STOCKTON UNIVERSITY

2019 Institutional Profile Report

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 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 16, 2019

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) - Commission on Accreditation (COA)
- Council for the Accreditation of Educator 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)
- Association of University Programs in Health Administration (AUPHA)
- Accreditation Council for Occupational Therapy Education (ACOTE), and 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 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 2018

Full-time		Part-time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
8,136	94.6%	468	5.4%	8,604	100%

Source: Fall 2018 IPEDS Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2018

Full-time		Part-time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
395	38.8%	622	61.2%	1,017	100%

Source: Fall 2018 IPEDS Enrollment Survey

3. Number of Non-Credit Students Served, FY2019

Number of students enrolled in non-credit graduate courses	4,853
Number of students enrolled in non-credit undergraduate courses	1,524
Number of students in non-credit avocational continuing education courses	498
Total	6,875

4. Unduplicated Enrollment, FY 2018

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	9,772	270,209	9,007
Graduate	1,027	13,671	570
Doctoral-Professional Practice	177	3,892	162
TOTAL	10,976	287,772	9,739

Source: IPEDS 12-Month Enrollment Survey – data reporting period July 1, 2017—June 30, 2018

C. Characteristics of Undergraduate Students

1. Mean Math, Verbal and Writing SAT Scores, Fall 2018

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 Math ,Verbal and Writing SAT for First-time Freshmen, by Admission Status and Overall, Fall 2018

	Full-time Students						Part-time Students					
	Math	N	Reading	N	Writing	N	Math	N	Reading	N	Writing	N
Regular Admits	566	1,134	567	1,133	0	0	510	1	560	1	0	0
EOF Admits	499	126	505	162	0	0	0	0	0	0	0	0
Special Admits	452	220	460	220	0	0	0	0	0	0	0	0
All Admits	543	1,480	546	1,479	0	0	510	1	560	1	0	0
Missing Scores*		81		82		1,564		0		0		0

**ACT Scores provided. Source: SURE Enrollment File*

2. Remediation/Development

a. Name of Basic Skills Placement Test Administered and Criteria (if any) for Selecting Test Takers in Fall 2018.

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 2018

Total Fall 2018 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
8,604	117	1.4%

c. Total number of First-time, Full-time (FTFT) Students Enrolled in a remedial/developmental Course in Fall 2018

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial
1,595	104	6.5%

d. First-time, Full-time students (FTFT) Enrolled in A Remedial/Developmental Course in Fall 2018 by Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled
Math Computation	104	6.5%
Reading	0	0
Writing	0	0

Source: SURE Enrollment File

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2018

	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	5,467	67.2%	675	8.3%	1,104	13.6%	512	6.3%	17	0.2%	44	0.5%	317	3.9%	8,136	100%
Part-time	310	66.2%	45	9.6%	67	14.3%	23	4.9%	1	0.2%	5	1.1%	17	3.6%	468	100%
Total	5,777	67.1%	720	8.4%	1,171	13.6%	535	6.2%	18	0.2%	49	0.6%	334	3.9%	8,604	100%

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

b. Undergraduate Enrollment by Gender, Fall 2018

	Male		Female		Total	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Full-time	3,393	41.7%	4,743	58.3%	8,136	100%
Part-time	198	42.3%	270	57.7%	468	100%
Total	3,591	41.7%	5,013	58.3%	8,604	100%

c. Undergraduate Enrollment by Age, Fall 2018

		<18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	Number	5	2,657	3,036	1,696	465	132	57	56	31	1	0	8,136
	Percent	0.1%	32.7%	37.3%	20.8%	5.7%	1.6%	0.7%	0.7%	0.4%	0.0%	0.0%	100%
Part-time	Number	0	8	50	166	137	41	13	36	16	1	0	468
	Percent	0.0%	1.7%	10.7%	35.5%	29.3%	8.8%	2.8%	7.7%	3.4%	0.2%	0.0%	100%
Total	Number	5	2,665	3,086	1,862	602	173	70	92	47	2	0	8,604
	Percent	0.1%	31.0%	35.9%	21.6%	7.0%	2.0%	0.8%	1.1%	0.5%	0.0%	0.0%	100%

