STOCKTON UNIVERSITY

Annual Institutional Profile Report

Office of Institutional Research

2018

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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 in the 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 14, 2018

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 (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) and Commission on Accreditation (COA)
- Council for the Accreditation of Education Preparation (CAEP)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- 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 (EHAC)
- Academy of Criminal Justice Sciences (ACJS)
- 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 (ACS)
- American Society for Biochemistry and Molecular Biology (ASBMB)
- 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 2017

Full-time		Part-time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
7,809	94.4%	466	5.6%	8,275	100%

Source: Fall 2017 IPEDS Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2017

Full-time		Part-time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
366	38.9%	575	61.1%	941	100%

Source: Fall 2017 IPEDS Enrollment Survey

3. Number of Non-Credit Students Served, FY2018

Number of students enrolled in non-credit graduate courses	4,660
Number of students enrolled in non-credit undergraduate courses	1,711
Number of students in non-credit avocational continuing education courses	923
Total	7,294

4. Unduplicated Enrollment, FY 2017

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	9,105	254,832	8,494
Graduate	1,116	13,908	580
Doctoral-Professional Practice			146
TOTAL	10,221	268,740	9,220

Source: IPEDS 12-Month Enrollment Survey – data reporting period July 1, 2016—June 30, 2017

C. Characteristics of Undergraduate Students

1. Mean Math, Verbal and Writing SAT Scores, Fall 2017

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 1133, for special admits 965, and for EOF admits 1054. Total SAT scores for all admit types combined were 1110.

Mean Math ,Verbal and Writing SAT for First-time Freshmen, by Admission Status and Overall, Fall 2017

	Full-time Students						Part-time Students					
	Math	N	Reading	N	Writing	N	Math	N	Reading	N	Writing	N
Regular Admits	562	1237	571	1237	0	0	573	4	553	4	0	0
EOF Admits	515	82	539	82	0	0	0	0	0	0	0	0
Special Admits	468	161	497	161	0	0	0	0	0	0	0	0
All Admits	549	1,480	561	1,480	0	0	573	4	505	4	0	0
Missing Scores*		84		84		1564		1		1		5

**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 2017.

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 2017

Total Fall 2017 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
8,275	420	5.1%

c. Total number of First-time, Full-time (FTFT) Students Enrolled in a remedial/developmental Course in Fall 2017

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial
1,564	72	4.6%

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	72	4.6%
Reading	0	0
Writing	0	0

Source: SURE Enrollment File

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2017

	White		Black		Hispanic		Asian*		American Indian		Non-resident Alien		Race Unknown*		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Full-time	5,348	68.5%	624	8.0%	980	12.5%	490	6.3%	10	0.1%	44	0.6%	313	4.0%	7,809	100%
Part-time	317	68.0%	38	8.2%	64	13.7%	28	6.0%	2	0.4%	0	0.0%	17	3.6%	466	100%
Total	5,665	68.5%	662	8.0%	1,044	12.6%	518	6.3%	12	0.1%	44	0.5%	330	4.0%	8,275	100%

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

b. Undergraduate Enrollment by Gender, Fall 2017

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full-time	3,203	41.0%	4,606	59.0%	7,809	100%
Part-time	207	44.4%	259	55.6%	466	100%
Total	3,410	41.2%	4,865	58.8%	8,275	100%

c. Undergraduate Enrollment by Age, Fall 2017

		<18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	Number	6	2,441	2,832	1,735	508	134	69	54	28	2	0	7,809
	Percent	0.1%	31.3%	36.3%	22.2%	6.5%	1.7%	0.9%	0.7%	0.4%	0.0%	0.0%	100%
Part-time	Number	0	12	29	168	117	46	20	45	25	4	0	466
	Percent	0.0%	2.6%	6.2%	36.1%	25.1%	9.9%	4.3%	9.7%	5.4%	0.9%	0.0%	100%
Total	Number	6	2,453	2,861	1,903	625	180	89	99	53	6	0	8,275
	Percent	0.1%	29.6%	34.6%	23.0%	7.6%	2.2%	1.1%	1.2%	0.6%	0.1%	0.0%	100%

