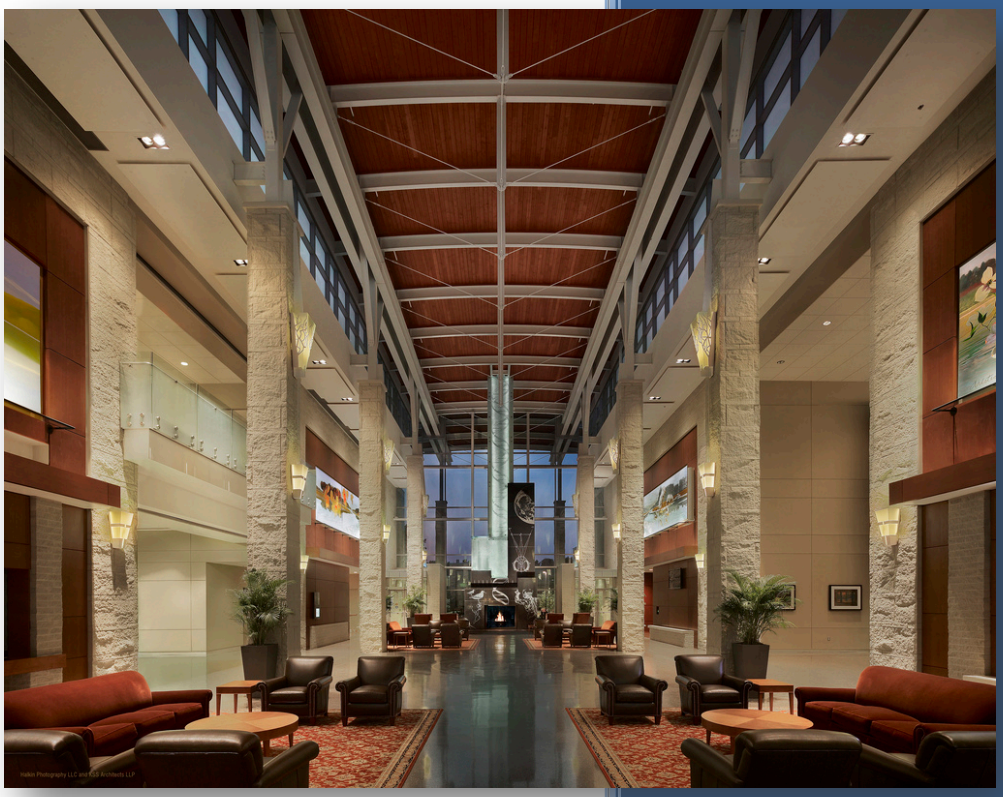
STOCKTON

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

2012

Annual Institutional Profile Report



Office of Institutional Research

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MISSION STATEMENT

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

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

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

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

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

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

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

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

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

GRADUATE EDUCATION MISSION STATEMENT

Adopted by the Board of Trustees February 18, 1998

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

Herman J. Saatkamp, Jr., President

Annual Institutional Profile Report
September 15th, 2012

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 The Richard Stockton College of New Jersey. In addition, Stockton received two commendations for its progress to data 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 College 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 College's superior performance and acknowledges the fulfillment of its mission to maintain an environment for excellence for New Jersey students.

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

2. Professional Accreditation & Certification

- Council on Social Work Education
- National Association of State Directors of Teacher Education and Certification with the approval by New Jersey Department of Education
- Teacher Education Accreditation Council (TEAC)
- Commission on Collegiate Nursing Education (CCNE) and the New Jersey Board of Nursing
- American Physical Therapy Association (APTA)
- National Environmental Health Sciences and Protection Accreditation Council
- Academy of Criminal Justice Sciences
- Association of University Programs in Health Administration
- Accreditation Council for Occupational Therapy Education (ACOTE), and the American Occupational Therapy Association (AOTA)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- American Chemical Society

B. Number of Students Served

1. Number of Undergraduates by Attendance Status, Fall 2011

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
6584	90.9%	656	9.1%	7,240	100%

Source: Fall 2011 IPEDS Enrollment Survey

2. Number of Graduates by Attendance Status, Fall 2011

Full time		Part time		TOTAL	
Num	Pct	Num	Pct	Number	Percent
239	27.5%	629	72.5%	868	100%

Source: Fall 2011 IPEDS Enrollment Survey

3. Number of Non-Credit Students Served, Fall 2011

Number of students enrolled in non-credit graduate courses	2837
Number of students enrolled in non-credit undergraduate courses	103
Number of student in noncredit avocational continuing-education courses	14
Total	2954

4. Unduplicated Enrollment, FY 2011

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	8,038	221,016	7,367
Graduate	1,064	12,066	503
TOTAL	9,102	233,082	7,870

Source: IPEDS 12-Month Enrollment Survey – data reporting period July 1 ,2010—June 30, 2011

C. Characteristics of Undergraduate Students

1. Mean Math, Verbal and Writing SAT Scores, Fall 2011

The guidelines of accountability reporting require that institutions report SAT data in two ways; by admit status and for all three admit types combined. In this regard, the mean Fall 2011 Total SAT score (Math and Verbal) for regular admits was 1116, for special admits 920, and for EOF admits 953. Total SAT scores for all admit types combined were 1069.