Source: IPEDS Fall Enrollment Survey

4. Financial Aid from Federal, State & Institution-Funded Programs (AY 2017-18)

FEDERAL FUNDS	RECIPIENTS	DOLLARS ($)	$/RECIPIENT
Pell Grants	3,493	15,502,000	4,438
College Work Study	254	372,000	1,465
Perkins Loans	45	216,000	4,800
SEOG	375	345,000	920
PLUS Loans	762	9,940,000	13,045
Stafford Loans (Subsidized)	4,817	19,850,000	4,121
Stafford Loans (Unsubsidized)	5,196	18,745,000	3,608
SMART & ACG or other	0	0	--

STATE PROGRAMS	RECIPIENTS	DOLLARS ($)	$/RECIPIENT
Tuition Aid Grants (TAG)	2,512	12,890,000	5,131
Educational Opportunity Fund (EOF)	365	463,000	1,268
Outstanding Scholars (OSRP)	12	12,000	1,000
Distinguished Scholars	0	0	--
Urban Scholars	0	0	--
NJ STARS	88	196,000	2,227
NJCLASS Loans	276	3,628,000	13,145

INSTITUTIONAL PROGRAMS	RECIPIENTS	DOLLARS ($)	$/RECIPIENT
Grants/Scholarships	2,701	14,407,000	5,334
Loans	0	0	--

SOURCE: NJIPEDS Form #41 – Student Financial Aid

5. First-time Full-time Freshmen in Fall 2018 Enrollment by State Residence

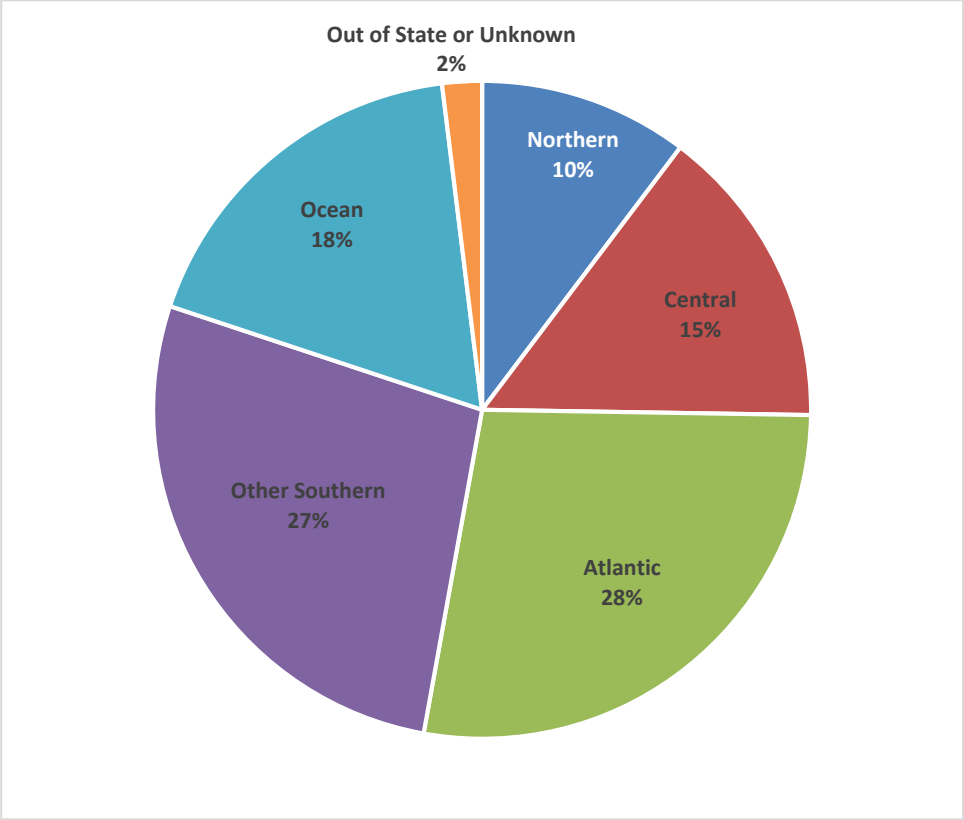
a. Full-time Freshmen Enrollment, In-State and Non-State Residents

