

STOCKTON COLLEGE
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY



**Annual
Institutional Profile
Report
2011**

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.

A handwritten signature in black ink, appearing to read "H. J. Saatkamp, Jr.", written in a cursive style.

Herman J. Saatkamp, Jr., President

Annual Institutional Profile Report
September, 15th, 2011

A. Accreditation Status

1. Institutional Accreditation

In June 2002, the Commission on Higher Education Middle States Association of Colleges and Schools (CHE/MSA) reaffirmed accreditation for The Richard Stockton College of New Jersey. In his letter accompanying the MSA's team report, the Team Chair registered his pleasure at having served in that capacity, and added that (the President), the board, the faculty, the staff and the students should be commended for a job well done. Stockton College has indeed "raised the bar." The Periodic Review was successfully completed in 2007. The college completed a Self Study during AY 2010-11 in preparation for a Site Visit on March 25, 2012.

2. Professional Accreditation

- 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
- Association of University Programs in Health Administration
- Accreditation Council for Occupational Therapy Education (ACOTE), and the American Occupational Therapy Association (AOTA)
- American Chemical Society

B. Number of Students Served

1. Number of Undergraduates by Attendance Status, Fall 2010

Full time		Part time		TOTAL	
Number	Percent	Number	Percent	Number	Percent
6,284	89.0%	778	11.0%	7,062	100%

2. Number of Graduates by Attendance Status, Fall 2009

Full time		Part time		TOTAL	
Num	Pct	Num	Pct	Number	Percent
197	24.1%	620	75.9%	817	100%

3. Number of Non-Credit Students Served, Fall 2010

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, AY 2010

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	7,674	211,608	7,054
Graduate	925	11,397	475
TOTAL	8,599	223,005	7,528

Source: IPEDS 12-Month Enrollment Survey, # Data is for Academic Year September 1, 2009 thru August 31, 2010

C. Characteristics of Undergraduate Students

1. Mean Math, Verbal and Writing SAT Scores, Fall 2010

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 2010 Total SAT score (Math and Verbal) for regular admits was 1122 for special admits 915, and for EOF admits 909. Total SAT scores for all admit types combined were 1065.

Mean Math ,Verbal and Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2010												
	Full-Time Students						Part-Time Students					
	Math	N	Verbal	N	Writing	N	Math	N	Verbal	N	Writing	N
Regular Admits	570.2	576	551.6	576	535.7	612	610.0	1	570.0	1		
EOF Admits	454.4	69	454.6	69	446.2	74						
Special Admits	462.7	147	452.6	147	463.6	146						
All Admits	540.1	792	524.8	792	515.1	832	610.0	1	570.0	1		
Missing Scores*		68		68		28		0		0		1

*ACT Scores provided.

2. Remediation/Development

- a. Name of basic skills placement test administered and criteria (if any) for selecting test takers in fall 2010? 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 2010

Total Fall 2010 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial/Developmental Courses	% of Total
7062	389	5.5%

- c. Total number of First-time, Full-time (FTFT) Students Enrolled in a remedial/developmental course in Fall 2010

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
860	357	41.5%

- d. First-time, Full-time students (FTFT) Enrolled in a remedial/developmental course in Fall 2010 by Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Reading	164	19.1%
Writing	181	21.0%
Math Computation	230	26.7%
Elem. Algebra	0	0.0%

3. Race/Ethnicity, Gender and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2010

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>American Ind.</u>		<u>Non-resident Alien</u>		<u>Race Unknown*</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Full-time	4,724	75.2%	453	7.2%	505	8.0%	343	5.5%	19	0.3%	18	0.3%	222	3.5%	6,284	100.0%
Part-time	508	65.3%	66	8.5%	74	9.5%	41	5.3%	64	8.2%	1	0.1%	24	3.1%	778	100.0%
Total	5,232	74.1%	519	7.3%	579	8.2%	384	5.4%	83	1.2%	19	0.3%	246	3.5%	7,062	100.0%

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

b. Undergraduate Enrollment by Gender, Fall 2010

	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Full time	2,641	42.0%	3,643	58.0%	6,284	100.0%
Part time	315	40.5%	463	59.5%	778	100.0%
Total	2,956	41.9%	4,106	58.1%	7,062	100.0%

c. Undergraduate Enrollment by Age, Fall 2010

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unkn	Total
		Full time	Num	7	1,495	2,270	1,718	476	133	70	84	31	0
	Per	0.1%	23.8%	36.1%	27.3%	7.6%	2.1%	1.1%	1.3%	0.5%	0.0%	0.0%	100.0%
Part time	Num	1	9	61	248	189	98	43	83	44	2	0	778
	Per	0.1%	1.2%	7.8%	31.9%	24.3%	12.6%	5.5%	10.7%	5.7%	0.3%	0.0%	100.0%
Total	Num	8	1,504	2,331	1,966	665	231	113	167	75	2	0	7,062
	Per	0.1%	21.3%	33.0%	27.8%	9.4%	3.3%	1.6%	2.4%	1.1%	0.0%	0.0%	100.0%