Mean Math ,Verbal and Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2011												
	Full-Time Students						Part-Time Students					
	Math	N	Verbal	N	Writing	N	Math	N	Verbal	N	Writing	N
Regular Admits	570.3	626	545.3	627	533.3	689						
EOF Admits	489.1	69	464.2	69	468.6	70						
Special Admits	466.0	140	454.0	140	465.9	140						
All Admits	546.1	835	523.3	836	517.8	899						
Missing Scores*		133		132		69						

**ACT Scores provided.*

2. Remediation/Development

a. Name of basic skills placement test administered and criteria (if any) for selecting test takers in fall 2011? 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 2011

Total Fall 2011 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
7240	402	5.6%

c. Total number of First-time, Full-time (FTFT) Students Enrolled in a remedial/developmental course in Fall 2011

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Course
973	357	36.7%

d. First-time, Full-time students (FTFT) Enrolled in a remedial/developmental course in Fall 2011 by Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Reading	157	16.1%
Writing	185	19.0%
Math Computation	217	22.3%
Elem. Algebra	0	0.0%

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2011

	White		Black		Hispanic		Asian*		American Ind.		Non-resident Alien		Race Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	4,981	75.7%	451	6.8%	514	7.8%	356	5.4%	13	0.2%	15	0.2%	254	3.9%	6,584	100.0%
Part-time	466	71.0%	39	5.9%	55	8.4%	33	5.0%	3	0.5%	5	0.8%	55	8.4%	656	100.0%
Total	5,447	75.2%	490	6.8%	569	7.9%	389	5.4%	16	0.2%	20	0.3%	309	4.3%	7,240	100.0%

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

b. Undergraduate Enrollment by Gender, Fall 2011

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full time	2,747	41.7%	3,837	58.3%	6,584	100.0%
Part time	266	40.5%	390	59.5%	656	100.0%
Total	3,013	41.6%	4,227	58.4%	7,240	100.0%

c. Undergraduate Enrollment by Age, Fall 2011

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unkn	Total
Full time	Num	2	1,597	2,446	1,807	439	124	65	76	27	0	1	6,584
	Per	0.0%	24.3%	37.2%	27.4%	6.7%	1.9%	1.0%	1.2%	0.4%	0.0%	0.0%	100.0%
Part time	Num	0	5	21	233	169	72	49	66	39	2	0	656
	Per	0.0%	0.8%	3.2%	35.5%	25.8%	11.0%	7.5%	10.1%	5.9%	0.3%	0.0%	100.0%
Total	Num	2	1,602	2,467	2,040	608	196	114	142	66	2	1	7,240
	Per	0.0%	22.1%	34.1%	28.2%	8.4%	2.7%	1.6%	2.0%	0.9%	0.0%	0.0%	100.0%

4. Financial Aid from Federal, State & Institution-Funded Programs, AY 2010-11

	RECIPIENTS	DOLLARS ($)	$/RECIPIENT
FEDERAL FUNDS			
Pell Grants	2,581	10,044,000	3,891.51
College Work Study	190	232,000	1,221.05
Perkins Loans	68	251,000	3,691.18
SEOG	458	434,000	947.60
PLUS Loans	472	5,642,000	11,953.39
Stafford Loans (Subsidized)	4,322	18,050,000	4,176.31
Stafford Loans (Unsubsidized)	4,483	16,732,000	3,732.32
SMART & ACG or other	586	864,000	1,474.40
STATE PROGRAMS			
Tuition Aid Grants (TAG)	1,732	6,958,000	4,017.32
Educational Opportunity Fund (EOF)	350	428,000	1,222.86
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	136	124,000	911.76
Urban Scholars	97	87,000	896.91
NJ STARS	300	795,000	2,650.00
NJCLASS Loans	635	7,675,000	12,086.61
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	1,715	9,346,000	5,449.56
Loans	0	0	--

SOURCE: NJIPEDS Form #41 – Student Financial Aid

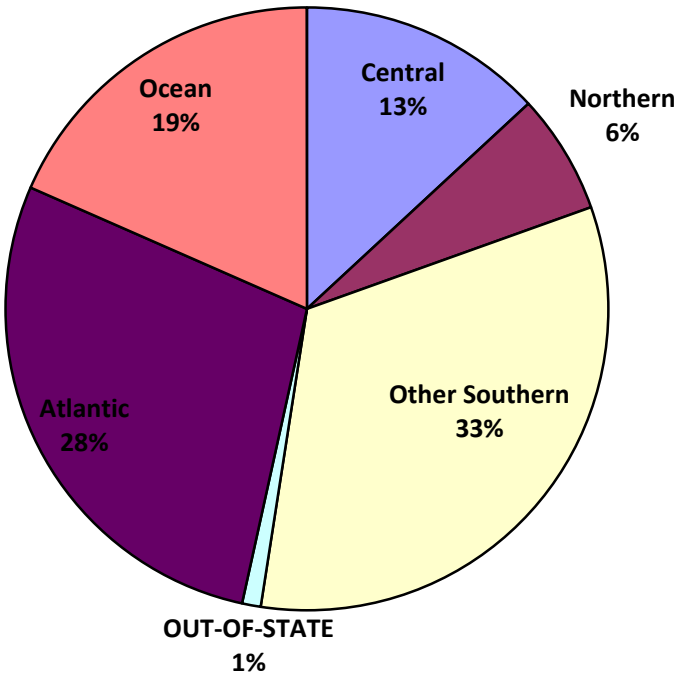
5. First-time Full-time Freshmen in Fall 2011 Enrollment By State Residence

