PERIODIC REVIEW REPORT

Prepared for the Middle States
Commission on Higher Education

2012/17

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Stockton University | New Jersey's Distinctive Public University

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Section 1: Executive Summary

Institutional Overview:

Founded in 1969, Stockton University is one of eleven senior public colleges and universities in New Jersey, and primarily serves students drawn from the state's eight southernmost counties. Stockton opened as a liberal arts and sciences college, and, in 2015, three years after its most recent Middle States Commission on Higher Education (MSCHE) Decennial Self Study, the state reclassified the institution as a comprehensive university.

Stockton is committed to student learning through effective and innovative teaching, as well as to experiential learning opportunities. The ultimate goal is to educate students as well-rounded citizens prepared, not only to embark on advanced study or employment after graduation, but also to appreciate and value lifelong learning, political engagement, and community service.

The individual attention that each Stockton student receives reflects the campus' strong sense of community, made possible, in large part, by a student to faculty ratio of 17:1. The University encourages, and financially supports, one-on-one research initiatives with faculty as well as opportunities to apply theories and methods learned in the classroom to real or practical situations through structured internship programs, service learning, and community engagement programming.

The means by which these goals are pursued have evolved in important respects since the school was founded. From a campus of 1,000 students and 60 faculty based in one building on the Atlantic City boardwalk, Stockton has grown to an institution of 8,674 undergraduate students and graduate students. Of this number, 94% attend school full-time, and the freshman retention rate is 87%. Four-year and six-year graduation rates are also very strong, at 56% and 70% respectively.

Indeed, the scale of Stockton's growth in the last ten years led the MSCHE 2012 Self Study Team to conclude that the institution was "vibrant and innovative" with "a focus on supporting student learning and success." Several organizations have also recognized Stockton as a key educational leader in the region. The University is ranked as one of the top public colleges and universities in the North by *U.S. News & World Report,* as a "Best in the Northeast" college by *The Princeton Review,* and as sixth in the nation by the *Military Times* "Best for Vets: Colleges 2016," this last the most comprehensive school-by-school assessment of veteran and military student services and rates of academic achievement.

Institutional Approach to Preparing the PRR:

Following submission of the 2012 Self Study, co-chairs for the Periodic Review Report (PRR) attended Middle States Commission programming, including PRR sessions at the Philadelphia spring 2015 and Washington, D.C. fall 2015 conferences. Work on the PRR

began in earnest in fall 2015 when co-chairs convened an Assessment Working Group. As stronger evidence of academic assessment efficacy was one recommendation of the 2012 Self Study team, this area was deemed of principal importance and representative faculty worked through their respective schools with program coordinators to assemble a robust set of assessment technique case studies and analyses; these form the core of Section 5 of this report.

Additional PRR team members came from the Divisions of Academic Affairs, Student Affairs, and Administration and Finance, as well as from the Offices of Service Learning, Community Engagement, Institutional Research, Institutional Planning, Graduate Studies, and the Faculty Senate. In addition to ensuring input from across campus, co-chairs sought to balance members who had prior MSCHE experience with newcomers, to include both a level of reporting continuity as well as offer opportunities for new participation and input. The full list of those who contributed to the report appear below:

NAME	TITLE	ROLE IN 2012 Self-Study (if applicable)
Sonia Gonsalves Co-Chair	Director of Academic Assessment; Professor of Psychology	Planning Committee and Faculty Committee
Michelle McDonald Co-Chair	Assistant Provost; Associate Professor of History	New to Stockton PRR
Susan Davenport	Executive Vice President and Chief of Staff	New to Stockton PRR
Michael Wood	Director of Budget and Fiscal Planning	Planning and Resources Committee
Jim Tierney	Associate Vice President of Business Services and Chief Budget Officer	New to Stockton PRR
Peter Baratta	Chief Planning Officer	New to Stockton PRR
Jessica Kay	Data Analyst and Assistant to the Chief Planning Officer	New to Stockton PRR
Dennis Furgione	Research Associate, Institutional Research	New to Stockton PRR
Pedro Santana	Dean of Students	Institutional Effectiveness Committee
Dee McNeely Green	Associate Vice President for Student Affairs	Administration Committee and Student Life Committee
John Iacovelli	Dean of Enrollment Management	New to Stockton PRR
Claudine Keenan	Dean of the School of Education	Planning Committee and Planning Resources Committee
Theresa Bartolotta	Dean of the School of Health Sciences	New to Stockton PRR
AmyBeth Glass	Director of the Office of Graduate Studies	Curriculum Committee

Daniel Tomé	Director of the Office of Service Learning	New to Stockton PRR
Merydawilda Colon	Director of the Stockton Center for Community Engagement	New to Stockton PRR
Joseph Toth	Director of Library Services	New to Stockton PRR
Paula Dollarhide	Associate Director of Academic Advising	Faculty Committee
ASSESSMENT WORKING GROUP:		
Norma Boakes	Associate Professor of Education	Curriculum Committee
Debra Busacco	Assistant Professor of Health Science	New to Stockton PRR
Arleen Gonzalez	Associate Professor of Criminal Justice	New to Stockton PRR
Kristin Jacobson	Associate Professor of Literature	Faculty Committee
Marissa Levy	Professor of Criminal Justice	Planning Committee and Self Study Co-Editor
Heather McGovern	Associate Professor of Writing	Faculty Committee
Marc Richard	Associate Professor of Chemistry	New to Stockton PRR

During summer 2016, PRR co-chairs met with different consituencies to discuss the challenges and opportunities ahead. Draft portions of the PRR were made available via the Stockton website to all members of the campus community for review and an electronic mechanism put in place to collect feedback and suggestions through the fall 2016 term. The results are reflected in Sections 2 and 3. Sections 4 and 6 required more specialized work, particularly with Stockton's Chief Planning Officer, Division of Administration and Finance, Office of Enrollment Management, and Office of Institutional Research.

Major Institutional Changes since the 2012 Decenniel Evaluation:

The last five years have been a period of tremendous growth, institutional evolution, and self-reflection for Stockton University. Major institutional changes since 2012 have included: an institution-wide self-study, reclassification and name change; expanded and improved campus facilities; a recommitment to shared governance; new leadership; and a number of key community partnerships and cultural alliances.

A. University Status:

In March 2012, Stockton successfully completed its Decennial Self Study, unconditionally and with two commendations. During this process, the college's overall health and growth—at both the undergraduate and graduate levels—prompted visiting team members to ask whether Stockton had considered applying for university status. What followed was a two-year undertaking that began with a Faculty Senate Task Force charged with surveying and compiling reports on the opinions of students, faculty, and staff. This culminated in a Pan-College Task Force that considered this data alongside published scholarship on the impact of such transitions. This same body also conducted an institution-wide self-study to ensure Stockton had the programming, faculty credentialing, and academic resources to support such an undertaking. The campus submitted its petition to the state in October 2014, and received confirmation of its change in both status and name to Stockton University in February 2015 [**Appendix 1--Petition for University Status**].

B. Campus Expansion:

As part of its university status application, Stockton had to demonstrate that it had the requisite facilities to support such an institutional change. The range of projects completed over the last several years have transformed the campus and easily demonstrated research and teaching capacity. A new 154,000 square-foot Campus Center had been open less than a year at the time of the 2012 Self Study, and the University was in the process of establishing a satellite educational facility in Woodbine, New Jersey; this was its second such site as it had operated an instructional site in Atlantic City for over a decade.

The year after re-accreditation, Stockton opened its Unified Science Center[1] (USC[1]), a 66,350 square-foot, three-story facility to expand facilities for the School of Natural Sciences and Mathematics. This building includes eleven research and teaching labs for the study of chemistry, genetics, microbiology, physical and organic chemistry, as well as classrooms, administrative facilities, and faculty offices.

Campus expansion has continued apace since that time. Stockton is mid-way through construction on two additional buildings on the main campus, an Academic Building and the Unified Science Center[2] (USC[2]). Additional information is provided in Opportunity #2 in Section 3 of this report [**Appendix 2--Facilities Report, Academic Quad**].

The number of Stockton's off-campus instructional sites has grown as well, from one to four (Stockton completed renovation of Woodbine, which came online for academic programming in 2013, and added instructional sites in Hammonton, NJ and Manahawkin, NJ later that year). Each location has developed its own pedagogical identity in response to community and student needs. Additional courses, and some residential housing, are also now available at the Stockton Seaview Hotel and Resort, a historic hotel that the University purchased in 2010. More details about each facility appear in Section 3.

C. Recommitment to Shared Governance:

The 2014-15 academic year tested Stockton's system of self-governance and, while at times difficult, afforded an opportunity to revisit institutional priorities and communication structures, and realign as needed. In November 2014, Stockton University (then the Richard Stockton College of NJ) signed a letter of intent to purchase the property of the former Showboat casino for $18 million in hopes of creating an Atlantic City branch campus. Complicated legal restrictions over property use, however, hampered these endeavors, and resulted in Stockton's sale of the same property a year later.

While Stockton was able to recoup its financial investment, questions about how purchasing and academic programming decisions were made prompted the Stockton Faculty Assembly and the Stockton Federation of Teachers to hold joint meetings and generate a coordinated response to address underlying structural concerns and to create a more robust and genuine culture of shared governance.

In April 2015, then President Herman Saatkamp announced to the Board of Trustees his intent to take immediate medical leave from the University, with resignation soon to follow. Dr. Harvey Kesselman, then Provost and Executive Vice President, assumed the position of Acting President of the University. Acting President Kesselman's first official act was to establish a series of University-wide task forces, one of which focused on shared governance and enlisted representation from constituencies across campus: a member from the Board of Trustees, who would also serve as a co-chair of the committee; two members of upper administration; an academic dean; members of faculty leadership; union representatives from both the CWA and SFT (professional staff and faculty); a representative from Student Affairs; a student representative; and other Stockton community appointees. As Stockton remains committed to expanding academic opportunities in Atlantic City, a second task force has provided a forum for broad-based, inclusive, and transparent decision-making about financial investment, facilities design, and academic programming as Stockton moves forward. More information about this opportunity appears in Section 3.

The Task Force on Shared Governance met six times during the 2015-16 academic year; its subcommittees met more often. Initially, the team worked on drafting a definition of shared governance for Stockton, understanding the role of shared governance, and reevaluating the mission statement for the University. Its activities are ongoing [**Appendix 3--Task Force on Shared Governance Website**].

D. Changes in Leadership:

At the time of the decennial accreditation in 2012 Dr. Herman J. Saatkamp, Jr. led the University. As we complete the PRR, Dr. Harvey Kesselman, previously Stockton's Provost and Executive Vice President, holds the presidency. Dr. Kesselman has more than 35 years of experience in higher education, and his other executive leadership roles at Stockton have included: Dean of the School of Education, Interim Vice President for Administration and

Finance, CEO of the Southern Regional Institute (SRI) and Educational Technology Training Center (ETTC), and Vice President for Student Affairs.

Stockton also has a new Provost. Following Dr. Saatkamp's retirement in 2015 and Dr. Kesselman's promotion to President, the University conducted a nationwide search before selecting Dr. Lori Vermuelen as its new Provost and Vice President for Academic Affairs. Dr. Vermeulen joined the Stockton community after serving nine years as Dean of the College of Arts & Sciences at West Chester University of Pennsylvania. In this capacity, Dr. Vermeulen managed the university's largest college, overseeing an annual budget in excess of $30 million, while guiding the efforts of 13 academic departments, six interdisciplinary programs, 280 tenure track faculty, and 6,000 students.

E. Cultural Partnerships:

Finally, Stockton has built increasingly strong bridges to the south Jersey community by prioritizing support of artistic and cultural endeavors in the last several years. The Campus Art Gallery, which held its inaugural exhibition with works from the Visual Arts faculty the year of the 2012 Self Study, now holds annual shows of faculty and student art, as well as a number of rotating visiting exhibitions. Our Performing Arts Center also continues to grow, producing and hosting over three dozen theater, dance, and music performances annually.

In addition, Stockton's Interdisciplinary Center for Hellenic Studies, founded to promote study and teaching in the many fields that define Greek civilization and culture, received a significant donation of $1.15 million to support its endeavors in 2016. This has been used to establish the Demetrios Constantelos Hellenic Collection and Reading Room in the Richard E. Bjork Library, as well as the Dean and Zoe Pappas Visiting Scholar Series, which hosted Justice Sandra Day O'Connor as its inaugural address.

Stockton has increased its presence in Atlantic City as well, though a collaboration with the Atlantic City Casino Reinvestment Development Authority and the Noyes Museum of Art. Known as the Arts Garage, the enterprise operates as a public arts space and studio facility for emerging artists, and offers monthly, free public events. Stockton has also assumed management of Dante Hall, an Atlantic City historic theatre, which hosts both campus and visiting productions.

