

2025 INSTITUTIONAL PROFILE



Prepared by
The Office of Institutional Research
& Effectiveness

TABLE OF CONTENTS

Message from the President	3
A. Accreditation Status	4
1. Institutional Accreditation	4
2. Professional Accreditation & Certification	4
B. Number of Students Served	5
1. Number of Undergraduate Students by Attendance Status, Fall 2024	5
2. Number of Graduate Students by Attendance Status, Fall 2024.....	5
4. Unduplicated Enrollment, FY 2024	5
C. Characteristics of Undergraduate Students	6
1. Mean Evidence-Based Reading & Writing (EWR) and Math SAT Scores, Fall 2024.....	6
2. Enrollment in Remedial Courses	6
a. Total Number of Undergraduate Students Enrolled in Remedial Courses in Fall 2024	6
b. Total Number of First-time, Full-time (FTFT) Students Enrolled in a Remedial Course in Fall 2024	6
c. First-time, Full-time students (FTFT) Enrolled in a Remedial Course in Fall 2024 by Subject Area.....	6
3. Race/Ethnicity, Sex and Age	7
a. Undergraduate Enrollment by Race/Ethnicity, Fall 2024.....	7
b. Undergraduate Enrollment by Sex, Fall 2024	7
c. Undergraduate Enrollment by Age, Fall 2024.....	7
4. Financial Aid from Federal, State & Institution-Funded Programs (AY 2023-24)	8
5. Fall 2024 First-time Undergraduate Enrollment by State Residence.....	8
a. First-time Undergraduate In-State and Non-State Residents	8
b. Undergraduate Enrollment by Residence, Fall 2024	9
D. Student Outcomes	10
1. Four-, Five-, and Six-Year Graduation Rates of Fall 2018 Full-time, First-time Degree-Seeking Undergraduates.....	10
a. By Race/Ethnicity.....	10
2. Third-Semester Retention of First-time Undergraduates, Fall 2023 to Fall 2024.....	10
a. By Attendance Status	10

E. Faculty Characteristics	11
1. Full-time, Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2024.....	11
2. Percentage of Courses Taught by Full-time Faculty, Fall 2024.....	12
3. Ratio of Full- to Part-time Faculty, Fall 2024.....	12
F. Governing Board Characteristics	13
1. Board of Trustees by Sex & Race/Ethnicity.....	13
2. Board of Trustees by Name, Title and Affiliation.....	13
3. Additional Information on Board of Trustees.....	13
G. A Profile of the Institution	14
1. Degree and Certificate Programs	14
H. Major Research and Public Service Activities	16
1. FY 2024 Research & Development Expenditures.....	16
2. Stockton Community Engagement & Service-Learning (SCCESL) Summary.....	18
I. Major Capital Projects.....	19
Other Institutional Information.....	20
Mission Statement	20



MESSAGE FROM THE PRESIDENT

Since our founding in 1969, Stockton University has grown into one of the nation's top public institutions. We are large enough to influence the region, yet small enough to maintain personal relationships. We are proud to offer the academic, technological, and cultural advantages of a large university, while staying true to our liberal arts roots and our deep commitment to student success.

Stockton is a community of opportunity. With more than 8,500 undergraduate and graduate students and over 700 dedicated faculty members, we offer more than 160 degree programs across seven academic schools, along with continuing education and lifelong learning opportunities. Our in-person, student-centered approach is grounded in exceptional teaching and a shared set of values.

With campuses stretching from the 1,600-acre Galloway site in the Pinelands National Reserve to the Boardwalk in Atlantic City and instructional sites in Hammonton, Manahawkin, and the Coastal Research Center in Port Republic, we are firmly rooted in South Jersey. As an Anchor Institution, we collaborate with community partners, civic leaders, and industry stakeholders to meet workforce needs, expand educational access, and support economic and regional resilience.

