literacy skills as needed with particular assignments such as research papers and projects. Additionally, librarians regularly provide workshops in conjunction with Stockton’s Institute for the Study of College Teaching and the Atlantic County Educational Training Technology Center. Also, Librarians typically use the Library’s electronic classroom to teach and to give demonstrations.

To be specific, from 1990-2000, librarians taught an average of 49 class lectures each year. In addition, they worked with an average of 28 freshmen seminars. An annual average of 1,689 students were involved in these programs of instruction. A review of a sample of freshman seminars in the Fall of 1999 showed that 62% of students who participated in the library skills workbook exercise received a passing grade. Students
who fail the Library skills exercise in the freshman seminars are encouraged to attend individual skills sessions with the librarians.

Since 1998, librarians have offered a program of office visits for faculty. During these visits, a librarian works with a faculty member in the privacy of his or her office to review networked Library resources, and to make sure the faculty member’s office computer is properly configured for accessing these resources.

Information literacy activities are also provided regularly at the Library’s Information Desk. The desk is staffed throughout the day, and on evenings and weekends to assist Library patrons with print, database, and web-based materials.

The Library even devises locally produced web pages to meet the curricular needs of the College. Links are provided for courses and programs and electronic materials are available from the Library’s home page, designed to identify web-based resources that are considered appropriate and important for curricular needs. The Library web page can be accessed from the College’s electronic classrooms, offices, and by students, faculty, and staff both on and off campus.

**PATRON USAGE**

From 1990-2000, the use of the Library, as measured by the number of persons entering and leaving, has remained relatively constant; the average was 279,500 per year. However, as a part of a nationwide trend, there has been a decline in the use of traditional Library materials at Stockton. Books borrowed by students declined by 20% in the past five years. The use of periodicals declined by 10%. The number of questions posed to reference librarians declined by 20%. The number of items on course reserves reading lists declined by 18%.

The use of the library by faculty members reflects the trends we see in student use. However, faculty members remain heavy users of library resources and services. Although they constitute only 11% of the library’s active campus borrowers, they borrow 24% of all materials. The heaviest individual users of interlibrary loan services are all faculty members.

These trends, as one might expect, are compensated for by the increase of alternative and innovative methods and materials. One area of increased use has been interlibrary service. Interlibrary loan demand by Stockton faculty and students averaged 3,365 requests each year during the 1990s. In FY2000 the number was 4% above the ten-year average. At the start of the decade it took an average of 10-11 days to fill a request. By the end of the decade, it took eight days.

The use of computer-based resources also increased significantly. Between 1999 and 2000 alone, the number of database searches increased by 18% and the number of full-text documents accessed increased by 26% (see Table 8.10). For example, Academic Universe usage statistics show a significant increase from 15,597 searches in 1999 to 18,402 searches in 2000. These changes reflect new values and attitudes toward Library
and learning resource use. These changes, moreover, reflect the ways in which the Library and librarians have adjusted their practices so that the College’s mission is met in new and changing circumstances.

THE CENTER FOR INSTRUCTIONAL MEDIA AND TECHNOLOGY

The Center for Instructional Media and Technology (CIMT), with a staff of twelve, aims to support the educational programs of the College and the research and learning activities of students, faculty, and staff. The Center is open 65 hours a week.

Since multimedia and visual imagery have become such a critical part of education, the Center for Instructional Media and Technology (CIMT) has undergone significant changes. At Stockton, a media distribution system (AMX/Panja/Synergy) was installed to allow the delivery of media in 87 classrooms, 32 of which are technology enhanced, from a distribution center. Electronic deliveries have risen while manual deliveries have declined (see Table 8.11). Our electronic classrooms today are filled with electronics, document cameras, computers, Internet access, video projectors, infrared remotes, and other multimedia devices.

In 1996, through a cooperative funding effort by the New Jersey (ITV) Network and the New Jersey Equipment Leasing Fund, an interactive television room was constructed that allows for two-way interactive videoconferences. Various video networks are in development regionally, statewide and nationally. The College is constantly monitoring these developments, and will pursue/join those that support our mission (see Table 8.12).

The CIMT houses and manages more than 10,300 media items, up from 7,042 in 1997. The collection has expanded through faculty recommending titles that support instruction as well as generous donations of video titles and books on tape (see Table 8.13). A media use area consists of 35 carrels equipped with various media systems. This area includes video playback in VHS and U-Matic (3/4) formats, laser disc, DVD, turntables, CD, audiocassette, and a computer that is connected to the Internet. The addition of graduate programs has increased media usage, especially by students in the Masters in Holocaust and Genocide Studies program (MAHG). In addition to the titles purchased from the media collection budget, MAHG has purchased many titles that have been added to the collection.

The Stockton Educational Access Channel has been on the air since 1995. This facility has enormous potential since it is now received in 200,000 homes in the immediate viewing area. The Center also offers occasional requests for satellite and multi-site ITV conferences.

With the appointment of a new director in August 2000, management of distance education was added to the responsibilities of the CIMT. Distance education services have grown quickly with telecourses accounting for most of the current load. The Center supported distance learning in 90 course sections and for more than 2,400 students in
FY01 (see Table 8.14). The College has committed itself to providing the necessary tools and support for the development of new Internet-based courses. In 1999, the College evaluated several software packages for this purpose, and selected the WebCT product. A dedicated server was also purchased along with onsite training for faculty and staff, which is usually offered in connection with the Technology Bootcamp.

Finally, the Center operates three small editing suites used primarily by students in the Communications program. In addition there are two TV studios, both with control rooms with editing capabilities, one located next to the ITV room and available for use with faculty supervision; the other in M-wing, designed and built by the Media Center staff to facilitate productions from the Educational Access Channel. An increasing number of video production requests have been received since 1999. Staff are responding to the needs and demands but with limited available resources, both in equipment and staffing, many projects are not moving forward beyond the planning stages.

**ACADEMIC COMPUTING**

Computers have become a standard tool for teaching, learning and supporting the interaction among students and faculty. In its 1980-1990 Self-Study Report, the College affirmed its commitment to provide a contemporary and technologically advanced learning environment for its students. Stockton set out its strategic goals and tactical objectives in the long-range technology plan in a 1994 report titled *Instructional Delivery in the Age of the Electronic Highway*. And in each of its long-range fiscal plans from 1991 to 2001, the College identified technology and academic computing among its institutional goals and priorities. Technology has changed rapidly during the past ten years, and Stockton has changed as well to keep pace with the technological needs of the campus. Technology planning and implementation is a task that is never “finished.” As goals are reached, new possibilities quickly arise (see Table 8.15).

**FACILITIES, INCLUDING HARDWARE**

With regard to access, all faculty and office staff are equipped with networked desktop computers. Additionally, over 500 computers are available for student use in laboratories and other academic support facilities, many of which are available 24 hours a day, 7 days a week (see Table 8.16).

The College monitors lab usage per week (see Figure 8.1, Figure 8.2, Figure 8.3, and Figure 8.4). Second, Stockton has upgraded its ease of access to the Internet for faculty, staff, and students. In 1991, Stockton joined the Internet community directly with a single 56Kbit/sec connection. This connection was upgraded to a DS1 (1.5Mbit/sec) connection in 1994. A second DS1 connection was added in 1998, and a third in 2000. Stockton recently committed to joining the NJEdge, a state-wide, high speed communication network serving New Jersey’s higher education institutions. This network is specially designed to deliver data and video over the communications protocol IP. Work on connecting to this network at fractional DS-3 speeds began in June 2001.
The Office of Computer and Telecommunication Services has not only created web sites for the College and its various offices, it has provided computerized facilities for admissions, registration, grade processing, and billing. Further, the Office works closely with Library Services to provide access to electronic information resources.

Forty-eight per cent of the College’s classrooms are equipped with document cameras, computers with Internet connections, and connections to the media distribution center. In 1998, the College initiated a $2.6 million project to provide the living and learning environments with voice, video, and data communications capacities. All residence halls have been wired to offer connectivity to the campus backbone for resident students. Dial-up facilities have been upgraded for commuter students.

Computing laboratories are continually improved. In 1998, Stockton established an annual PC equipment replacement and renewal fund that has enabled the College to annually upgrade its computing infrastructure. The College has allocated $350,000 annually to this fund. Computing equipment in labs and electronic facilities is upgraded or replaced on average every three years. In many cases, some type of upgrade — memory, external storage, software — is done each year.

TECHNOLOGY AND EDUCATIONAL SUPPORT SERVICES

As befits an academic environment, Academic Computing offers a variety of support services for faculty and students. As a centralized service, Computer and Telecommunication Services is in a unique position to support technology and promote communication across all functional areas of the College. A hard copy newsletter is published periodically to keep the campus community aware of the technology resources available. A departmental web page is continuously updated. E-mail bulletins and hard copy postcards to campus and home addresses are sent throughout the semester. Two comprehensive guidebooks are printed, bound, and made available: Student Guide to Computer and Telecommunication Services and Faculty Guide to Computer and Telecommunication Services (available in the Resource Room).

Since 1992, the College has had an extensive in-house technology training program for faculty, staff, and students. Training seminars cover a broad array of applications for personal productivity and instructional support. In January 2000, a special training program called Technology Boot Camp was established. Although open to the staff, this program was specifically designed for faculty because of scheduling challenges inherent in the academic calendar. Technology Boot Camp is held twice a year. Multiple sessions are held throughout the day and multiple sections of each seminar are offered throughout the week. Instructors are drawn from all divisions. Seminars are offered on all aspects of the technology environment at Stockton: the telephone system, the student information system, Library online catalog, online databases, electronic classrooms, electronic mail, specialized peripherals, and personal productivity applications. The 2001 Technology Boot Camp was expanded to include evening sessions, especially targeted for adjunct faculty. This program has been very well received. The expansion of training efforts is also continuing in an electronic forum, or online (see Table 8.17).
Faculty are encouraged to share their experiences and expertise in special Technology Boot Camp sessions titled “Technology in the Classroom.” In October 1998, an electronic conference open to all faculty and staff titled “Instructional Technologies” was established as an online space for all to share their questions, concerns, experiences, and insights. A special “Instructional Technology Resources” web page was also established at that time. This page contains hundreds of links to mailing lists, news groups, electronic journals, conferences, organizations, legal resources, technology manufacturers, and Internet search tools. Support to individual programs and faculty members is provided on a daily basis, tailored to the needs and expertise of the individual/s involved. Customized training is provided and scheduled as requested.

In 1994, a “Help Desk” was established to provide support for faculty and staff. This service began with one part-time employee and now is supported by 4 full-time staff members and up to 6 student staff members. In 1998, software was purchased to enable the staff to track calls and build a knowledge base to speed response on recurring issues and provide data used in preventive interventions and training. In 1999, a Network Support Help Desk was established to provide support for resident students connecting to the campus network and commuter students dialing into the network. Supplementing the Help Desk facilities are self-support options, such as hard-copy and online documentation and electronic conferences. Presently, 5 full-time technicians and 1 full-time trainer provide support to academic computing lab users. Also, student workers assist the College’s professional staff in providing technical support to computer lab users. Survey results show that users requesting technical support have a high degree of satisfaction and consider technical support staff to be fully competent.

