



Annual Institutional Profile Report



2016

Office of Institutional Research

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MISSION STATEMENT

Adopted by the Board of Trustees in 1982

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 University 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 the State and regional needs.



Harvey Kesselman, President

(The Mission Statement is under review by the Stockton University Board of Trustees to reflect a change in name from "Richard Stockton College of New Jersey" to "Stockton University". The change in status to university was approved by the State of New Jersey on February 13, 2015, and the change in name to Stockton University was approved by the Board of Trustees on February 18, 2015.)

**Annual Institutional Profile Report
September 16, 2016**

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 Stockton. In addition, Stockton received two commendations for its progress to date 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 University 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 University'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

- Association to Advance Collegiate Schools of Business (AACSB)
- Council on Social Work Education
- Council for the Accreditation of Education Preparation (CAEP)
- National Association of State Directors of Teacher Education and Certification with the approval by New Jersey Department of Education
- 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
- New Jersey State Association of Chiefs of Police Accreditation Program

B. Number of Students Served

1. Number of Undergraduate Students by Attendance Status, Fall 2015

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
7,378	94.5%	430	5.5%	7,808	100%

Source: Fall 2015 IPEDS Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2015

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
337	38.9%	529	61.1%	866	100%

Source: Fall 2015 IPEDS Enrollment Survey

3. Number of Non-Credit Students Served, FY2016

Number of students enrolled in non-credit graduate courses	5,555
Number of students enrolled in non-credit undergraduate courses	1,377
Number of student in noncredit avocational continuing-education courses	477
Total	7,409

4. Unduplicated Enrollment, FY 2015

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	8,918	250,231	8,341
Graduate	1,096	12,237	510
Doctoral-Professional Practice			104
TOTAL	10,014	262,468	8,955

Source: IPEDS 12-Month Enrollment Survey – data reporting period July 1, 2014—June 30, 2015

C. Characteristics of Undergraduate Students

1. Mean Math, Verbal and Writing SAT Scores, Fall 2015

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 1114, for special admits 910, and for EOF admits 945. Total SAT scores for all admit types combined were 1082.

Mean Math ,Verbal and Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2015												
	Full-Time Students						Part-Time Students					
	Math	N	Reading	N	Writing	N	Math	N	Reading	N	Writing	N
Regular Admits	552.7	1,020	533.7	1,020	524.4	1,019	0	0	0	0	0.0	0
EOF Admits	482.5	81	454.3	81	454.0	81	0	0	0	0	0.0	0
Special Admits	465.5	20	463.0	20	458.0	20	0	0	0	0	0.0	0
All Admits	546.1	1,121	526.7	1,121	518.1	1,120	0	0	0	0	0.0	0
Missing Scores*		31		31		32		0		0		0

*ACT Scores provided. Source: SURE Enrollment File

2. Remediation/Development

a. Name of basic skills placement test administered and criteria (if any) for selecting test takers in Fall 2015.

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 2015

Total Fall 2014 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
7,808	454	5.8%

c. Total number of First-time, Full-time (FTFT) Students Enrolled in a remedial/developmental course in Fall 2015

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
1,159	393	33.9%

d. First-time, Full-time students (FTFT) Enrolled in a remedial/developmental course in Fall 2015 by Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Math Computation	231	19.9%
Reading	154	13.3%
Writing	214	18.5%

Source: SURE Enrollment File

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2015

	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	5,294	71.8%	511	6.9%	828	11.2%	412	5.6%	6	0.1%	21	0.3%	306	4.1%	7,378	100.0%
Part-time	324	75.3%	27	6.3%	34	7.9%	27	6.3%	3	0.7%	0	0.0%	15	3.5%	430	100.0%
Total	5,618	72.0%	538	6.9%	862	11.0%	439	5.6%	9	0.1%	21	0.3%	321	4.1%	7,808	100.0%