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

State Residents	Non-State Residents	Total	% State Residents
957	16	973	98.4%

b. Undergraduate Enrollment by Residence, Fall 2011

Percentage of Fall 2011 Undergraduates who are NJ residents is 99%. The geographic residence of all undergraduates enrolled in Fall 2011 is illustrated below.



Counties:
Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union = 13%
Northern NJ: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Warren = 6%
Southern NJ: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, Salem = 80%
Out-of-State = 1%

D. Student Outcomes

1. Four-, Five- and Six-Year Graduation Rates of Fall 2005 Full-time First-time Degree-Seeking Undergraduates

   a. by Race/Ethnicity

	White		Black		Hispanic		Asian		Alien		Other *		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2005 Cohort	654		61		50		44		0		2		811	
Graduates after 4 years	291	44.5%	16	26.2%	17	34.0%	22	50.0%	0		0	0.0%	346	42.7%
Graduates after 5 years	405	61.9%	31	50.8%	29	58.0%	29	65.9%	0		0	0.0%	494	60.9%
Graduates after 6 years	432	66.1%	36	59.0%	31	62.0%	30	68.2%	0		1	50.0%	530	65.4%
** Other includes American Indian and Unknown Race.*														

2. Third-semester Retention of First-time Undergraduates, Fall 2010 to Fall 2011

   a. By Attendance Status

Full-Time			Part-Time		
Fall 2010 First-Time Undergraduates	Retained in Fall 2011	Retention Rate	Fall 2010 First-Time Undergraduates	Retained in Fall 2011	Retention Rate
860	718	83.5%	1	0	0.0%

Source: Fall 2011 IPEDS Enrollment Survey

E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2011

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Tenured																
Professors	32	20	5	5	2	0	1	0	0	0	0	0	0	0	40	25
Associate Prof.	37	52	3	3	5	4	9	10	1	0	1	0	0	2	56	71
Assistant Prof.	2	4	1	0	1	1	0	1	0	0	0	0	0	0	4	6
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	71	72	9	8	8	5	10	11	1	0	1	0	0	2	100	102
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Associate Prof.	3	0	0	0	0	0	2	0	0	0	0	0	0	0	5	0
Assistant Prof.	23	29	2	2	1	1	4	2	0	0	3	3	0	1	33	38
All Others	2	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1
TOTAL	28	32	2	2	1	1	6	2	0	0	4	3	0	1	41	39
Total																
Professors	32	20	5	5	2	0	1	0	0	0	1	0	0	0	41	25
Associate Prof.	40	52	3	3	5	4	11	10	1	0	1	0	0	2	61	71
Assistant Prof.	25	33	3	2	2	2	4	3	0	0	3	3	0	1	37	44
All Others	2	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1
TOTAL	99	106	11	10	9	6	16	13	1	0	5	3	0	3	141	141

Source: Fall 2011 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 2011

	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
Total Number of Course Sections	Number	Percent	Number	Percent	Number	Percent
1437	997	69%	383	27%	57	4%

Note: Others includes full-time administrators

3. Ratio of Full- to Part-time Faculty, Fall 2011

Full-time		Part-time		Total	
Num	Pct	Num	Pct	Num	Pct
282	51%	273	49%	555	100.0%

Source: Fall 2011 IPEDS Human Resources Survey

F. GOVERNING BOARD CHARACTERISTICS

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	8	1		1				10
Female	3							3
Total	11	1		1				13

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

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

Name	Title	Affiliation
Mr. Stanley M. Ellis	Vice President and Director of Strategy	Burlington County Times
Mr. Curtis J. Bashaw	CEO	Cape Advisors, Inc.
Ms. Emma N. Byrne	Retired director of Corporate Communications and Federal Affairs	PSEG
Mr. Raymond R. Ciccone, CPA, ('79)	Managing Partner	Ciccone, Gotthold & Koseff, CPA
Ms. Madeleine Deininger ('80)	Founder and President	Sonoma, California-based Kismet Wines, Inc
Dr. Clarence C. Hoover, III.	Retired Superintendent	East Orange Public School District
Michael Jacobson, Esq.	Attorney	Cooper Levenson
Ms. Barbara Morvay	Retired Superintendent	Atlantic County Special Services School District
Mr. Dean C. Pappas	Retired, Chairman and co-Chief Executive Officer	Clement Pappas & Co., Inc.
Leo B. Schoffer, Esq.	Managing Member	Schoffer Enterprises, LLC
Dr. James W. Yoh,	Physicist, Entrepreneur, and former President, CEO	Galaxy Technology
Mr. Charles Nusbaum	Student Trustee	The Richard Stockton College of New Jersey
Dr. Herman Saatkamp	President	The Richard Stockton College of New Jersey
Mr. Brian K. Jackson	Chief of Staff and Assistant Secretary	The Richard Stockton College of New Jersey