Professional development for staff is essential in order to provide support and leadership for an ever-changing field. As a result, the College has provided for technical staff members to regularly attend specialized technical training seminars as well as pursuing degrees in relevant fields. Over the past 3 fiscal years, the Office of Computer and Telecommunication Services has spent $54,400 on technical staff training and development, that includes, for example, subscriptions to external professional training and support programs, self-training resources, conferences, certification programs, and tuition reimbursement.

In the future, Academic Computing will monitor Internet usage and increase bandwidth to meet the College’s instructional needs, provide the resources to build laboratory classroom facilities to improve the technological capacities of the College, and increase subscription databases. All of this will assist the College in its leadership role in the region for information technology and its use in education and training.

**CONCLUSION**

Information and technological literacy is an essential component of the missions of the Library, Center for Instructional Media and Technology, and Computer Services. These organizations have addressed and met those needs in the past ten years. They will continue to address the needs of a growing and changing student body through distance
education initiatives, upgrading facilities and technological infrastructure, as well as expanding collections and access to electronic information. Current priorities include incorporating information literacy into the curriculum of the College, providing the best computer-based resources, and developing and refining instruments for assessment and evaluation of services.
CHAPTER 9 - PLANNING AND RESOURCE ALLOCATION

Planning and effective financial management are critical in the establishment of quality education. Accordingly, continuous evaluation and assessment of the plans and process are vital if an institution is to achieve its mission while providing required resources for future institutional renewal.

Stockton’s mission states that resources are to be allocated with prudence and flexibility. Subsequently, Stockton established a strategic plan that uses guidelines and principles upon which ongoing assessment activities can provide performance measures.

Through a careful examination of the institution’s current fiscal responsibilities and capacity, this report will examine the effects of fiscal autonomy on resource management; assess the planning process which allocates these resources to mission centered priorities; examine the policies which ensure fiscal integrity, to include the responsible and accountable management of these resources; and detail efforts to augment these resources by the state and by increasing self-generated revenues.

Next, the report will provide a plan for the College to maintain its ability to carry out future fiscal responsibility and capacity. This portion will show evidence that the College can continue to fulfill its mission and meet its objectives, relate and examine policies in place for investment in new technology, new buildings, upgrades, and the replacement of equipment. The last section discusses, in some detail, the evaluative methods used for each of the above components.

THE EFFECTS OF FISCAL AUTONOMY

In 1986 and again in 1994 via the Higher Education Restructuring Act, the Board of Trustees of Richard Stockton College was granted authority over a broad spectrum of policies in order to localize fiscal control and maximize responsive management of fiscal resources.

The autonomy statutes allowed Stockton’s Board to establish an accounting system, develop financial statements, manage a payroll system, hire additional faculty and other unclassified employees, set tuition and fees, enter into contractual agreements with third party vendors to maximize commission income (e.g., for food service, bookstore services, and vending), manage and invest all college funds, enter into joint purchase agreements (e.g., for insurance), process disbursements to vendors, acquire property (through purchases or gifts), approve construction contracts, etc. Thus, autonomy has enabled the College to embark on a period of achievements in academic and student affairs, as are documented throughout the entire Self-Study report.

The face of the College has changed during this period with the construction of the Library addition, the Arts and Sciences Building, the West Quad Health Services Complex, and the acquisition of property at nearby Nacote Creek, enabling the College to
develop a Marine Science Field Station. Additionally, the College built a fourth Housing complex, as well as a 70K+ square foot multipurpose recreation building named The Sports Center at last winter’s grand opening.

During this period, the College added six Graduate Programs and began the innovative Institute for the Study of College Teaching to research pedagogical methods and assist new faculty. Since the last Self-Study, 39.5 faculty lines were added, with a total of 47 added between the beginning of autonomy and FY2002, often in the face of decreases in other salary lines. Special funding formulas enabled the College Library to achieve an average expenditure of $150 per FTE (Full-Time Equivalent), the second highest in the state college sector for FY1999, the last year data are available.

Local control, quick response time, and greater flexibility provided by autonomy have enabled the College to allocate sufficient resources to establish and meet mission-centered priorities in Instruction, Academic Support, Public Service, Student Services, and Student Aid.

THE PLANNING PROCESS

Stockton’s Board of Trustees initially adopted the Strategic Financial Plan at an open public session on February 28, 1990. On October 29, 1997, the Board adopted a restatement of the plan. This document sets forth the principles of accountability, measurability, and financial integrity that apply to the management of the College’s financial resources. The plan enumerates guiding principles designed to advance sound financial conditions through responsible stewardship of resources. Each year, at the conclusion of the audit, the College prepares a Strategic Financial Plan Implementation Report, which measures performance on the plan’s targets, ratios, and benchmarks. These evaluative principles are fully described in the final section of this report on evaluative methods.

Each year, with the publication of the Division of Administration and Finance Long Range Planning Document, ratios and targets related to each principle are further refined in order to yield the most relevant data on the College’s performance in key areas.

Additionally, Stockton completed a Facilities Master Plan in 1990, with Board of Trustees approval on June 20, 1990, and subsequent approval of the New Jersey Pinelands Commission which governs land-use in the state. This plan sets forth the physical development plan for the College for the next decade, and provided the basis for the five-year projections that are part of the annual Capital Budget submission to the state. More importantly, this Master Plan will be updated within the next two years, so that the College’s physical resources match its new objectives, as stated in this Self-Study.

Because this Master Plan secures the approval of the Pinelands Commission, future buildings can be sited appropriately, and without seeking variances or new approvals. This expedites the process and prevents the kind of land-use problems and endless negotiations that occurred with the construction of Housing II in the late 1970’s.
Stockton has demonstrated a serious commitment to the disciplines of planning and evaluation. Because of this annual process, the College has been able to “keep its head” both in times of fiscal crisis and in times of steady growth. The Office of Administration and Finance, in consultation with appropriate divisional offices and student leadership, coordinates and assists in the implementation of the planning process. Over this past decade, Stockton has unerringly and prudently allocated its fiscal, human, physical, and informational resources to mission-centered priorities in Instruction, Academic Support, Public Service, Student Services, and Student Aid.

**RESPONSIBLE AND ACCOUNTABLE MANAGEMENT OF RESOURCES**

Over the past decade, as demonstrated by the Strategic Financial Plan Implementation Report, Stockton has exercised prudent, sound, and responsible management of fiscal resources. The College’s fiscal health is externally evaluated and Stockton currently maintains a rating of A2 by Moody’s Investment Services and A+ by Standard and Poors. These excellent credit ratings enable the College to borrow money for large-scale projects at favorable interest rates.

During these past ten years, most of which were characterized by severe fiscal restraint at the state level, the College made spectacular strides by utilizing the following best practices:

- Instituted a rigorous review of hiring practices, and gave priority to filling faculty positions and creating new faculty lines.

- Implemented substantive Energy Conservation measures, chief of which is the closed-loop Geothermal Heating and Cooling System, which is the largest in the world, and which saves the College 25% on gas and electric costs each year. These conservation initiatives have resulted in savings of over $500,000 annually.

- Constructed its annual budgets each year so that adequate fund balances (surpluses) could be developed for eventual transfer into the College’s Plant (Capital) Fund for renewal, replacement, and retrofit projects; for matching large state capital projects such as the Higher Education Technology Infrastructure Grant (HETI), the Higher Education Facilities Trust (HEFT), and the upcoming Higher Education Capital Improvement Fund (HECIF).

- Instituted a phased replacement program for computers, educational and security equipment, and vehicles for Police and Plant. Stockton’s current student per computer ratio is 10/1, the lowest student per computer ratio in the state college sector.

- Adopted formula funding for the Library Collection, increasing the budget 5% each year, when all other non-salary budgets were held to prior levels. The ratio
of Library materials at Stockton consistently ranks among the highest in the sector, and is at $150 per FTE (Full Time Equivalent) student as of 1999.

- Entered into cooperative agreements, chiefly the joint purchasing of insurance, as well as the purchase of certain commodities. The joint insurance agreement has resulted in savings of $110K annually.

- Joined an aggregation pool with other state institutions for the purchase of electricity.

Accountability requires the College to report accurate financial data to both internal and external constituencies. Stockton’s financial system (FRS – the Financial Records System) enables fiscal staff to produce sound and timely reports, including the annual financial statements, state budget requests, etc.

Stockton complies with accountability standards applied to all colleges and universities under AICPA (American Institute of Certified Public Accountants) guidelines. In FY2002, the College will be in compliance with changes promulgated by the Government Accounting Standards Board (GASB). These standards address how financial information is displayed, footnoted, and analyzed in financial statements.

The autonomy statutes also require the College’s annual financial statements to be externally audited, and the results made public. Since the onset of autonomy, the College has had unqualified audit opinions. Stockton’s annual Strategic Financial Plan Implementation Report is a public document, as are the documents presented to the State of New Jersey as part of the annual budget process.

Stockton works to strengthen accountability and enhance reportability by updating and promulgating fiscal policies and procedures, enhancing internal controls, maximizing through training programs staff’s ability to understand, analyze, and report on financial information. This training extends beyond fiscal professional staff to every department in the College, since the entire institution has FRS access.

In terms of fiscal responsibility, the College has always been in full compliance with all audit and accountability standards, disclosing fiscal data to internal and external constituencies as required.

**EFFORTS TO INCREASE RESOURCES**

The history of Stockton’s share of the state appropriation has been marked by severe under-funding, when share of sector appropriations is compared with share of FTE (Full Time Equivalent). In FY2000, Stockton served 10.2% of sector enrollments, while receiving 8.2% of sector funding.
Table 9.1  STOCKTON’S SHARE OF DIRECT STATE SUPPORT VS FTE ENROLLMENTS: FY90 THROUGH FY 2000

<table>
<thead>
<tr>
<th></th>
<th>FY90</th>
<th>FY92</th>
<th>FY94</th>
<th>FY96</th>
<th>FY98</th>
<th>FY2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share of Direct State Support</td>
<td>7.80%</td>
<td>7.90%</td>
<td>8.00%</td>
<td>8.10%</td>
<td>8.10%</td>
<td>8.20%</td>
</tr>
<tr>
<td>Share of Budgeted FTE Enrollment</td>
<td>9.30%</td>
<td>9.70%</td>
<td>9.40%</td>
<td>9.80%</td>
<td>10.40%</td>
<td>10.20%</td>
</tr>
</tbody>
</table>

As Table 9.1 illustrates, this gap has existed since data have been collected for the Strategic Financial Plan Implementation Report. In actuality, when the state abandoned enrollment based funding in 1982, Stockton was disadvantaged as the College continued to grow while other state colleges declined.

This funding gap between enrollments and appropriations has had the obvious effect of limiting Stockton’s ability to respond to changing instructional trends. However, given the College’s demonstrated commitment to the planning process and to sound fiscal management, Stockton has been able to meet its needs within state appropriation restraints.

However, for the first time, the state has begun to address this disparity by a special in-base appropriation of $1 million for two consecutive years, FY2001 and FY2002. This unprecedented supplementary appropriation was the result of advocacy by the College’s Board of Trustees, the President, the faculty and faculty union, and public officials, using the trend data and sector comparisons documented in the Annual Implementation Report. In fact, among New Jersey’s public four-year state colleges and universities, Stockton received the largest one-year percentage increase in state appropriations (+6.7%) for the 2001-02 year.

