

STOCKTON

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

2014

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.



Herman J. Saatkamp, Jr., President

**Annual Institutional Profile Report
September 16th, 2014**

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
- New Jersey State Association of Chiefs of Police Accreditation Program

B. Number of Students Served

1. Number of Undergraduates by Attendance Status, Fall 2013

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
6953	92.2%	586	7.8%	7,539	100%

Source: Fall 2013 IPEDS Enrollment Survey

2. Number of Graduates by Attendance Status, Fall 2013

Full time		Part time		TOTAL	
Num	Pct	Num	Pct	Number	Percent
319	34.7%	600	65.3%	919	100%

Source: Fall 2013 IPEDS Enrollment Survey

3. Number of Non-Credit Students Served, Fall 2013

Number of students enrolled in non-credit graduate courses	2900
Number of students enrolled in non-credit undergraduate courses	620
Number of student in noncredit avocational continuing-education courses	218
Total	3738

4. Unduplicated Enrollment, FY 2013

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	8,511	236,404	7,880
Graduate	1,088	11,522	480
Doctoral-Professional Practice			104
TOTAL	9,599	247,926	8,464

Source: IPEDS 12-Month Enrollment Survey – data reporting period July 1, 2012–June 30, 2013

C. Characteristics of Undergraduate Students

1. Mean Math, Verbal and Writing SAT Scores, Fall 2013

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 928, and for EOF admits 949. 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 2013												
	Full-Time Students						Part-Time Students					
	Math	N	Verbal	N	Writing	N	Math	N	Verbal	N	Writing	N
Regular Admits	565.8	781	543.4	781	537.3	781	635.0	2	575.0	2	565.0	2
EOF Admits	486.9	70	462.4	70	448.7	70	450.0	1	410.0	1	480.0	1
Special Admits	472.5	114	455.6	114	466.5	114	0.0	0	0.0	0	0.0	0
All Admits	549.0	965	527.2	965	522.6	965	573.3	3	520.0	3	536.7	3
Missing Scores*		100		100		100		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 2013.** 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 2013

Total Fall 2013 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
7,539	424	5.6%

c. Total number of First-time, Full-time (FTFT) Students Enrolled in a remedial/developmental course in Fall 2013

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
1,066	366	34.3%

d. First-time, Full-time students (FTFT) Enrolled in a remedial/developmental course in Fall 2013 by Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Reading	153	14.4%
Writing	173	16.2%
Math Computation	203	19.0%
Elem. Algebra	0	0.0%

Source: SURE Enrollment File

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2013

	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	5,166	74.3%	416	6.0%	674	9.7%	384	5.5%	7	0.1%	18	0.3%	288	4.1%	6,953	100.0%
Part-time	432	73.7%	40	6.8%	59	10.1%	31	5.3%	1	0.2%	2	0.3%	21	3.6%	586	100.0%
Total	5,598	74.3%	456	6.0%	733	9.7%	415	5.5%	8	0.1%	20	0.3%	309	4.1%	7,539	100.0%

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

b. Undergraduate Enrollment by Gender, Fall 2013

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full time	2,824	40.6%	4,129	59.4%	6,953	100.0%
Part time	236	40.3%	350	59.7%	586	100.0%
Total	3,060	40.6%	4,479	59.4%	7,539	100.0%

c. Undergraduate Enrollment by Age, Fall 2013

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unkn	Total
		Full time	Num	5	1,829	2,504	1,808	529	109	62	76	31	0
	Percent	0.1%	26.3%	36.0%	26.0%	7.6%	1.6%	0.9%	1.1%	0.4%	0.0%	0.0%	100.0%
Part time	Num	1	10	31	188	143	73	42	60	37	0	1	586
	Percent	0.2%	1.7%	5.3%	32.1%	24.4%	12.5%	7.2%	10.2%	6.3%	0.0%	0.2%	100.0%
Total	Num	6	1,839	2,535	1,996	672	182	104	136	68	0	1	7,539
	Percent	0.1%	24.4%	33.6%	26.5%	8.9%	2.4%	1.4%	1.8%	0.9%	0.0%	0.0%	100.0%