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

b. Undergraduate Enrollment by Gender, Fall 2015

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full time	3,008	40.8%	4,370	59.2%	7,378	100.0%
Part time	197	45.8%	233	54.2%	430	100.0%
Total	3,205	41.0%	4,603	59.0%	7,808	100.0%

c. Undergraduate Enrollment by Age, Fall 2015

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unkn	Total
		Full time	Num	3	2,036	2,794	1,765	492	118	74	64	32	0
	Percent	0.0%	27.6%	37.9%	23.9%	6.7%	1.6%	1.0%	0.9%	0.4%	0.0%	0.0%	100.0%
Part time	Num	1	8	19	164	112	43	20	36	26	1	0	430
	Percent	0.2%	1.9%	4.4%	38.1%	26.0%	10.0%	4.7%	8.4%	6.0%	0.2%	0.0%	100.0%
Total	Num	4	2,044	2,813	1,929	604	161	94	100	58	1	0	7,808
	Percent	0.1%	26.2%	36.0%	24.7%	7.7%	2.1%	1.2%	1.3%	0.7%	0.0%	0.0%	100.0%

Source: IPEDS Fall Enrollment Survey

4. Financial Aid from Federal, State & Institution-Funded Programs, AY 2014-15

	<u>RECIPIENTS</u>	<u>DOLLARS (\$)</u>	<u>\$/RECIPIENT</u>
<u>FEDERAL FUNDS</u>			
Pell Grants	2,954	12,114,000	4,100.88
College Work Study	214	329,000	1,537.38
Perkins Loans	164	356,000	2,170.73
SEOG	324	289,000	891.98
PLUS Loans	656	7,956,000	12,128.05
Stafford Loans (Subsidized)	4,467	18,543,000	4,151.11
Stafford Loans (Unsubsidized)	4,852	18,053,000	3,720.73
SMART & ACG or other	0	0	--
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	2,111	9,970,000	4,722.88
Educational Opportunity Fund (EOF)	350	426,000	1,217.14
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	0	0	--
Urban Scholars	0	0	--
NJ STARS	123	265,000	2,154.47
NJCLASS Loans	341	4,228,000	12,398.83
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	1,943	10,980,000	5,651.06
Loans	0	0	--

SOURCE: NJIPEDS Form #41 – Student Financial Aid

5. First-time Full-time Freshmen in Fall 2015 Enrollment by State Residence

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

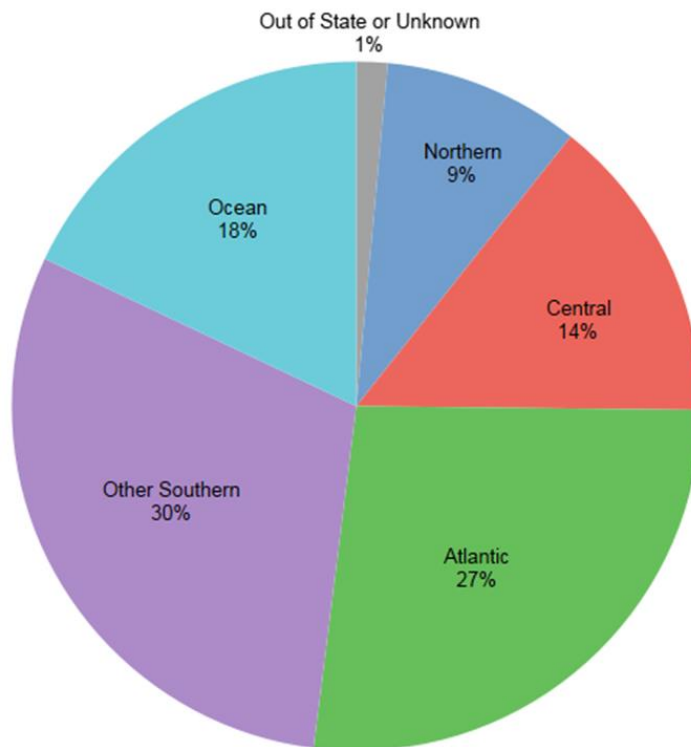
Residents

State Residents	Non-State Residents	Total	% State Residents
1,137	14	1,151	98.8%

Source: IPEDS Fall Enrollment Survey

b. Undergraduate Enrollment by Residence, Fall 2015

Percentage of Fall 2015 undergraduates who are NJ residents is 99%. The geographic residence of all undergraduates enrolled in Fall 2015 is illustrated below.