Most recently, The Mr. and Mrs. Fred Winslow Noyes Foundation and The Noyes Museum of Art agreed to transfer ownership of the art museum and artwork formerly located in the Oceanville section of Galloway, New Jersey to Stockton University. The Noyes Museum of Art was the vision of local entrepreneurs Fred and Ethel Noyes, who were avid art and antique collectors, and museum holdings are particularly strong southern New Jersey natural landscapes and nineteenth- through twenty-first-century fine and folk art. In all, the collection and supporting operating and endowment accounts are valued at nearly $3 million dollars.

Abstract of the PRR:

Section One is the Executive Summary.

Section Two describes Stockton's response to the recommendations of the Middle States visiting team in 2012, with a particular focus on strategic planning, strategic goals, and academic assessment.

Section Three outlines the challenges and opportunities facing the institution, including, on the one hand, declining state funding and limitations on current campus space, and on the other hand, expansion of academic programming, renewed efforts at civic engagement and experiential learning, state reclassification, and national recognition.

Section Four provides specific detail about enrollment and finance actions and planning for the fiscal years that have elapsed since 2012, including tabular and graphic depictions to illustrate recent trends.

Section Five focuses on Standard 14: Assessment of Student Learning, with particular attention to the processes that link institutional and program-level goals to student learning, as well as how they support and reinforce Stockton's ten Essential Learning Outcomes (or ELOs). Additional sections outline the support systems in place for academic assessment, demonstrate the broad-based nature of assessment beyond Academic Affairs, and articulate the assessment evaluation and strategic planning process.

Section Six demonstrates how the University links institutional planning to budgeting and resource allocation, and how this process connects to the goals in the Strategic Plan.

Links to appendices provide additional documentation to demonstrate and amplify the narrative in each Section.

Section 2: Response to the 2012 MSCHE Decennial Self-Study

Self Study Recommendations from the Visiting Team:

Stockton received three recommendations from the 2012 Self Study Visiting Team. These appear below along with our institutional responses.

VISITING TEAM RECOMMENDATION 1: *Document further implementation of an integrated strategic planning process (Standard 2).*

Stockton took several steps to strengthen its planning process and ensure that goals are clearly articulated, integrated, and transparent. First, as noted in Section 2, it created a Task Force on Shared Governance, co-chaired by the then Interim Provost, Susan Davenport, now Executive Vice President and Chief of Staff, and Madeline Deininger, Chair of the Stockton Board of Trustees. Additional Task Force members include representative faculty, students, staff, and administration. This group meets regularly, and has been charged with updating the institution's mission statement, last approved in 1982, as well as recommending best practices for the facilitation of ongoing, robust campus-wide information dissemination (all agendas and meeting materials are available electronically). In addition, the Task Force held multiple public forums in fall 2015 and spring 2016 so that all members of Stockton's community could learn more about the institution's progress and provide input. An online feedback form allows an ongoing means of relaying questions or concerns directly to Task Force members [**Appendix 3**].

Stockton also appointed a new Chief Planning Officer (CPO), a position that had been vacant during the 2012 Self-Study campus visit. The CPO serves as a member of the President's Cabinet, and is charged with directing, managing, and coordinating the University's strategic planning process. More specifically, the CPO serves as the President's primary liaison for aligning all unit and cross-functional operational plans, initiatives and allocations to the University's strategic plan, as well as connecting all aspects of the planning cycle throughout the institution, including the divisional program review and budget cycle. And, in keeping with the significance of aligning these efforts with long-range, data-driven planning, the CPO oversees Stockton's Office of Institutional Research.

One of the first changes instituted by the CPO was revision of Stockton's annual divisional reporting process. Previously, each of the institution's six divisions (Academic Affairs, Student Affairs, Administration and Finance, Development and Alumni Affairs, External Affairs and Marketing, and Information Technology Services) developed annual goals and objectives in the summer and early fall, and reported out on major accomplishments to the campus community the following spring in separate public forums. Beginning in 2015-16, Stockton inaugurated a new planning calendar intentionally designed to create opportunities for broad-based conversations across campus and assist leadership in setting goals and priorities. The revised timeline also allows closer alignment between the

institution's annual planning and budget cycle to the state's appropriations cycle and Stockton's managerial evaluation system. This integrated structure helps to ensure that divisions work with each other and necessitates that they think strategically—across unit lines—about institutional priorities [**Appendix 4—Strategic Planning Timeline and Institutional Program Review**]. More details about these changes are provided in Section 6 of this report.

VISITING TEAM RECOMMENDATION 2: *Document further implementation of a comprehensive, organized, and sustained process for the assessment of student learning, including general education (Standards 12 and 14).*

In January 2013, Stockton established the Office of Academic Assessment, led by a senior faculty member. The inaugural director, Sonia Gonsalves, Professor of Psychology, joined the psychology faculty at Stockton in 1990. She had previously served as Director of the Institute for the Study of College Teaching from 1999 to 2002 and as Director of the Institute for Faculty Development from 2006 to 2009. During the most recent Middle States Review, Dr. Gonsalves co-chaired the Committee for Assessment and served on the planning committee. Under her leadership, the Office of Academic Assessment supports student-learning outcomes by providing resources for faculty and administrators to assist in the design, analysis, dissemination, and use of assessments of learning, performances, attitudes, motivations, and skills. Two means of doing so are a pan-college Summer Assessment Institute and the monthly e-zine *Evidence*.

The Summer Assessment Institute program began in 2007, in part motivated by the experiences of six faculty who had attended the Middle States "Student Learning Assessment Institute" the year before. It came under the authority of the Office of Academic Assessment in 2013 and has become an annual event.[1] Calls for participation are issued each fall, and in accordance with a local agreement governing the terms and conditions of all such summer institutes, Stockton provides a modest stipend to 10 to 12 attendees who meet several times in August. Topics have ranged from demystifying the Collegiate Learning Assessment (CLA) and writing, to effective incorporation of college Essential Learning Objectives (ELOs), and provide an excellent forum for sharing teaching and learning strategies in an inter-disciplinary environment.

The results of each workshop appear in articles written by participating faculty in Stockton's newsletter about assessment questions and concerns, *Evidence.* Initially published quarterly, *Evidence* first appeared in the summer of 2002, and has proved an informal and engaging vehicle for sharing information about best pedagogical practices, in-class experiences; it is now published monthly. The attached appendix provides more details about both programs, as does Section 5 of this report. [**Appendix 5—Office of Academic Assessment Website**].

[1] Kathleen Klein, "Assessment Can be Fun, Meaningful, and Painless—Really!," *Evidence: Program Assessment for Continuous Improvement*, February 2006, p. 1.

The second half of this recommendation, a review of Stockton's general education programming, is also complete. For over three decades, the Basic Skills (BASK) Program, housed in the School of General Studies, provided support for first-year, at-risk students who entered Stockton in need of additional resources in academic reading, writing, and mathematics. At the same time, program faculty developed a wide variety of other courses, primarily in the University's General Studies, or "G" curriculum, in these academic skills, in order to serve two other audiences: first-year students who placed out of required BASK courses and students who completed BASK courses and were ready for intermediate level work. After much discussion, faculty decided to broaden the program's scope in order to recognize the expanded nature of their work.

In the fall of 2011, the Faculty Senate reviewed a proposal for a First-year Studies (FRST) program, as developed by an ad-hoc working group. In December 2011, the final report of the working group was submitted to the Faculty Senate and Dean's Council, both of which unanimously accepted the proposal's recommendations [**Appendix 6—FRST Year Studies Report**]. In fall 2012 the FRST Program officially launched, and, the following fall, courses were available to incoming first-year students. The FRST program now includes 1000-level courses (formerly BASK) and 2000-level courses that are open only to first-year students, as well as special, F-designated courses taught by faculty members across the University.

Two assumptions shaped the BASK Program and continue to apply to 1000-level FRST courses. First, faculty holds that students placed into 1000-level FRST courses are not incapable of succeeding at Stockton, but, rather, are under-prepared. Almost every new student at Stockton can develop the skills necessary for academic success, if willing to work hard within an environment of strong support. Consequently, Stockton refers to 1000-level FRST courses as developmental, not remedial.

The second assumption is that an academic skills program is most effective when it is embedded as deeply as possible in the college experience. Success depends upon how the program is perceived by students, faculty, and administrators. Consequently, students receive full academic credit for all but one of their 1000-level FRST courses (FRST 1100, Developmental Mathematics), a policy that communicates to students that these courses are as valuable as any others at the University. This ideology also shapes faculty participation. Faculty from many schools in the University may teach these courses as a part of their normal teaching load, demonstrating that, at Stockton, skills education is a shared responsibility.

Finally, additional information about Stockton's efforts to infuse Essential Learning Outcomes, ten commonly accepted skills and learning characteristics deemed fundamental to all students education, throughout its general education curriculum, as well as disciplinary curriculum, appears below in the response to Campus Suggestion 10.

VISITING TEAM RECOMMENDATION 3: *File a substantive change request with Middle states for the Doctor of Physical Therapy degree program.*

Stockton completed and filed the required substantive change request for its Doctor of Physical Therapy on July 2, 2012. Three additional substantive change requests have been

filed since the 2012 Self Study: 1) a request to include the online Bachelor of Science in Nursing Degree Completion program within the scope of the institution's accreditation (March 5, 2013); 2) a request to approve the new Ed.D. in Organizational Leadership (July 29, 2013); and 3) a request to approve the Bachelor of Science Accelerated Nursing (or Transcel) program offered at an off-campus instructional site (June 29, 2016).

Campus Suggestions Resulting from the Self Study:

In addition to the three recommendations made by the Visiting Team, the campus articulated ten suggestions in its Self Study. The remaining portion of this section presents the University's response to these internal suggestions.

CAMPUS SUGGESTION 1: *Evaluate the efficacy of the Faculty Senate as a representative governing body.*

Prior to 2009, Stockton's institutions of faculty leadership consisted of a General Assembly of the Faculty and the Faculty Union (SFT). That year, however, the Faculty Senate replaced the General Assembly in an effort to streamline the governance structure. According to their Constitution, the Faculty Senate serves "as the representative body elected by the Faculty to provide a Faculty voice in the formulation of College policy." (Article I) "The Senate may consider any College matter on its own initiative or at the request of the Faculty Assembly, the Committees, individual Faculty members, students, the College administration, the Board of Trustees, or any campus organization. It may review any College policies and make recommendations concerning them." (Article III) The Senate, therefore, is composed of members of the Faculty Assembly and represents the interests of that larger body [**Appendix 7—Faculty Senate Constitution**].

Since the 2012 Self Study, the efficacy of the Faculty Senate as a representative governing body has been amply demonstrated through the composition of its membership, meeting structure, and significance of tasks completed. The Senate's membership is specifically designed to ensure broad-based disciplinary participation by including both School Senators (one per school) as well as At-Large Senators, the former elected by School-wide elections and the latter by campus-wide elections. The total number of senators is tied to the number of Faculty Assembly members such that there is one senator per ten faculty members. Additional elected members include the President, Vice President, and Secretary. The President of the Union serves on the Senate in an ex-officio capacity. The President of the Senate appoints an adjunct faculty member to serve as an Adjunct Liaison.

The Senate maintains eight Standing Committees:

- Committee on Academic Policies
- Committee on Academic Programs and Planning
- Committee on Administration and Finance
- Committee on General Studies
- Committee on the Library
- Committee on Research and Professional Development

- Committee on Student Affairs
- Committee on Information Technology and Media Services

Standing Committees of the Senate are likewise composed of both School Senators and At-Large Members, as well as one or more ex-officio positions, most often drawn from campus administration, to ensure access to requisite information and resources for informed decision-making.

The Senate's meeting structure also works to safeguard transparency of governance. Meetings are held monthly, publicized well in advance through all-faculty email communications, and are open to the public (including both faculty and non-faculty members of campus) unless voted into closed session. Moreover, the Senate is constitutionally required to convene Faculty Assembly meetings at least three times annually. Minutes of all meetings are posted on the Faculty Senate website, which was recently updated in 2014, as are all task force reports and standing committee annual reports [**Appendix 8—Faculty Senate Website**].

Perhaps the best evidence of the Senate's effectiveness has been the central role it has played in recent campus initiatives. In addition to the central role played by the Senate in reforming shared governance noted above, the Senate has overseen a number of special issues Task Forces since the 2012 Self Study. In 2012, a Task Force assessed and made recommendations about Stockton's IDEA course rating system. The following year, the Senate completed what had been a two-year study about the viability of reclassifying from a liberal arts college to a comprehensive university (a study which was reviewed and expanded on by a Pan-Campus Committee on the same topic, ultimately leading to the state's decision to rename the institution to Stockton University in 2014; **Appendix 1**). That same year, the Senate Task Force on Accessibility also completed its report, which has served as the template for facilities and instructional access upgrades [**Appendix 9—Faculty Senate Task Force on Accessibility Final Report (2014)**] as did the Faculty Senate Task Force on Creation of a Womens, Gender & Sexuality Center, established by Stockton in 2014 [**Appendix 10—Task Force on WGSC Final Report (2014)**].

