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Self-Study Evaluation Team Report

Stockton University
Self-Study Evaluation Team Virtual Visit: *April 10-13, 2022*

Section A: Institutional Representatives

Chief Executive Officer (CEO)/President

Harvey Kesselman, Ed.D.

Chief Academic Officer

Leamor Kahanov, Ed.D.

Chief Financial Officer

Jennifer Potter, CPA

Chair of the Board of Trustees

Raymond R. Ciccone, CPA CFF

Section B: Institutional Context

Stockton University was founded in 1969 as a four-year public liberal arts college to serve a diverse community in rural southern New Jersey. Now in its 50th year of operations, Stockton serves about 10,000 students and recently earned a Carnegie classification as a Doctoral/Professional institution and renewed Community Engaged Elective Classification. The main campus is located on 1600 acres in the heart of the Pinelands National Reserve in the Pomona section of Galloway Township. Just 15 miles to the southeast, the University has created a full-service residential branch campus in Atlantic City as part of a major commitment to help revitalize that coastal area.

The university adopted a standards-based approach to the Middle States accreditation self-study document, primarily because the institution's strategic plan is closely aligned with the

accreditation standards. The self-study also identified the following six institutional priorities, which are addressed in each section of the self-study document:

1. Inclusive Student Success
2. Diversity and Inclusion
3. Teaching and Learning
4. Strategic Enrollment Management
5. Financial Sustainability
6. Campus Community, Communication and Shared Governance

Section C: Requirements of Affiliation

In the team’s judgment, the institution appears to meet all of the requirements of affiliation.

Stockton University is part of the New Jersey system of public higher education. It is governed by an institutional Board of Trustees and operated by President Harvey Kesselman and his executive staff. In the years leading up to and following the last Middle States Periodic Review Report in 2017, Stockton University grew in size (to about 10,000 students and a new residential campus in Atlantic City), in stature (recently classified as a Professional/Doctorate university and a New Jersey Anchor Institution), and in funding (to about \$76M in direct and central state appropriations, which is above the per-student average for their New Jersey peer institutions). Guided by their current 2025 Strategic Plan and communicating with a revitalized system of shared governance, Stockton University is fulfilling its mission of developing “engaged and effective citizens with a commitment to lifelong learning and the capacity to adapt to change in a multi-cultural, interdependent world.”

Section D: Standards for Accreditation

Standard I: Mission and Goals

The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

In the team’s judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

Review of Standard I and all supporting evidentiary documents included in the self-study indicate that Stockton University's mission accurately defines the purpose of the institution and the students it serves (I.1b2). The university is to be commended for embedding their revised mission, vision and values within their institution's new Strategic Plan 2025 (I.1a.3, I.1d.1). Each of the strategic priority goals are clearly linked to the mission of the institution. The revised mission gives deference to the changing student demographics, diversity and inclusion and the emerging status of the university as an anchor public institution in the region (1.1c.2). The mission provides appropriate guidance to planning and resource allocation and is publicized well to the institution's internal and external stakeholders (I.1d.2). The self-study has provided adequate evidentiary documents in support of the periodic assessment of the relevancy and the effectiveness of the institution's mission and goals (I.1e.1, I.1f.1, I.1g.2, I.4.1). It is apparent that the new mission and strategic plan were developed inclusively with input and collaboration from a broad group of internal and external stakeholders and approved and supported by the governing body.

- **Collegial Advice:**

1. The university should strengthen strategic goal monitoring by linking its relatively new strategic plan to assessment web pages.
2. The institution should update all levels of faculty promotion and tenure standards to include strategic priorities. Several of the new strategic priority goals have a direct impact on faculty evaluation standards and procedures; therefore, those standards and procedures affected, including tenure and promotion, should be systematically updated.
3. The Team suggests continued development of Stockton's enterprise risk management program to promote awareness of business risks across the entire organization, instill confidence in strategic objectives, improve compliance with regulatory and internal compliance mandates, and enhance operational efficiencies.

- **Team Recommendation(s): none**

- **Requirements: none**

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

1. The Evaluation Team commends the university for an excellent job closing out the previous strategic plan and transitioning smoothly into the new Strategic Plan 2025.
2. The Evaluation Team commends the university for linking the priority goals of the new strategic plan to mission and values.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

The institution possesses a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

The institution fosters a climate of respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. Numerous committees and positions reinforce this belief.

The institution's policies and procedures appear to be fair, impartial, and well communicated to the Campus Community.

Public announcements, advertisements, recruiting and admissions materials and practices, as well as internal communications are presented in a manner that is honest and truthful.

