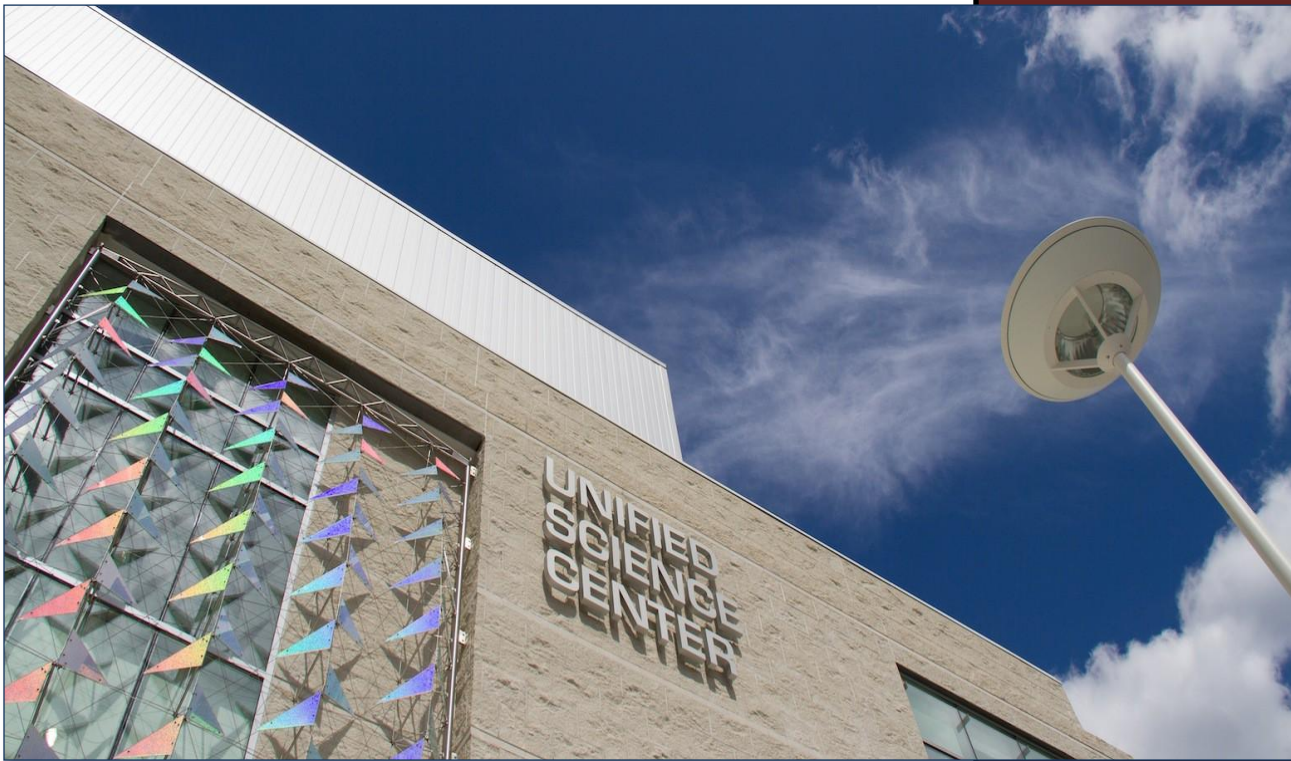


STOCKTON

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

2013

Annual Institutional Profile Report



Office of
Institutional
Research

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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
September 16th, 2013**

A. Accreditation Status

1. Institutional Accreditation

In June 2012, the Commission on Higher Education Middle States Association of Colleges and Schools (CHE/MSA) reaffirmed full accreditation for The Richard Stockton College of New Jersey. In addition, Stockton received two commendations for its progress to data and the excellent quality of its self-study process. Stockton received exceptionally high marks in all categories, including quality of teaching and learning outcomes, faculty accomplishment and student services. The College is not required to send any progress or monitoring report during its reaccreditation term. In recent years, Stockton is one of the few NJ institutions in their self-study processes that resulted in such distinctive designation. The evaluation team's report confirms the College's superior performance and acknowledges the fulfillment of its mission to maintain an environment for excellence for New Jersey students.

The next MSA evaluation process for Stockton will be the Periodic Review Report, due on June 1, 2017.