CAMPUS SUGGESTION 2: *Strategically plan off-campus expansion and facilities and integrate into Stockton's 2020 plan, including facilities master plan, enrollment plan, and academic plan.*

As noted in Section 1, the number of satellite facilities has grown appreciably since the Self Study, from two to four (buildings in Woodbine, Hammonton and joining that in Atlantic City). Each location has developed its own pedagogical identity, informed by community and student needs.

Hammonton serves as a center for cultural and historical endeavors, housing the South Jersey Cultural Alliance, the Murphy Writing Center (which joined Stockton University in fall 2014), the Noyes Museum of Art (which became part of Stockton University in August 2016), and the Stockton Center for South Jersey Culture and History.

Manahawkin has become a center for health sciences; it hosted the inaugural class of the B.S. in Accelerated Nursing Program in fall 2016, and is slated to become the site for expanded programming in: B.S. in Health Sciences and the M.S. in Communication Disorders.

The Carnegie Center in Atlantic City, Stockton's oldest satellite facility, houses the Physician Assistant Program developed in coordination with Philadelphia University, as well as Stockton's own M.A. in Social Work. It also serves as the site for Continuing Studies programming in Workforce Redevelopment Training, a crucially needed program in light of Atlantic City's current economic climate.

Woodbine houses the Sam Azeez Museum of Woodbine Heritage, as well as NSF-funded training programs offered through Stockton's Southern Regional Institute/Educational Technology Training Center (SRI/ETTC) in math and science for K-12 teachers. In fall 2016, it also launched the Woodbine Student Scholarship Fund, a three-year initiative of up to $135k designed to support area teachers interested in completing a graduate degree.

CAMPUS SUGGESTION 3: *Develop a formal Enrollment Management Plan with defined targets by academic program, attending to both the retention of residential and commuter students.*

Stockton's Division of Student Affairs spent 2015-16 updating and refining its Strategic Enrollment Management Plan, utilizing both internal and external support structures. In the fall of 2015, the University contracted the consulting firm of Ruffalo Noel Levitz to provide an institutional survey of current enrollment processes across the campus. Their report highlighted two areas of future growth: a) direct faculty involvement in the

recruitment process; b) upgrading and standardizing the University identity (i.e. through the University's website and social media identity) [**Appendix 11—Ruffalo Noel Levitz Report (2016)**].

The first concern was addressed in a campus-wide Strategic Enrollment Management Summit held in summer 2016, which resulted in a series of working groups to address how schools and programs can become partners in student recruitment and retention. More information about the University's enrollment management plans appears in Section 6 of this report. Stockton's Office of University Relations and Marketing, which is aggressively growing the campus' social media presence via Facebook, Twitter, Instagram, YouTube, Pintrest, Flicker, and Snapchat, and is spearheading the effort to create a more cohesive institutional identity, have addressed the second recommendation.

Stockton's approach to Enrollment Management is also benefitting from its inclusion in the American Association of State Colleges and Universities (AASCU) "Re-imagining the First Year" Initiative, a three-year program that brings together 44 colleges and universities across the country in a coordinated effort to improve retention and graduation rates nationwide. Each campus has to commit to at least one strategy at four levels: institutional intentionality, curriculum, faculty/staff, and students. While Stockton's first-year retention rates are already high (87% across the student body), the University is using this opportunity to explore in more depth the students it attracts and the support structures in place to ensure their success. Consequently, research from this initiative will necessarily inform enrollment management strategy moving forward. More information about RFY appears in Section 3, under opportunities [**Appendix 12—AASCU: Reimagining the First Year (2016)**].

While RFY focuses on more traditional first-year students, nearly half of Stockton's students transfer to campus from community colleges. To more specifically address these concerns, Stockton formed a Transfer Student Working Group in fall 2015, including members of the Faculty, Academic Advising, Media Relations, Planning and Institutional Research, and the Office of the Provost. The subsequent report recommended strengthening attendance and regional Open Houses (through the inclusion of key faculty members and Academic Advising staff), coordinating specific "transfer only" sessions at campus Open House event, building a social student club that supports transfer needs, and enhancing web-based information about transfer student curricular options and enrollment processes to facilitate pathways to graduation. These initiatives are already underway [**Appendix 13—Transfer Working Group Final Report (2015)**].

CAMPUS SUGGESTION 4: *Maintain small classroom size, low student to faculty ratios, and high percentage of courses taught by full-time faculty.*

The University continues to ensure that the small-scale, personal pedagogical model in operation before the 2012 Self Study remains in place. Although enrollment has steadily increased 2 to 3% a year, most classes have remained limited to 30 to 35 students, writing and other seminar classes at 25 or less, with many senior capstone experiences capped at far fewer (15 students or less). To maintain this balance, Stockton has increased the size of its full-time faculty. Over 335 faculty members now teach in the University's over 40

academic programs. Of these, 95% hold doctoral or other terminal degrees, and 97% are tenured or tenure-track. This is the highest number of courses taught by full-time faculty of New Jersey's senior public colleges and universities.

CAMPUS SUGGESTION 5: *Assess the efficacy of IDEA as an assessment instrument.*

In 2010, Stockton piloted the online administration of Individual Development and Educational Assessment (IDEA) and in 2012 began administering IDEA online for all online classes and all face-to-face classes, unless a faculty member designated otherwise. The average response rate for online surveys was 60% and for in-class paper surveys 83%.

That same year, an eleven-member Faculty Senate Task Force reviewed the IDEA Student Rating to determine its utility as a source of feedback about students' learning experiences and faculty's instructional practices. In their report, the Task Force recommended that Stockton:

1. Continue using the IDEA instrument to provide data for teaching portfolios (although they also noted that IDEA data should contribute no more than 30% of the teaching portfolio).

2. Increase knowledge of how to interpret IDEA statistics by increasing participation by faculty and administrators in campus workshops (organized through Stockton's Institute for Faculty Development).

3. Review the IDEA instrument again in five years.

There was broad consensus that the IDEA Instructor and Course Rating Form is a useful and informative instrument that represented a significant improvement over the previous Student Evaluation of Teaching (SET) process. The committee noted that not all faculty members, however, were aware of best practices for administering and interpreting IDEA surveys and reports, and suggested that all reviewers of personnel files should have refresher training in the contextual interpretation of such reports.

A summary of the 2012 IDEA report is attached [**Appendix 14—Faculty Senate Task Force on IDEA (2012)**]. In accordance with the primary suggestion from the 2012 review, a follow-up review is scheduled for fall 2016.

CAMPUS SUGGESTION 6: *Create a more consistent classroom teaching observations procedure.*

To expand the number of tenured faculty trained to observe and evaluate colleagues' teaching and create an environment in which the value of peer evaluation of teaching is enhanced and supported, the Stockton Federation of Teachers (SFT) and Stockton's Administration established and funded a Summer Institute for Peer Evaluation of Teaching (SIPET). This initiative began in 2012 and was administrated through the campus' Institute for Faculty Development (IFD). The inaugural class of twelve Teaching

Fellows received instruction in how to prepare for, conduct, and write up professional peer-classroom evaluations. The IFD director was also responsible for ensuring that School Deans and faculty were both aware of this program as well as the names of those who complete the SIPET experience and were available to conduct peer evaluations.

Tenured faculty selected through an application process as Teaching Fellows were charged with the responsibility of carrying out at least four peer evaluations (as described in the relevant section of the Procedure for Faculty Evaluation) and agreed to be available, during the two years following their participation, for no more than three brief consultations with faculty who are carrying out peer evaluations, but have not attended SIPET training. A full description of the program and its outcomes is attached [**Appendix 15—Institute for Faculty Development Classroom Observation Program Website**].

CAMPUS SUGGESTION 7*: Update curricula to meet student and market demand.*

Since the 2012 Self Study, the campus has initiated four new undergraduate programs or concentrations and three graduate programs. These include: both a B.A. and a B.S in Sustainability (including a new concentration in Conservation and Agroecology); a B.S. in Exercise Science; and a B.S. Accelerated Nursing Program. At the graduate level, Stockton now offers: an M.A. in American Studies; a Certificate in Holocaust and Genocide Studies; and an Ed.D. in Organizational Leadership; the last is Stockton's second doctoral program.

In addition, the University has launched programs in collaboration with other institutions. An agreement with Rowan University, for example, enables students to earn a B.S. degree in Chemistry, Mathematics, or Physics from Stockton and a B.S. in Engineering from Rowan in five years, while a dual degree program between the two schools provides students with the opportunity to earn a bachelor's degree from Stockton and a Doctor of Osteopathic Medicine degree from Rowan SOM at an accelerated pace. Stockton also launched a new Physician Assistants Program in collaboration with Philadelphia University in the fall of 2015, which is based in its Carnegie facility in Atlantic City.

CAMPUS SUGGESTION 8: *Reevaluate the Basic Skills program and revamp its curriculum.*

For a review of the Basic Skills program, and Stockton's formation of the FRST Year Studies Curriculum, please see Section 2 above, specifically the response to the Visiting Team's second recommendation (see also: **Appendix 6**].

CAMPUS SUGGESTION 9: *Focus on Experiential Learning through several arenas including community engagement, global studies, internships, and service learning.*

Stockton's Office of Service-Learning and Center for Community Engagement (SCCE) are the leading progenitors of civic engagement within Academic Affairs. The University's commitment to service learning dates from 1994, and has grown exponentially in the last few years. From 30 courses offered just five years ago, the office now manages 112 such courses each academic year. Better still, the number of faculty teaching these courses has grown from 30 full-time and part-time instructors, to a committed cohort of 70 faculty who rotate this responsibility. A review of enrollment data for the same period demonstrates

that service-learning courses average between 30 and 35 students per class. Consequently, the number of students who contribute to civic engagement through service-learning opportunities has grown since 2011 from 960 students to 2,412 students—or 150%.

During the same period, the number of faculty who are incorporating civic activism into their classrooms has more than doubled, and the total number of service hours completed is now 55,240 in collaboration with 187 community partners. Finally, not only does the office sponsor service opportunities for students, but it also holds reflection sessions to help students grasp the significance of these activities, including 31 dialogue programs and 16 reflection sessions just this year, that gathered data from 1,261 participants. And, in August 2016, the Office of Service Learning successfully led an initiative for Stockton to become a Bonner Leader Program, allowing Stockton students engaged in such work to have access to the resources and conferences of a nationally-recognized authority in the field of civic engagement [**Appendix 16—Stockton Office of Service Learning Website**].

SCCE, founded just the year before the 2012 Self Study, came under new leadership in 2014 with an expanded mission to:

- Promote the ideals of public service and social responsibility by fostering community-based experiential learning and civic engagement for students, faculty and staff.
- Facilitate training, research and educational enrichment through collaborative efforts with campus groups, as well as local, state and regional community organizations and government agencies.
- Cultivate connections between scholarship and the public interest.

SCCE's Student and Faculty Fellows, the latter a competitive internal funding grant to which faculty apply to further civically-orientated research projects, have made their mark in surrounding communities through several initiatives, including: the Homework Completion Program at Stanley S. Holmes Village in Atlantic City; Stockton's Food Drive, Naturalization courses; an English Learner's Program; and the Pilot Adopt-A-Town initiative. The SCCE has also launched a one-year Diversity and Professionalism training for staff of the Atlantic County Department of Family and Community Development, and has successfully maintained the Campus Kitchen at Atlantic City, in partnership with the Atlantic City High School System. The SCCE website offers additional details of the specific programs at each site [**Appendix 17—Stockton Center for Community Engagement Website**].

Stockton has also been successful in engaging students in experiences that are scholarly and instructive from a global perspective. Stockton was one of eight new institutions selected by the U.S. Department of State's Office of Global Partnerships as a Diplomacy Lab partner institution to work on the following research projects in 2016-17 [**Appendix 18—Stockton Diplomacy Lab**]:

- Economic and Social Impacts of Labor Migration to Gulf Countries from the States of Telangana and Andhra Pradesh (AP)
- 70 Years of Diplomatic Relationship Between The U.S. and Federal Democratic Republic of Nepal
- Namibia's Voting Behavior in International Bodies
- The Influence of Student Activism on Domestic and Foreign Policy
- Economic Factors of Violent Extremism
- Marine Policy at the Bottom of the Planet
- Social Media's Butterfly Effect: How to Clip Terrorists' Wings Online

Launched by Secretary Kerry in 2013, the Diplomacy Lab is a public-private partnership that enables the State Department to "course-source" research and innovation related to foreign policy challenges by harnessing the efforts of students and faculty experts at colleges and universities across the U.S. Students participating in Stockton's Diplomacy Lab explore real-world challenges identified by the Department and work under the guidance of faculty members who are authorities in their fields. This initiative allows students to contribute directly to the policymaking process while helping the State Department tap into an underutilized reservoir of intellectual capital.