State Residents	Non-State Residents	Total	% State Residents
1,538	57	1,595	96%

Source: IPEDS Fall Enrollment Survey

b. Undergraduate Enrollment by Residence, Fall 2018

Percentage of Fall 2018 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 2012 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 2012 Cohort	727	72.9%	60	6.0%	94	9.4%	65	6.5%	1	0.1%	50	5.0%	997	100%
Graduates after 4 years	438	60.2%	24	40.0%	48	51.1%	29	44.6%	0	0.0%	28	56.0%	567	56.9%
Graduates after 5 years	533	73.3%	39	65.0%	63	67.0%	48	73.8%	0	0.0%	34	68.0%	717	71.9%
Graduates after 6 years	553	76.1%	40	66.7%	64	68.1%	50	76.9%	0	0.0%	35	70.0%	742	74.4%

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

Source: IPEDS GRS Report

2. Third-semester Retention of First-time Undergraduates, Fall 2017 to Fall 2018

a. By Attendance Status

Full-Time			Part-Time		
Fall 2017 First-Time Undergraduates	Retained in Fall 2018	Retention Rate	Fall 2017 First-Time Undergraduates	Retained in Fall 2018	Retention Rate
1,562	1,335	85.5%	5	1	20.0%

Source: Fall IPEDS Enrollment Survey

E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2018

	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	28	29	2	4	2	1	5	4	1	0	0	0	0	0	72	38
Associate Prof.	41	50	5	3	5	2	8	11	0	0	1	0	0	1	122	67
Assistant Prof.	2	4	0	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	72	83	7	7	9	3	14	16	1	0	1	0	0	1	104	110
Without Tenure																
Professors	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Associate Prof.	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1
Assistant Prof.	23	44	7	6	3	4	5	5	0	0	5	6	1	1	44	66
All Others	6	7	1	1	0	0	0	0	0	0	1	0	0	0	8	8
TOTAL	30	52	8	7	3	4	5	6	0	0	6	6	1	1	53	76
Total																
Professors	28	30	2	4	2	1	5	4	1	0	0	0	0	0	72	39
Associate Prof.	42	50	5	3	5	2	8	12	0	0	1	0	0	1	123	68
Assistant Prof.	25	48	7	6	5	4	6	6	0	0	5	6	1	1	56	71
All Others	7	7	1	1	0	0	0	0	0	0	1	0	0	0	9	8
TOTAL	102	135	15	14	12	7	19	22	1	0	7	6	1	2	157	186

Source: Fall 2018 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 2018

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
2,061	1,359	66%	548	27%	154	7%

Note: Others includes full-time administrators

3. Ratio of Full- to Part-time Faculty, Fall 2018

Full-time		Part-time		Total	
Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
343	50%	343	49%	686	100%

Source: Fall 2018 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
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 2018

School of Arts and Humanities

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

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 (MBA)
- Business Administration (Dual BA or BS and MBA degree)

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
- 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
- DNP (Doctor in Nursing Practice)
- Holistic Health (Minor)
- Public Health (Minor)
- Adult Gerontology Primary Care Nurse Practitioner (Certificate)
- Family Nurse Practitioner (Certificate)
- Physician Assistant (Dual BS/MSPA degree)

School of Natural Sciences and Mathematics

- Applied Physics (BA, BS, Minor)
- Applied Physics, Mathematics, Chemistry and Engineering (Dual BS/BSE degree)
- 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, Minor)
- Master of Science in Data Science and Strategic Analytics
- Professional Science Masters in Environmental Science
- Environmental Science (Dual BS/PSM degree)
- Energy (Certificate)
- Geographic Information Systems (Certificate)

