

2021 INSTITUTIONAL PROFILE



Prepared by
The Office of Institutional Research

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Mission Statement

Revised and Adopted by the Board of Trustees in 2017

Prologue

Founded in 1969 as a public, four-year college within the New Jersey system of higher education, Stockton University offers more than 40 undergraduate degree programs as well as 14 advanced degree programs, seven educational endorsement programs, seven certificate and preparation programs, and a vast array of minors.

Stockton's 2,000-acre campus, situated in the Pinelands National Reserve, is New Jersey's largest university campus. The main campus is located in Galloway, and satellite centers are located in Atlantic City, Hammonton, Manahawkin and Woodbine. Approximately 3,165 students reside in University housing, including apartment complexes, residence halls, and affiliated properties.

Mission

Stockton University's mission is to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences, and professional education.

Vision

Stockton University will thrive as a distinctive regional institution, providing a diverse, values-based, student-centered environment of exceptional teaching and learning. As a community builder and partner in public service, Stockton University will remain committed to the positive development of New Jersey through scholarship and creative activity, civic engagement, and active stewardship.

Guiding Principle

Students first; vision and strategy follow.

Values

Stockton University embraces a collection of shared values, the essence of our standards for excellence. These values support our mission and guide our practices and behavioral expectations. We adhere to the values of:

Excellence in teaching and dedication to learning

Stockton University is committed to providing a high quality, innovative education that gives our students, including those underrepresented populations, the breadth and depth they need to succeed in their lives beyond college. Our faculty and staff recognize a responsibility to engage our students in the development of ideas across and within disciplines, both inside and outside the classroom. We strive to enhance the student learning experience, by utilizing proven pedagogical methods, research, creative activity, and advancements in technology, which support the promotion of life-long learning.

Inclusivity and Diversity

Stockton University is committed to building a community that values differences of race, religion, gender, ethnicity, national origin, socio-economic status, affectional or sexual orientation, gender identity or expression, marital status, age, ability, or disability. We accept our responsibility to create and preserve an environment that is free from prejudice and discrimination, and to take actions that affirm our commitment to inclusivity and diversity.

Academic Freedom

The University promotes an open exchange of ideas in a setting that embodies the values of academic freedom, responsibility, integrity, and cooperation. Recognizing and understanding the significance of our similarities and differences will ultimately foster appreciation and respect for others, and enrich the individual, the campus, and the community at large.

Integrity and Respect

Stockton University is committed to integrity, honesty, dignity, civility, openness, respect, and accountability in its actions as well as in the means through which all members of its community communicate among themselves and with the wider world.

Shared Governance

Stockton University is committed to shared governance, defined as an integrated planning process and a collaborative culture in which Stockton's constituents commit themselves to being partners in accomplishing the University's mission. It functions through a structure that fosters active collaboration, transparency, accountability, understanding, and acceptance of compromise, mutual respect and trust.

Community Engagement and Civic Responsibility

Stockton University is committed to the positive development of southern New Jersey. Through research, teaching, and community partnerships and service, the University actively seeks to address social and economic issues critical to our state, region, and nation and to contribute to the public good.

Global Perspectives

Recognizing its place in an increasingly global economy and society, Stockton University is committed to providing students, faculty, and staff with exposure to diverse cultural perspectives. Stockton seeks to create and sustain the global awareness and understanding necessary for their meaningful participation in the world as independent critical thinkers and informed and prepared global citizens.

Sustainability and Environmental Stewardship

The University seeks to promote an ethic of resource conservation, sustainability, and social justice on our campuses and throughout the region in its strategic planning and operations as well as its teaching, research, and service. Stockton embraces the obligation of stewardship this environment demands.



Harvey Kesselman, President



Annual Institutional Profile Report

September 17, 2021

A. Accreditation Status

1. *Institutional Accreditation*

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

The University submitted its Periodic Review Report (PRR) to MSCHE in May 2017, and MSCHE accepted Stockton's PRR and reaffirmed its reaccreditation in November 2017. The PRR received four commendations for the quality of the report and process. The next evaluation visit is scheduled for 2021-22.

2. *Professional Accreditation & Certification*

- Association to Advance Collegiate Schools of Business (AACSB)
- Council on Social Work Education (CSWE) - Commission on Accreditation (COA) Council for the
- Accreditation of Educator Preparation (CAEP)
- National Association of State Directors of Teacher Education and Certification (NASDTEC) Teacher
- Education Accreditation Council (TEAC)
- Commission on Collegiate Nursing Education (CCNE) and the New Jersey Board of Nursing
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- National Environmental Health Sciences and Protection Accreditation Council (EHAC) Association of
- University Programs in Health Administration (AUPHA)
- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) American
- Chemical Society (ACS)
- American Society for Biochemistry and Molecular Biology (ASBMB) Academy 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 2020

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
8,427	95.3%	419	4.7%	8,846

Source: Fall 2020 IPEDS Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2020

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
458	43.7%	589	56.3%	1,047

Source: Fall 2020 IPEDS Enrollment Survey

4. Unduplicated Enrollment, FY 2020

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	10,727	294,350	9,812
Graduate	1,198	16,723	697
Doctoral-Professional Practice			152
TOTAL	11,925	311,073	10,661

Source: IPEDS 12-Month Enrollment Survey – FY20



C. Characteristics of Undergraduate Students

1. Mean Evidence-Based Reading & Writing (ERW) and Math SAT Scores, Fall 2020

Stockton University has a test-optional admissions policy for all academic programs, except Accelerated 7-yr. Medical (BS/DO), Pharmacy (BS/PharmD), and Nursing (BSN).

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 Evidence-Based Reading & Writing) for regular admits was 1,133, for special admits 903, and for EOF admits 1,026. Mean Total SAT scores for all full-time admit types combined was 1,099.