This additional funding will not totally close the gap between funding and enrollments. Since the state abandoned enrollment based funding in 1982, Stockton enrollments increased by 30.9%, while enrollment levels at the remaining seven colleges declined by 10.7%. Had appropriations kept pace with enrollments, Stockton funding would have increased by $5 million over this period of time.

A key to maximizing the limited state appropriation, while not escalating student charges beyond affordability, is maximizing self-generated revenues, net of expenses. In fact, since FY2000, Stockton has received another supplementary appropriation, based on our proven record of increasing this category of revenue to enhance fiscal flexibility and responsiveness. The state has granted the College full Performance Funding every year since this type of appropriation was developed, in recognition of the College’s achievements in this area, as demonstrated by the audited Financial Statements and the Strategic Financial Plan Implementation Report.
Maximizing self-generated revenue is the second guiding principle of the Strategic Financial Plan, and since 1990, this revenue source has increased approximately $3.5 million or 165% (see Table 9.2). This income category includes revenues from Summer Session, and from Investment Income, as well as from smaller special programs. Again, Stockton has demonstrated an ability to maximize the state appropriation by increasing self-generated revenues, thus enabling the College to meet mission centered objectives.

| Table 9.2  GROSS SELF-GENERATED REVENUE |
| FISCAL YEARS  1990-2000 |

<table>
<thead>
<tr>
<th></th>
<th>Investment Income</th>
<th>Summer Session</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2000</td>
<td>$1,571,202</td>
<td>$1,896,842</td>
<td>$2,150,882</td>
<td>$5,618,926</td>
</tr>
<tr>
<td>FY99</td>
<td>1,259,120</td>
<td>1,526,815</td>
<td>1,997,291</td>
<td>4,783,226</td>
</tr>
<tr>
<td>FY98</td>
<td>1,213,455</td>
<td>1,375,791</td>
<td>1,790,818</td>
<td>4,380,064</td>
</tr>
<tr>
<td>FY97</td>
<td>1,044,698</td>
<td>1,233,758</td>
<td>1,623,888</td>
<td>3,902,344</td>
</tr>
<tr>
<td>FY96</td>
<td>818,083</td>
<td>1,041,015</td>
<td>1,552,162</td>
<td>3,411,260</td>
</tr>
<tr>
<td>FY95</td>
<td>729,780</td>
<td>1,000,459</td>
<td>1,192,115</td>
<td>2,922,354</td>
</tr>
<tr>
<td>FY94</td>
<td>385,305</td>
<td>869,023</td>
<td>1,290,209</td>
<td>2,544,537</td>
</tr>
<tr>
<td>FY93</td>
<td>353,663</td>
<td>839,590</td>
<td>1,213,950</td>
<td>2,407,203</td>
</tr>
<tr>
<td>FY92</td>
<td>480,952</td>
<td>802,730</td>
<td>1,231,627</td>
<td>2,515,309</td>
</tr>
<tr>
<td>FY91</td>
<td>565,911</td>
<td>512,452</td>
<td>1,189,712</td>
<td>2,268,075</td>
</tr>
<tr>
<td>FY90</td>
<td>662,208</td>
<td>553,461</td>
<td>904,467</td>
<td>2,120,136</td>
</tr>
</tbody>
</table>

**Cumulative change 1990-2000**: $908,944 $1,343,381 $1,246,415 $3,498,790

**% Change 1990-2000**: 137.3% 242.7% 137.8% 165.0%

ASSUMPTIONS AND PRIORITIES

Evidence that Stockton will continue to meet its goals in the future, as well as policies that enable continuous investment in technology, equipment, infrastructure, etc., are apparent from the College’s 10 year fiscal and facilities planning process described earlier. These documents, which have Board approval, describe the guidelines that must be followed in order to ensure that adequate funds are available. These guidelines, as stated in the Strategic Financial Plan and as implemented in the annual Funds Transfer Analysis (see also Table 9.3) that accompanies the annual audit, are as follows:

- **Guideline 1**: Ensure that sufficient funds are set aside for renewal and replacement needs.
**Target:** Maintain a reserve of not less than 2.5% of the appraised value of the facilities, in the Capital Renewal and Replacement Fund.

- **Guideline 2: Ensure that sufficient funds are reserved to support on-going capital projects and equipment replacement needs.**
  - **Targets:** Maintain adequate funds in Unexpended Plant Funds designated for the College, equivalent to 110% of the College’s contribution for current and short-term capital projects. Since the useful life of computer equipment is five or six years, set aside the equivalent of 1/5 of the value of the Equipment Leasing Fund allocation annually for future equipment needs. Set aside ½ of the annual formula amounts for Library collections, and laboratory equipment. Set aside funds for miscellaneous annual needs (facility consultants, vehicles, carpeting).

- **Guideline 3: Ensure that adequate funds are available to support annual debt service requirements on state-related facilities and equipment.**
  - **Target:** Consistent with the requirements on debt financed facilities, ensure that a minimum of one year’s worth of state-related debt service is maintained in the Retirement of Indebtedness Account(s) within the Plant Fund.

- **Guideline 4: Ensure that adequate funds continue to be maintained in the College’s Quasi-endowment fund consistent with the Strategic Financial Plan.**
  - **Target:** The college’s restated Strategic Financial Plan of 1997 calls for an increase to the Quasi-Endowment Ratio per FTE from $400 per FTE to a range of $500-$600 per FTE by FY2000.

- **Guideline 5: Ensure that the College set aside adequate funds to support current and future CRR needs for student housing (including roofing repairs/replacement and HVAC replacement requirements).**
  - **Target:** Transfer all housing funds in excess of 50% of annual rental requirements into the Housing CRR Fund.

- **Guideline 6: Ensure that adequate College Center funds are set aside to cover requirements for the Sports Center.**
  - **Target:** Transfer all College Center Funds in excess of 50% of the annual rental requirements into the College Center CRR Fund to meet future capital and debt needs.

Additionally, the Strategic Financial Plan mandates that the College maintain the financial capacity to address effectively any unanticipated and/or emergent physical condition that could result in a material disruption of the operation of the institution.

**EVALUATIVE PROCESS**

Stockton’s Strategic Financial Plan is *the* evaluative process by which the College is able to measure fiscal outcomes. Each year, an implementation report is prepared, which measures the College’s financial progress over the prior ten years.
Consistent with the College’s mission, the plan provides a blueprint directed toward:

- Expansion of the resource base
- Support of affordability
- Maintenance of fiscal soundness
- Promotion of effective financial management
- Strengthening accountability
- Preservation of the investment in infrastructure.

The principles that serve to guide the evaluation process are:

**Principle One: Expand Direct State Support** by seeking to expand the College’s financial base by striving to increase, proportionate with enrollment, the institution’s share of net state appropriation from a range of 7-8% to a range of 10-11% of sector funds, more in line with our share of sector FTEs (see Figure 9.1 and Figure 9.2).

**Principle Two: Maximize Self-Generated Revenues Net of Expense** by strengthening the College’s financial base and by seeking to complement direct state support funds with non-appropriated or self-generated revenue, net of expense. These revenue sources include earned investment income, summer session revenues, continuing education income, and other appropriate self-supported public/private sector partnerships, entrepreneurial activities and revenue-generating programs and activities of the College. Self-generated revenue programs/activities other than investment income should strive to generate operating margins that fall within a 20-60% range of gross income.

**Principle Three: Maintain Affordability** while preserving a pricing structure that is at or below the average tuition and fee charges of institutions in the New Jersey State College Sector (see Table 9.4 and Figure 9.3).

**Principle Four: Match Spending Priorities with Resources** that ensure that growth rates in total expenditures are in accordance with growth rates in revenues. The College should also match, effectively, institutional spending priorities for College and auxiliary enterprises in accordance with institutional financial goals. The College should also seek to contain basic infrastructure and operating costs, including physical plant, security, utility, and administrative expenses, within a target range of 30-33% of Unrestricted Current Fund Expenditures, to enable a spending capacity in the 67-70% range for instruction, academic support, student affairs, and public service.

Efforts should also be incorporated to ensure that spending in auxiliary services operations is on a self-supported basis and consistent with the guiding principles set forth in the Strategic Financial Plan.

**Principle Five: In the Exercise of Sound Financial Management**, the aim of all financial managers should be to support and advance the mission of the College by professionally delivering high-quality services in a manner that safeguards and contributes materially to the enhancement of the College’s assets, to include its
human, financial, physical, technological, community, and intangible or reputational resources. Successful fulfillment of this purpose requires close teamwork and cooperation at both the intra- and interdivisional level or organization. It also requires a commitment on the part of all financial managers to develop and accomplish specific operating objectives and practices that measurably support this aim. These procedures would include the ongoing assessment of alternatives for providing present and anticipated future services in a cost effective, “best practices” manner that does not diminish quality and, in all instances, providing assurance of fiscal integrity and compliance through the exercise of sound financial management standards.

Table 9.4 UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE FY90-00 COMPARISON (ROUNDED $000)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$7,687</td>
<td>$10,503</td>
<td>$12,704</td>
<td>$14,659</td>
<td>$18,186</td>
<td>$21,256</td>
</tr>
<tr>
<td></td>
<td>24.70%</td>
<td>30.20%</td>
<td>33.70%</td>
<td>34.20%</td>
<td>37.90%</td>
<td>38.70%</td>
</tr>
<tr>
<td>State of NJ Appropriation</td>
<td>$21,792</td>
<td>$22,524</td>
<td>$23,119</td>
<td>$25,576</td>
<td>$26,558</td>
<td>$29,699</td>
</tr>
<tr>
<td></td>
<td>70.10%</td>
<td>64.70%</td>
<td>61.40%</td>
<td>59.70%</td>
<td>55.40%</td>
<td>54.10%</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>$33</td>
<td>$62</td>
<td>$185</td>
<td>$214</td>
<td>$199</td>
<td>$202</td>
</tr>
<tr>
<td></td>
<td>0.10%</td>
<td>0.20%</td>
<td>0.50%</td>
<td>0.50%</td>
<td>0.40%</td>
<td>0.40%</td>
</tr>
<tr>
<td>Investment Income</td>
<td>$662</td>
<td>$481</td>
<td>$385</td>
<td>$818</td>
<td>$1,213</td>
<td>$1,571</td>
</tr>
<tr>
<td></td>
<td>2.10%</td>
<td>1.40%</td>
<td>1.00%</td>
<td>1.90%</td>
<td>2.50%</td>
<td>2.90%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>$905</td>
<td>$1,232</td>
<td>$1,290</td>
<td>$1,552</td>
<td>$1,791</td>
<td>$2,151</td>
</tr>
<tr>
<td></td>
<td>2.90%</td>
<td>3.50%</td>
<td>3.40%</td>
<td>3.60%</td>
<td>3.70%</td>
<td>3.90%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$31,079</td>
<td>$34,802</td>
<td>$37,683</td>
<td>$42,819</td>
<td>$47,947</td>
<td>$54,879</td>
</tr>
</tbody>
</table>

Salary expenditures shall be consistent with institutional staffing and resource allocation priorities. The College also will endeavor to ensure that total spending for recurrent expenses (salaries, fringe benefits, and institutional expenses) not exceed 90% of the College’s educational and general (E&G) expenses, so that the remaining 10% of the budget (discretionary expenses) can be allocated to important needs such as educational equipment, Library materials, student financial aid, etc. (see Table 9.5 and Figure 9.4).