Source: IPEDS Fall Enrollment Survey

4. Financial Aid from Federal, State & Institution-Funded Programs (AY 2016-17)

	RECIPIENTS	DOLLARS ($)	$/RECIPIENT
FEDERAL FUNDS			
Pell Grants	3,125	13,178,000	4,217
College Work Study	235	371,000	1,579
Perkins Loans	77	399,000	5,182
SEOG	321	295,000	919
PLUS Loans	704	9,178,000	13,037
Stafford Loans (Subsidized)	4,567	18,920,000	4,143
Stafford Loans (Unsubsidized)	4,935	18,253,000	3,699
SMART & ACG or other	0	0	--
STATE PROGRAMS			
Tuition Aid Grants (TAG)	2,117	10,457,000	4,940
Educational Opportunity Fund (EOF)	359	427,000	1,189
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	0	0	--
Urban Scholars	0	0	--
NJ STARS	92	201,000	2,185
NJCLASS Loans	295	3,754,000	12,725
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2,235	12,860,000	5,754
Loans	0	0	--

SOURCE: NJIPEDS Form #41 – Student Financial Aid

5. First-time Full-time Freshmen in Fall 2017 Enrollment by State Residence

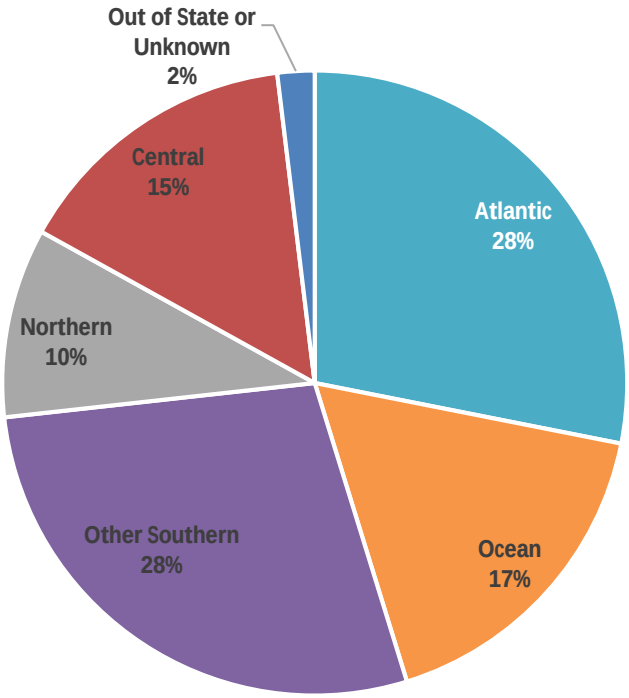
a. Full-time Freshmen Enrollment, In-State and Non-State Residents

State Residents	Non-State Residents	Total	% State Residents
1,520	49	1,569	96.9%

Source: IPEDS Fall Enrollment Survey

b. Undergraduate Enrollment by Residence, Fall 2017

Percentage of Fall 2017 undergraduates who are NJ residents is 98%. The geographic residence of all undergraduates enrolled in Fall 2017 is illustrated below.



Regions:

Northern NJ: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Warren = 10%
Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union = 15%
Southern NJ: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, Salem = 73%
Out-of-State or Unknown = 2%

D. Student Outcomes

1. Four-, Five- and Six-Year Graduation Rates of Fall 2011 Full-time First-time Degree-Seeking Undergraduates

a. By Race/Ethnicity

	White		Black		Hispanic		Asian		Alien		Other *		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Fall 2011 Cohort	737	75.8%	49	5.0%	75	7.7%	64	6.6%	2	0.2%	45	4.6%	972	100%
Graduates after 4 years	420	57.0%	19	38.8%	31	41.3%	30	46.9%	2	100%	23	51.1%	525	54.0%
Graduates after 5 years	533	72.3%	29	59.2%	41	54.7%	42	65.6%	2	100%	30	66.7%	677	69.7%
Graduates after 6 years	555	75.3%	30	61.2%	42	56.0%	46	71.9%	2	100%	33	73.3%	708	72.8%

** 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 2016 to Fall 2017

a. By Attendance Status

Full-Time			Part-Time		
Fall 2016 First-Time Undergraduates	Retained in Fall 2017	Retention Rate	Fall 2016 First-Time Undergraduates	Retained in Fall 2017	Retention Rate
1,187	1,034	87.1%	3	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 2017