3. URL

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

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

G. A Profile of the Institution

1. Degree and certificate programs, Fall 2011

School of Arts and Humanities

- Studies In the Arts: Visual
- Studies in the Arts: Performing
- Communication Studies
- Historical Studies
- Languages and Culture Studies
- Literature
- Master of Arts in Holocaust and Genocide
- Master of Arts in American Studies
- Philosophy & Religion

School of Business

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

School of General Studies

- Africana Studies (minor)
- Basic Studies
- Holistic Health (minor)
- Holocaust & Genocide Studies (minor)
- International Education
- Jewish Studies (minor)
- Latin American/Caribbean Studies (minor)
- Liberal Studies
- Writing Program (minor)
- Women's, Gender and Sexuality Studies (minor)

School of Natural Sciences and Mathematics

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

School of Education

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

School of Health Sciences

- Doctor of Physical Therapy
- Masters of Science in Communication Disorders
- Masters of Science in Nursing
- Masters of Science in Occupational Therapy
- Nursing - Upper Division
- Nursing - 4 Year
- Public Health
- Speech Pathology & Audiology
- Health Science

School of Social and Behavioral Sciences

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

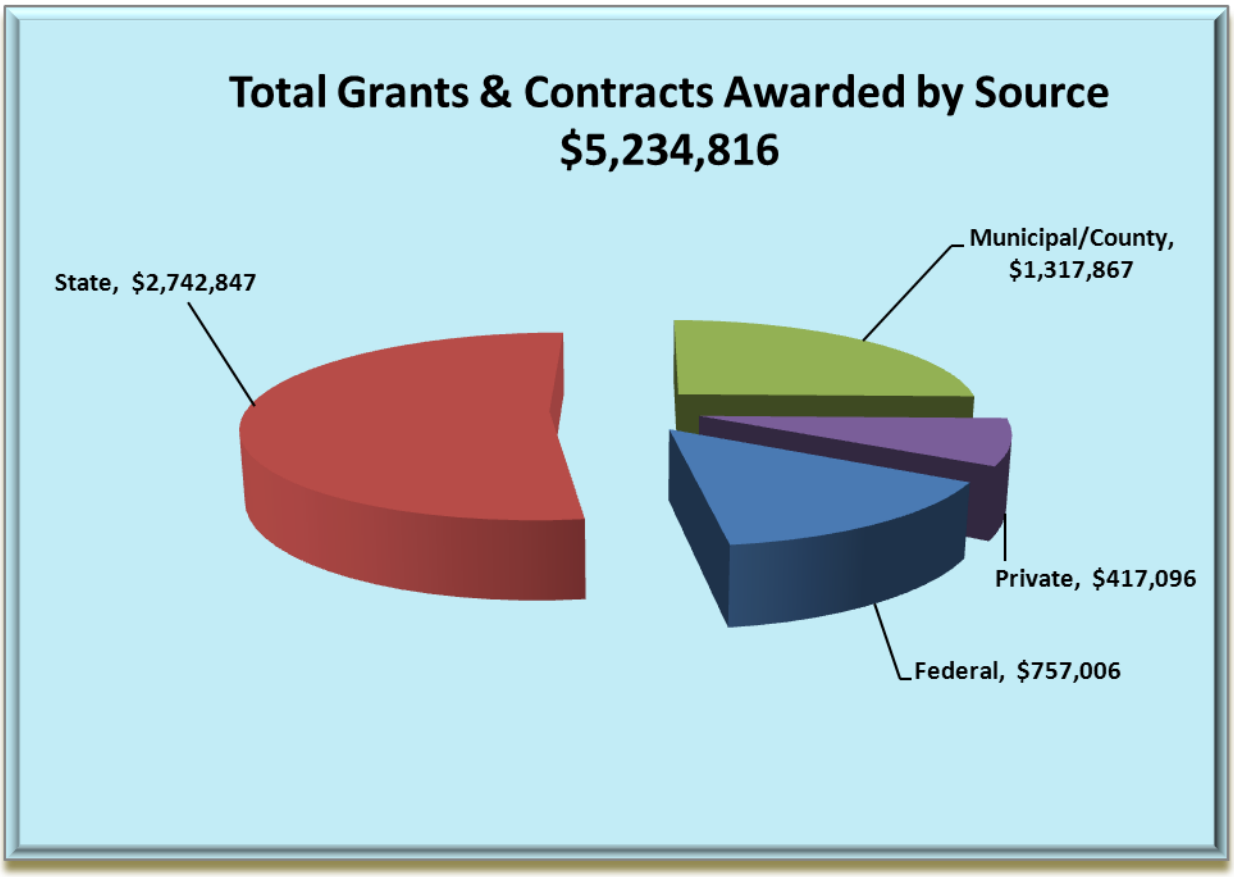
H. Major Research and Public Service Activities