**Principle Six: Maintain Credit Worthiness** of the institution by ensuring that the College maintains adequate contingency and reserve funds to meet unanticipated needs.
Specifically, the College should demonstrate sound financial performance by achieving annually a net E&G income rate of between 2-5% of E&G spending, including mandatory transfers. The College should maintain an unallocated fund balance that provides an unrestricted debt service average ratio net less than 3:1; i.e., the unallocated fund balance shall be at minimum, three times greater than the debt service. Adequate reserve funds shall be maintained in both housing and college center equivalent to not less than 50% of the annual debt service payment, as a complement to the debt service reserve funds held by the bond trustee for auxiliary facilities.

### Table 9.5 Unrestricted Educational and General Expenditures
**FY90-00 COMPARISON (ROUNDED $000)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$12,948</td>
<td>$14,711</td>
<td>$15,809</td>
<td>$17,762</td>
<td>$19,554</td>
<td>$22,864</td>
</tr>
<tr>
<td></td>
<td>42.60%</td>
<td>44.80%</td>
<td>44.10%</td>
<td>44.20%</td>
<td>43.70%</td>
<td>44.00%</td>
</tr>
<tr>
<td>Research</td>
<td>$67</td>
<td>$154</td>
<td>$198</td>
<td>$253</td>
<td>$225</td>
<td>$155</td>
</tr>
<tr>
<td></td>
<td>0.20%</td>
<td>0.50%</td>
<td>0.60%</td>
<td>0.60%</td>
<td>0.50%</td>
<td>0.30%</td>
</tr>
<tr>
<td>Public Service</td>
<td>$1,079</td>
<td>$1,059</td>
<td>$974</td>
<td>$1,063</td>
<td>$1,052</td>
<td>$1,465</td>
</tr>
<tr>
<td></td>
<td>3.60%</td>
<td>3.20%</td>
<td>2.70%</td>
<td>2.60%</td>
<td>2.40%</td>
<td>2.80%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$3,036</td>
<td>$3,234</td>
<td>$3,441</td>
<td>$3,657</td>
<td>$4,142</td>
<td>$4,669</td>
</tr>
<tr>
<td></td>
<td>10.00%</td>
<td>9.80%</td>
<td>9.60%</td>
<td>9.10%</td>
<td>9.30%</td>
<td>9.00%</td>
</tr>
<tr>
<td>Student Services</td>
<td>$2,553</td>
<td>$2,715</td>
<td>$3,278</td>
<td>$3,855</td>
<td>$4,352</td>
<td>$5,130</td>
</tr>
<tr>
<td></td>
<td>8.40%</td>
<td>8.30%</td>
<td>9.10%</td>
<td>9.60%</td>
<td>9.70%</td>
<td>9.90%</td>
</tr>
<tr>
<td>Operation/Maintenance</td>
<td>$4,992</td>
<td>$5,201</td>
<td>$5,869</td>
<td>$5,993</td>
<td>$6,542</td>
<td>$8,030</td>
</tr>
<tr>
<td>of Plant</td>
<td>16.40%</td>
<td>15.80%</td>
<td>16.40%</td>
<td>14.90%</td>
<td>14.60%</td>
<td>15.40%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$5,565</td>
<td>$5,522</td>
<td>$5,933</td>
<td>$6,584</td>
<td>$7,671</td>
<td>$8,221</td>
</tr>
<tr>
<td></td>
<td>18.30%</td>
<td>16.80%</td>
<td>16.50%</td>
<td>16.40%</td>
<td>17.10%</td>
<td>15.80%</td>
</tr>
<tr>
<td>Student Aid</td>
<td>$133</td>
<td>$237</td>
<td>$365</td>
<td>$430</td>
<td>$618</td>
<td>$863</td>
</tr>
<tr>
<td></td>
<td>0.40%</td>
<td>0.70%</td>
<td>1.00%</td>
<td>1.10%</td>
<td>1.40%</td>
<td>1.70%</td>
</tr>
<tr>
<td>Mandatory Transfers</td>
<td>$11</td>
<td>$11</td>
<td>$17</td>
<td>$611</td>
<td>$589</td>
<td>$590</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.50%</td>
<td>1.30%</td>
<td>1.10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$30,384</td>
<td>$32,844</td>
<td>$35,884</td>
<td>$40,209</td>
<td>$44,745</td>
<td>$51,987</td>
</tr>
</tbody>
</table>

**Principle Seven: Enhancement and Preservation of the Value of Physical Facilities**, including new construction activities, shall remain consistent with the 1990
Facilities Master Plan and the annual Capital Improvement Plan as adopted by the College’s Board of Trustees. In addition to expanding or enhancing the College’s physical facilities, the College should maintain the financial capacity to address effectively any unanticipated and/or emergent physical condition that could result in a material disruption of the operation of the institution. Through the annual funds transfer process, the College must:

- Maintain a Capital Renewal and Replacement reserve of not less than 2.5% of the appraised value of state facilities
- Establish and maintain an annual deferred maintenance/special renovation fund that is equal to 10-15% of the amount set forth above to implement necessary deferred maintenance projects and/or emergent facilities and infrastructure requirements.
- Maintain in a locally funded debt service reserve, an amount that is not less than the annualized debt service requirements for all non-auxiliary service financed debt, e.g., Equipment Leasing Fund (ELF) debt, Higher Education Capital Improvement Fund (HECIF) debt, etc.
- Maintain in the Unrestricted/Designated Plant Fund an amount not less than 110% of the College’s estimated contributory share of design and construction costs for capital projects anticipated over a two-three year planning cycle.

**CONCLUSION**

Stockton has demonstrated its commitment to diligent and efficient financial management and allocation of resources. Despite rising costs and decreased state funding over the years, we continue to be one of the most affordable public New Jersey institutions of higher education. Since fiscal year 2000, increases in state funding (through the performance-based funding program and legislative action) acknowledge Stockton's commitment to enrolling quality students and providing excellent educational programs in a cost-effective manner. These efforts result from a total College commitment even as all College constituencies are included in the planning and resource allocation processes, still a high priority of the College.
CHAPTER 10 - PHYSICAL FACILITIES

Richard Stockton College is situated on nearly 1,600 acres in the Pinelands of southern New Jersey. The planned growth of the College over the years, both in terms of enrollment and program-driven activities, has provided excellent opportunities to upgrade and enhance facilities that support our educational mission.

The College has maintained its educational vibrancy through facilities growth throughout its thirty-two year history, with at least fourteen major new construction/renovation projects occurring since the last Self-Study in 1990. This is in addition to yearly facilities planning initiatives that regularly provide for upgraded plant and technological infrastructure.

The 1990 Facilities Master Plan of Richard Stockton College serves as the current benchmark document that defines buildable acreage and details the academic and auxiliary facilities required to support an enrollment of 5,000 Full Time Equivalent (FTE) in the year 2010. (It should be noted the College hit the 5,000 FTE in AY 97-98). These guidelines were developed by the previous New Jersey Department of Higher Education (NJDHE), and approved by the New Jersey Pinelands Commission.

Facilities management is the responsibility of the Administration and Finance office, through the Office of Facilities Planning. This office consults the various divisions of the College regarding program planning and ongoing facilities needs. Requests for major capital projects are submitted to the State of New Jersey on a yearly basis. Ad hoc committees and task forces are appointed to assist with the planning and development of special construction and renovation projects, e.g., Arts and Sciences Building, Library renovation, West Quad Academic Building, Science Lab renovation, Sports Center, Residential Apartments. These committees include faculty, staff, and student representation.

FACILITIES SPACE

From 1990 to Fall 2000, the College’s facilities have grown incrementally from 950,612 gross square feet (GSF) of buildings to 1,195,848 GSF. This additional 245,236 GSF represents an overall growth of 25.8%. Academic facilities and support space grew 97,162 GSF; student housing facilities grew 73,245 GSF; and facilities that support the quality of student life expanded 74,829 GSF.

As shown in Table 10.1, the College has increased its non-housing net assignable square footage between 1990 and 2000 by 43.3% or 126,324 net assignable square feet (NASF). From 1990 to 2001, the campus infrastructure plan has been expanded and updated to meet enrollment growth and program/facility needs, including: construction of six new buildings; the expansion of public parking capacity by 1,000 spaces; installation of a second high voltage feed to the main campus facilities; extension of water and sewer services; additional walkways and site lighting; the installation of a new
telecommunication system; the installation of fiber optic and copper cable to support a campus wide communication and data network; and the installation of a new signage system and entrance gateways.

<table>
<thead>
<tr>
<th>Table 10.1 New Jersey Department of Higher Education* Space Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1990 NASF</strong></td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Laboratory</td>
</tr>
<tr>
<td>Office</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Phys Ed. &amp; Rec</td>
</tr>
<tr>
<td>Assembly &amp; Exhibition</td>
</tr>
<tr>
<td>Central Computing</td>
</tr>
<tr>
<td>Student Activity</td>
</tr>
<tr>
<td>Student Health</td>
</tr>
<tr>
<td>Physical Plant Maint.</td>
</tr>
<tr>
<td>Audio/Visual, Radio, TV</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
</tr>
</tbody>
</table>

* New Jersey Department of Higher Education no longer operational
** NASF = Net Assignable Square Feet

**ACADEMIC FACILITIES**

Classroom space increased from 50 classrooms in 1990 to 60 classrooms in 2000 (20%) and class laboratory and studio space increased from 21 rooms in 1990 to 40 rooms in 2000 (90%). These increases resulted primarily from the construction of the Arts and Sciences Building, the West Quad Academic Building, and the subsequent renovation to various areas of the main academic complex. This additional academic space has enabled the College to expand enrollment capacity, particularly during peak hours.

All of the new classrooms (except small seminar rooms) and many of the existing classrooms (for a total of 20) were upgraded to electronic classrooms that enable faculty to use a networked computer, located in a lectern, for projecting images onto a screen. Additional facilities with electronic projection include the Performing Arts Center (PAC) and the Townsend Residential Life Center (TRLC). Also, 9 laboratories have computer projection capability. With the increased demand, additional electronic classrooms and laboratories are planned.

The utilization of College classrooms, including the scheduling of the 250-seat A-Wing Lecture Hall, is compared using 1989, 1996 and 2000 data. Fall 2000 usage reports
indicate high levels of classroom utilization ranging from 63% utilization during Mon/Wed/Fri 2:10 p.m. to 3:25 p.m. modules to 97% utilization during the Tues/Thurs. 6:00 p.m. to 7:50 p.m. module. It should be noted that the ideal provision of classroom usage would allow for 70% of rooms scheduled with 70% of the seats occupied. This results in a utilization of 49% (.7 x .7).

The following highlights expanded and renovated facilities since 1995 that support academic programs.

**Library Addition and Renovation - Completed 1995**
The Library addition and renovation consisted of a 27,350 gross square foot addition and a 61,730 gross square foot renovation to the existing Library and media facilities located in E-Wing. This project significantly expanded the Library’s stack, study areas, processing and office support facilities. The Media Center was expanded, equipped, and wired to improve media distribution to classrooms. Also, space was provided for the College’s public television channel, a television studio, an electronic conferencing facility and editing rooms, and New Jersey Public Television.