	White		Black		Hispanic		Asian*		American Ind.		Non-Resident Alien		Race Unknown*		Total	
Tenured	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Professors	27	26	2	4	2	1	5	4	1	0	0	0	0	0	72	35
Associate Prof.	40	51	4	3	5	2	5	10	0	0	0	0	0	2	122	68
Assistant Prof.	3	4	1	0	2	0	1	1	0	0	0	0	0	0	12	5
All Others	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
TOTAL	71	81	7	7	9	3	11	15	1	0	0	0	0	2	99	108
Without Tenure																
Professors	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	2	2	0	0	0	0	0	1	0	0	0	0	0	0	2	3
Assistant Prof.	23	47	6	2	3	2	4	7	0	0	5	3	1	1	42	62
All Others	6	5	1	1	0	0	0	0	0	0	0	0	0	0	7	6
TOTAL	31	54	7	3	4	2	4	8	0	0	5	3	1	1	52	71
Total																
Professors	27	26	2	4	3	1	5	4	1	0	0	0	0	0	73	35
Associate Prof.	42	53	4	3	5	2	5	11	0	0	0	0	0	2	124	71
Assistant Prof.	26	51	7	2	5	2	5	8	0	0	5	3	1	1	54	67
All Others	7	5	1	1	0	0	0	0	0	0	0	0	0	0	8	6
TOTAL	102	135	14	10	13	5	15	23	1	0	5	3	1	3	151	179

Source: Fall 2017 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 2017

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
1,867	1,243	67%	469	25%	155	8%

Note: Others includes full-time administrators

3. Ratio of Full- to Part-time Faculty, Fall 2017

Full-time		Part-time		Total	
Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
330	51%	314	49%	644	100%

Source: Fall 2017 IPEDS Human Resources Survey

F. Governing Board Characteristics

1. Board of Trustees by Gender & Race/Ethnicity

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

2. Board of Trustees by Name, Title and Affiliation

Name	Title	Affiliation
Ms. Madeleine Deininger	Founder and President	Kismet Wines, Inc. (Sonoma, California)
Mr. 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
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)
Mr. Deon Davis	Student Trustee	Stockton University
Ms. Nadira Anderson	Student Trustee Alternate	Stockton University
Dr. Harvey Kesselman	President	Stockton University

3. URL - Additional Information on Board of Trustees
https://stockton.edu/board-of-trustees/

G. A Profile of the Institution

1. Degree and Certificate Programs, Fall 2017

School of Arts and Humanities

- Communication Studies (BA)
- Historical Studies (BA, Minor)
- Language and Culture Studies (BA, Minor)
- Literature (BA, Minor)
- Philosophy and Religion (BA, Minor)
- Studies in the Arts: Performing (BA, Minor)
- Studies in the Arts: Visual (BFA)
- Master of Arts in American Studies
- American Studies (Certificate)

School of Business

- Business Studies (BA, BS, Minor)
- Computer Information Systems (BS, Minor)
- Computer Science (BS, Minor)
- Computing (BA)
- Hospitality and Tourism Management Studies (BS)
- Master of Business Administration

School of Education

- Teacher Education (BA)
- Master of Arts in Education
- Master of Arts in Instructional Technology
- Ed.D. in Organizational Leadership
- Training and Development (Certificate)

School of General Studies

- Liberal Studies (BA)
- Master of Arts in Holocaust and Genocide Studies
- Africana Studies (Minor)
- Digital Literacy and Multimedia Design (Minor)
- Disability Studies (Minor)
- Global Studies (Minor)
- Holocaust and Genocide Studies (Minor)
- Jewish Studies (Minor)
- Latin American and Caribbean Studies (Minor)
- Migration Studies (Minor)
- Women's, Gender and Sexuality Studies (Minor)
- Writing (Minor)
- Genocide Prevention (Certificate)

School of Health Sciences

- Exercise Science (BS)
- Health Science (BS)
- Nursing (BSN)
- Master of Science in Communication Disorders
- Master of Science in Nursing
- Master of Science in Occupational Therapy
- Doctor of Physical Therapy
- Holistic Health (Minor)
- Public Health (Minor)
- Adult Gerontology Primary Care Nurse Practitioner (Certificate)
- Family Nurse Practitioner (Certificate)

