



**STOCKTON**  
UNIVERSITY

## Annual Institutional Profile Report



Office of Institutional Research

2017

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## **MISSION STATEMENT**

Revised and Adopted by the Board of Trustees in 2017

### ***Prologue***

Founded in 1969 as a public, four-year college within the New Jersey system of higher education, Stockton University offers more than 40 undergraduate degree programs as well as 14 advanced degree programs, seven educational endorsement programs, seven certificate and preparation programs, and a vast array of minors.

Stockton's 2,000-acre campus, situated in the Pinelands National Reserve, is New Jersey's largest university campus. The main campus is located in Galloway, and satellite centers are located in Atlantic City, Hammonton, Manahawkin and Woodbine. Approximately 2,927 students reside in University housing, including in the apartment complexes, residence halls, affiliated properties and at Stockton Seaview Hotel & Golf Club.

### ***Mission***

Stockton University's mission is to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education.

### ***Vision***

Stockton University will thrive as a distinctive regional institution, providing a diverse, values-based, student-centered environment of exceptional teaching and learning. As a community builder and partner in public service, Stockton University will remain committed to the positive development of New Jersey through scholarship and creative activity, civic engagement, and active stewardship.

### ***Guiding Principle***

Students first; vision and strategy follow.

### ***Values***

Stockton University embraces a collection of shared values, the essence of our standards for excellence. These values support our mission and guide our practices and behavioral expectations. We adhere to the values of:

#### **Excellence in teaching and dedication to learning**

Stockton University is committed to providing a high quality, innovative education that gives our students, including those underrepresented populations, the breadth and depth they need to succeed in their lives beyond college. Our faculty and staff recognize a responsibility to engage our students in the development of ideas across and within disciplines, both inside and outside the classroom. We strive to enhance the student learning experience, by utilizing proven pedagogical methods, research, creative activity, and advancements in technology, which support the promotion of life-long learning.

#### **Inclusivity and Diversity**

Stockton University is committed to building a community that values differences of race, religion, gender, ethnicity, national origin, socio-economic status, affectional or sexual orientation, gender identity or expression, marital status, age, ability or disability. We accept our responsibility to create and preserve an environment that is free from prejudice and discrimination, and to take actions that affirm our commitment to inclusivity and diversity.

### **Academic Freedom**

The University promotes an open exchange of ideas in a setting that embodies the values of academic freedom, responsibility, integrity and cooperation. Recognizing and understanding the significance of our similarities and differences will ultimately foster appreciation and respect for others, and enrich the individual, the campus and the community at large.

### **Integrity and Respect**

Stockton University is committed to integrity, honesty, dignity, civility, openness, respect, and accountability in its actions as well as in the means through which all members of its community communicate among themselves and with the wider world.

### **Shared Governance**

Stockton University is committed to shared governance, defined as an integrated planning process and a collaborative culture in which Stockton's constituents commit themselves to being partners in accomplishing the University's mission. It functions through a structure that fosters active collaboration, transparency, accountability, understanding, and acceptance of compromise, mutual respect and trust.

### **Community Engagement and Civic Responsibility**

Stockton University is committed to the positive development of southern New Jersey. Through research, teaching, and community partnerships and service, the University actively seeks to address social and economic issues critical to our state, region, and nation and to contribute to the public good.

### **Global Perspectives**

Recognizing its place in an increasingly global economy and society, Stockton University is committed to providing students, faculty, and staff with exposure to diverse cultural perspectives. Stockton seeks to create and sustain the global awareness and understanding necessary for their meaningful participation in the world as independent critical thinkers and informed and prepared global citizens.

### **Sustainability and Environmental Stewardship**

The University seeks to promote an ethic of resource conservation, sustainability, and social justice on our campuses and throughout the region in its strategic planning and operations as well as its teaching, research, and service. Stockton embraces the obligation of stewardship this environment demands.



Harvey Kesselman, President

**Annual Institutional Profile Report  
September 15, 2017**

**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 University submitted its Periodic Review Report to MSCHE in May 2017 and is expected to receive an official response later this year.