2. Professional Accreditation & Certification

- 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
- Academy of Criminal Justice Sciences
- Association of University Programs in Health Administration
- Accreditation Council for Occupational Therapy Education (ACOTE), and the American Occupational Therapy Association (AOTA)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- American Chemical Society

B. Number of Students Served

1. Number of Undergraduates by Attendance Status, Fall 2012

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
6820	90.7%	696	9.3%	7,516	100%

Source: Fall 2012 IPEDS Enrollment Survey

2. Number of Graduates by Attendance Status, Fall 2012

Full time		Part time		TOTAL	
Num	Pct	Num	Pct	Number	Percent
283	32.0%	601	68.0%	884	100%

Source: Fall 2012 IPEDS Enrollment Survey

3. Number of Non-Credit Students Served, Fall 2012

Number of students enrolled in non-credit graduate courses	2763
Number of students enrolled in non-credit undergraduate courses	1521
Number of student in noncredit avocational continuing-education courses	113
Total	4397

4. Unduplicated Enrollment, FY 2012

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	8,241	229,585	7,653
Graduate	1,101	10,510	438
Doctoral-Professional Practice			89
TOTAL	9,342	240,095	8,180

Source: IPEDS 12-Month Enrollment Survey – data reporting period July 1, 2011—June 30, 2012

C. Characteristics of Undergraduate Students

1. Mean Math, Verbal and Writing SAT Scores, Fall 2012

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 SAT score (Math and Verbal) for regular admits was 1109, for special admits 927, and for EOF admits 953. Total SAT scores for all admit types combined were 1076.

Mean Math , Verbal and Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2012												
	Full-Time Students						Part-Time Students					
	Math	N	Verbal	N	Writing	N	Math	N	Verbal	N	Writing	N
Regular Admits	567.0	727	542.2	727	536.6	726	495.0	2	500.0	2	510.0	2
EOF Admits	486.9	72	466.3	72	461.7	72						
Special Admits	476.5	103	450.3	103	462.1	103						
All Admits	550.3	902	525.6	902	522.1	901	495.0	2	500.0	2	510.0	2
Missing Scores*		94		94		95		0		0		0

*ACT Scores provided.

2. Remediation/Development

a. **Name of basic skills placement test administered and criteria (if any) for selecting test takers in Fall 2012?** 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 2012

Total Fall 2012 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
7,516	394	5.2%

c. Total number of First-time, Full-time (FTFT) Students Enrolled in a remedial/developmental course in Fall 2012

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
1,001	347	34.7%

d. First-time, Full-time students (FTFT) Enrolled in a remedial/developmental course in Fall 2012 by Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Reading	153	15.3%
Writing	167	16.7%
Math Computation	187	18.7%
Elem. Algebra	0	0.0%

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2012

	White		Black		Hispanic		Asian*		American Ind.		Non-resident Alien		Race Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	5,118	75.0%	436	6.4%	587	8.6%	388	5.7%	14	0.2%	14	0.2%	263	3.9%	6,820	100.0%
Part-time	509	73.1%	58	8.3%	63	9.1%	19	2.7%	2	0.3%	2	0.3%	43	6.2%	696	100.0%
Total	5,627	74.9%	494	6.6%	650	8.6%	407	5.4%	16	0.2%	16	0.2%	306	4.1%	7,516	100.0%

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

b. Undergraduate Enrollment by Gender, Fall 2012

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full time	2,845	41.7%	3,975	58.3%	6,820	100.0%
Part time	309	44.4%	387	55.6%	696	100.0%
Total	3,154	42%	4,362	58.0%	7,516	100.0%

c. Undergraduate Enrollment by Age, Fall 2012

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unkn	Total
		Full time	Num	7	1,715	2,474	1,828	511	106	75	70	31	1
Per	0.1%		25.1%	36.3%	26.8%	7.5%	1.6%	1.1%	1.0%	0.5%	0.0%	0.0%	100.0%
Part time	Num	89	25	33	179	161	73	34	64	35	3	0	696
	Per	12.8 %	3.6%	4.7%	25.7%	23.1%	10.5%	4.9%	9.2%	5.0%	0.4%	0.0%	100.0%
Total	Num	96	1,740	2,507	2,007	672	179	109	134	66	4	2	7,516
	Per	1.3%	23.2%	33.4%	26.7%	8.9%	2.4%	1.5%	1.8%	0.9%	0.1%	0.0%	100.0%