Mean Evidence-Based Reading & Writing (ERW) and Math SAT for First-time First-Year, by Admission Status and Overall, Fall 2020								
	Full-time Students				Part-time Students			
	Math	N	ERW	N	Math	N	ERW	N
Regular Admits	563.5	808	569.7	808	560.0	2	540.0	2
EOF Admits	517.6	82	508.2	82	0.0	0	0.0	0
Special Admits	451.3	112	452.1	112	0.0	0	0.0	0
All Admits	547.2	1,002	551.5	1,002	560.0	2	540.0	2
Missing Scores		366		366		0		0

Note: Table above is limited to students with a First-Year Class Level and is not the entire Fall 2020 First-Time Undergraduate Cohort

Source: SURE Fall Enrollment File

2. Enrollment in Remedial Courses

a. Total Number of Undergraduate Students Enrolled in Remedial Courses in Fall 2020

Total Fall 2020 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
8,846	116	1.3%

b. Total number of First-time, Full-time (FTFT) Students Enrolled in a Remedial Course in Fall 2020

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Course
1,409	106	7.5%

c. First-time, Full-time students (FTFT) Enrolled in a Remedial Course in Fall 2020 by Subject Area

Subject Area	Number of FTFT Enrolled In:	% of all FTFT Enrolled In:
Math Computation	106	7.5%
Algebra	0	0.0%
Reading	0	0.0%
Writing	0	0.0%
English	0	0.0%

Source: SURE Fall Enrollment File

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2020

	White		Black		Hispanic		Asian*		American Indian		Non- resident Alien		Race Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	5,284	62.7%	741	8.8%	1,355	16.1%	599	7.1%	14	0.2%	64	0.8%	370	4.4%	8,427	100%
Part-time	256	61.1%	35	8.4%	77	18.4%	28	6.7%	0	0.0%	3	0.7%	20	4.8%	419	100%
Total	5,540	62.6%	776	8.8%	1,432	16.2%	627	7.1%	14	0.2%	67	0.8%	390	4.4%	8,846	100%

*Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

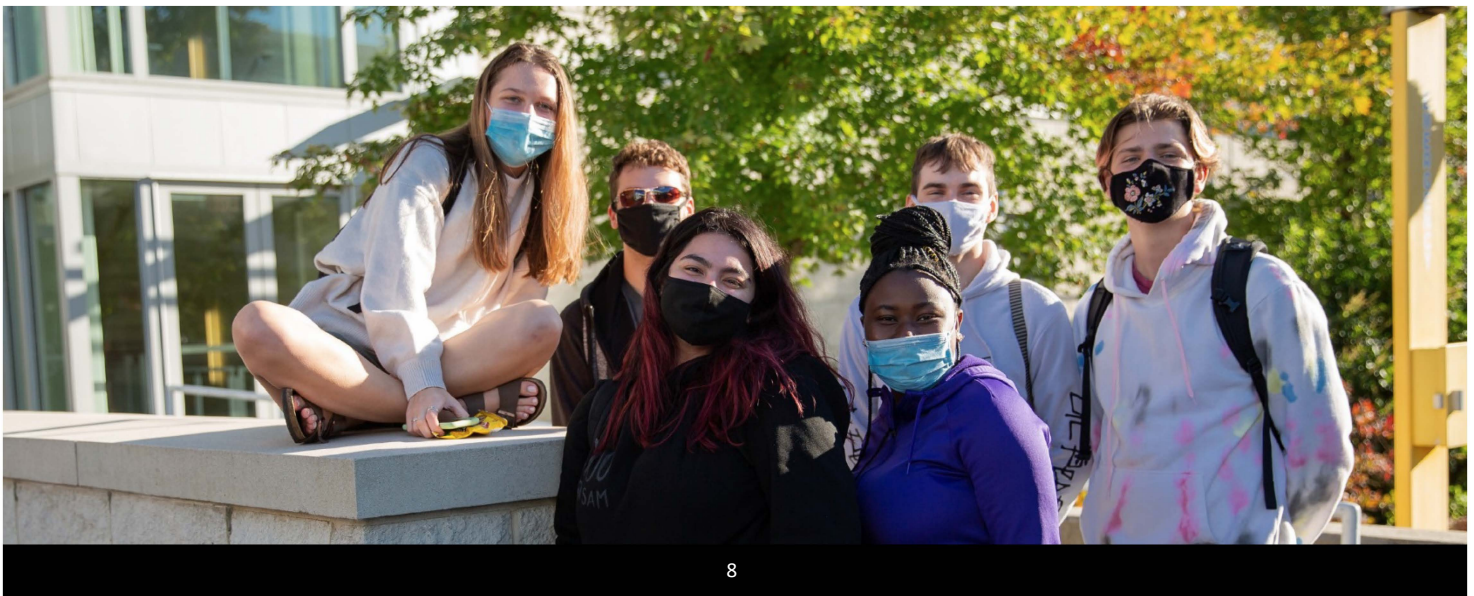
b. Undergraduate Enrollment by Gender, Fall 2020

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full-time	3,351	39.8%	5,076	60.2%	8,427	95.3%
Part-time	176	42.0%	243	58.0%	419	4.7%
Total	3,527	39.9%	5,319	60.1%	8,846	100%

c. Undergraduate Enrollment by Age, Fall 2020

		< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-Time	Num	8	2,368	3,483	1,827	491	116	59	52	21	2	0	8,427
	Pct	0.1%	28.1%	41.3%	21.7%	5.8%	1.4%	0.7%	0.6%	0.2%	0.0%	0.0%	100%
Part-Time	Num	0	7	43	167	111	23	19	30	15	4	0	419
	Pct	0.0%	1.7%	10.3%	39.9%	26.5%	5.5%	4.5%	7.2%	3.6%	1.0%	0.0%	100%
Total	Num	8	2,375	3,526	1,994	602	139	78	82	36	6	0	8,846
	Pct	0.1%	26.8%	39.9%	22.5%	6.8%	1.6%	0.9%	0.9%	0.4%	0.1%	0.0%	100%

