

RICHARD STOCKTON COLLEGE OF NEW JERSEY



**Annual Institutional
Profile Report
2010**

OFFICE OF INSTITUTIONAL RESEARCH

Table of Contents

MISSION STATEMENT	2
A. Accreditation status	4
1. Institutional accreditation	4
2. Professional accreditation	4
B. Number of Students Served	5
1. Number of undergraduates by attendance status.....	5
2. Number of graduates by attendance status.....	5
3. Number of non-credit students served.....	5
4. Unduplicated Enrollment, Academic Year	5
C. Characteristics of undergraduate students.....	6
1. Mean Math and Verbal and Writing SAT scores	6
2. Remediation/development	6
a. Name of basic skills placement test.....	6
b. Total number of Undergraduate Students Enrolled	6
c. Total number of First-Time, Full-Time, enrolled in a remedial/developmental course.....	6
d. Total number of First-Time, Full-Time, remedial/developmental enrollment by subject.....	6
3. Race/ethnicity, gender and age	7
a. Percentage of undergraduates by race/ethnicity	7
b. Percentage of undergraduates by gender	7
c. Percentage of undergraduates by age.....	7
4. Numbers of students receiving financial assistance under each state-funded aid program, including both need-based and merit-based, both grants and loans (TAG, EOF, OSRP, Distinguished Scholars, Urban Scholars and NJCLASS)	8
5. First-time, full-time freshmen enrollment by state residence.....	8
a. Full-time freshmen enrollment, in-state and non-state residents	8
b. Undergraduate Enrollment by Residence	9
D. Student Outcomes.....	10
1. Graduation rates by race/ethnicity	10
a. Four, five and six-year graduation rate by race/ethnicity	10
2. Third-semester retention rates.....	10
a. By attendance status	10
E. Faculty characteristics.....	11
1. Full-time faculty by race/ethnicity, gender, tenure status, and academic rank.....	11
2. Percentage of course sections taught by full-time faculty	11
3. Ratio of full- to part-time faculty	11
F. Characteristics of the trustees or governors	12
1. Race/ethnicity and gender	12
G. A profile of the institution	13
1. Degree and certificate programs.....	13
H. Major research and public service activities	14
I. Major capital projects.....	20
Other Institutional Information.....	27

MISSION STATEMENT

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.

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 intellectual and cultural 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 technologies. Through accessible graduate education the College responds to state and regional needs.

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

GRADUATE EDUCATION MISSION STATEMENT

Adopted by the Board of Trustees February 18, 1998

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

A handwritten signature in black ink, appearing to read "H. Saatkamp, Jr.", written in a cursive style.

Herman J. Saatkamp, Jr., President

Annual Institutional Profile Report
October 15, 2010

A. Accreditation Status

1. Institutional Accreditation

In June 2002, the Commission on Higher Education Middle States Association of Colleges and Schools (CHE/MSA) reaffirmed accreditation for The Richard Stockton College of New Jersey. In his letter accompanying the MSA's team report, the Team Chair registered his pleasure at having served in that capacity, and added that (the President), the board, the faculty, the staff and the students should be commended for a job well done. Stockton College has indeed "raised the bar." The Periodic Review was successfully completed in 2007.

2. Professional Accreditation

- Council on Social Work Education
- National Association of State Directors of Teacher Education and Certification with the approval by New Jersey Department of Education
- Teacher Education Accreditation Council (TEAC)
- Commission on Collegiate Nursing Education (CCNE) and the New Jersey Board of Nursing
- American Physical Therapy Association (APTA)
- National Environmental Health Sciences and Protection Accreditation Council
- Association of University Programs in Health Administration
- Accreditation Council for Occupational Therapy Education (ACOTE), and the American Occupational Therapy Association (AOTA)
- American Chemical Society

B. Number of Students Served

1. Number of Undergraduates by Attendance Status, Fall 2009

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
6,068	89.1%	745	10.9%	6,813	100%

2. Number of Graduates by Attendance Status, Fall 2009

Full time		Part time		TOTAL	
Num	Pct	Num	Pct	Number	Percent
187	25.1%	559	74.9%	746	100%

3. Number of Non-Credit Students Served, Fall 2009

Number of students enrolled in non-credit graduate courses	4481
Number of students enrolled in non-credit undergraduate courses	217
Number of student in noncredit avocational continuing-education courses	0
Total	4698

4. Unduplicated Enrollment, AY 2009

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	7,591	200,570	6,686
Graduate	799	9,076	378
TOTAL	8,390	209,646	7,064

Source: IPEDS 12-Month Enrollment Survey, # Data is for Academic Year September 1, 2008 thru August 31, 2009

C. Characteristics of Undergraduate Students

1. Mean Math, Verbal and Writing SAT Scores, Fall 2009

The guidelines of accountability reporting require that institutions report SAT data in two ways; by admit status and for all three admit types combined. In this regard, the mean Fall 2009. Total SAT score (Math and Verbal) for regular admits was 1144 for special admits 935, and for EOF admits 935. Total SAT scores for all admit types combined were 1104.

Mean Math ,Verbal and Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2009												
	Full-Time Students						Part-Time Students					
	Math	N	Verbal	N	Writing	N	Math	N	Verbal	N	Writing	N
Regular Admits	581.6	658	562.3	658	549.5	680	510.0	3	523.3	3	500.0	2
EOF Admits	478.1	75	456.7	75	447.3	75						
Special Admits	479.8	80	456.0	80	465.6	79						
All Admits	562.0	813	542.1	813	532.4	834	510.0	3	523.3	3	500.0	2
Missing Scores*		55		55		34		1		1		2

*ACT Scores provided.

2. Remediation/Development

- a. **Name of basic skills placement test administered and criteria (if any) for selecting test takers in fall 2009?** Stockton generally uses the SAT or the ACT for placement purposes but when one is not available we use a Stockton basic skills placement exam.
- b. **Total Number of Undergraduate Students Enrolled in Fall 2009**

Total Fall 2009 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
6,813	320	4.7%

c. Total number of First-time, Full-time (FTFT) Students Enrolled in a remedial/developmental course in Fall 2009

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Course
868	186	21.4%

d. First-time, Full-time students (FTFT) Enrolled in a remedial/developmental course in Fall 2009 by Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Reading	103	11.9%
Writing	2	0.2%
Math Computation	116	13.4%
Elem. Algebra	1	0.1%

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2009

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>American Ind.</u>		<u>Non-resident Alien</u>		<u>Race Unknown*</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Full-time	4,639	76.5%	488	8.0%	419	6.9%	343	5.7%	21	0.3%	19	0.3%	139	2.3%	6,068	100.0%
Part-time	537	72.1%	68	9.1%	67	9.0%	41	5.5%	6	0.8%	2	0.3%	24	3.2%	745	100.0%
Total	5,176	76.0%	556	8.2%	486	7.1%	384	5.6%	27	0.4%	21	0.3%	163	2.4%	6,813	100.0%

