



STOCKTON
UNIVERSITY



2020 Institutional Profile



Prepared by

The Office of Institutional Research

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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 3,165 students reside in University housing, including apartment complexes, residence halls, and affiliated properties.

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 18, 2020

A. Accreditation Status

1. Institutional Accreditation

In June 2012, the Middle States Commission on Higher Education (MSCHE) 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 (PRR) to MSCHE in May 2017, and MSCHE accepted Stockton's PRR and reaffirmed its reaccreditation in November 2017. The PRR received four commendations for the quality of the report and process. The next evaluation visit is scheduled for 2021-22.

2. Professional Accreditation & Certification

- Association to Advance Collegiate Schools of Business (AACSB)
- Council on Social Work Education (CSWE) - Commission on Accreditation (COA)
- Council for the Accreditation of Educator Preparation (CAEP)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Teacher Education Accreditation Council (TEAC)
- Commission on Collegiate Nursing Education (CCNE) and the New Jersey Board of Nursing
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- National Environmental Health Sciences and Protection Accreditation Council (EHAC)
- Association of University Programs in Health Administration (AUPHA)
- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
- American Chemical Society (ACS)
- American Society for Biochemistry and Molecular Biology (ASBMB)
- Academy of Criminal Justice Sciences (ACJS)
- Academy for Gerontology in Higher Education (AGHE)
- New Jersey State Association of Chiefs of Police Accreditation Program (NJSACOP)

B. Number of Students Served

1. Number of Undergraduate Students by Attendance Status, Fall 2019

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
8,459	95.1%	434	4.9%	8,893

Source: Fall 2019 IPEDS Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2019

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
436	41.9%	605	58.1%	1,041

Source: Fall 2019 IPEDS Enrollment Survey

4. Unduplicated Enrollment, FY 2019

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	10,192	279,675	9,323
Graduate	1,265	14,440	602
Doctoral-Professional Practice			201
TOTAL	11,457	294,115	10,126

Source: IPEDS 12-Month Enrollment Survey – FY19

C. Characteristics of Undergraduate Students

1. Mean Evidence-Based Reading & Writing (ERW) and Math SAT Scores, Fall 2019

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, for full-time students, the mean SAT score (Math and Verbal) for regular admits was 1,133, for special admits 912, and for EOF admits 1,003. Total SAT scores for all admit types combined were 1,089.

Mean Evidence-Based Reading & Writing (ERW) and Math SAT for First-time Freshmen, by Admission Status and Overall, Fall 2019								
	Full-time Students				Part-time Students			
	Math	N	ERW	N	Math	N	ERW	N
Regular Admits	571.2	952	570.0	952	680.0	2	660.0	2
EOF Admits	519.2	90	517.8	90	0.0	0	0.0	0
Special Admits	466.5	123	469.8	123	0.0	0	0.0	0
All Admits	556.2	1,165	555.3	1,165	680.0	2	660.0	2
Missing Scores		328		328				0

Source: SURE Fall Enrollment File

2. Enrollment in Remedial Courses

a. Total Number of Undergraduate Students Enrolled in Remedial Courses in Fall 2019

Total Fall 2019 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
8,893	68	0.8%

b. Total number of First-time, Full-time (FTFT) Students Enrolled in a Remedial Course in Fall 2019

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial
1,535	51	3.3%

c. First-time, Full-time students (FTFT) Enrolled in a Remedial Course in Fall 2019 by Subject Area

Subject Area	Number of FTFT Enrolled In:	% of all FTFT Enrolled In:
Math Computation	51	3.3%
Algebra	0	0.0%
Reading	0	0.0%
Writing	0	0.0%
English	0	0.0%

Source: SURE Fall Enrollment File

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2019

	White		Black		Hispanic		Asian*		American Indian		Non-resident Alien		Race Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	5,455	64.5%	736	8.7%	1,253	14.8%	581	6.9%	18	0.2%	54	0.6%	362	4.3%	8,459	100%
Part-time	285	65.7%	30	6.9%	63	14.5%	31	7.1%	1	0.2%	5	1.2%	19	4.4%	434	100%
Total	5,740	64.5%	766	8.6%	1,316	14.8%	612	6.9%	19	0.2%	59	0.7%	381	4.3%	8,893	100%