Our new programs in Entrepreneurship, and Education and Human Development reflect our responsiveness to change and our focus on innovation. And through service-learning, applied research, and real-world experiences, we prepare our students to lead with care, competence, and courage.

Now entering my third year as President, I remain energized by Stockton's promise and purpose. We are preparing to implement our next Strategic Plan, a community-wide effort shaped by input from more than 1,000 faculty, staff, students, alumni, and partners. The plan is centered on five key themes that reflect who we are and who we aspire to become: Cultivate a Community of Care – Belonging and Pride; Inspire Minds – Teaching, Learning and Scholarship; Empower Student Success; Anchor in Purpose – Serving the Region and Beyond; and Sustain Tomorrow – Stewardship and Innovation.

Soar Higher! Go Ospreys!

A handwritten signature in black ink, appearing to read "Joe Bertolino", with a stylized flourish extending from the end.

Joe Bertolino, Ed.D.
President

Annual Institution Profile Report September 15, 2025

A. Accreditation Status

1. *Institutional Accreditation*

In June 2022, the Middle States Commission on Higher Education (MSCHE) reaffirmed full accreditation for Stockton. The evaluation team's report confirms the University's superior performance and acknowledges the fulfillment of its mission to maintain an environment for excellence for New Jersey students, and includes 14 recognitions of Accomplishment, Progress or Exemplary Practices. These include interaction between students and faculty/staff, diversity and inclusion efforts in hiring process and staff training and development, commitment to student success and commitment to shared governance. The University's next MSCHE evaluation visit is scheduled for 2029-30.

2. *Professional Accreditation & Certification*

- American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education (ACOTE)
- American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education (APTA-CAPTE)
- The Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Commission on Collegiate Nursing Education (CCNE)
- Association for Advancing Quality in Educator Preparation (AAQEP)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association (CAA-ASHA)
- Council on Social Work Education (CSWE) Commission on Accreditation (COA)
- National Association of Schools of Art and Design (NASAD)
- Association to Advance Collegiate Schools of Business (AACSB)
- Academy of Criminal Justice Sciences (ACJS) Endorsement for Academic Quality
- Academy for Gerontology in Higher Education (AGHE) – formerly Association for Gerontology in Higher Education
- American Chemical Society (ACS)
- American Society for Biochemistry and Molecular Biology (ASBMB)
- Association of University Programs in Health Administration (AUPHA)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- National Environmental Health Sciences & Protection Accreditation Council (EHAC)
- New Jersey State Association of Chiefs of Police (NJSACOP)

B. Number of Students Served

1. Number of Undergraduate Students by Attendance Status, Fall 2024

Full-Time		Part-Time		Total
Number	Percent	Number	Percent	Number
7,266	96.1%	299	4.0%	7,565

Source: Fall IPEDS Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2024

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
440	41.3%	626	58.7%	1,066

Source: Fall IPEDS Enrollment Survey

4. Unduplicated Enrollment, FY 2024

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	10,906	270,632	9,021
Graduate	1,130	15,795	658
Doctoral-Professional Practice			148
TOTAL	12,036	286,427	9,827

Source: IPEDS 12-Month Enrollment Survey



C. Characteristics of Undergraduate Students

1. *Mean Evidence-Based Reading & Writing (ERW) and Math SAT Scores, Fall 2024*

Stockton University has a test-optional admissions policy for all academic programs, except Accelerated 7-yr. Medical (BS/DO), Pharmacy (BS/PharmD) and Nursing (BSN). The guidelines of accountability reporting require that institutions report SAT data in two ways, by admit status and for all three admit types combined. In this regard, for full-time students, the mean SAT score (Math and Evidence-Based Reading & Writing) for regular admits was 1,156, for special admits 829, and for EOF admits 1,026. Mean Total SAT scores for all full-time admit types combined was 1,130.