Regions:

Northern NJ: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Warren = 9%

Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union = 14%

Southern NJ: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, Salem = **75%**

Out-of-State or Unknown = 1%

D. Student Outcomes

1. Four-, Five- and Six-Year Graduation Rates of Fall 2009 Full-time First-time Degree-Seeking Undergraduates

a. by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Alien</u>		<u>Other *</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>
Fall 2009 Cohort	647		58		84		55		2		21		867	
Graduates after 4 years	365	56.4%	15	25.9%	40	47.6%	25	45.5%	1	50.0%	13	61.9%	459	52.9%
Graduates after 5 years	464	71.7%	29	50.0%	54	64.3%	33	60.0%	1	50.0%	15	71.4%	596	68.7%
Graduates after 6 years	488	75.4%	32	55.2%	57	67.9%	39	70.9%	1	50.0%	16	76.2%	633	73.0%

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

Source: IPEDS GRS Report 2015-2016

2. Third-semester Retention of First-time Undergraduates, Fall 2014 to Fall 2015

a. By Attendance Status

Full-Time			Part-Time		
Fall 2014 First-Time Undergraduates	Retained in Fall 2015	Retention Rate	Fall 2014 First-Time Undergraduates	Retained in Fall 2015	Retention Rate
1,185	1,026	86.6%	1	0	0.0%

Source: Fall 2015 IPEDS Enrollment Survey

E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2015

	<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	28	20	3	4	2	1	5	2	1	0	0	0	0	1	39	28
Associate Prof.	39	51	5	4	5	2	5	10	0	0	1	1	0	2	55	70
Assistant Prof.	4	5	1	0	1	0	1	1	0	0	0	0	0	0	7	6
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	71	76	9	8	8	3	11	13	1	0	1	1	0	3	101	104
Without Tenure																
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	4	1	0	0	0	0	0	1	0	0	0	0	0	0	4	2
Assistant Prof.	18	46	4	1	4	0	1	6	0	0	8	7	0	1	35	61
All Others	1	5	1	0	0	0	0	0	0	0	0	0	0	0	2	5
TOTAL	24	52	5	1	4	0	1	7	0	0	8	7	0	1	42	68
Total																
Professors	29	20	3	4	2	1	5	2	1	0	0	0	0	1	40	28
Associate Prof.	43	52	5	4	5	2	5	11	0	0	1	1	0	2	59	72
Assistant Prof.	22	51	5	1	5	0	2	7	0	0	8	7	0	1	42	67
All Others	1	5	1	0	0	0	0	0	0	0	0	0	0	0	2	5
TOTAL	95	128	14	9	12	3	12	20	1	0	9	8	0	4	143	172

Source: Fall 2015 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 2015

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
1,613	1090	67.6	419	26%	104	6.4

Note: Others includes full-time administrators

3. Ratio of Full- to Part-time Faculty, Fall 2015

Full-time		Part-time		Total	
<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
315	52.2%	289	47.8%	604	100.0%

Source: Fall 2015 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	6			1			1	8
Female	2	1					1	4
Total	8	1		1			2	12

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
Ms. Madeleine Deininger	Founder and President	Kismet Wines, Inc. (Sonoma, California)
Leo B. Schoffer, Esq.	Managing Member	Schoffer Enterprises, LLC
Ms. Emma N. Byrne	Retired, Director of Corporate Communications and Federal Affairs	PSEG
Ellen D. Bailey, Esq.	Member	Eckert, Seamans, Cherin and Mellott, LLC
Mr. Raymond R. Ciccone, CPA, CFF	Managing Partner	Ciccone, Gotthold & Koseff, CPA
Mr. Stanley M. Ellis	Vice President and Director of Strategy	Burlington County Times
Michael Jacobson, Esq.	Attorney-at-Law	Cooper Levenson, P.A.
Mr. Andy Dolce	Retired, Founder and Chairman	Dolce Hotel and Resorts
Ms. Meg Worthington	Broker	Stephen N. Frankel, Inc.
Mr. Christian Moreno	Student Trustee	Stockton University
Ike Ejikeme	Student Trustee Alternate	Stockton University
Dr. Harvey Kesselman	President	Stockton University