**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
- American Society for Biochemistry and Molecular Biology
- Association for Gerontology in Higher Education
- New Jersey State Association of Chiefs of Police Accreditation Program

## B. Number of Students Served

### 1. Number of Undergraduate Students by Attendance Status, Fall 2016

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
7,416	94.4%	438	5.6%	7,854	100%

Source: Fall 2016 IPEDS Enrollment Survey

### 2. Number of Graduate Students by Attendance Status, Fall 2016

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
364	41.6%	510	58.4%	874	100%

Source: Fall 2016 IPEDS Enrollment Survey

### 3. Number of Non-Credit Students Served, FY2017

Number of students enrolled in non-credit graduate courses	5,710
Number of students enrolled in non-credit undergraduate courses	1,470
Number of students in non-credit avocational continuing education courses	641
Total	7,821

### 4. Unduplicated Enrollment, FY 2016

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	8,971	254,329	8,478
Graduate	1,118	13,494	562
Doctoral-Professional Practice			117
TOTAL	10,089	267,823	9,157

Source: IPEDS 12-Month Enrollment Survey – data reporting period July 1, 2015—June 30, 2016

## C. Characteristics of Undergraduate Students

### 1. Mean Math, Verbal and Writing SAT Scores, Fall 2016

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 2016												
	Full-Time Students						Part-Time Students					
	Math	N	Reading	N	Writing	N	Math	N	Reading	N	Writing	N
Regular Admits	552.9	932	534.9	932	524.3	932	550.0	1	490.0	1	450.0	1
EOF Admits	486.8	77	465.3	77	447.8	77	0	0	0	0	0.0	0
Special Admits	462.1	121	442.2	121	449.6	121	420.0	1	360.0	1	430.0	1
All Admits	538.7	1,130	520.2	1,130	511.0	1,130	485.0	2	425.0	2	440.0	2
Missing Scores*		36		36		36		1		1		1

\*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 2016.

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 2016

Total Fall 2016 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
7,85	5	6.4%

#### c. Total number of First-time, Full-time (FTFT) Students Enrolled in a remedial/developmental course in Fall 2016

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial
1,187	437	36.8%

#### d. First-time, Full-time students (FTFT) Enrolled in a remedial/developmental course in Fall 2016 by Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled
Math Computation	250	21.1%
Reading	178	15.0%
Writing	248	20.9%

Source: SURE Enrollment File

### 3. Race/Ethnicity, Gender and Age

#### a. Undergraduate Enrollment by Race/Ethnicity, Fall 2016

	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
<b>Full-time</b>	5,188	70.0%	514	6.9%	903	12.2%	470	6.3%	11	0.1%	28	0.4%	302	4.1%	7,416	100.0%
<b>Part-time</b>	308	70.3%	44	10%	49	11.2%	22	5.0%	1	0.2%	0	0.0%	14	3.2%	438	100.0%
<b>Total</b>	5,496	70.0%	558	7.1%	952	12.1%	492	6.3%	12	0.2%	28	0.4%	316	4.0%	7,854	100.0%

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

#### b. Undergraduate Enrollment by Gender, Fall 2016

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
<b>Full time</b>	3,034	40.9%	4,382	59.1%	7,416	100.0%
<b>Part time</b>	214	48.9%	224	51.1%	438	100.0%
<b>Total</b>	3,248	41.4%	4,606	58.6%	7,854	100.0%

#### c. Undergraduate Enrollment by Age, Fall 2016

	LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unkn	Total
Num	8	2,033	2,743	1,843	515	125	65	49	30	0	5	7,416
Percent	0.0%	27.4%	37.0%	24.9%	6.9%	1.7%	0.9%	0.7%	0.4%	0.0%	0.0%	100.0%
Num	1	8	34	153	122	38	19	38	22	2	1	438
Percent	0.2%	1.8%	7.7%	34.9%	27.8%	8.7%	4.3%	8.7%	5.0%	0.5%	0.2%	100.0%
Num	9	2,041	2,777	1,996	637	163	84	87	52	2	6	7,854
Percent	0.1%	26.0%	35.4%	25.4%	8.1%	2.1%	1.1%	1.1%	0.7%	0.0%	0.0%	100.0%