School of Social and Behavioral Sciences

- Criminal Justice (BA)
- Criminal Justice (Dual BA/MA degree)
- Economics (BA, Minor)
- Political Science (BA, Minor)
- Psychology (BA, BS)
- Social Work (BS)
- Sociology and Anthropology (BA, Sociology minor, Anthropology minor)
- Master of Arts in Counseling
- Master of Arts in Criminal Justice
- Master of Social Work
- 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

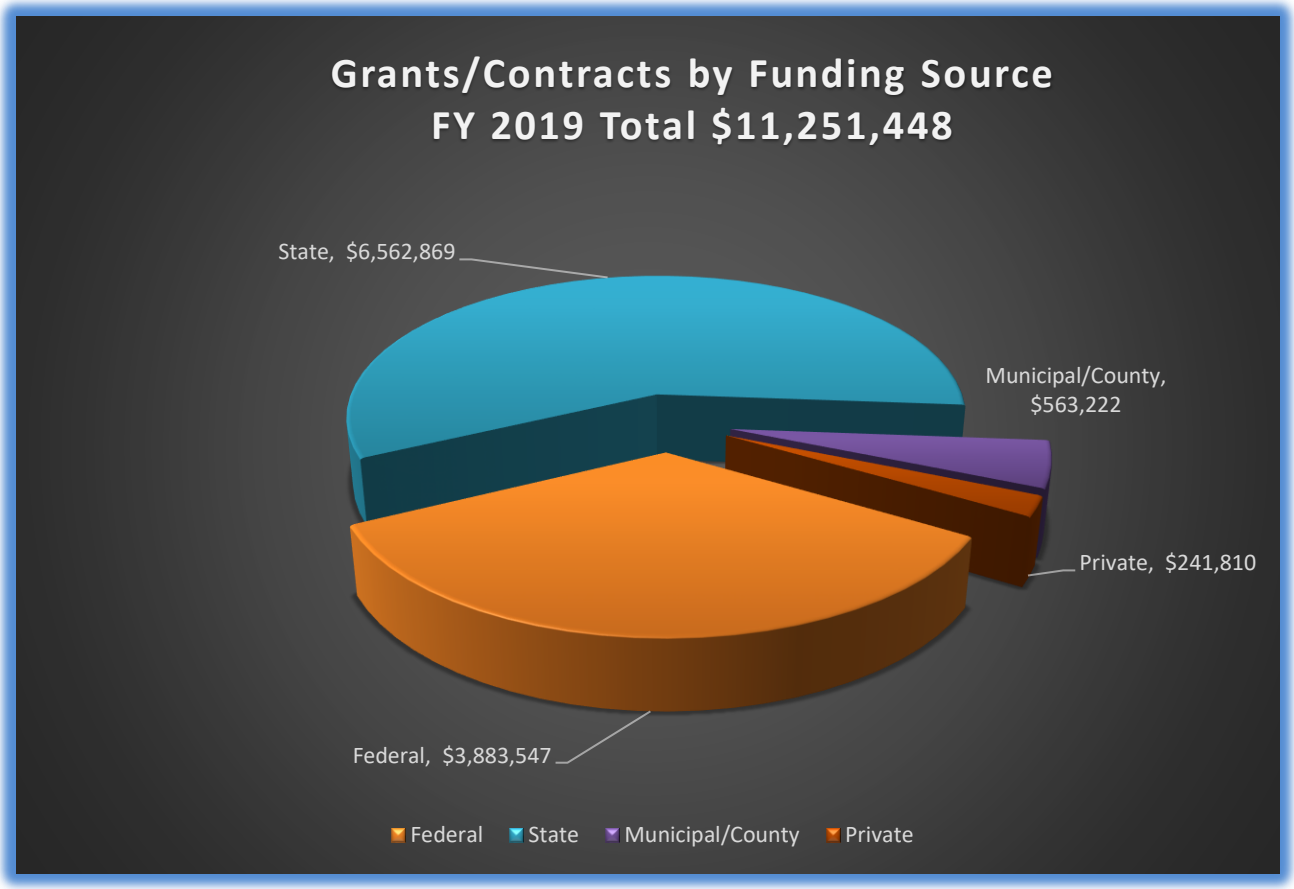
R&D Expenditures FY 2018

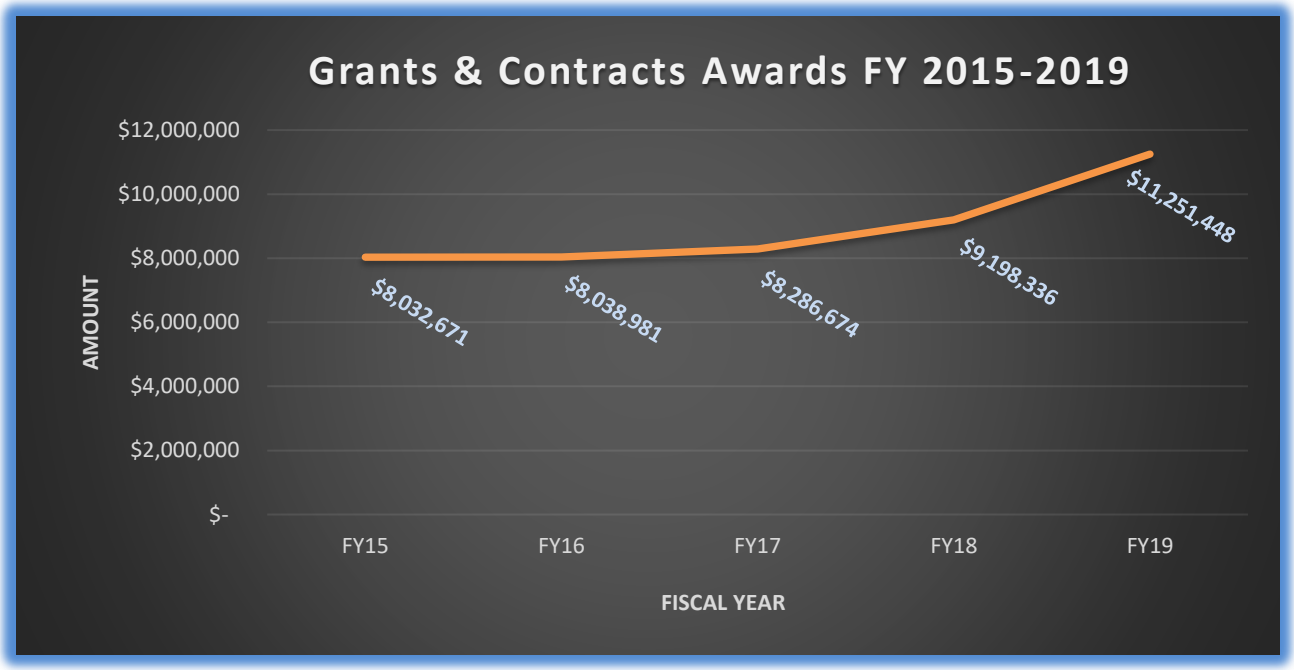
	Amount ($)
Federally Financed Academic R&D Expenditures	485,188
State/local governments	130,649
Business/non-profit organizations	8,835
Institutionally Financed Academic R&D Expenditures	1,234,500
Total Academic R&D Expenditures	**1,859,172**