Stockton students have also contributed to a range of international ventures. In 2014, Stockton's Model U.N. traveled to NMUN-Rome, Italy. In November 2016, they participated in the National Model United Nations (NMUN) Conference in Kobe, Japan. And in September 2016, Stockton was one of only four institutions of higher education invited by the New Jersey Department of Education to represent the state at a "Peace Day Youth Summit" program at the U.N. in New York City.

Finally, Stockton's Division of Student Affairs supports engagement through several avenues, including student organizations as well as several large-scale engagement and volunteer programs throughout the year, including the Day of Leadership to help students hone strong leadership skills (264 participants in 2015/16); the campus Get Involved Fair (held once a term, 163 and 141 participating organizations respectively in 2015/16); and Alternative Spring Break Trip with Habitat for Humanity. Together, these same campus divisions support Stockton's American Democracy and Political Engagement Project (PEP) and sponsor events like the Constitution Day Series, through which well-known advocates (recently Nina Totenberg, Bryan Stevenson, and Anita Hill) deliver keynote addresses on public policy and economic issues. They also included the Dr. Martin Luther King, Jr. Day of Service, which involved 1,400 volunteers for a day-long series of service opportunities and reflection this past January. The motto for this year's MLK Day of Service, "Take a Day On!," exemplifies Stockton's commitment that the responsibility of all campus members to not only share the work but also reap the rewards of recognizing service as more than something we do. To succeed, it needs to become who we are.

CAMPUS SUGGESTION 10: *Pilot Essential Learning Outcomes (ELOs) as a means of articulating institutional level goals for all Stockton undergraduate students.*

Stockton has conducted two pilot studies of Essential Learning Outcomes since the 2012 Self Study. The first, in fall 2014, involved 11 faculty members teaching 12 primarily first-year courses. The second, in fall 2015, involved 8 major and minor programs (a total of 52 faculty teaching 70 courses). Each pilot included professional development opportunities, a community space in Stockton's Learning Management System, an end-of-semester focus group with students and another with faculty members, student pre- and post-self-perception questionnaires, faculty and student reflections, and assessment of the pilots. A preparatory summer institute attended by 45 faculty members preceded the second pilot. During each pilot, participating faculty members and students piloted two electronic portfolio platforms, Blackboard and Digication. Following the 2014 pilot, Stockton conducted a University-wide survey to gauge the success of the Essential Learning Outcomes.

Review of the materials submitted by faculty members and students who participated in the pilots and review of the student questionnaires and of the faculty and student reflections indicated the following:

- 82% of faculty and professional staff who took the spring 2015 ELO survey have elected to incorporate ELOs into their courses and learning experiences in one way or another; a much smaller number (21%) use eportfolios.
- Students perceived themselves as acquiring proficiency in all ELOs, except Adapting to Change, over the course of the semester, with average increases of 6 points in students' self-perception.
- Students reported overwhelmingly positive comments about ELOs and the pilots in their course reflections and appear to understand ELOs, comprehend the value of ELOs both in and outside of the classroom, and appreciate the opportunity to develop ELOs throughout their time at Stockton.
- Faculty members noted pedagogical success teaching reflection in relation to ELOs, designing assignments that incorporated ELOs, and using ELOs to reinforce students' learning and metacognitive awareness of their learning, although they also noted more opportunities to develop Communication Skills, Critical Thinking, and Information Literacy & Research Skills than the other 7 ELOs.
- Not every academic program has included ELOs in their curriculum map; although a larger number has begun to do so since last year.

Additional details about the ELO project and pilots studies is available online [**Appendix 19—Stockton's Essential Learning Outcomes Website**].

Section 3: Major Challenges and/or Opportunities

Opportunities:

This section of the PRR reviews the University's major accomplishments, as well as those challenges and opportunities which yet lie ahead. As noted in discussion about the approach to the PRR in Section 1, this information has been vetted by the full campus community and represents our institutional consensus about singificant areas of growth and potential obstacles.

OPPORTUNITY 1: *Stockton's Atlantic City Gateway Campus (Standards 1, 2, 3, 9, and 11)*

Despite difficulties raised during the University's 2014-15 efforts to expand into Atlantic City, Stockton remains committed to its neighboring community. So does the state of New Jersey, which recently designated Stockton as an anchor institution because of its potential to contribute to the intellectual, social, cultural, and economic aspirations of a diverse population and serve as a catalyst for economic development in Atlantic City and the south Jersey region.

During the 2015-16 academic year, Stockton began planning its revised coastal campus project. The new location will be the site of the old Atlantic City High School, at the intersection of Atlantic, Albany, and Pacific avenues. Projected facilities will include: a housing and student center on the Boardwalk for about 520 students; a parking garage topped by new offices for South Jersey Gas, with 879 parking spaces for use by the University, South Jersey Gas and the public; and an academic building that can accommodate up to 1,800 students.

Support for this undertaking comes from a public-private partnership with Atlantic City Development Corp., or AC Devco, a non-profit modeled from the New Brunswick Development Corp., which expanded Rutgers' New Brunswick campus. Additional funding sources for the Atlantic City campus include $50.4 million in bonds from the Atlantic County Improvement Authority from proceeds of almost $70 million in tax credits issued by the N.J. Economic Development Authority; $17 million from the Casino Reinvestment Development Authority (CRDA); state bond funds for higher education construction; and $18 million from Stockton [for more information, see: **Appendix 20—Facilities and Construction Atlantic City Gateway Campus**].

Academic programming for this initiative will continue to be shaped by research conducted on the University's Task Force on Atlantic City, a shared initiative of the Office of the President and the Faculty Senate, as well as a tiered planning process overseen by the Office of the Provost that allows input from academic programs and schools, as well as market research conducted by an external consulting firm. The University plans to open the Atlantic City campus in 2018 with about 1,000 students and grow from there.

OPPORTUNITY 2: *Galloway Campus Expansion (Standards 2, 3, 9, 11, and 13)*

In summer 2016, the first phase of a major facilities expansion to create a distinctive entrance to Stockton's Galloway Campus began. The academic quad expansion includes a $28.62 million Unified Science Center[2] (USC[2]) and an $18 million academic building, near the existing Unified Science Center (USC[1]) and Campus Center. Funding from the "Building Our Future Bond Act," which was overwhelmingly approved by New Jersey voters in 2012, supported construction of these buildings. The bond act provides $21.465 million in funding for the USC[2] and the University paid roughly 25%, or $7.155 million. The academic building received $13.5 million in funding from the bond issue and the University paid 25%, or $4.5 million.

The 58,210 thousand square foot, three-story USC[2] will house teaching and research labs for various disciplines in the sciences, a vivarium, a large greenhouse, a multi-purpose room and faculty offices. The 37,720-square-foot academic building will include space for the Sustainability program, a gross anatomy laboratory, classrooms, faculty offices and collaboration areas. The main entrance of the academic quad will provide a central location for all students to study and meet between classes, as well as space for the University community to gather for campus events. Construction for both buildings began in summer 2016 and they are scheduled to open in fall 2018.

OPPORTUNITY 3: *Participation in AASCU's "Re-imagining the First Year" Initiative and "Global Engagement" Initiative (Standards 8, 10, 11, 12, and 13)*

As noted in Section 2, Stockton is participating in AASCU's "Re-imagining the First Year" Initiative, a three-year program that brings together 44 colleges and universities across the country in a coordinated effort to improve retention and graduation rates nationwide. In spring 2016, Stockton formed its RFY Working Group (some 44 members drawn from all parts of campus) and systematically reviewed its retention and gradation data. According to the National Center for Education Statistics (NCES), only 58 percent of the students who enrolled in public, four-year colleges as freshmen in 2007 had completed a bachelor's degree by 2013. Stockton's retention rates are much higher. On average, 87 percent of our students return, regardless of gender, race and ethnicity, or financial aid status. This holds true whether a student commutes or chooses to live on campus.

In March 2016, Stockton held two campus conversations that brought together staff, faculty, and administration from across the institution to begin discussing what RFY means to us. Participants included full- and part-time faculty, Deans and Assistant Deans, as well as members of the Provost Office, Student Affairs, Academic Advising, Financial Aid, the Writing Center, the Career Center, the Tutoring Center, the Institute for Child Welfare Education, the Educational Opportunity Fund, the Office of Global Engagement, and Service Learning.

A vibrant series of discussions followed that began with how to define "first-year" and "success" over the next three years. Fairly quickly, several participants recommended that

Stockton consider the "first-year" experiences of both traditional as well as transfer students, since the latter comprise roughly half of our undergraduate population.

Defining "success" proved more complicated. Stockton's retention rate is, as already noted, quite high. Several other possible goals were suggested, including increasing 4-year graduation rates, ensuring broad-based participation in service learning and other forms of civic engagement, expanding the number and size of orientation and summer preparation programs, and creating academic and administrative support networks that ensure students have timely access to services ranging from expedited registration to financial aid preparation. The program began in earnest in fall 2015 and was introduced to the full campus at the Fall Faculty Conference in early September 2016 [**Appendix 12**].

Stockton has also completed its second year in AASCU's Global Engagement Initiative, which is part of the larger National Blended Course Consortium (NBCC) that includes Stewardship of Public Lands, Economic Inequality. "Go Global" is a free online course offered to students in the summer after high school graduation. The primary aim is to expose students to resources materials and assignments that allow them to become more familiar with and interested in global developments. In fall 2014, 95 students enrolled for the free online course; 90 enrolled the following fall. Preliminary results indicate a modest but positive impact on student retention. Enrolled students also had consistently maintained more earned credits than students who did not enroll, which might ultimately lead to earlier graduation rates (to be tracked as these cohorts matriculate). More details about student participation and pedagogical implications are attached [**Appendix 21—GSS 1236: Go Global! Assessment 2014-15**].

OPPORTUNITY 4: *Student Life (Standards 8 and 9)*

The Division of Student Affairs has, since the 2012 Self Study, made impressive strides in expanding their services and aligning them with the mission and strategic direction of the University. The Veteran Affairs program has gained national recognition. The Women's, Gender, and Sexuality Center (WGSC) opened in 2015 and now empowers Stockton University students who identify as women, and all genders who identify as LGBTQ+, victims of power-based personal violence, and community allies. WGSC works to promote equality and justice, ensuring access to opportunities, and providing services through education and advocacy.

Stockton has also significantly increased its residential housing program. The Residential Life program housed 3,039 students in fall 2015, up from 2,362 students in 2009. The Coordinated Actions to Retain and Educate (CARE) program has improved its strategic partnerships with faculty, staff, and students to better identify at-risk students and to provide them with direct services and support. The Career Center, Equal Opportunity Fund, Student Development and other offices in Student Affairs have also made progress towards the ultimate goal of excellence in service and support for students. More detail from each subdivision of Student Affairs is attached [**Appendix 22—Student Affairs Progress Report**].

Challenges:

While Stockton has made great strides over the last five years, the University still faces challenges that need additional consideration.

CHALLENGE 1: *Faculty Diversity (Standards 3 and 10)*

In an updated (2016) Diversity statement, Stockton recommitted 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." Hiring and retaining a diverse group of faculty across the institution would support this commitment but there are challenges to this goal in some sub-groups. Stockton has been attentive to faculty diversity as an educational resource and these efforts have resulted in a slight increase in the percentage of faculty of color since 2012.

Our 2015 data show that 27.8% of Stockton's tenured and tenure-track faculty are classified as "minority." This percentage reflects a steady increase in the structural diversity of the faculty over the past 5 years. Among full-time faculty however, the percentages of both African American and Hispanic faculty have declined since 2012 from 8.9 to 6.9% for African Americans and from 5.2 to 4.6% for Hispanic faculty. Percentages of Asian faculty have increased from 11.5 to 14.5% and this group is primarily responsible for the favorable trend in the overall numbers. Since 2010, female faculty have outnumbered male and that trend has continued to the present. The percentage of male faculty fluctuates around the 48% (49.4, 49.8, 47.9, and 44.7% from 2012 – 2015) but is in decline.[2]

We are taking steps to increase both the structural diversity and interactional diversity of our faculty. In 2015 faculty, staff, and administrative leaders participated in a daylong retreat on *Inclusive Faculty Searches: Strategies for Success*. That retreat prompted changes in which aspects of our environment we foreground in University job postings and started a chain of events that led to search advocacy training for faculty. We are building a cadre of search advocates who can serve on search committees and help to ensure that the faculty searches are inclusive.

The Emerging Scholars Fellow Program was also re-invigorated in fall 2015 with the primary aim to promote a diverse faculty and curriculum at Stockton University, as well as provide mentoring and teaching opportunities [**Appendix 23—Emerging Scholars Fellow Program Brochure**]. The program has four inter-related goals:

- To gain teaching experience in the scholar's area of interest at Stockton University.
- To receive professional mentoring by Stockton faculty and staff.
- To experience an engaged and reflective teaching environment.
- To benefit from a supportive academic institution while completing the dissertation or furthering a research agenda.