3. URL

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

<https://stockton.edu/board-of-trustees/>

G. A Profile of the Institution

1. Degree and certificate programs, Fall 2015

School of Arts and Humanities

- Studies In the Arts: Visual
- Studies in the Arts: Performing
- Communication Studies
- Historical Studies
- Languages and Culture Studies
- Literature
- Master of Arts in American Studies
- Philosophy & Religion

School of Business

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

School of Education

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

School of General Studies

- Africana Studies (minor)
- First-Year Studies
- Digital Literacy and Multimedia Design (Minor)
- Holistic Health (minor)
- Holocaust & Genocide Studies (minor)
- International Education
- Global Studies (minor)
- Jewish Studies (minor)
- Latin American/Caribbean Studies (minor)
- Liberal Studies
- Master of Arts in Holocaust and Genocide Studies
- Women's, Gender and Sexuality Studies (minor)
- Writing Program (minor)

School of Health Sciences

- Doctor of Physical Therapy
- Master of Science in Communication Disorders
- Master of Science in Nursing
- Master of Science in Occupational Therapy
- Health Science
- Nursing - Upper Division
- Nursing - 4 Year
- Public Health
- Exercise Science

School of Natural Sciences and Mathematics

- Applied Physics
- Biochemistry / Molecular Biology
- Biology
- Geographic Information Systems (certificate)
- Chemistry
- Dual Engineering Degree
- Environmental Studies
- Geology
- Marine Science
- Master of Science in Computational Science
- Mathematics

- Preparation for Health Professions
- Professional Science Master's in Environmental Science
- Sustainability