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

b. Undergraduate Enrollment by Gender, Fall 2019

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full-time	3,458	40.9%	5,001	59.1%	8,459	100%
Part-time	177	40.8%	257	59.2%	434	100%
Total	3,635	40.9%	5,258	59.1%	8,893	100%

c. Undergraduate Enrollment by Age, Fall 2019

		< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
		Full-Time	Num	5	2,580	3,415	1,718	478	118	64	58	22	1
Pct	0.1%		30.5%	40.4%	20.3%	5.7%	1.4%	0.8%	0.7%	0.3%	0.0%	0.0%	100%
Part-Time	Num	0	10	46	165	110	28	24	32	18	1	0	434
	Pct	0.0%	2.3%	10.6%	38.0%	25.3%	6.5%	5.5%	7.4%	4.1%	0.2%	0.0%	100%
Total	Num	5	2,590	3,461	1,883	588	146	88	90	40	2	0	8,893
	Pct	0.1%	29.1%	38.9%	21.2%	6.6%	1.6%	1.0%	1.0%	0.4%	0.0%	0.0%	100%

Source: IPEDS Fall Enrollment Survey

4. Financial Aid from Federal, State & Institution-Funded Programs (AY 2018-19)

Federal Funds	Recipients	Dollars (\$)	\$/Recipient
Pell Grants	3,677	17,008,000	4,625.51
College Work Study	288	419,000	1,454.86
Perkins Loans	0	0	--
SEOG	580	544,000	937.93
PLUS Loans	762	10,373,000	13,612.86
Stafford Loans (Subsidized)	4,916	20,012,000	4,070.79
Stafford Loans (Unsubsidized)	5,160	18,025,000	3,493.22
SMART & ACG or other	0	0	--

State Programs	Recipients	Dollars (\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,880	15,076,000	5,234.72
Educational Opportunity Fund (EOF)	426	576,000	1,352.11
Outstanding Scholars (OSRP)	10	10,000	1,000.00
Distinguished Scholars	0	0	--
Urban Scholars	0	0	--
NJ STARS	82	182,000	2,219.51
NJCLASS Loans	267	3,611,000	13,524.34

INSTITUTIONAL PROGRAMS	Recipients	Dollars (\$)	\$/Recipient
Grants/Scholarships	3,107	15,656,000	5,038.94
Loans	0	0	--

Source: NJIPEDS Form #41 – Student Financial Aid

5. First-Time, Full-Time Freshmen in Fall 2019 Enrollment by State Residence

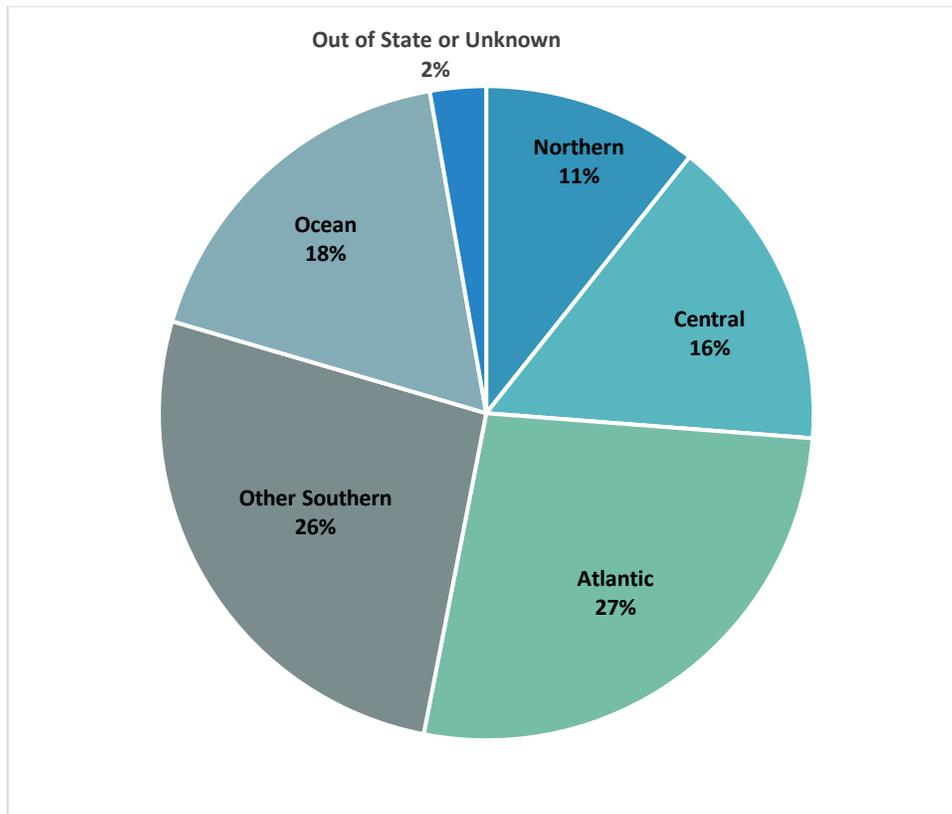
a. Full-time Freshmen Enrollment, In-State and Non-State Residents