Source: IPEDS Fall Enrollment Survey

4. Financial Aid from Federal, State & Institution-Funded Programs, AY 2012-13

	<u>RECIPIENTS</u>	<u>DOLLARS (\$)</u>	<u>\$/RECIPIENT</u>
<u>FEDERAL FUNDS</u>			
Pell Grants	2,913	11,284,000	3,873.67
College Work Study	197	239,000	1,213.20
Perkins Loans	78	305,000	3,910.26
SEOG	378	261,000	690.48
PLUS Loans	480	6,236,000	12,991.67
Stafford Loans (Subsidized)	4,681	19,455,000	4,156.16
Stafford Loans (Unsubsidized)	4,837	18,230,000	3,768.86
SMART & ACG or other	0	0	--
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	1,998	8,953,000	4,480.98
Educational Opportunity Fund (EOF)	347	413,000	1,190.20
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	49	43,000	877.55
Urban Scholars	36	30,000	833.33
NJ STARS	202	306,000	1,514.85
NJCLASS Loans	401	4,964,000	12,379.05
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	1,800	9,484,000	5,268.89
Loans	0	0	--

SOURCE: NJIPEDS Form #41 – Student Financial Aid

5. First-time Full-time Freshmen in Fall 2013 Enrollment By State Residence

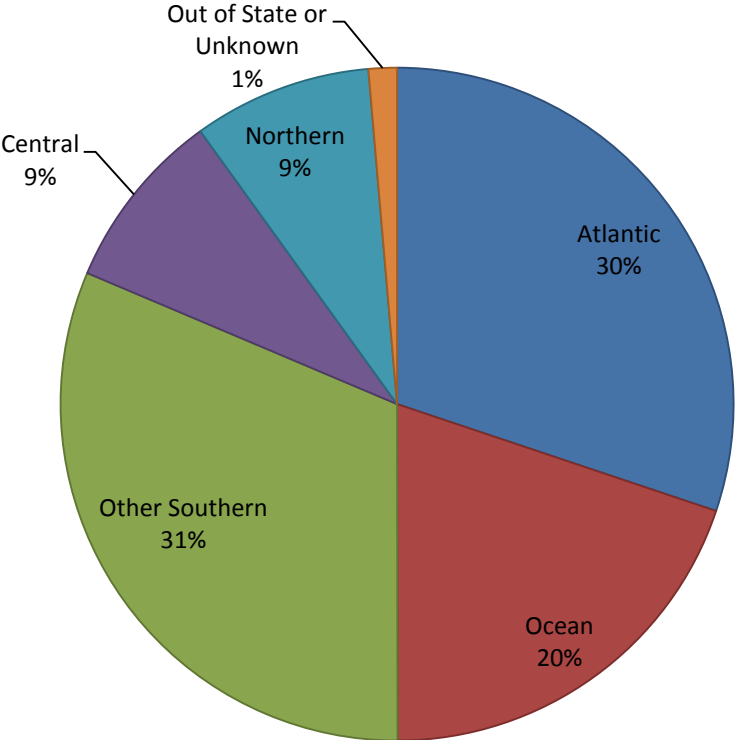
a. Full-time Freshmen Enrollment, In-State and Non-State Residents

State Residents	Non-State Residents	Total	% State Residents
1,046	23	1,069	97.8%

Source: IPEDS Fall Enrollment Survey

b. Undergraduate Enrollment by Residence, Fall 2013

Percentage of Fall 2013 undergraduates who are NJ residents is 99%. The geographic residence of all undergraduates enrolled in Fall 2013 is illustrated below.