Source: IPEDS Fall Enrollment Survey



**4. Financial Aid from Federal, State & Institution-Funded Programs (AY 2015-16)**

	<u>RECIPIENTS</u>	<u>DOLLARS (\$)</u>	<u>\$/RECIPIENT</u>
<b><u>FEDERAL FUNDS</u></b>			
Pell Grants	3,081	12,782,000	4,148.65
College Work Study	218	355,000	1,628.44
Perkins Loans	113	423,000	3,743.36
SEOG	345	323,000	936.23
PLUS Loans	658	8,300,000	12,613.98
Stafford Loans (Subsidized)	4,469	18,494,000	4,138.29
Stafford Loans (Unsubsidized)	4,847	17,489,000	3,608.21
SMART & ACG or other	0	0	--
<b><u>STATE PROGRAMS</u></b>			
Tuition Aid Grants (TAG)	2,146	10,280,000	47,90.31
Educational Opportunity Fund (EOF)	366	444,000	1,213.11
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	0	0	--
Urban Scholars	0	0	--
NJ STARS	123	265,000	2,154.47
NJCLASS Loans	317	4,132,000	13,034.70
<b><u>INSTITUTIONAL PROGRAMS</u></b>			
Grants/Scholarships	2,213	12,802,000	5,784.91
Loans	0	0	--

SOURCE: NJIPEDS Form #41 – Student Financial Aid

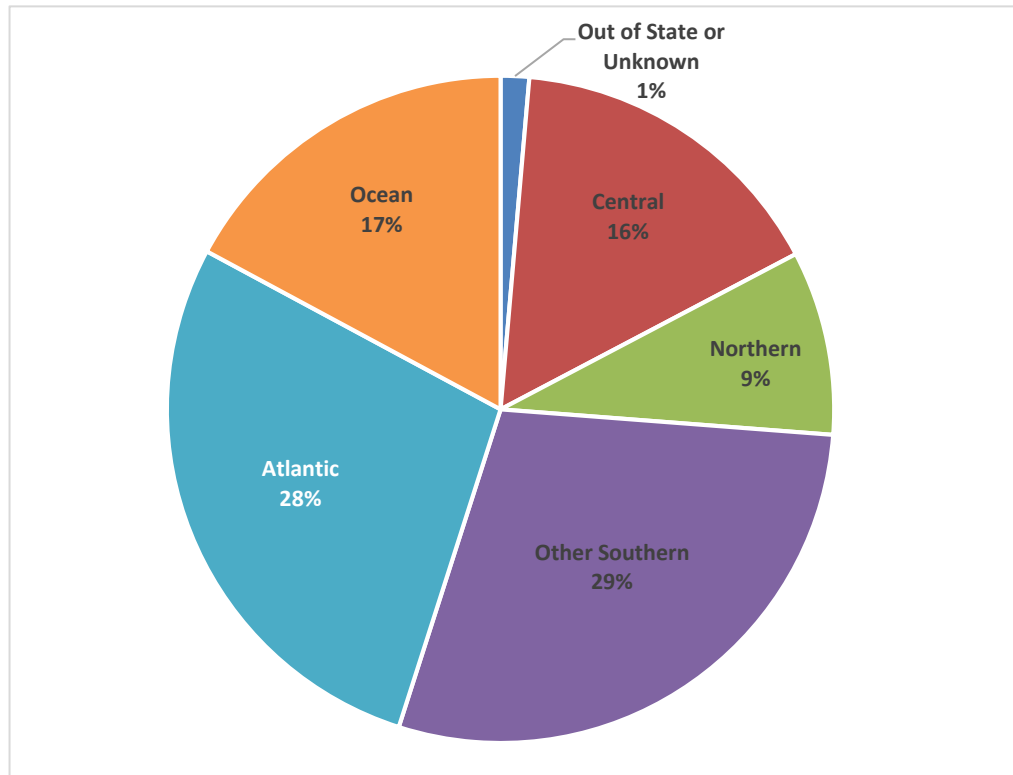
**5. First-time Full-time Freshmen in Fall 2016 Enrollment by State Residence****a. Full-time Freshmen Enrollment, In-State and Non-State****Residents**

State Residents	Non-State Residents	Total	% State Residents
1,168	22	1,190	9

Source: IPEDS Fall Enrollment Survey

**b. Undergraduate Enrollment by Residence, Fall 2016**

Percentage of Fall 2016 undergraduates who are NJ residents is 99%. The geographic residence of all undergraduates enrolled in Fall 2016 is illustrated below.