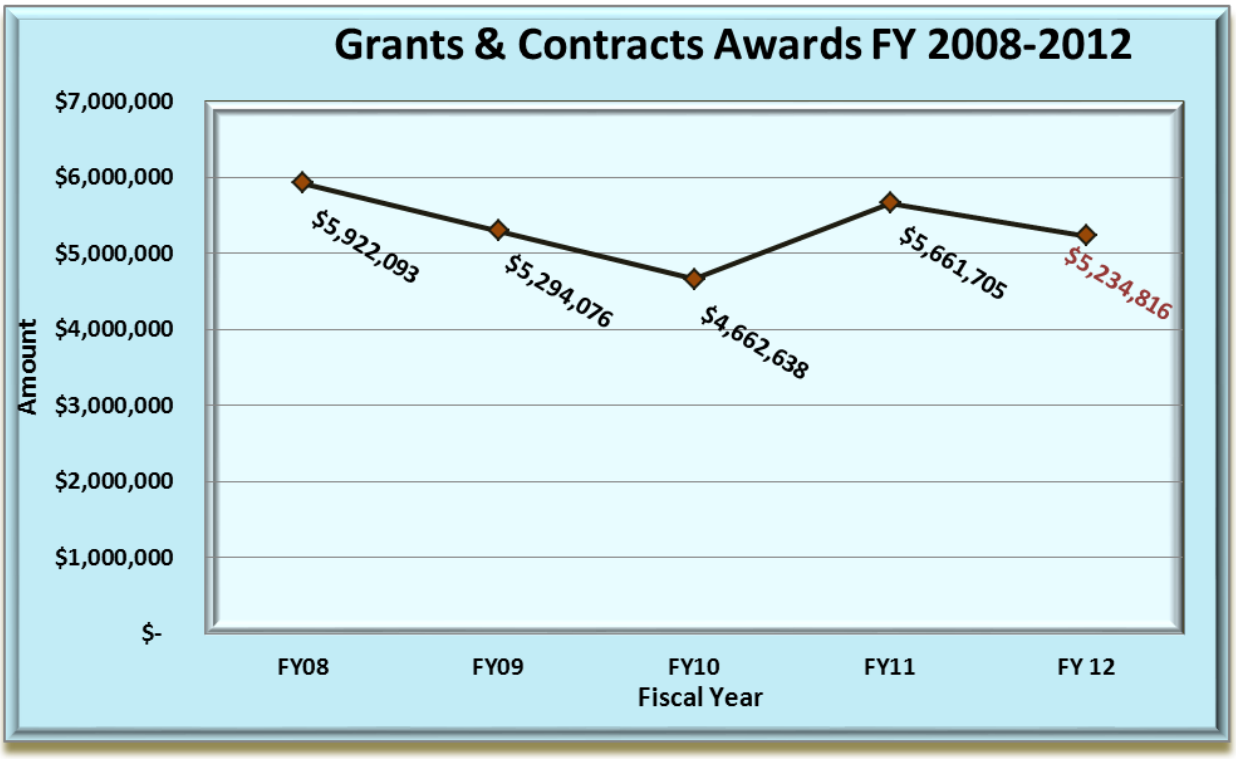
R&D EXPENDITURES : YEAR 2011	Amount ($)
Federally Financed Academic R&D Expenditures	251,988
Institutionally Financed Academic R&D Expenditures	475,210
Total Academic R&D Expenditures	727,198