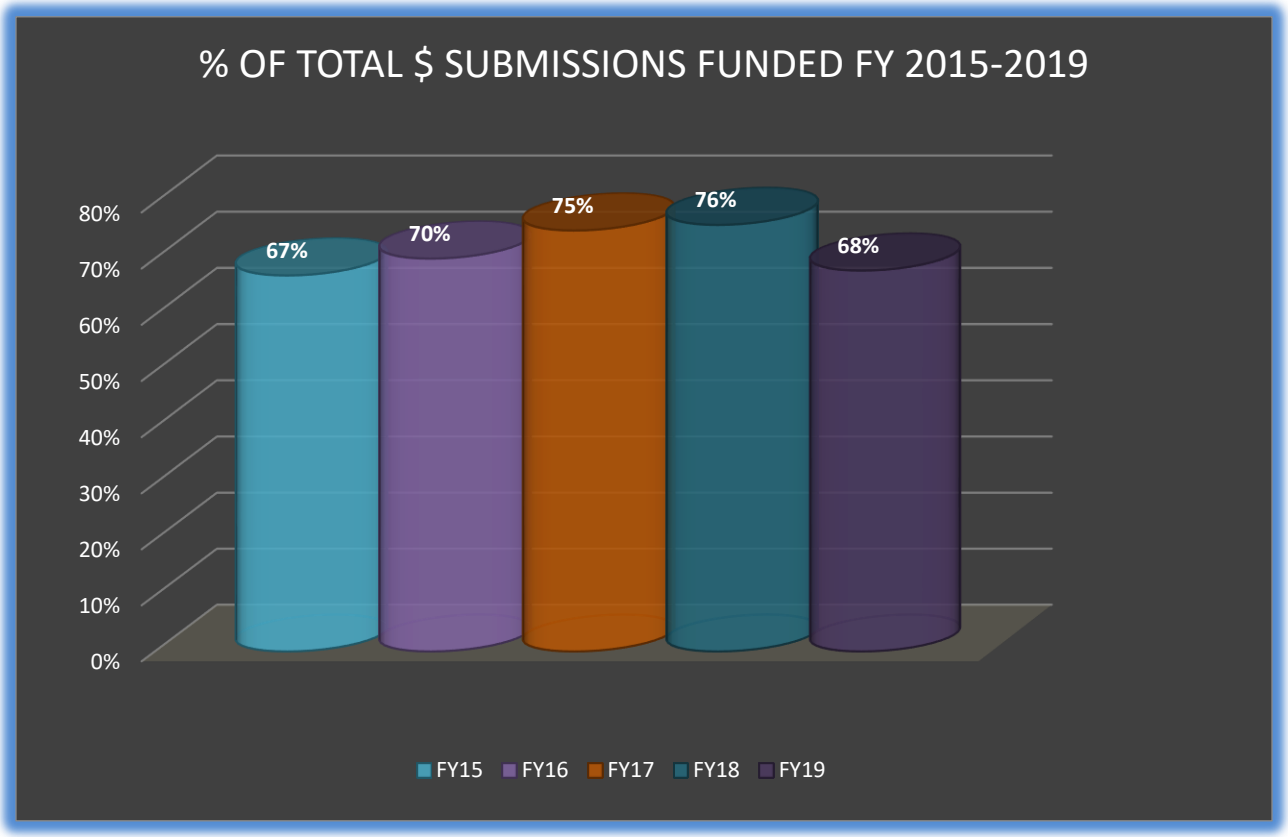
Source: FY2018 Audited Financial Report.

