



Annual Institutional Profile Report



2015

Office of Institutional Research

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MISSION STATEMENT

Adopted by the Board of Trustees in 1982

Prologue

Founded in 1969 as a public, four-year college within the New Jersey system of higher education, Richard Stockton College of New Jersey offers baccalaureate level programs in the arts, sciences, and professional studies. A residential college whose students are drawn from throughout the state, Stockton is located at the edge of New Jersey's Pine Barrens, 12 miles northwest of Atlantic City.

Mission

At Stockton we seek to help our students develop the capacity for continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world by insisting on breadth, as well as depth, in our curriculum. We believe that the breadth inherent in an interdisciplinary approach to liberal education both prepares students for inevitable career changes, and enriches their lives.

We insist on excellence in teaching and dedication to learning. These, indeed, are the guiding principles of our mission. Moreover, we recognize a responsibility not only to transmit received ideas to our students but to participate in the development of new ideas. Accordingly, we encourage continuous research, learning, and professional development for our faculty and staff.

Quality academic programs are best created, developed, and maintained by a high degree of faculty and student responsibility for, and participation in, the educational process. For that reason, the College is committed to faculty-wide involvement in general education and in teaching such academic skills as writing, quantitative analysis, and logical reasoning. Breadth, then, is not only a desirable outcome for our students, but a requisite for the faculty who teach these students. To teach beyond the traditional bounds of one's area of formal expertise, across disciplinary lines, and to interrelate the traditional disciplines, requires an extraordinary effort from faculty. It is imperative that the executive administration and the trustees provide the resources and the atmosphere which will make such exceptional effort both possible and appreciated.

Our insistence upon breadth of education for all students does not preclude an emphasis on depth of study in the major disciplines but rather, supplements it. Our academic programs must offer students a real understanding of the ideas and methods of their disciplines, including those most recently developed. Exposure to many disciplines and intensive investigation of one discipline should prepare graduates to move into appropriate fields of employment, or to continue with graduate academic or professional study.

At Stockton we believe that co-curricular activities complement the academic curriculum and, along with classroom education, help students develop the capacity for making intelligent choices. While we offer students assistance in and out of the classroom, we emphasize and encourage student initiative in their co-curricular life, and in all aspects of college life, in keeping with our belief that students share the responsibility for their education.

We value diversity and the differing perspectives it brings. Accordingly, we are unequivocally committed to implementing the principles of affirmative action in the composition of our student body, faculty, and staff.

Just as students must receive an education that is sufficiently broad to permit flexible response to changes in society, so too the University must be able to change and adapt to differing circumstances and needs in our society. In order to best fulfill our mission, we must all recognize the limitations of our resources, and respond by a prudent and flexible allocation of those resources.

Finally, Stockton is committed to the positive development of southern New Jersey. Through research and community service, we actively seek to take advantage of and to improve the unique physical and human environment in which the College is located.

GRADUATE EDUCATION MISSION STATEMENT

Adopted by the Board of Trustees February 18, 1998

The Richard Stockton College of New Jersey provides quality graduate programs which promote advanced inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our cultural and intellectual heritage in all its diversity. Its graduate programs are consistent with the College's commitment to the liberal arts and support the undergraduate program through enriched resources, the discovery of new approaches to teaching and learning, and the creative use of new technologies. Through accessible graduate education the College responds to the State and regional needs.



Harvey Kesselman, Interim President

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

**Annual Institutional Profile Report
September 16th, 2015**

A. Accreditation Status

1. Institutional Accreditation

In June 2012, the Commission on Higher Education Middle States Association of Colleges and Schools (CHE/MSA) reaffirmed full accreditation for Stockton. In addition, Stockton received two commendations for its progress to date and the excellent quality of its self-study process. Stockton received exceptionally high marks in all categories, including quality of teaching and learning outcomes, faculty accomplishment and student services. The University is not required to send any progress or monitoring report during its reaccreditation term. In recent years, Stockton is one of the few NJ institutions in their self-study processes that resulted in such distinctive designation. The evaluation team's report confirms the University's superior performance and acknowledges the fulfillment of its mission to maintain an environment for excellence for New Jersey students.

The next MSA evaluation process for Stockton will be the Periodic Review Report, due on June 1, 2017.