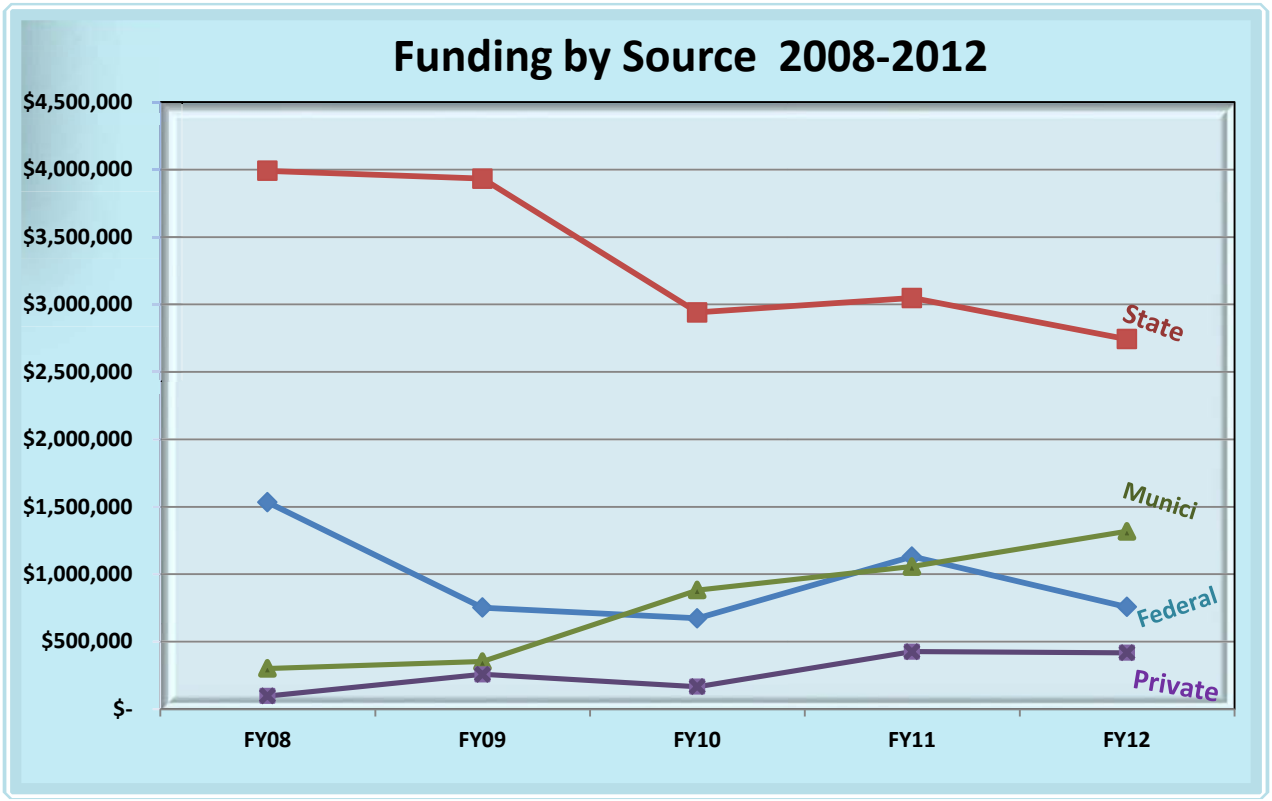
Source: FY2011 Audited Financial Report.

