2024
INSTITUTIONAL PROFILE

Prepared by
The Office of Institutional Research

STOCKTON UNIVERSITY

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MESSAGE FROM THE PRESIDENT

Founded in 1969, Stockton University ranks among the nation's finest educational institutions and among the top 100 public institutions in the U.S. Stockton proudly offers the academic, technological and cultural advantages of a large institution combined with the community spirit of a small liberal arts college. 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. The University's commitment to cultural diversity and our welcoming and vibrant community makes Stockton a great place to learn and work.

With more than 8,500 undergraduate and graduate students and more than 700 full-time and part-time faculty members, Stockton offers more than 160 undergraduate and graduate programs in its seven academic schools, as well as continuing education opportunities, in a primarily in-person learning environment. Stockton thrives as a distinctive institution, providing a diverse, values-based, student-centered environment of exceptional teaching and learning.

Located one hour from Philadelphia and two hours from New York City, the University offers unique living and learning environments throughout southern New Jersey, including the 1,600-acre Galloway campus in the Pinelands National Reserve and Stockton University Atlantic City, located in the University District, just steps from the beach and the iconic Atlantic City Boardwalk.

As an Anchor Institution in southern New Jersey, Stockton is committed to being in and of the community. To be a strong partner, we collaborate with our neighbors to make a positive impact on the region. The Stockton approach to higher education includes a focus on civic engagement, developing our students to be leaders in their community through service-learning, social justice and other experiential learning opportunities.

Stockton continues to evolve and adapt our course offerings and faculty expertise to meet the needs of the region. Our newest degree programs in Hemp and Cannabis Business Management, Esports Management, and Education and Human Development are prime examples of our academic programming working to prepare students for the careers of tomorrow.

Entering my second year as President, I'm excited for the future of Stockton University and continuing to build our community of opportunity. I am committed to our mission-driven value of putting students first and look forward to working with faculty, staff, students, alumni, and community partners to continue elevating Stockton and the region.

Joe Bertolino, Ed.D.
President

Annual Institution Profile Report
September 15, 2024

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 includes 14 recognitions of Accomplishment, Progress or Exemplary Practices. These include 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's next MSCHE 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)
   - The Council for Accreditation of Counseling and Related Educational Programs (CACREP)
   - Commission on Collegiate Nursing Education (CCNE)
   - Council for the Accreditation of Educator Preparation (CAEP) / Association for Advancing Quality in Educator Preparation (AAQEP)
   - 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)
   - Association to Advance Collegiate Schools of Business (AACSB)
   - Academy of Criminal Justice Sciences (ACJS) Endorsement for Academic Quality
   - 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 Schools of Art and Design (NASAD)
   - 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 2023

Full-Time		Part-Time		Total
Number	Percent	Number	Percent	Number
7,455	95.4%	357	4.6%	7,812

Source: Fall IPEDS Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2023

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
414	42.4%	562	57.6%	976

Source: Fall IPEDS Enrollment Survey

4. Unduplicated Enrollment, FY 2023

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	10,621	272,041	9,068
Graduate	1,073	14,610	609
Doctoral-Professional Practice			144
TOTAL	**11,694**	**286,651**	**9,821**

Source: IPEDS 12-Month Enrollment Survey

C. Characteristics of Undergraduate Students

1. *Mean Evidence-Based Reading & Writing (ERW) and Math SAT Scores, Fall 2023*

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 1,174, for special admits 848, and for EOF admits 1,105. Mean Total SAT scores for all full-time admit types combined was 1,162.

Mean Evidence-Based Reading & Writing (ERW) and Math SAT for First-time Undergraduates, by Admission Status and Overall, Fall 2023

	Full-time Students				Part-time Students			
	Math	N	ERW	N	Math	N	ERW	N
Regular Admits	581	375	592	375	570	1	470	1
EOF Admits	544	24	561	24	0.0	0	0.0	0
Special Admits	430	9	418	9	0.0	0	0.0	0
All Admits	576	408	587	408	0.0	0	0.0	0
Missing Scores		1,119		1,119		2		2

Note: Prior to the 2023 Institutional Profile report, the table above was limited to students with a First-Year Class Level and included non-degree students. Starting with the 2023 Institutional Profile report, enrollment figures for this metric include the entire Fall First-time Undergraduate Cohort and is limited to degree-seeking students in that population.