2. Professional Accreditation & Certification

- 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 Undergraduate Students by Attendance Status, Fall 2014

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
7,170	92.9%	544	7.1%	7,714	100%

Source: Fall 2014 IPEDS Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2014

Full time		Part time		TOTAL	
Num	Pct	Num	Pct	Number	Percent
314	36.7%	542	63.3%	856	100%

Source: Fall 2014 IPEDS Enrollment Survey

3. Number of Non-Credit Students Served, FY2014

Number of students enrolled in non-credit graduate courses	6,129
Number of students enrolled in non-credit undergraduate courses	1,674
Number of student in noncredit avocational continuing-education courses	555
Total	8,358

4. Unduplicated Enrollment, FY 2014

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	8,677	242,371	8,079
Graduate	1,113	11,917	497
Doctoral-Professional Practice			112
TOTAL	9,790	254,288	8,688

Source: IPEDS 12-Month Enrollment Survey – data reporting period July 1, 2013—June 30, 2014

C. Characteristics of Undergraduate Students

1. Mean Math, Verbal and Writing SAT Scores, Fall 2014

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 922, and for EOF admits 967. Total SAT scores for all admit types combined were 1080.

Mean Math ,Verbal and Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2014												
	Full-Time Students						Part-Time Students					
	Math	N	Verbal	N	Writing	N	Math	N	Verbal	N	Writing	N
Regular Admits	565.1	891	543.5	891	538.2	891						
EOF Admits	496.1	69	470.7	69	459.9	69						
Special Admits	464.0	115	458.4	115	465.9	115	650.0	1	650.0	1	630.0	1
All Admits	549.9	1,075	529.8	1,075	525.5	1,075	650.0	1	650.0	1	630.0	1
Missing Scores*		100		100		100		1		1		1

*ACT Scores provided. Source: SURE Enrollment File

2. Remediation/Development

a. Name of basic skills placement test administered and criteria (if any) for selecting test takers in Fall 2014.

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 2014

Total Fall 2014 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
7,714	598	8.0%

c. Total number of First-time, Full-time (FTFT) Students Enrolled in a remedial/developmental course in Fall 2014

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
1,185	366	30.8%

d. First-time, Full-time students (FTFT) Enrolled in a remedial/developmental course in Fall 2014 by Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Reading	153	12.9%
Writing	207	17.5%
Math Computation	238	20.1%
Elem. Algebra	0	0.0%

Source: SURE Enrollment File

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2014

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>American Ind.</u>		<u>Non-resident Alien</u>		<u>Race Unknown*</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Full-time	5,233	73.0%	464	6.5%	736	10.3%	401	5.6%	6	0.1%	21	0.3%	309	4.3%	7170	100.0%
Part-time	404	74.3%	31	5.7%	56	10.3%	26	4.8%	3	0.6%	4	0.7%	20	3.7%	544	100.0%
Total	5,637	73.1%	495	6.4%	792	10.3%	427	5.5%	9	0.1%	25	0.3%	329	4.3%	7,714	100.0%

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

b. Undergraduate Enrollment by Gender, Fall 2014

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full time	2,935	40.9%	4,235	59.1%	7,170	100.0%
Part time	219	40.3%	325	59.7%	544	100.0%
Total	3,154	40.9%	4,560	59.1%	7,714	100.0%

c. Undergraduate Enrollment by Age, Fall 2014

		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	1,943	2,677	1,815	475	102	68	61	24	0	0	7,170
	Percent	0.1%	27.1%	37.3%	25.3%	6.6%	1.4%	0.9%	0.9%	0.3%	0.0%	0.0%	100.0%
Part time	Num	0	7	35	181	140	55	40	49	34	3	0	544
	Percent	0.0%	1.3%	6.4%	33.3%	25.7%	10.1%	7.4%	9.0%	6.3%	0.6%	0.0%	100.0%
Total	Num	5	1,950	2,712	1,996	615	157	108	110	58	3	0	7,714
	Percent	0.1%	25.3%	35.2%	25.9%	8.0%	2.0%	1.4%	1.4%	0.8%	0.0%	0.0%	100.0%