4. Financial Aid from Federal, State & Institution-Funded Programs, AY 2011-12

	<u>RECIPIENTS</u>	<u>DOLLARS (\$)</u>	<u>\$/RECIPIENT</u>
<u>FEDERAL FUNDS</u>			
Pell Grants	2,810	10,764,000	3,830.60
College Work Study	187	276,000	1,475.94
Perkins Loans	94	333,000	3,542.55
SEOG	442	378,000	855.20
PLUS Loans	537	6,730,000	12,532.59
Stafford Loans (Subsidized)	4,611	19,224,000	4,169.16
Stafford Loans (Unsubsidized)	4,834	17,839,000	3,690.32
SMART & ACG or other	0	0	--
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	1,924	7,804,000	4,056.13
Educational Opportunity Fund (EOF)	352	421,000	1,196.02
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	107	96,000	897.20
Urban Scholars	83	71,000	855.42
NJ STARS	273	722,000	2,644.69
NJCLASS Loans	560	6,918,000	12,353.57
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	1,854	9,910,000	5,534.20
Loans	0	0	--

SOURCE: NJIPEDS Form #41 – Student Financial Aid

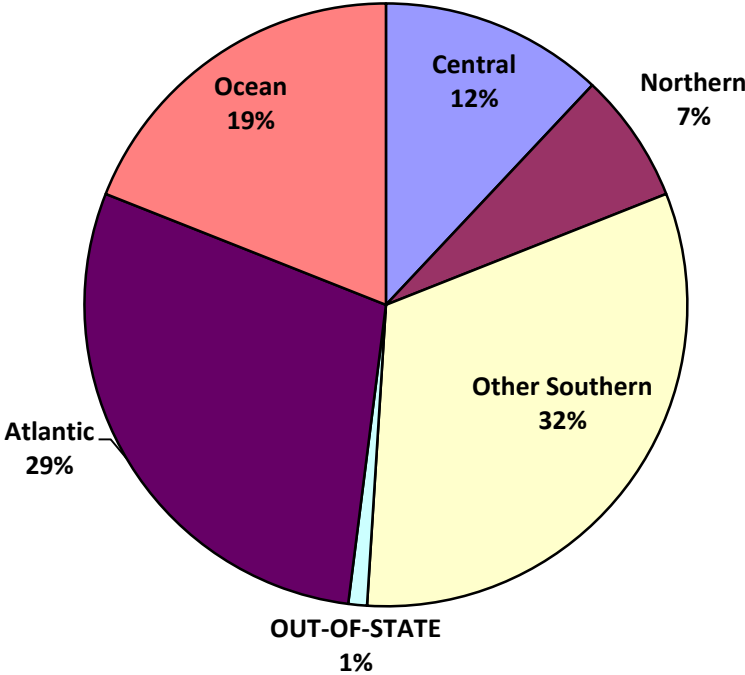
5. First-time Full-time Freshmen in Fall 2012 Enrollment By State Residence

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

State Residents	Non-State Residents	Total	% State Residents
988	13	1,001	98.7%

b. Undergraduate Enrollment by Residence, Fall 2012

Percentage of Fall 2012 undergraduates who are NJ residents is 99%. The geographic residence of all undergraduates enrolled in Fall 2012 is illustrated below.



Counties:
Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union = 12%
Northern NJ: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Warren = 7%
Southern NJ: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, Salem = 80%
Out-of-State = 1%

D. Student Outcomes

1. Four-, Five- and Six-Year Graduation Rates of Fall 2006 Full-time First-time Degree-Seeking Undergraduates

a. 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 2006 Cohort	633		62		49		47		0	0	3		794	
Graduates after 4 years	275	43.4%	11	17.7%	12	24.5%	20	42.6%	0	0	1	33.3%	319	40.2%
Graduates after 5 years	385	60.8%	31	50.0%	20	40.8%	34	72.3%	0	0	1	33.3%	471	59.3%
Graduates after 6 years	410	64.8%	35	56.5%	26	53.1%	34	72.3%	0	0	2	66.7%	507	63.9%

* Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races, and Unknown.