*Note: Asian includes Pacific Islanders and Unknown includes 2 or more races

b. Undergraduate Enrollment by Gender, Fall 2009

	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Full time	2,610	43.0%	3,458	57.0%	6,068	100%
Part time	297	39.9%	448	60.1%	745	100%
Total	2,907	42.7%	3,906	57.3%	6,813	100%

c. Undergraduate Enrollment by Age, Fall 2009

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unkn	Total
		Full time	Num	1	1,481	2,084	1,722	456	125	71	102	25	0
	Per	0.0%	24.4%	34.3%	28.4%	7.5%	2.1%	1.2%	1.7%	0.4%	0.0%	0.0%	100.0%
Part time	Num	3	11	44	245	188	79	42	83	47	3	0	745
	Per	0.4%	1.5%	5.9%	32.9%	25.2%	10.6%	5.6%	11.1%	6.3%	0.4%	0.0%	100.0%
Total	Num	4	1,492	2,128	1,967	644	204	113	185	72	3	1	6,813
	Per	0.1%	21.9%	31.2%	28.9%	9.5%	3.0%	1.7%	2.7%	1.1%	0.0%	0.0%	100.0%

4. Financial Aid from Federal, State & Institution-Funded Programs, AY 2008-09

	<u>RECIPIENTS</u>	<u>DOLLARS (\$)</u>	<u>\$/RECIPIENT</u>
<u>FEDERAL FUNDS</u>			
Pell Grants	1,658	5,340,000	3,220.75
College Work Study	152	226,000	1,486.84
Perkins Loans	101	344,000	3,405.94
SEOG	253	275,000	1,086.96
PLUS Loans	314	3,342,000	10,643.31
Stafford Loans (Subsidized)	3,318	13,775,000	4,151.60
Stafford Loans (Unsubsidized)	3,594	14,497,000	4,033.67
SMART & ACG or other	183	257,000	1,404.37
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	1,526	6,197,000	4,060.94
Educational Opportunity Fund (EOF)	361	432,000	1,196.68
Outstanding Scholars (OSRP)	17	57,000	3,352.94
Distinguished Scholars	124	111,000	895.16
Urban Scholars	105	92,000	876.19
NJ STARs	194	685,000	3,530.93
NJCLASS Loans	587	6,501,000	11,074.96
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	1,161	5,312,000	4,575.37
Loans	0	0	--

SOURCE: NJIPEDS Form #41 – Student Financial Aid

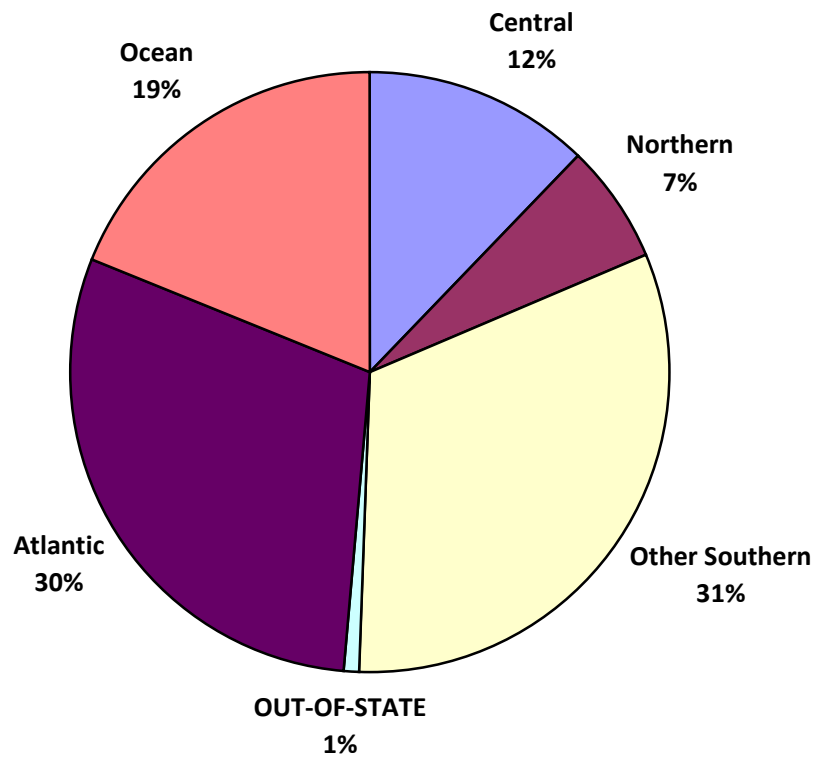
5. First-time Full-time Freshmen in Fall 2009 Enrollment
By State Residence

a. Full-time Freshmen Enrollment, In-State and Non-State Residents

State Residents	Non-State Residents	Total	% State Residents
864	8	872	99.1%

b. Undergraduate Enrollment by Residence, Fall 2009

Percentage of Fall 2009 Undergraduates who are NJ residents is 99.1%. The geographic residence of all undergraduates enrolled in Fall 2009 is illustrated below.



Counties:

Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union = 12.2%

Northern NJ: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Warren = 6.5%

Southern NJ: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, Salem = 80.4%

Out-of-State = .9%

D. Student Outcomes

1. Graduation Rates by Race/Ethnicity

a. Four-, Five- and Six-Year Graduation Rates of Fall 2003 Full-time First-time Degree-Seeking Undergraduates by Race/Ethnicity

Four-, Five- and Six-Year Graduation Rates of Fall 2003 Full-time First-time Freshmen by Race/Ethnicity														
	White		Black		Hispanic		Asian		Alien		Other *		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2003 Cohort	699		48		37		29		1		5		819	
Graduates after 4 Years	290	41.5%	10	21.7%	6	16.2%	13	44.8%	0	0.0%	0	0.0%	319	38.9%
Graduates after 5 Years	413	59.1%	27	58.7%	15	40.5%	18	62.1%	0	0.0%	1	20.0%	474	57.9%
Graduates after 6 Years	467	66.8%	30	65.2%	19	51.4%	18	62.1%	0	0.0%	2	40.0%	536	65.7%

* Other includes American Indian and Unknown Race
 Note: Total original cohort of 819 includes 3 exclusions (deceased and active military service)

2. Third-semester Retention of First-time Undergraduates, Fall 2008 to Fall 2009

a. By Attendance Status

	<u>Full-Time</u>			<u>Part-Time</u>		
<u>Fall 2008 First-Time Undergraduates</u>	<u>Retained in Fall 2009</u>	<u>Retention Rate</u>	<u>Fall 2008 First-Time Undergraduates</u>	<u>Retained in Fall 2009</u>	<u>Retention Rate</u>	
841	683	81.2%	1	0	0.0%	

E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2009

Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2009																
	White		Black		Hispanic		Asian		Amer. Indian		Alien		Unknown		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
	TENURED															
Professors	34	14	5	5	1	0	1	0	0	0	0	0	0	0	41	19
Assoc. Profs.	26	45	3	2	2	2	7	7	1	0	0	0	0	0	39	56
Asst. Profs.	2	4	0	0	0	1	0	3	0	0	0	0	0	0	2	8
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	62	63	8	7	3	3	8	10	1	0	0	0	0	0	82	83
	WITHOUT TENURE															
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Assoc. Profs.	3	2	0	0	0	0	2	0	0	0	0	0	0	0	5	2
Asst. Profs.	32	37	2	2	3	1	3	3	0	0	3	1	0	0	43	44
All Others	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2
TOTAL	37	41	2	2	3	1	5	3	0	0	3	1	0	0	50	48
	TENURED & NON-TENURED															
Professors	35	14	5	5	1	0	1	0	0	0	0	0	0	0	42	19
Assoc. Profs.	29	47	3	2	2	2	9	7	1	0	0	0	0	0	44	58
Asst. Profs.	34	41	2	2	3	2	3	6	0	0	3	1	0	0	45	52
All Others	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2
TOTAL	99	104	10	9	6	4	13	13	1	0	3	1	0	0	132	131