Source: SURE Fall Enrollment File

2. *Enrollment in Remedial Courses*

a. Total number of Undergraduate Students Enrolled in Remedial Courses in Fall 2023

Total Fall 2023 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
7,770	155	2.0%

b. Total number of First-time, Full-time (FTFT) Students Enrolled in a Remedial Course in Fall 2023

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
1,527	142	9.3%

c. First-time, Full-time students (FTFT) Enrolled in a Remedial Course in Fall 2023 by Subject Area

Subject Area	Number of FTFT Enrolled In:	% of all FTFT Enrolled In:
Math Computation	142	9.3%
Algebra	0	0.0%
Reading	0	0.0%
Writing	0	0.0%
English	0	0.0%

Note: Prior to the 2023 Institutional Profile report, enrollment figures for this metric included non-degree students. Starting with the 2023 Institutional Profile report, enrollment figures for this metric exclude non-degree students and only include degree-seeking undergraduates.

Source: SURE Fall Enrollment File

3. *Race/Ethnicity, Sex and Age*

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2023

	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	4,301	57.7%	753	10.1%	1,447	19.4%	562	7.6%	5	0.1%	54	0.7%	333	4.5%	7,455	100%
Part-time	224	62.7%	31	8.7%	60	16.8%	29	8.1%	1	0.3%	0	0.0%	12	3.3%	357	100%
Total	4,525	57.9%	784	10.0%	1,507	19.3%	591	7.6%	6	0.1%	54	0.7%	345	4.4%	7,812	100%

**Note: Asian includes Native Hawaiian/Pacific Islanders and Unknown includes 2 or More Races*

Source: Fall IPEDS Enrollment Survey

b. Undergraduate Enrollment by Sex, Fall 2023

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full-time	2,918	39.1%	4,537	60.9%	7,455	95.4%
Part-time	147	41.2%	210	58.8%	357	4.6%
Total	3,065	39.2%	4,747	60.8%	7,812	100%

c. Undergraduate Enrollment by Age, Fall 2023

		< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-Time	Num	21	2,394	2,737	1,586	419	124	70	75	27	2	0	7,455
	Pct	0.3%	32.1%	36.7%	21.3%	5.6%	1.7%	0.9%	1.0%	0.4%	0.0%	0.0%	100%
Part-Time	Num	2	12	32	156	77	28	18	16	11	5	0	357
	Pct	0.6%	3.4%	9.0%	43.7%	21.6%	7.8%	5.0%	4.5%	3.1%	1.4%	0.0%	100%
Total	Num	23	2,406	2,769	1,742	496	152	88	91	38	7	0	7,812
	Pct	0.3%	30.8%	35.5%	22.3%	6.4%	2.0%	1.1%	1.2%	0.5%	0.1%	0.0%	100%

Source: Fall IPEDS Enrollment Survey

4. *Financial Aid from Federal, State & Institution-Funded Programs (AY2022-23)*

Federal Funds	Recipients	Dollars ($)*	$/Recipient
Pell Grants	3,587	18,735,000	5,223.03
College Work Study	262	723,000	2,759.54
Perkins Loans	0	0	0
SEOG	623	687,000	1,102.73
PLUS Loans	623	10,360,000	16,629.21
Stafford Loans (Subsidized)	3,524	14,268,000	4,048.81
Stafford Loans (Unsubsidized)	3,854	14,191,000	3,682.15
SMART & ACG or other	34	328,000	9,647.06
CARES ACT – HEERF Student Aid	0	0	0