4. Financial Aid from Federal, State & Institution-Funded Programs, AY 2009-10

	<u>RECIPIENTS</u>	<u>DOLLARS (\$)</u>	<u>\$/RECIPIENT</u>
<u>FEDERAL FUNDS</u>			
Pell Grants	2,154	8,484,000	3,938.72
College Work Study	195	281,000	1,441.03
Perkins Loans	71	249,000	3,507.04
SEOG	334	330,000	988.02
PLUS Loans	441	4,552,000	10,322.00
Stafford Loans (Subsidized)	3,879	16,048,000	4,137.15
Stafford Loans (Unsubsidized)	4,104	15,992,000	3,896.69
SMART & ACG or other	255	367,000	1,439.22
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	1,709	7,683,000	4,495.61
Educational Opportunity Fund (EOF)	351	422,000	1,202.28
Outstanding Scholars (OSRP)	1	3,000	3,000.00
Distinguished Scholars	159	141,000	886.79
Urban Scholars	116	105,000	905.17
NJ STARS	259	762,000	2,942.08
NJCLASS Loans	640	7,521,000	11,751.56
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	1,481	7,155,000	4,831.20
Loans	0	0	--

SOURCE: NJIPEDS Form #41 – Student Financial Aid

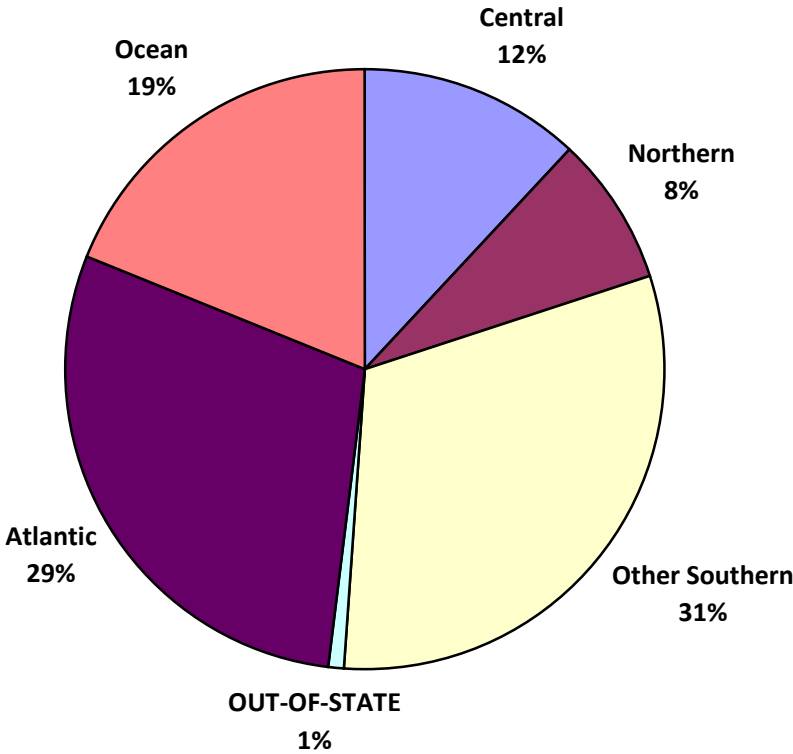
5. First-time Full-time Freshmen in Fall 2010 Enrollment By State Residence

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

State Residents	Non-State Residents	Total	% State Residents
840	21	861	97.6%

b. Undergraduate Enrollment by Residence, Fall 2010

Percentage of Fall 2010 Undergraduates who are NJ residents is 99.1%. The geographic residence of all undergraduates enrolled in Fall 2010 is illustrated below.



Counties:
Central NJ: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, Union = 12%
Northern NJ: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Warren = 8%
Southern NJ: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, Salem = 79%
Out-of-State = 1%

D. Student Outcomes

1. Four-, Five- and Six-Year Graduation Rates of Fall 2004 Full-time First-time Degree-Seeking Undergraduates

a. by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Alien</u>		<u>Other *</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2004 Cohort	688		45		51		33		2		3		822	
Graduates after 4 years	295	42.9%	9	20.0%	15	29.4%	12	36.4%	0	0.0%	0	0.0%	331	40.3%
Graduates after 5 years	421	61.2%	23	51.1%	25	49.0%	19	57.6%	0	0.0%	0	0.0%	488	59.4%
Graduates after 6 years	448	65.1%	24	53.3%	30	58.8%	22	66.7%	0	0.0%	0	0.0%	524	63.7%

* Other includes American Indian and Unknown Race.