Counties:
Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union = 9%
Northern NJ: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Warren = 9%
Southern NJ: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, Salem = 81%
Out-of-State = 1%

D. Student Outcomes

1. Four-, Five- and Six-Year Graduation Rates of Fall 2007 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 2007 Cohort	614		67		59		41		4	0	10		795	
Graduates after 4 years	279	45.4%	13	19.4%	19	32.2%	18	43.9%	3	75.0	3	30.0%	335	42.1%
Graduates after 5 years	390	63.5%	27	40.3%	32	54.2%	28	68.3%	3	75.0	5	50.0%	485	61.0%
Graduates after 6 years	415	67.6%	29	43.3%	38	64.4%	30	73.2%	3	75.0	5	50.0%	520	65.4%

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

Source: IPEDS GRS Report

2. Third-semester Retention of First-time Undergraduates, Fall 2012 to Fall 2013

a. By Attendance Status

Full-Time			Part-Time		
Fall 2012 First-Time Undergraduates	Retained in Fall 2013	Retention Rate	Fall 2012 First-Time Undergraduates	Retained in Fall 2013	Retention Rate
1,000	868	86.8%	2	2	100.0%

Source: Fall 2013 IPEDS Enrollment Survey

E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2013

	<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	1	1	2	0	0	0	0	0	0	0	38	27
Associate Prof.	43	53	4	3	6	3	9	9	1	0	1	0	0	2	64	70	
Assistant Prof.	4	7	1	0	1	1	0	1	0	0	0	0	0	0	6	9	
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	77	79	10	8	9	5	10	12	1	0	1	0	0	2	108	106	
Without Tenure																	
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
Associate Prof.	5	1	0	0	0	0	1	0	0	0	0	0	0	0	6	1	
Assistant Prof.	17	30	2	2	1	0	4	2	0	0	4	4	0	1	28	39	
All Others	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
TOTAL	24	32	2	2	1	0	5	2	0	0	4	4	0	1	36	41	
Total																	
Professors	31	19	5	5	2	1	1	2	0	0	0	0	0	0	39	27	
Associate Prof.	48	54	4	3	6	3	10	9	1	0	1	0	0	2	70	71	
Assistant Prof.	21	37	3	2	2	1	4	3	0	0	4	4	0	1	34	48	
All Others	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
TOTAL	101	111	12	10	10	5	15	14	1	0	5	4	0	3	144	147	

Source: Fall 2013 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 2013

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>
1722	1136	66%	510	30%	76	4%

Note: Others includes full-time administrators

3. Ratio of Full- to Part-time Faculty, Fall 2013

Full-time		Part-time		Total	
<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
291	48%	315	52%	606	100%

Source: Fall 2013 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	8			1				9
Female	3						1	4
Total	11			1			1	13

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. Dean C. Pappas, Chair	Retired, Chairman and Co-Chief Executive Officer	Clement Pappas & Co., Inc.
Ms. Madeleine Deininger ('80), Vice Chair	Founder and President	Sonoma, California-based Kismet Wines, Inc.
Ms. Emma N. Byrne, Secretary	Retired, Director of Corporate Communications and Federal Affairs	PSEG
Mr. Curtis J. Bashaw, Immediate Past Chair and Ex Officio	Co-Chief Executive Officer	Cape Advisors, Inc.
Mr. Raymond R. Ciccone, CPA, CFF ('79)	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
Ms. Barbara Morvay	Retired Superintendent	Atlantic County Special Services School District
Mr. Leo B. Schoffer, Esq.	Managing Member	Schoffer Enterprises, LLC
Dr. James W. Yoh,		Galaxy Technology, Inc.
Mr. Kiyle Osgood	Student Trustee	The Richard Stockton College of New Jersey
Maryam Sarhan	Student Trustee Alternate	The Richard Stockton College of New Jersey
Dr. Herman Saatkamp	President and 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 2013