State Residents	Non-State Residents	Total	% State Residents
1,487	50	1,537	96.7%

Source: IPEDS Fall Enrollment Survey

b. Undergraduate Enrollment by Residence, Fall 2019

The percentage of Fall 2019 undergraduates who are NJ residents is 98%. The geographic residence of all undergraduates enrolled in Fall 2019 is illustrated below.



Regions:

- Atlantic County = 27%
- Ocean County = 18%
- Other Southern New Jersey: Burlington, Camden, Cape May, Cumberland, Gloucester, Salem Counties = 26%
- Central New Jersey: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union Counties = 16%
- Northern New Jersey: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Warren Counties = 11%
- Out-of-State or Unknown = 2%

D. Student Outcomes

1. Four-, Five- and Six-Year Graduation Rates of Fall 2013 Full-time First-time Degree-Seeking Undergraduates

a. By Race/Ethnicity

	White		Black		Hispanic		Asian		Non-Resident Alien		Other *		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2013 Cohort	780		49		124		58		1		54		1,066	
Graduates After 4 Years	500	64.1%	22	44.9%	54	43.5%	35	60.3%	1	100%	35	64.8%	647	60.7%
Graduates After 5 Years	596	76.4%	31	63.3%	83	66.9%	42	72.4%	1	100%	43	79.6%	796	74.7%
Graduates After 6 Years	609	78.1%	32	65.3%	88	71.0%	46	79.3%	1	100%	45	83.3%	821	77.0%

*Note: Other includes Pacific Islanders, 2 or more races, and Unknown.
Source: IPEDS Graduation Rate Survey

2. Third-semester Retention of First-time Undergraduates, Fall 2018 to Fall 2019

a. By Attendance Status

Full-Time			Part-Time		
Fall 2018 First-Time Undergraduates	Retained in Fall 2019	Retention Rate	Fall 2018 First-Time Undergraduates	Retained in Fall 2019	Retention Rate
1,590	1,326	83.4%	1	0	0.0%

Source: Fall IPEDS Enrollment Survey

E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2019

	White		Black		Hispanic		Asian		American Ind.		Non-Resident Alien		Other*		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Tenured																
Professors	27	32	3	5	2	1	5	6	1	0	0	0	0	0	38	44
Associate Prof.	37	47	4	2	5	2	8	9	0	0	1	0	0	1	55	61
Assistant Prof.	24	43	7	5	5	3	3	8	0	0	5	5	0	1	44	65
All Others	2	5	1	0	0	0	0	0	0	0	0	0	0	0	3	5
Total	90	127	15	12	12	6	16	23	1	0	6	5	0	2	140	175
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	7	10	0	2	0	1	1	0	0	0	2	2	0	0	10	15
All Others	3	6	1	1	0	0	0	0	0	0	1	0	0	0	5	7
Total	10	16	1	3	0	1	1	0	0	0	3	2	0	0	15	22
Total																
Professors	27	32	3	5	2	1	5	6	1	0	0	0	0	0	38	44
Associate Prof.	37	47	4	2	5	2	8	9	0	0	1	0	0	1	55	61
Assistant Prof.	31	53	7	7	5	4	4	8	0	0	7	7	0	1	54	80
All Others	5	11	2	1	0	0	0	0	0	0	1	0	0	0	8	12
TOTAL	100	143	16	15	12	7	17	23	1	0	9	7	0	2	155	197