2. Third-semester Retention of First-time Undergraduates, Fall 2011 to Fall 2012

a. By Attendance Status

Full-Time			Part-Time		
Fall 2011 First-Time Undergraduates	Retained in Fall 2011	Retention Rate	Fall 2011 First-Time Undergraduates	Retained in Fall 2011	Retention Rate
972	820	84.4%	0	0	0.0%

Source: Fall 2012 IPEDS Enrollment Survey, Part E

E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2012

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown*</u>		<u>Total</u>		
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	
Tenured																	
Professors	30	19	5	5	2	0	1	1	0	0	0	0	0	0	0	38	25
Associate Prof.	38	53	4	4	6	4	9	9	1	0	0	0	0	2	58	72	
Assistant Prof.	3	6	1	0	1	1	0	1	0	0	0	0	0	0	5	8	
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	71	78	10	9	9	5	10	11	1	0	0	0	0	2	101	105	
Without Tenure																	
Professors	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
Associate Prof.	5	1	0	0	0	0	2	0	0	0	0	0	0	0	7	1	
Assistant Prof.	22	25	2	2	1	0	1	2	0	0	3	5	0	1	29	35	
All Others	3	2	0	0	0	0	0	0	0	0	0	0	0	0	3	2	
TOTAL	30	28	2	2	1	0	3	2	0	0	3	6	0	1	39	39	
Total																	
Professors	30	19	5	5	2	0	1	1	0	0	0	1	0	0	38	26	
Associate Prof.	43	54	4	4	6	4	11	9	1	0	0	0	0	2	65	73	
Assistant Prof.	25	31	3	2	2	1	1	3	0	0	3	5	0	1	34	43	
All Others	3	2	0	0	0	0	0	0	0	0	0	0	0	0	3	2	
TOTAL	101	106	12	11	10	5	13	13	1	0	3	6	0	3	140	144	

Source: Fall 2012 IPEDS Human Resources Survey

* Note: Asian includes Pacific Islanders, and Unknown includes 2 or More Races.

2. Percentage of Course Sections Taught by Full-time Faculty, Fall 2012

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
1534	1029	67%	415	27%	90	6%

Note: Others includes full-time administrators

Source: Fall 2012 IPEDS Human Resources Survey

3. Ratio of Full- to Part-time Faculty, Fall 2012

<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
284	49.4%	291	50.6%	575	100.0%

Source: Fall 2012 IPEDS Human Resources Survey

F. GOVERNING BOARD CHARACTERISTICS

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	9	1		1				11
Female	3							3
Total	12	1		1				14

2. Members of the Board of Governors and/or Trustees

Please list the governor's/trustee's name, name of the company/organization where they work, and their title at that company/organization. Do not use "Trustee," "Chairman," etc. (Example: John Doe, President, XYZ Company.) For retired governors/trustees, use "RETIRED."

Name	Title	Affiliation
Mr. Curtis J. Bashaw, Chair	Co-Chief Executive Officer	Cape Advisors, Inc.
Mr. Dean C. Pappas, Vice Chair	Retired, Chairman and Co-Chief Executive Officer	Clement Pappas & Co., Inc.
Ms. Madeleine Deininger ('80), Secretary	Founder and President	Sonoma, California-based Kismet Wines, Inc.
Mr. Stanley M. Ellis, Immediate Past Chair, Ex-Officio	Vice President and Director of Strategy	Burlington County Times
Ms. Emma N. Byrne	Retired, Director of Corporate Communications and Federal Affairs	PSEG
Mr. Raymond R. Ciccone, CPA, CFF ('79)	Managing Partner	Ciccone, Gotthold & Koseff, CPA
Dr. Clarence C. Hoover, III.	Retired Superintendent	East Orange Public School District
Michael Jacobson, Esq.	Attorney-at-Law	Cooper Levenson, P.A
Ms. Barbara Morvay	Retired Superintendent	Atlantic County Special Services School District
Leo B. Schoffer, Esq.	Managing Member	Schoffer Enterprises, LLC
Dr. James W. Yoh,		Galaxy Technology, Inc.
Mr. Michael "Ben" Peoples	Student Trustee	The Richard Stockton College of New Jersey
Mr. Kiyle Osgood	Student Trustee Alternate	The Richard Stockton College of New Jersey
Dr. Herman Saatkamp	President, Ex Officio	The Richard Stockton College of New Jersey

3. URL

If your organization has a web site that includes information on your governing board, please report the URL.

