

2022 INSTITUTIONAL PROFILE



Prepared by
The Office of Institutional Research

TABLE OF CONTENTS

Mission Statement	3
A. Accreditation Status	5
1. Institutional Accreditation	5
2. Professional Accreditation & Certification	5
B. Number of Students Served	6
1. Number of Undergraduate Students by Attendance Status, Fall 2021	6
2. Number of Graduate Students by Attendance Status, Fall 2021	6
4. Unduplicated Enrollment, FY 2021	6
C. Characteristics of Undergraduate Students	7
1. Mean Evidence-Based Reading & Writing (ERW) and Math SAT Scores, Fall 2021	7
2. Enrollment in Remedial Courses	7
a. Total Number of Undergraduate Students Enrolled in Remedial Courses in Fall 2021	7
b. Total number of First-time, Full-time (FTFT) Students Enrolled in a Remedial Course in Fall 2021	7
c. First-time, Full-time students (FTFT) Enrolled in a Remedial Course in Fall 2021 by Subject Area	7
3. Race/Ethnicity, Gender and Age	8
a. Undergraduate Enrollment by Race/Ethnicity, Fall 2021	8
b. Undergraduate Enrollment by Gender, Fall 2021	8
c. Undergraduate Enrollment by Age, Fall 2021	8
4. Financial Aid from Federal, State & Institution-Funded Programs (AY 2020-21)	9
5. Fall 2021 First-Time, Full-Time Undergraduate Enrollment by State Residence	9
a. First-Time, Full-time Enrollment, In-State and Non-State Residents	9
b. Undergraduate Enrollment by Residence, Fall 2021	10
D. Student Outcomes	11
1. Four-, Five- and Six-Year Graduation Rates of Fall 2015 Full-time, First-time Degree-Seeking Undergraduates	11
a. By Race/Ethnicity	11
2. Third-semester Retention of First-time Undergraduates, Fall 2020 to Fall 2021	11
a. By Attendance Status	11
E. Faculty Characteristics	12
1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2021	12
2. Percentage of Course Sections Taught by Full-time Faculty, Fall 2021	13
3. Ratio of Full- to Part-Time Faculty, Fall 2021	13
F. Governing Board Characteristics	14
1. Board of Trustees by Gender & Race/Ethnicity	14
2. Board of Trustees by Name, Title and Affiliation	14
3. Additional Information on Board of Trustees	14

G. A Profile of the Institution 15

 1. Degree and Certificate Programs..... 15

H. Major Research and Public Service Activities 17

 1. FY 2021 Research & Development Expenditures 17

 2. Scholarly Activity Summary..... 17

 3. Stockton Center for Community Engagement & Service-Learning (SCCESL) Summary 18

I. Major Capital Projects 19

Other Institutional Information 19



Mission Statement

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 19 advanced degree programs, seven educational endorsement programs, 13 certificate and preparation programs, and a vast array of minors.

Stockton's 1,600-acre campus, situated in the Pinelands National Reserve, is New Jersey's largest university campus. The main campus is located in Galloway, with a residential campus in Atlantic City and additional locations in Hammonton, Manahawkin and Woodbine. Approximately 3,000 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 from 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, 2022

A. Accreditation Status

1. *Institutional Accreditation*

In June 2022, the Middle States Commission on Higher Education (MSCHE) reaffirmed full accreditation for Stockton. 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, and included 14 recognitions of Accomplishment, Progress, or Exemplary Practices. These included interaction between students and faculty/staff, diversity and inclusion efforts in hiring process and staff training and development, commitment to student success, and commitment to shared governance. The University will submit a Periodic Review Report (PRR) to MSCHE in 2026, and the next evaluation visit is scheduled for 2029-30.

2. *Professional Accreditation & Certification*

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



B. Number of Students Served

1. Number of Undergraduate Students by Attendance Status, Fall 2021

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
7,958	94.8%	434	5.2%	8,392

Source: Fall IPEDS Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2021

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
427	44.5%	533	55.5%	960

Source: Fall IPEDS Enrollment Survey

4. Unduplicated Enrollment, FY 2021

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	10,621	292,081	9,736
Graduate	1,167	16,804	700
Doctoral-Professional Practice			159
TOTAL	11,788	308,885	10,595

Source: IPEDS 12-Month Enrollment Survey



C. Characteristics of Undergraduate Students

1. Mean Evidence-Based Reading & Writing (ERW) and Math SAT Scores, Fall 2021

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 1,153, for special admits 895, and for EOF admits 986. Mean Total SAT scores for all full-time admit types combined was 1,140.