School of Natural Sciences and Mathematics

- Applied Physics (BA, BS, Minor)
- Biochemistry/Molecular Biology (BS)
- Biology (BA, BS, Minor)
- Chemistry (BA, BS, Minor)
- Environmental Science (BS, Minor)
- Environmental Studies (BA)
- Geology (BA, BS, Minor)
- Marine Science (BA, BS, Minor)
- Mathematics (BA, BS, Minor)
- Sustainability (BA, BS)
- Master of Science in Data Science and Strategic Analytics
- Professional Science Masters in Environmental Science
- Energy (Certificate)
- Geographic Information Systems (Certificate)

School of Social and Behavioral Sciences

- Criminal Justice (BA)
- Economics (BA, Minor)
- Political Science (BA, Minor)
- Psychology (BA, BS)
- Social Work (BS)
- Sociology and Anthropology (BA)
- Master of Arts in Counseling
- Master of Arts in Criminal Justice
- Master of Social Work
- Anthropology (Minor)
- Behavioral Neuroscience (Minor)
- Childhood Studies (Minor)
- Gerontology (Minor)
- Sociology (Minor)
- Victimology and Victim Services (Minor)
- Administration and Leadership (Certificate)
- Forensic Science (Certificate)
- Forensic Psychology (Certificate)
- Gerontology (Certificate)
- Homeland Security (Certificate)