Source: IPEDS Fall Enrollment Survey

4. Financial Aid from Federal, State & Institution-Funded Programs, AY 2013-14

	<u>RECIPIENTS</u>	<u>DOLLARS (\$)</u>	<u>\$/RECIPIENT</u>
<u>FEDERAL FUNDS</u>			
Pell Grants	2,868	11,333,000	3,951.53
College Work Study	177	260,000	1,468.93
Perkins Loans	113	366,000	3,238.94
SEOG	301	279,000	926.91
PLUS Loans	552	6,683,000	12,106.88
Stafford Loans (Subsidized)	4,650	19,548,000	4,203.87
Stafford Loans (Unsubsidized)	4,837	17,922,000	3,705.19
SMART & ACG or other	0	0	--
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	2,034	9,306,000	4,575.22
Educational Opportunity Fund (EOF)	345	417,000	1,208.70
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	1	1,000	1,000.00
Urban Scholars	0	0	--
NJ STARS	131	287,000	2,190.84
NJCLASS Loans	408	4,866,000	11,926.47
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	1,743	8,881,000	5,095.24
Loans	0	0	--

SOURCE: NJIPEDS Form #41 – Student Financial Aid

5. First-time Full-time Freshmen in Fall 2014 Enrollment By State Residence

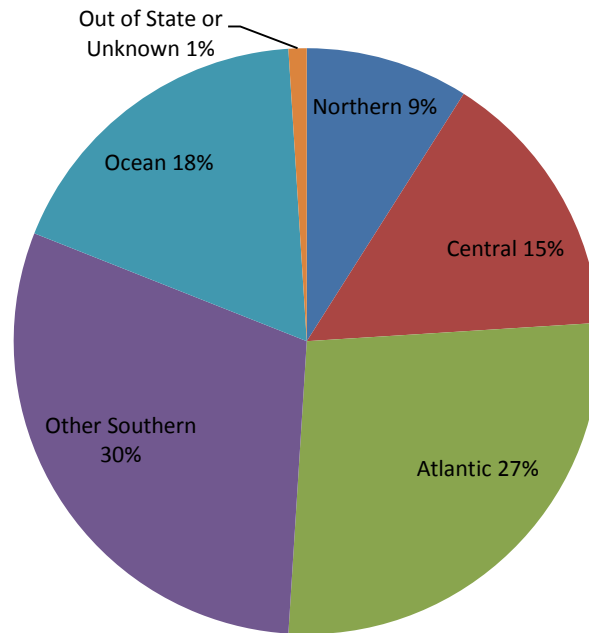
a. Full-time Freshmen Enrollment, In-State and Non-State Residents

State Residents	Non-State Residents	Total	% State Residents
1,160	26	1,186	97.8%

Source: IPEDS Fall Enrollment Survey

b. Undergraduate Enrollment by Residence, Fall 2014

Percentage of Fall 2014 undergraduates who are NJ residents is 99%. The geographic residence of all undergraduates enrolled in Fall 2014 is illustrated below.



Counties:

Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union = **9%**

Northern NJ: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Warren = **15%**

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

Out-of-State = **1%**

D. Student Outcomes

1. Four-, Five- and Six-Year Graduation Rates of Fall 2008 Full-time First-time Degree-Seeking Undergraduates

a. by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Alien</u>		<u>Other *</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2008 Cohort	642		69		63		40		2		25		841	
Graduates after 4 years	338	52.6%	21	30.4%	25	39.7%	24	60.0%	0	0.0%	17	68.0%	425	50.5%
Graduates after 5 years	410	63.9%	29	42.0%	38	60.3%	29	72.5%	1	50.0%	20	80.0%	527	62.7%
Graduates after 6 years	433	67.4%	35	50.7%	41	65.1%	32	80.0%	1	50%	20	80.0%	562	66.8%

** 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 2013 to Fall 2014

a. By Attendance Status

Full-Time			Part-Time		
Fall 2013 First-Time Undergraduates	Retained in Fall 2014	Retention Rate	Fall 2013 First-Time Undergraduates	Retained in Fall 2014	Retention Rate
1,066	930	87.2%	3	1	33.3%