Mean Evidence-Based Reading & Writing (ERW) and Math SAT for First-time First-Year, by Admission Status and Overall, Fall 2021								
	Full-time Students				Part-time Students			
	Math	N	ERW	N	Math	N	ERW	N
Regular Admits	571	336	577	335	0.0	0	0.0	0
EOF Admits	485	19	497	19	0.0	0	0.0	0
Special Admits	450	6	445	6	0.0	0	0.0	0
All Admits	564	361	571	360	0.0	0	0.0	0
Missing Scores		949		949		1		1

Note: Table above is limited to students with a First-Year Class Level and is not the entire Fall 2021 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 2021

Total Fall 2021 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
8,392	123	1.5%

b. Total number of First-time, Full-time (FTFT) Students Enrolled in a Remedial Course in Fall 2021

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
1,357	108	8.0%

c. First-time, Full-time students (FTFT) Enrolled in a Remedial Course in Fall 2021 by Subject Area

Subject Area	Number of FTFT Enrolled In:	% of all FTFT Enrolled In:
Math Computation	108	8.0%
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 2021

	White		Black		Hispanic		Asian*		American Indian		Non-Resident		Race Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	4,824	60.6%	715	9.0%	1,378	17.3%	583	7.3%	11	0.1%	80	1.0%	367	4.6%	7,958	100%
Part-time	291	67.1%	35	8.1%	58	13.4%	24	5.5%	0	0.0%	9	2.1%	17	3.9%	434	100%
Total	5,115	61.0%	750	8.9%	1,436	17.1%	607	7.2%	11	0.1%	89	1.1%	384	4.6%	8,392	100%

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

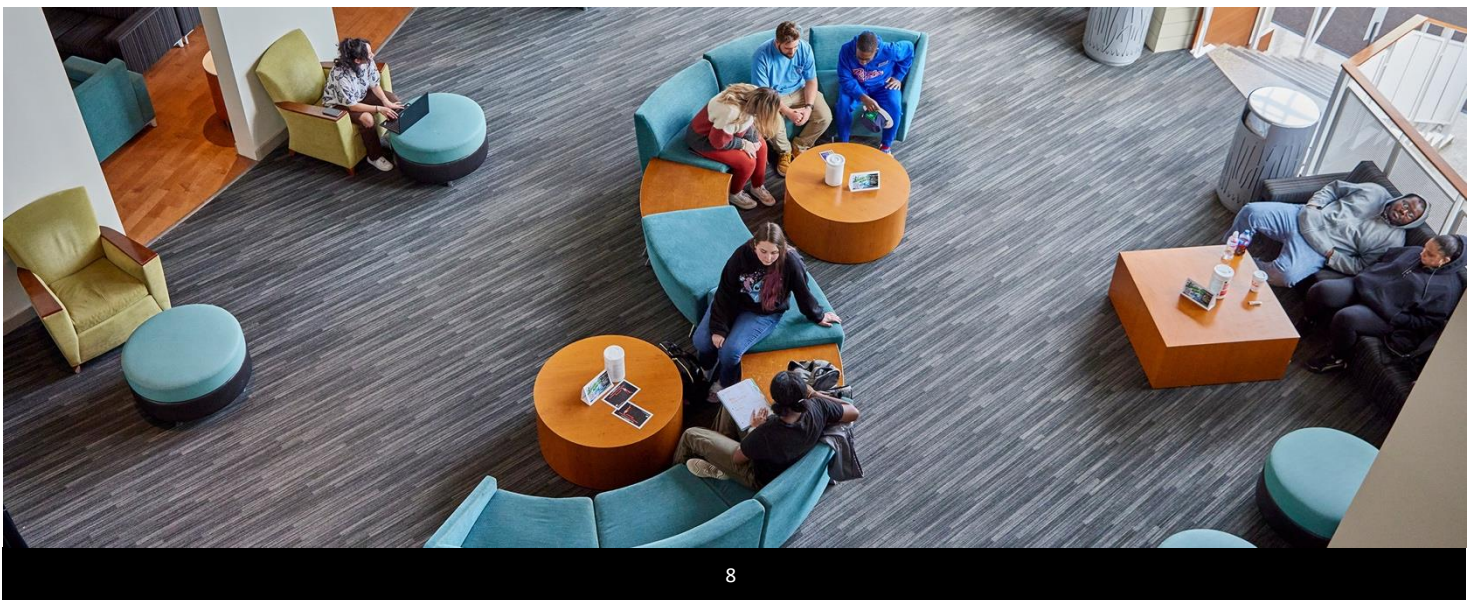
b. Undergraduate Enrollment by Sex, Fall 2021