Mean Evidence-Based Reading & Writing (ERW) and Math SAT for First-time Undergraduates, by Admission Status and Overall, Fall 2024								
	Full-time Students				Part-time Students			
	Math	N	ERW	N	Math	N	ERW	N
Regular Admits	568	327	588	327	370	1	580	1
EOF Admits	497	19	529	19	0.0	0	0.0	0
Special Admits	388	22	440	22	0.0	0	0.0	0
All Admits	554	368	576	368	370	1	580	1
Missing Scores		1,083		1,083		1		1

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

Source: SURE Fall Enrollment File

2. *Enrollment in Remedial Courses*

a. Total number of Undergraduate Students Enrolled in Remedial Courses in Fall 2024

Total Fall 2024 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
7,537	152	2.0%

b. Total number of First-time, Full-time (FTFT) Students Enrolled in a Remedial Course in Fall 2024

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Course
1,451	141	9.7%

c. First-time, Full-time students (FTFT) Enrolled in a Remedial Course in Fall 2024 by Subject Area

Subject Area	Number of FTFT Enrolled In:	% of all FTFT Enrolled In:
Math Computation	141	9.7%
Algebra	0	0.0%
Reading	0	0.0%
Writing	0	0.0%
English	0	0.0%

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

Source: SURE Fall Enrollment File

STOCKTON UNIVERSITY

3. Race/Ethnicity, Sex and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2024

	White		Black		Hispanic		Asian*		American Indian		Non-Resident		Race Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	4,106	56.5%	699	9.6%	1,513	20.8%	538	7.4%	7	0.1%	87	1.2%	316	4.3%	7,266	100%
Part-time	191	63.9%	31	10.4%	42	14.0%	17	5.7%	1	0.3%	0	0.0%	17	5.7%	299	100%
Total	4,297	56.8%	730	9.6%	1,555	20.6%	555	7.3%	8	0.1%	87	1.2%	333	4.4%	7,565	100%

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

Source: Fall IPEDS Enrollment Survey

b. Undergraduate Enrollment by Sex, Fall 2024

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full-time	2,884	39.7%	4,382	60.3%	7,266	96.0%
Part-time	124	41.5%	175	58.5%	299	4.0%
Total	3,008	39.8%	4,557	60.2%	7,565	100%

c. Undergraduate Enrollment by Age, Fall 2024

		< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-Time	Num	9	2,304	2,836	1,472	393	117	51	62	18	4	0	7,266
	Pct	0.1%	31.7%	39.0%	20.3%	5.4%	1.6%	0.7%	0.9%	0.3%	0.1%	0.0%	100%
Part-Time	Num	2	8	32	120	62	29	21	11	10	4	0	299
	Pct	0.7%	2.7%	10.7%	40.1%	20.7%	9.7%	7.0%	3.7%	3.3%	1.3%	0.0%	100%
Total	Num	11	2,312	2,868	1,592	455	146	72	73	28	8	0	7,565
	Pct	0.2%	30.6%	37.9%	21.0%	6.0%	1.9%	1.0%	1.0%	0.4%	0.1%	0.0%	100%

Source: Fall IPEDS Enrollment Survey



4. Financial Aid from Federal, State & Institution-Funded Programs (AY2023-24)

Federal Funds	Recipients	Dollars (\$)*	\$/Recipient
Pell Grants	3,526	20,013,000	5,675.84
College Work Study	262	795,000	3,034.35
Perkins Loans	0	0	0
SEOG	626	600,000	958.47
PLUS Loans	614	11,204,000	18,247.56
Stafford Loans (Subsidized)	3,362	13,704,000	4,076.15
Stafford Loans (Unsubsidized)	3,550	12,569,000	3,540.56
SMART & ACG or other	33	264,000	8,000.00
CARES ACT – HEERF Student Aid	0	0	0