**Regions:**

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

Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union = 16%

Southern NJ: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, Salem = 74%

Out-of-State or Unknown = 1%

**D. Student Outcomes**

**1. Four-, Five- and Six-Year Graduation Rates of Fall 2010 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 2010 Cohort	651	75.9%	56	6.5%	68	7.9%	52	6.1%	3	0.03%	28	3.3%	858	100%
Graduates after 4 years	354	54.4%	11	19.6%	27	39.7%	28	53.8%	2	66.7%	11	39.3%	433	50.5%
Graduates after 5 years	459	70.5%	19	33.9%	41	60.3%	39	75.0%	2	66.7%	17	60.7%	577	67.2%
Graduates after 6 years	476	73.1%	20	35.7%	44	64.7%	41	78.8%	2	66.7%	18	64.3%	601	70.0%

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

Source: IPEDS GRS Report 2016-2017

**2. Third-semester Retention of First-time Undergraduates, Fall 2015 to Fall 2016**

**a. By Attendance Status**

Full-Time			Part-Time		
Fall 2015 First-Time Undergraduates	Retained in Fall 2016	Retention Rate	Fall 2015 First-Time Undergraduates	Retained in Fall 2016	Retention Rate
1,151	992	86.2%	0	0	0.0%

Source: Fall 2016 IPEDS Enrollment Survey

## E. Faculty Characteristics

### 1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2016

	<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>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>
<b>Tenured</b>																
Professors	28	24	3	4	2	1	5	4	1	0	0	0	0	0	39	33
Associate Prof.	40	49	5	4	5	2	6	11	0	0	0	0	0	2	56	68
Assistant Prof.	3	4	1	0	1	0	1	1	0	0	0	0	0	0	6	5
All Others	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
TOTAL	72	77	9	8	8	3	12	16	1	0	0	0	0	2	102	106
<b>Without Tenure</b>																
Professors	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Associate Prof.	4	2	0	0	0	0	0	1	0	0	0	0	0	0	4	3
Assistant Prof.	18	46	4	2	4	0	3	6	0	0	8	4	0	1	37	59
All Others	1	5	1	0	0	0	0	1	0	0	0	0	0	0	2	6
TOTAL	23	54	5	2	4	0	3	8	0	0	8	4	0	1	43	69
<b>Total</b>																
Professors	28	25	3	4	2	1	5	4	1	0	0	0	0	0	39	34
Associate Prof.	44	51	5	4	5	2	6	12	0	0	0	0	0	2	60	71
Assistant Prof.	21	50	5	2	5	0	4	7	0	0	8	4	0	1	43	64
All Others	2	5	1	0	0	0	0	1	0	0	0	0	0	0	3	6
TOTAL	95	131	14	10	12	3	15	24	1	0	8	4	0	3	145	175

Source: Fall 2016 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 2016**

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
1,688	1,122	66%	443	26%	123	7%

*Note: Others includes full-time administrators*

**3. Ratio of Full- to Part-time Faculty, Fall 2016**

Full-time		Part-time		Total	
Number	Percent	Number	Percent	Number	Percent
320	52%	296	48%	616	100%

*Source: Fall 2016 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	2						8
Female	3						1	4
Total	9	2					1	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
Mr. Raymond R. Ciccone, CPA, CFF	Managing Partner	Ciccone, Gotthold & Koseff, CPA
Dr. Nancy Taggart Davis	Mayor of Beach Haven, NJ	Borough of Beach Haven
Mr. Andy Dolce	Retired, Founder and Chairman	Dolce Hotel and Resorts
Mr. Stanley M. Ellis	Vice President and Director of Strategy	Burlington County Times
Michael Jacobson, Esq.	Attorney-at-Law	Cooper Levenson, P.A
Ms. Meg Worthington	Broker	Stephen N. Frankel, Inc.
Ms. Nelida Valentin	Vice President of Grants and Programs	Princeton Area Community Foundation (PACF)
Mr. Ike Ejikeme	Student Trustee	Stockton University
Mr. Deon Davis	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 2016**

#### **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
- Doctorate of Education in Organizational Leadership
- 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
- 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
- BS Health Science/MS Physician Assistant

#### **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 Data Science and Strategic Analytics
- 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

**H. Major Research and Public Service Activities**

**R&D EXPENDITURES: FY 2016**

	Amount (\$)
Federally Financed Academic R&D Expenditures	240,655
State/local governments	39,845
Business/non-profit organizations	-
Institutionally Financed Academic R&D Expenditures	1,131,254
<b>Total Academic R&amp;D Expenditures</b>	<b>1,411,754</b>