<http://inraweb.stockton.edu/eyos/page.cfm?siteID=201&pageID=8>

G. A Profile of the Institution

1. Degree and certificate programs, Fall 2012

School of Arts and Humanities

- Studies In the Arts: Visual
- Studies in the Arts: Performing
- Communication Studies
- Historical Studies
- Historical Studies (teacher certification)
- Languages and Culture Studies
- Literature
- Literature (teacher certification)
- Master of Arts in Holocaust and Genocide
- Master of Arts in American Studies
- Philosophy & Religion

School of Business

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

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
- Liberal Studies (teacher certification)
- Writing Program (minor)
- Women's, Gender and Sexuality Studies (minor)

School of Natural Sciences and Mathematics

- Applied Physics
- Applied Physics (teacher certification)
- Biochemistry / Molecular Biology
- Biology
- Energy Studies (certificate)
- Geographic Information Systems (certificate)
- Chemistry
- Computational Science
- Dual Engineering Degree
- Environmental Studies
- Geology
- Marine Science
- Master of Science in Computational Science
- Mathematics
- Mathematics (teacher certification)
- Preparation for Health Professions
- Professional Science Master's in Environmental Science
- Sustainability

School of Education

- Teacher Education Program
- Teacher Certification (within various major programs)
- 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 Health Sciences

- Doctor of Physical Therapy
- Masters of Science in Communication Disorders
- Masters of Science in Nursing
- Masters of Science in Occupational Therapy
- Nursing - Upper Division
- Nursing – Upper Division (online completion)
- Nursing - 4 Year
- Public Health
- Speech Pathology & Audiology
- Health Science

School of Social and Behavioral Sciences

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

H. Major Research and Public Service Activities

R&D EXPENDITURES : FY 2012

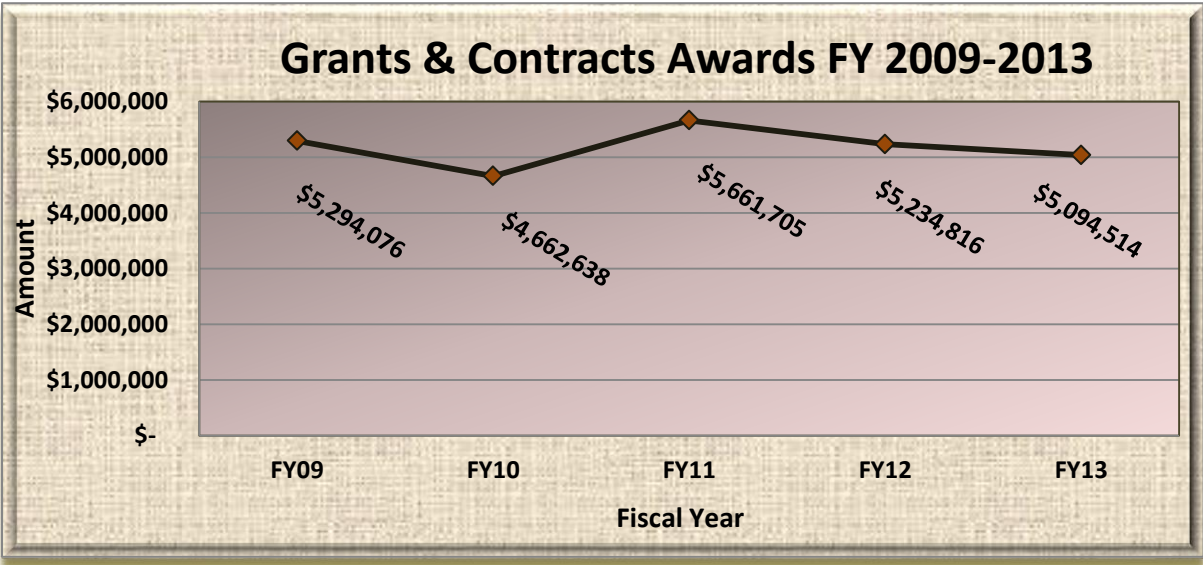
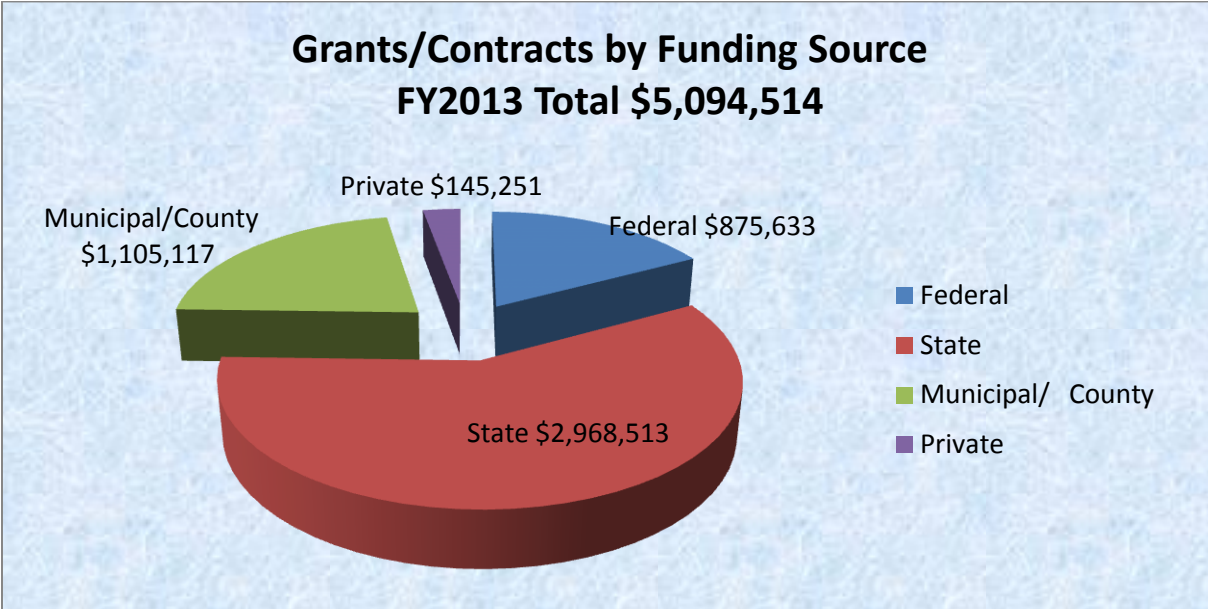
	Amount (\$)
Federally Financed Academic R&D Expenditures	159,833
State/local governments	151,142
Business/non-profit organizations	13,909
Institutionally Financed Academic R&D Expenditures	595,772
Total Academic R&D Expenditures	920,656