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

Source: Fall 2019 IPEDS Human Resources Survey

2. Percentage of Course Sections Taught by Full-time Faculty, Fall 2019

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>
2,222	1,491	67%	571	26%	160	7%

**Note: Taught by Others includes full-time administrators*

3. Ratio of Full- to Part-Time Faculty, Fall 2019

Full-time		Part-time		Total
<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
352	49.9%	353	50.1%	705

Source: Fall 2019 IPEDS Human Resources Survey

F. Governing Board Characteristics

1. Board of Trustees by Gender & Race/Ethnicity

	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Male	6	1	0	0	0	0	0	7
Female	3	1	1	0	0	0	0	5
Total	9	2	1	0	0	0	0	12

2. Board of Trustees by Name, Title and Affiliation

Name	Title	Affiliation
Mr. Leo B. Schoffer, Esq., Chair	Managing Member	Schoffer Enterprises, LLC
Mr. Raymond R. Ciccone, Vice Chair	Managing Partner	Ciccone, Gotthold & Koseff, CPA
Mr. Stanley M. Ellis, Secretary	Vice President and Director of Strategy	Burlington County Times
Ms. Madeleine Deininger	Founder and President	Kismet Wines, Inc. (Sonoma, California)
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. 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)
Ms. Nadira Anderson	Student Trustee	Stockton University
Mr. Tyler Rodriguez	Student Trustee Alternate	Stockton University
Dr. Harvey Kesselman, Ex Officio	President	Stockton University

3. Additional Information on Board of Trustees

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

G. A Profile of the Institution

1. Degree and Certificate Programs, Fall 2019

School of Arts and Humanities

- Africana Studies (BA, Minor)
- American Studies (MA, Post-Baccalaureate Certificate)
- Art History (minor)
- Communication Studies (BA)
- Historical Studies (BA, Minor)
- Language and Culture Studies (BA, Minor)
- Literature (BA, Minor)
- Literature and American Studies (Dual BA/MA)
- Philosophy and Religion (BA, Minor)
- Studies in the Arts (BA, Minor)
- Visual Arts (BFA)
- Studio Art (Minor)

School of Business

- Business Administration (MBA, Dual BA/MBA, Dual BS/MBA)
- Business Studies (BA, BS, Minor)
- Computer Information Systems (BS, Minor)
- Computer Science (BS, Minor)
- Computing (BA)
- Hospitality and Tourism Management Studies (BS)

School of Education

- Education (MA)
- Instructional Technology (MA)
- Organizational Leadership (EdD)
- Teacher Education (BA)
- Training and Development (Post-Baccalaureate Certificate)

School of General Studies

- Cannabis Studies (Minor)
- Digital Literacy and Multimedia Design (Minor)
- Disability Studies (Minor)

- Genocide Prevention (Post-Baccalaureate Certificate)
- Global Studies (Minor)
- Holocaust and Genocide Studies (MA, Minor)
- Jewish Studies (Minor)
- Latin American and Caribbean Studies (Minor)
- Liberal Studies (BA)
- Migration Studies (Minor)
- Women's, Gender, and Sexuality Studies (Minor)
- Writing (Minor)

School of Health Sciences

- Adult Gerontology Primary Care Nurse Practitioner (Post-Master's Certificate)
- Communication Disorders (MS)
- Exercise Science (BS)
- Family Nurse Practitioner (Post-Master's Certificate)
- Health Science (BS)
- Holistic Health (Minor)
- Nursing (BSN, MSN, DNP)
- Occupational Therapy (MS)
- Physical Therapy (DPT)
- Physician Assistant (Dual BS/MSPA)
- Public Health (BS, Minor)