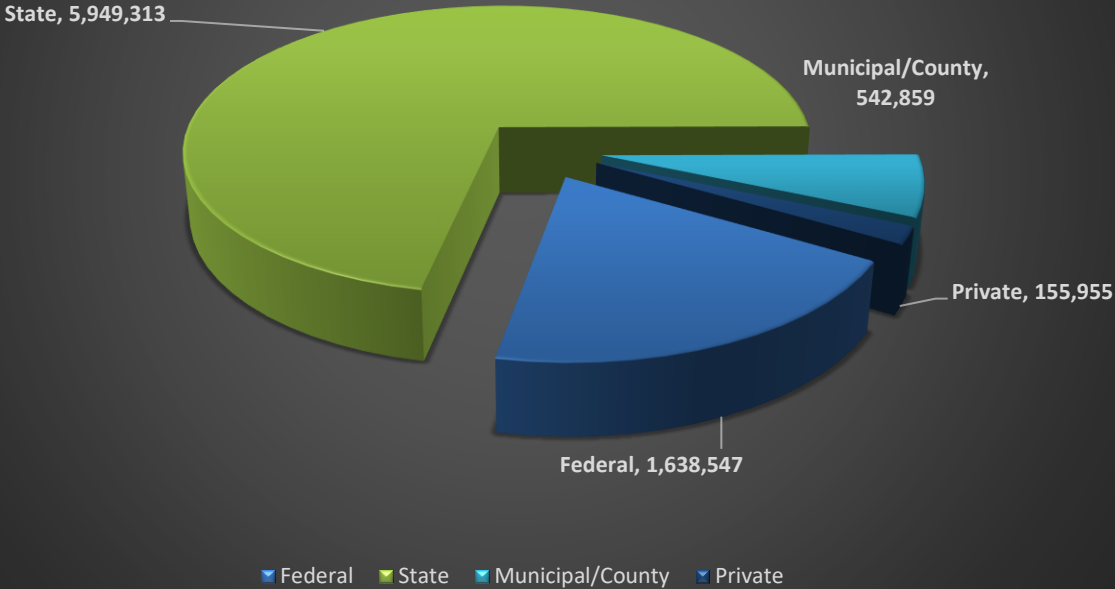
Source: FY2016 Audited Financial Report.

**GRANTS/CONTRACT FY 2017**

08/28/2017 YEAR END STATS		\$ Value of Submissions	% Awarded of \$ Amount Requested	Awarded	# Submitted	% Submitted Receiving Awards	Still Pending
	Federal			\$1,638,547			
	State			\$5,949,313			
	Mun/Local			\$542,859			
	Private			\$155,955			
	<b>TOTAL</b>	<b>\$11,050,067</b>	<b>75%</b>	<b>\$8,286,674</b>	<b>94</b>	<b>75%</b>	<b>\$547,566</b>
	ARHU			\$484,622			
	BSNS			\$193,519			
	EDUC			\$876,479			
	HLTH			\$19,625			
	NAMS			\$2,021,595			
	SOBL			\$3,559,603			
	GENS			\$5,189			
	Grad/CE			\$1,049,632			
	Stud. Affairs			\$30,910			
	Provost			\$40,000			
	A&F			\$5,500			
	<b>TOTAL</b>			<b>\$8,286,674</b>			