**Arts and Sciences Building - Completed 1995**
This 42,209 gross square feet building, designed by noted architect Michael Graves, provided computer labs, art studios, and science labs which support the Visual Arts and Environmental Science Programs. Concurrent renovations included the construction of two large computer teaching laboratories in D-Wing. This project also added lecture classrooms, offices for faculty, and improved offices for Enrollment Management, Financial Aid, and General Studies.

**Nacote Creek - Completed 1996**
In 1993, the College acquired eight acres of property with several existing structures adjacent to Nacote Creek in Port Republic, New Jersey, approximately eight miles from the campus. In 1994, the College was awarded a matching National Science Foundation (NSF) Grant to upgrade these facilities to provide a teaching lab, additional research facilities, a marine greenhouse, and expansion of the water system. This Marine and Environmental Science Center added 5,647 gross square feet to the College’s facilities.

**West Quad Academic Building - Completed 1999**
In summer of 1999, the College occupied the 28,150 gross square foot West Quad Academic Building. The facility houses a Physical Therapy Laboratory, Occupational Therapy Laboratory, a Speech and Hearing Laboratory and Clinic, and a Nursing Laboratory. The West Quad Academic Building also provided the College with five electronic classrooms, two seminar rooms, and five faculty offices.

Renovations associated with this project included two new electronic classrooms, a computer laboratory, faculty offices, and a Pedagogy Office, which includes a
computer seminar room. Also, this project included the design and construction of entrance gates and the replacement and upgrading of campus signage.

QUALITY OF FACILITIES FOR SCIENCE EDUCATION

The science laboratories are reasonably equipped for basic undergraduate education. With advances in science, however, come challenges which must be continually addressed. These include acquiring new, state of the art instrumentation to ensure currency in laboratory instruction and student/faculty research, as well as maintaining present instruments, and increasing access to computers and the internet in the NAMS laboratories and college teaching classrooms.

Over the past five years there has been significant success in maintaining and expanding the undergraduate laboratory and research facilities in the Environmental and Marine Sciences. Students in these areas have benefited substantially from the new Arts and Sciences Building laboratories and the expanded Nacote Creek Field Station. In fact, Stockton’s field facilities are very good.

Most Stockton science majors are required to undertake a research project for graduation, and this focus requires access to modern instrumentation. The result has made Stockton science graduates successful in jobs and in graduate schools. Previous instrument acquisitions were important in providing outstanding experiences to students, but the fast pace of changes in science requires constant upgrading of these instruments to provide students with current skills that can be used in applied or research careers in science. In an age when many schools are reducing laboratories and field experiences resulting in pedagogical impact, Stockton has remained committed to the hands-on scientific experience by continuing to expand its commitment to this aspect of education and training our students. The Division will continue to expand with the addition of a computational science program and student demand growth, particularly in the area of biochemistry and molecular biochemistry; quality of science at Stockton has been outstanding. However serious space and equipment limitations in the Biology and Chemistry facilities, related to growth in student demand and new faculty hires, need to be addressed.

Three areas of concern are noted in regard to the College’s existing science facilities. First, increased enrollments have impacted laboratories which are already functioning at capacity; more usable space is needed. Second, despite the College’s efforts, there are not enough electronic classrooms to meet demands; funding for specialized software has been limited, and the introduction of a program in Computational Science will exacerbate these problems. Third, increased demands for faculty research and publishing require increased resources of laboratory space and support for instrumentation.
QUALITY OF FACILITIES FOR ARTS AND HUMANITIES EDUCATION

While studio space for the visual arts seems adequate, space for the performing arts, foreign language study, and communication studies could be enhanced. Props and costumes for the theater program must be stored in old cargo trailers located offsite without adequate space for the building of costumes. In communication studies, students have access only to outmoded equipment and limited studio space. Presently, there are no language laboratories for the study of foreign languages.

STUDENT LIFE FACILITIES

Since 1990, the College has increased space provided to improve the quality of student life. Net square footage was increased, as indicated, for the following areas: Physical education and recreational space was improved and increased 140%; student activity and lounge space increased 7.8%; and student health facilities were improved and increased 196.3%. The College constructed new campus apartments for 250 students, providing on-campus housing for a total of 2,058 students.

The following capital improvements since 1995 have benefited the quality of student life on campus:

Renovations and Upgrade of Food Service - During the summer of 1996, the food service areas of both G and N-Wings were expanded and upgraded to improve food service offerings and shorten the service time.

G-Wing Expansion - G-Wing cafeteria’s seating capacity was expanded during the summer of 1997 by enclosing the porch. This project also included the replacement of worn carpet with vinyl tile and the replacement of seating.

Housing I Parking Lot Expansion - Housing I parking was expanded by 150 spaces during the summer of 1997 to meet increased demand. This expansion also included site lighting improvements.

Baseball/Softball Fields - The intercollegiate baseball and softball fields were relocated and constructed on an eleven-acre site adjacent to the Free-to-Be Day Care Center on Port Republic Road. During this 1997 construction, the College installed an irrigation well and a parking facility with site lighting.

West Quad Academic Building - Although the West Quad Academic Building is primarily an academic facility, the College constructed a new campus health service facility and a counseling center. This became operational during the summer of 1999.

Housing IV and Housing IV Commons - In the late summer of 1999, the College occupied Housing IV. This 201,047 gross square foot expansion consisted of eight two-story buildings with garden apartments for 250 students and a Commons.
Building. The Commons Building includes a Housing IV Office, a computer laboratory and an electronic classroom, which also may be set up for multipurpose use.

**Sport Center (Multipurpose Recreation Center)** - In February 2000, the College took occupancy of the 70,883 gross square foot Sports Center and its 3,946 square foot mechanical, athletic site storage, and maintenance facility. This multi use facility includes an approximate 40,000 net assignable square foot gymnasium, which can seat 3,000 for a basketball game and over 5,000 persons for a college wide or community event. This gymnasium was also designed to allow future expansion to increase occupant capacity.

**Upper G-Wing Renovations** - During the early part of 2000, the College renovated the upper G-Wing area to provide more space for students. Student lounges, student organization offices, staff offices, an on-campus banking facility, and a meeting room were renovated with new carpeting and furniture. This renovated area also includes the offices for the College’s newspaper, radio station, nontraditional students, and an environmental organization.

**LAND DEVELOPMENT**

As the College considers future growth and development of facilities, the issue of developable land presents a unique challenge to the College. Buildings constructed by the College are restricted to a Government Institutional Zone created by Galloway Township, which was approved by the Pinelands Commission as a Pinelands Regional Growth Area. Currently, the Government Institutional Zone contains 517 acres, of which 212 acres (the Main Campus) are developable.

Table 10.2 depicts the total acreage of the Main Campus as well as acreage that remains available for development. The campus consists of four zones, with the largest being the academic core (see Map 10.1). To date, the College has constructed all its buildings and infrastructures, except Nacote Creek and the baseball/softball fields, in the Government Institutional Zone/Pinelands Regional Growth Area.

Currently, 105 acres are available for development, with the majority located in the Southern and Western zones. Only two acres remain available in the main 77-acre academic core and sixteen acres remain available in the northern zone, near the Housing I and Housing IV apartment complexes. Our growth in programs and facilities in the past decade now requires the College to consider options for further expansion beyond the main academic core complex.

**INFRASTRUCTURE**

The existing utilities -- electric, telephone, sewer, water, and gas -- are capable of supporting growth of facilities on the main campus. However, the parking infrastructure
will not support further growth and the roadway infrastructure may require improvements to support further development.

Through parking lot expansions and realignment, the College has increased the parking spaces at the academic core to 2,598. Currently, when allowing a 5% margin, the College’s academic core parking will accommodate an FTE of approximately 4,723 cars. At peak demand and full capacity, the existing parking lot can handle approximately 5,000 FTE. Growth beyond 5,000 FTE will require additional parking facilities.

**CURRENT FACILITIES’ NEEDS**

Using the NJDHE guidelines for space, the College has an aggregate of 419,220 NASF. This is 126,239 NASF less than the 545,459 NASF projected for 5,000 FTE (see Table 10.3). It should be noted that research space category has not been adjusted to support Masters Degree Programs.

To quantify the academic related facilities that are required to support 5,000 FTE, several assumptions must be made. Space which supports the quality of student life must be excluded (i.e., physical education and recreation, student activity, and student health).

The use and needs of two facilities’ space categories have changed dramatically through the advancement of technology (i.e., Library and central computing); therefore, more space is not required. While physical plant maintenance is required to maintain facilities, it is separated from academic facilities. Also, the College does not realistically require additional assembly and exhibition space as this need has been met by the construction of the Sports Center, which is classified as Physical Education and Recreation. Therefore, the sum of the remaining space categories surplus/deficit (i.e. classroom, laboratory aggregate, office, audio/visual, radio and television, and research), results in a 115,092 GSF deficit.

The following facilities are needed to support 5,000 FTE:

- Academic, Support, Student Services and Administration 115,092 GSF
- Student activity (College Center) 28,290 GSF
- Physical Maintenance 24,022 GSF

As the College continues to develop plans for increased enrollment between now and 2010 the following projected additional Gross Square Footage will be required to support 6,000 FTE:

- Academic, Support, Student Service & Administration 217,542 GSF
- Student Activity (College Center) 42,418 GSF
- Physical Maintenance 31,758 GSF
- Housing (historically 40% FTE) 342 Beds
Projecting parking needs at .55 parking spaces/FTE, and assuming academic facilities are constructed at the academic core, the College will require parking for 3,300 cars or an additional 702 parking spaces.

A number of initiatives are being examined to address its current space deficit for 5,000 FTE:

1) An Academic Planning Committee is currently meeting to determine the future addition of a 28,000 GSF facility above the F-Wing deck to support science programs. Excluding the gallery, this project will also include the renovation of approximately 32,000 GSF of existing facilities and will result in additional classrooms, science and computer laboratories, research laboratories, faculty offices, and much needed office space.

2) The College is developing a concept for the renovation of the G-Wing College Center to expand the G-Wing food service operation, provide a new College bookstore, banking facilities, a new mailroom, and the presence of campus police on the academic campus. Vacating the space currently occupied by the bookstore and mailroom would give the College approximately 6,500 NASF to support other programs.

3) The College has requested funding for the construction of an 80,000 GSF academic building in the West Quad area to meet the current space deficit. Included in this project is the renovation of the existing West Quad Academic facility. Construction of this building will reduce parking by approximately 30 cars in Parking Lot #6. Given that the old gymnasium is available for intramural use, consideration will be given to relocating two basketball courts on the site to make up this parking deficit.

4) The College is currently negotiating leasing a 12,000 GSF facility in Atlantic City for a nominal amount from the Casino Reinvestment Development Authority. This facility would be used to support Hospitality Management, Instructional Technology, Masters of Business Studies, and Continuing Professional Education. A number of major employers from our region are located in Atlantic City and this facility will thus expand our capacity for program offerings.

5) The College is encouraging developers to construct housing which would be available to students on sites adjacent to College property.