School of Natural Sciences and Mathematics

- Applied Physics (BA, BS, Minor)
- Applied Physics, Mathematics, Chemistry and Engineering (Dual BS/BSE)
- Biochemistry/Molecular Biology (BS)
- Biology (BA, BS, Minor)
- Chemistry (BA, BS, Minor)
- Data Science and Strategic Analytics (MS)
- Energy (Post-Baccalaureate Certificate)

- Environmental Science (BS, Minor, Dual BS/PSM, PSM)
- Environmental Studies (BA)
- Geographic Information Systems (Post-Baccalaureate Certificate)
- Geology (BA, BS, Minor)
- Marine Science (BA, BS, Minor)
- Mathematics (BA, BS, Minor)
- Osteopathic Medicine (Dual BS/DO)
- Pharmacy (Dual BS/DPharm)
- Sustainability (BA, BS, Minor)

School of Social and Behavioral Sciences

- Administration and Leadership (Post-Baccalaureate Certificate)
- Anthropology (Minor)
- Behavioral Neuroscience (Minor)
- Childhood Studies (Minor)
- Counseling (MA)

- Criminal Justice (BA, MA, Dual BA/MA)
- Economics (BA, Minor)
- Forensic Psychology (Post-Baccalaureate Certificate)
- Forensic Science (Post-Baccalaureate Certificate)
- Gerontology (Minor, Post-Baccalaureate Certificate)
- Homeland Security (Post-Baccalaureate Certificate)
- Political Science (BA, Minor)
- Psychology (BA, BS)
- Social Work (BS, MSW)
- Sociology and Anthropology (BA)
- Sociology (Minor)
- Victimology and Victim Services (Minor)

H. Major Research and Public Service Activities

R&D Expenditures FY 2019

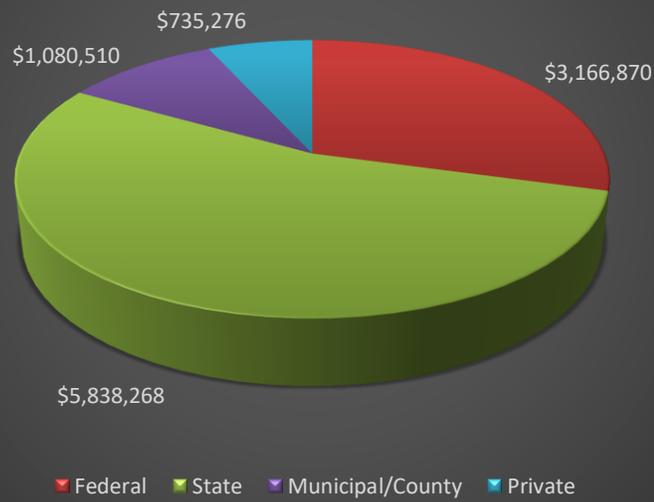
	Amount (\$)
Federally Financed Academic R&D Expenditures	291,793
State/local governments	129,494
Business/non-profit organizations	8,054
Institutionally Financed Academic R&D Expenditures	1,159,566
Total Academic R&D Expenditures	1,588,907

Source: FY2019 Audited Financial Report.