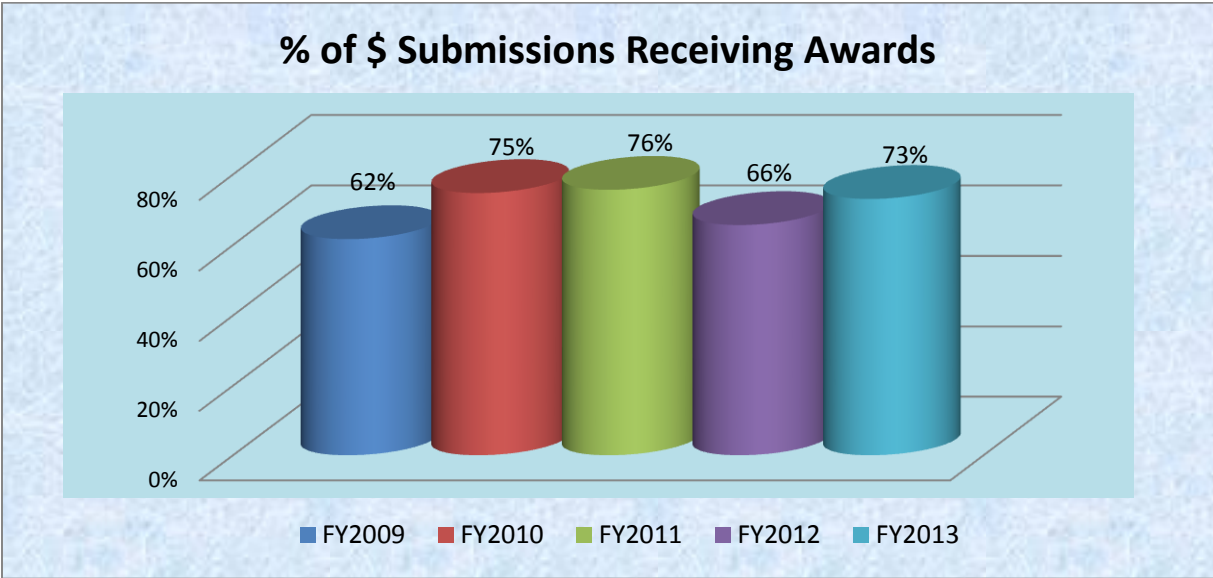
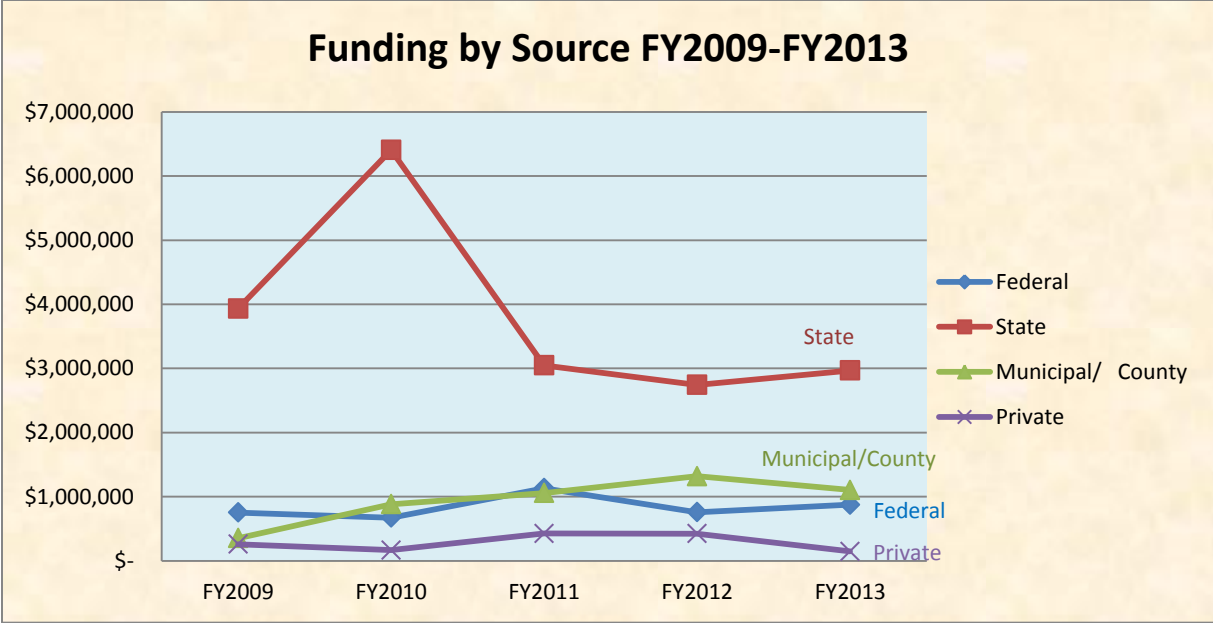
Source: FY2012 Audited Financial Report.