Source: Fall 2014 IPEDS Enrollment Survey

E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2014

	<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	33	21	5	4	2	0	2	2	0	0	0	0	0	0	42	27
Associate Prof.	40	55	5	3	6	3	8	10	1	0	1	1	0	3	61	75
Assistant Prof.	4	6	1	0	1	1	1	1	0	0	0	0	0	0	7	8
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	77	82	11	7	9	4	11	13	1	0	1	1	0	3	110	110
Without Tenure																
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	4	1	0	0	0	0	0	1	0	0	0	0	0	0	4	2
Assistant Prof.	21	35	3	1	2	0	1	3	0	0	5	2	0	0	32	41
All Others	1	2	1	0	0	0	0	0	0	0	0	0	0	0	2	2
TOTAL	27	38	4	1	2	0	1	4	0	0	5	2	0	0	39	45
Total																
Professors	34	21	5	4	2	0	2	2	0	0	0	0	0	0	43	27
Associate Prof.	44	56	5	3	6	3	8	11	1	0	1	1	0	3	65	77
Assistant Prof.	25	41	4	1	3	1	2	4	0	0	5	2	0	0	39	49
All Others	1	2	1	0	0	0	0	0	0	0	0	0	0	0	2	2
TOTAL	104	120	15	8	11	4	12	17	1	0	6	3	0	3	149	155

Source: Fall 2014 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 2014

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
1,611	1073	67%	463	29%	75	4%

Note: Others includes full-time administrators

3. Ratio of Full- to Part-time Faculty, Fall 2014

Full-time		Part-time		Total	
<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
304	51.1%	291	48.9%	595	100.0%

Source: Fall 2014 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	3
Total	10			1			1	12

2. Members of the Board of Governors and/or Trustees

Please list the governor's/trustee's name, name of the company/organization where they work, and their title at that company/organization. Do not use "Trustee," "Chairman," etc. (Example: John Doe, President, XYZ Company.) For retired governors/trustees, use "RETIRED."

Name	Title	Affiliation
Ms. Madeleine Deininger ('80), Chair	Founder and President	Sonoma, California-based Kismet Wines, Inc.
Leo B. Schoffer, Esq., Vice Chair	Managing Member	Schoffer Enterprises, LLC
Ms. Emma N. Byrne, Secretary	Retired, Director of Corporate Communications and Federal Affairs	PSEG
Mr. Curtis J. Bashaw, Ex Officio	Co-Chief Executive Officer	Cape Advisors, Inc.
Mr. Raymond R. Ciccone, CPA, CFF ('79), Alternate Ex Officio	Managing Partner	Ciccone, Gotthold & Koseff, CPA
Mr. Stanley M. Ellis	Vice President and Director of Strategy	Burlington County Times
Michael Jacobson, Esq.	Attorney-at-Law	Cooper Levenson, P.A
Mr. Dean C. Pappas	Retired, Chairman and CEO	Clement Pappas & Company, Inc.
Dr. James W. Yoh,		Galaxy Technology, Inc.
Ms. Maryam Sarhan	Student Trustee	Stockton University
Mr. Cristian Moreno	Student Trustee Alternate	Stockton University
Dr. Harvey Kesselman	Interim President	Stockton University

3. URL

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

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=201&pageID=8>

G. A Profile of the Institution

1. Degree and certificate programs, Fall 2015

School of Arts and Humanities

- Studies In the Arts: Visual
- Studies in the Arts: Performing
- Communication Studies
- Historical Studies
- Languages and Culture Studies
- Literature
- Master of Arts in American Studies
- Philosophy & Religion
- Master of Arts in Criminal Justice
- Master of Arts in Criminal Justice
- Master of Arts in Education
- Master of Arts in Educational Leadership
- Master of Arts in Holocaust and Genocide Studies
- Master of Arts in Instructional Technology
- Master of Business Administration
- Master of Science in Communication Disorders
- Master of Science in Computational Science
- Master of Science in Nursing
- Master of Science in Occupational Therapy
- Master of Social Work
- Professional Science Master's in Environmental Science