This institution, as appropriate to its mission, has services or programs in place that promote affordability and accessibility and serve to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. Numerous avenues to crosscheck and independently verify these facts are made readily available to the Campus Community.

The State of New Jersey, of which the institution is a part, ensures and enforces periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, communications, and the manner in which these are implemented.

A wide-ranging representative group of stakeholders: students, faculty, staff, alumni and leadership, show substantive evidence of prolonged collaboration and transparency in feedback on all the above aspects of ethics and integrity at Stockton University.

- **Collegial Advice**

1. The continued recruiting and retention of diverse faculty and staff, while helped by Stockton's ambitious strategic planning, should be strategically supported to reflect the makeup of the citizenry of New Jersey.
2. Stockton University may wish to take further advantage of the already existing expertise in the Richard E. Bjork Library, in regard to Copyright and Information Literacy education.

- **Team Recommendation(s): none**

- **Requirements: none**

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

1. Students recognize the ability to meaningfully interact with faculty and staff. This accessibility should be noted. Examples include the Hate Speech Task Force, The Campus Committee on Diversity and Inclusive Excellence, and Sankofa.
2. The effort to incorporate Diversity and Inclusion from the hiring process (especially the Search Advocacy / Anti Bias training program), staff training and development, through long-term employees' daily experiences must be noted and praised.
3. Stockton should be commended for its efforts to expand the diversity and inclusion practices of its student body, especially those of gender, race, and ethnicity. Examples include the Holocaust Resource Center, Los Latinos Unidos, Stockton Voices and the new Multicultural Center.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, and setting are consistent with higher education expectations.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

The University offers 160 programs of study and a range of disciplinary and interdisciplinary minors. These degree offerings are of appropriate length and have sufficient academic rigor to be credit bearing and foster students' learning.

Full-time faculty are fully engaged in the design, assessment and teaching of course offerings. Of the 335 full-time faculty, 96% hold a terminal degree and 93% are in tenured or tenured track positions. (III.2d.1, III.2b.1, III.2c.3) There is a great deal of external and internal support for faculty development as evidenced by the restructuring of existing resources into a more comprehensive whole entitled the Center for Teaching and Learning Design (III.2d.5). The student-faculty ratio is to be admired at 17:1 with a focus on supporting first-generation and underrepresented students.

All programs of study are clearly described in the University Bulletin with planning templates for students and their advisors to use as they complete degree requirements. The university demonstrates a commitment to student success with the numerous academic and individual support services available to students. All students are assigned an advisor to facilitate degree completion and the rates of student retention. Program completion is typically greater than a 70% benchmark, exceeding state and national averages. There is an array of other student support services related to housing, campus life, peer groups, athletics, and disability services.

The School of General Studies offers a curriculum that focuses on continuity and interdisciplinary studies (III.1.1). All students are required to take courses in arts and humanities, social sciences, natural sciences and math, and in their junior or senior year a capstone course on integration and synthesis. There are also required courses for writing and quantitative reasoning. It was noted in a meeting with the Stockton team that faculty embrace the model of teaching general studies courses and that it "keeps them fresh" and is a positive faculty recruitment strategy (III.1.2, III.2.1, III.2.d, III.5a.1). All students are prepared to develop critical thinking skills and to become contributing members of society including civic engagement (74% of the student population voted in the last election, III.8.5).

Undergraduate and graduate students are encouraged to engage in research, guided and supported by the faculty. This provides many opportunities for students to present their work as publications or conference presentations with support from the University including financial support. Students engage in a number of high-impact practices such as research, internships,

service learning and experiential learning (III.6.11). Engagement with the community is highly correlated with student intellectual and social growth.

The quality and appropriateness of program offerings is assessed by third-party providers. In addition to the Middle States Commission on Higher Education, several of the programs hold specialized programmatic accreditation. In particular, the Schools of Business, Education, Health Science, Natural Science and Math, and Social and Behavioral Science, have specialized accreditation for select programs. Many of the programs have also received awards and recognition for their excellence.

The self-study report and evidence inventory provide abundant examples of periodic assessment of the programs of study. There is a detailed procedure when faculty wish to add new courses or programs, as well as one for discontinuation of program offerings.

- **Collegial Advice**

1. The university should continue to monitor faculty workload and compensation and adjust for any inequity among faculty across schools and programs.
2. The university should continue to use assessment findings to refine program offerings to decrease equity gaps based on gender and ethnicity.