If these buildings are developed or leased, the following Gross Square Footage will be added to the College’s inventory:

<table>
<thead>
<tr>
<th>Category</th>
<th>GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics, Support, Student Services and Administration</td>
<td>128,750 GSF</td>
</tr>
<tr>
<td>Student Activity (College Centers)</td>
<td>30,000 GSF</td>
</tr>
</tbody>
</table>

The construction of the above listed facilities will reduce the existing space deficit and allow the College to renovate existing facilities to meet the College’s mission and goals.

The construction of additional facilities will require the College to update its 1990 Facilities Master Plan to address options available for resolving facilities issues. An
updated Facilities Master Plan will be developed in consultation with all constituencies of the College and will utilize outside consultants to assist with the location and development of new facilities, parking and vehicular traffic, infrastructure extensions, development costs, as well as pedestrian circulation and campus landscaping. The College will continue to plan and implement improvements to preserve, renew, and adapt facilities to protect its capital investment, meet institutional needs and government requirements for health, safety and the environment, and to keep pace with advancing technology.

**CAPITAL RENEWAL AND REPLACEMENT (CR & R)**

The College has been proactive in its repair and replacement of the academic and housing facilities. The following major capital renewal and replacement projects have been implemented since 1995:

- Upgraded classrooms for computer technology in 1995
- Replaced sewer pump lift station #3 in 1997
- Replaced A-Wing Lecture Hall fixed seating and carpet in 1997
- Replaced roofs and condensation units on 16 Housing I buildings (97-00)
- Replaced the chiller for the Performing Arts Center in 1998
- Repaved College Drive and miscellaneous areas during the summer of 2000

Currently, the following Capital Renewal & Replacement projects are underway:

1) Planning and design began in 2000 for the repair and upgrade of the main campus building’s exterior. This 12.5 million dollar project consists of refinishing the exterior panels, repairing concrete decks, replacing and upgrading exterior stairs and balconies to meet current codes, repairing and weathering enclosing exterior pedestrian bridges, replacing damaged solar screens, restoring the greenhouse, and replacing wooden decks. This project is scheduled to begin during the spring of 2002.

2) The College will replace HVAC systems and chillers throughout the campus that were not replaced during the Geothermal HVAC Installation in 1993. This also includes replacement of miscellaneous equipment such as the environmental chambers in the science laboratory, exhaust fans, etc.

3) During the summer of 2002 the College will replace the Performing Arts Center roof and roofs on small miscellaneous out buildings.

4) The College will begin to replace windows and doors in Student Housing I during the summer break of 2002.

**HEALTH AND SAFETY REGULATIONS**

The College has systematically strived to improve life/safety conditions and upgrade its facilities to meet government regulations. All new facilities are built under the latest codes. Even when not required, the College has insisted on the installation of fire suppression systems and addressable fire alarm systems. Since 1995, the College has
completed or initiated a number of facilities upgrades including Compliance with Americans with Disabilities Act, Underground Storage Tank Replacement, Emergency Phone, and Fire Suppression Systems for Housing and the Academic Complexes.

With the completion of the projects currently in design, the College will have completed all the current capital and renewal and life/safety projects for the academic facilities. However, there are numerous renewals and replacements required for the academic facilities infrastructure, College Center, and College Housing.

**ENERGY CONSERVATION**

The College has aggressively pursued energy conservation measures to reduce the reoccurring costs to replace aging mechanical and electrical systems, to reduce emission caused by the production of energy, and to demonstrate and teach energy conservation to our students and the local region. Our commitment to energy conservation is further evident through Stockton’s President Dr. Vera King Farris’ signing of the “Covenant of Sustainability,” a New Jersey Sustainability Greenhouse Gas Action which supports the goal, in a non-binding agreement, to implement voluntary programs and initiatives to accomplish the core goal of the plan – a 3.5% reduction in New Jersey greenhouse emissions below the 1990 baseline levels by 2005. Additional highlighted examples of energy conservation projects include: Geothermal HVAC System, Lighting Retrofits, Miscellaneous Heat Pump Projects, and New Facility Construction with enhanced energy efficiencies. It is estimated that these energy conversations have saved the College nearly $400,000 annually in energy-related costs.

The College is currently pursuing additional energy conservation measures. These include the installation of fuel cells and an underground aquifer cold storage system. The College also plans to investigate the energy conservation potential for housing facilities. Dr. Lynn Stiles, Professor of Physics, recently analyzed energy consumption between 1990 and 1999/2000 to calculate the College’s carbon dioxide emission avoidance. He concluded that the absolute reduction was 13%. However, when he calculated carbon dioxide emission avoidance considering facility growth, he concluded the reduction of carbon dioxide emission reduction was 30%.

**CONCLUSION**

Our commitment to the future sustainability of the College, as well as the future sustainability of the planet, is unwavering. Clearly, the entire college community is ultimately responsible for facilities that add to the total learning environment.
CHAPTER 11 – THE FUTURE

Since our 1991 Self-Study, Stockton has conducted ongoing planning initiatives involving various constituencies of the college: “Investment in Quality and Excellence” (September 1993) was a planning process co-sponsored by the President and the Faculty Assembly resulting in a Final Report of the Task Forces being distributed in April of 1994; “Two Challenges for the Twenty First Century” (July 1997) was a planning document for Stockton’s Mission Differentiation (Graduate Education); Board of Trustees Open Planning Retreats were held in August 1997 and August 1998 (discussions with faculty, students, and staff); “Institute for the Study of College Teaching” (January 1999) was established through a planning initiative involving faculty, administration, and students, with the final draft submitted in April 1999.

Our most recent planning process, initiated by the Board of Trustees in September 2000, focuses on Vision 2010 and Goals and Objectives related to the Middle States Association Accreditation. The Trustees recommended that a Vision Statement 2010 be the format for the planning.

This final chapter summarizes the results of that bold initiative through Stockton’s “Vision 2010” and “Goals for 2010.” With the completion of this Self-Study process, we launch a new era for Stockton through a comprehensive planning process commencing in Spring, 2002. This process actively includes faculty, students, staff, and administrators as the goals identified in this chapter are addressed over the next decade.

The outcomes presented in response to the goals and objectives identified in the 1996 Periodic Review suggest the College has made significant strides in providing an affordable quality undergraduate liberal arts education, while expanding its curriculum to include graduate study. Table 11.1 provides a summary of the 1996 Goals and references chapters in this document presenting evidence of the outcomes.

All of the outcomes identified in this document contribute to the mosaic that comprises the Stockton community. Our outcomes since 1990 demonstrate Stockton has successfully:

- Undertaken a number of initiatives college-wide through collaboration and cooperation in the governance structure;
- Increased student diversity, as evidenced by our minority student profile increasing from 13% in 1990 to 18% in 2000;
- Improved the academic profile of students, as evidenced by entering regularly admitted students’ total SAT scores increasing from 1,111 in Fall 1990 to 1,126 in Fall 2000 and our High School Rank of entering students increasing from the 73rd percentile in 1990 to the 76th percentile in 2000;
- Augmented opportunities to enrich student life;
• Expanded the faculty cohort from 186 budgeted lines in AY1991 to 211 lines in AY 2001, with the percent of tenured and tenure-track faculty holding terminal degrees increasing from 91% in AY91 to 95% in AY01;

• Enhanced opportunities for faculty professional development and enrichment;

• Established innovative academic, graduate, and co-curricular programs, ranging from creation of the Institute for the Study of College Teaching to establishing six graduate degree programs (including graduate student internships) and expanded co-curricular/leadership development opportunities;

• Offered and assessed a dynamic curriculum that effectively maintains balance among disciplinary programs of study, liberal arts, and general education;

• Provided opportunities for students, faculty, and staff to engage with the community as delineated in our mission;

• Expanded library holdings and increased learning resource materials especially in the areas of electronic and media resources;

• Promoted responsible planning, sound and efficient financial management and allocation of resources;

• Expanded physical facilities and infrastructure to meet emerging needs, including the creation of new academic buildings and marine science laboratories, the expansion of library facilities, major renovation of science laboratories, and additional on-campus apartment housing; and

• Addressed economic exigencies through improved administrative efficiencies and increases in community partnerships, outside fundraising and successful lobbying of state administrators and legislators for increased state funding, as a result of which we continue as one of the most affordable New Jersey state colleges.

Even with these accomplishments we recognize that areas of curriculum and funding, as well as our faculty and learning resources, require careful and constant attention if we are to continue our record of excellence as a premier liberal arts college. We believe that our Vision 2010 and Goals 2010 provide a plan or “blueprint” for Stockton’s future. The efficacy of this plan will be determined by our ability to address change and our capacity to inculcate excellence, as measured by the record, in all we do.

In looking to our past and thinking about our future, Stockton has discerned and identified several major educational, demographic, socioeconomic, and administrative trends that are expected to affect us over the next 8-10 years. Through conversations with campus constituencies, we have prepared and will be guided by our vision for the year 2010, outlined in the following Vision 2010 Statement, “Stockton: Building on Excellence, Creating Our Future.”
VISION 2010 STATEMENT

STOCKTON: BUILDING ON EXCELLENCE, CREATING OUR FUTURE

Richard Stockton College has built a record of excellence that has been validated by prestigious external groups, e.g. regional and national accreditation bodies. These reports identify Stockton as a “premier liberal arts college,” and as a result the public has come to understand the quality and value behind a Stockton degree. Stockton, moreover, is the only public New Jersey institution to be nationally ranked and classified as a “selective liberal arts college” by the Carnegie Foundation for the Advancement of Teaching.

Building on this excellence, Stockton is actively engaged in creating the foundations of an exciting future. The College’s culture of innovation lies at the core of this present vitality, and as a result the process is unfettered by a history or practices that would hinder its creativity. Though still very young as measured by the academy, Stockton’s traditions embrace flexibility and adaptability and so more easily respond to the changing demands of higher education.

Whatever the changing demands may be, the liberal arts have been, and will continue to be, at the core of the Stockton degree. A broad and rigorous education has contributed to the success of Stockton graduates and is one of the reasons we have been nationally recognized. The future we are creating in the priorities set forth below derives from a continued commitment to the liberal arts and is intended to enhance the success of future Stockton graduates. We also believe that the process of discussing and debating our future has and will continue to strengthen our campus and deepen our understanding of all that is involved in a liberal arts education. Stockton plans to continue its tradition of serving as one of the most affordable of the public colleges and universities in order to attract and remain accessible to New Jersey’s best and brightest students and also holding all faculty positions harmless.

Today, education requires that we remain in the forefront of the new synergies of teaching and learning. At Stockton, staff, students, and faculty are working together to create a collaborative campus climate in order to anticipate the future, and preserve what has made us excellent. The energy of our community will continue to be tapped as the College responds to a variety of external changes. These include the continuing advances in computer, media, medical, scientific, digital and other technologies. Stockton students must also be made aware of the cultural and social, political and economic contexts in which these new technologies will play out. Future career opportunities for Stockton graduates will demand not only individuals trained in the most up-to-date technology, but also people who are capable of understanding and adapting to changes in that technology and in society. Finally, in keeping with the State’s approval of mission differentiation, Stockton looks forward to meeting the challenge of addressing the needs of the State, region and community for advanced-level and graduate career opportunities in the new technologies, the professions and the liberal arts.