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full-time	3,118	39.2%	4,840	60.8%	7,958	94.8%
Part-time	185	42.6%	249	57.4%	434	5.2%
Total	3,303	39.4%	5,089	60.6%	8,392	100%

c. Undergraduate Enrollment by Age, Fall 2021

		< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-Time	Num	10	2,168	3,233	1,754	496	141	67	60	27	2	0	7,958
	Pct	0.1%	27.2%	40.6%	22.0%	6.2%	1.8%	0.8%	0.8%	0.3%	0.0%	0.0%	100%
Part-Time	Num	0	8	41	194	94	32	19	22	20	4	0	434
	Pct	0.0%	1.8%	9.4%	44.7%	21.7%	7.4%	4.4%	5.1%	4.6%	0.9%	0.0%	100%
Total	Num	10	2,176	3,274	1,948	590	173	86	82	47	6	0	8,392
	Pct	0.1%	25.9%	39.0%	23.2%	7.0%	2.1%	1.0%	1.0%	0.6%	0.1%	0.0%	100%

Source: IPEDS Fall Enrollment Survey



4. Financial Aid from Federal, State & Institution-Funded Programs (AY 2020-21)

Federal Funds	Recipients	Dollars (\$)	\$/Recipient
Pell Grants	3,738	18,107,000	4,844.03
College Work Study	305	690,000	2,262.30
Perkins Loans	0	0	--
SEOG	649	716,000	1,103.24
PLUS Loans	653	9,279,000	14,209.80
Stafford Loans (Subsidized)	4,463	18,514,000	4,148.33
Stafford Loans (Unsubsidized)	4,652	16,763,000	3,603.40
SMART & ACG or other	68	480,000	7,058.82
CARES ACT- HEERF Student Aid	4,604	4,482,000	973.50

State Programs	Recipients	Dollars (\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,960	15,728,000	5,313.51
Educational Opportunity Fund (EOF)	495	663,000	1,339.39
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	23	69,000	3,000.00
Distinguished Scholars	0	0	--
Urban Scholars	0	0	--
NJ STARS	102	220,000	2,156.86
NJCLASS Loans	195	2,417,000	12,394.87

INSTITUTIONAL PROGRAMS	Recipients	Dollars (\$)	\$/Recipient
Grants/Scholarships	4,385	18,644,000	4,251.77
Loans	0	0	--

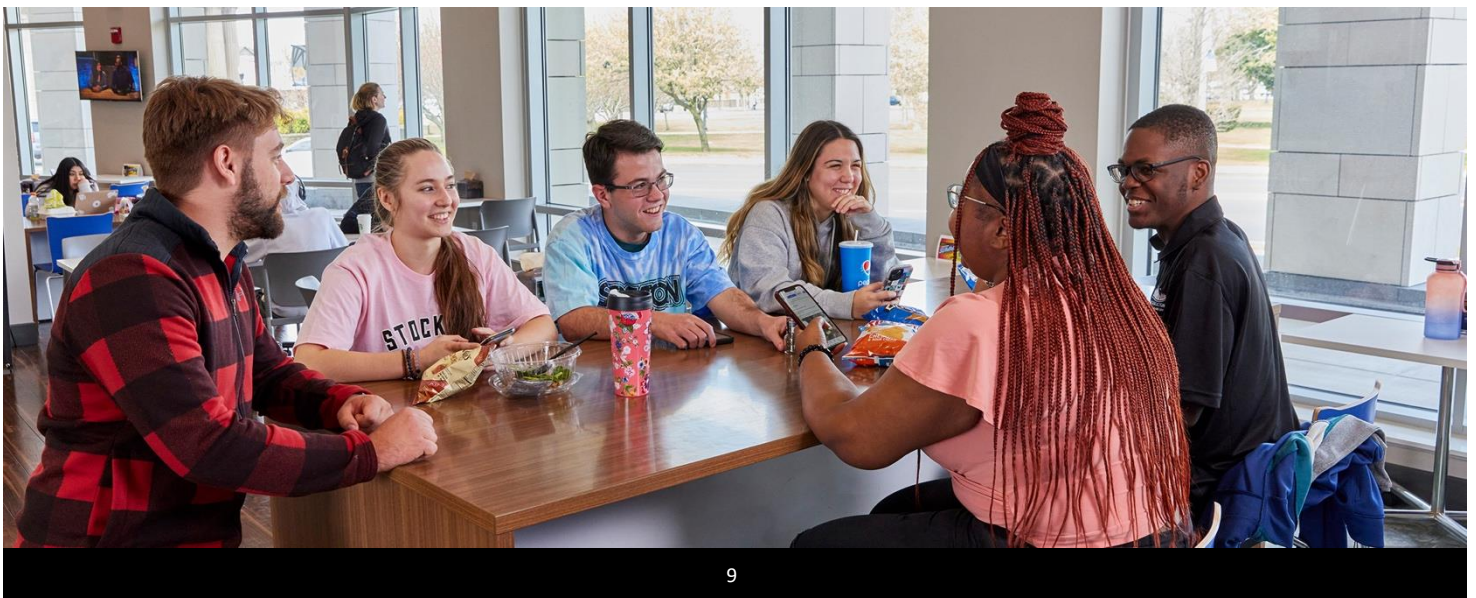
Source: NJIPEDS Form #41 – Student Financial Aid