Source: IPEDS Fall Enrollment Survey



4. **Financial Aid from Federal, State & Institution-Funded Programs (AY 2019-20)**

Federal Funds	Recipients	Dollars (\$)	\$/Recipient
Pell Grants	3,851	18,263,893	4,742.64
College Work Study	251	584,129	2,327.21
Perkins Loans	0	0	--
SEOG	551	556,085	1,009.23
PLUS Loans	796	10,947,051	13,752.58
Stafford Loans (Subsidized)	5,033	20,748,567	4,122.50
Stafford Loans (Unsubsidized)	5,298	18,751,482	3,539.35
SMART & ACG or other	0	0	--
CARES ACT- HEERF Student Aid	2,774	4,721,059	1,701.90

State Programs	Recipients	Dollars (\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,969	15,637,049	5,266.77
Educational Opportunity Fund (EOF)	496	681,750	1,374.50
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	20	36,910	1,845.50
Distinguished Scholars	0	0	--
Urban Scholars	6	6,000	1,000.00
NJ STARS	102	216,254	2,120.14
NJCLASS Loans	253	3,600,853	14,232.62

INSTITUTIONAL PROGRAMS	Recipients	Dollars (\$)	\$/Recipient
Grants/Scholarships	3,700	17,787,743	4,807.50
Loans	0	0	--

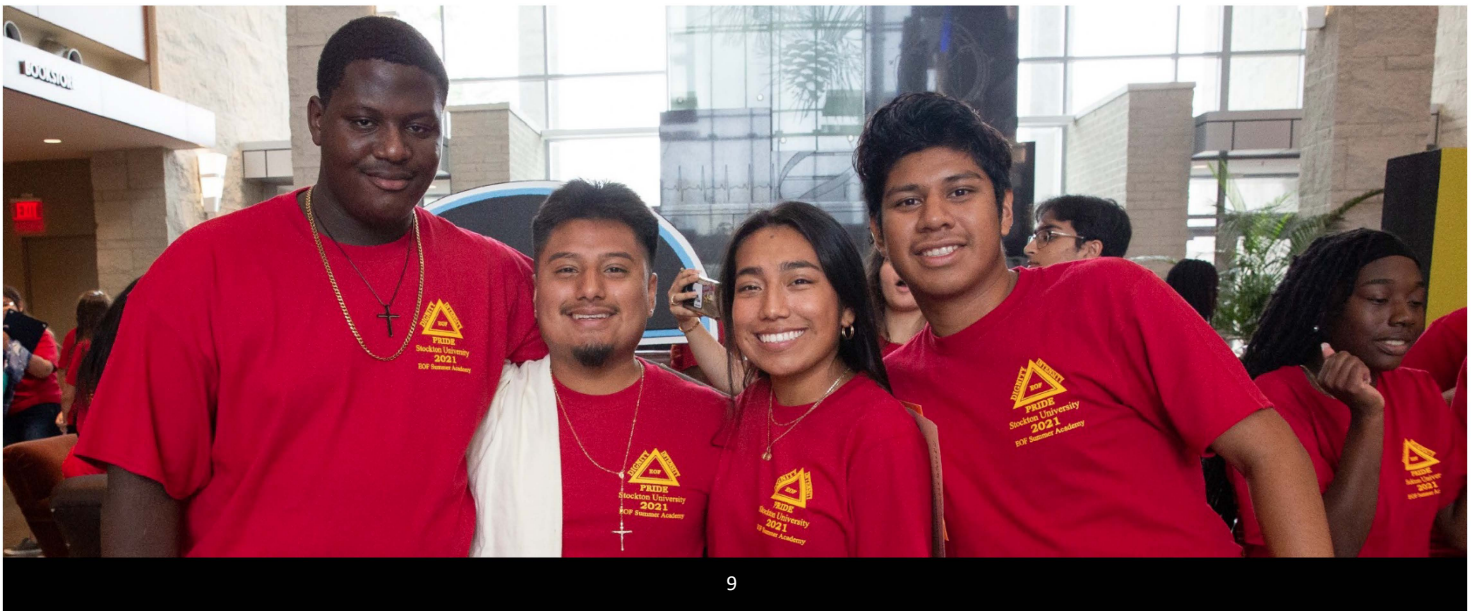
Source: NJIPEDS Form #41 – Student Financial Aid

5. **Fall 2020 First-Time, Full-Time Undergraduate Enrollment by State Residence**