Grants/Contracts FY 2020

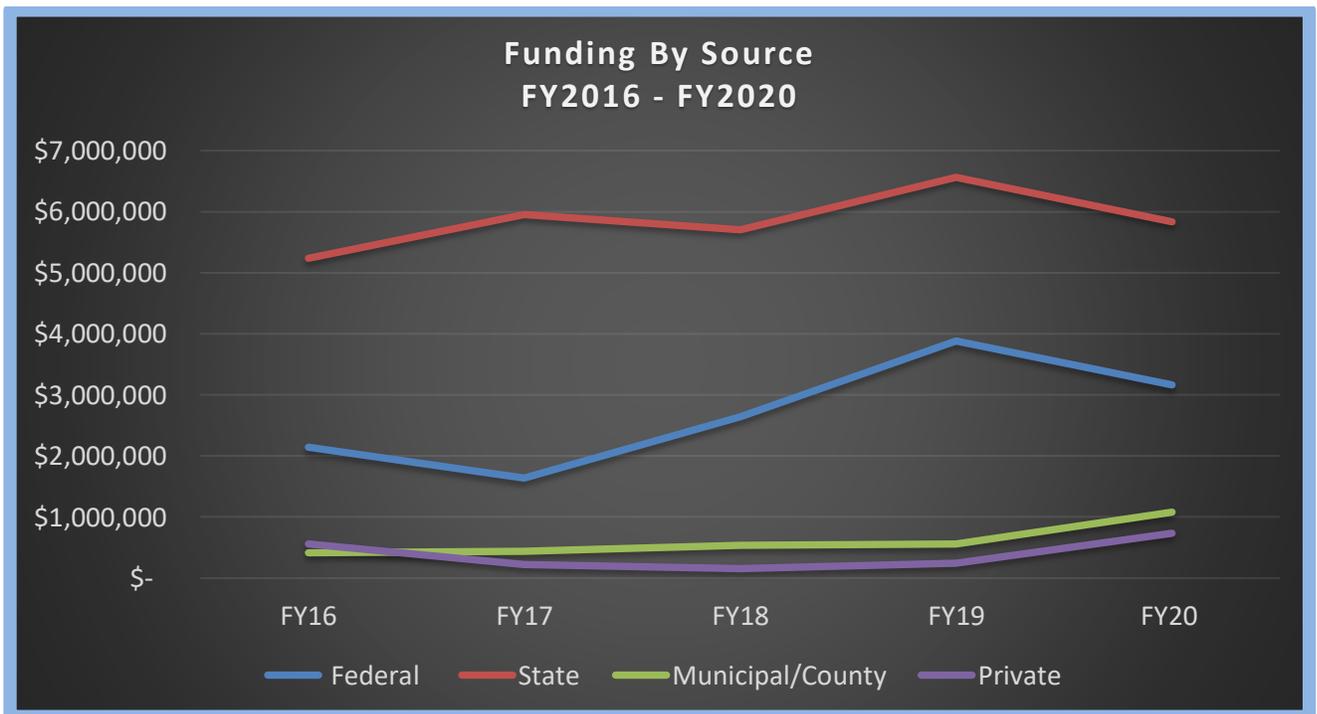
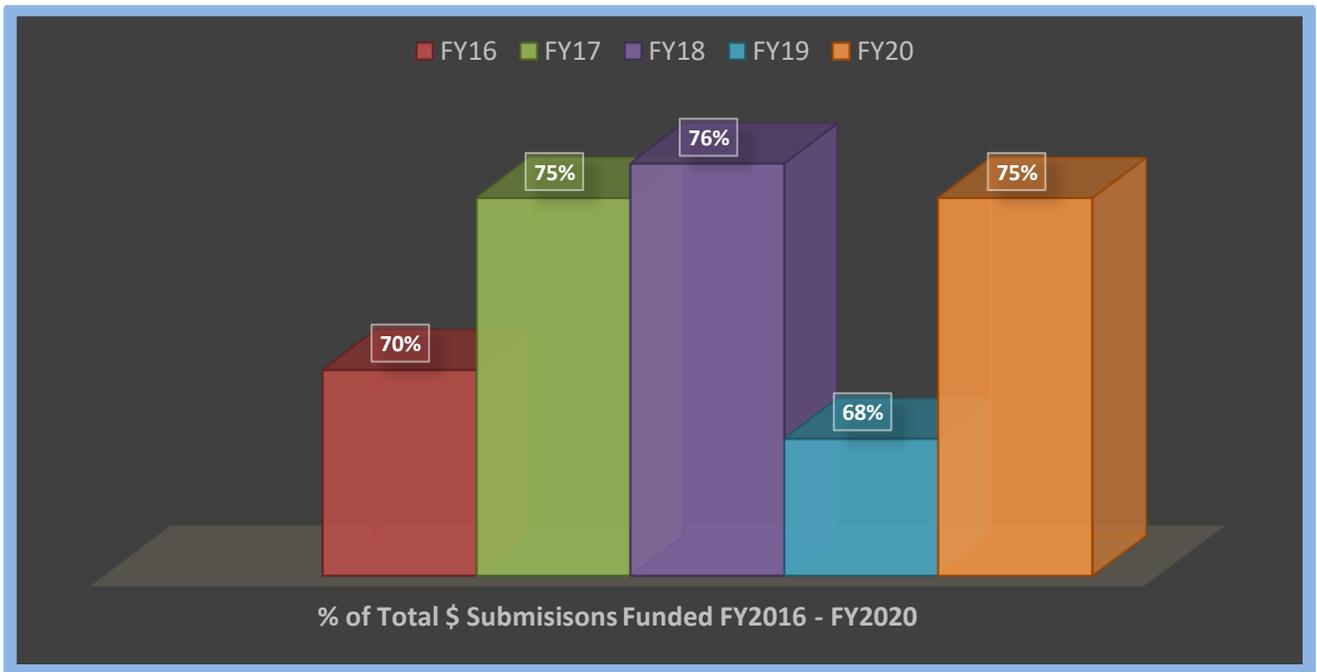
Year End Statistics		\$ Value of Submissions	% Awarded of \$ Amount Requested	Awarded	# Submitted	% Submitted Receiving Awards	Still Pending
By Funding Source	Federal			\$5,209,418			
	State			\$6,921,550			
	Local			\$1,280,372			
	Private			\$1,073,813			
	TOTAL			\$10,820,924	126	73	\$1,883,654
By School/ Department	ARHU			\$367,696			
	BSNS			\$322,773			
	EDUC			\$22,673			
	GENS			\$25,202			
	NAMS			\$3,412,295			
	SOBL			\$3,365,034			
	Athletics			\$25,000			
	Cont. Studies			\$1,678,784			
	Enrollment			\$613,510			
	Police			\$600,000			
	Provost			\$274,492			
	Stud. Affairs			\$113,465			
	TOTAL			\$10,820,924			