2. Third-semester Retention of First-time Undergraduates, Fall 2009 to Fall 2010

a. By Attendance Status

<u>Fall 2009 First-Time Undergraduates</u>	<u>Full-Time</u>		<u>Fall 2009 First-Time Undergraduates</u>	<u>Part-Time</u>	
	<u>Retained in Fall 2010</u>	<u>Retention Rate</u>		<u>Retained in Fall 2010</u>	<u>Retention Rate</u>
868	757	87.2%	4	2	50.0%

E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2010

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown*</u>		<u>Total</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Tenured																
Professors	32	15	5	5	2	0	1	0	0	0	0	0	0	0	40	20
Associate Prof.	32	48	3	3	5	3	7	9	1	0	0	0	0	2	48	65
Assistant Prof.	2	5	1	0	0	1	1	2	0	0	0	0	0	0	4	8
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	66	68	9	8	7	4	9	11	1	0	0	0	0	2	92	93
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	2	2	0	0	0	0	2	0	0	0	0	0	0	0	4	2
Assistant Prof.	26	33	1	2	2	1	4	2	0	0	3	2	0	1	36	41
All Others	2	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1
TOTAL	30	36	1	2	2	1	6	2	0	0	3	2	0	1	42	44
Total																
Professors	32	15	5	5	2	0	1	0	0	0	0	0	0	0	40	20
Associate Prof.	34	50	3	3	5	3	9	9	1	0	0	0	0	2	52	67
Assistant Prof.	28	38	2	2	2	2	5	4	0	0	3	2	0	1	40	49
All Others	2	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1
TOTAL	96	104	10	10	9	5	15	13	1	0	3	2	0	3	134	137

Source: 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 2010

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
1351	966	72%	346	26%	39	2%

Note: Others includes Full-time Administrators and Teaching Assistants

3. Ratio of Full- to Part-time Faculty, Fall 2010

<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
271	53.2%	238	46.8%	509	100.0%

Source: 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	7	1		1				9
Female	3							3
Total	10	1		1				12

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

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

Name	Title	Affiliation
Mr. Stan Ellis	Vice President and Director of Strategy	Burlington County Times
Mr. Curtis Bashaw	CEO	Cape Advisors, Inc.
Ms. Emma N. Byrne	Retired director of Corporate Communications and Federal Affairs	PSEG
Ms. Madeleine Deininger	Founder and President	Sonoma, California-based Kismet Wines, Inc
Dr. Clarence C. Hoover	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	Chairman and co-Chief Executive Officer	Clement Pappas & Co., Inc.
Leo B. Schoffer	Industrial and Commercial Real Estate Development	Founder of Schoffer Enterprises
James W. Yoh, Ph.D.	Physicist, Entrepreneur, and former President, CEO	Galaxy Scientific Corporation
Mr. Sualeh Hafeez	Student	
Mr. Charles Nusbaum	Student Trustee Alternate	
Dr. Herman J. Saatkamp, Jr.	President	Richard Stockton College of New Jersey
Mr. Brian K. Jackson	Chief of Staff	Richard Stockton College of New Jersey

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

G. A Profile of the Institution

1. Degree and certificate programs, Fall 2010

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
- 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