a. **First-Time, Full-time Enrollment, In-State and Non-State Residents**

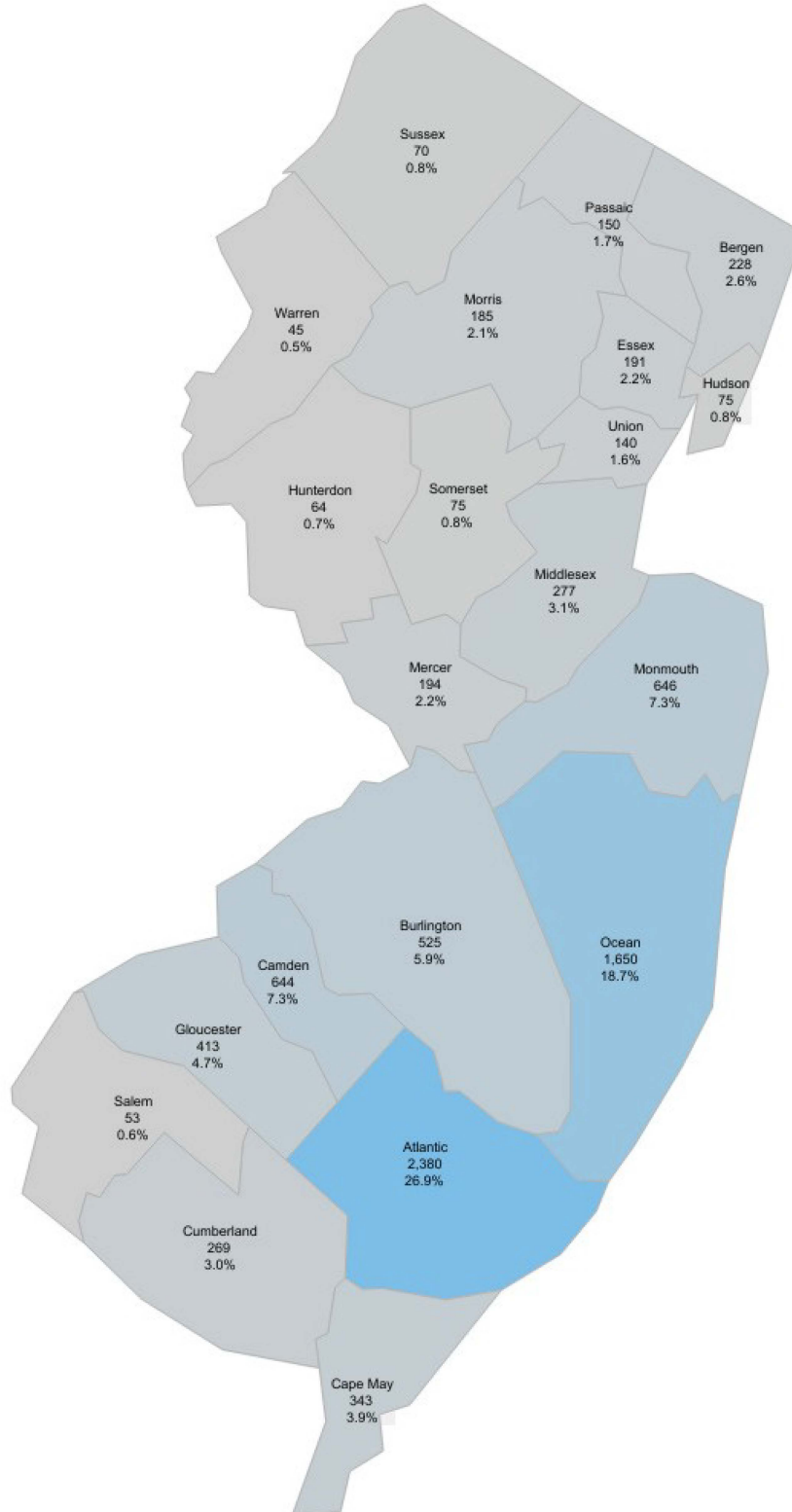
State Residents	Non-State Residents	Total	% State Residents
1,353	58	1,411	95.9%

Source: IPEDS Fall Enrollment Survey



b. Undergraduate Enrollment by Residence, Fall 2020

The percentage of Fall 2020 undergraduates who are NJ residents is 97.4%. The geographic residence of all undergraduates enrolled in Fall 2020 is illustrated below.



D. Student Outcomes

1. **Four-, Five- and Six-Year Graduation Rates of Fall 2014 Full-time, First-time Degree-Seeking Undergraduates**

a. **By Race/Ethnicity**

	White		Black		Hispanic		Asian		Non-Resident Alien		Other *		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2014 Cohort	844		81		147		57		3		49		1,181	
Graduates After 4 Years	511	60.5%	36	44.4%	71	48.3%	39	68.4%	1	33.3%	30	61.2%	688	58.3%
Graduates After 5 Years	632	74.9%	49	60.5%	91	61.9%	44	77.2%	2	66.7%	32	65.3%	850	72.0%
Graduates After 6 Years	644	76.3%	52	64.2%	95	64.6%	46	80.7%	2	66.7%	32	65.3%	871	73.8%

*Note: Other includes American Indian, Pacific Islander, 2 or more races, and Unknown.

Source: IPEDS Graduation Rate Survey

2. **Third-semester Retention of First-time Undergraduates, Fall 2019 to Fall 2020**

a. **By Attendance Status**

Full-Time			Part-Time		
Fall 2019 First-Time Undergraduates	Retained in Fall 2020	Retention Rate	Fall 2019 First-Time Undergraduates	Retained in Fall 2020	Retention Rate
1,535	1,299	84.6%	2	1	50.0%

Source: Fall IPEDS Enrollment Survey



E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2020

	White		Black		Hispanic		Asian		American Ind.		Non-ResidentAlien		Other*		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Tenured																
Professors	28	35	3	5	2	1	5	6	1	0	0	0	0	0	39	47
Associate Prof.	34	51	4	2	6	2	8	10	0	0	1	0	0	1	53	66
Assistant Prof.	2	2	0	0	2	0	0	0	0	0	0	0	0	0	4	2
All Others	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0
Total	65	88	8	7	10	3	13	16	1	0	1	0	0	1	98	115
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	2	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1
Assistant Prof.	25	35	8	7	2	3	3	6	0	0	6	6	1	1	45	58
All Others	4	10	1	1	0	0	0	0	0	0	0	0	0	0	5	11
Total	31	46	9	8	2	3	3	6	0	0	6	6	1	1	52	70
Total																
Professors	28	35	3	5	2	1	5	6	1	0	0	0	0	0	39	47
Associate Prof.	36	52	4	2	6	2	8	10	0	0	1	0	0	1	55	67
Assistant Prof.	27	37	8	7	4	3	3	6	0	0	6	6	1	1	49	60
All Others	5	10	2	1	0	0	0	0	0	0	0	0	0	0	7	11
TOTAL	96	134	17	15	12	6	16	22	1	0	7	6	1	2	150	185