State Programs	Recipients	Dollars ($)*	$/Recipient
Tuition Aid Grants (TAG)	2,779	18,876,000	6,792.37
Educational Opportunity Fund (EOF)	475	822,000	1,730.53
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	34	115,000	3,382.35
Distinguished Scholars	0	0	0
Urban Scholars	0	0	0
NJ STARS	119	263,000	2,210.08
CCOG	0	0	0
NJCLASS Loans	163	2,548,000	15,631.90

Institutional Programs	Recipients	Dollars ($)*	$/Recipient
Grants/Scholarships	5,472	32,268,000	5,896.93
Loans	0	0	0

*Note: Dollars ($) amount is rounded to the nearest Thousand.

Source: NJIPEDS Form #41 – Student Financial Aid

5. *Fall 2023 First-time, Full-time Undergraduate Enrollment by State Residence*

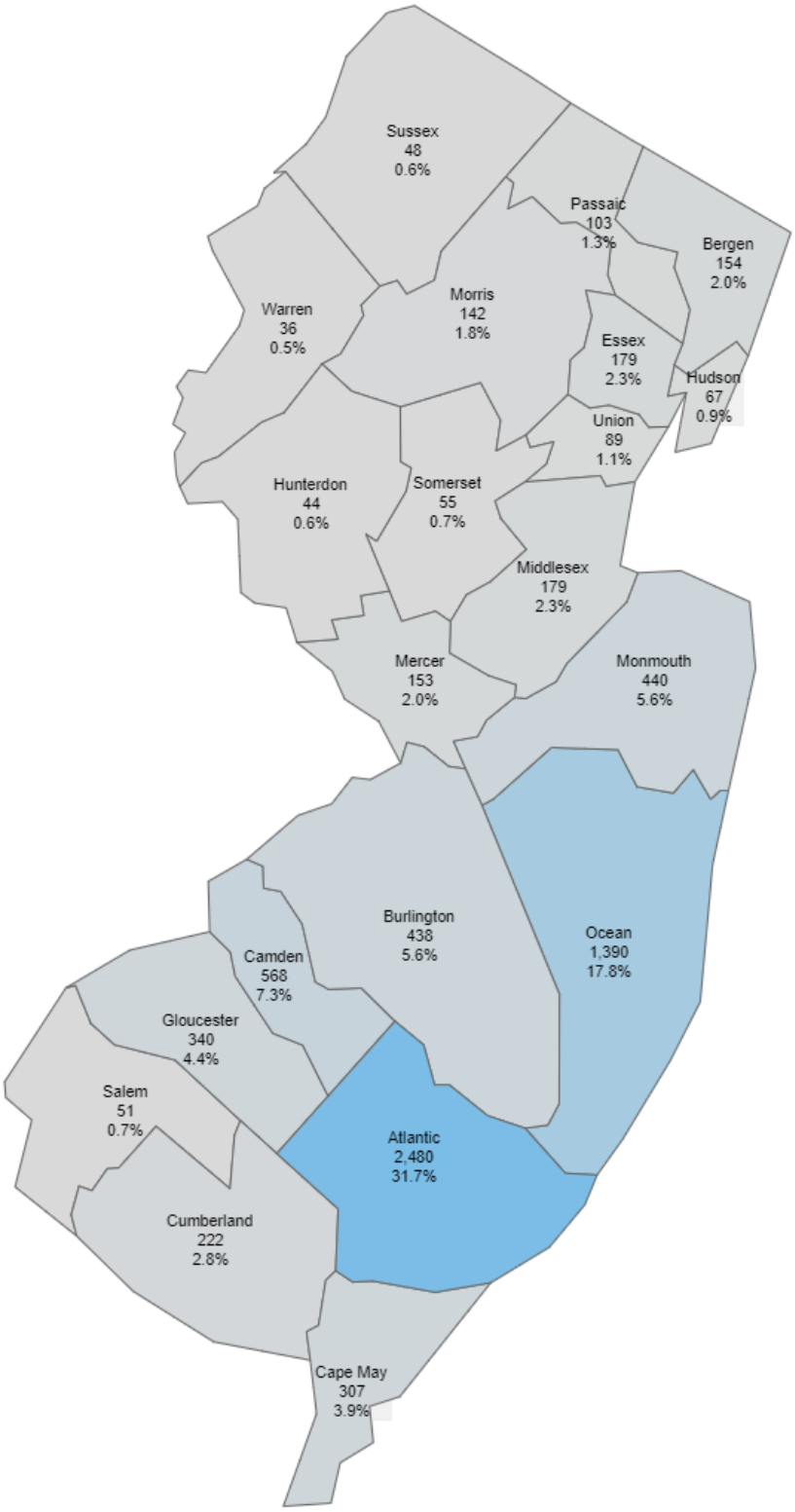
a. First-time, Full-time Enrollment, In-State and Non-State Residents