- **Team Recommendation(s): none**

- **Requirement(s): none**

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

1. The University has developed leadership and curricular practices that have resulted in increased financial support from the State.
2. The University is committed to student success as evidenced by the array of student supports for academic and non-curricular activities.
3. The University has successfully implemented high-impact practices to develop students' critical thinking skills and social consciousness.

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

In the team’s judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

Stockton University maintains clear and ethical policies and procedures to admit, retain, and facilitate the success of students whose interest, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with the institution’s mission. Specific procedures guide the dissemination of information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds (IV.1a.8). Stockton University also ensures that orientation, advising, and counseling programs enhance retention and guide students throughout their educational experience (IV.1c.5, IV.1c.6, IV.1c.7, IV.1c.8, IV.1.c.9). Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, are clearly defined (IV.2.2). Extracurricular activities such as student life and athletics are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs (IV.4.1, IV.4.2, IV.4.3, IV.4.4).

- **Collegial Advice**

1. The university should continue to invest in and develop the Stockton Promise, as it appears to be demonstrating a concept that will strengthen the retention and persistence and graduation rates of students.
2. Stockton should consider a renovated library in the next master plan to include power upgrades and expanded individual and small group study spaces. This space is at a premium in the current library and causing student frustration.
3. Replacement of the retired staff/librarians in the library will have a direct and positive impact on all educational pursuits and student retention.

- **Team Recommendation(s) : none**

- **Requirement(s) : none**

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

1. Stockton University should be commended on how effectively they utilize the Transition Activity Leaders of New Students (T.A.L.O.N.S) program to ensure a seamless transition for first year students.
2. Student relief funds and emergency loans provide students with the opportunity to receive financial assistance for unexpected events that are not necessarily connected to their academics, because these events can take a toll on student performance. These

sources of funding alleviate a financial pressure to allow student persistence, and this effort should be noticed.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

Stockton University has provided evidence of its organizational health as it pertains to facilitating a rigorous and coherent set of policies and procedures that authentically and accurately measure students' learning outcomes (SLOs) and the University's Essential Learning Outcomes (ELOs) that were developed after the 2012 Self Study.

The use of assessments to rigorously measure SLOs, and relatively more recent, ELOs, is not an unfamiliar practice at Stockton University. Stockton has a number of professional schools and degree programs that are required to respond to the accreditations standards/requirements of nationally recognized specialized professional associations (SPAs). Because of the numerous opportunities to respond to multiple SPAs, Stockton University has positioned itself to leverage contemporary assessment practices to inform university-based stakeholders about desired learning outcomes campus wide.

After the 2012 MSCHE Self Study Evaluation Report, Stockton established the Office of Academic Assessment to provide services for faculty and administration to assist in assessment design and other related needs. Later, this position and effort was combined with a few other offices to create the Center for Teaching & Learning Design. The CTLD, in tandem with the Office of Institutional Research, are instrumental in the establishment of procedures to help monitor, warehouse, and access data about student learning achievements/outcomes.

A key claim by Stockton in the self-study is that it has addressed challenges related to campus wide participation in the quality of assessment design and usage. This was in response to the Commission's most recent Periodic Review Report. The culture of assessment prior to this effort

seemed to be disjointed and somewhat uneven, campus wide. However, upon reviewing the Standard 5 evidence uploaded by Stockton on the MSCHE portal site and interviewing key stakeholders, we are convinced that the University has implemented procedures and guidelines to improve the culture of assessments campus wide and is making considerable progress in norming their usage. This cultural shift is in no small part due to the University stabilizing assessment leadership among faculty and staff to guide and be a conduit for assessment discussions.

We verified Stockton's claims that it assesses students' achievement outcomes for desired General Education outcomes at the departmental level which is organized and systemized via QUAD (pg 61). Furthermore, it was evidenced, via discussions during the Site Team's visit, that the School of General Studies is very active in supporting the creation of robust general education courses campus wide.

Evidence found in the Self-Study's inventory was robust. Substantial evidence related to the usage of assessment outcome data for continuous improvements was evident from our interviews. We are convinced that Stockton University leadership (admin, faculty, and staff) has been progressive in implementing a comprehensive assessment plan that is robust, malleable, and college wide. However, it is unclear if Stockton's faculty value assessments as instruments that can inform their instructional practices. While we do believe that human capital and resources behind the assessment efforts at Stockton University is sufficient, best practices, as it relates to effective educational assessments, should be continuously reviewed and modified.

- **Collegial Advice**

1. Ensure structures are in place that identify gaps in the discussion loop that inhibit appropriate use of assessment instruments and outcome data gathered from them.