H. Major Research and Public Service Activities

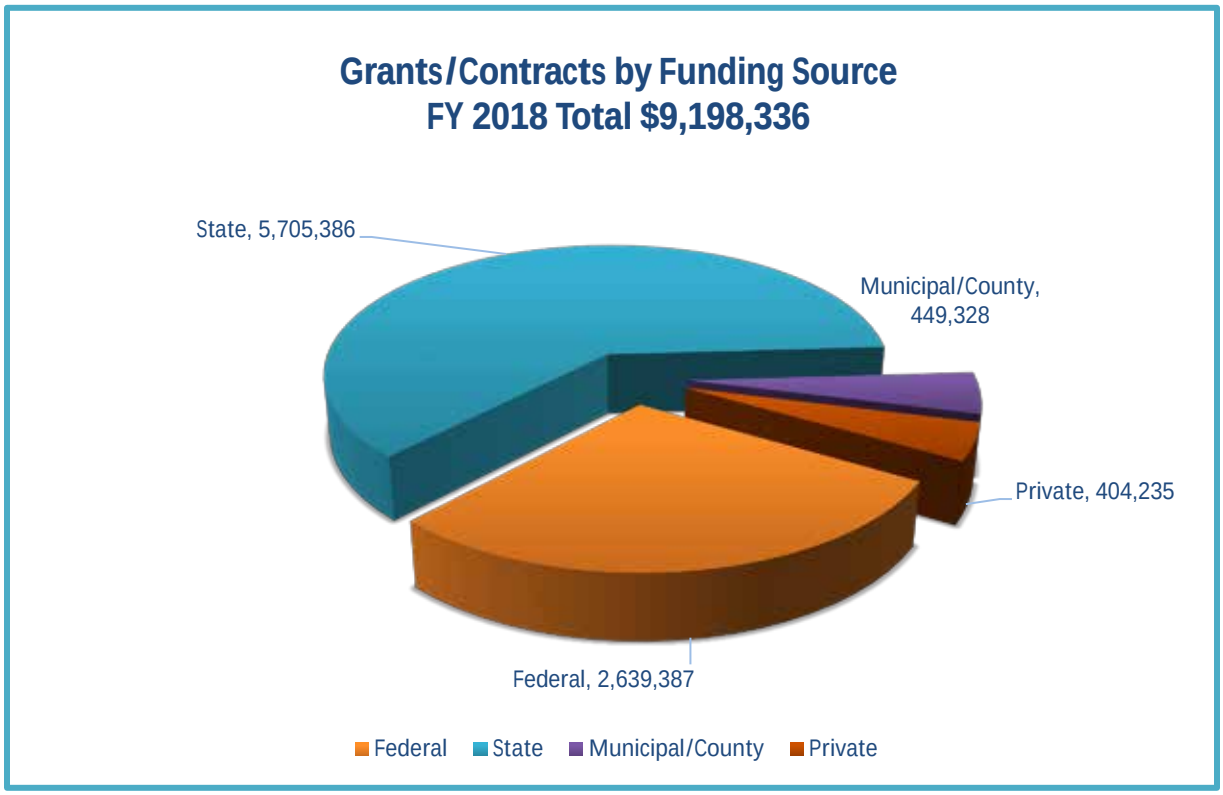
R&D Expenditures FY 2017

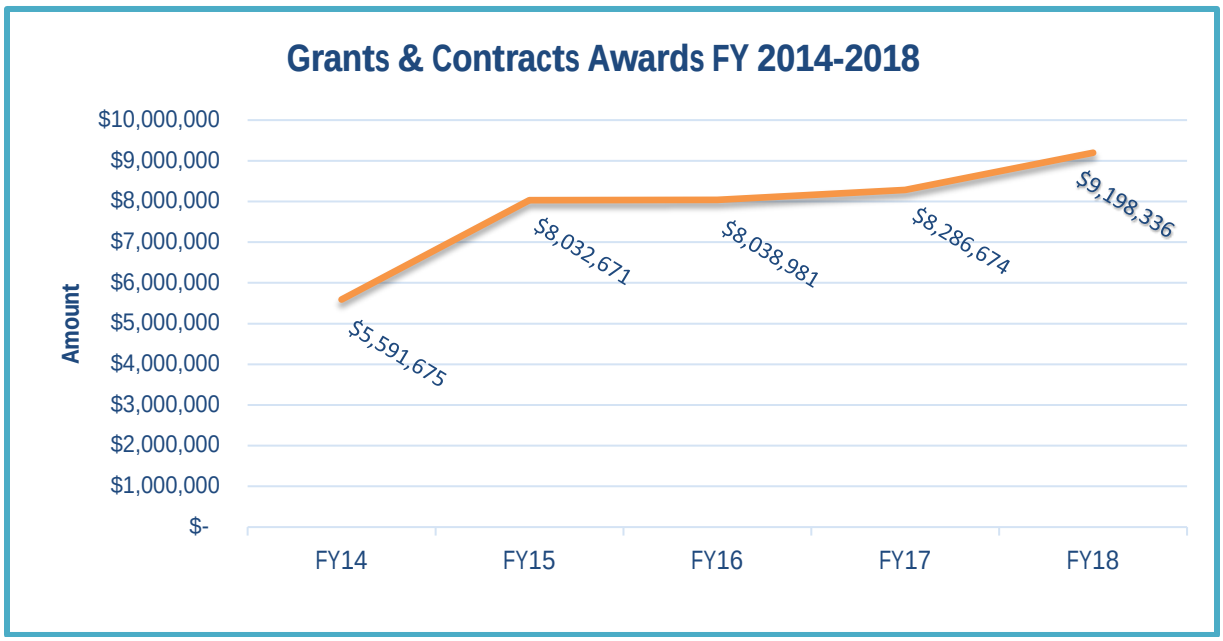
	Amount ($)
Federally Financed Academic R&D Expenditures	476,878
State/local governments	119,381
Business/non-profit organizations	-
Institutionally Financed Academic R&D Expenditures	1,103,820
Total Academic R&D Expenditures	**1,700,079**