5. Fall 2021 First-Time, Full-Time Undergraduate Enrollment by State Residence

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

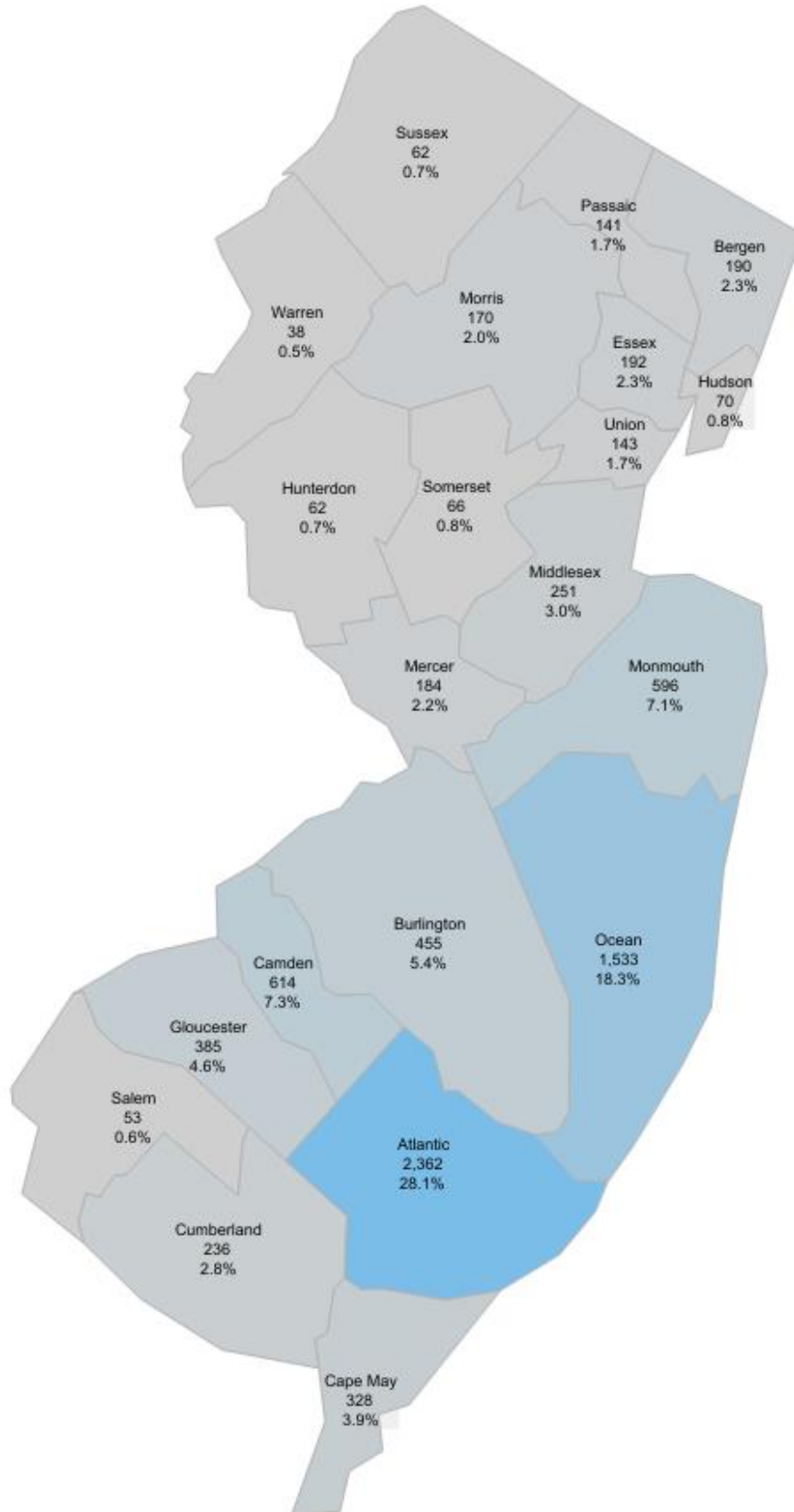
State Residents	Non-State Residents	Total	% State Residents
1,293	65	1,358	95.2%