State Programs	Recipients	Dollars (\$)*	\$/Recipient
Tuition Aid Grants (TAG)	2,618	18,513,000	7,071.43
Educational Opportunity Fund (EOF)	472	848,000	1,796.61
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	154	529,000	3,435.06
Distinguished Scholars	0	0	0
Urban Scholars	2	2,000	1,000
NJ STARS	123	268,000	2,178.86
CCOG	0	0	0
NJCLASS Loans	167	2,448,000	14,658.68
GSG	1432	8,499,000	5,935.06

Institutional Programs	Recipients	Dollars (\$)*	\$/Recipient
Grants/Scholarships	4,902	27,158,000	5,540.19
Loans	0	0	0

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

Source: NJIPEDS Form #41 – Student Financial Aid

5. Fall 2024 First-time Undergraduate Enrollment by State Residence

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

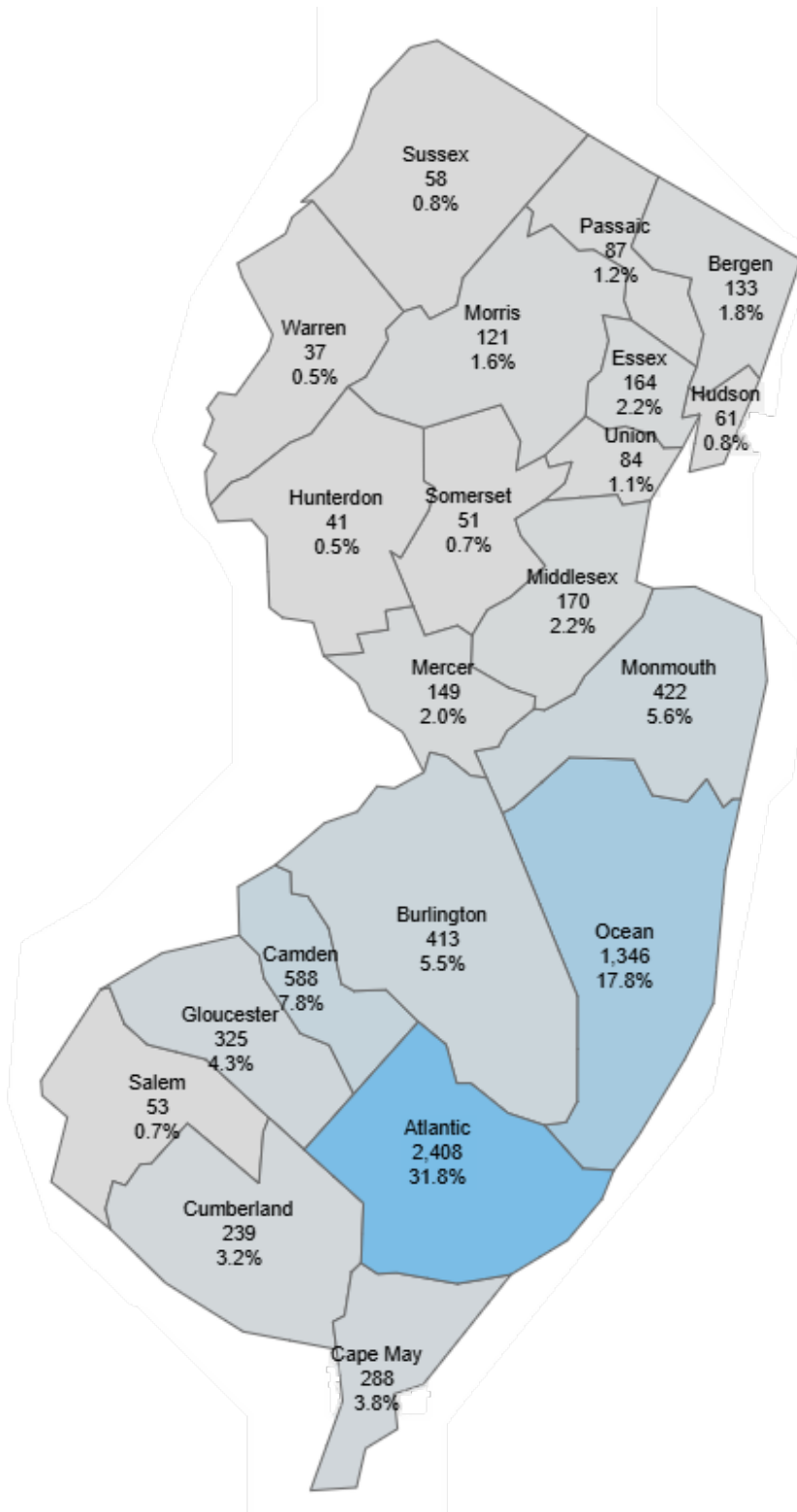
State Residents	Non-State Residents	Total	% State Residents
1,387	66	1,453	95.5%