School of Social and Behavioral Sciences

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

H. Major Research and Public Service Activities

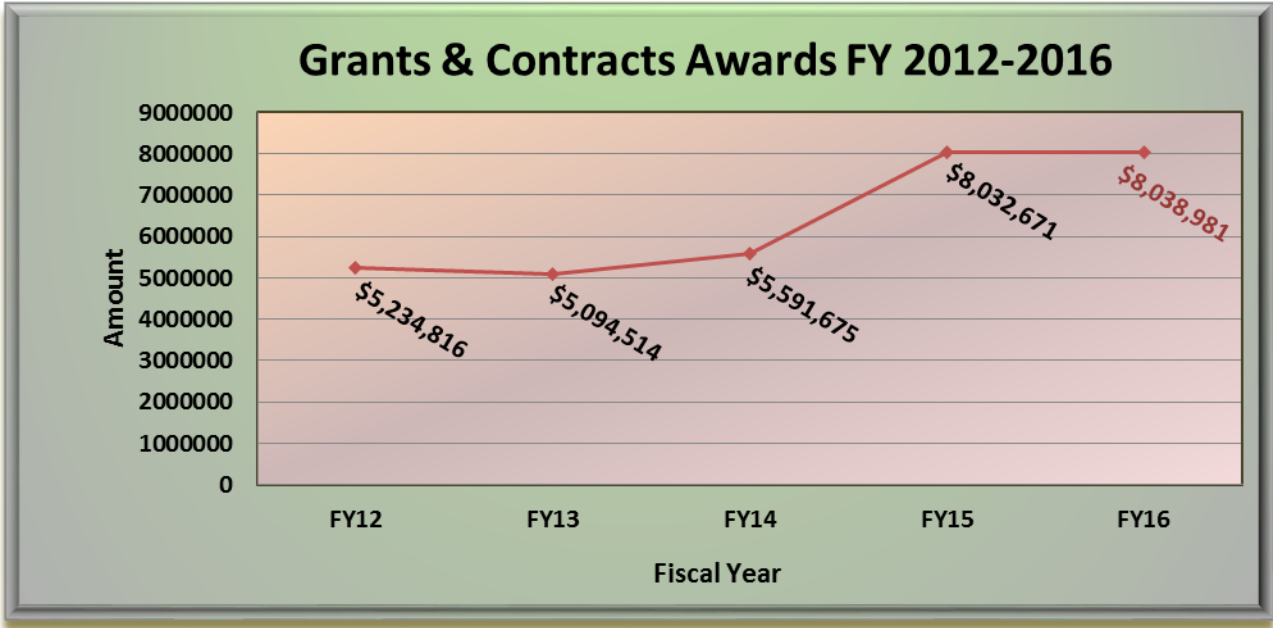
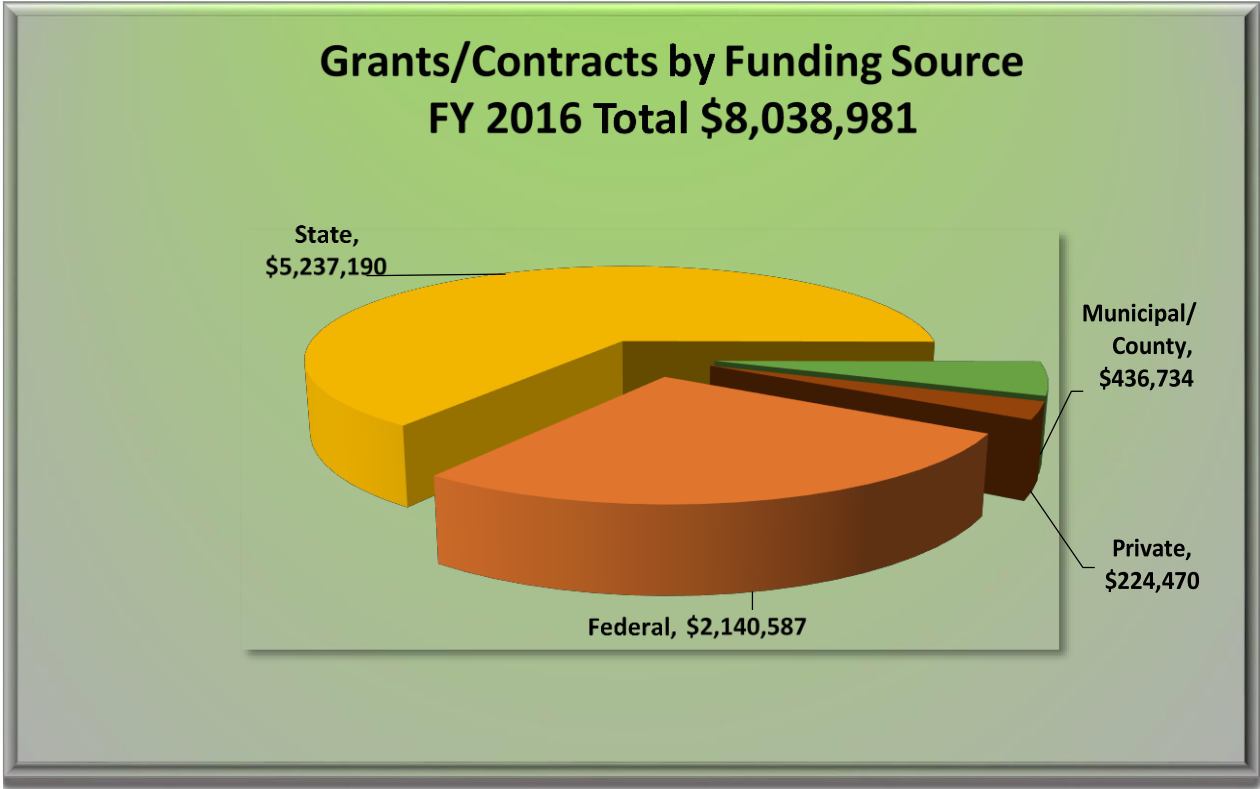
R&D EXPENDITURES: FY 2015