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

Source: Fall 2020 IPEDS Human Resources Survey

2. **Percentage of Course Sections Taught by Full-time Faculty, Fall 2020**

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
2,029	1320	65%	595	29%	114	6%

*Note: Taught by Others includes full-time administrators

3. **Ratio of Full- to Part-time Faculty, Fall 2020**

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
335	47.1%	376	52.9%	705

Source: Fall 2020 IPEDS Human Resources Survey



F. Governing Board Characteristics

1. Board of Trustees by Gender & Race/Ethnicity

	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Male	5	2	1	0	0	0	0	8
Female	4	1	2	0	0	0	0	7
Total	9	3	3	0	0	0	0	15

2. Board of Trustees by Name, Title and Affiliation

Name	Title	Affiliation
Mr. Raymond R. Ciccone, CPA CFF, Chair	Managing Partner	Ciccone, Gotthold & Koseff, CPA
Mr. Jaiden Chavis	Student Trustee	Stockton University
Dr. Nancy Davis	Professor Emerita of Pathology	Stockton University
Reverend Collins Days, Sr.	Pastor	Second Baptist Church
Ms. Madeleine Deininger	Founder and President	Kismet Wines, Inc. (Sonoma, California)
Mr. Andy Dolce, Vice Chair	Retired, Founder and Chairman	Dolce Hotel and Resorts
Mr. Stanley M. Ellis	Retired, Former Vice President and Director of Strategy	Burlington County Times
Dr. Sonia Gonsalves	Professor Emerita of Psychology	Stockton University
Ms. Michelle Lenzmeier Keates	Financial Advisor	Janney Montgomery Scott LLC
Mr. Jose Lozano	President & Chief Executive Officer	Choose New Jersey
Ms. Liliana Morales	Student Trustee Alternative	Stockton University
Mr. Leo B. Schoffer, Esq.	Managing Member	Schoffer Enterprises, LLC
Ms. Nelida Valentin	Vice President of Grants and Programs	Princeton Area Community Foundation (PACF)
Ms. Meg Worthington	Broker	Stephen N. Frankel, Inc
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

School of Arts and Humanities

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

School of Business

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

School of Education

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

School of General Studies

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

School of Health Sciences

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

School of Natural Sciences and Mathematics

- Applied Physics (BA, BS, Minor)
- Applied Physics, Mathematics, Chemistry and Engineering (Dual BS/BSE)
- Biochemistry/Molecular Biology (BS)
- Biology (BA, BS, Minor)
- Chemistry (BA, BS, Minor)
- Coastal Zone Management (MS, PSM, Post-Baccalaureate Certificate)
- Data Science and Strategic Analytics (MS)
- Energy (Post-Baccalaureate Certificate)
- Environmental Science (BS, Minor, Dual BS/PSM, PSM)
- Environmental Studies (BA)
- Geographic Information Systems (Post-Baccalaureate Certificate)
- Geology (BA, BS, Minor)
- Marine Science (BA, BS, Minor)
- Mathematics (BA, BS, Minor)
- Osteopathic Medicine (Dual BS/DO)
- Pharmacy (Dual BS/DPharm)
- Sustainability (BA, BS, Minor)

School of Social and Behavioral Sciences

- Administration and Leadership (Post-Baccalaureate Certificate)
- Anthropology (Minor)
- Behavioral Neuroscience (Minor)
- Childhood Studies (Minor)
- Counseling (MA)
- Criminal Justice (BA, MA, Dual BA/MA)
- Economics (BA, Minor)

School of Social and Behavioral Sciences (Cont.)

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



H. Major Research and Public Service Activities

1. FY 2020 Research & Development Expenditures

	Amount (\$)
Federally Financed Academic R&D Expenditures	386,557
State/local governments	72,688
Business/non-profit organizations	15,345
Institutionally Financed Academic R&D Expenditures	757,874
Total Academic R&D Expenditures	1,232,464