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 2013

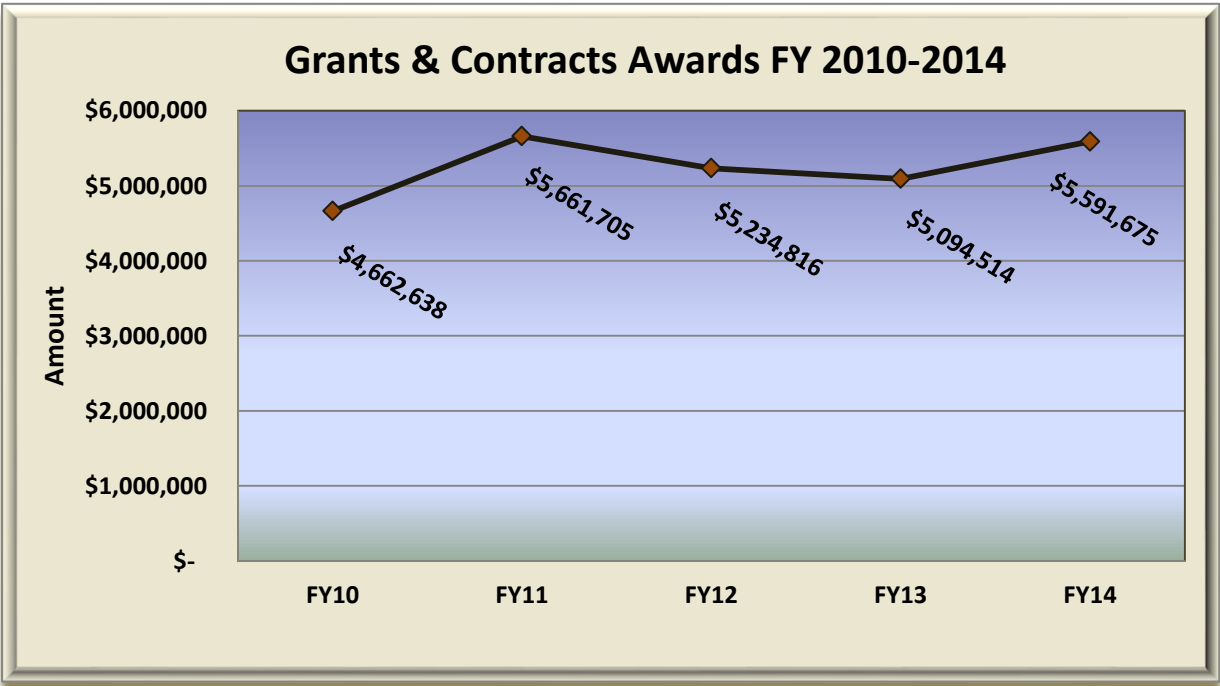
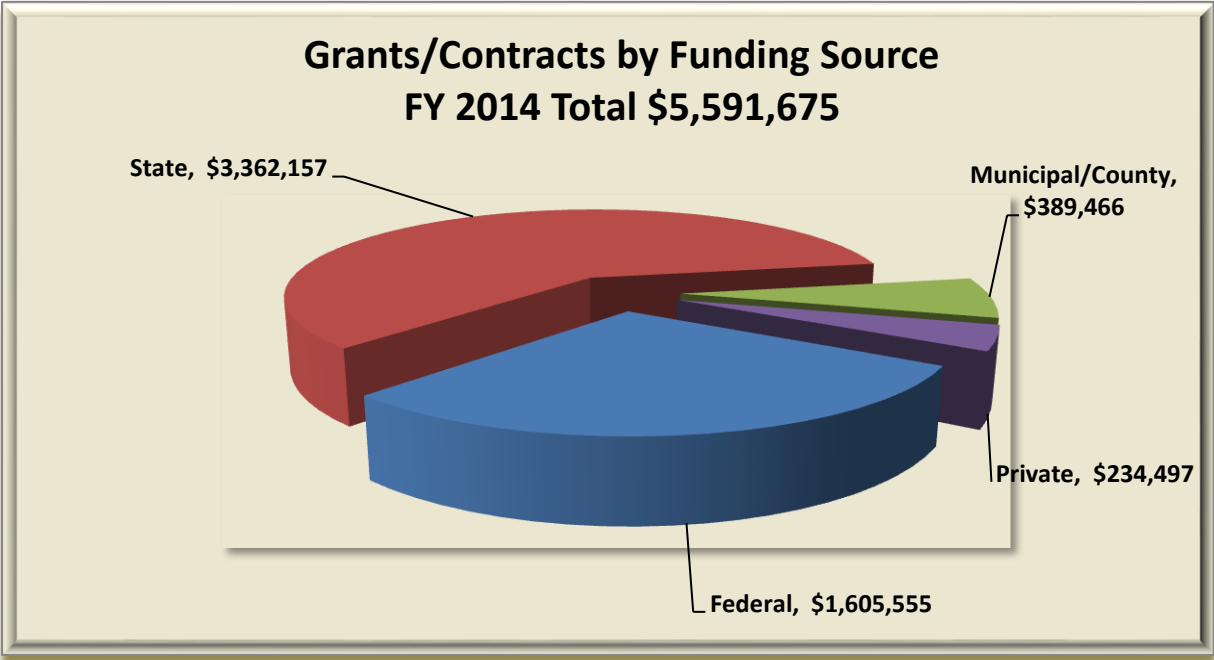
	Amount (\$)
Federally Financed Academic R&D Expenditures	217,315
State/local governments	16,649
Business/non-profit organizations	107,600
Institutionally Financed Academic R&D Expenditures	589,267
Total Academic R&D Expenditures	930,831