SOURCE: IPEDS Human Resources Survey

2. Percentage of Courses Taught by Full-time Faculty, Fall 2009

Total Number of Course Sections (UG and GR)	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
1351	966	71.5%	346	25.6%	39	2.9%

3. Ratio of Full to Part time Faculty, Fall 2009

Full time		Part time		Total	
Num	Pct	Num	Pct	Num	Pct
263	54.6%	219	45.4%	482	100.0%

F. Characteristics of the Trustees or Governors

1. Race/Ethnicity and Gender, the Board of Trustees, 2009 - 2010

NAME	TITLE	OCCUPATION	ETH	GEN
Dr. James Yoh	Chairperson	President & CEO Galaxy Technology, Inc.	A	M
Mr. Stanley Ellis	Vice Chairperson	Vice President & Director of Strategy	W	M
Mr. Curtis J. Bashaw	Secretary	Co-chief Executive Officer, Cape Advisors, Inc.	W	M
Ms. Emma N. Byrne	Trustee	Consultant, PSEG	W	F
Ms. Madeleine Deininger (80)	Trustee	Founder and President, Kismet Wines, Inc.	W	F
Mr. Albert I. Gutierrez	Trustee	President & CEO, Shore Memorial Hospital	H	M
Dr. Clarence C. Hoover, III	Trustee	Superintendent, East Orange Public Schools	B	M
Michael Jacobson, Esq.	Trustee	Attorney-at-Law Cooper Levenson, P.A.	W	M
Ms. Barbara Morvay	Trustee	Superintendent (retired) Atlantic County Special Services School District	W	F
Mr. Dean C. Pappas	Trustee	Chairman and Co-Chief Executive Officer Clement Pappas and Co, Inc.	W	M
Mr. Conor Sullivan	Student Trustee Alternate	Student	W	M
Dr. Herman J. Saatkamp, Jr.	President and Ex Officio	President, Richard Stockton College	W	M
Mr. Brian K Jackson	Assistant Secretary	Chief of Staff, Richard Stockton College	B	M

URL for The Richard Stockton College Bd. Of Trustees- <http://president.stockton.edu/board.html>

G. A Profile of the Institution

1. Degree and certificate programs, Fall 2009

School of Arts and Humanities

- Studies In the Arts
- Communication Studies
- Historical Studies
- Languages and Culture Studies
- Literature
- Philosophy & Religion

School of General Studies

- Africana Studies (minor)
- Basic Studies
- Holistic Health (minor)
- Holocaust & Genocide Studies (minor)
- International Education
- Jewish Studies (minor)
- Latin American/Caribbean Studies (minor)
- Liberal Studies
- Writing Program (minor)
- Women's, Gender and Sexuality Studies (minor)

School of Social and Behavioral Sciences

- Criminal Justice (BA/MA Dual Degree also available)
- Master of Arts in Criminal Justice
- Economics
- Forensic Psychology (certificate)
- Gerontology (minor)
- Political Science
- Psychology
- Social Work
- Sociology & Anthropology
- Washington Internships

School of Natural Sciences and Mathematics

- Applied Physics
- Biochemistry / Molecular Biology
- Biology
- Energy Studies (certificate)
- Geographic Information Systems (certificate)
- Chemistry
- Computational Science
- Dual Engineering Degree
- Environmental Studies
- Geology
- Marine Science
- Mathematics
- Preparation for Health Professions

School of Education

- Teacher Education Program
- Master of Arts in Education
- Master of Arts in Educational Leadership
- Master of Arts in Instructional Technology
- Bilingual/Bicultural Education Endorsement
- English as a Second Language
- Learning Disabilities Teacher/Consultant P-12
- Preschool (P-3) Endorsement
- Special Education
- SRI & ETTC
- Stockton Center for Economic & Financial Literacy
- Stockton Center for Community Schools
- Student Assistance Coordinator Certification Program
- Supervisor Endorsement

School of Business

- Business Studies
- Computer Science & Information Systems
- Hospitality and Tourism Management Studies

School of Health Sciences

- Nursing - Upper Division
- Nursing - 4 Year
- Public Health
- Speech Pathology & Audiology