School of Business

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

School of General Studies

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

School of Graduate and Continuing Studies

- Doctor of Physical Therapy
- Master of Arts in American Studies

School of Health Sciences

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

School of Natural Sciences and Mathematics

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

- Professional Science Master's in Environmental Science
- Sustainability

School of Social and Behavioral Sciences

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

School of Education

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

H. Major Research and Public Service Activities**R&D EXPENDITURES : FY 2014**

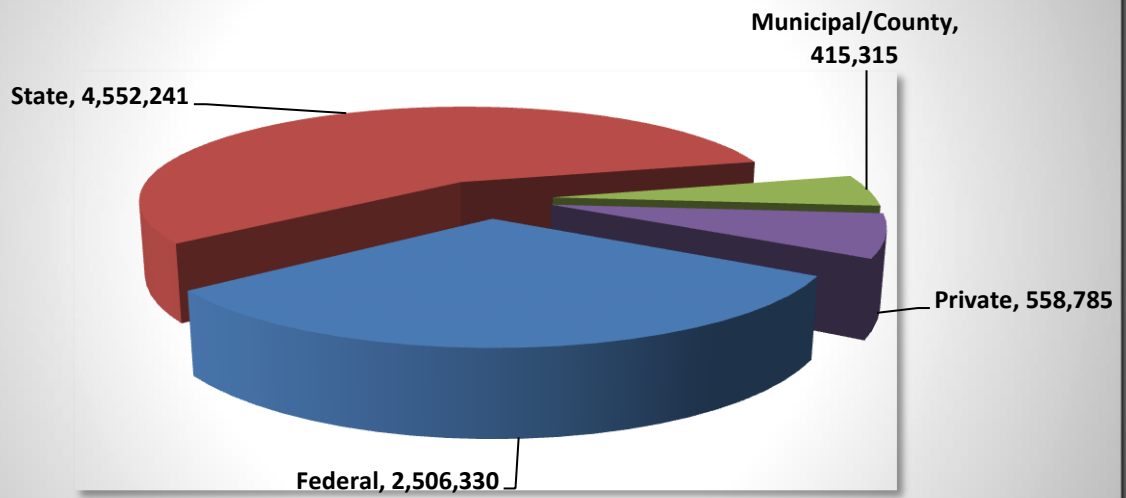
	Amount (\$)
Federally Financed Academic R&D Expenditures	361,829
State/local governments	40,696
Business/non-profit organizations	36,920
Institutionally Financed Academic R&D Expenditures	827,922
Total Academic R&D Expenditures	1,267,367

Source: FY2014 Audited Financial Report.