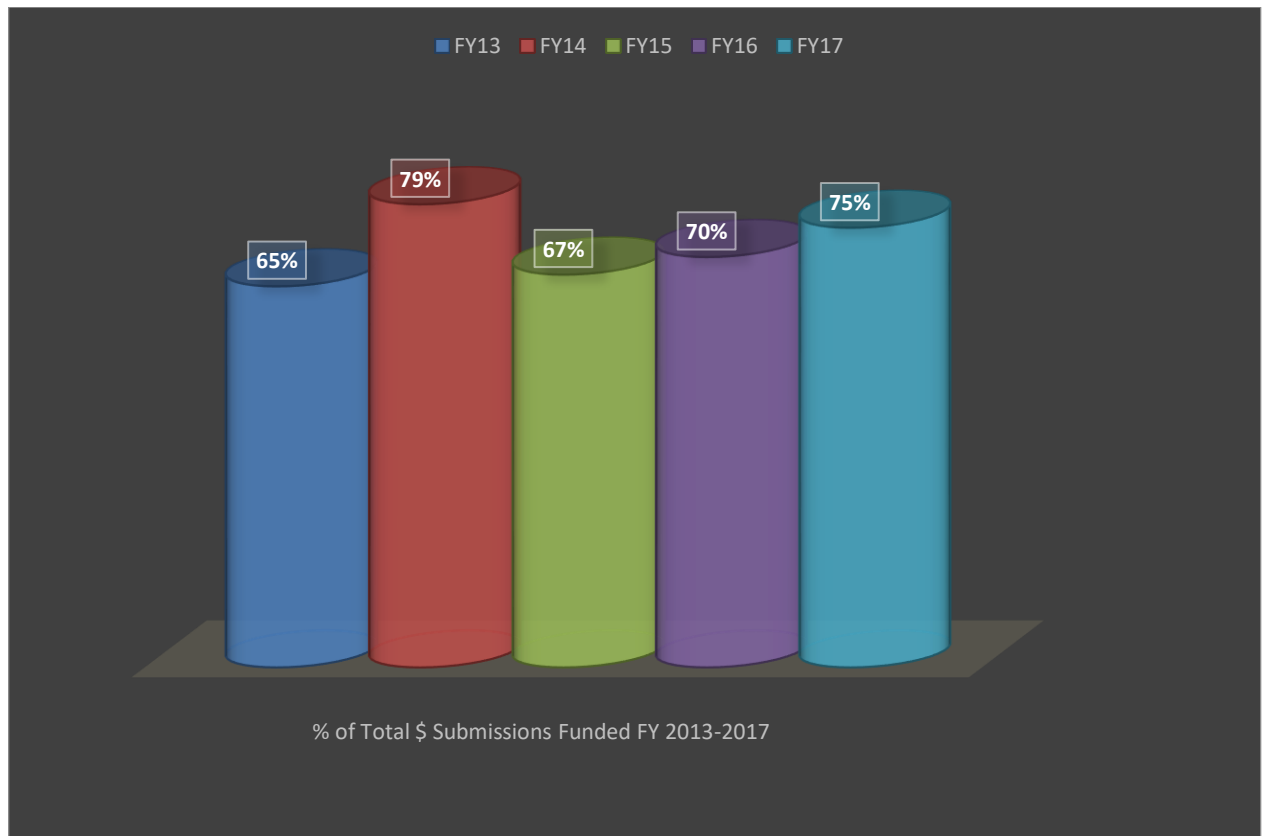
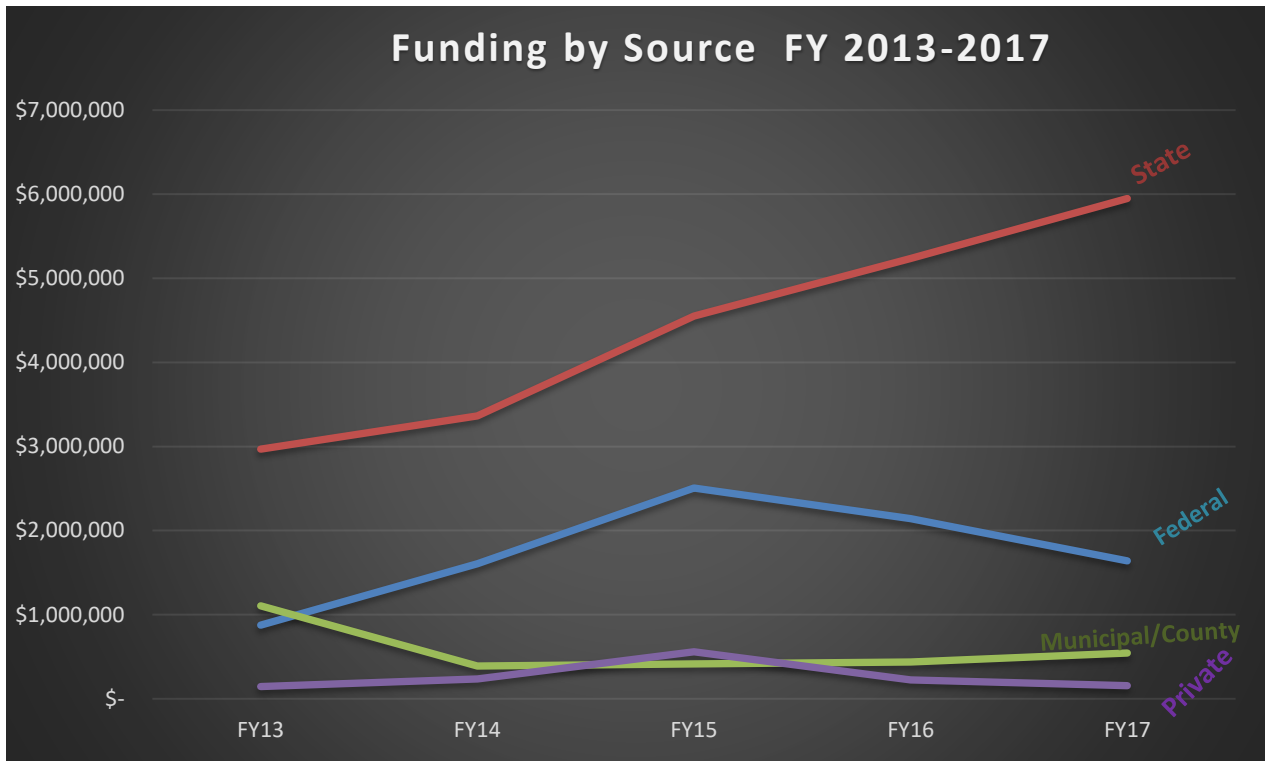