H. Major Research and Public Service Activities

R&D EXPENDITURES : YEAR 2009

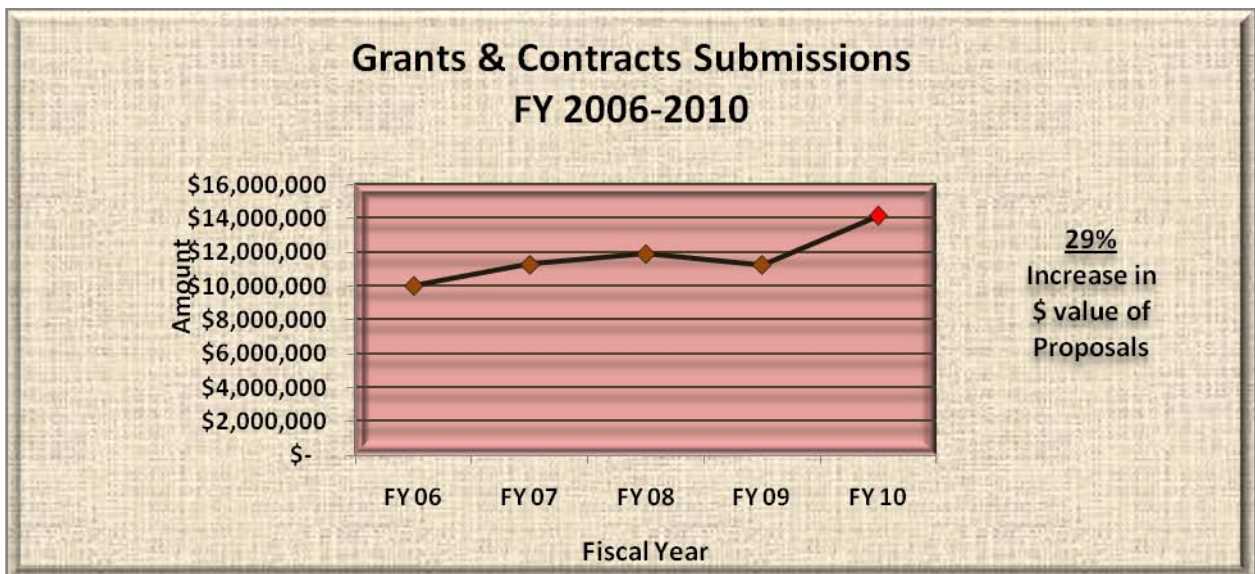
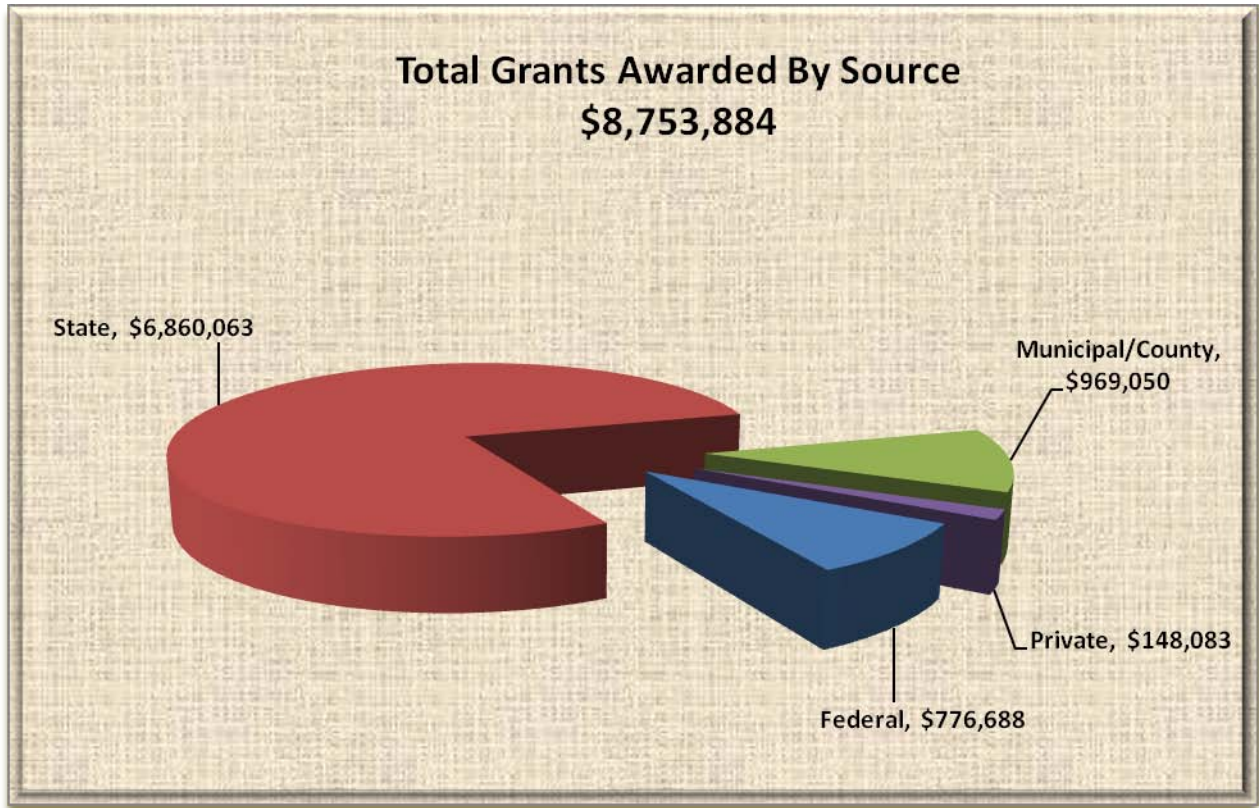
	Amount (\$)
Federally Financed Academic R&D Expenditures	\$ 7,943,606
Institutionally Financed Academic R&D Expenditures	\$ 1,185,253
Total Academic R&D Expenditures	\$ 9,128,859

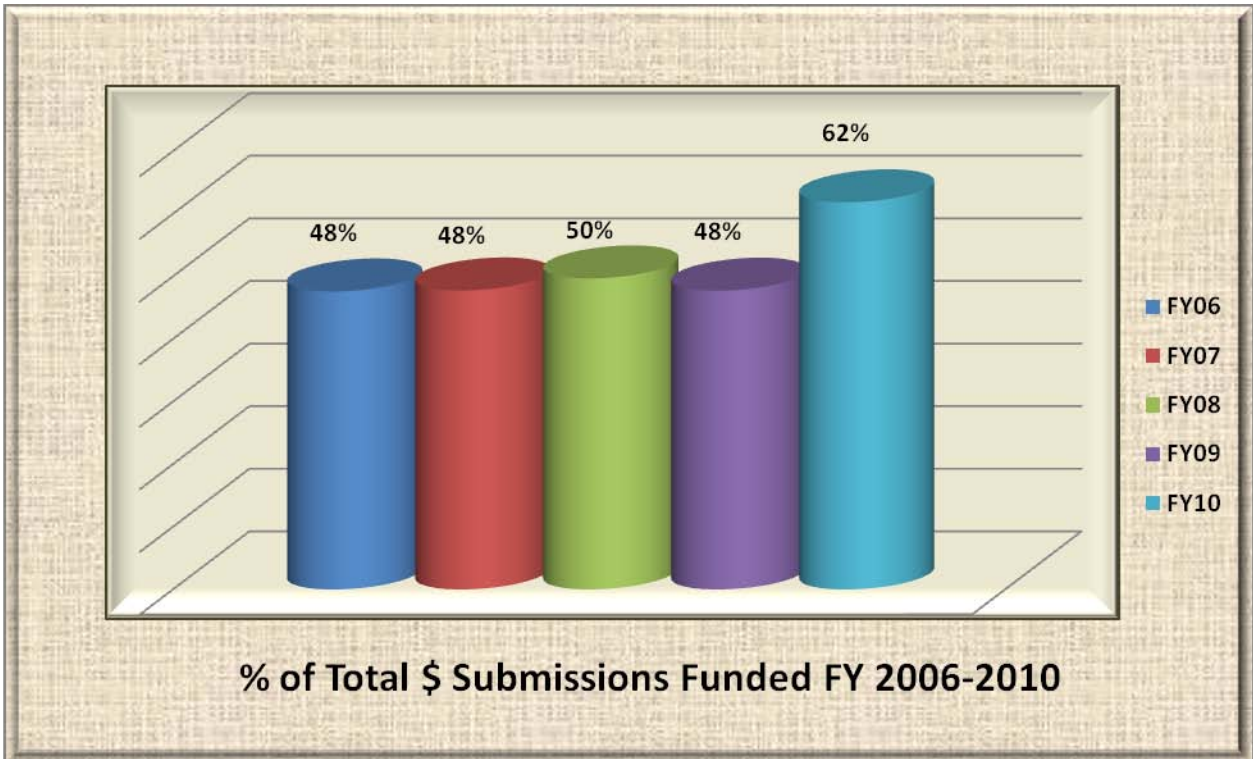
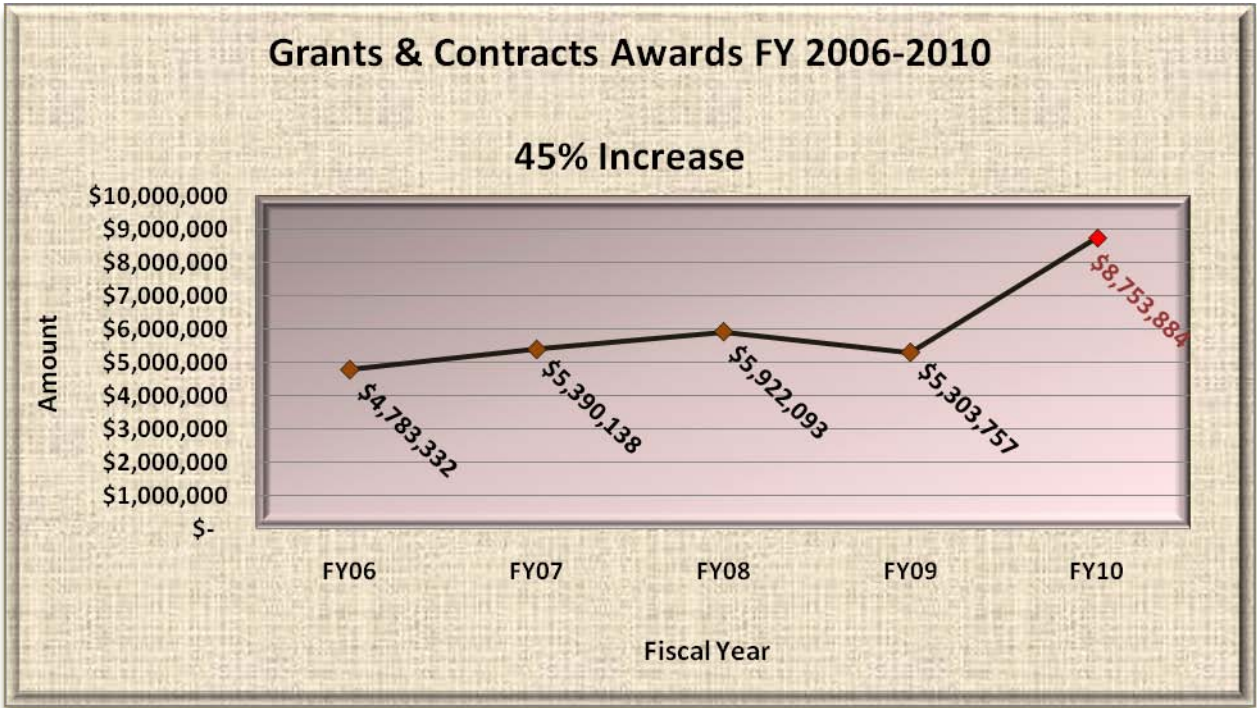
Research and Development Expenditures at Colleges and Universities).