Grants & Contracts by Funding Source FY2020 Total \$10,820,924



Grants & Contracts Awards FY2015 - FY2020





Scholarly Activity Summary

2019 - 2020	Total	ARHU	BUSN	EDUC	GENS	HLTH	NAMS	SOBL	President , Provost, Grad, Staff, Library
Published Books & Book Chapters	23	4	6	1	6	-	2	4	-
Published Works	140	16	48	5	6	21	13	22	9
Performances & Exhibitions	154	57	59	-	-	2	-	22	14
Presentations	222	44	42	9	6	34	11	38	38
Boards	37	4	4	1	1	3	1	10	13
Awards & Grants	103	21	6	6	7	15	26	17	5
Professional Development	34	1	1	2	-	6	1	1	22

**External funding activity will be highlighted in a future supplemental publication*

Community Engagement & Service-Learning Summary

Below are representative examples of community engagement at Stockton.

Community Engagement

- The Stockton Center for Community Engagement (SCCE) 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 a new full-time Homework Completion Program at the Atlantic Marina neighborhood on Maryland Avenue (Maryland Avenue Homework Program) in Atlantic City and created a pilot Homework Completion Program at the Brigantine Homes community on Virginia Avenue in Atlantic City. The SCCE continued to manage numerous projects including:
 - Stockton's Food Drive,
 - Homework Completion Program at Stanley Holmes Village, Buzby Homes Village in Atlantic City, and the Pleasantville Library in Pleasantville,
 - Naturalization Classes,
 - English Learner's Program,
 - Afternoon Tea and Game Day programs with older adults in Atlantic City and Pleasantville, and
 - the Campus Kitchen at Atlantic City.
- The SCCE worked with 272 Stockton student volunteers this year, served 1,086 meals through the Campus Kitchen program, tutored 163 youth through the Homework Completion programs, and helped three people become naturalized citizens.
- In a new pilot program held at the Scarpa Academic Center in Atlantic City, the SCCE helped 20 Atlantic County residents whose first language was Spanish become more fluent in the use of the internet to retrieve information important to the quality of their lives.