### Grants/Contracts by Funding Source FY 2017 Total \$8,286,674



### Grants & Contracts Awards FY 2013-2017





# STATISTICAL OVERVIEW

<i>2016 - 2017</i>	Total	ARHU	BUSN	EDUC	GENS	HLTH	NAMS	SOBL	President, Provost, Grad, Staff, Library
<b>Published Books &amp; Book Chapters</b>	<b>31</b>	6	2	-	3	-	1	8	11
<b>Published Works</b>	<b>91</b>	9	16	2	10	10	13	16	15
<b>Performances &amp; Exhibitions</b>	<b>77</b>	71	-	-	1	-	-	4	1
<b>Presentations</b>	<b>266</b>	33	34	18	20	31	26	48	56
<b>Boards</b>	<b>51</b>	3	5	4	3	3	4	4	25
<b>Awards &amp; Grants</b>	<b>148</b>	25	18	7	15	16	28	27	12

*\*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) redesigned 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 Tea and Game Day programs with older adults in Atlantic City and Pleasantville. SCCE also cosponsored community policing workshop on understanding Adverse Childhood Experiences (ACEs) and the impact of accents in criminality and racial profiling for the Atlantic City and Pleasantville Police Departments. Furthermore, SCCE continued successfully to maintain the Campus Kitchen at Atlantic City.
- The SCCE worked with 245 student volunteers this year, served 2,347 Campus Kitchen meals, tutored 189 students in Atlantic City, helped 3 people become naturalized American citizens, and collected 1,412 pounds of food for the New Day Family Success Center in Galloway.
- The SCCE Faculty Fellows and Student Fellows programs continued to bolster the Center's community-outreach initiatives this year. Professor Tara Luke from the Biology Program, engaged in many activities as the Faculty Fellow during AY 2016-2017. For example, Professor Luke held the Sea Perch Kick-Off at the Atlantic City Aquarium, conducted Marine Science presentations at St. Vincent de Paul Regional School in Mays Landing, at Stanley Holmes Village, and at Buzby Homes in Atlantic City. She also hosted two *Dive into Community Engagement* informational sessions for students, faculty, and staff where community members attended and spoke about the importance of Dr. Luke's work in the community. She also hosted an Extreme Science experience for 60 children from the Winslow Township School District in March and 12 explorers from the Atlantic City Police Athletic League in June. These events were in collaboration with NAMS Faculty and staff. The Offices of Equal Opportunity Fund, Admissions, Financial Aid, and Housing also participated in the Atlantic City Police Athletic League Explorers' day on campus. Dr. Luke will continue to be the Faculty Fellow through AY 2017-2018.