Source: IPEDS Fall Enrollment Survey



b. Undergraduate Enrollment by Residence, Fall 2024

The percentage of Fall 2024 undergraduates who are NJ residents is 95.9%. The geographic residence of all undergraduates enrolled in Fall 2024 from NJ is illustrated below.



D. Student Outcomes

1. Four-, Five- and Six-Year Graduate Rates of Fall 2018 Full-time, First-time Degree Seeking Undergraduates

a. By Race/Ethnicity

	White		Black		Hispanic		Asian		Non-Resident		Other*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2018 Cohort	988		168		272		94		0		64		1,586	
Graduates After 4 Years	559	56.6%	52	31.0%	122	44.9%	51	54.3%	0	0.0%	32	50.0%	816	51.5%
Graduates After 5 Years	694	70.2%	86	51.2%	157	57.7%	67	71.3%	0	0.0%	40	62.5%	1044	65.8%
Graduates After 6 Years	719	72.8%	92	54.8%	166	61.0%	69	73.4%	0	0.0%	41	64.1%	1087	68.5%

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

Source: IPEDS Graduation Rate Survey

2. Third-semester Retention of First-time Undergraduates, Fall 2023 to Fall 2024

a. By Attendance Status

Full-Time			Part-Time		
Fall 2023 First-Time Undergraduates	Retained in Fall 2024	Retention Rate	Fall 2023 First-Time Undergraduates	Retained in Fall 2024	Retention Rate
1,523	1,197	78.6%	3	1	33.3%

Source: Fall IPEDS Enrollment Survey



E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2024

	White		Black		Hispanic		Asian		American Ind.		Non-Resident		Other*		Total	
Tenured	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Professors	32	36	3	5	3	0	7	8	1	0	0	0	0	1	46	50
Associate Prof.	35	55	7	4	3	3	11	10	1	0	0	1	0	1	57	74
Assistant Prof.	4	2	1	0	2	0	0	0	0	0	0	0	0	0	7	2
All Others	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Total	72	95	11	9	8	3	18	18	2	0	0	1	0	2	111	128
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	3	1	0	0	0	0	0	0	0	0	0	0	0	0	3	1
Assistant Prof.	9	28	2	4	0	2	3	3	0	0	7	4	2	1	23	42
All Others	9	17	1	1	1	1	0	1	0	0	0	1	0	0	11	21
Total	21	46	3	5	1	3	3	4	0	0	7	5	2	1	37	64
Total																
Professors	32	36	3	5	3	0	7	8	1	0	0	0	0	1	46	50
Associate Prof.	38	56	7	4	3	3	11	10	1	0	0	1	0	1	60	75
Assistant Prof.	13	30	3	4	2	2	3	3	0	0	7	4	2	1	30	44
All Others	10	19	1	1	1	1	0	1	0	0	0	1	0	0	12	23
TOTAL	93	141	14	14	9	6	21	22	2	0	7	6	2	3	148	192

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

Source: IPEDS Human Resources Survey

2. Percentage of Course Sections Taught by Full-time Faculty, Fall 2024

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
1,938	1,348	70%	488	25%	102	5%