Source: IPEDS Fall Enrollment Survey



b. Undergraduate Enrollment by Residence, Fall 2021

The percentage of Fall 2021 undergraduates who are NJ residents is 96.9%. The geographic residence of all undergraduates enrolled in Fall 2021 is illustrated below.



D. Student Outcomes

1. *Four-, Five- and Six-Year Graduation Rates of Fall 2015 Full-time, First-time Degree-Seeking Undergraduates*

a. **By Race/Ethnicity**

	White		Black		Hispanic		Asian		Non-Resident		Other *		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2015 Cohort	822		63		133		65		5		55		1,143	
Graduates After 4 Years	517	62.9%	27	42.9%	71	53.4%	39	60.0%	5	100.0%	30	54.5%	689	60.3%
Graduates After 5 Years	619	75.3%	37	58.7%	94	70.7%	49	75.4%	5	100.0%	38	69.1%	842	73.7%
Graduates After 6 Years	635	77.3%	40	63.5%	100	75.2%	51	78.5%	5	100.0%	40	72.7%	871	76.2%

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

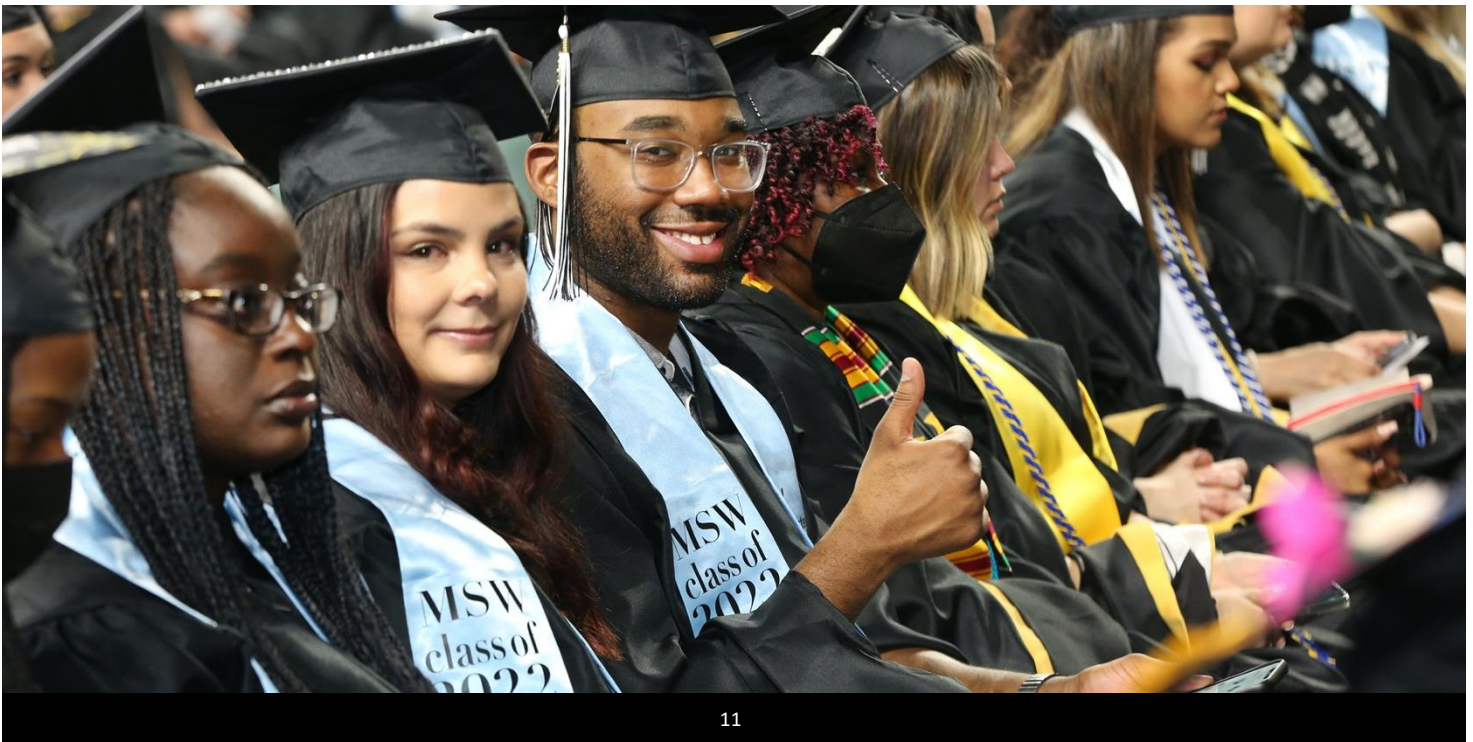
Source: IPEDS Graduation Rate Survey

2. *Third-semester Retention of First-time Undergraduates, Fall 2020 to Fall 2021*

a. **By Attendance Status**

Fall 2020 First-Time Undergraduates	Full-Time		Fall 2020 First-Time Undergraduates	Part-Time	
	Retained in Fall 2021	Retention Rate		Retained in Fall 2021	Retention Rate
1,407	1,103	78.4%	2	2	100.0%

Source: Fall IPEDS Enrollment Survey



E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2021

	White		Black		Hispanic		Asian		American Ind.		Non-Resident		Other*		Total	
Tenured	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Professors	29	32	3	5	3	1	5	7	1	0	0	0	0	0	41	45
Associate Prof.	35	59	6	3	5	2	8	11	0	0	2	1	0	2	56	78
Assistant Prof.	2	2	1	0	2	0	0	0	0	0	0	0	0	0	5	2
All Others	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Total	67	93	10	8	10	3	13	18	1	0	2	1	0	2	103	125
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	3	2	0	0	0	0	0	0	0	0	0	0	0	0	3	2
Assistant Prof.	20	26	7	5	0	3	3	2	0	0	5	5	1	1	36	42
All Others	5	12	1	0	0	0	0	0	0	0	0	0	0	0	6	12
Total	28	40	8	5	0	3	3	2	0	0	5	5	1	1	45	56
Total																