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 2010

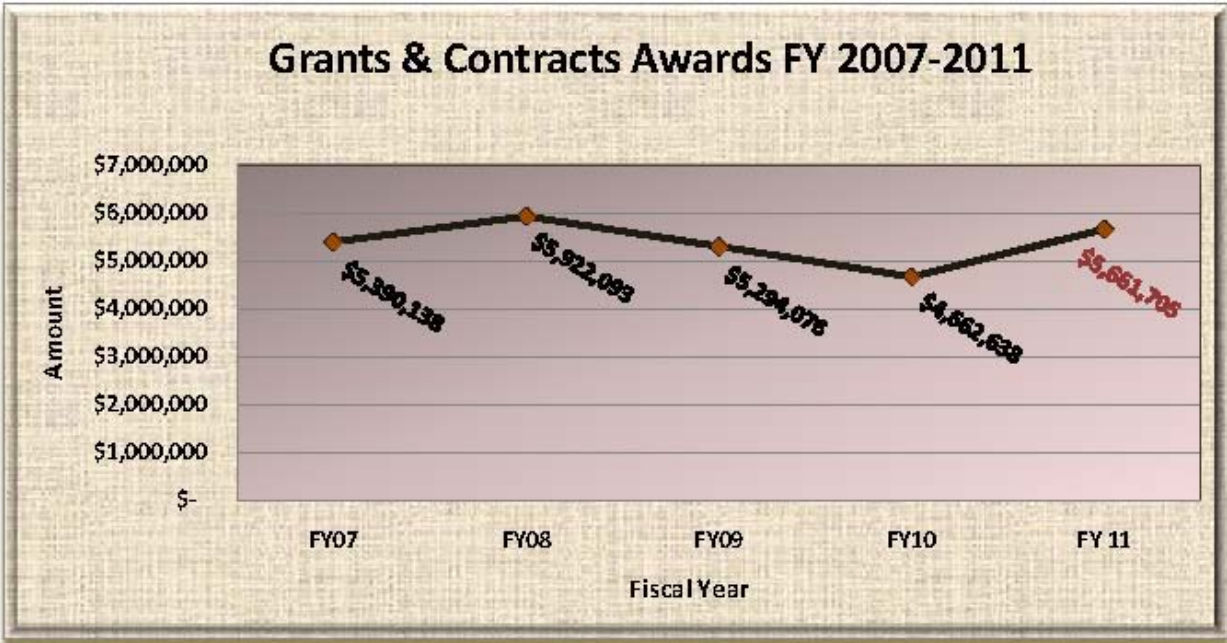
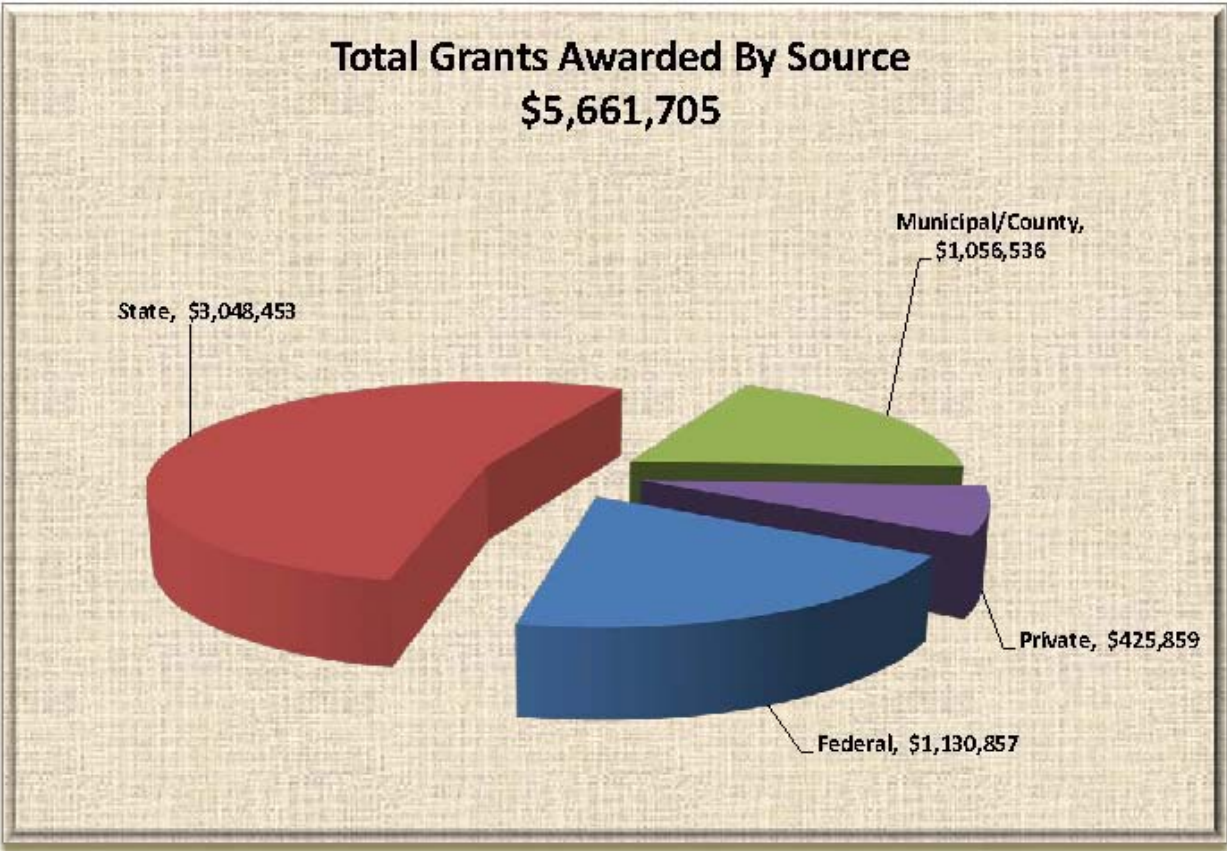
	Amount (\$)
Federally Financed Academic R&D Expenditures	12,172,011
Institutionally Financed Academic R&D Expenditures	918,095
Total Academic R&D Expenditures	13,090,106