The next round of planning and priority setting will build upon the solid base we have all worked so hard to build. It also is intended to focus attention on the College’s responsibility of adding value to those who hold a Stockton degree. Our planning for the next ten years is meant to foster an active, purposeful attitude toward that problematic future into which we are moving.

Eight areas – curricular development (undergraduate and graduate), paid educational internships, learning assessment, technology, capacity, affordability, and facilities – set forth our highest priorities for the next eight to ten years. These priorities are intended to capitalize on Stockton’s strengths and the opportunities presented us. They also are intended to minimize potential threats to our continued success. Achieving our objectives in each of these areas will require the sustained commitment of the entire Stockton community. In order to achieve this vision, Stockton also reaffirms its commitment to our founding vision of “access, excellence, and affordability.”
<table>
<thead>
<tr>
<th>Goals</th>
<th>Description</th>
<th>Benchmarks</th>
<th>Outcomes</th>
</tr>
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<tbody>
<tr>
<td><strong>Excellence, Access, and Affordability</strong></td>
<td>Maintain a strong academic profile and student success rate while continuing the college’s commitment to excellence, access, and affordability</td>
<td>Academic Profile; Enrollment Growth; Student Characteristics; County of Origin; Cost of Education; Student Retention; Graduation</td>
<td>Chapters 2 and 9</td>
</tr>
<tr>
<td><strong>Teaching and Learning Strategies</strong></td>
<td>Employ advanced teaching and learning strategies to equip students successfully to compete in the technology-driven work force and society of the future</td>
<td>Academic Computing; Student/Computer Lab Ratio; Electronic Classrooms; Faculty Computers; New Facilities</td>
<td>Chapters 8 and 10</td>
</tr>
<tr>
<td><strong>Careers, Liberal Arts and Technology</strong></td>
<td>Deliver essential and transferable skills to students through high quality liberal arts and sciences programs</td>
<td>Carnegie Classification; Accreditation Innovation Programs; Library Collection; Laboratory Facilities; Career Planning and Alumni</td>
<td>Chapters 3, 6, 8, and 10</td>
</tr>
<tr>
<td><strong>Faculty Vitality</strong></td>
<td>Encourage academic quality by promoting the development of a vibrant, vital faculty</td>
<td>Faculty Profile; Faculty Dev. Initiatives; External Grants; Research &amp; Public Service</td>
<td>Chapters 4, 5, 7, and 8</td>
</tr>
<tr>
<td><strong>A Community of Scholars and Leaders</strong></td>
<td>Maintain a campus environment that engenders a sense of community and promotes student leadership, scholarship and responsibility</td>
<td>Student clubs, Organizations; Leadership Development Programs; Community Service; Athletics, Recreation; Residential Life; Safety and Security</td>
<td>Chapters 1, 3, and 7</td>
</tr>
<tr>
<td><strong>Community Service, Resources and Partnership</strong></td>
<td>Serve as a resource for education, economic development, cultural events and civic activities for the local and regional community</td>
<td>Partnerships with other Colleges; Community Human Relations Programs; Community Service; Cultural/Artistic Programs</td>
<td>Chapters 2, 5, and 7</td>
</tr>
<tr>
<td>GOAL</td>
<td>AREAS TO BE EXAMINED</td>
<td>RECOMMENDED PLANNING PROCESS</td>
<td>TARGET START DATES*</td>
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<tr>
<td>1. Curricular Development-Undergraduate</td>
<td>Adding new undergraduate academic programs</td>
<td>Faculty Assembly Standing Committee assigns subcommittee (including other constituencies as appropriate) to report back to Faculty Assembly Steering Committee</td>
<td>January 2002</td>
</tr>
<tr>
<td></td>
<td>Designing comprehensive Freshman Year Experience</td>
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<td></td>
<td>Adding certificate programs/post-baccalaureate programs</td>
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<td></td>
<td>Explore alternative modes of delivery &amp; course structures</td>
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<td></td>
<td>Faculty Assembly Standing Committee assigns subcommittee (including other constituencies as appropriate) to report back to Faculty Assembly Steering Committee</td>
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<tr>
<td>2. Curricular Development-Graduate</td>
<td>Adding new Master’s programs</td>
<td>Faculty Assembly Standing Committee assigns subcommittee (including other constituencies as appropriate) to report back to Faculty Assembly Steering Committee</td>
<td>January 2002</td>
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<tr>
<td></td>
<td>Consider expansion of existing Master’s programs</td>
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<td></td>
<td>Explore new interdisciplinary programs</td>
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<td></td>
<td>Explore alternative modes of delivery &amp; course structures</td>
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<tr>
<td>3. Paid Educational Internships</td>
<td>Expand &amp; enrich paid &amp; unpaid educational internships for all undergraduate students</td>
<td>Institutional Task Force with faculty, administration, students, and staff</td>
<td>January 2002 - April 2002</td>
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<tr>
<td></td>
<td>Develop methods for measuring performance of students/graduates in workplace</td>
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<td>Possible Pilot: Fall 2002</td>
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<tr>
<td>4. Learning Assessment</td>
<td>Develop comprehensive assessment of student learning</td>
<td>Faculty Assembly Standing Com. assigns subcommittee (including other constituencies as appropriate, especially ISCT) to report back to Faculty Assembly Steering Com.</td>
<td>January 2002</td>
</tr>
<tr>
<td>5. Technology</td>
<td>Examine role of technology in teaching</td>
<td>Faculty Assembly Standing Com. assigns subcommittee (including other constituencies as appropriate, especially ISCT) to report back to Faculty Assembly Steering Com.</td>
<td>January 2002</td>
</tr>
<tr>
<td></td>
<td>Technology as pedagogical tool</td>
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<td>Extent students utilize technology</td>
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<td>Technology in distance education</td>
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<tr>
<td>6. Capacity</td>
<td>Manage growth to address State’s capacity expectations</td>
<td>Institutional Task Force with faculty, administration, students, and staff</td>
<td>January 2002 - June 2002</td>
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<td></td>
<td>85% undergraduate/15% graduate student ratio</td>
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<td>Ensure appropriate student/faculty ratio</td>
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<td>7. Affordability</td>
<td>Minimize cost of attendance including housing, etc.</td>
<td>Institutional Task Force with faculty, administration, students, and staff</td>
<td>January 2002; Ongoing</td>
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<td>Innovative delivery of education, incl. summer school</td>
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<td>Seek additional scholarship funds</td>
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<td>Explore approaches to assist students w/financial need</td>
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<td>Ensure students have access to means to finance educ.</td>
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<td>8. Facilities</td>
<td>Review current/needed academic program facilities</td>
<td>Institutional Task Force with faculty, administration, students, and staff</td>
<td>January 2002</td>
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<td>Review faculty office space needs</td>
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<td>Review infrastructure to accommodate curricular &amp; programmatic changes, including parking</td>
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<td>Enhance library, learning &amp; information resources</td>
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<td>Explore additional on &amp; off campus housing</td>
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<td></td>
<td>Further development of student centers &amp; sports/recreation facilities</td>
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1 ISCT = Institute for Study of College Teaching. Committee and Institutional Task Force membership will be announced in December 2001.

* With recommended dates for “Final Report” specifically following consultation with each committee. Each committee will provide a written report at 3 month intervals.
The College is always engaged in some aspects of planning for the future. Working toward our vision for the year 2010 requires input and commitment campus-wide. In the spirit of shared governance, faculty and administrators, working with staff, students, and members of the community, as needed, will call upon Committees and college-wide Institutional Task Forces to explore and work toward specific goals. Below we identify 8 key areas, in no particular order of priority, that serve as our objectives for the next 8-10 years. We call these “Goals for 2010,” summarized in Table 11.2. To implement these goals, the College seeks to bring the voice of multiple constituencies to the table, beginning this important work in the 2001-2002 academic year.

The “Goals for 2010” respond to state-wide, national, and global trends while being mindful of our mission. Specifically, Stockton will respond to: (1) evolving disciplines; (2) the need for more cross-disciplinary programs; and (3) the desire for more educational experiences that join knowledge learned in the classroom with research, skills development, and civic and service education. Stockton also has the responsibility to meet the educational needs of a growing southern New Jersey. This responsibility is associated with: (1) increasing our enrollment capacity; (2) maintaining affordable tuition and tuition assistance; while (3) reducing our dependence on tuition funds.

GOALS FOR 2010

1. **CURRICULAR DEVELOPMENT: UNDERGRADUATE**

   The College will continue to consider adding new programs, concentrations, and minors that reflect evolving knowledge and disciplines, shifts in demand, and the needs of New Jersey, while effectively utilizing our areas of expertise and available resources. The College will also explore adding certificate programs and post-baccalaureate programs. In the consideration of this goal, the College will explore alternative modes of delivery and course structures where possible.

   In order to more effectively orient freshmen toward higher education and meet the curricular goals of the College that include demonstrated writing ability, quantitative reasoning skills, and the experience of a broad liberal arts education, the College will consider designing a comprehensive Freshman Year experience. The College will also consider designing a comprehensive experience for freshman transfer students.

   **Recommended Planning Process:** Faculty Assembly Standing Committee assigns subcommittee (including other constituencies as appropriate) to report back to Faculty Assembly Steering Committee.

2. **CURRICULAR DEVELOPMENT: GRADUATE**

   The College will continue to consider adding new Master's degree programs that meet the needs of New Jersey, while effectively utilizing our areas of expertise and available resources. The College will consider whether existing interdisciplinary Master's programs such as Instructional Technology (MAIT) and Holocaust and Genocide Studies (MAHG) should be expanded to meet increasing demand. The College will also explore the potential of new interdisciplinary programs such as Liberal Arts, Alternative Health Care,
Health Care Management, and Gerontology. In the consideration of this goal, the College will explore alternative modes of delivery and course structures where possible.

**Recommended Planning Process:** Faculty Assembly Standing Committee assigns subcommittee (including other constituencies as appropriate) to report back to Faculty Assembly Steering Committee.

3. **PAID EDUCATIONAL INTERNSHIPS**

Stockton seeks to expand and enrich paid and unpaid internship opportunities for students, beginning with the freshman year and including internships outside of the students’ chosen field of study.

Stockton seeks to demonstrate the efficacy and application of the Liberal Arts through academic internships. The addition of paid educational internships will serve to further enhance the application of the liberal arts in the workplace. The internship program will serve as an important role in assessing students in the workplace. Since it is critical, therefore, that Stockton be able to monitor the workforce performance of its graduates, such a monitoring mechanism will be implemented on or before the beginning of the 2003 academic year.

**Recommended Planning Process:** Institutional Task Force with faculty, administration, students, and staff.

4. **LEARNING ASSESSMENT**

The College will continue to develop a comprehensive integrated assessment of student learning.

**Recommended Planning Process:** Faculty Assembly Standing Committee assigns subcommittee (including other constituencies as appropriate, especially the Institute for the Study of College Teaching) to report back to Faculty Assembly Steering Committee.

5. **TECHNOLOGY**

The College will undertake a comprehensive examination of the role of technology in teaching, to include the use of technology as a pedagogical tool, the extent to which students will utilize technology in support of personal learning, and the use of technology in distance education. This examination could also include a discussion of our current course modules.