Grants/Contracts Fiscal Year 2013

9/2/2013 Year End Stats		\$ Value of submissions	% awarded of \$ Amount Requested	Awarded	# submitted	% submitted receiving awards	Still Pending*
By Funding Source	Federal			\$875,633			
	State			\$2,968,513			
	Mun/Local			\$1,105,117			
	Private			\$145,251			
		\$7,783,542	65%	\$5,094,514	89	73%	\$438,900
By School	ARHU			\$312,820			
	BUSN			\$324,970			
	EDUC			\$757,255			
	GENS			\$17,500			
	HLTH			\$17,150			
	NAMS			\$1,249,627			
	SOBL			\$1,414,249			
	PDCE/HS			\$855,361			
	StudAff			\$39,399			
	AA, A&F			\$39,399			
	Total			\$5,094,514			

CRC Included in NAMS	\$1,105,220
SRI/ETTC Included in EDUC	<u>\$757,255</u>





Statistical Overview of Scholarly Activity										
2012 - 2013										
	Total	ARHU	BUSN	EDUC	GENS	GRAD	HLTH	NAMS	SOBL	President, Provost, SA, & Library
Published Books	22	4	1	2	5	0	1	0	5	4
Published Works	139	34	44	12	2	0	15	6	11	15
Performances & Exhibitions	66	63	0	0	0	0	0	0	2	1
Presentations	278	39	26	32	9	4	38	20	66	44
Boards	59	11	5	5	2	3	8	1	8	16
Awards & Grants	105	29	13	15	3	0	8	17	18	2

**This year's Scholarly Activity Report does not include Day of Scholarship presentations in order to reduce the volume of entries. External funding activity will be highlighted in a future supplemental publication.*

Community Engagement and Service Learning.

Below are representative examples of community engagement and service learning at Stockton.