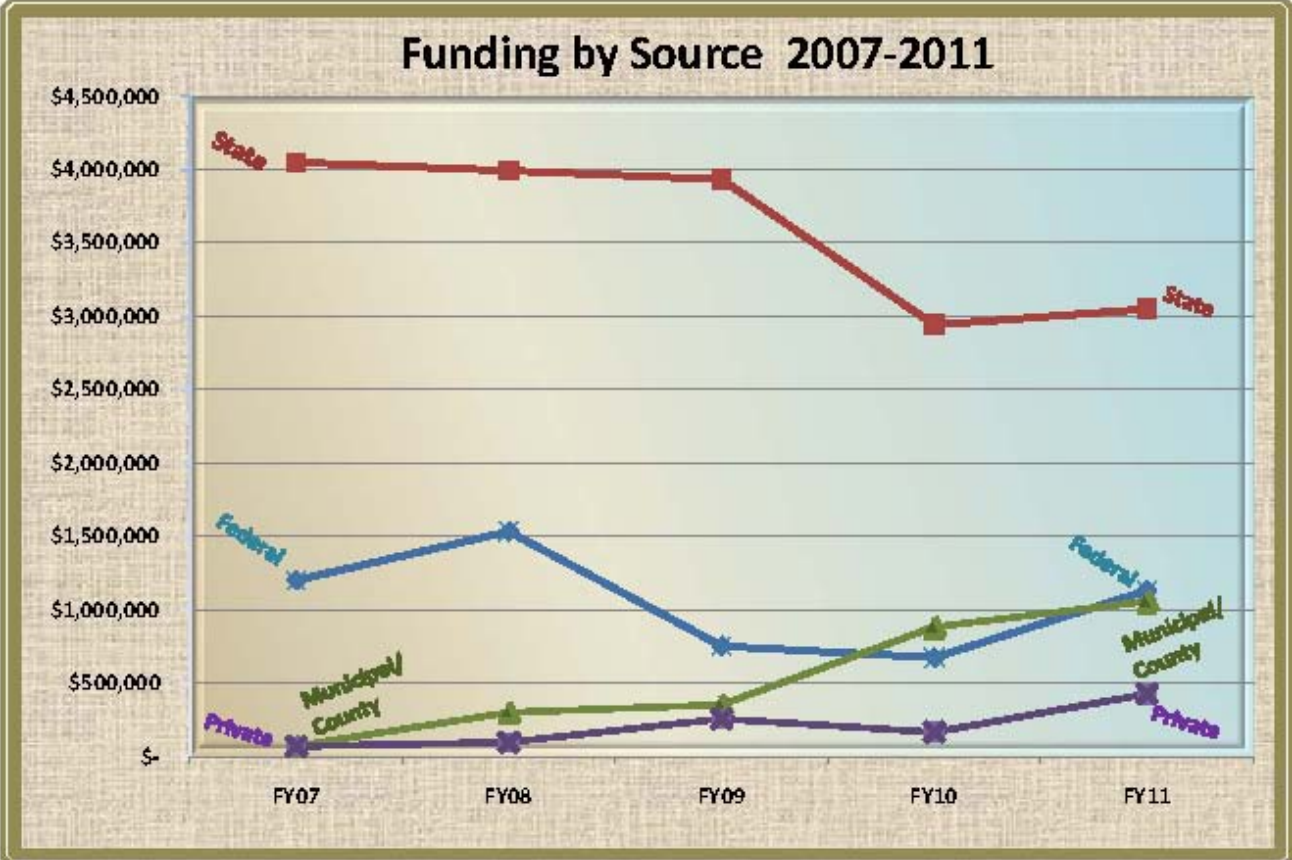
Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (*Survey of Research and Development Expenditures at Colleges and Universities*).