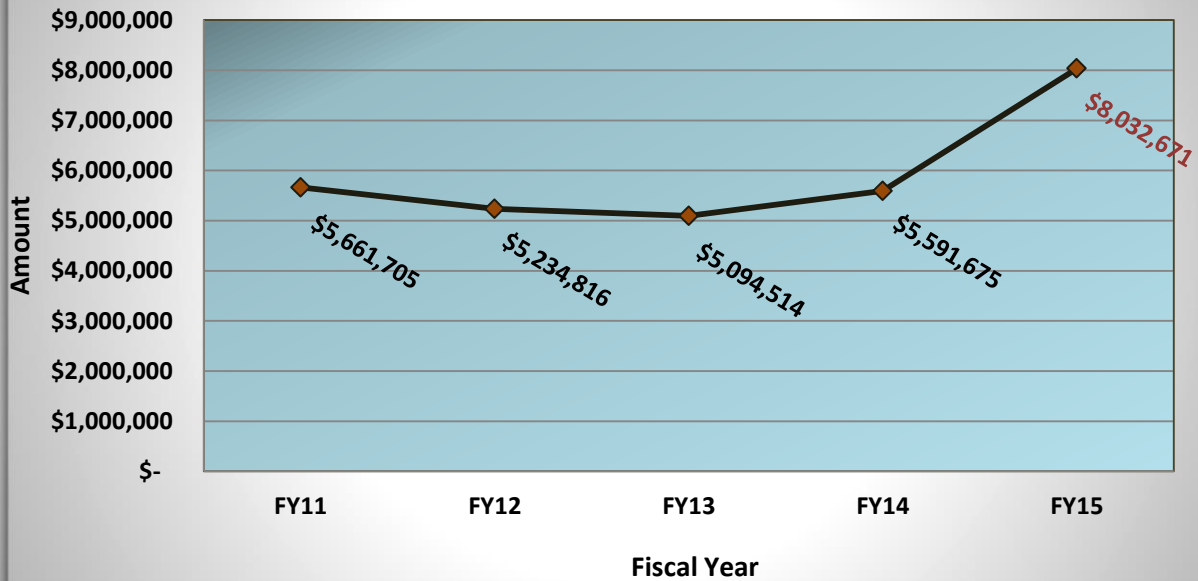
Grants/Contracts Fiscal Year 2015

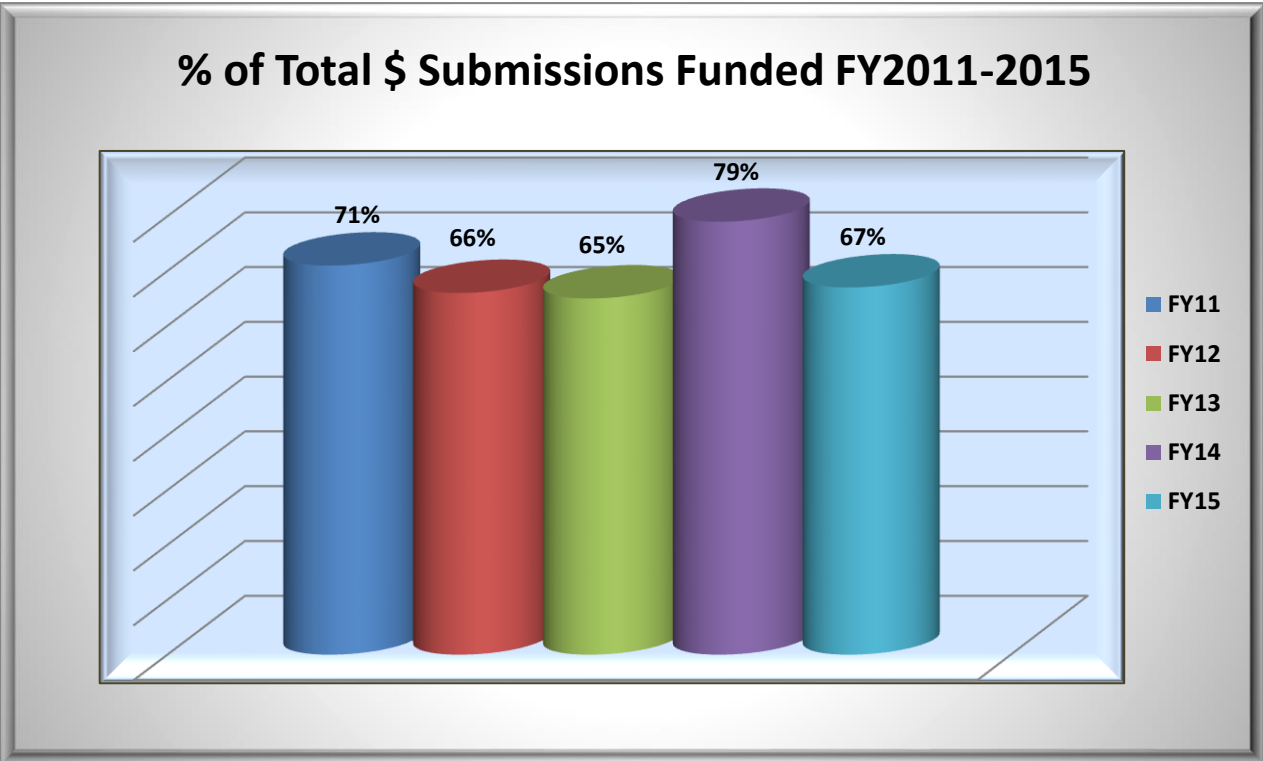
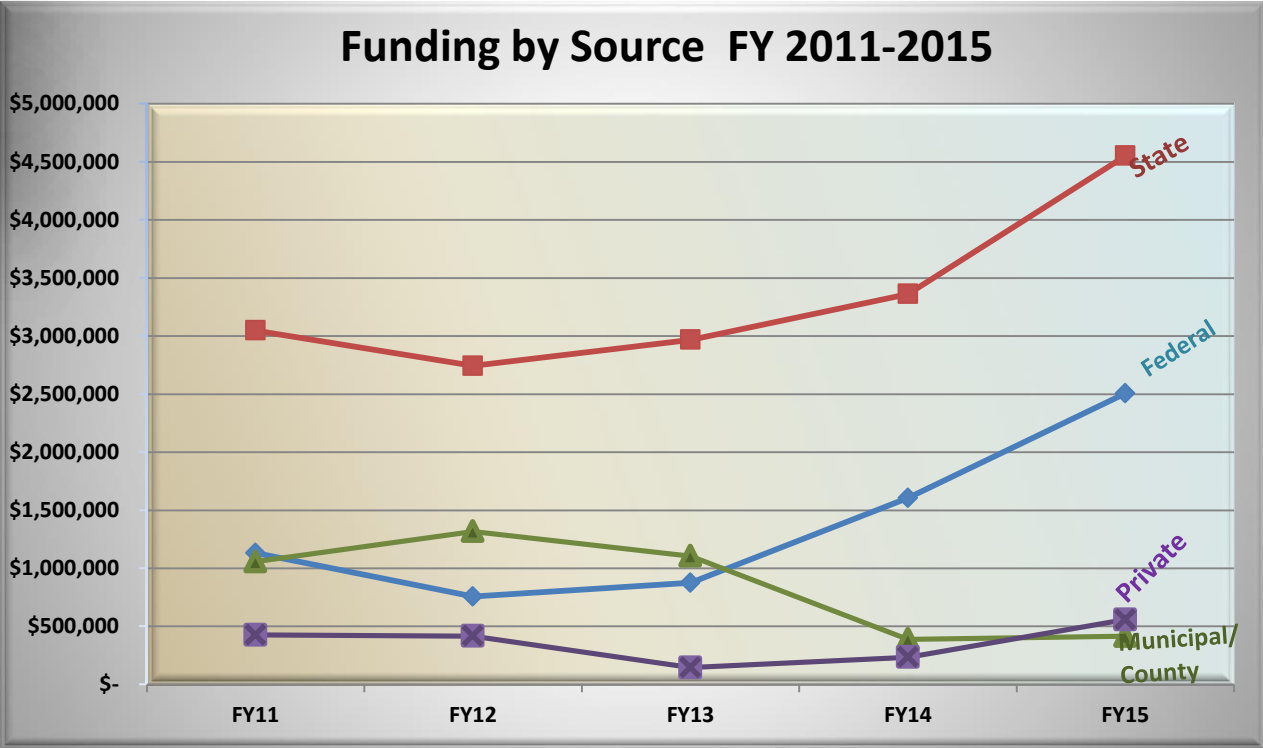
8/12/15 Year End Stats		\$ Value of Submissions	%awarded of \$ Amount requested	Awarded	#Submitted	%Submitted receiving awards	Still Pending
By Funding Source	Federal			\$2,506,330			
	State			\$4,552,241			
	Mun/Local			\$415,315			
	Private			\$558,785			
	Total	\$12,048,697	67%	\$8,032,671	85	73%	\$2,920,462
By School	ARHU			\$449,339			
	BSNS			\$1,755,218			
	EDUC			\$403,464			
	HLTH			\$135,000			
	NAMS			\$2,464,130			
	SOBL			\$2,375,742			
	Grad/CE			\$312,532			
	Stud. Affairs			\$25,445			
	Provost			\$101,800			
	President			\$10,000			
	Total			\$8,032,670			