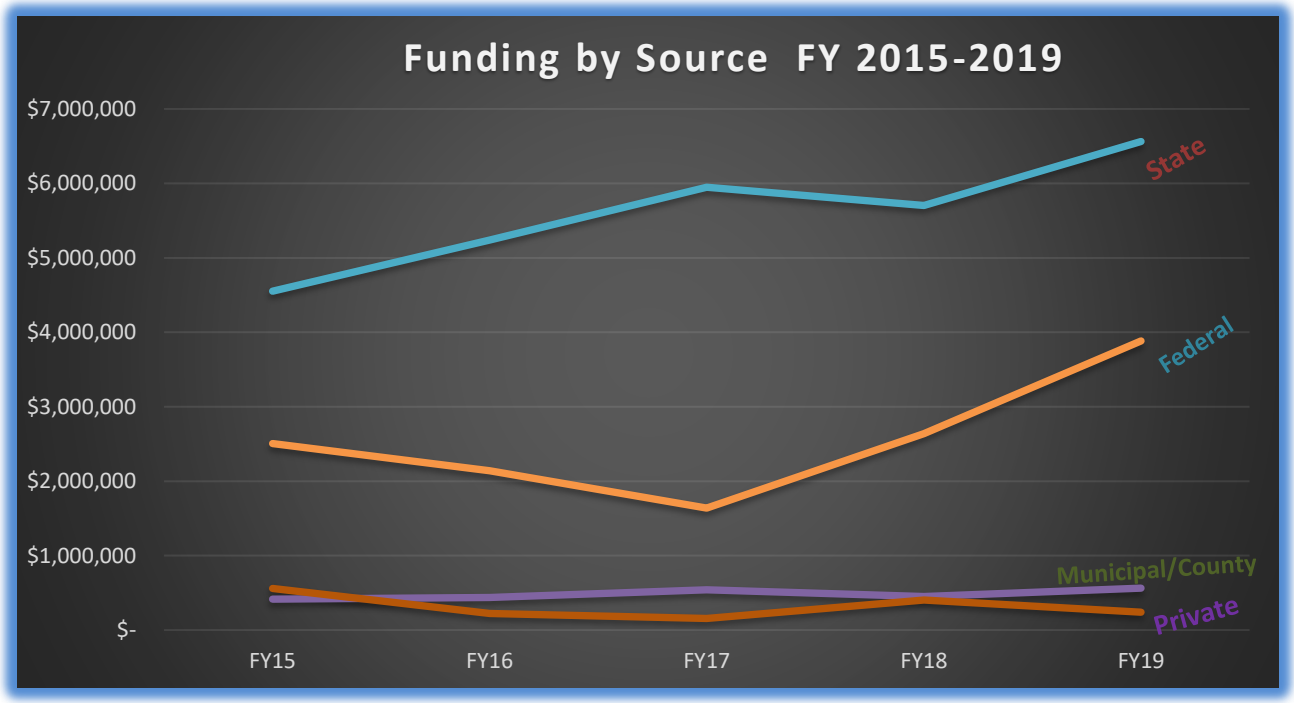
Grants/Contracts FY 2019

09/02/2019 YEAR END STATS		$ Value of Submissions	% Awarded of $ Amount Requested	Awarded	# Submitted	% Submitted Receiving Awards	Still Pending
By Funding Source	Federal			$3,883,547			
	State			$6,562,869			
	Local			$563,222			
	Private			$241,810			
	TOTAL	**$16,579,051**	**68%**	**$11,251,448**	**114**	**82%**	**$1,350,252**
By School	ARHU			$627,865			
	BSNS			$197,519			
	EDUC			$175,428			
	GENS			$32,702			
	HLTH			$0			
	NAMS			$4,197,660			
	SOBL			$3,330,675			
	Cont. Studies			$1,953,175			
	Stud. Affairs			$39,185			
	Provost			$236,950			
	Enrollment			$454,789			
	Police			$5,500			
	TOTAL			**$11,251,448**			


Grants/Contracts by Funding Source
FY 2019 Total $11,251,448
State, $6,562,869
Municipal/County, $563,222
Private, $241,810
Federal, $3,883,547
Federal
State
Municipal/County
Private


Grants & Contracts Awards FY 2015-2019
$12,000,000
$10,000,000
$8,000,000
$6,000,000
$4,000,000
$2,000,000
$-
AMOUNT
$8,032,671
$8,038,981
$8,286,674
$9,198,336
$11,251,448
FY15
FY16
FY17
FY18
FY19
FISCAL YEAR


% OF TOTAL $ SUBMISSIONS FUNDED FY 2015-2019
80%
70%
60%
50%
40%
30%
20%
10%
0%
67%
70%
75%
76%
68%
FY15
FY16
FY17
FY18
FY19


Funding by Source FY 2015-2019
$7,000,000
$6,000,000
$5,000,000
$4,000,000
$3,000,000
$2,000,000
$1,000,000
$-
State
Federal
Municipal/County
Private
FY15
FY16
FY17
FY18
FY19