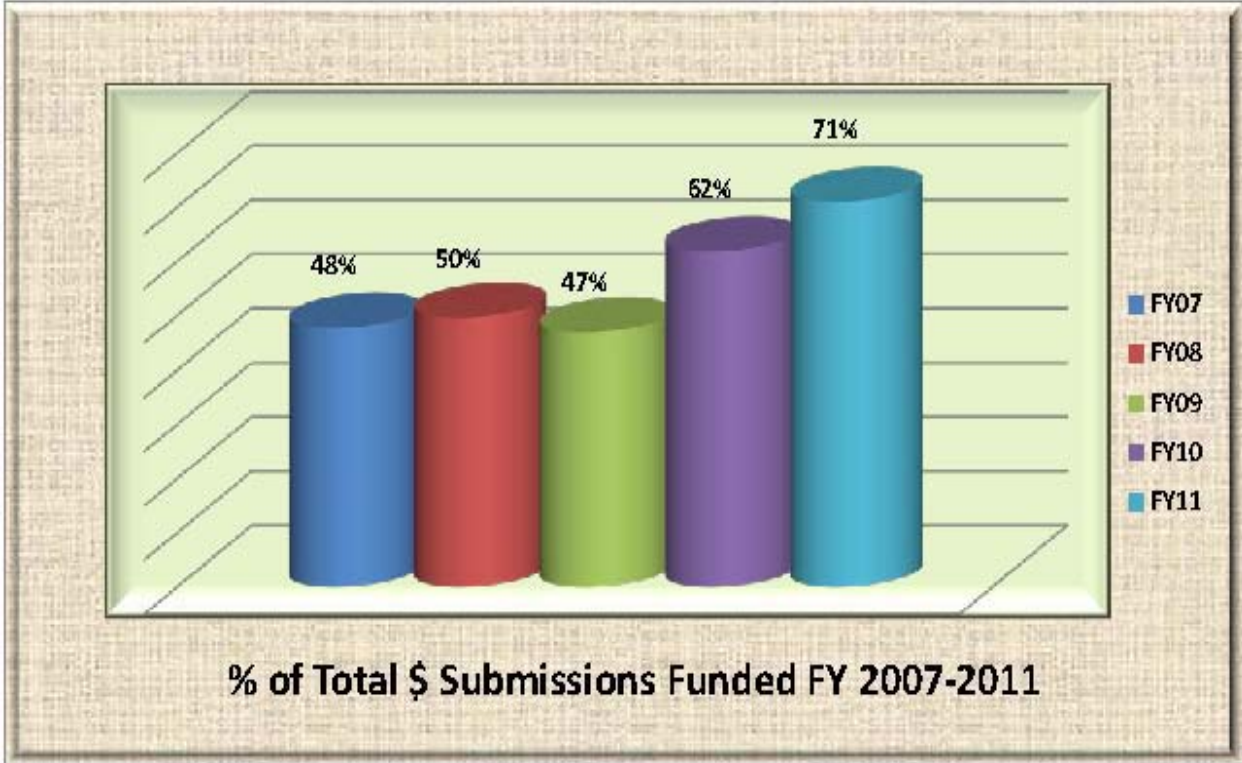
Grants/Contracts Fiscal Year 2011

8/22/2011 Year
End Stats

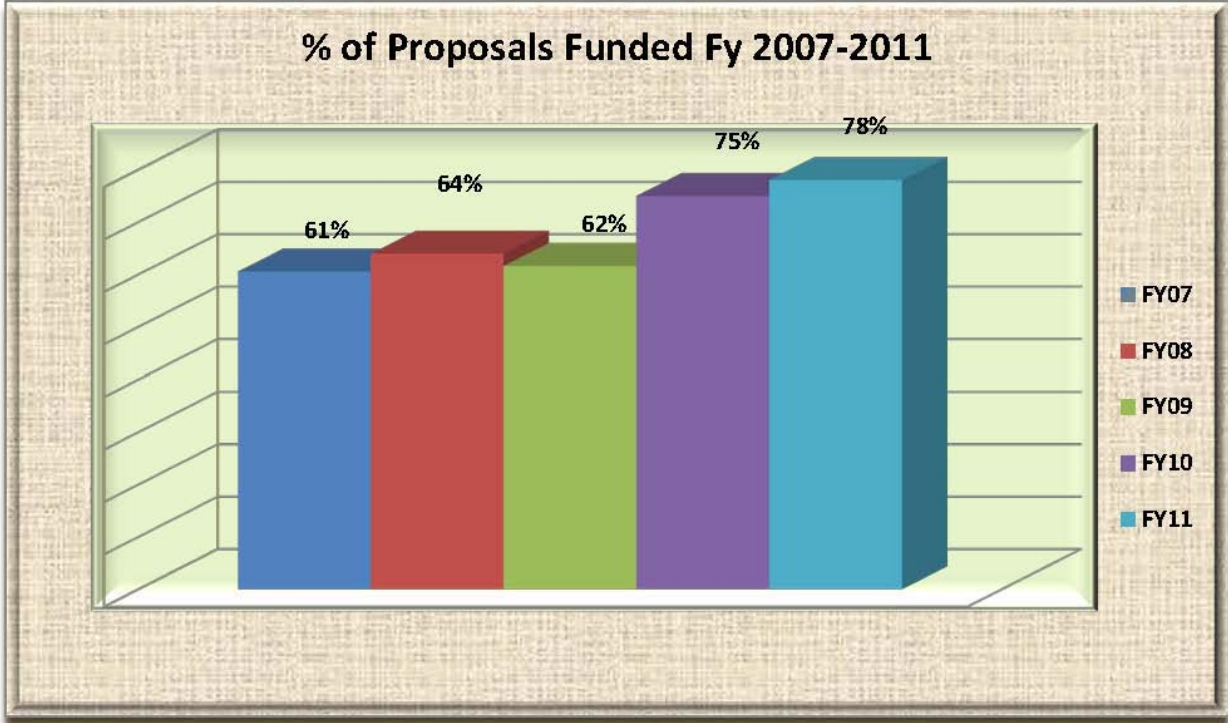
		\$ Value of submissions	% awarded of \$ Amount Requested	Awarded	# submitted	% submitted receiving awards	Still Pending*
By Funding Source	Federal	3,135,387	36%	\$1,130,857	29	55%	\$374,156
	Private	705,162	60%	\$425,859	20	80%	-
	State	3,075,912	99%	\$3,048,453	19	100%	\$27,459
	Mun/Local	1,056,536	100%	\$1,056,536	14	100%	-
		7,972,997	71%	\$5,661,705	82	77%	\$401,615
By School	ARHU	375,056	100%	\$375,056	9	100%	-
	BUSN	\$1,025,610	92%	\$943,485	5	80%	\$82,125
	EDUC	\$1,387,306	99.89%	\$1,385,806	6	83%	-
	GENS	\$645,321	0.12%	\$800	4	50%	-
	HLTH	\$1,006,393	46%	\$459,249	9	33%	\$76,500
	NAMS	\$1,582,990	62%	\$985,291	34	85%	\$197,001
	SOBL	\$1,011,416	95%	\$956,048	6	83%	-
	PDCE/HS	\$479,144	100%	\$479,144	2	100%	-
	StudAff	\$424,372	12%	\$48,937	3	33%	\$45,989
	AA, A&F	\$35,389	79%	\$27,889	4	100%	-
		\$7,972,997		\$5,661,705	82	77%	\$401,615
CRC Included in NAMS	<u>\$867,664</u>		<u>\$840,205</u>				
SRI/ETTC Included in EDUC	<u>\$1,367,806</u>		<u>\$1,367,806</u>				







% of Total \$ Submissions Funded FY 2007-2011



% of Proposals Funded Fy 2007-2011

Statistical Overview of Scholarly Activity										
2010 - 2011										
	Total	ARHU	BUSN	EDUC	GENS	GRAD	HLTH	NAMS	SOBL	President, Provost, SA, & Library
Published Books	40	8	4	2	14	0	1	0	1	10
Published Works	139	29	27	19	18	0	14	13	17	2
Performances & Exhibitions	100	95	2	1	0	0	0	0	2	0
Presentations	404	72	63	53	27	4	50	22	59	54
Boards	66	6	8	16	0	5	13	4	4	10
Awards & Grants	184	38	18	17	11	2	19	42	32	5

Community Engagement and Service Learning

The Richard Stockton College of New Jersey has been selected for the prestigious Community Engagement Classification as compiled by the Carnegie Foundation for the Advancement of Teaching.