State Residents	Non-State Residents	Total	% State Residents
1,457	73	1,530	95.2%

Source: IPEDS Fall Enrollment Survey

b. Undergraduate Enrollment by Residence, Fall 2023

The percentage of Fall 2023 undergraduates who are NJ residents is 95.9%. The geographic residence of all undergraduates enrolled in Fall 2023 from NJ is illustrated below.



D. Student Outcomes

1. Four-, Five- and Six-Year Graduate Rates of Fall 2017 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 2017 Cohort	1071		129		186		108		1		69		1,564	
Graduates After 4 Years	631	58.9%	57	44.2%	87	46.8%	70	64.8%	0	0.0%	34	49.3%	879	56.2%
Graduates After 5 Years	767	71.6%	72	55.8%	106	57.0%	82	75.9%	1	100.0%	46	66.7%	1074	68.7%
Graduates After 6 Years	794	74.1%	77	59.7%	116	62.4%	86	79.6%	1	100.0%	48	69.6%	1122	71.7%

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

Source: IPEDS Graduation Rate Survey

2. Third-semester Retention of First-time Undergraduates, Fall 2022 to Fall 2023

a. By Attendance Status

Full-Time			Part-Time		
Fall 2022 First-Time Undergraduates	Retained in Fall 2023	Retention Rate	Fall 2022	Retained in Fall 2023	Retention Rate
1,559	1,203	77.2%	2	0	0.0%

Source: Fall IPEDS Enrollment Survey

E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2023

	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	32	34	3	5	3	0	7	7	1	0	0	0	0	1	46	47
Associate Prof.	35	58	7	4	3	2	6	11	0	0	2	1	0	1	53	77
Assistant Prof.	2	3	1	0	2	0	0	0	0	0	0	0	0	0	5	3
All Others	2	2	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Total	71	97	11	9	8	2	13	18	1	0	2	1	0	2	106	129
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.	11	24	2	5	0	3	3	1	1	0	9	6	1	1	27	40
All Others	11	18	1	1	3	1	1	1	0	0	0	0	0	0	16	21
Total	24	43	3	6	3	4	4	2	1	0	9	6	1	1	45	62
Total																
Professors	32	34	3	5	3	0	7	7	1	0	0	0	0	1	46	47
Associate Prof.	37	59	7	4	3	2	6	11	0	0	2	1	0	1	55	78
Assistant Prof.	13	27	3	5	2	3	3	1	1	0	9	6	1	1	32	43
All Others	13	20	1	1	3	1	1	1	0	0	0	0	0	0	18	23
TOTAL	95	140	14	15	11	6	17	20	2	0	11	7	1	3	151	191

**Note: Other includes Native Hawaiian/ Pacific Islanders, 2 or more races, and Unknown.*

Source: IPEDS Human Resources Survey

2. Percentage of Course Sections Taught by Full-time Faculty, Fall 2023

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
1,967	1,349	69%	518	26%	100	5%

**Note: Taught by Others includes full-time administrators*

3. Ratio of Full- to Part-time Faculty, Fall 2023

Full-time		Part-time		Total
Number	*Percent*	*Number*	*Percent*	*Number*
342	47.9%	372	52.1%	714