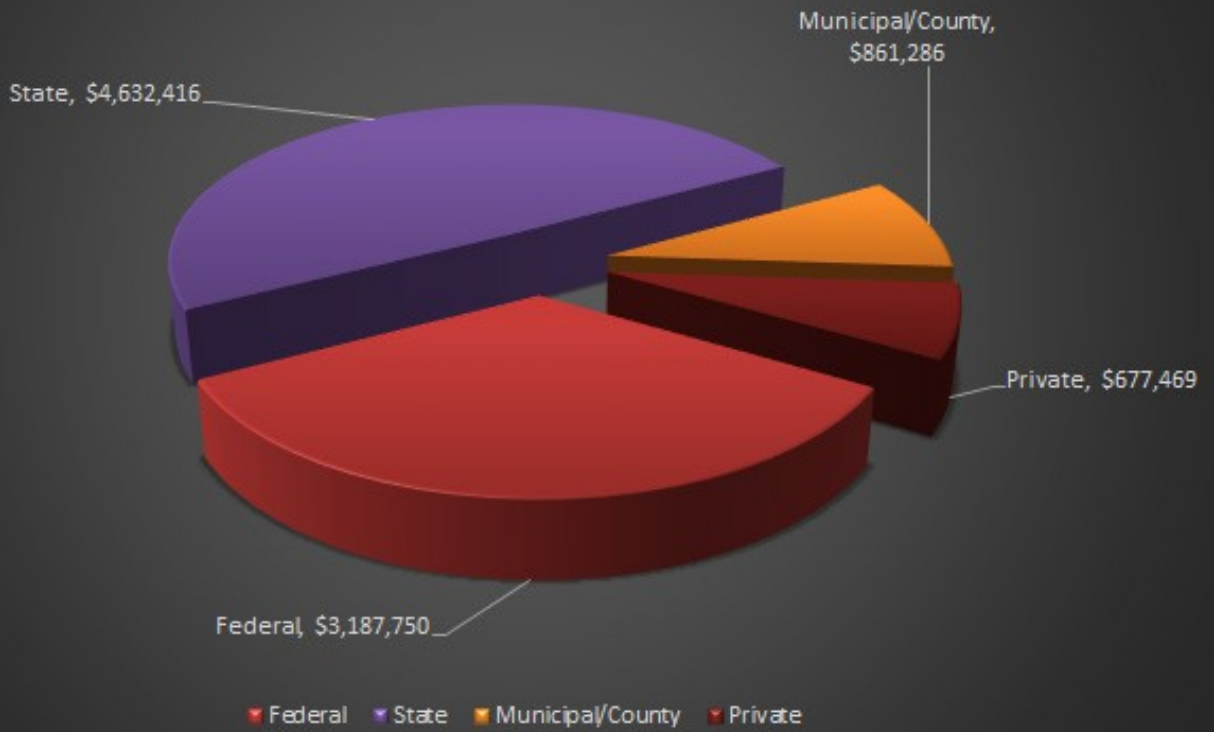
Source: FY2020 Audited Financial Report

2. Grants/Contracts, FY 2021

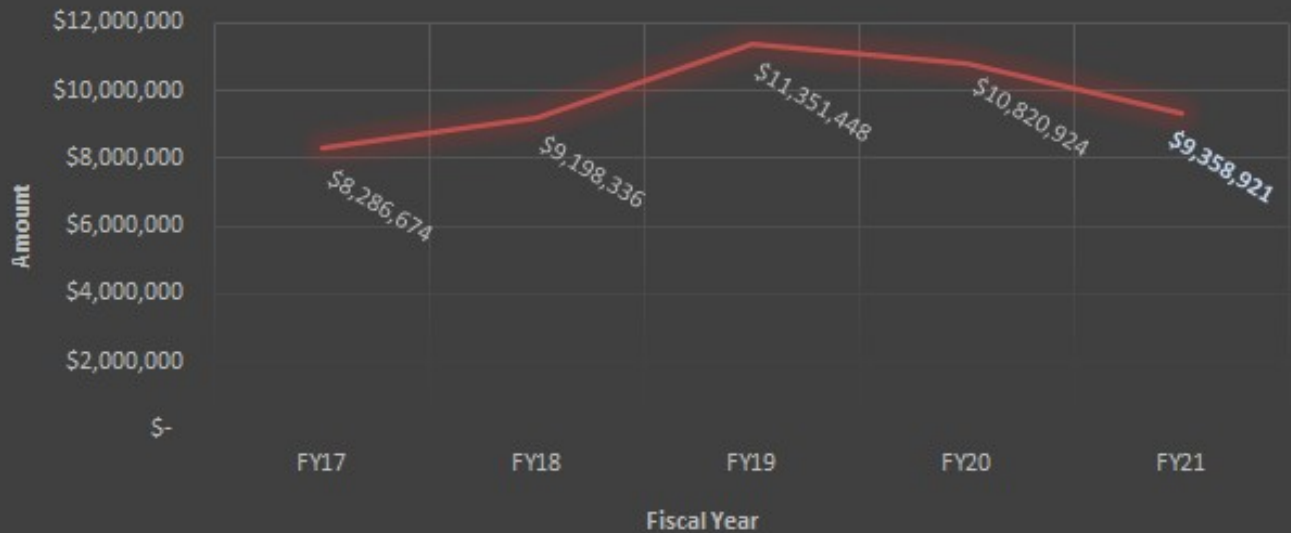
Year End Statistics	\$ Value of Submissions	% Awarded of \$ Amount Requested	Awarded	# Submitted	% Submitted Receiving Awards	Still Pending
By Funding Source	Federal		\$3,187,750			
	State		\$4,632,416			
	Local		\$861,286			
	Private		\$677,469			
	TOTAL	\$27,896,839	34	\$9,358,921	124	77
By School/ Department	ARHU		\$300,372			
	BSNS		\$185,492			
	EDUC		\$519,673			
	GENS		\$500,000			
	NAMS		\$3,277,444			
	SOBL		\$2,113,632			
	SCCESL		\$172,391			
	HLTH		\$144,633			
	Enrollment		\$793,554			
	Police		\$77,444			
	Cont. Studies		\$357,038			
	Stud. Affairs		\$917,248			
	TOTAL			\$9,358,921		