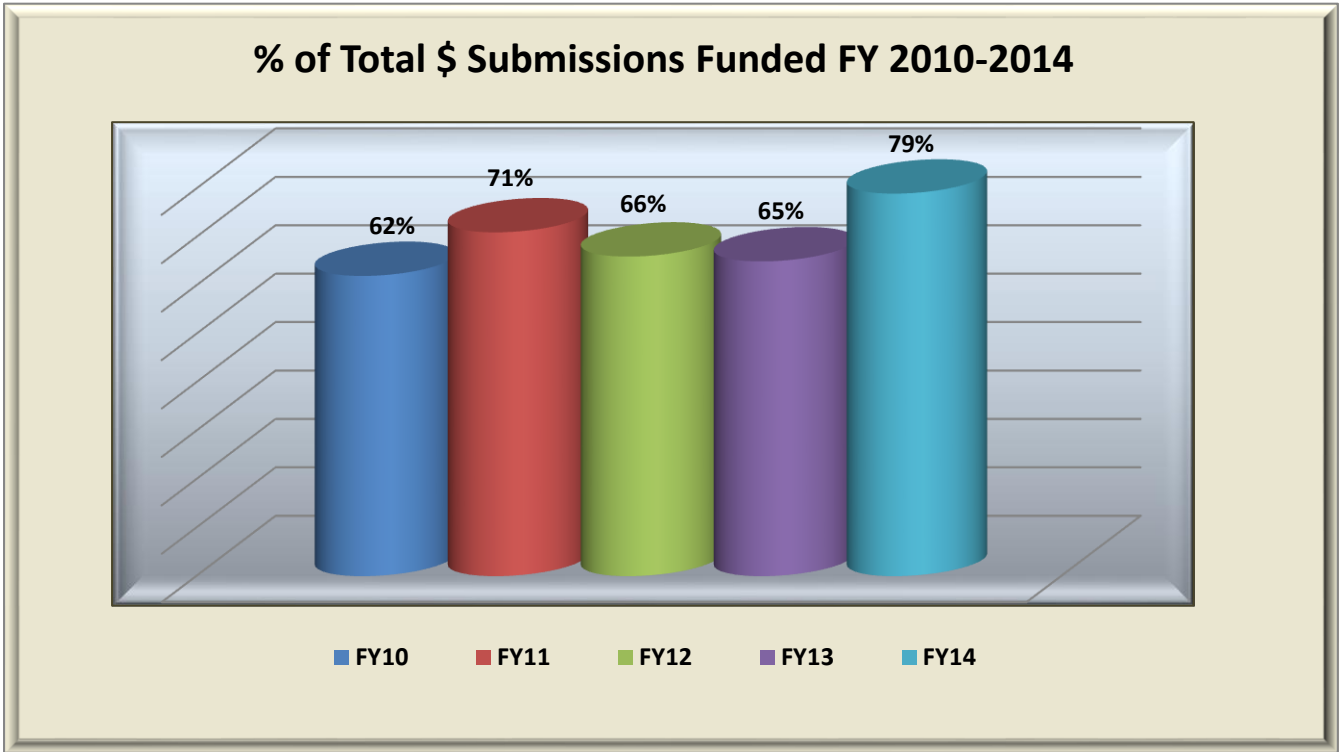
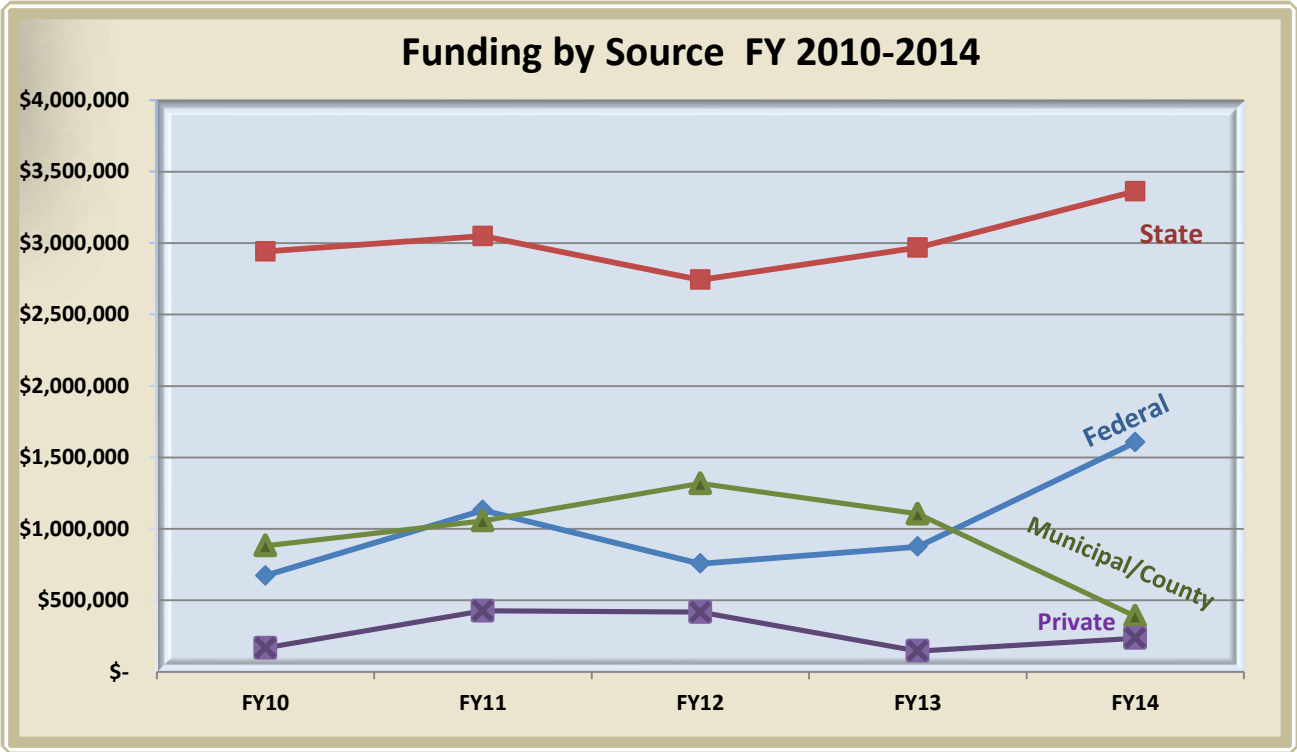
Source: FY2013 Audited Financial Report.