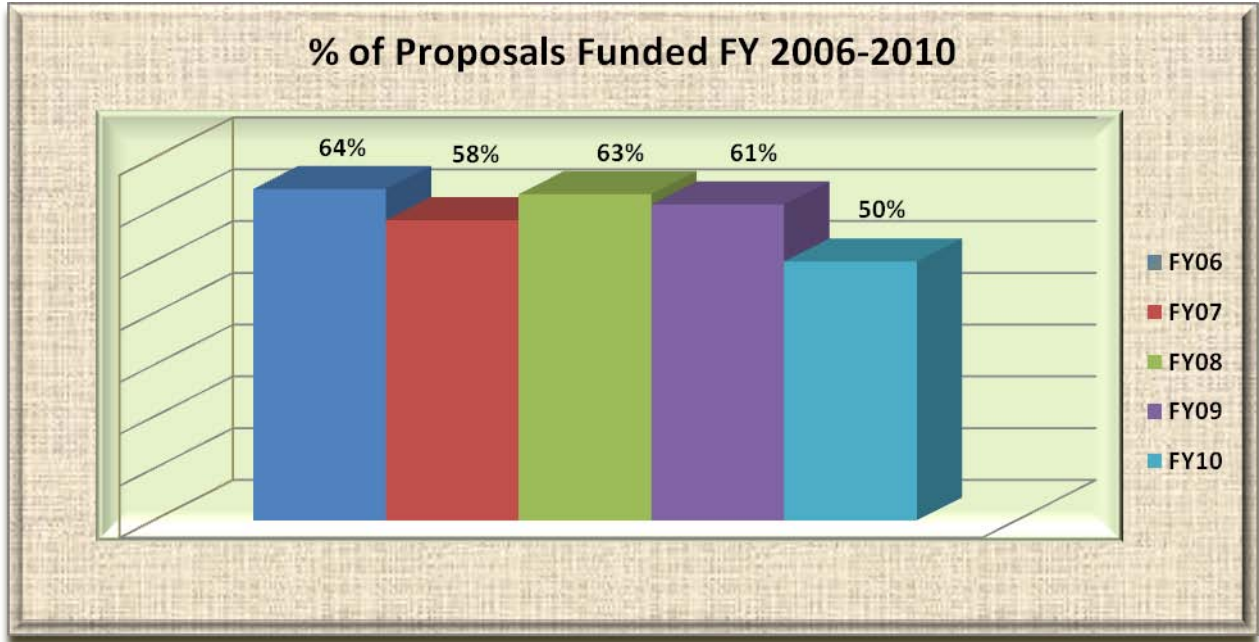
Source: FY 2009 Audited Financial Statements

Grants/Contracts Fiscal Year 2010						
Funding Source	\$ Value of submissions	% awarded of total \$ requested	Awarded	# submitted	% submitted receiving awards	Still Pending
Federal	\$ 5,724,453	5%	\$ 776,688	26	46%	\$ 4,947,765
Private	\$ 436,553	34%	\$ 148,083	18	67%	\$298,831
State	\$ 7,029,033	98%	\$ 6,860,063	25	76%	\$168,970
Municipal/Local	\$ 969,050	100%	\$ 969,050	19	100%	-
Total	\$ 14,159,089	62%	\$ 8,753,884	88	63%	\$5,415,566
*Includes \$2.5 million in appropriation requests						

Source: The Richard Stockton College of New Jersey , Grants Office End of Year Report 6/30/10







Faculty Scholarly Activity Statistical Overview										
2009– 2010										
	Total	ARHU	BUSN	EDUC	GENS	GRAD	HLTH	NAMS	SOBL	President, Provost, SA, & Library
Books Published	31	3	5	1	13	0	0	0	6	3
Published Works	203	47	43	6	26	0	27	16	29	9
Performances & Exhibitions	73	66	2	0	1	2	1	0	1	0
Presentations	368	94	57	24	25	13	50	37	37	31
Boards	99	10	3	7	14	3	23	13	17	6
Awards & Grants	169	31	14	2	19	2	10	40	23	14

Service Learning and Community Engagement

The Service-Learning Program at Stockton began in 1991 with a small group of students serving as science and math tutors in the Pleasantville School District. Since then, nearly **5,000 students have contributed more than 130,000 hours** to improving communities all over New Jersey! Service-learning carries with it benefits for all who participate in the program: faculty, community-based organizations, and of course, students. Some reasons students get involved in service-learning include: Gaining practical, hands-on experience with academic coursework; Providing valuable help to local nonprofits and schools; Creating a network of community contacts that may later aid in the job search; Receiving credit on their academic transcripts; and Pursuing further information about potential career paths. Faculty also speaks highly of choosing to incorporate an experiential education component into their courses. They report the following benefits: Students who are more deeply engaged in academic coursework; increased communication among students in the classroom; deeper reflections on the part of students regarding social issues and community involvement; and increased relevance of coursework to students' lives. And, of course, our community partners are always grateful for the added help that service-learning students provide their organizations. They report that students bring special insight and experience to the community setting, and the community-based organizations are eager to help teach students in a real-world setting.