[2] STOCKTON UNIVERSITY Workforce Analysis By EEOC Job Category September 30, 2005 to September 30, 2015.

Through this initiative Stockton has created the conditions to engage with a diverse group of advanced graduate students and recent Ph.D.s and thereby broaden our recruiting pool for new hires.

In addition, the Office of Diversity and Equity, in collaboration with the Office of the Provost sponsored training in recognizing and correcting acts of micro-aggression in the workplace and the classroom with the goal of creating a more supportive environment for all members of the community by improving communication. And in fall 2016 the University launched a campus climate survey for faculty and staff to get an accurate picture of the working climate for all groups of faculty and staff.

Finally, in 2015, Stockton expanded and restructured the College Committee for Diversity Equity and Affirmative Action with broader representation from among faculty, staff, and students. In the current format, the committee has two co-chairs—one faculty and one administrator, four working subcommittees and a rigorous meeting schedule.

CHALLENGE 2: *Financial Support and the Regional Economy (Standards 2 and 3)*

Stockton faces the financial challenges of long-range planning in the face of declining direct state appropriations, which, since 2012, have dropped from 15% to 10% of the annual operating budget (for a longer range view, this is down from 27% in 2007). More details about this trend appear in Section 4 of this report. In part, this decline has been balanced by increased philanthropic giving. The Stockton University Foundation reported that giving during fiscal year 2016 (July 1, 2015 to June 30, 2016) totaled $3,191,945. This is a 36.6% increase over FY15 and a 78.6% increase over FY14.

Stockton has also benefitted from revenue through steady enrollment. Each year, the University receives about 5,500 freshmen applications and 3,000 transfer applications, and welcomes between 1,150-1,200 freshmen and 1,400 transfer students, which has resulted in a measured 2-3% enrollment annual increase over the last decade. Stockton's institutional commitment to financial aid has also grown, however, reaching $14 million in 2015-16, or equivalent to over three quarters of what the University receives in state support. While University leadership has been working to change patterns of state appropriations for public colleges and universities in New Jersey, financial planning must be based on existing resources, requiring the University to be creative in identifying new sources of support and alternative revenue streams (more details about trends appear in Section 4).

CHALLENGE 3: *Staff and Faculty State Contract (Standards 3 and 10)*

As part of a statewide union system, Stockton staff and faculty have been working without a contract for over a year. While the University is not empowered to negotiate as an individual institution, and administration has striven to maintain strong communication with Faculty Union and Faculty Senate leadership as well as maintain transparency during the bargaining process, this nonetheless has implications for campus morale and new faculty recruitment.

Section 4: Enrollment and Finance Trends and Projections

Enrollment:

Enrollment at Stockton hit a new record, with 8,336 undergraduate and graduate students in fall 2015, up 1.21% from the previous year's record of 8,224. Student headcount has increased steadily since 2012 and this trend is projected to continue. New first-time freshmen increased modestly since 2012 while new transfers have been reasonably stable, although the relatively small proportion of non-degree seeking students has declined. While overall enrollment is increasing, the academic profile of Stockton's regular admission freshmen remains consistently high. The average freshman's high school class rank is in the 77th percentile and their average SAT score for critical reading and math is 1115.

Two additional initiatives have aided Stockton students in accelerating time to degree. Stockton's flat-rate tuition, which allows students to take up to 20 credits for the price of 12, promotes full-time status and enables students to earn their degrees on time at a lower cost. Stockton's summer enrollment is also growing, as more students take advantage of the opportunity to accelerate their degree programs or lighten their fall course loads. The number of students taking courses in summer 2015 increased to 2,329, up 2.6% from 2,270 in 2014. The summer FTE of 1,991 was up 6.9% from 1,863 in summer 2014. Tables in this section are based on enrollment data as tracked in annual IPEDS reports:

Appendix 24—IPEDS Enrollment Report, 2012-13
Appendix 25—IPEDS Enrollment Report, 2013-14
Appendix 26—IPEDS Enrollment Report, 2014-15
Appendix 27—IPEDS Enrollment Report, 2015-16
Appendix 28—IPEDS 3-Year Enrollment Trend Data

Table 1: Stockton University Undergraduate Headcount by Student Segment (Fall 2012 – 2015 Actual: Fall 2016 – Fall 2019 Projected)

STUDENT SEGMENT	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Growth %
Returning Student	5,169	5,121	5,339	5,521	5,579	5,690	5,804	5,920	2%
Re-Admit	102	265	87	61	85	87	89	91	2%
Non-Degree	180	48	38	43	29	30	31	32	2%
Total Continuing	5,451	5,434	5,464	5,625	5,693	5,807	5,924	6,043	2%
New First-Time in College	1,003	1,069	1,186	1,151	1,190	1,214	1,238	1,263	2%
New Transfer	1,062	1,036	1,064	1,032	971	990	1,010	1,030	2%
Total	**7,516**	**7,539**	**7,714**	**7,808**	**7,854**	**8,124**	**8,172**	**8,336**	2%

Source: IPEDS Fall Enrollment Surveys; Office of Institutional Research.

Table 2: Stockton University Graduate Headcount, Credit Hours

(Fall 2012 – 2015 Actual: Fall 2016 – Fall 2019 Projected)

STUDENT SEGMENT	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Growth %
Headcount FT	283	319	314	337	364	371	378	386	2%
Headcount PT	601	600	542	529	510	520	531	542	2%
Headcount	**884**	**919**	**856**	**866**	**874**	**891**	**909**	**928**	2%
Credit Hours FT	3,786	4,212	4,268	4,831	5,201	5,305	5,411	5,519	2%
Credit Hours PT	2,472	2,404	2,272	2,190	2,238	2,283	2,329	2,376	2%
Credit Hours	**6,258**	**6,616**	**6,540**	**7,021**	**7,439**	**7,588**	**7,740**	**7,895**	2%

Source: IPEDS Fall Enrollment Surveys; Office of Institutional Research.

Student Persistence:

Table 3 shows strong and increasing persistence rates for undergraduate students from first to second year at Stockton since 2010. These rates are unarguably high and we strive to improve them by our attention to all aspects of recruitment, first-year programming and advising.

Table 3: Stockton University Undergraduate Persistence First Year to Second Year by Gender

First-Time, Full Time Freshman Cohort	Percent Female	Percent Male	Total Percent
Fall 2010	86%	81%	84%
Fall 2011	85%	84%	84%
Fall 2012	88%	85%	87%
Fall 2013	88%	86%	87%
Fall 2014	87%	86%	87%
Fall 2015	87%	85%	86%

Source: IPEDS Fall Enrollment Surveys; Office of Institutional Research.

Table 4: Projected New Student Enrollments

	Fall 2017	Fall 2018
Freshmen:	1,214	1,238
Transfers and Readmits	991	1,010

Projections for the next three years (Table 4) are based on our goal of controlled, consistent growth in new students (2-3% each year for both freshmen and transfers). For Stockton this is a reasonable expectation for a number of reasons. First, although the number of high school graduates is declining, New Jersey has had the highest out-migration

in the country for college bound students. Due to spiraling costs, each year, more and more students are choosing to stay in state, primarily for financial concerns.

In addition, Stockton's perceived value to college-bound students and their families has been on the rise for several years. The University has fared extremely well in many "top Colleges" lists such as *US News, Kiplinger, Princeton Review*, etc. This shows in our yield (student deposits) that has escalated for many years. Finally, new undergraduate programming will contribute to increased interest in Stockton (see details already provided in Section 2 for program growth).

Table 5:

Trends in Undergraduate Resident Tuition Rates and Total Fall Undergraduate Enrollment				
Academic Year	Annual Tuition	Percentage Change	Total Fall Enrollment	Percentage Change
2011/2012	$7,717	5.0%	7240	2.52%
2012/2013	$7,948	3.0%	7516	3.81%
2013/2014	$7,948	0.0%	7539	0.31%
2014/2015	$8,107	2.0%	7714	2.32%
2015/2016	$8,269	2.0%	7808	1.22%

Source: Enrollment Data is from IPEDS Fall Enrollment Surveys.

Table 6:

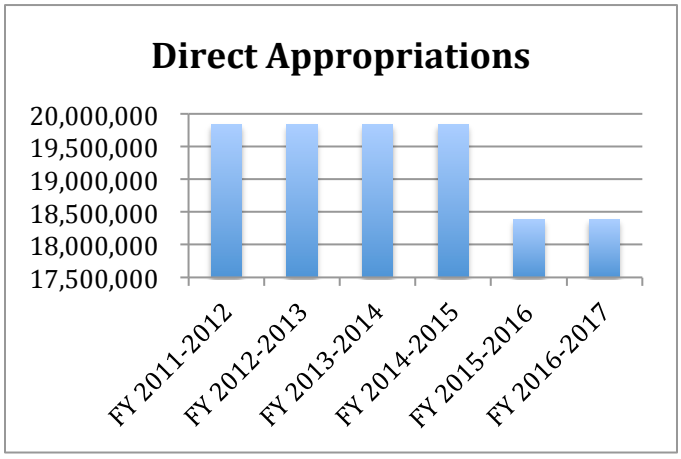
Trends in Undergraduate Resident Tuition & Fee Rates and Total Fall Undergraduate Enrollment				
Academic Year	Annual Tuition & Fees	Percentage Change	Total Fall Enrollment	Percentage Change
2011/2012	$11,963	5.0%	7240	2.52%
2012/2013	$12,322	3.0%	7516	3.81%
2013/2014	$12,322	0.0%	7539	0.31%
2014/2015	$12,569	2.0%	7714	2.32%
2015/2016	$12,820	2.0%	7808	1.22%

The primary sources of Stockton University's unrestricted revenue are: state appropriations, tuition and fees, and revenue from campus housing and the Stockton Seaview Hotel and Golf Course, purchased by the University in August 2010. As noted on the direct appropriation chart, the state has been consistent with its funding from fiscal year 2012 through fiscal 2017, however, in fiscal 2016 the state reduced the University's appropriations by $1.4 million.

Tuition and fees have steadily increased due to a combination of enrollment and incremental tuition and fee rate increases. Please see below for graphs on tuition and fees. In fiscal 2014, the University had a zero increase for tuition and fees, and the entire increase was due to enrollment. The University attempts to balance the needs of the operational budget while trying to decrease student costs. Moreover, it has tried to be less reliant on tuition and fees and direct appropriation funding sources by identifying alternative revenue streams, such as that presented by the acquisition of Seaview, which operates both as a commercial hotel and recreational facility, as well as serving campus student housing, internship, and classroom needs.

Stockton's ratio of salary and non-salary expenses has been consistent for the last several years, with salaries and fringe ranging approximately 64% and non-salary approximately 36% (the information can be found on the preceding pages).

Figure 1: Financial Trends and Projections



Note: Direct appropriations do not include central appropriations.

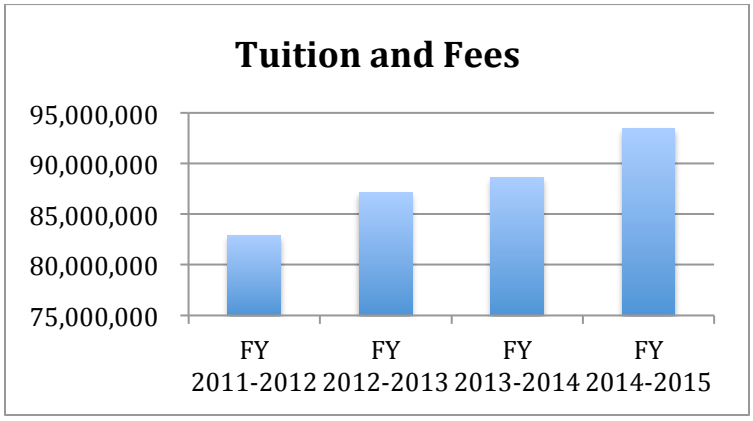
Source: Stockton Audited Financial Statements.