**Recommended Planning Process:** Faculty Assembly Standing Committee assigns subcommittee (including other constituencies as appropriate, especially the Institute for the Study of College Teaching) to report back to Faculty Assembly Steering Committee.

6. **CAPACITY**

It has been estimated that by 2008, 20,000 additional New Jersey high school students will be graduating, and that a large proportion of these students will be seeking college
admission. At the same time, there will be an increase in the numbers of adult
individuals seeking to update and/or acquire new skills in response to changes in the
labor market and economic restructuring. In response, the State has made "capacity" a
major issue for the state colleges/universities and is anticipated to tie funding to capacity
in the near future. Stockton will manage growth to respond to the State's capacity
expectations. In keeping with the mission of the College, at least 85% of the students
enrolled will be undergraduates. Stockton’s goal will be to manage its growth, to insure
that an appropriate student/faculty ratio is obtained.

**Recommended Planning Process:** Institutional Task Force with faculty, administration,
students, and staff.

7. **AFFORDABILITY**

The institution will seek methods to minimize the rate of increase in its cost of
attendance, to include working with all aspects of the college including housing,
innovative methods for delivery of education, summer school, etc.

The institution will seek to establish additional scholarship funds to support educational
opportunities for low income and disadvantaged students. The institution will also
explore new approaches to assisting all students with financial need. These could include
more scholarships, grants-in-aid, use of money from paid internships to pay for books,
transportation, and other costs associated with education.

The institution will seek to establish new administrative procedures to ensure that all
students, regardless of financial need, will have appropriate access to the means to
finance a Stockton education, including: counseling, different payment options, and the
prepayment of tuition and/or housing to offset inflation.

**Recommended Planning Process:** Institutional Task Force with faculty, administration,
students, and staff.

8. **FACILITIES**

The College will review its current and needed academic program facilities, e.g.
advanced learning center, problem-integrated learning center, arts facilities, galleries,
performance studios, hospitality management facilities, and science laboratories. The
College will review faculty office space and the infrastructure to accommodate curricular
and programmatic changes envisioned over the next decade, including parking. The
College will enhance the library and learning and information resources. Finally, the
College will explore additional on-campus and off-campus housing, as well as further
development of student centers and sports/recreation facilities.

**Recommended Planning Process:** Institutional Task Force with faculty, administration,
students, and staff.
Committee and Institutional Task Force membership will be announced in December 2001. Committee work will be ongoing, as necessary, and progress reports will be made quarterly at the Board of Trustees meeting.
APPENDICES

- Middle States Resource Room Documents
- Richard Stockton College of New Jersey Institutional Self-Study Process Standard/Committee/2002 Self-Study Chapter Matrix
MIDDLE STATES RESOURCE ROOM DOCUMENTS

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College Bulletin, 2000-2002

OFFICE OF THE PRESIDENT:
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  Graduate Education Mission Statement, 1998
Summary Report of External Focus Group Study, Dr. M. Tierney,
  March 29, 2001
2000-01 Affirmative Action Plan for Career Services Employees
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  Report
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  “Stock-Ten”
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Two Challenges for the Twenty-First Century, July 16, 1997
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  “Pioneers: Transition from Classroom to Retirement” April 1998
  “Task Force to Plan an Institute for the Study of College Teaching,”
    March 1999
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  Distance Learning Policy Statement, Guidelines, Presentation
  Framework for Outcomes Assessment
  Outcomes Assessment Plans, May 1998
Characteristics in Excellence
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  2002

College Administrators Curriculum Vitae:
Dr. Vera King Farris, President
Dr. Harvey Kesselman, Vice President for Student Affairs
Richard M. Hale, Interim Vice President for Administration and Finance
DIVISION OF ACADEMIC AFFAIRS:
“Two Challenges for the 21st Century”, July 16, 1997
Day of Scholarship Information Booklets, April 2000
Day of Scholarship Information Agenda, April 2001
Internal Awards; 1996 - 2000
Grants and Contracts Update; 1998-2001
Professional Organization External memberships by Faculty - ARHU, GENS, NAMS, SOBL, PROS
Functional Organizational Structure of the College
National Survey of Student Engagement Institutional Report 2000
National Science Foundation I Grant Infusing Quantitative Reasoning Across the Disciplines and Integrated Approach to Numeracy
Physical Therapy Program and Community Needs
Curriculum Worksheets, Fall 2000-Spring 2001
Stockton’s Educational Program Diagram

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Literature and Language, 5 Year Program Review, 1996
   The Consultant’s Report for The Literature and Language 5 Year Program Review, 1992
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Literature Program Self-Study Consultant’s Report, May 1997
Performing Arts Program Five Year Self-Study Report 1996-2001
   Performance Studies Five Year Review External Consultants Report 1996

General Studies Division:
African American Studies Program Self-Study 1998
Basic Studies Five-Year Self – Study, April 25, 2001
General Studies, Lab Usage Reports, August 29, 2001
Jewish Studies Topical Concentration Report Self-Study, April 1993
Liberal Studies Program Self-Study, February 1996
General Studies Division (continued)
Womens Studies, Self Study Report, 1999 and Appendices, A – O,
Womens Studies, Self-Study 1999, Addendum 1999, and Appendices
A-C, D-L
Skills Center Self-Study Report, March 19, 1998
Skills Center Evaluation, April 24, 1998

Natural and Mathematical Science Division:
Biology Self-Study Report; Five Year Evaluation 1994
   Biology Self-Study Report; Five Year Evaluation Appendices 1994
Chemistry Self-Study Report Five Year Evaluation, April 1999
   Chemistry Self-Study Report Five Year Evaluation Appendix, April 1999
Environmental/Geology Program Annual and Five Year Report, June 1997
Mathematics Program Self-Study 1999-2000
Physical Therapy Self-Study Report, January 2001
Physics Self-Study Report, August 1999

Professional Studies Division:
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   Nursing Program Progress Report, May 1997
Undergraduate Nursing Program Evaluation Form, July 2000
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Environmental Health Track Public Health Program Evaluation Report
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Master of Arts in Instructional Technology with Introduction Program
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Occupational Therapy: Policies and Procedures for Awarding Graduate Assistantships
And Student Information: Policies and Procedures for Awarding Graduate Assistantships
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Occupational Therapy, 2000-2001
Nursing Program Annual Report, June 2001
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New Titles Added in FYI 2001 supporting the Business Studies Programs
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Faculty and Staff Evaluation Procedure 6136, September 20, 1988
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  Primary Level Supervisory Unit Contract
  Administrative and Clerical Services Unit Agreement
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  Professional Unit Contract
American Federation of Teachers Agreement for:
  Council of New Jersey State College Locals, AFL-CIO
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  Council of New Jersey State College Locals, AFL-CIO
    State Colleges/Universities Adjunct Unit
State of New Jersey
  Local No. 195, International Federation of Professional and Technical
    Engineers, AFL-CIO Representing Operations, Maintenance and Services
    and Crafts Units
  Local No. 195, International Federation of Professional and Technical
    Engineers, AFL-CIO
    AND
  Local No. 518 New Jersey State Motor Vehicle Employees Union,
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FY02 General Statement
FY02 The Richard Stockton College Financial Details
Richard Stockton College of New Jersey Foundation Financial Statements, June 30
  2000
Strategic Financial Plan Guiding Principles Restatement, October 29, 1997
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Computer Disaster Recovery Plan, June 15, 1999
Guides to Computer and Telecommunication Services:
  Student Guide to Computer & Telecommunication Services
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Richard Stockton Financial Statements, June 30, 2000
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  Institutional Self-Study Guide To Enhance Integrity in Intercollegiate Athletics,
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  Health Services Consultation Report, June 2000
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  Plan, 2001-2004
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Fall Enrollment Report, Comparison of Fall 1999-2001 Enrollments

Surveys:
Off-Campus and Commuter Student Survey, November 30, 2000
Campus Computing Survey, Spring 2001
Outcome Survey of Athletic Injury Care 2000-01

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Institute for the Study of College Teaching:
Newsletters; 1999 through Fall 2001
Workshop Schedules; 1999 through Fall 2001
Institute for the Study of College Teaching Research Services
Technology Laboratory Reference Guide
Instruments; Student Feedback and Teacher Evaluation
Faculty (continued)
First Year Executive Summary 1999-2000
Directory of Institutes/Centers for Teaching Excellence 2000 and 2001
Faculty Assembly Minutes & Committee Reports
Faculty Information: Faculty Lines, Adjuncts, Overload Sections, 1998-2001
Faculty In Transition Plan, Spring 2001
Faculty Research and Professional Development Committee Document
Faculty Resumes & Course Syllabi; Arts and Humanities – Faculty and Adjuncts
Proposal for Program-Based Assessment

MIDDLE STATES INDIVIDUAL TOPIC COMMITTEE REPORTS:
Admissions, Enrollment, and Retention
Educational Programs and Curricula
Faculty
Library and Learning Resources
Organization, Administration, and Governance
Physical Facilities
Planning and Financial Resources
Professional Development and Other Faculty Initiatives
Public Service and Community Engagement
Student Life

Draft Vision Statement and Goals and Objectives Feedback Documents:
Senior Administrative Staff Response
Professional Staff Response
Student Senate Resolution
Faculty Assembly Steering Committee
“Trends and Issues”
Thank You Letter to Imani Movva and Student Senate
Feedback Examples Received as of October 18, 2001
1. Integrity in the institution’s conduct of all its activities through humane and equitable policies dealing with students, faculty, staff, and other constituencies
2. Clearly stated mission and goals appropriate to the institution’s resources and the needs of its constituents
3. Clearly stated admissions and other student policies appropriate to the mission, goals, programs, and resources of the institution
4. Student services appropriate to the educational, personal, and career needs of the students
5. Faculty whose professional qualifications are appropriate to the mission and programs of the institution, who are committed to intellectual skills such as the ability to form independent judgment, to weigh values, to understand fundamental theory, and to interact effectively in a culturally diverse world
6. Programs and courses which develop general intellectual skills such as the ability to form independent judgment, to weigh values, to understand fundamental theory, and to interact effectively in a culturally diverse world
7. Curricula which provide, emphasize, or rest upon education in the arts and sciences, even when they are attuned to professional or occupational requirements
8. Library/learning resources and services sufficient to support the programs offered and evidence of their use
9. Policies and procedures, qualitative and quantitative, as appropriate, which lead to the effective assessment of institutional, program, and student learning outcomes
10. Ongoing institutional self-study and planning aimed at increasing the institution’s effectiveness
11. Financial resources sufficient to assure the quality and continuity of the institution’s programs and services
12. Organization, administration, and governance which facilitate teaching, research, and learning and which foster their improvement within a framework of academic freedom
13. A governing board actively fulfilling its responsibilities of policy and resource development
14. Physical facilities that meet the needs of the institution’s programs and functions
15. Honesty and accuracy in published materials and in public and media relations
16. Responsiveness to the need for institutional change and renewal appropriate to institutional mission, goals, and resources

Taken from “Characteristics of Excellence in Higher Education” 1994, pp4-5.

Middle States Association of Colleges and Schools
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(X) Indicates standard covered within this committee’s area of responsibility. (#) Indicates chapter in 2002 Self-Study document addressing this standard.

A-9
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