In addition to promoting service-learning on campus through the recruitment of faculty and students, the Service-Learning Program constantly collaborates with other on-campus and off-campus programs to encourage civic engagement, citizenship, and service. Some of our current projects include:

- **Ordinary Lives of Engagement** (funded by a [Bringing Theory to Practice Start-Up Grant](#) from the American Association of Colleges & Universities): Through this program, a core group of faculty and staff are examining the impact of service-learning on first-year students' emotional well-being. The SL Office is involved in supporting the mandatory service-learning component that accompanies the study.
- **Political Engagement Project** (funded by a grant from the [Carnegie Foundation for the Advancement of Teaching](#)): The SL Office assists the PEP Committee with increasing the political engagement of students at Stockton through voter registration drives, public lectures, and other events throughout the year.
- **New Student Days of Service**: Since 2004, the SL Office has assisted the Office of Student Development in planning for the New Student Day of Service in September.
- **MLK Day of Service**: Since 2005, the Office has co-chaired the planning committee for the MLK Day of Service in January.
- **Working Group on Carnegie Classification for Community Engagement**: Recently started by the Division of Academic Affairs, this group intends to pursue the newest elective Carnegie classification for undergraduate institutions, which signifies institutionalized community engagement. Service-learning is instrumental in engagement efforts on campus.
- **New Jersey Higher Education Service-Learning Consortium**: The Consortium, including Stockton as a founding member, has been promoting service-learning among New Jersey's higher education institution's since 1992. The current SL Coordinator also functions as the Consortium's secretary.

New Service Learning Projects 2009-10

- **Stockton Food Stamp Pre-Screening Campaign** Started in Spring 2010, Stockton's Food Stamp Pre-Screening Campaign aims to educate specific Atlantic County regions about food stamp availability and provide resources to clients regarding food stamps. Service-learning students will counsel walk-in clients, pre-screen clients for food stamp eligibility, and assist in the client's application process. Service-learning students must be able to serve 2-5 hours per week in pre-screening location in Linwood, attend regular meetings with campaign coordinator, and attend campaign training in the beginning of the semester.
- **Juvenile Justice Commission Mentoring Program** Started in Fall 2009, the Juvenile Justice Commission Mentoring Program works closely with juveniles at two residential locations. Service-learning students will be mentoring students (ages 14-17) and assisting with student tutoring in subjects such as math, English, and history. Service-learning students must be able to serve 2-4 hours per week on a consistent basis, attend regular meetings for professional development, and attend program training in the beginning of the semester.

New Jersey's Green College is made increasingly dynamic through student initiatives

- **S.A.V.E. (Stockton Action Volunteers for the Environment)** is the oldest New Jersey student run environmental organization. It was organized in 1974 and promotes change in the environment for the benefit of Stockton and the wider community through education about environmental issues, utilization of the knowledge gained to educate others and environmental action.
- With the completion of Housing V in 2007, new living learning communities on campus were introduced, including the [Sustainable Living Learning Community](#) that challenges students to find tangible, sustainable solutions through exploration of issues including energy conservation, healthy social systems, and public accountability of business, government, media and the non-profit sector.
- The **Stockton Water Watch/Energy Corps** works to educate the campus and community about the impacts of development on water quality. The students have initiated classroom and community education programs by going into local elementary schools to teach children about water quality and holding an annual environmental education forum. Water Watch at Stockton has participated in a number of beach, river, and lake cleanups and has been engaged in a vernal pond monitoring program. Water Watch also collaborates with [ACUA](#) on a community-based [Environmental Education forum](#) each each year.

Living Learning Communities

A new initiative for the College is the new Living Learning Communities (LLCs) in Residence Life. These LLCs are designed to connect students, faculty and staff around activities both in and out of the classroom. These themed communities support and enhance student success in academic, personal and social development, by providing related activities both on and off campus. For the 2008-09 year there are four LLCs around the following themes; Diversity, Global Citizenship, Sustainability, and Wellness (more information at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=128&pageID=58>).

I. Major Capital Projects

New Jersey's Green College is celebrated through its award-winning building projects

Keeping its promise to be a steward of the environment, Stockton's first commitment in construction is to the use of environmentally appropriate systems and materials to enhance the campus and remain true to its unique unspoiled environs. Stockton has continued to lead in the development of buildings that use alternative energy systems and sustainable designs.

Stockton received the prestigious **2008 Green Project of Distinction Award** from Education Design Showcase for its Housing V residence hall project that incorporated geothermal heating and cooling using closed-loop technology and a design that would accommodate future solar thermal heating systems. This newest residence hall exemplifies the goal of the 2006 Facilities Master Plan that demonstrates Stockton's commitment to plan and develop the campus in a way that celebrates and preserves the College's unique natural environment and which reflects the College's culture and programs.

Each construction project for academic buildings and residential life undertaken by the College strives to refresh the vision for the campus and capitalize on the essence of Richard Stockton College as New Jersey's Green College in the Pinelands that will create a compelling choice for high quality students.

Construction Updates:

Four Mile Trail

You must experience Stockton's unique 1,600 acre campus by navigating the newly signed trail available to walkers, joggers and bicyclists. The trail head begins at the intersection of Waterway Drive and Vera King Farris Drive, east of the Arts and Sciences Building. However, the trail may be accessed at numerous locations along its loop.

The trail sign is dark green with white lettering and includes an arrow indicating direction of travel. Below the trail sign and carved into the wood post, is the mileage. The mileage is engraved on two sides of the post for trail users to chart their distance navigating in a clockwise or counter clockwise direction.

The signed trail is a significant benefit to the Richard Stockton College of New Jersey as it encourages alternate forms of transportation, offers students and community members the experience of our place in the Pinelands National Preserve, and allows access to one of New Jersey's thriving ecosystems serving as a living laboratory.

The trail signage program was funded by the Federal Highway Administration's Recreational Trail Program, through the New Jersey Department of Environmental Protection. The trail signs were fabricated by the Boys and Girls Club of Atlantic City, a local non-profit agency providing vocational and entrepreneurial business skills.

Parking Lot 7 Photovoltaic Array

The Richard Stockton College of New Jersey is proud to host extensive solar arrays owned by an energy services developer. The generating capacity of the arrays is 1.2 MegaWatts. Stockton provides the space (roof of Recreation Center and Parking Lot 7) and buys all the electricity at a lower price per KWh than the regular grid-delivered cost. The College also saves money because it's demand charge (per KW) is reduced.

Stockton contributed a portion of the necessary capital for this project through rebates from the NJ Clean Energy Program. The energy services developer oversaw the design and installation of the arrays and is responsible for their operation and maintenance. The energy services developer owns and sells the Solar Renewable Energy Credits associated with the arrays.

The cumulative avoided carbon dioxide production (to August, 2010) is about 3,346,600 pounds. An additional benefit is the use of the electricity right where it is generated (avoiding "line loss" during transmission). This saves about 114,800 pounds of carbon dioxide emissions annually.