Grants/Contracts Fiscal Year 2014

8/20/14 Year End Stats		\$ Value of submissions	% awarded of \$ Amount Requested	Awarded	# submitted	% submitted receiving awards	Still Pending*
By Funding Source	Federal			\$1,605,555			
	State			\$3,362,157			
	Mun/Local			\$389,466			
	Private			\$234,497			
		\$7,095,307	79%	\$5,591,675	82	85%	\$186,292
By School	ARHU			\$346,420			
	BUSN			\$14,218			
	EDUC			\$678,282			
	GENS			\$125,564			
	HLTH			\$21,650			
	NAMS			\$2,013,804			
	SOBL			\$2,214,067			
	PDCE/HS			\$104,081			
	StudAff			\$26,590			
	AA, A&F			\$47,000			
	Total			\$5,591,675			

CRC Included in NAMS	\$2,540,098
SRI/ETTC Included in EDUC	\$642,283





Statistical Overview of Scholarly Activity									
2013 - 2014									
	Total	ARHU	BUSN	EDUC	GENS	HLTH	NAMS	SOBL	President, Provost, Grad, Staff, Library
Published Books & Book Chapters	28	3	1	1	10	2	2	4	5
Published Works	164	31	21	11	8	26	27	36	4
Performances & Exhibitions	95	89	1	0	4	0	0	1	0
Presentations	307	55	33	25	22	46	28	54	44
Boards	53	12	5	2	1	7	1	8	17
Awards & Grants	151	40	17	9	5	16	31	32	1

**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 Stockton Center for Community Engagement (SCCE) maintained its website and distributed three online newsletters providing an update of activities. SCCE continued 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 that contacted the Center for assistance. Dr. Priti Haria, Assistant Professor of Education and Dr. Connie Tang, Associate Professor of Psychology have been collaborating with the Atlantic City Day Nursery. Dr. Tang will assign student interns from the new Early Childhood Studies Minor to the facility beginning AY2014-2015.
- More community relationships with faculty continue to be fostered through the addition of new SCCE Faculty Fellows that were approved for academic years 2013-2014 and 2014-2015 by the Office of the Provost. Dr. Jennifer Barr, Professor of Business Studies and Dr. Joseph Rubenstein, Professor of Anthropology completed their first year fellowship. Both engaged in numerous activities as SCCE fellows during AY 2013-14. For example, Dr. Barr attended and co-presented with Dr. Rubenstein and Dr. Curry at the Eastern Regional Campus Compact Conference in Philadelphia. She co-delivered with Dr. Rubenstein a workshop to faculty and staff about infusing engagement into pedagogy and scholarship. Dr. Barr designed, launched and analyzed an online survey to assess faculty engagement; drafted a focus group discussion guide and co-moderated two sessions; and, co-facilitated two roundtable discussions that included area businesses, community leaders, government officials and faculty and staff. Dr. Rubenstein co-organized, "Main Street and Downtown Revitalization", a discussion with local mayors and Stockton faculty. He co-organized events with Atlantic County Long Term Recovery Group and the Community Food Bank of New Jersey. He was the plenary keynote speaker, session leader, at the conference: "Bridging the Classroom and Community: A Frontier for Innovation and High Impact Practices for Student Success," at Morgan State University. Dr. Rubenstein is an Advisory Board Member for the Garden State Film Festival; he is the Faculty

Supervisor for StockEngage: Stockton Students for Community Development; and the Stockton Faculty Coordinator for Hurricane Sandy Long Term Relief Group of Atlantic County. He also works closely with students and community partners, such as AtlantiCare, to design community gardens.