Grants/Contracts by Funding Source FY 2015 Total \$8,032,671



Grants & Contracts Awards FY 2011-2015





STATISTICAL OVERVIEW of Scholarly Activity

2014 - 2015

	Total	ARHU	BUSN	EDUC	GENS	HLTH	NAMS	SOBL	President, Provost, Grad, Staff, Library
Published Books & Book Chapters	27	3	7	2	7	-	2	6	-
Published Works	131	31	22	13	9	12	14	23	7
Performances & Exhibitions	87	84	-	1	-	-	-	2	-
Presentations	366	64	49	47	10	61	36	56	43
Boards	63	11	3	4	-	9	1	20	15
Awards & Grants	155	44	12	15	7	8	37	29	3

**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, distributed two online newsletters providing an update of activities, and published 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 numerous new projects including the Homework Completion Program at Stanley S. Holmes Village in Atlantic City, Stockton's Food Drive, an English Learner's Program, and the pilot Adopt-a-Town initiative in Tuckerton and Little Egg Harbor. SCCE also launched a one-year Diversity and Professionalism training for the staff of the Atlantic County Department of Family and Community Development. Furthermore, SCCE successfully maintained the Campus Kitchen at Atlantic City.
- The SCCE Faculty Fellows and Student Fellows programs continued this year. Two Faculty Fellows and ten Student Fellows contributed to the mission and vision of SCCE during AY 2014-2015. In addition, Presidential Initiatives Funds were secured to purchase a 2015 Dodge Grand Caravan to transport students to SCCE projects and facilitate commute to meetings in the community.
- Community relationships with faculty continue to be fostered through the SCCE Faculty Fellows program approved by the Office of the Provost. Dr. Jennifer Barr, Professor of Business Studies, and Dr. Joseph Rubenstein, Professor of Anthropology, completed their second year fellowship. Both engaged in numerous activities as SCCE Faculty Fellows during AY 2014-15. For example, Dr. Barr co-facilitated a brown-bag workshop with Dr. Joseph Rubenstein entitled "SCCE Fellows: Reflecting on the First Two Years" about infusing engagement into pedagogy and scholarship. Dr. Barr led two service-learning teams from *Strategic Marketing* and developed an Adopt-a-Town project during the spring 2015 semester for Tuckerton Seaport that included a detailed marketing plan as well as

retail recommendations. Dr. Rubenstein developed SCCE's Student Community Garden initiative and solidified our relationship with AtlantiCare Health Systems. Working with AtlantiCare and community activist Cookie Till, the Student Fellows worked on three gardens in Atlantic City and helped build and maintain a community garden at Hamilton Methodist Church in Atlantic City.