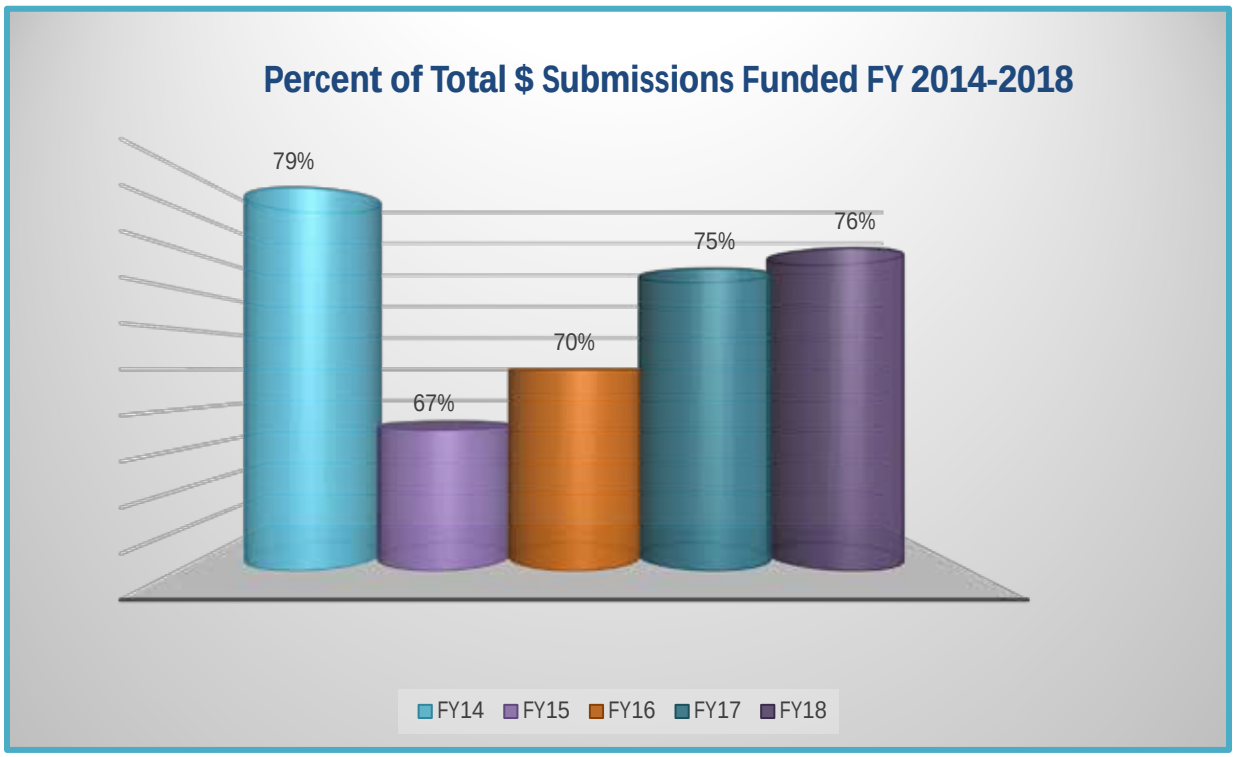
Source: FY2017 Audited Financial Report.