Source: Fall IPEDS Human Resources Survey

F. Governing Board Characteristics

1. Board of Trustees by Sex & Race/Ethnicity

	White	Black	Hispanic	Asian	American Indian	Non-Resident	Unknown	Total
Male	4	1	2	1	0	0	0	8
Female	6	2	1	1	0	0	0	10
Total	10	3	3	2	0	0	0	18

2. Board of Trustees by Name, Title and Affiliation

Name	Title	Affiliation
Ms. Nelida Valentin, Chair	Vice President of Grants and Programs	Princeton Area Community Foundation (PACF)
Mr. Jose Lozano, Vice-Chair	Senior Vice President, Strategic Business Partnerships	Hackensack Meridian Health
Ms. Michelle Lenzmeier Keates, Secretary	Financial Advisor	Janney Montgomery Scott LLC
Mr. Raymond R. Ciccone, CPA CFF	Managing Partner	Ciccone, Gotthold & Koseff, CPA
Reverend Collins Days, Sr.	Pastor	Second Baptist Church
Ms. Madeleine Deininger	Founder and President	Kismet Wines, Inc. (Sonoma, California)
Dr. Sonia Gonsalves	Professor Emerita of Psychology	Stockton University
Ms. Kristi Hanselmann	Coordinator	Mullica Township Municipal Alliance
Ms. Amy Kennedy	Co-Founder	The Kennedy Forum
Mr. Timothy J. Lowry	Senior Vice President & General Counsel	South Jersey Industries
Ms. Stephanie Lutz	Senior Manager	Deloitte Consulting, LLP
Ms. Mary Maples, Esq.	Chief Strategy & Infrastructure Officer	South Jersey Economic Development Authority
Dr. Mukesh Roy	Director for Emergency Preparedness and Planning	Ocean County Health Department
Dr. Fotios Tjoumakaris, MD	Orthopedic Surgeon	The Rothman Orthopaedic Institute
Mr. Juan Diego Chapparo Villarreal	Student Trustee	Stockton University
Ms. Melanie Chin	Student Trustee Alternate	Stockton University
Dr. Joe Bertolino	President	Stockton University
Dr. Terricita Sass	Executive Vice President & Chief of Staff & Assistant Secretary to the Board	Stockton University

3. Additional Information on Board of Trustees

stockton.edu/board-of-trustees/

G. A Profile of the Institution

1. Degree and Certificate Programs

School of Arts and Humanities (ARHU)

- 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 (BUSN)

- Accounting (BS)
- Business Administration (MBA, Dual BA/MBA, Dual BS/MBA)
- Business Administration in Healthcare Administration and Leadership (MBA-HAL)
- Business Analytics (BS)
- Business Administration (BA, BS)
- Business Studies (Minor)
- Cannabis Studies (Minor)
- Computer Information Systems (BS, Minor)
- Computer Science (BS, Minor)
- Computing (BA)
- Esports Management (BS)
- Finance (BS)
- Hemp and Cannabis Business Management (BS)
- Hospitality, Tourism and Event Management (BS)

School of Education (EDUC)

- Education (MA)
- Education and Human Development (BA)
- Instructional Technology (MA)

School of Education (cont.)

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

The William T. Daly School of General Studies (GENS)

- Community Leadership and Social Change (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)

School of Health Sciences (HLTH)

- Adult Gerontology Primary Care Nurse Practitioner (Post-Master's Certificate)
- Communication Sciences and Disorders (MS)
- Exercise Science (BS)
- Family Nurse Practitioner (Post-Master's Certificate)
- Health Science (BS)
- Integrative Health (Minor)
- Nursing (BSN, MSN, DNP)

School of Health Sciences (cont.)

- Occupational Therapy (MS)
- Physical Therapy (DPT)
- Public Health (BS, Minor, MPH)

School of Natural Sciences and Mathematics (NAMS)

- 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 Sciences (BA, BS, Minor)

School of Natural Sciences and Mathematics (cont.)