- SCCE Faculty Fellows will continue to work with faculty in discovering ways to blend engaged teaching, service, and scholarship through faculty workshops, meetings with community partners and planning sessions.
- The SCCE collaborated with the Retail, Hospitality, and Tourism Talent Network of South Jersey, and coordinated with the Carnegie Center in Atlantic City, Stockton's main campus in Galloway, Kramer Hall in Hammonton, and the Manahawkin Instructional Site to allow recently laid off workers and others concerned about their future employment to use computers for writing resumes and completing job applications.
- The SCCE launched an Adopt-a-Town pilot initiative designed to team faculty and students with towns recovering from disasters and in need of aid, resources, and support. SCCE adopted Tuckerton and Little Egg Harbor as their focus. Faculty and students will coordinate a community outreach to businesses and individuals within these communities and work together toward restoring and revitalizing.
- The Center for Community Schools completed its third year of Community Partnership Student Fellows Program. These student leaders assisted in project coordination in Atlantic County including working with the African American Heritage Museum of Southern New Jersey, 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, and Academy of Culinary Arts at Atlantic Cape Community College, Atlantic City Boys & Girls Club, and the Food Bank of Southern New Jersey..

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 13-14. During the academic year alone, the Office of Service-Learning worked collaboratively with 165 community partners and over 99 academic courses during the academic year. During the fall and spring semesters, 1,895 students engaged in 12,975 hours of service. The office placed 1,080 students in 62 community agency settings during the 10th Annual New Student Day of Service and 10th Annual Martin Luther King, Jr. Day of Service. The hours students spent in volunteer service work last year is equivalent to \$328,656.75 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/Annual%20Reflection%202013-2014.pdf>

I. Major Capital Projects- July 2013- June 2014

B & F Wing Roof Replacement

This project consisted of the complete removal and replacement of the roofing membrane and insulation material associated with the B & F Academic Wings. Work on the B-Wing Roof was completed in August followed by the F-Wing which was completed in September.

D-Wing Fire Suppression Upgrade

The fire suppression system in the computer data center received an upgrade in order to eliminate the risk of water based suppressant damage. The new system utilizes a new state of the art ozone depleting 3M Clean Agent Novec system.

Building 30 Thermal System

Modifications were made to the Thermal System in Building 30, A - D Wings, to provide the improved circulation of water, which is required to provide adequate flow capabilities for the introduction of the Unified Science Center.

Meditation Room

The N-Wing space previously occupied by the Osprey's Nest was converted to the Meditation Room for utilization by students, faculty and staff. The remodel included the elimination of take-out windows, painting, carpeting and the purchase of new furniture.

Main Campus Renovations

Additional counseling space was created in the Health Services' upper J-Wing suite. The Provost Office's K202 conference room was expanded. The Office of Computer Services received additional space with the creation of a D127 office.

Sports Center 3rd Floor Renovation

The 3rd floor of the Sports Center was converted into office space. Modifications included the addition of ventilation and temperature controls, the installation of walls, glass and a dropped ceiling.

Housing III Roof and HVAC Replacement

The five (5) residential halls of Housing III, L through P, received a new roof and HVAC system in replacement of the original twenty-eight (28) year old roof and HVAC. The HVAC was replaced with like-in-kind equipment that will provide increased efficiency resulting in improved comfort for residents.

Academic Campus Gallery Lighting Upgrade

Throughout the main campus, lighting improvements included the retrofit from fluorescent to LED strips in the stairwell lighting of the Performing Arts Center, A Wing, C Wing and D Wing. These will allow for decreased maintenance in difficult to access areas. In addition, 110 fixtures were replaced with LED lighting throughout the upper gallery area of A -D Wings, which will result in decreased maintenance and a 75% energy savings.

Lift Station 4 Upgrade

The Atlantic County Utilities Authority (ACUA) installed new controls for Lift Station 4, which services the entirety of Housing I and a portion of Housing V. These controls provide reduced maintenance and increased efficiency, which subsequently allowed for the upgrade to vortex, non-clogging pumps. These pumps provide additional efficiency and require decreased maintenance.

ELS Office and Classroom Renovation

The five offices and two classrooms were renovated to accommodate the ELS staff. In addition the computer lab in Building 80 was renovated for ELS's use.

III. Other Institutional Information

[Academic Highlights 2014](#)