- 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 as well as meet the growing needs of the community. During AY 2019-2020, SCCE employed 23 Student Fellows, one alumna fellow, one graduate fellow, two community program specialists, and a van driver. During AY 2019-2020, these Fellows contributed to project coordination in Atlantic County including:
 - tutoring at the Homework Completion Programs at Stanley S. Holmes Village, Buzby Homes Village, Maryland Avenue, the Pleasantville Library and Brigantine Homes;
 - facilitating an English Learner's program in Pleasantville;
 - teaching Naturalization Classes in Atlantic City; and
 - managing meal preparation and delivery to families in need in the region.
- When the COVID-19 pandemic stay-at-home mitigation measures were implemented in New Jersey, the SCCE pivoted to virtual community programming. The Naturalization classes were conducted first in a conference call format and then in a Zoom room, while the Homework Completion Programs were piloted in Zoom and Google Hangout. The SCCE collaborated with the Atlantic City Police Department to distribute the meals from the Campus Kitchen to organizations in Atlantic City.
- For additional information about the activities of the SCCE please refer to <https://stockton.edu/community-engagement/index.html>.

Service-Learning

- The Office of Service-Learning has merged with the Center for Community Engagement to create the Center for Community Engagement and Service-Learning. As a result, we now have a strengthened center focused on promoting the ideals of public service and social responsibility and in serving the public good. There are currently two primary tenets of SCCESL -- Community Engagement and Service-Learning. We continue to create sustainable and reciprocal relationships with students, faculty, and community partners towards a collective effort for the greater good in AY 19-20. During the academic year, SCCESL worked collaboratively with over 205 community partners, 62 faculty, and 80 academic courses. The representation of courses and faculty members offering service-learning includes all schools at Stockton with the largest student involvement being in the Social and Behavioral Sciences, Health Sciences, and General Studies.
- During the Fall and Spring semester, over 80 courses were offered with the service-learning methodology. Students in those courses applied for civic engagement grants, were able to showcase their outcomes at our Celebrations of Service each semester, and data was collected about their impact on the community. Most importantly, the process for becoming a service-learning course was updated. There is now an application and peer review process that holds each class to the Service-Learning standards.
- In our continued relationship with the Bonner Foundation, the Office of Service Learning has four cohorts, totaling 32 Bonner Leaders. Many of our Bonner Leaders are first generation college students and two-thirds of them qualified for Federal Work-Study Awards. We also developed a relationship with New Jersey Campus Compact and started our ChangeBuilders program in collaboration with the AC-EOF program. Currently, 152 students serve as

ChangeBuilders, and collectively they have served 2,316 hours. That is the labor equivalent of \$58,895.

- Please refer to our website for additional information: www.stockton.edu/engagement.

I. Major Capital Projects

July 2019 - June 2020

C&D Wing Roof Replacement

Construction to replace the 30-year-old roofing material over the C&D Wings of the main academic spine began in May 2019 and was completed in August 2019. This project included repairs to the existing deck, new insulation, and a reflective coating to reduce heat buildup in the occupied spaces.

Replace Lift Station #1

Construction to replace a 40-year-old sanitary sewer lift station on the main campus began in May 2019 and was completed in October 2019. This project includes repairs to the existing sewer piping and the installation of a new lift station.

F-Wing 100 Level Renovations

Construction on a new Veterans Lounge as well as a new Women's Gender and Sexuality Center began in May 2019 and was completed in September 2019. Both spaces will provide staff offices, meeting rooms, computer stations, support spaces and lounge areas.

Galloway Campus Reforestation

In conformance with the regulations outlined by the NJDEP Division of Forestry, Stockton was required to reforest a 5-acre section of the campus with approximately 6,000 saplings. This is due to tree loss associated with campus expansion over the last 3 years. The project was completed in July 2020.

Substation Renovations

This project began in 2019 with a design for the removal and replacement of 6 antiquated campus electrical substations. The project developed into 3 phases and included new transformers, circuit breakers and switches. The project will be completed in August 2020.

Renovations to the Water Plant

This project consists of a new fire pump, standby generator and electrical substation on the site of the Galloway Water Plant. Construction began in June 2020 and will be complete in October 2020.

Other Institutional Information

Please visit www.stockton.edu for more information.