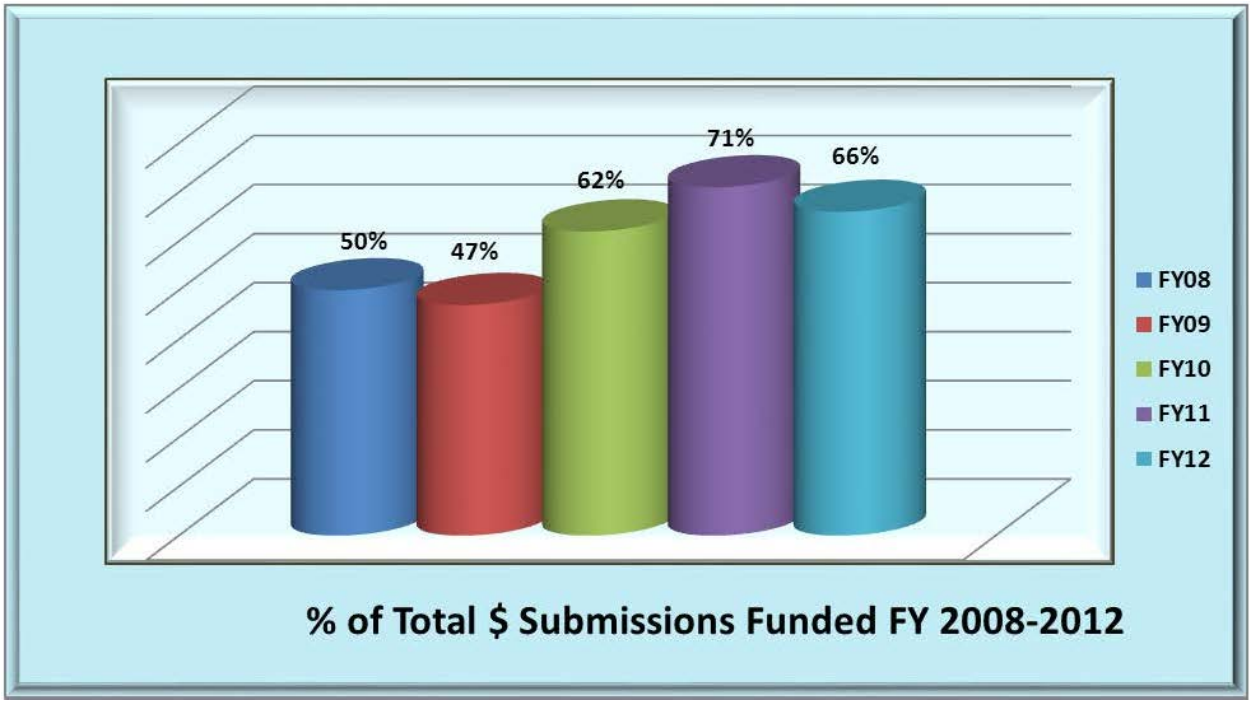
Grants/Contracts Fiscal Year 2011

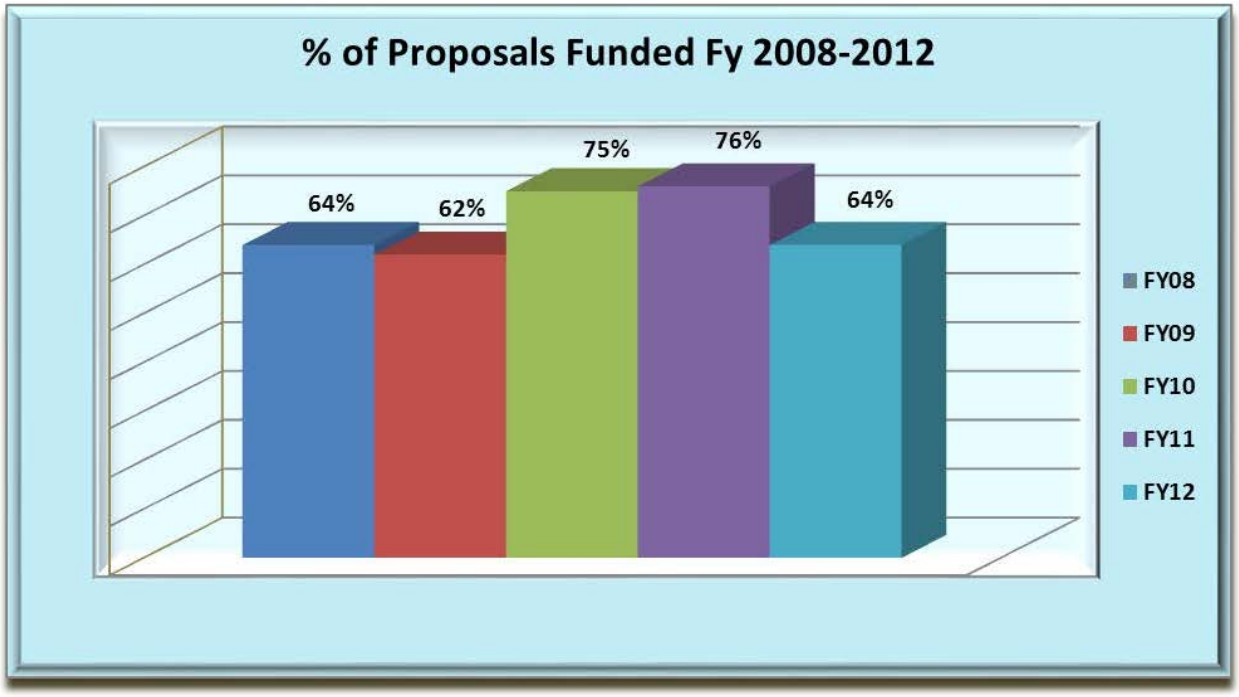
8/22/2011Year End Stats		$ Value of submissions	% awarded of $ Amount Requested	Awarded	# submitted	% submitted receiving awards	Still Pending*
By Funding Source	Federal			$757,006			
	Private			$417,859			
	State			$2,742,847			
	Mun/Local			$1,317,867			
		$7,967,303	66%	$5,234,816	96	64%	$668,522
By School	ARHU			$464,132	26		
	BUSN			$178,993	5		
	EDUC			$1,270,839	11		
	GENS			$0	0		
	HLTH			$121,801	2		
	NAMS			$1,659,348	43		
	SOBL			$923,680	5		
	PDCE/HS			$543,459	2		
	StudAff			$7,500	1		
	AA, A&F			$65,064	1		
				$5,234,816	96		
CRC Included in NAMS				$1,188,626			
SRI/ETTC Included in EDUC				$1,234,839			


Total Grants & Contracts Awarded by Source
$5,234,816
State, $2,742,847
Municipal/County, $1,317,867
Private, $417,096
Federal, $757,006


Grants & Contracts Awards FY 2008-2012
$7,000,000
$6,000,000
$5,000,000
$4,000,000
$3,000,000
$2,000,000
$1,000,000
$-
Amount
$5,922,093
$5,294,076
$4,662,638
$5,661,705
$5,234,816
FY08
FY09
FY10
FY11
FY 12
Fiscal Year


Funding by Source 2008-2012
$4,500,000
$4,000,000
$3,500,000
$3,000,000
$2,500,000
$2,000,000
$1,500,000
$1,000,000
$500,000
$-
State
Munici
Federal
Private
FY08
FY09
FY10
FY11
FY12


50%
47%
62%
71%
66%
FY08
FY09
FY10
FY11
FY12
% of Total $ Submissions Funded FY 2008-2012


% of Proposals Funded Fy 2008-2012
64%
62%
75%
76%
64%
FY08
FY09
FY10
FY11
FY12

Statistical Overview of Scholarly Activity										
2011 - 2012										
	Total	ARHU	BUSN	EDUC	GENS	GRAD	HLTH	NAMS	SOBL	President, Provost, SA, & Library
Published Books	29	6	2	1	9	0	5	0	5	1
Published Works	169	25	42	8	18	0	19	15	36	6
Performances & Exhibitions	38	36	0	0	1	0	0	1	0	0
Presentations	447	52	77	41	41	9	80	30	94	23
Boards	58	7	9	3	2	4	7	2	13	11
Awards & Grants	184	50	12	15	14	1	8	50	30	4

Community Engagement and Service Learning.