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

3. Ratio of Full- to Part-time Faculty, Fall 2024

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
340	48.8%	357	51.2%	697

Source: Fall IPEDS Human Resources Survey



F. Governing Board Characteristics

1. Board of Trustees by Sex & Race/Ethnicity

	White	Black	Hispanic	Asian	American Indian	Non-Resident	Unknown	Total
Male	4	1	1	1	0	0	0	7
Female	6	3	1	1	0	0	0	11
Total	10	4	2	2	0	0	0	18

2. Board of Trustees by Name, Title and Affiliation

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

3. Additional Information on Board of Trustees

stockton.edu/board-of-trustees/



G. A Profile of the Institution

1. Degree and Certificate Programs

School of Arts and Humanities (ARHU)

- Africana Studies (BA, Minor)
- American Studies (MA, Post-Baccalaureate Certificate)
- Art History (Minor)
- Communication Studies (BA)
- Digital Studies (BA)
- Historical Studies (BA, Minor)
- Language and Culture Studies (BA, Minor)
- Literature (BA, Minor)
- Literature and American Studies (Dual BA/MA)
- Performing Arts (BA)
- Philosophy and Religion (BA, Minor)
- Studies in the Arts (BA, Minor)
- Visual Arts (BA, BFA)
- Studio Art (Minor)

School of Business (BUSN)

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

School of Education (EDUC)

- Education (MA)
- Education and Human Development (BA)
- Instructional Technology (MA)
- Organizational Leadership (EdD)
- Teacher Education (BA)
- Training and Development (Post-Baccalaureate Certificate)

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

- Community Leadership and Social Change (Minor)
- Digital Literacy and Multimedia Design (Minor)
- Disability Studies (Minor)
- Genocide Prevention (Post-Baccalaureate Certificate)
- Global Studies (Minor)
- Holocaust and Genocide Studies (MA, Minor)
- Jewish Studies (Minor)
- Latin American and Caribbean Studies (Minor)
- Liberal Studies (BA)
- Migration Studies (Minor)
- Women's, Gender and Sexuality Studies (Minor)
- Writing (Minor)

School of Health Sciences (HLTH)

- Adult Gerontology Primary Care Nurse Practitioner (Post-Master's Certificate)
- Applied Clinical Nutrition with Northeast College of Health Sciences (Dual BSHS/ACN)
- Communication Disorders (Minor)
- Communication Sciences and Disorders (MS)
- Doctor of Chiropractic with Northeast College of Health Sciences (Dual BSHS/D.C.)
- Exercise Science (BS)

School of Health Sciences (cont.)

- Family Nurse Practitioner (Post-Master's Certificate)
- Health Science (BS)
- Health Sciences and MBA in Healthcare Administration and Leadership (Dual BSHS/MHAL)
- Health Sciences and Master of Public Health (Dual BSHS/MPH)
- Integrative Health (Minor)
- Nursing (BSN, MSN, DNP)
- Occupational Therapy (MS)
- Physical Therapy (DPT)
- Public Health (BS, Minor, MPH, Dual BS/MPH)

School of Natural Sciences and Mathematics (NAMS)

- Accelerated Pre-Medicine with Rowan School of Osteopathic Medicine (Dual BS/DO)
- Applied Physics (BA, BS, Minor)
- Applied Physics, Mathematics, Chemistry and Engineering with Partner Institutions (Dual BS/BSE)
- Biochemistry/Molecular Biology (BS)
- Biology (BA, BS, Minor)
- Chemistry (BA, BS, Minor)
- Coastal Zone Management (MS, PSM, Post-Baccalaureate Certificate)
- Data Science and Strategic Analytics (MS)
- Dental Medicine with Rutgers School of Dental Medicine (Dual BS/DM)
- Energy (Post-Baccalaureate Certificate)
- Environmental Science (BS, Minor, Dual BS/PSM, PSM)
- Environmental Studies (BA)
- Geographic Information Systems (Post-Baccalaureate Certificate)
- Geology (BA, BS, Minor)

School of Natural Sciences and Mathematics (cont.)