- **Team Recommendation(s) None.**

- **Requirement(s) None.**

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices:

1. The School of General Studies is very intentional in creating courses that are of interest to students and faculty, and have long-term learning value.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with campus constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

The review of Standard VI and supporting documents shows that Stockton University's planning processes, resources, and structures are aligned with each other. This framework is sufficient to fulfill the University's mission and goal to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Stockton clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results (VI 2.1-2.9). With the implementation of zero-balance budgeting the institution has the budget flexibility to focus on operational needs. During the various interviews and based on the documents provided, Stockton's financial planning and budgeting process is linked to their strategic plans/objectives (VI.3.1, VI.3.2, VI.3.3).

Discussions with Stockton's Human Resources team showed that the policies and procedures for recruiting, hiring, retention and promotion of faculty and staff are aligned with the institution's priorities, especially with respect to increasing diversity.

The Information Technology Advisory Board is a visionary planning board that advises the Chief Information Officer and other senior officers at Stockton University on all aspects of computing, information management and communication technology (VI.4.21). The level of responsiveness of the ITS Help Desk is reflected by a customer satisfaction rate of over 99 %.

The Stockton University Facilities Master Plan (VI.6.4., 6.8, 6.9., 6.10) clearly outlines the comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance. The Facilities department has a collaborative approach with the Budget and HR departments by having their respective staff members physically situated in their departmental workspace, ensuring accessibility and effective communication. Additionally, a monthly Capital Report is produced and reviewed by both Facilities and Accounting departments to assure actual spending is within budget.

Key Performance Indicators (KPIs) are important to strategic and operational objectives because they keep objectives at the forefront of decision making and ensure Stockton's overarching goals are measurable. It was noted that Stockton University provided KPIs (VI.9.1) related to degrees conferred, total headcount, FTE, minority percentage totals, total applicant pool, percentage of requested funding received, percentage of full-time, undergraduate students receiving financial aid, and percentage of courses taught by full-time faculty. Though these KPI are critical to the

University's operations, they do not provide formal documentation that the financial planning and budget processes are aligned with mission, goals and objectives and are evidence-based.

Stockton University's annual independent audit of June 2020 confirmed the financial viability and resulted in no exceptions. Also, Stockton University demonstrated sufficient resources evidenced by its receipt of \$32.7 million in annual State appropriation, this fiscal year. This is the highest level of funding the university has received from New Jersey in its 50-year existence.

- **Collegial Advice: none**
- **Team Recommendation(s):**
 1. The institution should provide further evidence of financial planning and budget processes that are aligned with mission, goals and objectives and are evidence-based.
- **Requirement(s) : none**

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

1. During the meetings, it became apparent that there are clear communication channels and collaboration within the Finance, Budget, Information Technology, and Facilities departments.

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with campus constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

The team has verified that Stockton University is governed and administered within the framework of its missions and goals. This is supported by a well-defined and transparent organizational structure that allows the institution to effectively serve its students, faculty, staff,

and other constituents (VII.4a.1). This organizational structure is periodically updated and maintained on the website of the Office of Human Resources. The President and Divisional Administrators have extensive qualifications and expertise that strengthen the administrative team.

Stockton University maintains several joint faculty, staff, student and administration committees in dealing with campus issues (VII.2a.5, VII.5.7, VII.4e.14, VII.4e.15). This approach enhances transparency and supports a process of shared governance. Through its unions and strong relationships with administration, Stockton University has extensive policies and procedures in addressing employee grievances.

Stockton University utilizes self-assessment in analyzing and monitoring shared governance. Regular meetings between leadership and administrative cabinet members provide an effective avenue for sharing student concerns and feedback.

- **Collegial Advice**
 1. The university should continue to foster clear communication strategies for reaching all constituents.
 2. The participation of staff members in shared governance is strongly encouraged.
- **Team Recommendation(s): none**
- **Requirements: none**

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

1. Stockton University is commended for including two students on the Board of Trustees.
2. The monthly Faculty Senate leadership meeting with the President, Provost, and Cabinet is an exemplary practice.
3. The university is commended for its strong commitment to shared governance, and the review team was pleased to learn of the proposed establishment of a new Staff Senate.
4. The Stockton University community expressed their appreciation for the enthusiastic, capable and trusted leadership of President Harvey Kesselman and his executive staff.

Section E: Applicable Federal Regulatory Requirements

In the team's judgment, the institution appears to meet all applicable federal regulatory requirements.