A recent report from the Office of the Provost presents a snapshot of community service and engagement activities in one area, Atlantic City, over the past academic year. College students, faculty and staff participate. A sample of programs and outcomes are provided in the chart below.

Category	Community Partners	Outcomes
Gardens & Food	Atlantic Care Community Gardens Fund	Establish healing gardens
	Community Partnership courses	6 area gardens established and maintained
	Food Bank of Southern New Jersey	Over 3000 pounds of food donated by students to Food Bank of Southern New Jersey to feed families in need and the homeless
	Campus Kitchen of Atlantic City	Over 4000 pounds of food received from the Food Bank and used with food donations to prepare and deliver over 3000 meals to needy families
Academic Enrichment	Books without Borders	Books are donated to Atlantic City families and children
	Tutoring and mentoring of K-12 students via college courses such as Community Partnerships and Community Schools. Additional tutoring and mentoring provided by college clubs including HOPE.	Over 100 K-12 students in Atlantic City
	Read Across America Day	Stockton students read books at schools throughout the Atlantic City school district. Over 400 K-12 students interacted with college students that day.
	Miniversity: Champions of Youth – The Boys and Girls Club of Atlantic City	Each year, 40 youth (10 per grade from 9-12) are selected for intense mentoring and preparation for college. High school students must remain in the program all 4 years – 9th – 12th grade. 100% college acceptance rate from over 200 graduates of the program.
	Why Poetry Matters Program	Stockton students teach poetry to at risk youth in two shelters in the Atlantic City
Information Programs	South Jersey Aids Alliance	Host workshops and provide assistance to clients at local community center
	Spanish Community Center	Assistance to elderly in Atlantic City
	Stop the Violence High School Conference	Held in Atlantic City to decrease student violence

The Office of Service Learning expanded its operations in AY11-12 under the leadership of a new Coordinator. The number of service learning courses offered by the faculty increased by 58%. Workshops for faculty and students were held to spotlight community service partners. Workshops in the spring semester included a Celebration of Service Showcase, Spotlight on the Family Service Association, a Faculty Roundtable and a Service-Learning Mixer. The Office of Service Learning is a co-convener of the Day of Service held in January and September each year. Over 25 community partners participate by offering service opportunities for Stockton students, faculty and staff for the day. Under the leadership of the Office of Service Learning, 942 students and 46 faculty and staff participated in service learning opportunities this year. The increase in the number of faculty members offering service-learning courses has allowed the students of service-learning to dedicate more than 20,000 hours of engagement—nearly 80% increase over the previous academic year.

As a result of the College's 2020 strategic plan which lists engagement as one of the four essential pillars for collegiate responsibility, service and civic engagement to the surrounding communities in South Jersey, the Stockton Center for Community Engagement (SCCE) was launched in July 2012, after more than one year of planning and development. The mission of the Stockton's Center for Community Engagement is to "promote the ideals of public service and social responsibility by fostering community-based experiential learning and civic engagement for students, faculty and staff. The Center will facilitate training, research and educational enrichment through collaborative efforts with campus groups, as well as local, state and regional community organizations and government agencies, intentionally cultivating connections between scholarship and the public interest. " The Center will be a central point from which internal and external community members can seek assistance with a variety of events, projects, and learning opportunities for students, faculty and staff.

The Center and the Office of Service Learning will collaboratively advance community engagement and service learning opportunities between the College and its community partners.

I. Major Capital Projects

Backfill/Decanted Renovations

J-Wing

This project consists of the renovation of Upper & Lower J-Wing in order to accommodate the delivery of administrative & academic space for the School of Education and the School of General Studies. It also includes the expansion of the Human Resources Department. Staff began to occupy the facility the end of August.

Manahawkin Academic Space

Stockton is collaborating with Atlanticare for the joint development of healthcare and academic space in the shore town of Manahawkin, with Stockton considering 6,000 to 10,000 square feet of academic space for our programming needs. This project is nearing completion. Furniture was delivered the week of August 13, 2012. Staff and students will begin to occupy the facility in September.

Sam Azeez Museum of Woodbine Heritage

The College is now in possession of the Azeez Facility and is presently collaborating with the donor towards an academic addition for this space. Construction is underway to develop a two-classroom facility for occupancy January 2013.

Hammonton Educational Site (SASI Project)

This project consists of the renovation of a three-story, 15,000 square foot former factory in downtown Hammonton, New Jersey. It will provide academic, retail and art gallery spaces for use by Stockton and the local community. The project is currently under construction with a forecasted completion of early December 2012.

Unified Science Center

To support the College's Sciences and Mathematics Programs, a three-story, 66,350 gross square foot building is under construction. This building will include wet and dry laboratories, classrooms and support facilities. Structural steel is complete and the concrete floors have been poured. The expectation is that the project will be complete during the 2nd Quarter of 2013.

Pomona Community of Learning

The College initiated a Request for Qualifications (RFQ) for a developer-led team to construct facilities that will provide up to 800 beds for on-campus residential housing. The location of the facility will be adjacent to the outdoor athletic fields along Pomona Road. The College has received and reviewed proposals for this project and is in the process of short-listing the firms.

Other Institutional Information

Highlights 2012