Professors	29	32	3	5	3	1	5	7	1	0	0	0	0	0	41	45
Associate Prof.	38	61	6	3	5	2	8	11	0	0	2	1	0	2	59	80
Assistant Prof.	22	28	8	5	2	3	3	2	0	0	5	5	1	1	41	44
All Others	6	12	1	0	0	0	0	0	0	0	0	0	0	0	7	12
TOTAL	95	133	18	13	10	6	16	20	1	0	7	6	1	3	148	181

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

Source: Fall 2021 IPEDS Human Resources Survey

2. **Percentage of Course Sections Taught by Full-time Faculty, Fall 2021**

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
2,103	1,405	67%	596	28%	102	5%

*Note: Taught by Others includes full-time administrators

3. **Ratio of Full- to Part-Time Faculty, Fall 2021**

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
329	44.8%	406	55.2%	735

Source: Fall 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
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	Stockton University
Mr. Shalayby Parsons	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 (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 & Graduate Education

- 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)
- Integrative Health (Minor)
- Nursing (BSN, MSN, DNP)
- Occupational Therapy (MS)
- Physical Therapy (DPT)
- Physician Assistant with Thomas Jefferson University (Dual BS/MSPA)
- Public Health (BS, Minor, MPH)

School of Natural Sciences and Mathematics

- Accelerated Pre-Medicine with Rowan School of Osteopathic Medicine (Dual BS/DO)
- Applied Physics (BA, BS, Minor)
- Applied Physics, Mathematics, Chemistry and Engineering with Partner Institutions (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)
- Dental Medicine with Rutgers School of Dental Medicine (Dual BS/DM)
- 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)
- Pharmacy w The Ernest Mario School of Pharmacy at Rutgers University (Dual BS/DPharm)
- Sustainability (BA, BS, Minor)

School of Social and Behavioral Sciences

- Administration and Leadership (Post-Baccalaureate Certificate)
- Anthropology (Minor)
- Behavioral Neuroscience (Minor)

School of Social and Behavioral Sciences (Cont.)