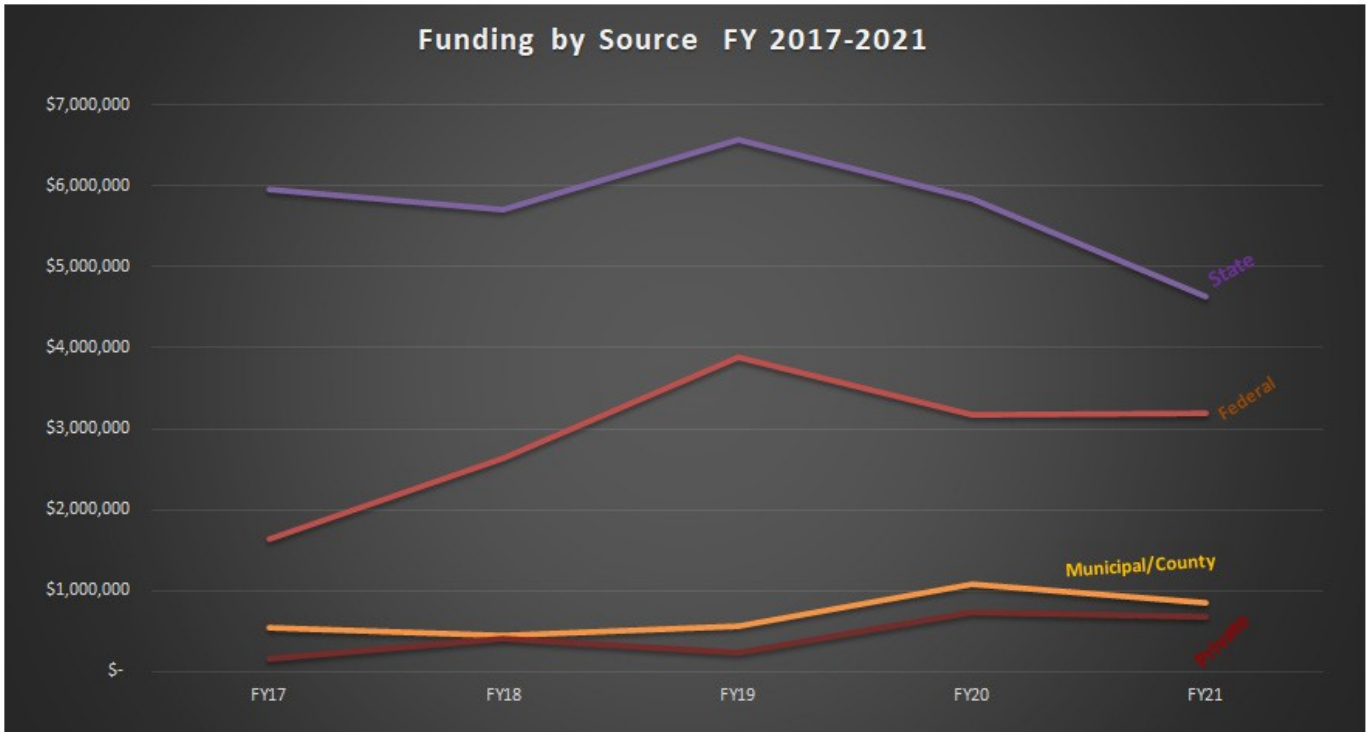
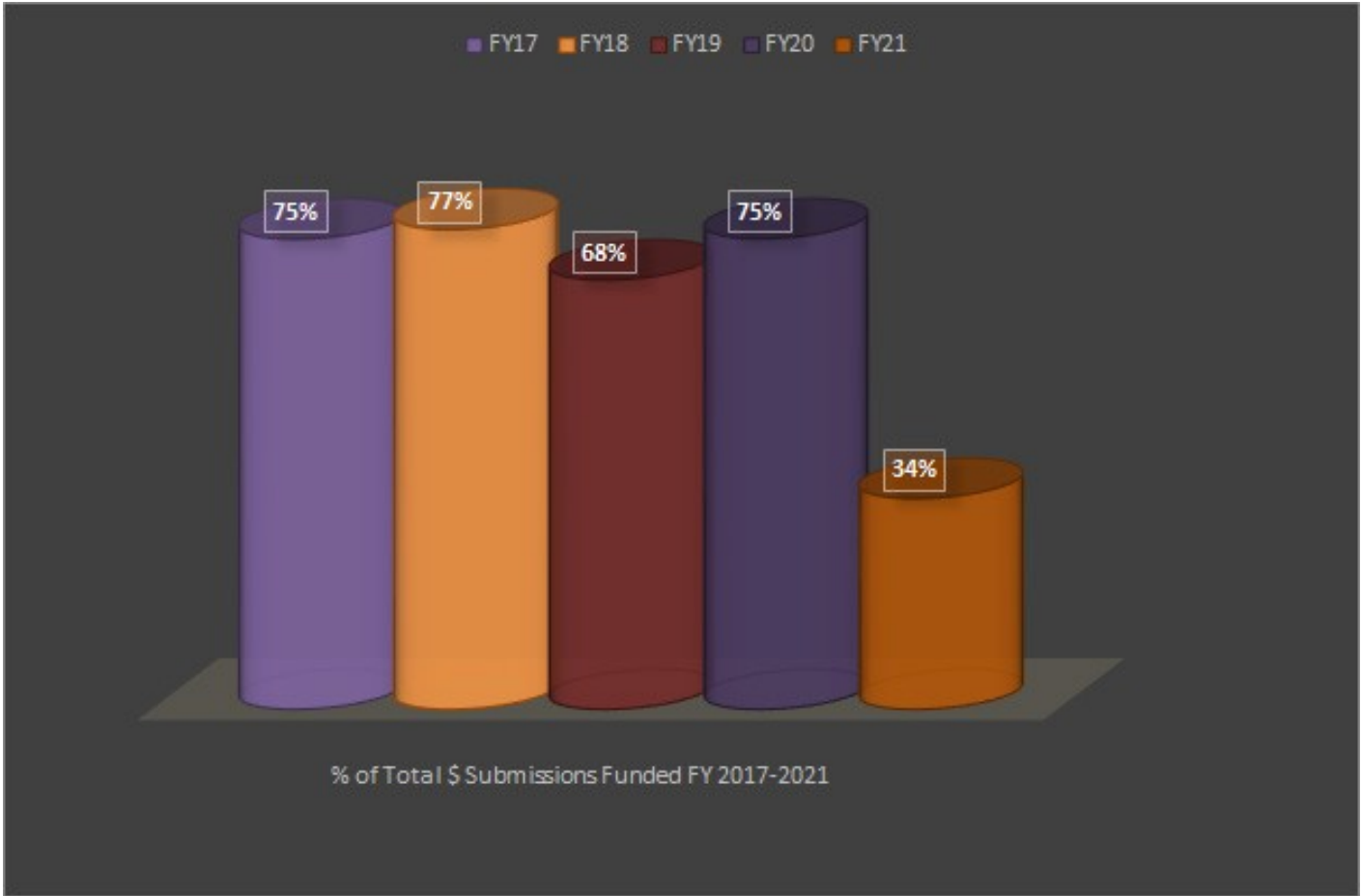
*Effective FY2021, applications to most private sponsors are submitted by the Office of Development & Alumni Affairs at the University Foundation.