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

School of Social and Behavioral Sciences (SOBL)

- Administration and Leadership (Post-Baccalaureate Certificate)
- Anthropology (Minor)
- Archaeology (Minor)
- Behavioral Neuroscience (Minor)
- Childhood Studies (Minor)
- Counseling (MA)
- Criminal Justice (BS, MA, Dual BS/MA)
- Economics (BA, Minor)
- Forensic Psychology (Post-Baccalaureate Certificate)
- Forensic Science (Post-Baccalaureate Certificate)
- Gerontology (Minor, Post-Baccalaureate Certificate)
- Homeland Security (Post-Baccalaureate Certificate)
- Political Science (BA, Minor)
- Psychology (BA, BS)
- Public Policy (Post-Baccalaureate Certificate)
- Social Work (BS, MSW)
- Sociology and Anthropology (BA)
- Sociology (Minor)
- Victimology and Victim Services (Minor)

H. Major Research and Public Service Activities

1. FY2024 Research & Development Expenditures

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$701,337.00
Institutionally Financed Academic R&D Expenditures	\$774,723.00
Externally Financed Academic R&D Expenditures	\$777,374.00
Total Academic R&D Expenditures	\$2,253,434.00

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

Grant awards received by Stockton University in Fiscal Year 2025 can be broken down into three broad clusters. The first cluster are grants focused on community and cultural programming, this includes grants in the performing arts. The next cluster are educational grants aimed at offering programming or educational opportunities for Stockton community members. The third and final cluster are those grants that address traditional research. The last cluster includes funding that helps to expand the research infrastructure of the university.

Some of the community and cultural programming grants awarded within the past year include support from the New Jersey State Council on the Arts (NJSCA). Funds from NJSCA provide operating support for the Noyes Arts Garage (grant amount: \$56,080) and the Stockton University Performing Arts Center (grant amount: \$145,730). The Noyes Arts Garage helps to promote the arts in Atlantic City through education and community-centric programming. The NJSCA also helps to fund the production of the State of the Arts television program with airs on PBS stations in NJ and NY. In FY25, they provided support of \$386,500 towards the production of the program. The Noyes Arts Garage also received a combined \$100,000 from the Atlantic Center for Independent Living for their Living Access to Arts Programs Initiative.

Beyond the arts, funding for community support initiatives also includes our Small Business Development Center (SBDC). The SBDC provides support for anyone looking to develop or launch a small business. Funding from the United States Small Business Administration (funded through a subaward from Rutgers University) in the amount of \$168,592 helps to keep this program active.

The Stockton Center on Successful Aging (SCOSA) continues to provide programming for an aging population. Support from the New Jersey Department of Health (grant amount: \$85,000), the Department of Health and Human Services (subaward from Rowan University, grant amount: \$85,000), and the Atlantic County Department of Aging (grant amount: \$77,000) ensure that SCOSA can continue its mission of outreach and providing impactful programming to the community.

In terms of education funding, support for the institution came from diverse sources. The Southern Regional Institute (SRI) and Educational Technology Training Center (ETTC) received funding from the U.S. Department of Education (funded through a subaward from the New Jersey Department of Education) in the amount of a combined \$880,000 for the development of a climate change learning collaborative and a computer science coastal hub. The New Jersey Department of Military and veterans awarded a grant worth \$94,812 for the veteran's environmental internship program which helped train veterans in environmental stewardship. The NJ Space Grant Consortium through funding from NASA provided support in the amount of \$27,100 to cover training students in marine tech and science at sea.