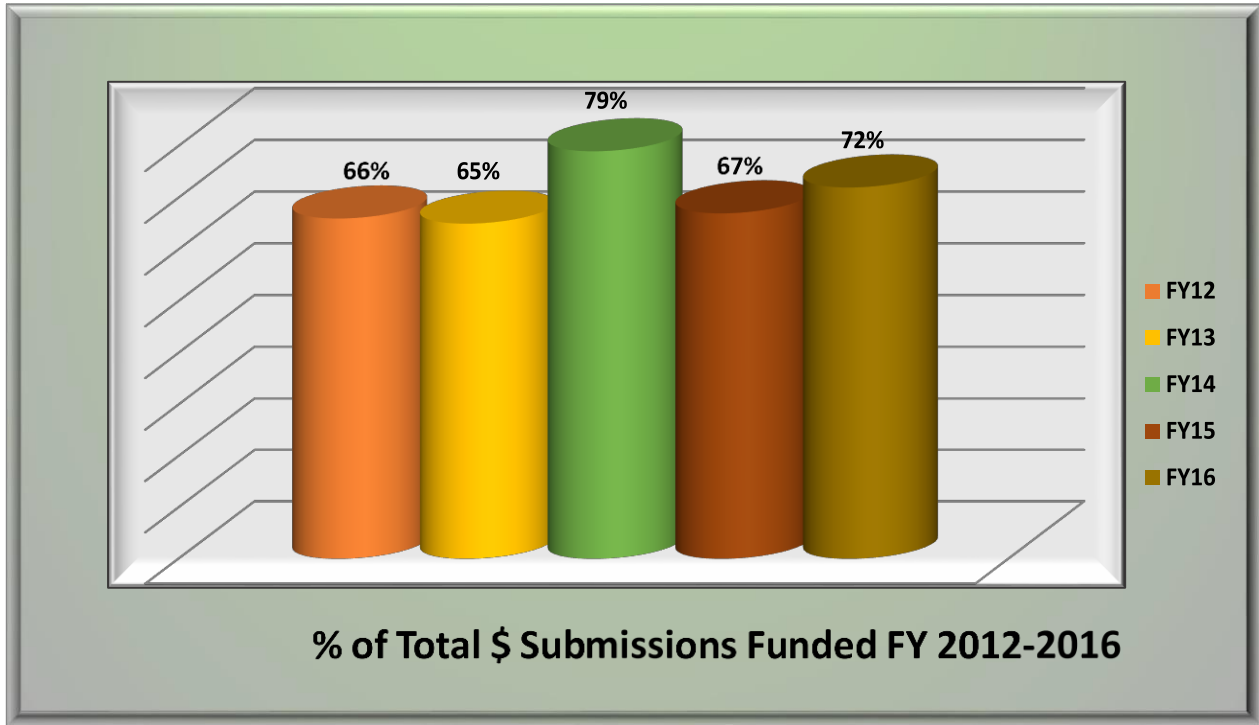
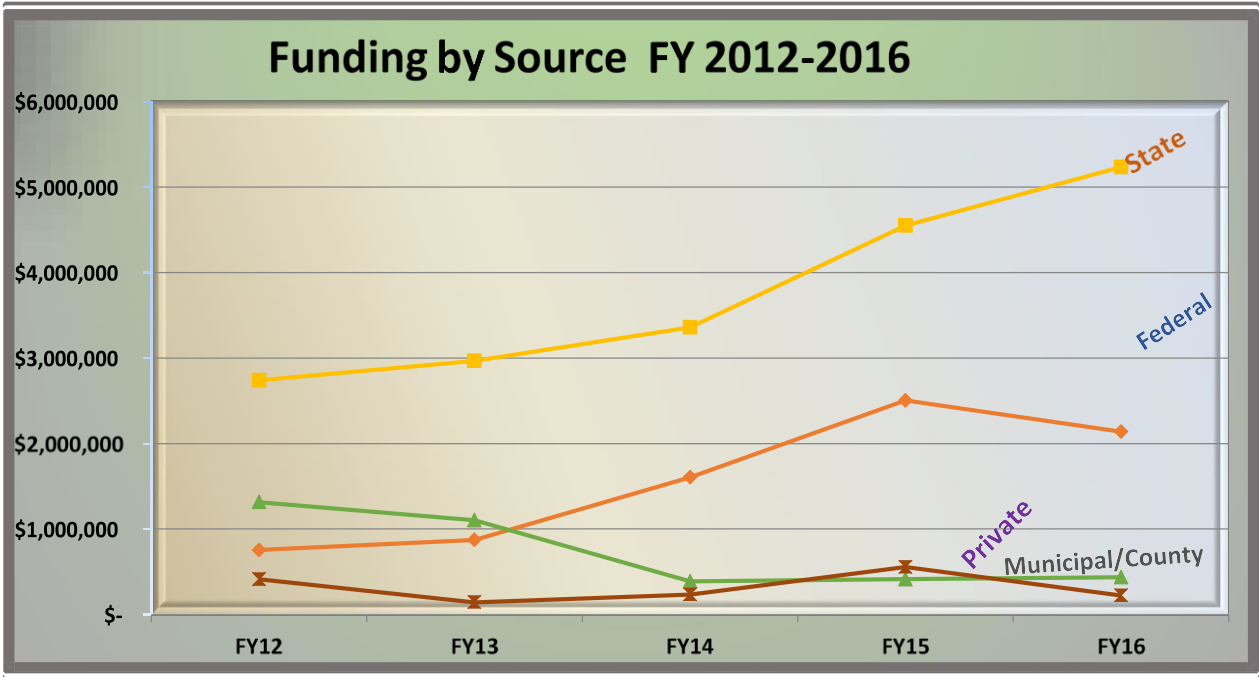
	Amount (\$)
Federally Financed Academic R&D Expenditures	152,989
State/local governments	75,507
Business/non-profit organizations	9,775
Institutionally Financed Academic R&D Expenditures	1,044,165
Total Academic R&D Expenditures	1,282,436