Grants/Contracts by Funding Source FY 2021 Total \$9,358,921



Grants & Contracts Awards FY 2017-2021





3. Scholarly Activity Summary

2020 - 2021

	Total	ARHU	BUSN	EDUC	GENS	HLTH	NAMS	SOBL	Staff/Library
Published Books & Book Chapters	17	8	1	2	2	-	-	3	1
Published Works	159	19	30	7	4	24	26	44	5
Performances & Exhibitions	129	38	71	-	-	-	-	5	15
Presentations	140	11	21	14	3	23	12	39	17
Boards	25	3	-	4	1	-	3	6	8
Awards & Grants	32	12	3	2	1	5	1	7	1
Professional Development	17	-	-	-	-	4	-	-	13

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

4. Stockton Center for Community Engagement & Service-Learning (SCCESL) Summary

Below are representative examples of community engagement in AY 2021.

- In the wake of school closing in March 2020, the SCCESL created several virtual learning programs to stay engaged in our community. In April 2020, an individualized, Zoom-based tutoring program connected youth who were active in the Homework Completion Programs with SCCESL Student Fellows who volunteered to keep supporting the community. When public school ended, the program was expanded to all youth in Atlantic County. Some of the SCCESL Student Fellows continued to volunteer and were joined by students in the Education program who needed to fulfill teaching hours. Together, these two programs served 28 youth from Atlantic County.
- In September of 2020, the SCCESL launched a full, Zoom-based, virtual tutoring program which was informed by the iterations of the previous pilots. 461 youth from across South Jersey registered for the program, 87 youth came to the program regularly and were tutored by 185 Stockton students.
- The Homework Completion Programs at Stanley Holmes Village and the Pleasantville Public Library continued in person at reduced capacity and supported a consistent cohort of youth from those communities.
- The SCCESL's naturalization classes pivoted to be held first by conference call and then, when class participants were taught to use Zoom, by Zoom. 29 participants were able to take advantage of the classes taught by Zoom and three students passed their naturalization exams, bringing the total graduates of the class to 25 since the inception of the program.
- Technology education was integral to the work of the Center this year and the SCCESL launched three supports for the community. Videos were created in English and Spanish that taught community members how to download Zoom to their smart phones and manage the settings, a video was created to teach Spanish-speaking parents how to use Google Classroom to better understand their students' homework and grades and to email their teachers, and a series of workshops were held for community partners who wanted to learn how to use Canva.com to create better marketing materials to promote their services and events.
- The Dr. Martin Luther King, Jr. Day of Service was held in January of 2021 and was redesigned to allow over 400 volunteers to serve safely. Projects included letters to healthcare workers, support for the South Jersey Horse Rescue, and students made cozy dog beds for the Humane Society of Atlantic City.
- SCCE Student Fellows played an essential role in the Center's initiatives and projects, as they provided continuity to the projects and led general Stockton student volunteers. During AY 2020-2021, SCCESL employed 15 Student Fellows.

- We continued to create sustainable and reciprocal relationships with students, faculty, and community partners towards a collective effort for the greater good in AY 20-21. During the academic year, SCCESL worked collaboratively with over 221 community partners and 47 faculty members. The representation of courses and faculty members offering service-learning included all schools at Stockton, with most student involvement from the Social and Behavioral Sciences, Health Sciences, and General Studies.
- During the Fall and Spring semester, 49 courses were offered with the service-learning methodology. Students in those courses applied for civic engagement grants, were able to showcase their outcomes at our Celebrations of Service each semester, and data were collected about their impact on the community.
- In our continued relationship with the Bonner Foundation, the SCCESL had 30 Bonner Leaders in FY 2021. Many of our Bonner Leaders are first generation college students and the majority qualified for Federal Work-Study Awards. We also continued our relationship with New Jersey Campus Compact and maintained our ChangeBuilders program in collaboration with the AC-EOF program. Currently, 150 students serve as ChangeBuilders. In FY 2021, the ChangeBuilders served approximately 1500 hours. That is the labor equivalent of \$18,000.00

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



I. Major Capital Projects

July 2020 - June 2021

Galloway Campus Reforestation

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

Substation Renovations

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

Renovations to the Water Plant

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

TRLC Renovations

Designs are underway to renovate and enhance accessibility to the Townsend Residential Learning Center (TRLC) on the Galloway Campus. Renovations will include the creation of three new offices, new kitchen, enhanced lighting and reconfigured entrances for easier accessibility. This project will begin construction in late spring 2021 and complete in summer 2021.

Above Ground Storage Tank Replacement

Construction is underway to replace two antiquated fuel storage tanks on the Galloway Campus. The project will include 1-500-gallon gasoline tank and 1-500-gallon diesel tank. In addition, code compliant spill containment along with a carport covering will be provided. The project will be complete in November 2020.

Dark Path Lighting

Designs are underway to add low level path lighting to a section of the Galloway Campus known as the dark path. This environmentally sensitive walkway will also include emergency phones for pedestrian safety. Construction is scheduled to begin in fall 2021 and be complete in early winter 2021.

Other Institutional Information

Please visit stockton.edu for more information.





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