Table 7: Base Appropriations

Fiscal Year	Direct Appropriations
2011/2012	$19,839,000
2012/2013	$19,839,000
2013/2014	$19,839,000
2014/2015	$19,839,000
2015/2016	$18,391,000
2016/2017*	$18,391,000

Note: 2016/17 figure is projected only.*

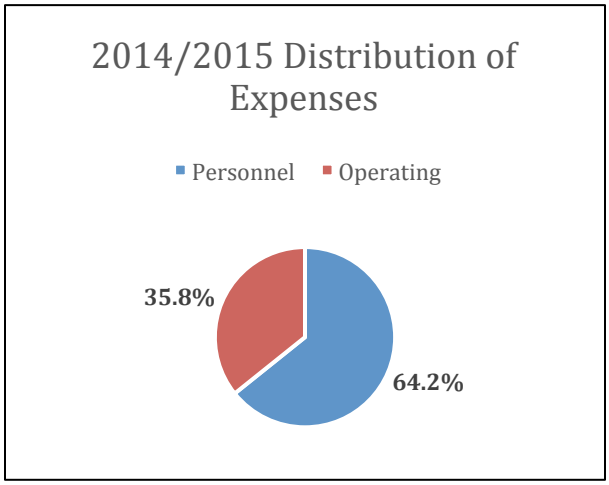
Figure 2 and Table 8: Tuition and Fees Yearly Comparison



Fiscal Year	Tuition & Fees	% Increase
2011/2012	$82,893,395	9.8%
2012/2013	$87,146,634	5.1%
2013/2014	$88,653,754	1.7%
2014/2015	$93,483,413	5.4%

Source: Stockton Audited Financial Statements.

Figure 3 and Table 9: Historical and Current Education and General Expenditure



Fiscal Year	Personnel	Operating
2011/2012	66.3%	33.7%
2012/2013	64.2%	35.8%
2013/2014	64.1%	35.9%
2014/2015	64.2%	35.8%

**University only does not include component units.*
Source: IPEDS Finance Surveys.

Audited Financial Statements:

Stockton's audited financial statements for the fiscal years ending June 30, 2012, June 2013, June 2014, and June 2015 are attached:

Appendix 29—Stockton Audited Financial Statement, 2012
Appendix 30—Stockton Audited Financial Statement, 2013
Appendix 31—Stockton Audited Financial Statement, 2014
Appendix 32—Stockton Audited Financial Statement, 2015

IPEDS Financial Information:

The University's IPEDS financial information for the fiscal years ending June 30, 2012, June 2013, June 2014, and June 2015 are attached:

Appendix 33—IPEDS Financial Data, 2012-13
Appendix 34—IPEDS Financial Data, 2013-14
Appendix 35—IPEDS Financial Data, 2014-15
Appendix 36—IPEDS Financial Data, 2015-16
Appendix 37—IPEDS 3-Year Financial Trend Data

Section 5: Institutional Effectiveness and Student Learning

Stockton's response to the 2012 Self Study recommendation for better documentation of student learning appears in Section 2 above. In addition to that recommendation, reviewers had three suggestions:

- *Some programs need help using assessment results to inform their decision-making. Also, much assessment is at the course level only; overall program goals should be assessed. Targeted faculty development might address both issues.*

- *The institution would benefit greatly from a dedicated assessment professional who would work well with the Institute for Faculty Development to promote and support assessment at all levels*

- *There should be more public sharing of learning outcomes reflecting an integration of institution, program and course level outcomes in a course catalog or on program websites*

Our responses to these suggestions appear below.

Definition of Institutional and Unit-Level Goals:

Stockton has robust and integrated support for excellence in the assessment of student learning and increasingly, for the use of these assessments to respond to the students' learning needs. The system is buttressed by on-going faculty development, including an annual series of assessment institutes organized through the Institute for Faculty Development [**Appendix 15**]. In addition to training, Stockton encourages compliance through financial support (such as designated fund for program assessment), mechanisms of accountability (coordinator's reports and "*closing the loop*"), and rewards and recognition.

Indeed, the practice of valid assessment has been incorporated in the day-to-day work of planning and teaching as well as the scholarly responsibility of faculty and their service contribution to the University, schools, and programs. A University-wide Assessment Committee meets monthly to discuss issues of importance to the institution and to review our practices and make recommendations to faculty and administration. The assessment newsletter, *Evidence*, disseminates contributions from faculty about challenges, successes, and practices in both course and program assessments [for back issues of *Evidence*, see the Office of Academic Assessment Website, **Appendix 5**].

We have continued to invest in the recursive process of assessment with both bottom-up and top-down approaches. Programs make assessment plans at the start of each academic year and file assessment reports at the end of each year. The plans are based on the

priorities that faculty identify for their courses. The administration also makes their assessment priorities and resources public and solicits faculty involvement and contributions. This intentionally bi-directional system requires that programs engage in goal-directed instructional and co-curricular planning about their course offerings and in a reflective annual review of their progress towards these goals.

In addition to annual reviews, five-year reviews provide a time for program faculty to analyze the quality of their academic program as a whole, to affirm ways that the program is working well, and to plan for making improvements. Every undergraduate and graduate academic program, every academic Center and Institute, and every academic unit participates in the five-year review process [guidelines, as well as a template for the five-year report, curriculum mapping and assessment appear as **Appendix 38**].

All faculty use the IDEA student rating system as feedback about students' satisfaction with their courses, and data from these surveys are part of official personnel files for all instructors. One of the instructional and assessment benefits of IDEA is that faculty must identify the essential and important objectives for each course that they teach; the students' ratings of progress on these (and only these) objectives are an integral part of the course ratings. To this end, faculty are obliged to review and rethink their course goals each time they complete the faculty information form to ensure that they reflect their instructional activities.

At each step in the planning and operational facets of the University, units articulate clearly defined goals that are related to institutional, school, program, and course priorities. This is required in the planning and accounted for in the assessments. This is true for learning outcomes as it is for processes and performances that support the primary mission of learning.

Ten Essential Learning Outcomes serve as one organizational context at the institutional and program levels for the review of instructional and co-curricular learning opportunities and consequently, for the assessment of learning in these areas. One of these, Program Competence, encompasses the outcomes that majors in each program are expected to master. The other nine ELOs reflect competencies and intellectual achievements of importance to graduates as they transition to advanced studies and to the world of work. Starting in 2013, programs have mapped their courses to indicate the ELO-related work that they will cover, and in many cases faculty tag their syllabi with the ELO opportunities that are associated with the courses. The ELOs are subsumed under the strategic themes of Learning, Engagement, Global Perspectives, and Sustainability (LEGS), and all institutional grants require that applicants make connection between the work that they want to do and Stockton's strategic themes or ELOs.

Institutionally we have made most progress in the assessment of Critical Thinking, Information Literacy, Quantitative Reasoning, and Written Communication. There is ongoing work in Ethical Reasoning at course and program levels, and as previously mentioned, Program Competence is the purview of each program. The remaining learning outcomes have assessment approaches that are still evolving.

Implementation Strategies to Achieve those Goals:

Since the decennial visit in 2012 Stockton has strengthened its assessment culture, increased resources for assessment and further developed the organizational framework for ensuring that assessment findings inform decisions. We have prioritized the use of valid assessment results, important indicators of learning, and reinforced the iterative and formative nature of assessments of both outcomes and processes.

As noted in Section 3, in a direct and immediate response to a suggestion from MSCHE, the Provost appointed and charged a Director of Academic Assessment with the following responsibilities:

1. Provide expertise for faculty to plan, implement, use and improve upon meaningful assessment activities in order to continue to improve student learning. Academic assessment shall be defined as: (1) credit-based majors, minors, general studies categories, graduate degree programs, certificate programs, service learning, internships and fieldwork; and (2) institution-wide Essential Learning Outcomes (ELOs) and co-curricular activities.

2. Assume responsibility for the analysis and interpretation of student learning assessment data and for communicating these findings to the faculty through, for example, organizing and editing the assessment newsletter titled *Evidence*.

3. Chair the college Assessment Committee.

4. Participate in the office of Institutional Research working group discussions on topics related to assessment of student learning outcomes across the college, e.g. NSSE.

5. Attend the portion of the "close the loop" meetings of academic programs at the conclusion of the 5-year self-study process to discuss assessment of student learning outcomes.

6. Work with the Institute of Faculty Development (IFD) to help academic programs to advance the use of assessment results in instructional decision-making.

The DAA assumed responsibility for supporting academic programs in conducting their assessment as well as in reporting and planning while the Institute for Faculty Development continued to work with individual faculty on classroom assessments. The IFD conducts assessment workshops for incoming faculty throughout the academic year and all coordinators meet with the DAA to outline assessment plans for the year (assessment plan document). The coordinators' reports document the assessment work for the year and the way(s) in which assessments from the prior year was used to inform decision-making (report prompt document). In order to strengthen and deepen the assessment culture, each summer faculty have the opportunity to apply to a paid three-day assessment institute with a specific focus. Furthermore, participants help to disseminate the work of the

institutes by contributing to *Evidence*, the assessment newsletter, during the academic year immediately after their summer participation. Since 2013, 45 faculty members have taken advantage of this professional development opportunity by attending the assessment institute.

This report includes examples from each school to show the spectrum of quality assessment practices that are in place. Although there is variability in the degree of engagement with useful and authentic assessment, all programs carry out some assessment and most are conducting and using measures of learning that are aligned with important learning outcomes. Each school has programs with exemplary practice in carrying out and using assessment for planning and decision-making. For the School of Business, this is true of all the programs. In spring 2016, Stockton University's School of Business earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB) an international body whose accreditation has been earned by less than 5 percent of the world's business programs. The School of Business, which was established as a separate school at Stockton in 2007, achieved this recognition after undergoing the rigorous accreditation process, which typically takes five to seven years.

a. Faculty Development Resources: Assessment Institute

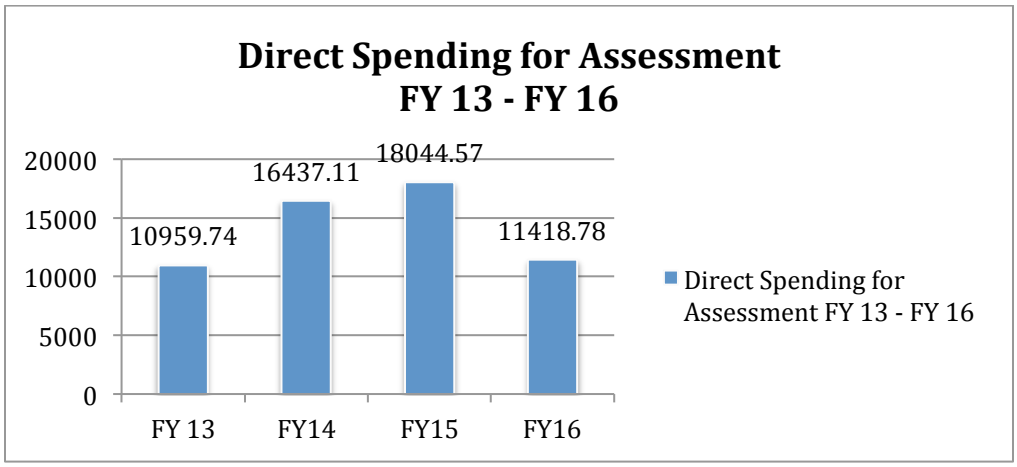
Each summer Stockton faculty members have the opportunity to develop some aspect of their assessment competence or implementation in a sponsored assessment institute. These three-day institutes are offered in August, which is outside the faculty contract period, and therefore faculty are compensated for their participation. Typically 10 – 15 faculty are selected from a pool of applicants who respond to a "call for participation." Institutes have helped orient faculty to assessment terminology, build assessment into their portfolios, develop and norm rubrics, and use assessments appropriately.

Some schools, notably Social and Behavioral Sciences and Business, have staff with assessment expertise who help faculty with the procedural aspects of assessment work such as data entry and analysis. All faculty have financial support for their assessment work and access to a clearing-house of information on the academic assessment website, http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=88

b. Program Assessment Funds

Each academic program is allocated $1,000 per year to meet financial needs that are directly related to assessment work. Programs apply to the Office of the Provost, https://intraweb.stockton.edu/.../PAA%20**Funds**%20Guildelines.pdf for funds to offset any costs that accrue in the assessment cycle. These funds have been used to purchase instruments, help faculty to norm rubrics, support program assessment retreats and hire assessment consultants. Many programs have also used their funds to buy faculty time in the summer to analyze and interpret the assessment data from preceding semesters.

Figure 4:



Direct spending for assessment declined between FY15 and FY16 for three reasons. First, Stockton had two less common, and significant, assessment expenditures in FY15, implementation of the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey, as well as external standardized assessment of critical thinking in the health sciences. Stockton's School of Health Sciences, Stockton's most recent academic school, has grown exponentially in the last five years and warranted a concentrated and disciplinary specific assessment focus. Finally, a disproportionate number of academic programs conducted their own department level assessment initiatives in FY15; many of these are ongoing initiatives that span the current year, although funding is reflected in the year the work began.

c. Acculturation

Stockton has affirmed that its institutional climate is one that requires all constituents to carry out and use assessments to inform their practice. New hires are appraised of the need for evidence-based evaluations in order to help them to make decisions that relate to both outcomes and processes. The newest faculty members of the community are therefore oriented into an assessment driven norm and their obligation to gather and use the evidence of the learning that occurs in their classes. Senior faculty are encouraged through faculty development opportunities to retool and integrate good assessment practices.