Source: FY2015 Audited Financial Report.

Grants/Contracts Fiscal Year 2016

8/26/2016 Year End Stats		\$ Value of Submissions	%awarded of \$ Amount requested	Awarded	#Submitted	%Submitted receiving awards	Still Pending
By Funding Source	Federal			\$2,140,587			
	State			\$5,237,190			
	Mun/Local			\$436,734			
	Private			\$224,470			
	Total	\$11,467,199	70%	\$8,038,981	123	73%	\$1,323,206
By School	ARHU			\$358,420			
	BSNS			\$169,200			
	EDUC			\$447,569			
	HLTH			\$8,552			
	NAMS			\$2,819,343			
	SOBL			\$2,824,275			
	Grad/CE			\$1,241,024			
	Stud. Affairs			\$20,777			
	Provost			\$41,000			
	President			\$15,221			
	A&F			\$93,600			
	Total			\$8,038,981			





STATISTICAL OVERVIEW of Scholarly Activity

2015 - 2016

	Total	ARHU	BUSN	EDUC	GENS	HLTH	NAMS	SOBL	President, Provost, Grad, Staff, Library
Published Books & Book Chapters	61	10	1	3	13	13	-	20	1
Published Works	129	10	14	13	13	15	17	40	7
Performances & Exhibitions	65	62	-	-	-	2	1	-	-
Presentations	314	55	20	36	24	68	16	53	42
Boards	71	1	6	8	6	5	3	15	27
Awards & Grants	135	29	14	9	7	10	22	30	14

**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 Stockton Center for Community Engagement (SCCE) maintained its website, distributed two online newsletters providing an update of activities, and drafted a substantial annual report. SCCE continued to draw on community and institutional knowledge to facilitate connections between students, faculty, and community needs in mutually beneficial ways. SCCE launched and continued numerous projects including Stockton's Food Drive, the Homework Completion Program at Stanley S. Holmes Village and Buzby Homes Village in Atlantic City, Naturalization Classes, an English Learner's Program, and Afternoon Socials with older adults in Atlantic City and Pleasantville. SCCE also cosponsored a youth symposium on trauma, victimization, and family preservation in an urban community for the Atlantic City and Pleasantville Municipal Planning Board members, social workers, and the community at large. Furthermore, SCCE continued successfully to maintain the Campus Kitchen at Atlantic City.
- Almost daily, SCCE and Service-Learning staff used the 2015 Dodge Grand Caravan, provided last year by Presidential Initiatives Funds, to transport students to SCCE projects and facilitate the commute to meetings in the community.
- The SCCE Faculty Fellows and Student Fellows programs continued to bolster the Center's community-outreach initiatives this year. Professors Emari DiGiorgio, from the Writing Program, and Amy Yingyi Situ-Liu, from the Criminal Justice Program, engaged in many activities as Faculty Fellows during AY 2015-2016. For example, Professor DiGiorgio has arranged and led the monthly open mic and featured reading series *World Above* at Stockton's Dante Hall. Impressively, attendance each month ranged from 35 to 50, and the ages of the attendees ranged from 11 to 91. The series, therefore, was a successful community outreach effort. Dr. Situ-Liu has also had success with community outreach this year. For example, she organized and led a Saturday English class. In addition to helping

participants with their English skills, the program covered important cultural topics, such as immigration issues and the American legal system.