STATISTICAL OVERVIEW

2018 - 2019	Total	ARHU	BUSN	EDUC	GENS	HLTH	NAMS	SOBL	President, Provost, Grad, Staff, Library
Published Books & Book Chapters	**36**	6	2	4	3	7	3	11	-
Published Works	**123**	21	26	2	11	22	17	14	10
Performances & Exhibitions	**190**	75	95	-	-	1	-	3	16
Presentations	**375**	54	34	17	24	82	58	49	57
Boards	**43**	15	-	4	3	2	2	7	10
Awards & Grants	**111**	25	4	2	5	7	28	31	9
Professional Development	**63**	4	5	-	-	4	1	6	43

**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) 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, and at the Pleasantville City Meeting room in the Atlantic County Library/Pleasantville Branch, 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 the Marina District in Atlantic City. Furthermore, SCCE continued successfully to maintain the Campus Kitchen at Atlantic City.

- The SCCE worked with 250 student volunteers this year, cooked and delivered 1,465 Campus Kitchen meals, tutored 158 students in Atlantic City and Pleasantville, helped five individuals become naturalized American citizens, and collected 885 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. Christina Jackson from the Sociology Program engaged in many activities as the Faculty Fellow during AY 2018-2019. Dr. Jackson facilitated her first Justice and the Environment symposium with over 70 students in attendance. Several community partners presented including CATA farmworkers support committee, The Nanticoke Lenni Lenape tribal nation, Food and Water Watch and the New Jersey Organizing Project. Dr. Jackson and her students also completed service-learning projects at the New York Avenue Apartments in Atlantic City.

- SCCE expanded external and internal requests for assistance in community engagement. SCCE Student Fellows contributed to the success of a community baby shower held by the Southern New Jersey Medical Center on November 9, 2018 at the All Wars Memorial Building. The event provided families living in and near Atlantic City with an opportunity to learn about maternal and heath care for infants, as well as educational workshops. Families also received supplies for newborns.

- 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 2018-2019, SCCE employed 26 Student Fellows, and one Alumni Fellow. The 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 City Meeting room in the Atlantic County Library/Pleasantville Branch; 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 https://stockton.edu/community-engagement/index.html.

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 18-19. During the academic year, the Office of Service-Learning worked collaboratively with over 135 community partners, 82 faculty and 95 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, Health Sciences and General Studies.

- During the fall and spring semesters, 1,658 students engaged in receiving service-learning credit on their academic transcripts. The number of hours students spent (25,124 hours) involved in service-learning work last year is equivalent $896,038 dollars of employment to community agencies in our area (based on New Jersey's equivalent rate for volunteerism).

- In our continued relationship with the Bonner Foundation, the Office of Service Learning has three cohorts of up to 36 Bonner Leaders – two-thirds of these students qualified for Federal Work-Study Awards. Many of our Bonner Leaders are first generation college students. We also developed a relationship with New Jersey Campus Compact and started our ChangeBuilders program in collaboration with the AC-EOF program. Fifteen students started in our first cohort and served 452 hours of service.

Please refer to our Annual HYPHEN Magazine – Snapshots/Reflections/Stories of the Office of Service-Learning 2018-2019 at this link: https://issuu.com/stocktonuniversity-servlearn/docs/hyphen.june19__1_

I. Major Capital Projects

June 2018 – July 2019

Atlantic City Academic Center
The Academic Center 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 Residential Complex
The Residential Complex 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 in Atlantic City is a seven-story structure totaling 335,700 square feet housing 876 cars. The building's ground floor program includes a main entrance and 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.

Health Sciences Center Third Floor Fit-out
Construction to fit-out the third 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.

C&D Wing Roof Replacement
Construction to replace the 30-year old roofing material over the C and D Wings of the main academic spine began in May 2019 and was completed in July 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 will be complete in September 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 will be complete in September 2019. Both spaces will provide staff offices, meeting rooms, computer stations, support spaces and lounge areas.

Substation Renovations
Design has begun to upgrade 7 electrical substations on the main campus. Construction is expected to commence in April 2019 and be complete in September 2019. The project will include testing at each substation transformer as well as all associated circuit breakers to determine if repair or complete rebuilding of the equipment is necessary.

Other Institutional Information

Please visit www.stockton.edu for more information