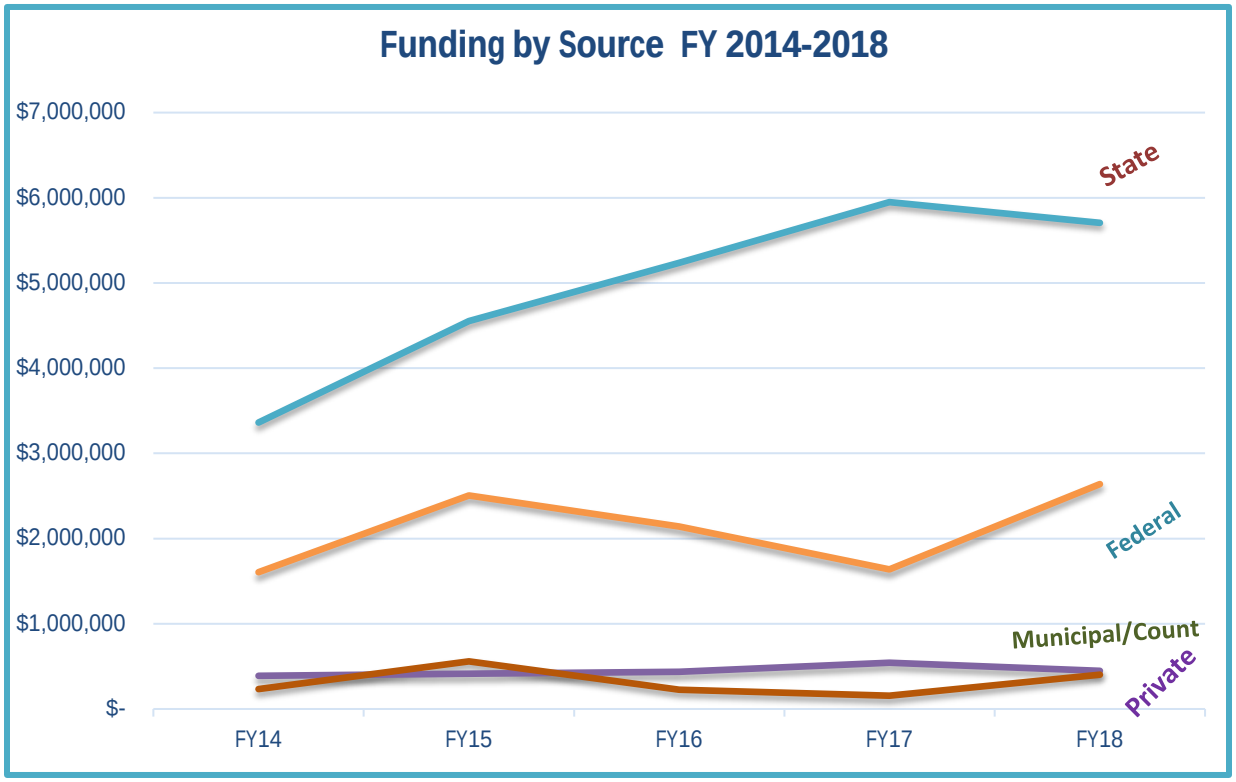
Grants/Contracts FY 2018

08/20/2018 YEAR END STATS		$ Value of Submissions	% Awarded of $ Amount Requested	Awarded	# Submitted	% Submitted Receiving Awards	Still Pending
By Funding Source	Federal			$2,639,38			
	State			$5,705,38			
	Local			$449,32			
	Private			$404,23			
	TOTAL	$12,022,474	76%	$9,198,33	109	82%	$526,723
By School	ARHU			$377,72			
	BSNS			$196,51			
	EDUC			$156,28			
	GENS						
	HLTH						
	NAMS			$2,045,40			
	SOBL			$3,465,96			
	Cont. Studies			$2,851,71			
	Stud. Affairs			$62,89			
	Provost			$20,00			
	A&F			$6,841			
	TOTAL			$9,198,33			


Grants/Contracts by Funding Source
FY 2018 Total $9,198,336
State, 5,705,386
Municipal/County, 449,328
Private, 404,235
Federal, 2,639,387
Federal
State
Municipal/County
Private


Grants & Contracts Awards FY 2014-2018
Amount
$10,000,000
$9,000,000
$8,000,000
$7,000,000
$6,000,000
$5,000,000
$4,000,000
$3,000,000
$2,000,000
$1,000,000
$-
$5,591,675
$8,032,671
$8,038,981
$8,286,674
$9,198,336
FY14
FY15
FY16
FY17
FY18


Percent of Total $ Submissions Funded FY 2014-2018
79%
67%
70%
75%
76%
FY14
FY15
FY16
FY17
FY18


Funding by Source FY 2014-2018
$7,000,000
$6,000,000
$5,000,000
$4,000,000
$3,000,000
$2,000,000
$1,000,000
$-
FY14
FY15
FY16
FY17
FY18
State
Federal
Municipal/Count
Private

STATISTICAL OVERVIEW

2017 - 2018	Total	ARHU	BUSN	EDUC	GENS	HLTH	NAMS	SOBL	President, Provost, Grad, Staff, Library
Published Books & Book Chapters	**28**	6	8	1	2	-	1	9	1
Published Works	**102**	16	13	7	8	21	6	22	9
Performances & Exhibitions	**163**	81	-	-	9	4	-	5	64
Presentations	**263**	46	22	11	17	63	8	48	48
Boards	**59**	11	-	2	2	9	2	8	25
Awards & Grants	**144**	28	8	6	8	22	24	28	19
Professional Development	**83**	3	-	-	-	0	-	1	70

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

Community Engagement

Below are representative examples of community engagement 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 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 launched a new homework completion program in Pleasantville. Furthermore, SCCE continued successfully to maintain the Campus Kitchen at Atlantic City.

- The SCCE worked with 236 student volunteers this year, served 1,947 Campus Kitchen meals, tutored 154 students in Atlantic City and Pleasantville, helped 7 people become naturalized American citizens, and collected 1,501 pounds of food for the New Day Family Success Center in Galloway and the Office of the Dean of Students' new pantry.

- The SCCE Faculty Fellows and Student Fellows programs continued to bolster the Center's community-outreach initiatives this year. Dr. Tara Luke from the Biology Program, engaged in many activities as the Faculty Fellow during AY 2017-2018. For example, Professor Luke held the Sea Perch Kick-Off at the Atlantic City Aquarium, conducted Marine Science presentations at the new homework completion program in Pleasantville, and 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 72 children from the Winslow Township School District in March and 12 children 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 concluded her role as faculty fellow in June 2018. Our new faculty fellow through AY 2018-2019 will be Dr. Christina Jackson.