Community Engagement - Activity Report

The Center for Community Engagement launched its website and distributed two online newsletters providing an update of activities. SCCE started its work in connecting faculty with community partners for long term mutually beneficial relationships. An example of this is the Atlantic City Day Nursery, an urban childcare facility which contacted the Center for assistance. Dr. Priti Haria, Assistant Professor of Education and Dr. Connie Tang, Associate Professor of Psychology, met with the childcare directors this year and created plans for AY2013-2014 and AY2014-2015. Dr. Haria will provide professional development for the staff and conduct research on early childhood reading comprehension and vocabulary for AY2013-2014. Dr. Tang will assign student interns from the new Early Childhood Studies Minor to the facility beginning AY2014-2015. More community relationships with faculty will be fostered through the addition of new SCCE Faculty Fellows which were approved this year by the Office of the Provost. Dr. Jennifer Barr, Professor of Business Studies and Dr. Joseph Rubenstein, Professor of Anthropology will work with faculty in discovering ways to blend engaged teaching, service and scholarship through faculty workshops, meetings with community partners, and planning sessions.

The Center for Community Schools completed its second year of Community Partnership Student Fellows Program. These student leaders assisted in project coordination in Atlantic County including working with nonprofit agencies, after school homework assistance and mentoring, and food recycling, meal preparation and delivery to needy families in Atlantic City and Pleasantville through the Campus Kitchen at Atlantic City. Stockton is the coordinating partner of the Campus Kitchen and worked with community partners: Atlantic City Board of Education, Atlantic City High School, Sodexo Foods, Academy of Culinary Arts at Atlantic Cape Community College, Atlantic City Boys & Girls Club, and the Food Bank of Southern New Jersey. At the end of the school year, a new nonprofit agency, Chefs With A Mission (CWAM), joined the partnership. CWAM professional chefs will work with Stockton students and Atlantic City High School students and show them how to prepare nutritious low cost meals for distribution to needy families. In addition, a new student club, StockEngage, was formed through SCCS to coordinate student volunteers across campus to assist in long term Sandy relief efforts and community engagement projects.

Service Learning

The Office of Service-Learning continued to create sustainable and reciprocal relationships with students, faculty and community partners in an effort to work more efficiently and collectively for the greater good in AY12-13. During the spring semester alone,

the Office of Service-Learning worked collaboratively with 126 community partners and over 68 academic courses during the academic year. During the fall and spring semesters, 942 students engaged in 26,412 hours of service, a significant increase over the previous year. The office placed 1,373 students in community agencies throughout the academic year. The office placed 1,022 students in 44 community agency settings during the New Student Day of Service and Martin Luther King, Jr. Day of Service. The number of hours students spent in volunteer service work last year is equivalent to \$684,335 worth of paid employment. The Office of Service-Learning continued to run programs that support the service-learning pedagogy including For the Greater Good dialogue series, a line-up of NYTIMES series of discussion groups, and our civic/political roundtables, Democracy Cafes. For more details, refer to the hyperlink to the Office of Service-Learning Annual Reflection Report below.

<http://intraweb.stockton.edu/eyos/servicelearning/content/docs/Service-Learning%20Annual%20Reflection%202012-13.pdf>

I. Major Capital Projects- July 2012- June 2013

Backfill/Decanted Renovations

J-Wing, H-Wing & West Quad

This project consists of the renovation of Upper & Lower J-Wing in order to accommodate the delivery of administrative & academic space for the School of Education and the School of General Studies. It will also include the expansion of the Human Resources Department. Staff began to occupy the facility the end of August.

Manahawkin Academic Space

Stockton is collaborating with Atlanticare for the joint development of healthcare and academic space in the shore town of Manahawkin, with Stockton considering 6,000 to 10,000 square feet of academic space for our programming needs. This project is nearing completion. Furniture was delivered the week of August 13, 2012. Staff and students will begin to occupy the facility in September.

Azeez Museum

The College is now in possession of the Azeez Facility and is presently collaborating with the donor towards an academic addition for this space. Construction of the two-classroom facility was completed for occupancy in April 2013.

Hammonton Stockton Educational Campus (SASI Project)

This project consists of the renovation of a three-story, 15,000 square foot former factory in downtown Hammonton, New Jersey. It will provide academic, retail and art gallery spaces for use by Stockton and the local community. Construction of this new facility was completed in December 2012 for Spring Classes.

Unified Science Center

To support the College's Sciences and Mathematics Programs, a three-story, 66,350 gross square foot building will be constructed. This building will include wet and dry laboratories, classrooms and support facilities. Structural steel is complete and the concrete floors have been poured. A TCO for this new facility was granted in June and ready for Fall Classes.

Other Institutional Information

[Academic Highlights 2013](#)