The foundation, best known for its classifications based on curricular and research mission, began its relatively new Engagement Classification in 2006, using an elective process in which colleges and universities apply and submit evidence that they have met the organization's criteria for selection.

In addition to College partnerships in neighboring Atlantic City, Galloway, Oceanville and Hammonton, Stockton faculty, staff and students have been engaged in course-based and individual Service-Learning projects since 1991. Since then, nearly **5,000 students have contributed more than 130,000 hours** to improving communities all over New Jersey. Student clubs have also contributed significant service:

- **S.A.V.E. (Stockton Action Volunteers for the Environment)** is the oldest New Jersey student run environmental organization. Organized in 1974 to promote change in the environment, SAVE benefits Stockton and the wider community through environmental education and action.

- With the completion of Housing V in 2007, new living learning communities on campus were introduced, including the [Sustainable Living Learning Community](#) that challenges students to find tangible, sustainable solutions through exploration of issues including energy conservation, healthy social systems, and public accountability of business, government, media and the non-profit sector.
- The **Stockton Water Watch/Energy Corps** works to educate the campus and community about the impacts of development on water quality. The students have initiated classroom and community education programs by going into local elementary schools to teach children about water quality and holding an annual environmental education forum. Water Watch at Stockton has participated in a number of beach, river, and lake cleanups and has been engaged in a vernal pond monitoring program. Water Watch also collaborates with [ACUA](#) on a community-based [Environmental Education forum](#) each each year.