Finally, reduction of peak electrical demand benefits both the College and the regional grid, especially under high demand conditions, like very hot summer afternoons.

Sports Center Solar Project

The Richard Stockton College of New Jersey is proud to host extensive solar arrays owned by an energy services developer. The generating capacity of the arrays is 1.2 MegaWatts. Stockton provides the space (roof of Recreation Center and Parking Lot 7) and buys all the electricity at a lower price per KWh than the regular grid-delivered cost. The College also saves money because it's demand charge (per KW) is reduced.

Stockton contributed a portion of the necessary capital for the project through rebates from the NJ Clean Energy Program. The energy services developer oversaw the design and installation of the arrays and is responsible for their operation and maintenance. The energy services developer owns and sells the Solar Renewable Energy Credits associated with the arrays.

The cumulative avoided carbon dioxide production (to August, 2010) is about 3,346,600 pounds. An additional benefit is the use of the electricity right where it is generated (avoiding "line loss" during transmission). This saves about 114,800 pounds of carbon dioxide emissions annually.

Finally, reduction of peak electrical demand benefits both the College and the regional grid, especially under high demand conditions, like very hot summer afternoons

Free-To-Be Child Care Center Renovations

On Monday, January 26, 2009, we held a ribbon cutting ceremony signifying and celebrating the transformation of the Free To Be playground and educational facility. New safety standards established by the NJ Department of Community Affairs started the ball rolling for the Free To Be playground renovation. The original playground was removed and has been replaced with new equipment constructed of environmentally friendly materials. This new play environment meets the needs of children for safe and stimulating experiences outdoors. Additionally, this project significantly improved the handicap accessibility of the building, provided landscaping to the front and backyard, installed new vinyl siding and a new roof. A covered and expanded front porch was also added.

The entire project became part of the Free To Be curriculum, offering children many opportunities to learn about heavy equipment, building materials, and careers in the construction trade

Elizabeth B. Alton Auditorium

A 6,000 s.f. gut rehabilitation of the Alton Auditorium is now complete and ready for use. The project was managed by Stockton's Office of Facilities Planning and Construction, designed by FMG Architects and constructed by MJJ Construction. The auditorium can accommodate a total of 276 persons. On Tuesday, 01/20/09, Professors William Daly and Yitzhak Sharon provided the inaugural lectures to a full house.

Eco-Friendly Parking

Stockton began work in September 2010 to convert an athletic practice field into a parking lot. This may sound routine, but the details reflect the College's commitment to innovation in green technology and to recycling. Rather than using asphalt, the lot will be "paved" with a porous surface of plastic grids. These grids, which are durable and resilient, are made from recycled polyethylene. Placed on a carefully prepared surface, the grid sections lock together to form a surface that supports cars and light trucks.

A mixture of topsoil and EcoSoil from the Atlantic County Utilities Authority (ACUA) will fill the open spaces in the grids, which are about two inches thick. EcoSoil is a 100% natural composted blend of yard waste collected from around Atlantic County. Production of EcoSoil recycles yard waste and keeps it from using up valuable landfill space.

Academic Building New Construction (50 W. Jimmie Leeds Road)

This is a project that will be managed by Stockton Affiliated Services under a design/build contracting method, which should allow for a more rapid progression towards product delivery. A contract agreement between the College and the Design/Build team has been issued. A Notice to Proceed will be issued shortly. This project is anticipated to be completed and ready for occupancy in late 2011.

Campus Center

Project Description:

The Campus Center Building will include food service, event and dining facilities, as well as lounges, offices, Student and Campus Center offices, meeting rooms, a small theater and facility support. The project's construction has been split into two (2) phases in order to establish an orderly and efficient schedule. The phases include the following:

Phase I Site Development:

This phase of work encompasses the preparation of the site for the footprint of the new building and staging areas. It also included the installation of gas, electric, sewer and storm water utilities required to support the new structure. This phase of the project is complete.

Phase II Construction:

This phase of the project encompasses the actual construction of the building. Construction has commenced and it is anticipated that completion will occur during winter 2011.

Phase II Project Update:

This project, sized at approximately 154,000 square feet, is under construction and expected to be substantially complete by spring 2011. Cast stone of the exterior building and construction of the concrete footings to support the "front porch" is complete; roofing of the entire building is complete and the roof skylights have been installed. HVAC ductwork, rough electric and plumbing are complete throughout the building and permanent electricity has been connected to the facility, as well as the connection of the chilled water and geothermal lines. Installation of the Terrazzo floor has begun in the western portion of the building. Additionally, "Pergola" steel along the College Walk side of the building has been installed. Framing of the walls throughout the building is nearing completion and painting of the walls in the lower portion of the building has begun.

Campus-Wide Signage

Project Description:

This project consists of (6) new signs, Sign Type I – one (1) main sign at the main entrance; Sign Type I – Three (3) monument signs; and, Sign Type III – two (2) LED signs for posting college activities, special events and police emergency messages. These signs will be strategically placed throughout the campus to aid and inform the College Community and visitors entering and exiting the campus.

Project Update:

A new directional sign was installed at the entrance of Moss Mill Road and Route 575, as well as a new entrance sign at Jimmie Leeds Road. The new entrance sign encompasses the LED technology and display information regarding current and upcoming College functions. Sixteen (16) new campus signs are being fabricated and will replace the existing directional signs which are located through the main academic campus. Additional signs are planned for the athletic fields along Pomona Road which will direct patrons to specific areas on campus. The College is working with a sign contractor to memorialize "The History of the Negro Baseball League" plaque that once resided at the Sandcastle Baseball Stadium in Atlantic City, New Jersey.

C/D-Wing Courtyard Renovations

Project Description:

The C/D-Wing courtyard will enclose approximately 4,000 square feet of existing exterior courtyard to provide an indoor 2-story atrium off the main gallery between C and D-Wings.

Project Update:

In an effort to provide more student congregating and programming space, an atrium/interior courtyard has been designed to be constructed between C and D-Wings. The new atrium will take up approximately 50% of the open outdoor space. The approach is to enclose the space while simultaneously enhancing the accessibility of the exterior courtyard for casual use by students, faculty and staff. The newly created interior space will have surfaces introduced for seating and congregating and is expected to be used as a quiet space to help minimize the degree of foot traffic between A through D-Wings. The design and construction schedules are the same as the L-Wing renovation and the Performing Arts Center (PAC), as this will be a part of the same construction bid package.

College Walk Reconstruction

Project Description:

This project would renew and/or replace College Walk into an inviting pedestrian space.

Project Update:

This project entails a transformative design of the existing walk to introduce more green space, allowing for more plantings, seating and comfortable and convenient pedestrian movement amongst the buildings. This project is geared towards a substantial minimization of vehicular traffic on the walkway and will entail a joint effort to transfer many of the services to be performed by Plant Management to Lakeside Lane, closer to the woods. Emergency access and egress will be maintained, however it is our goal and intent to provide a safe and convenient pathway along with enhanced courtyards for gatherings. This project will be addressed in 2-3 primary phases, the most eminent of which will be the phase that would complement the completion of the Campus Center. We expect to begin construction timely enough to allow for that first phase to be completed coincident with the Campus Center opening. The subsequent phases would be pursued over time to minimize the disruption on the campus.