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



H. Major Research and Public Service Activities

1. FY 2021 Research & Development Expenditures

	Amount (\$)
Federally Financed Academic R&D Expenditures	486,274
State/local governments	146,940
Business/non-profit organizations	40,953
Institutionally Financed Academic R&D Expenditures	571,834
Total Academic R&D Expenditures	1,246,001

Source: Audited Financial Report

2. Scholarly Activity Summary

2021 - 2022

	Total	ARHU	BUSN	EDUC	GENS	HLTH	NAMS	SOBL	Staff/Library
Published Books & Book Chapters	32	9	1	-	1	4	6	10	1
Published Works	130	27	26	11	-	18	27	20	1
Performances & Exhibitions	131	33	66	-	1	1	4	12	14
Presentations	206	25	37	10	-	46	17	52	19
Boards	35	5	6	3	-	3	2	11	5
Awards & Grants	94	24	4	4	4	14	21	14	9
Professional Development	23	-	15	-	-	3	-	-	5

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



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

Below are representative examples of community engagement in AY 2022.

- As COVID-19 restrictions relaxed, the SCCESL programs returned to nearly pre-pandemic levels. The Homework Completion Program returned to the community in September. Programs were held at Stanley Holmes Village, Buzby Homes Village and the Pleasantville Public Library, and 66 youth were enrolled across all programs and 209 Stockton students and many police officers served as tutors.
- The SCCESL Faculty Fellow Dr. Connie Tang evaluated the first five years of the Homework Completion Programs and co-authored the manuscript titled, Homework Completion Program in Atlantic County, NJ: The first five years, which was published by The Police Journal: Theory, Practice, and Principles.
- The SCCESL Faculty Fellow Anthony Disen led students in research projects in the community and created the foundation for a Community-Based Research Course for students to develop their skills in engaged scholarship.
- The Naturalization Class resumed in-person sessions this fall and saw 10 participants become naturalized citizens. This makes a total of 35 graduates since the inception of the class in 2015.
- The SCCESL supported 65 Service-Learning courses this year, 31 in the fall and 34 in the spring.
- The Dr. Martin Luther King, Jr. Day of Service was held in January 2022. We had 390 students participating in Galloway and Atlantic City combined. We had five off-campus projects, six on the Galloway Campus, two at the John F. Scarpa Academic Center in Atlantic City, and seven projects were virtual. Projects included an Atlantic City beach cleanup and student support for the South Jersey Horse Rescue.
- SCCESL Student Fellows led Stockton student volunteers in our homegrown community programs. During AY 2021-2022, the SCCESL employed 23 Student Fellows. Student Fellows are undergraduate or graduate students working in direct service who have a desire to serve and explore a specific community and/or issues more intensely.
- SCCESL Bonner Leaders focused on specific issue areas and organized students through Service-Learning classes, clubs and organizations to be part of the solution. Bonner Leaders are part of a national cohort of Bonner Leaders and Scholars, supported through The Bonner Foundation, based in Princeton, NJ. The SCCESL employed 34 Bonner Leaders this year. The following agencies represent a sample of the types of partnerships they created and the areas of service they addressed: Salvation Army of Atlantic City, Westminster Christian Worship Center Food Distribution, and Masjid Al-Taqwa.
- The SCCESL, in collaboration with the Atlantic City Government and Dr. Shah Khan of Stockton University, established a partnership with the Bangladesh Association of Atlantic County and hosted the Bangladesh Consulate at the John F. Scarpa Academic Center on May 31, 2022.

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



I. Major Capital Projects

July 2021 - June 2022

A&S Roof Replacement

Construction to replace the 30-year-old roofing material over the Arts & Science Building began in June 2021 and was completed in July 2022. This project included repairs to the existing deck, new insulation and a reflective coating to reduce heat buildup in the occupied spaces.

Repairs to Parking Lot 7

Construction to repair the damaged roadway in parking lot 7 began in June 2022 and was completed in August 2022. This project includes repairs to the existing subbase and the installation of a new drainage system behind N-Wing.