- 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 new programming including hosting, *Foreclosure: What You Need to Know*. This workshop was presented to over 50 community members who wanted to learn what happens after someone receives a foreclosure notice. Panelists included Mitchell Moskowitz-Senior attorney from Legal Services, Sherriff Frank Balles, Irene Komandis and Kathryn Shubel from the Superior Clerk's office in Trenton-Foreclosure, and George Coan from the Civil Division. The event was video recorded and is available to watch on the SCCE website.
- 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 2016-2017, SCCE employed 14 Student Fellows, one of whom graduated and is now an Alumnus Fellow. During AY 2016-2017, these Fellows contributed to project coordination in Atlantic County including tutoring at the Homework Completion Programs at Stanley S. Holmes Village, Buzby Homes Village, and the Police Athletic League; facilitating and English Learner's program in Pleasantville and Northfield; teaching Naturalization Classes in Atlantic City, and managing 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 16-17. During the academic year, the Office of Service-Learning worked collaboratively with 123 community partners, 62 separate faculty and 96 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, 2,196 students engaged in service-learning – equivalent to 1:8 students at Stockton. The number of hours students spent (36,275 hours) involved in service-learning work last year is equivalent to one million dollars' worth of paid employment to community agencies in our area (based on New Jersey's equivalent rate for volunteerism).

In a new relationship with the Bonner Foundation, the Office of Service Learning created the inaugural cohort of 20 Bonner Leaders, 7 of whom were New Jersey AmeriCorps members who each received a \$1,250.00 educational award upon completion of 300 hours of service (2,100 hours total).

The office hosted or co-hosted 5 "Days of Service," including the 13<sup>th</sup> Annual Fall and Dr. Martin Luther King, Jr., events, comprising over 1,500 volunteers and approximately 7,500 hours of service. Additional programs that support the service-learning pedagogy continued, including 17 Dialogue Programs, 2 Faculty & Community Partner Reflection Sessions, 2 Faculty and Community Partner Off-campus Networking Tours (Atlantic City and Hammonton), The New York Times program to campus (over 15,800 copies read), \$3,000 in civic engagement "micro-grants" co-sponsored by Alumni Affairs, and the Activist In Residence Program which served 3,600 cups of coffee at the student organized "Hopeful Grounds" pop-up café at the Atlantic City Rescue Mission. For more details, refer to the Office of Service-Learning 2016-2017 Annual Report at [https://drive.google.com/file/d/0B0\\_ylu7CSOqXaDBJWFdXYWhWTXc/view?usp=sharing](https://drive.google.com/file/d/0B0_ylu7CSOqXaDBJWFdXYWhWTXc/view?usp=sharing).

## I. Major Capital Projects (June 2016 – July 2017)

### **Atlantic City Gateway Campus**

Construction of the new Atlantic City Gateway Campus is underway. The project consists of a 56,400sf Academic Building, 216,925sf Residential Building containing 533 beds, and a 335,684sf Parking Garage with capacity for 876 vehicles. All three facilities are being constructed with sustainable materials, while maintaining high energy efficiency to withstand the conditions of the coastal environment. Although each building has a unique completion date, all 3 facilities will be complete by July 2018.

### **Parking Lot 8 (aka: Pomona Parking Lot)**

The university added 500 parking spaces to the main Galloway campus in the Barlow Field area off Pomona Road. Within the project is 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 was completed in August 2016.

### **Unified Science Center 2 & Health Sciences Center (aka: New Academic Classroom Building)**

Construction of the two new buildings and the academic quadrangle began in May 2016. The two new buildings total approximately 92,000sf and together will provide additional classrooms, teaching and research labs, faculty offices, vivarium, physical therapy 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 was part of the Higher Education Capital Improvement Fund from the State of New Jersey and greatly improved energy efficiency on the main Galloway campus. This project was completed in August 2016.

### **University Walk / Parking Lot 6 Renovations**

Re-Construction of the University Walk and Parking lot 6 began in May of 2017. This project will improve handicap accessibility, life safety and reduce approximately 10,000sf of impervious surface that will enhance the environment and provide additional green space to the Galloway Campus. This project will be completed in September 2017.

### **Housing 4 HVAC Upgrades**

Construction activities to upgrade the ventilation and air conditioning equipment in the eight residential housing 4 buildings began in May of 2017. This project will greatly improve energy efficiency and environmental conditions throughout each residential facility on the main Galloway Campus. This project will be completed in September 2017.

### **Interior & Exterior Renovations to the Arts & Sciences Building**

Construction activities to upgrade the heating, ventilation and air conditioning equipment as well as the exterior façade of the Arts & Sciences Building began in May of 2017. This project will greatly improve energy efficiency and environmental conditions throughout the facility and provide a much needed renovation to the exterior façade. This project will be completed in September 2017.

## **Other Institutional Information**

Please visit [www.stockton.edu](http://www.stockton.edu) for more information