Project Update:

The project is currently in the Design Phase and will be constructed in two (2) phases. The first phase of construction entails the transformation of College Walk adjacent to the Campus Center and the construction of the plaza at the Grand Hall entrance. The plaza design includes a fountain with a sculpture including a reference to Richard Stockton's signing of the Declaration of Independence. The second phase of the project will construct the remainder of College Walk and the plazas at B, F, J, K and N-Wings. It is anticipated that construction will commence in January 2011 for a scheduled completion in summer 2011.

Decanted Space Renovation (Backfill)

Once groups and individuals have been relocated into the new Campus Center, the vacated space will be renovated and turned into expanded academic, student and administrative space that will include academic classrooms, seminar spaces, labs, and meeting rooms, as well as faculty offices and administrative spaces. The work in these areas will begin in a phased fashion shortly after the move into the new Campus Center.

Housing I, Housing V – North & West Parking Lots Photovoltaic Array/ARRA Grant

Project Description:

The College was awarded \$3,464,599 from the American Recovery and Reinvestment Act (ARRA) of 2009. Stockton's project was one of seven approved State-wide and the largest from a college or university. The project will entail the installation of Photovoltaic panel arrays on a portion of the parking lot in Housing I as well as the North & West Parking Lots located in Housing V. This total size of this array is 1,097 kWh and will provide the College with a reduced rate for electrical power and exemplify the College's ongoing commitment to becoming New Jersey's GREEN College.

Project Update:

The College and the New Jersey Board of Public Utilities have initiated the development/execution of the grant agreement required to proceed with activities in the College's grant proposal. It is anticipated that this project will be completed summer 2011.

L-Wing Renovation

Project Description:

The College has hired an architect to design the adaptive re-use/renovation of the L-Wing swimming pool area into academic and administrative space along with a 2-story art gallery. The area will also house tiered classrooms, The William J. Hughes Center for Public Policy and the Affirmative Action and Ethical Standards offices.

Project Update:

The College has hired a Construction Manager for this project to provide plan review and administrative services. The project will include additional spaces solely dedicated to academic lectures and seminars, a two-story art gallery, many new and badly needed faculty offices and will house the William J. Hughes Center, Office of External Affairs, as well as the Office of Affirmative Action and Ethical Standards. A construction contract has been awarded and it is anticipated that the contractor will commence construction activities at the pool area, Performing Arts Center (PAC) entrance, K-Wing restrooms and the L-Wing exterior plaza in late fall 2010. The project is scheduled for completion in fall.

Natorium New Construction (Competitive Swimming Pool Structure)

This project represents accommodating the anticipated growth of the Stockton Athletics program into competitive (NCAA) swimming (which the old pool did not afford), and is being designed to include spectator stands, changing rooms, toilet and shower facilities, a 6 to 8 lane pool (possibly considering diving), and will include vehicular access. It will be located near the athletic facility (Big Blue). The project is currently in the pre-design and concept stage. This project will advance upon receipt of construction bids for the Unified Science Center.

Performing Arts Center Entrance Renovation

This project entails the design and construction of spaces to accommodate the increased usage of the PAC and includes elements that will define the exterior of the space to the general public, making it easier to find. It will enhance accessibility, will increase restroom capacities by installing a tower, and will provide for a new ticket booth and a much larger floor footprint in the lobby of the PAC. This project will be bid in the same package of the L-Wing project as mentioned above and is expected to share a similar time frame for construction.

Project Update:

This project entails the design and construction of spaces to accommodate the increased usage of the PAC and includes elements that will define the exterior of the space to the general public, making it easier to find. It will enhance accessibility, will increase restroom capacities by installing a tower, and will provide for a new ticket booth and a much larger floor footprint in the lobby of the PAC. This project will be bid in the same package of the L-Wing project as mentioned above and is expected to share a similar time frame for construction.

Signalized Intersection (Traffic Light)

Project Description:

An engineer has been retained and has submitted a design for a new traffic signal at the intersection of Jimmie Leeds Road, and Vera King Farris Drive at the main academic entrance of the campus. The design includes technical design services for the planning and specification development to reconstruct the intersection and include the installation of a traffic signal and required right-of-way acquisitions, if required. Additionally, the design includes roadway widening, utility coordination, geometric revisions, drainage improvements, signage, resurfacing the intersection and the required environmental permits. This traffic signal will abate increasingly serious life/safety issues that currently exist at this intersection.

Project Update:

Louisville Avenue paving, striping and signage has been completed, as well as road widening, sewer main relocation, traffic signage and roadway striping at Louisville Avenue/Vera King Farris Drive. Utility service providers relocated their wires and cables to the new utility poles along Jimmie Leeds Road and Duerer Street and the old utility poles were removed following utility transfers. New roadway lighting has been installed on all the new utility poles along Jimmie Leeds Road and Duerer Street. Final site improvements, including landscaping and grading are ongoing.

Unified Science Center

Project Description:

This project consists of a three-story building to provide facilities that will support the College's Science Programs. It will include wet and dry teaching and research laboratories, and support facilities. The project also includes the site work, furnishings and equipment. Currently, the project is in the Construction Document Phase and has been forwarded to the New Jersey Division of Community Affairs (NJDCA) for plan review and approval. A Concept Design for the art inclusion for this facility has begun. The architect and site engineer are working on site logistic plans for the staging area for the new construction. A Request for Proposal will be issued for a Construction Management firm.

Project Update:

A three-story, this facility will be an approximate 70,000 square foot state-of-the-art educational Science Center adding to our exciting new "front" door transformation.

Aquifer Thermal Energy Storage System

The Stockton ATES System is the first institutional application of its kind in the USA. This sustainability project reduces the College's reliance on fossil fuels and decreases the Campus Greenhouse Gas footprint.

ENERGY STORAGE is considered a conservation measure. It has the same positive impact as use of renewable energy technologies. Stockton's ATES system is a SEASONAL COLD STORAGE facility. It is SEASONAL because it stores energy from winter to summer. Some systems, like the pumped storage described above, operate on a daily cycle and others, like batteries, store energy indefinitely. It is COLD because chilled water is what is stored, and cold for air conditioning is what Stockton needs. (Stockton's heating needs are met by the Geothermal System and conventional boilers.)

AQUIFER THERMAL ENERGY STORAGE systems store winter's natural cold by chilling groundwater and putting it back into the aquifer for storage. Groundwater is chilled by being run through a cooling tower when conditions of temperature and humidity are favorable.

In summer, the chilled water is withdrawn, used for air conditioning and put back into the aquifer.

The LAYOUT – Stockton's ATES system consists of six large wells and associated piping, pumps and cooling tower. The wells, with their pumps, are located in two clusters, about 950 feet apart. One cluster is located near the West Quad Building and the other near Lot 1. The cooling tower is located at the Manifold House, which is alongside of Lot 1. The ATES piping is connected to the campus cooling loop, which connects five buildings in the main academic complex.

Other Institutional Information

- A. [Executive Summary of the Student Affairs Annual Report 2008-2009](#)
- B. [Academic Affairs Highlights 2009-2010](#)