- New SCCE Faculty Fellows Emary DiGiorgio and Amy Yingyi Situ-Liu 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 during AY 2015-2016.
- SCCE expanded external and internal requests for assistance in community engagement. Several faculty, staff, and community members contacted SCCE to facilitate their community-related activities. Most of these requests led to memoranda of agreement between the SCCE and external partners such as Saint Mary's Episcopal Church, Ministerio Por Gracia Sois Salvos, the Police Athletic League of Atlantic City (PAL), the Atlantic City Police Department, and the Atlantic City Housing Authority. Additionally, SCCE facilitated communications between the Executive Director of the PAL and ARHU Dean Dr. Lisa Honaker to offer a two-week arts camp at the PAL this summer. SCCE also facilitated the approval of two resolutions by the Atlantic City Board of Education for NAMS faculty and students to provide an Underwater Robotics Program in two Atlantic City schools—Dr. Martin Luther King and Atlantic City High School.
- SCCE Student Fellows play an essential role in SCCE's initiatives and projects, as they offer continuity to these projects and lead Stockton student volunteers. During AY 2014-2015, SCCE increased the number of Student Fellows from five to 10 to meet the growth of SCCE's community partnerships. This growth has expanded opportunities for Student Fellows to make an impact in the community. During AY 2014-2015, these student leaders assisted in project coordination in Atlantic County including tutoring at the newly created Homework Completion Program in collaboration with the Atlantic City Police Department and the Housing Authority at Stanley S. Holmes Village. They also contributed to an English Learner's Program in Pleasantville. Student Fellows also supported nonprofit agencies; after-school and mentoring programs such as the Boys and Girls Club; the African American Heritage Museum of Southern New Jersey; and food recycling, meal preparation, and delivery to needy families in Atlantic City, Pleasantville, Absecon, and Galloway through the Campus Kitchen at Atlantic City. SCCE Student Fellows also contributed to the creation of a rain garden in Little Egg Harbor as part of the Adopt-a-Town initiative.

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 14-15. During the academic year alone, the Office of Service-Learning worked collaboratively with 160 community partners, 70 separate faculty and 100 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 by Health Science, Business, Criminal Justice and Psychology majors.

During the fall and spring semesters, 2,019 students engaged in service-learning – equivalent to 1:8 students at Stockton . The hours students spent involved in service-learning work last year is equivalent to \$1,036,958 worth of paid employment to community agencies in our area (based on New Jersey's equivalent rate for volunteerism). The office hosted or co-hosted 6 "Days of Service," including the 11th Annual Fall and Dr. Martin Luther King, Jr., events, comprising over 1,700 volunteers and approximately 10,000 hours of service. Additional programs that support the service-learning pedagogy continued including 56 Dialogue and Reflection Programs, The New York Times program to campus reading over 21,000 copies of the newspaper, and providing \$2,000 in "micro-grants" by the Activist In Resident Program to fund service projects organized by students. For more details, refer to the Office of Service-Learning website at www.stockton.edu/servicelearning.

I. Major Capital Projects- June 2014- July 2015

Campus Stairs & Elevators

This project replaced 9 exterior stairs and 5 elevators within the spine of the main Galloway campus. Construction began in May of 2015 and will be complete in August 2015.

Parking Lot 0

The university will add over 200 surface parking spaces to the main Galloway campus. Within the project will be the addition of 8 handicap parking spaces and the reconstruction of pedestrian ramps and walkways. Construction is scheduled to be complete by the end of August 2015.

Unified Science Center 2 & New Academic Classroom Building

Over the last year plans have been developed to construct a new Science Building as well as a new Academic Classroom Building. Designs of both buildings are almost complete and are being prepared for bidding. It is anticipated that construction of both facilities will begin in the fall of 2015 and be complete in the spring of 2017.