I. Major Capital Projects

Keeping its promise to be a steward of the environment, Stockton's first commitment in construction is to the use of environmentally appropriate systems and materials to enhance the campus and remain true to its unique unspoiled environs. Stockton has continued to lead in the development of buildings that use alternative energy systems and sustainable designs.

Each construction project for academic buildings and residential life undertaken by the College strives to refresh the vision for the campus and capitalize on the essence of Richard Stockton College as New Jersey's Green College in the Pinelands that will create a compelling choice for high quality students.

Campus Center

The 154,000 sf Campus Center Building opened in May 2011, including food service, event and dining facilities, as well as lounges, offices, Student and Campus Center offices, meeting rooms, a small theater and facility support. Relocation of many key offices to this new building has allowed several additional projects to span the period of Summer 2011 – Summer 2012, including these major improvements:

Academic Building Renovations/Backfill - Phase I Upper N-Wing:

This project includes a complete renovation of pre-existing office space in order to accommodate the financial arm of Administration & Finance. The construction was substantially completed by August 2011.

G-Wing:

This project consists of renovating the pre-existing kitchen/cafeteria (1st floor) and the former Campus Center (2nd floor) in order to provide faculty offices and academic space for the School of Behavioral Sciences (SOBL) and the School of Business. Construction was substantially completed by August 2011.

Plant Management Renovations:

This project consists of an addition and renovation to the existing Plant Management Building in order to accommodate Plant Management, Purchasing and Facility Planning & Construction departments. The construction Notice to Proceed has been issued and construction is underway, to be completed in 2011.

C/D-Wing Courtyard Renovations

This project is the construction of an atrium addition between C and D-Wings. The steel framing is complete and the building skin construction is in process. This project will be complete for fall use.

Independence Walk Reconstruction Phase I:

This project consists of the installation of brick pavers and plantings from K-Wing Plaza to the F-Wing Plaza, incorporating H-Wing Plaza, which is directly behind the main entrance to the Campus Center. All concrete sidewalks have been replaced having introduced more durable and aesthetically pleasing materials. This project is complete.

Phase II:

This project consists of the renovation of the balance of Independence Walk that was not completed in Phase I and includes the remaining courtyards. Construction bid documents have been assembled waiting budget approval prior to bid.

Hammonton Education Center

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. A designer has been selected and construction completion is forecasted for fall 2012. Design documents are 50% complete.

Solar Grant - American Reinvestment and Recovery Act

This project consists of the design and construction of solar energy panels mounted on canopies above the parking lots on the North side of campus. It also included certain energy savings improvements to our residential housing units. A contract was awarded to a developer who will design, construction and own the project in order to sell electricity to Stockton at a below-market rate. Construction will commence during the month of June and is scheduled for completion during early fall 2011.

L-Wing Renovation

This project is an adaptive reuse of the former swimming pool facility and will provide a two-story art gallery, four classrooms and lecture halls, as well as administrative offices. The steel erection is complete and the interior framing is currently taking place. It is expected that the project will be complete for fall occupancy.

Performing Arts Center (PAC) Renovation

This project consists of construction of a new box office, expansion of lobby space, a new entrance to the PAC lobby and construction of an addition that will increase toilet facility capacity. Construction is underway and this project will be complete for fall use.

Unified Science Center

To support the College's Science and Mathematics Programs, a three-story, 66,350 gross square foot building will be constructed. This building will include wet and dry laboratories, classrooms and support facilities as well as faculty offices for the Biochemistry/Molecular Biology, Biology, Chemistry, Environmental Science, and Marine Science Programs of the School of Natural Sciences and Mathematics. The College broke ground in May with an expectation to be complete in the 1st quarter of 2013.

Parkway Building Renovation

This project consists of an adaptive reuse of the current Administration & Finance offices to become a facility to accommodate the Southern Regional Institute (SRI/ETTC) and the Speech and Hearing Clinic from the School of Health Sciences. The renovation design has been accepted by the College. Construction began in September 2011.

Additional Solar Projects:

Arts & Sciences Building Photovoltaic (Solar Panels) Upgrade: The College upgraded the existing solar panels located on the Arts & Sciences Building rooftop.

Parking Lot #7 Photovoltaic (Solar Panels): Solar panels have been installed across the entire parking lot, thus providing covered parking those areas and exemplifying the College's commitment to going GREEN.

Multi Purpose Recreation Center Photovoltaic (Solar Panels): Solar panels were installed on top of the athletic facility and they assist in defraying the College's cost of electrical power.

Other Institutional Information

[Highlights 2011](#)