The Child Welfare Education Institute (CWEI) received funding from the state to support their ongoing education and outreach activities. This funding helps to provide support for the transformation of the public child welfare system through social work education and professional training. The CWEI received

a combined \$2,954,669 for their programming and administrative costs. This funding provides training and support for social work professionals statewide. The recovery housing project which supports students in recovery from alcohol and/or drug dependence received funding from the New Jersey Division of Mental Health (grant amount: \$225,000). Lastly, the Goals/Gear Up project which helps to familiarize high school students with the college experience, received a combined \$792,468 in funding for FY25. This program, hosted by Stockton, exposed students to college who might not otherwise have the opportunity.

Noteworthy grant funding activities in the research realm include funding from the USDA for the Stockton maple project. The award from the USDA-ACER program in the amount of \$499,947, will give Stockton researchers the ability to grow the program while testing the marketability of maple syrup from New Jersey. The New Jersey Economic Development provided \$142,000 in funding for the development of the Ocean Testbed Research and Education facility, expanding our educational and research capabilities in the marine science realm.



2. Stockton Community Engagement & Service-Learning (SCCESL) Summary

Below are representative examples of community engagement in AY 2025

- The SCCESL expanded one of its signature programs: the Homework Completion Program. In addition to programs in Stanley Homes Village in Atlantic City and at the Pleasantville Library, new program sites were launched at Buzby Homes Village and Oceanside II in Atlantic City, expanding the tutoring program's reach to 82 youth.
- In Little Egg Harbor, Atlantic City, and Pleasantville, the Social Hour program for older adults provided students and residents with meaningful, accessible opportunities for connection, drawing 57 participants across 11 sessions. Both programs offer community members with opportunities for socialization and create hands-on learning experiences for Stockton students from a wide range of disciplines.
- Fifty-six Service-Learning courses were taught by 45 Stockton faculty members, with 1,182 students (16% of undergraduate population) earning Service-Learning designation on their transcripts.
- The SCCESL collaborated with Stockton's Military and Veterans Success Center to host two Community Resource Fairs. Over 40 agencies from Atlantic, Cape May and Ocean counties participated to create connections which support student resiliency during college and after graduation.
- In FY25, SCCESL's work spanned eight community sites over more than 100 days, generating thousands of meaningful interactions between Stockton and families throughout the region.
- The 21st Stockton Dr. Martin Luther King, Jr. Day of Service was held on January 20, 2025. More than 700 students, faculty, staff, and community members participated in over 30 service projects in Atlantic City, Hammonton, Galloway, and Woodbine.
- Fall and Spring Days of Service brought over 50 students, faculty, and staff together to make greeting cards for residents of long-term care facilities as well as active-duty military members overseas.

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

I. Major Capital Projects**July 2024 – June 2025****Library Learning Commons**

Construction to renovate the 100,000 square foot Richard E. Bjork Library began in May 2024 with a relocation plan that moved affected faculty and staff to various locations around the Galloway Campus. When completed in June 2026, all relocated staff will return to their new locations in time for the start of the Fall 2026 semester. This project will provide facilities for group & private study, upgraded facilities for advising, tutoring, and testing along with creating areas for career development and discovery. In addition, the space will include upgraded lighting, HVAC, furniture, increased accessibility, and finishes in a newly imagined open floorplan that will be welcoming to the entire campus community.

Water Tank Replacement

Construction to replace the 60-year-old 300,000-gallon water tank serving domestic water and fire suppression to the entire Galloway Campus began in April 2025 and will be complete in September 2025. This project will provide upgraded water storage facilities with updated controls and software as required to meet today's state and local building codes.

Other Institutional Information

Please visit stockton.edu for more information.



Other Institutional Information

Stockton University is completing its most recent Strategic Planning process, which includes updates to the Mission, Vision, Guiding Principle and Values. Please refer to <https://stockton.edu/president/mission-statement.html> for the current statements. Additional information on the Strategic Plan is available [here](#).





The Office of Institutional Research
& Effectiveness
101 Vera King Farris Drive
Galloway, NJ 08205

stockton.edu

Stockton is an Equal Opportunity Institution