A-Wing Roof Replacement

Construction to replace the 40-year-old roofing material over the A-Wing began in June 2022 and was completed in August 2022. This project included repairs to the existing deck, new insulation and a reflective coating to reduce heat buildup in the occupied spaces.

N-Wing Boiler Replacement

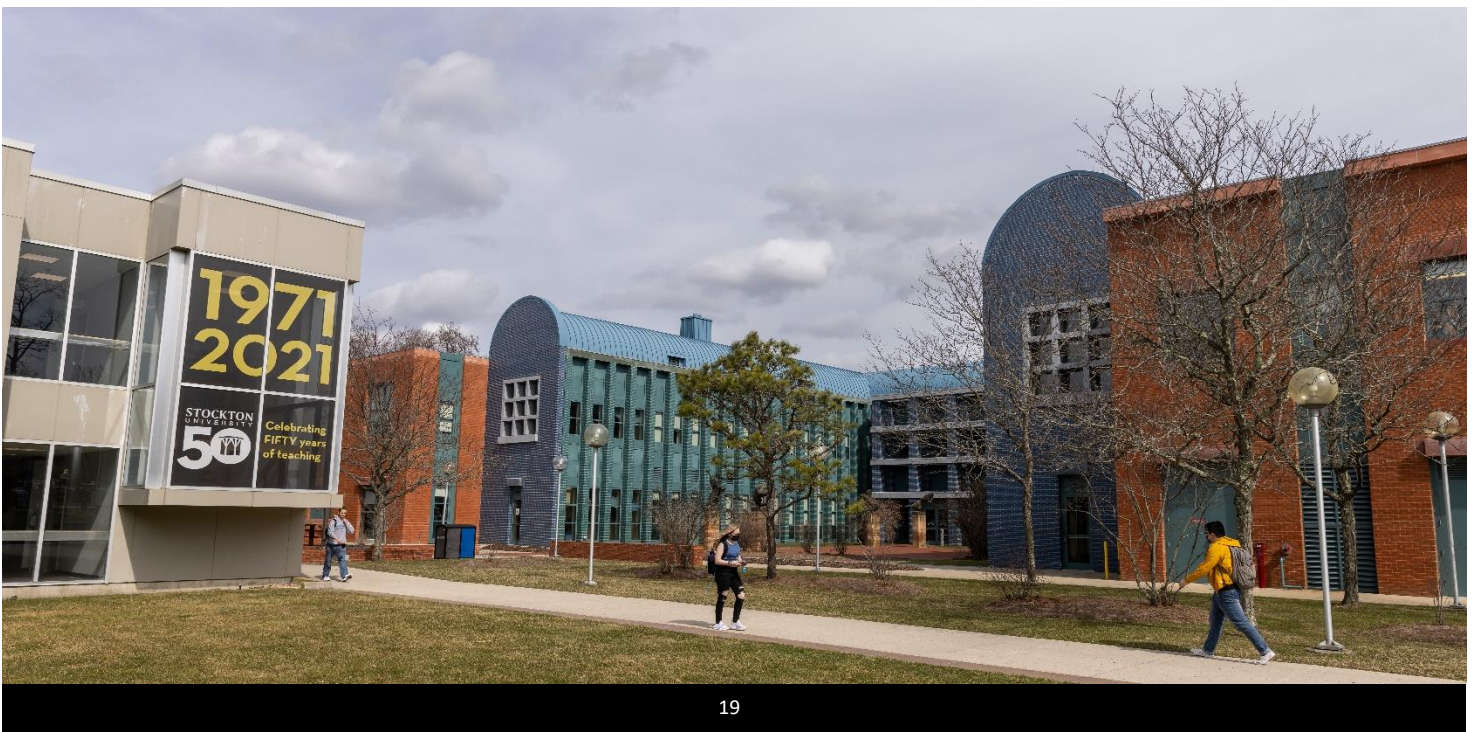
Construction to replace the boiler system in N-Wing began in May 2022 and was completed in August 2022. This project included replacement of the complete boiler system including the associated pumps.

Lacrosse Field Replacement

Construction to replace the 12-year-old Lacrosse Field Turf began in May 2022 and was completed in early August 2022. This project included replacement of the pad, gravel base and synthetic turf.

Other Institutional Information

Please visit stockton.edu for more information.





The Office of Institutional Research
101 Vera King Farris Drive
Galloway, NJ 08205

stockton.edu

Stockton is an Equal Opportunity Institution