- Mathematics (BA, BS, Minor)
- Pharmacy with the Ernest Mario School of Pharmacy at Rutgers University (Dual BS/DPharm)
- Sustainability (BA, BS, Minor)

School of Social and Behavioral Sciences (SOBL)

- 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)
- 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. FY2023 Research & Development Expenditures

	Amount ($)
Federally Financed Academic R&D Expenditures	$687,572.00
Institutionally Financed Academic R&D Expenditures	$815,414.00
Externally Financed Academic R&D Expenditures	$882,936.00
Total Academic R&D Expenditures	$2,385,922.00

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

2. Scholarly Activity Summary

2022-2023	**Total**	ARHU	BUSN	EDUC	GENS	HLTH	NAMS	SOBL	President, Provost, Library, Academic & Student Affairs
Published Books & Book Chapters	**20**	12	-	2	-	-	4	2	-
Published Works	**139**	25	27	4	-	23	23	23	6
Performances & Exhibitions	**174**	70	75	-	-	-	6	5	18
Presentations	**358**	35	61	18	2	54	77	56	55
Boards	**70**	9	20	9	-	5	4	9	14
Awards & Grants	**113**	32	9	8	7	11	16	20	10
Professional Development	**71**	3	13	2	-	4	-	-	49
Total	**945**	**186**	**205**	**43**	**9**	**97**	**130**	**115**	**152**

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

Below are representative examples of community engagement in AY 2024

- The SCCESL developed and managed three after-school homework completion programs in Atlantic County, utilizing 295 Stockton students and serving 89 youth. Stockton students gave a total of 2,968 hours of service this year. Forty-five SCCESL student leaders worked in the program, and there were 1,658 total visits by youth. The homework completion program is a collaboration between the SCCESL, the Atlantic City Police Department (ACPD), the Pleasantville Police Department (PPD), the Atlantic City Housing Authority and Urban Development Agency and the City of Pleasantville.

- The SCCESL Naturalization Class has helped 43 participants become naturalized citizens. The classes meet at the John F. Scarpa Academic Center in Atlantic City. The SCCESL held 25 sessions, and 27 community members participated over the year. SCCESL Engagement Leadership Team members provided virtual workshops, in addition to the in-person sessions, specifically for people who are preparing for their imminent interview dates.

- The SCCESL managed 59 Service-Learning courses this academic year, including over 1,000 students. Students average approximately 12 hours for each Service-Learning project, with over 3,000 service hours completed per semester.

- The Dr. Martin Luther King, Jr. Day of Service was held on January 15, 2024. Stockton had over 500 participants in Galloway, Atlantic City, Woodbine and Hammonton and 30 projects across all instructional sites.

- The SCCESL reconfigured its student leadership program by creating an Engagement Leadership Team (ELT). SCCESL student leaders are called ELT members, and they lead community programs as well as on-campus initiatives. The ELT model is developed around Stockton student leaders obtaining the National Association of Colleges and Employers (NACE) eight competencies required to be successful in a career. The SCCESL employed 31 ELT members this year.

- The SCCESL hosted the Consulate General of Bangladesh at the John F. Scarpa Academic Center in April 2024; over 600 people received services.

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

I. Major Capital Projects

July 2023 – June 2024

Nacote Creek Trailer Replacement

Construction to create a new facility for the Coastal Research Center at Nacote Creek began in September 2023 and was completed in February 2024. This project increased the size of the facility by approximately 1,500sf and includes a conference room, offices, restrooms, workspace, storage and a research area.

Housing 1, E-Court Laundry Renovation

Construction to renovate the HVAC service to the Housing 1 laundry facility began in November 2023 and was completed in March 2024. This project increased the amount of fresh air and ventilation into the space to create a clean and well-conditioned environment.

Other Institutional Information

Please visit stockton.edu for more information.

Other Institutional Information

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.

STOCKTON UNIVERSITY

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stockton.edu

Stockton is an Equal Opportunity Institution