- SCCE is proud to welcome Dr. Tara Luke, Associate Professor of Biology, as its Faculty Fellow for AY 2016-2017. This year, Dr. Luke will continue to work with faculty to develop ways to blend engaged teaching, service, and scholarship through faculty workshops, meetings with community partners, and planning sessions.
- SCCE expanded external and internal requests for assistance in community engagement. Several faculty, staff, and community members contacted the Center to facilitate community-related activities. Most of these requests led to memoranda of agreement between the Center and external partners, such as Saint Mary's Episcopal Church, Ministerio Por Gracia Sois Salvos, the Atlantic City Housing Authority, and the Atlantic City Recreation Program. SCCE also partnered with the Pleasantville Middle School for NAMS faculty and students to contribute to an Underwater Robotics Program. Another partnership was developed with the Decatur Avenue School in Pleasantville for Dr. Phillip Hernandez and students from the Communication Disorders Program to teach Speech-Language Pathology Parent Workshops.
- SCCE Student Fellows play an essential role in the Center's initiatives and projects, as they lend continuity to the projects and lead general Stockton student volunteers, and meet the growing needs of the community. During AY 2015-2016, SCCE employed 12 Student Fellows, one of whom graduated and is now an Alumnus Fellow. During AY 2015-2016, these Fellows contributed to project coordination in Atlantic County, including tutoring at the Homework Completion Programs at Stanley S. Holmes Village and Buzby Homes Village; contributing to an English Learner's program in Pleasantville and Northfield; supporting nonprofit agencies and afterschool and mentoring programs, such as the Boys and Girls Club, Naturalization Classes in Atlantic City, and food recycling, meal preparation, and delivery to families in need in the region; and continuing to help maintain a garden in collaboration with AtlantiCare at Hamilton Memorial United Methodist Church.

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 AY 15-16. During the academic year alone, the Office of Service-Learning worked collaboratively with 187 community partners, 70 separate faculty and 112 academic courses. The representation of courses and faculty members offering service-learning includes all schools at Stockton and the largest student involvement can be found in the Schools of Arts and Humanities, Social and Behavioral Studies and General Studies.

During the fall and spring semesters, 2,412 students engaged in service-learning – equitant to 1:7 students at Stockton. The hours students spent involved in service-learning work last year is equivalent to \$1.47 million worth of paid employment to community agencies in our area (based on New Jersey's equivalent rate for volunteerism). The office hosted or co-hosted 6 "Days of Service," including the 12th Annual Fall and Dr. Martin Luther King, Jr., events, comprising over 1,400 volunteers and approximately 10,000 hours of service. Additional programs that support the service-learning pedagogy continued including 47 Dialogue and Reflection Programs, The New York Times program to campus reading over 15,000 copies of the newspaper, and providing \$4,150 in "micro-grants" by the Activist In Resident Program to fund service projects organized by students. For more details, refer to the Office of Service-Learning website at www.stockton.edu/servicelearning.

I. Major Capital Projects- June 2015- July 2016

Pomona Parking Lot

The university has added 500 parking spaces to the main Galloway campus in the Barlow Field area off of Pomona Road. Within the project will be the addition of 22 accessible parking spaces and the reconstruction of Delaware Avenue, which contains pedestrian ramps and walkways that connect the academic complex to the athletic fields and parking lot. This project will be complete in August 2016.

Unified Science Center 2 & New Academic Classroom Building

Construction of the 2 new buildings and the academic quadrangle began in May 2016. The 2 new buildings total approximately 92,000sf and together will provide additional classrooms, teaching and research labs, faculty offices, vivarium and a greenhouse. The University anticipates completion of the project in late fall 2017.

Housing 2 Heat Pump and Roof Top Unit Replacement

Construction activities to replace heating, ventilation and air conditioning equipment in the residential housing 2 building began in May of 2016. This project is part of the Higher Education Capital Improvement Fund from the State of New Jersey and will greatly improve energy efficiency on the main Galloway campus. This project will be complete in August 2016.

Other Institutional Information

Please visit www.stockton.edu for more information