Assessing Achievement of those Goals:

Over the past 5 years, Stockton has carried out purposive sampling of upper- and underclass students in both direct and indirect assessment of learning in essential areas of intellectual development. These measures have yielded useful information about the status of learning in these areas. Stockton has also partnered with the Educational Testing Service (ETS) to test and norm new measures of achievement, performance, and affective

variables such as motivation and resilience. We have participated in norming Success Navigator and the HEIghten suite of tests that include Critical Thinking, Quantitative Literacy, Written-Communication, and Civic and Intercultural Competency and Engagement. In the 2014 -2016 academic years 319 students completed the iSkills test of information literacy and 303 were tested with the new HEIghten suite of critical thinking (122), quantitative literacy (96) and written communication (85). Summary results for the HEIghten and iSkills tests are attached [**Appendix 39—HEIghten Institutional Score Cards, Critical Thinking, Quantitative Literacy, and Written Communication, 2015**].

In alternate years we administer the CLA+ and NSSE/FSSE. We triangulate the findings of NSSE and FSSE to get both student and faculty perspectives on engagement and hold discussions in the assessment committee about the findings from these standardized measures and the actions that they suggest. The Office of Institutional Research partners with the IFD director and the DAA to strategize for getting the word out to all community members to help increase participation rates, publicize incentives, and raise awareness of the importance of the assessments. The Directors of the Institute for Faculty Development and Academic Assessment meet with the Provost to review both the NSSE and the CLA reports as they become available. The review takes into account the changes in our general engagement and performance profiles and seeks to connect changes in outcomes to changes in various instructional, co-curricular and environmental factors that could affect these outcomes. These reviews always include analyses of subgroups' performances and the contextual evaluation of these findings. Changes in our student engagement profile and in the institutional "value added" in Critical Thinking through the CLA+ inform some actions in the Academic Affairs planning and prioritization of projects.

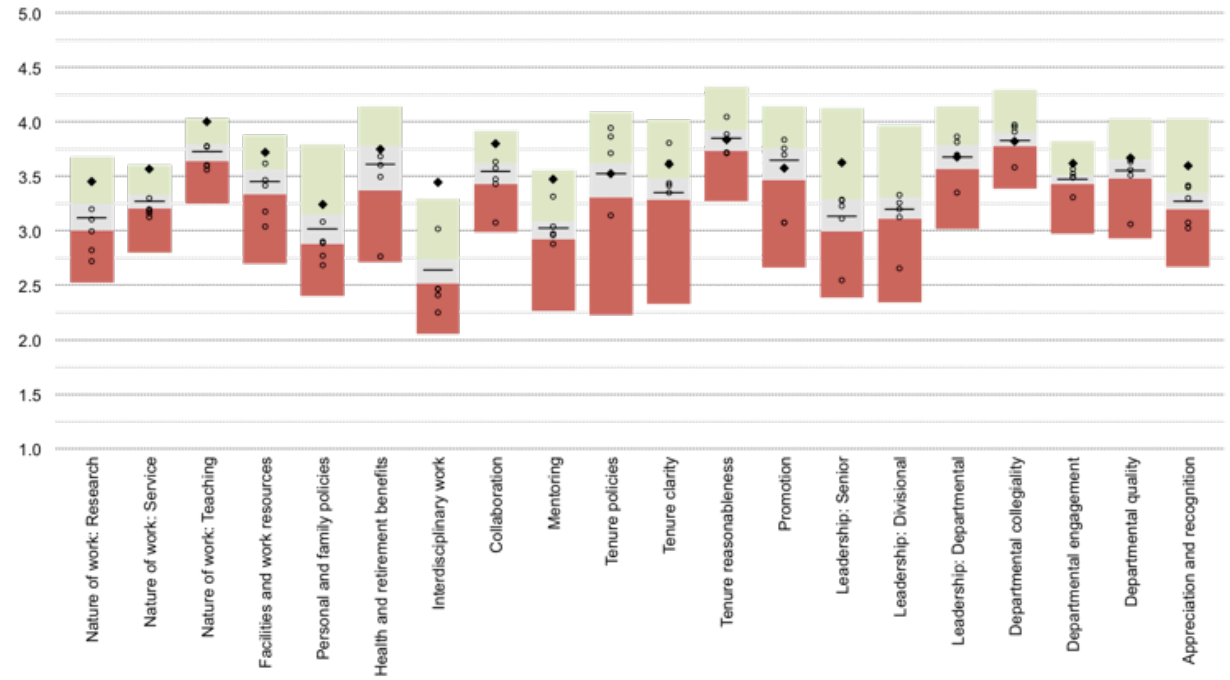
a. Institutional Assessment of Faculty Satisfaction

During the 2013-14 academic year Stockton faculty participated in the COACHE Faculty Satisfaction review process. The report revealed that compared to faculty in similar institutions, Stockton faculty are extremely satisfied with most areas of their work.

In the 2014 -15 academic year, we disseminated, discussed, and responded to the report from COACHE in a process that was exemplary and instructive to the entire institution. A heterogeneous faculty review team conducted a systematic review of the report over a full academic year and made a series of recommendations to the Provost. These recommendations were the basis of new directions for the 2015-16 academic year [**Appendix 40—COACHE Faculty Review Report (2015)**].

Figure 5:

Richard Stockton College of NJ COACHE Faculty Satisfaction Summary



♦ - Stockton
– - overall mean for cohort
o - selected comparison institutions

b. Program Assessment

Stockton recognizes that continuing useful assessment requires attention to all aspects of the work - the tools and resources, planning and plans, the review and use, as well as the motivation and feedback. We have organized some assessment artifacts to represent the variety of work that is being done in each of the schools [**Appendix 41—Sample Program Assessment Summaries**]. Accredited programs have more finalized and comprehensive assessment plans and records while non-accredited program have dynamic, evolving and continuing processes that build on the findings of previous cycles of assessment to generate an increasingly comprehensive picture of the learning landscapes in the programs. Programs often base curricular changes on their assessment findings and the sample summaries will indicate the changes that were prompted by assessment findings.

The following programs are accredited and therefore have assessment plans, data, and practices that have been vetted by their accrediting bodies and deemed commendable.

- The baccalaureate degree in nursing at Stockton University is accredited by the Commission on Collegiate Nursing Education.

- The Social Work program is accredited by the Council on Social Work Education (CSWE).

- The MAED program is accredited by the Teacher Education Accreditation Council (TEAC) for a period of seven years, from 2013 to 2020. This accreditation certifies that the Master of Arts in Education program has provided evidence that it adheres to TEAC's quality principles.

- The Master of Science in Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

- The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

- The Master of Science in Communication Disorders (MSCD) program in Speech Language Pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.

Although no academic accreditation exists for Criminal Justice, the field does have optional certification. The Academy of Criminal Justice Sciences (ACJS) offers certification for criminal justice and has developed approximately fifty standards as evidence of excellence in graduate criminal justice education. Stockton University's MA in Criminal Justice Program is the only graduate program in the tri-state area that has earned this certification.

Finally, and of particular note, in April 2016, Stockton University's School of Business earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB), an international body whose accreditation has been earned by less than 5% of the world's business programs. Indeed, Stockton was one of only five institutions in the United States to have earned this accreditation in the past year.

The School of Business, which was established as a separate school at Stockton in 2007, achieved this recognition after undergoing the rigorous accreditation process, which requires—among other metrics—that full-time faculty members teach at least 75% of School of Business courses.

Several programs (e.g. Honors) and courses (e.g. Business Ethics) have adopted the Association of American Colleges and Universities (AACU) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics for the measurement of complex learning outcomes such as Global Awareness and Ethical Reasoning. There has been an increase in the use of rubrics for the assessment of summative works such as senior papers and

portfolios as well as for specific products and performances in courses such as presentations.

c. Division of Student Affairs Assessment

Offices throughout the division of Student Affairs are in the practice of measuring the success of programs and services using a variety of quantitative and qualitative methods. Assessment efforts align with goals and objectives of an area's specific programming and activities, but also the goals and objectives of the division and the university.

There is a long-standing tradition of assessment within the division, as evidenced by the publication of the annual report and program review presentations for many years; annual and multi-year goal development in alignment with institutional goals; and the development/use/collection of survey tools and outcomes/reflection materials that reside in a Web-based divisional repository. The division contributes to institutional planning through noteworthy endeavors such as its annually updated student-centered strategic enrollment management plan, which integrates with other university strategies. Among our FY2016 goals is to strategically administer and assess programs and services in light of emerging higher education trends.

Divisional assessment efforts have increased in the recent past, focusing on measuring, reflecting and adjusting the effectiveness of programs and services, as well as learning and the co-curriculum. In addition, a variety of divisional and departmental plans involve finance/budget, retention of students, professional development, benchmarking of staffing levels and succession planning, all of which help to contribute to a holistic assessment effort.

In 2012, divisional offices completed self-assessment using best practice standards developed by the Council for the Advancement of Standards in Higher Education (CAS), resulting in extensive published reports. Staff are working hard to intensify the effort, and are currently in the midst of a division-wide CAS review and update. This project helped create much of the framework of the division's ongoing assessment. It also helped to solidify the value of assessment in the divisional culture.

Student Affairs collaborates with Academic Affairs in meaningful ways to help at-risk students, support career planning, facilitate internships, and more. Student Affairs applies Essential Learning Outcomes (ELOs) to both curricular and co-curricular learning experiences, and engage in assessment of the important outcomes. Supportive strategies include:

- the development an early alert system to proactively gauge academic performance;
- application of ELOs to the residential curriculum to help ensure that students are learning the skills they need to be well-rounded and successful adults; and,
- divisional personnel participation in university-wide ELO subcommittees.

Offices create and implement their area's assessment instruments, which are often in the form of paper or online surveys. Offices also evaluate results and use that data to determine

the need for program or event modification. The division's online beta-site repository features a collection of these materials from the past few years.

Appendix 42 has detailed descriptions of assessment work in Student Affairs over the past five years.

d. Assessment in the Library

Over the past five years the library has focused its assessment efforts in the areas of resources, instruction, communications, facilities, virtual presence and personnel. A clear objective was delineated for each area and all actions, findings, and responses are summarized in the appended report [**Appendix 43—Library Assessment Report**].

e. Assessment of Academic Advising

In 2012 the CAA completed two surveys, one for faculty to assess their perception of the precepting/advising process and purpose, and the other for students to get their understanding of the precepting process. Seventy-two faculty and 868 students responded respectively. Detailed findings from these two surveys are included in the appendix [**Appendix 44—Academic Advising Assessment Report**].

f. Other Assessments

Campus Climate Survey

In 2015, we conducted an analysis of students' attitudes and knowledge about campus safety. The survey was distributed to the entire student population in spring 2015 and results were analyzed and disseminated to the students, student services division, and to all the appropriate constituencies. The findings have informed the types of communiqués that we send to students about their extra-curricular engagements and the limits and responsibilities of the University for their safety.

Longitudinal Study of the Impact of Civic Engagement

In an effort to determine the impact of all civic engagement programs that the University offers, the Office of the Provost sponsored a longitudinal study of the students' civic exposure and attitudes. The study, now in its second year, has yielded actionable information and will influence planning for engaging students with civic work [**Appendix 45—Longitudinal Civic Impact Report**].

Alumni Survey

Stockton has also initiated efforts to continue assessment beyond graduation. The first alumni survey conducted for the purpose of supporting academic program review at Stockton was distributed in June 2016 to alumni who graduated from Stockton from 2007-2012 with majors/minors in programs preparing for the five-year review process in 2016-2017.

The survey, initially launched in June 2016, targeted 2,003 potential alumni respondents who graduated with majors/minors in Chemistry, Criminal Justice, History, Language & Cultural Studies, Marine Science, Psychology, or Gerontology. The survey team sent out an initial prompt and five additional weekly reminders. The goal of the survey was to gain insight into graduates' overall satisfaction with their Stockton education, the campus climate, General Studies, Q1 and Q2 courses, W1 and W2 courses, and Essential Learning Outcomes-related learning opportunities. The survey also included questions on satisfaction with faculty, advising, peers, and campus services. In addition, each program crafted up to ten questions regarding program learning experiences [**Appendix 46—Alumni Survey Executive Summary**].

Using Assessment Results to Improve Programs, Services, Teaching and Learning:

Recognizing that the first step in assessment use is dissemination and discussion, Stockton's President created an integrated data users group to help all members of the Stockton community to access the most salient information for answering their empirical questions in the spring of 2013. Directors from Academic Affairs, Student Affairs, and Administration and Finance joined with Institutional Research to form a data-sharing group that meets regularly to outline procedures and consider obstacles to the goal of making integrated assessments accessible and useful to the community.