This judgment is based on a review of the Institutional Federal Compliance Report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

Stockton University Board of Trustees maintains oversight authority over the university's internal and external audit functions in order to ensure compliance with federal and state regulations. The external auditor is Grant Thornton, and the most recent audit report indicates no evidence for any material weakness, deficiency or noncompliance with federal or State of New Jersey laws or regulations (VII.8.2).

The university's Internal Audit Policy (VI.8.5) makes this office responsible for evaluation and improvement of internal control, governance and enterprise risk assessment. The Chief Audit Executive function is provided by an independent auditor (Baker Tilly Virchow Krause, LLP) in order to ensure the independence and objectivity of the internal auditing process.

Section F: Review of Student Achievement and Verification of Institutional Data

I. Student Achievement Goals

In the team's judgment, the institution's approach to realizing its student achievement goals appears to be effective, consonant with higher education expectations, and consistent with the institution's mission.

This judgment is based on a review of the institution's student achievement information provided in the self-study report, evidence, interviews with institutional constituencies, and the student achievement URL available on its website.

In addition, in the team's judgment, the institution's student achievement information data that it discloses to the public appear to be reasonably valid and accurate in light of other data and information reviewed by the team.

Stockton includes student achievement data in its key performance indicators, which are published for the previous 5 or 6 years on its Institutional Research website. The data appear to be consistent with other publicly available data such as IPEDS and are consistent with the institution's mission and role as a comprehensive regional university.

II. Verification of Institutional Data

In the team’s opinion, the institution’s processes and procedures that it uses to verify institutional data and the data provided in the self-study report appear to be reasonably valid and effective.

Stockton University utilizes appropriate processes and procedures to verify institutional data, including financial, enrollment and demographic data. These processes and procedures are reasonably valid and effective. They are well documented in the self-study and the supporting evidentiary materials provided to the visiting team.

Section G: Review of Third-Party Comments

No third-party comments were received by the review team.

Section H: List of Additional Evidence

The following additional evidence and documentation was provided in response to requests by the review team during the virtual site visit.

III.2d Faculty Leader Compensation by FTE.pdf
 IV.1c Banner Coding Survey August 2021.pdf
 IV.1c Banner Coding Summit July 28 2021 for group.pdf
 IV.1c Care Referral - Identifier Data Dive 042022.pdf
 IV.1c Coding Summit Thank You Email.pdf
 IV.1c December 2021 - Coding Summit Follow Up Notes JLK.pdf
 IV.1c Early Alert Data updated 0408022 - Summary Only.pdf
 IV.1c Student Digests Spet Oct Feb-Apr.pdf
 V.5.8 Annual-Report-Template FINAL.pdf
 VI.1 FY21 Accomplishment of Goals and Responsibilities.pdf
 VI.3 Cabinet Priorities FY21 with DEI updates FINAL Sept 2021.pdf
 VI.3 Cabinet Priorities for FY20 FINAL REPORT.pdf
 VI.3 Explanation Budget Actual Strategic Plan.pdf
 VI.3 FY19 Strategic Priorities FINAL REPORT.pdf
 VI.3 FY22 ODI Program Review Requests-1-20-21.pdf
 VI.3 FY22 Goals Template.pdf
 VI.3 FY23 Cabinet MiniRetreat Budget Program Review HEERF.pdf
 VI.3 FY23 Program Review Requests.pdf
 VI.3 Headcount Model Master Doc 2-9-22.pdf

VI.3 MER Job Description Template for MER.pdf
VI.4 FY22 Vacancy Report-As-of-04-05-2022.pdf
VI.7 2021.04.28-Baker Tilly-04-28-28 2021 AC Meeting.pdf
VI.7 Proposed Audit Schedule.pdf
VI.8 Addition Assessment Compensation.pdf
VI.8 Administration Finance Compliance Matrix.pdf
VI.8 Fitch Spreads-JP edits.pdf
VI.8 FY17-FY22 Program Assessment Funds Analysis as of 4-12-22.pdf
VI.8 FY20 Dashboard.pdf
VI.8 KeyMetrics 2021-04-19.pdf
VI.8 Moody's Credit Opinion22Apr21.pdf
VI.8 Stockton Press Release 2022-04-08.pdf

Section I: Self-Study Report and Process Comments

The review team commends Stockton University for the thoroughness and quality of the self-evaluation process, for the candor shown in the report and by the people with whom we spoke. Although the review team would have preferred to visit in person, we were able to conduct a thorough site visit review in a virtual environment with the able assistance of the Stockton team. Our review team appreciated the highly organized meetings that went off without a hitch. Thank you.