- 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 in collaboration with The Rutgers Law Clinical Program two workshops at

Stockton about the topics of immigration and domestic violence. The workshops were held in February of 2018 and drew over 50 attendees from Stockton and the community. SCCE also collaborated in a Stockton University project with the Diplomacy Lab to develop a new video to help Spanish-speakers to complete passport applications. Dr. Jessie K. Finch, Assistant Professor of Sociology, and Dr. Merydawilda Colón, Executive Director for Stockton's Center for Community Engagement, led a team of Stockton students, faculty, and staff creating the 7-minute film that walks viewers through a 10-step process to obtain a passport for the first time.

- 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 2017-2018, SCCE employed 15 Student Fellows, and three alumni fellows. During AY 2017-2018, 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 Pleasantville Public Library; facilitating an English Learner's program at two locations in Pleasantville; teaching Naturalization Classes in Atlantic City, and managing meal preparation and delivery to families in need in the region. For additional information about the activities of the SCCE please refer to the Fiscal Year 2017-2018 Annual Report at https://stockton.edu/community-engagement/documents/fy18.pdf.

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 17-18. During the academic year, the Office of Service-Learning worked collaboratively with over 100 community partners, 59 separate faculty and 97 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 Social and Behavioral Studies and General Studies.

During the fall and spring semesters, 2,009 students engaged in service-learning – equivalent to 1:8 students at Stockton. The number of hours students spent (39,483 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 has 2 cohorts of up to 26 Bonner Leaders – 88% of these students qualified for Federal Work-Study Awards. Many of our Bonner Leaders are First Generation college students. 65% of them are female students and 58% of them identify as students of color. Our racial/ethnic diversity (58%) exceeds our universities demographics as a predominately white (69%) institution. Bonner Leaders maintain an average of a 3.2GPA while engaging in 10-12 hours of service every week. 4,436 hours of service were completed by our Bonner Leaders.

Please refer to our Annual HYPHEN Magazine – Snapshots/Reflections/Stories of the Office of Service-Learning 2017-2018 at this link: https://issuu.com/stocktonuniversity-servlearn/docs/hyphen_2017-2018

I. Major Capital Projects (June 2017 – July 2018)

Atlantic City Academic Building
The Academic Building in Atlantic City is a three story 56,400 square foot structure that includes an event center, a full service kitchen and dining area, an outdoor patio, classrooms, conference rooms, faculty and executive offices. The project was completed in August 2018.

Atlantic City Residence Building
The Residence Building in Atlantic City is a five story structure totaling 217,000 square feet. The building's ground floor includes an event room that can be converted to two general classrooms, a computer lab, professional staff apartments, common areas, a fitness room, two exterior courtyards, administrative offices, and three storefront tenant spaces. The upper floors have 145 suites with kitchens, which contain 534 beds. The project was completed in August 2018.

Atlantic City Parking Garage
The Parking Garage Building in Atlantic City is a seven story structure totaling 335,700 square feet housing 876 cars. The building's ground floor program includes main entrance & elevator lobbies, garage support spaces, a 5,000 square foot storefront tenant space and public parking. The project was completed in August 2018.

Parking Lot 8 Expansion
The university added 350 parking spaces to the main Galloway campus in the Barlow Field area off Pomona Road. The project includes an expansion of the detention basin, blue lights, site lighting, security cameras and landscaping. This project was completed in August 2018.

University Signage & Wayfinding
The university began a multi-phased project to improve signage on the Galloway Campus. The first phase provided 4 monument signs on the University's perimeter as well as 15 strategically placed directional signs, showing clear direction to the University's most commonly visited locations. The project began in March of 2017 and was complete in the spring of 2018.

Unified Science Center 2 & Health Sciences Center
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 project received a certificate of occupancy in April of 2018.

Health Sciences Center 3rd Floor Fit-out
Construction to fit-out the 3rd floor of the Health Sciences Center began in May 2018. The project includes 2 classrooms, lecture space, storage and support spaces. The project received a certificate of occupancy in July of 2018.

University Walk / Parking Lot 6 Renovations
Re-Construction of the University Walk and Parking lot 6 began in May of 2017. This project improved handicap accessibility, life safety and a reduction of approximately 10,000sf of impervious surface that will enhance the environment and provide additional green space to the Galloway Campus. This project was 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 improved energy efficiency and environmental conditions throughout each residential facility on the main Galloway Campus. This project was 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 improved energy efficiency and environmental conditions throughout the facility and provided a much needed renovation to the exterior façade. This project was completed in September 2017.

Other Institutional Information

Please visit www.stockton.edu for more information