At both the program and course levels we have sharpened the focus on assessment use. To facilitate this step, the DAA developed an "assessment **use** cycle" and in an article published in *Assessment Update*, described the steps that Stockton has been taking to complete the assessment cycle by using assessment findings in planning and decision-making. http://onlinelibrary.wiley.com/doi/10.1002/au.30057/abstract. The 2016 Assessment Institute focused directly on assessment use in its backward–design focus. The resulting projects will be disseminated during the 2016-17 academic year in *Evidence*, the assessment newsletter.

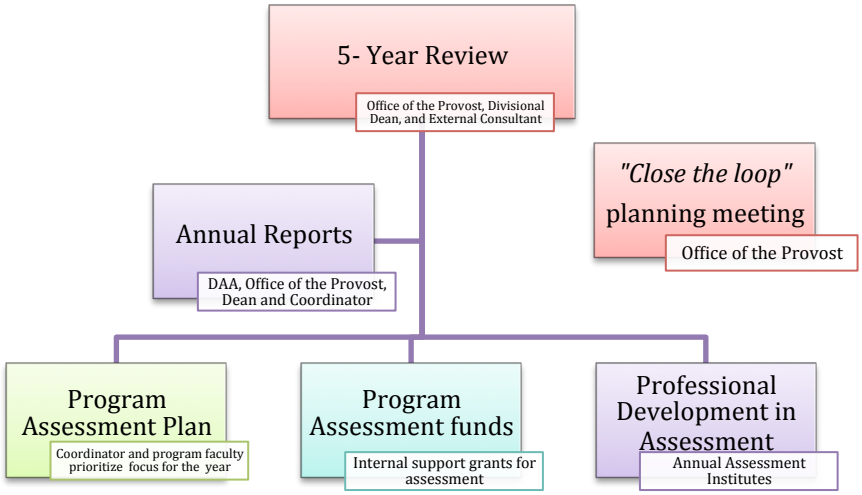
In spring 2014 Stockton convened a regional assessment symposium for assessment personnel in southern New Jersey to discuss common challenges and opportunities in using assessment findings to inform decisions related to student learning. The Provost addressed the gathering and affirmed his commitment to investing in faculty development in this area.

The program assessment process is monitored annually through the review of the coordinators' annual reports. The coordinators summarize their assessment work in response to specific assessment questions, and the Deans and the Assistant Provosts review the reports with an eye for cycle completion from plan to use.

Every five years, each program engages in an extensive review and the program as well as the institution benefit from the feedback from an external consultant who reviews all program materials in a comprehensive analysis of the strengths and challenges.

Consultants' recommendations are considered in the context of institutional goals and program directions. The Provost, Assistant Provosts and the Director of Academic Assessment all participate in a full summative quinquennial review of each program and incorporate the feedback from the consultant as well as the program documents in helping program leaders to set goals for the long and short terms.

Figure 6: Assessment Planning and Reporting



We have, over the past five years responded to assessments with the following actions and decisions:

- Instituted training for faculty and staff in inclusive searches and trained search advocates
- Had a semester-long Provost Reading Group discussion about stereotypes and the ways that they can compromise learning
- Created the Center for Community Engagement
- Changed the way we provide mentoring for early career faculty
- Extended the funding for the Critical Thinking Institute
- Funded several teaching circles to foster pedagogical discussion among faculty with like instructional and research interests and challenges
- Reorganized the Public Health program
- Increased funding for scholarly work in all categories of scholarship
- Created specific categories of funds for Civic and Diversity activities
- Committed funding to ELO Institutes

These actions were precipitated by feedback (both direct and indirect) from unit, school, or institutional assessments.

Section 6: Institutional Planning and Budgeting Processes

Stockton believes that thoughtful, inclusive strategic planning is essential to its continued progress and success. In the *Characteristics of Excellence in Higher Education*, the Middle States Commission on Higher Education states "An effective institution is one in which growth, development, and change are the result of a thoughtful and rational process of self-examination and planning, and one in which such a process is an inherent part of ongoing activities. The nature and quality of planning are among the basic indicators of institutional strength. At its best, institutional planning stimulates imaginative and creative proposals and approaches for strengthening the institution."

During the 2008-09 academic year, Stockton began its current cycle of strategic planning. Called "Stockton 2020" for its emphasis on a clear vision (20/20) of change and emphasis on long-range planning, it is based on four broad institutional goals: Learning, Engagement, Global Awareness, and Sustainability, collecting known as LEGS. There was an emphasis on soliciting broad community input along the way about how best to assure Stockton's intellectual and financial wellbeing for the long-term. The end result was the 2020 Strategy Map, which applies the more theoretical concepts of LEGS to the contexts of Academic Affairs, Student Affairs, and Administration and Finance, including Facilities Management and Planning [**Appendix 47—2020 Strategy Map**]. It does so by providing concrete benchmarks and definitions for different campus communities and processes, including: students, faculty and other stakeholders; internal processes; employee readiness; and resource stewardship.

Strategic Planning Process:

Stockton has undertaken a concerted effort to align three key planning functions to ensure that institutional objectives are transparent and aligned with 2020 objectives: strategic planning, budgetary planning, and the personnel evaluation process. Ultimately, the goal of this effort is to balance an integrative and inclusive planning process with timely and responsive decision-making and action.

In the summer of 2015, the President and his Cabinet reviewed the objectives of the 2020 plan and, building on input from faculty and staff, identified four strategic priorities that the University will pursue over the long-term. Although each priority has a specific focus, they do not necessarily have an endpoint, timeline, or measurement component.

1. Advance the University's mission of excellence in teaching, support for scholarship, and dedication to service.

2. Develop the academic, administrative, and financial resources that support the University's aspiration to be the premier regional educational institution.

3. Continue the University's strategic planning process, in accordance with Middle States recommendations, and which adheres to a process that is integrative, collaborative, transparent, and sustainable.

4. Improve and expand the University's internal operating efficiencies.

In effect, these four strategic priorities represent a summary of key initiatives developed by the President and his Cabinet and also help to maintain alignment between the University's operating divisions and its institutional LEGS themes (learning, engagement, global perspectives, and sustainability).

The following table represents a summary of the chronological activities developed by Stockton for the purpose of supporting a more institutional, systematic, and comprehensive approach to the University's planning process:

Table 10: Stockton University Annual Planning Cycle

February	**Institutional Program Review.** Divisional leaders present to the Stockton community (1) review of major accomplishments and (2) key budget requests (to the state) for upcoming fiscal year.
March	**Open Forums.** Stockton hosts community meetings to provide everyone an opportunity to share ideas about the University's future in an informal, collegial environment.
April	**Cabinet Retreat.** Stockton's Cabinet meets to review the state's draft budget as well as to begin the discussion/planning process for institutional goals for the upcoming fiscal year.
May-June	**Divisional Goals.** Stockton's Cabinet finalize divisional goals for new fiscal year (designed to support institutional goals).
June	**State Budget Released.** Stockton makes budgetary and planning adjustments as necessary.
June – July	**Managerial Goals.** Stockton managers develop new goals for new fiscal year (designed to support divisional goals).
Aug – Oct	**Managerial Evaluation Process.** Stockton managers begin electronic performance evaluation, including: (1) summary of previous year's performance; and (2) entering of new goals for current fiscal year.
October	**Budget Planning.** Divisional leaders begin drafting budget requests (to the state) for next fiscal year.
November	**Budget Submission.** Stockton submits official budget request for next fiscal year to state.
February	**Institutional Program Review.** Divisional leaders present to the Stockton community (1) review of major accomplishments and (2) key budget requests (to the state) for upcoming fiscal year.

Risk Management:

In 2014-15, Stockton University undertook an assessment of the abilities of the Division of Academic Affairs' and the Office of Information Technology Services to identify and respond to risk. The resulting document assembled a comprehensive, though not necessarily exhaustive, accounting of various practices, procedures, and policies regarding various risk management issues. In building this document, Stockton used a report and worksheet developed by the Association of Governing Boards of Universities and Colleges regarding key risks and challenges faced by institutions of higher education.[3] Among the key issues in Stockton's report are the following:

a. Continuity Planning:

Stockton has developed comprehensive plans to ensure instructional continuity for teaching and learning in the event of emergencies (both individual and University-wide). This includes: (a) detailed directions for faculty regarding the use of voice mail, email, and Blackboard (online learning management system) in case of emergencies; and (b) guidelines for students in cases of emergencies, plus links to download authorized software to home computer.

b. Data Protection and IT Disaster Recovery:

Data protection requires appropriate controls for security and access, data backup, software configuration management, data integrity assurance, virus protection and computer system disposal. The University's data protection controls are detailed in Section 2.02.03 (Data Control) of the Office of Information and Technology Services Procedure Manual. The University's electronic documents and records (data) that are stored on systems managed by the Office of Computer and Telecommunication Services are routinely copied to backup storage devices. Backups of critical data needed for disaster recovery are moved to off-site storage facility and Stockton annually conducts an off-site disaster recovery test of mission-critical systems. In addition, Stockton has secured cyber liability insurance to transfer the risk that the University is unable to fully mitigate, including aspects such as: data breach investigation, computer forensic services, and notification services.

In addition, in February 2016, Stockton contracted with Baker Tilly International to perform a University-wide risk assessment, the goal of which is to identify risks which could impede Stockton's ability to achieve its mission, goals, and objectives, including: financial, legal, regulatory, compliance, communication, fraud, and reputation.

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[3] Association of Governing Boards of Universities and Colleges. (2009). The state of enterprise risk management at colleges and universities today. Retrieved 18 July 2014 from: http://agb.org/sites/agb.civicactions.net/files/u3/AGBUE_FINAL.pdf

Retention and Graduation Rates:

Stockton's retention rates for first-time freshmen enrolled in a fall semester who return to the same institution in the following fall semester has remained consistently high at 87% for the recent three freshmen cohorts: Fall 2012, Fall 2013, and Fall 2014. The University's freshmen retention rates have steadily increased in the past ten years from 81% to the current 87%.

For the fourth year in a row, Stockton continues to maintain its four-year graduation rate above the fifty percent mark. From the most recent cohort of Fall 2011, 53% of the entering freshmen at Stockton have graduated with a bachelor's degree within four years. In addition, for the first time in Stockton's history, the University's six-year graduation rate exceeded 70%. The graduation rate for Fall 2009 cohort is 73%, compared with the previous three cohorts at 67%, 65% and 65%.

One of the factors to the improved graduation rates is the adoption of a flat-rate tuition policy for full-time undergraduate students in 2009. Under this structure, students enrolling for classes between 12 and 20 credits pay the same rate. This provides an economic incentive for students to graduate in the shortest time possible. For example, with Stockton's four-credit structure, students who normally take a 16-credit course load (four classes) would effectively receive a tuition-free course by scheduling an additional four-credit class.

Strategic Enrollment Management Planning Process:

Over the past several years, Stockton has annually refreshed its Strategic Enrollment Management Plan (SEMP), which has led to increased enrollments in both incoming undergraduate and graduate students. Currently, the planning group is focusing on enhanced measures and metrics, transfer student enrollments, spring term admissions, summer enrollment, continuing studies and the growth of tuition discounting.

Beginning in January 2016, key administrators from Enrollment Management, Information Technology Services, and Institutional Research, have continued working together to develop automated and longitudinal reports to provide pertinent data for enrollment management decision-making. These new reports offer much greater depth and breadth of data and are helping Stockton to strengthen its enrollment management decision-making. In June 2016, Stockton hosted its first institution-wide enrollment management summit in more than a decade. Many of the discussion points covered in this retreat were helpful to Stockton's Enrollment Management team as they tackled the redevelopment of a Strategic Enrollment Management Plan (SEMP).

In July 2016, Stockton's Board of Trustees held a summit to focus primarily on enrollment management, including a review of the University's current SEMP plan, along with discussions and ideas pertaining to future growth at the main campus and satellite locations, including the Gateway Project in Atlantic City when it opens in Fall 2018.

Together, these activities have helped Stockton build a more robust, comprehensive enrollment management plan that more effectively addresses incremental and sustained growth. In addition, this more systematic process is helping the University to better integrate its enrollment management plans with other strategic planning efforts such as academic planning, the budgeting process, and facilities and campus master planning.

Overall Conclusion:

In September 2016, during his inauguration address, President Kesselman described Stockton as a place where "the teaching-learning process must remain at the very core of everything that we do. Stockton can never lose sight of its primary responsibility to provide the experiences, instruction, and examples to support meaningful learning in each new generation of students." These sentiments echo MSCHE's own *Characteristics of Excellence*, which states that "an institution of higher education is a community dedicated to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves." A review of Stockton five years after its Self Study demonstrates how the university continues to exemplify this ideal. As Stockton begins the next chapter of its development both in Galloway and in Atlantic City, it is clear that it attending to and living up to the expectations it has set for itself. It is a financially strong institution with excellent administrators, faculty, staff and students. It is poised to build on its strengths and address areas in need of improvement. We appreciate the opportunity this Period Review Report has provided to reflect on our progress to date, and we look forward to sharing with Middle States the many successes that we anticipate in the years to come.