

2026 INSTITUTIONAL PROFILE



Prepared by
The Office of Institutional Research & Effectiveness

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MESSAGE FROM THE PRESIDENT

Since our founding in 1969, Stockton University has become one of the nation's leading public institutions, serving more than 8,500 undergraduate and graduate students across seven academic schools and more than 160 degree programs.

Our reach is broad, but our approach remains personal. Stockton is large enough to influence the region, yet small enough to maintain the relationships that help students thrive. Across our 1,600-acre Galloway campus, our Atlantic City campus on the Boardwalk, and instructional sites in Hammonton, Manahawkin and Port Republic, we are deeply rooted in South Jersey and in the communities we serve.

Today, Stockton is moving forward with greater focus and intention.

Guided by our Strategic Plan, Soaring Forward: Strengthening Community, Advancing Excellence, we are strengthening the student experience, creating clearer pathways to a Stockton degree, aligning academic programs with student and workforce needs, and deepening partnerships across the region.

As an Anchor Institution, our responsibility extends beyond our campuses. Through initiatives such as the Stockton-AtlantiCare College of Community Health and the South Jersey Higher Education Alliance, we are working with health care partners, community colleges and other regional and state leaders to expand access, strengthen educational and career pathways, and respond to the needs of South Jersey.

At the center of all of this is our Ethic of Care and our commitment to student success. Stockton is a community of opportunity where students are known, supported and prepared for what comes next.

Our future will require focus, collaboration and thoughtful change. We are building a university that is more connected, more responsive and more essential to the students, families and communities we serve.

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, 2026

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 2025

Full-Time, Number	Full-Time, Percent	Part-time, Number	Part-time, Percent	Total
7,325	96.6%	258	3.4%	7,583

Source: Fall IPEDS Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2025

Full-time, Number	Full-time, Percent	Part-time, Number	Part-time, Percent	Total
416	39.9%	627	60.1%	1,043

Source: Fall IPEDS Enrollment Survey

4. Unduplicated Enrollment, FY 2025

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	10,797	268,396	8,947
Graduate	1,227	17,741	739
Doctoral-Professional Practice			133
TOTAL	12,024	286,137	9,819

Source: IPEDS 12-Month Enrollment Survey



C. Characteristics of Undergraduate Students

1. **Mean Evidence-Based Reading & Writing (ERW) and Math SAT Scores, Fall 2025**

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 1,146, for special admits 811, and for EOF admits 1,117. Mean Total SAT scores for all full-time admit types combined was 1,123.

	Full-time Math	Full-time N	Full-time ERW	Full-time N	Part-time Math	Part-time N	Part-time ERW	Part-time N
Regular Admits	561	349	585	349		0		0
EOF Admits	550	23	567	23		0		0
Special Admits	399	25	412	25		0		0
All Admits	550	397	573	397		0		0
Missing Scores		1,089		1,089		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 2025**

Total Fall 2025 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
7,532	197	2.6%

b. **Total number of First-time, Full-time (FTFT) Students Enrolled in a Remedial Course in Fall 2025**

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
1,486	185	12.4%

c. **First-time, Full-time students (FTFT) Enrolled in a Remedial Course in Fall 2025 by Subject Area**

Subject Area	Number of FTFT Enrolled In:	% of all FTFT Enrolled In:
Math Computation	185	12.4%
Algebra	0	0.0%
Reading	0	0.0%
Writing	0	0.0%
English	0	0.0%

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

Source: SURE Fall Enrollment File

3. Race/Ethnicity, Sex and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall 2025

Race/Ethnicity	Full-time Number	Full-time Percent	Part-time Number	Part-time Percent	Total Number	Total Percent
White	3,938	53.8%	145	56.2%	4,083	53.8%
Black	800	10.9%	32	12.4%	832	11.0%
Hispanic	1,620	22.1%	51	19.8%	1,671	22.0%
Asian*	539	7.4%	17	6.6%	556	7.4%
American Indian	7	0.1%	1	0.4%	8	0.1%
Non-Resident	93	1.3%	0	0.0%	93	1.2%
Race Unknown*	328	4.5%	12	4.7%	340	4.5%
Total	7,325	100%	258	100%	7,583	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 2025

	Male Number	Male Percent	Female Number	Female Percent	Total Number	Total Percent
Full-time	2,897	39.5%	4,428	60.5%	7,325	96.6%
Part-time	105	40.7%	153	59.3%	258	3.4%
Total	3,002	39.6%	4,581	60.4%	7,583	100%

c. Undergraduate Enrollment by Age, Fall 2025

	< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time Number	5	2,296	2,881	1,445	406	129	60	72	30	1	0	7,325
Full-time Percent	0.1%	31.3%	39.3%	19.7%	5.5%	1.8%	0.8%	1.0%	0.4%	0.0%	0.0%	100%
Part-time Number	0	8	29	108	63	17	16	9	3	5	0	258
Part-time Percent	0.0%	3.1%	11.2%	41.9%	24.4%	6.6%	6.2%	3.5%	1.2%	1.9%	0.0%	100%
Total Number	5	2,304	2,910	1,553	469	146	76	81	33	6	0	7,583
Total Percent	0.1%	30.4%	38.3%	20.5%	6.2%	1.9%	1.0%	1.1%	0.4%	0.1%	0.0%	100%

Source: Fall IPEDS Enrollment Survey



4. Financial Aid from Federal, State & Institution-Funded Programs (AY2024-25)

Federal Funds	Recipients	Dollars (\$)*	\$/Recipient
Pell Grants	3,834	24,248,000	6,324.47
College Work Study	210	685,000	3,261.90
Perkins Loans	0	0	0
SEOG	433	372,000	859.12
PLUS Loans	580	10,560,000	18,206.90
Stafford Loans (Subsidized)	2,843	11,612,000	4,084.42
Stafford Loans (Unsubsidized)	3,289	12,494,000	3,798.72
SMART & ACG or other	35	348,000	9,942.86
CARES ACT – HEERF Student Aid	0	0	0

State Programs	Recipients	Dollars (\$)*	\$/Recipient
Tuition Aid Grants (TAG)	2,743	20,063,000	7,314.25
Educational Opportunity Fund (EOF)	496	881,000	1,776.21
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	225	663,000	2,946.67
Distinguished Scholars	0	0	0
Urban Scholars	4	4,000	1,000
NJ STARS	113	252,000	2,230.09
CCOG	0	0	0
NJCLASS Loans	160	2,431,000	15,193.75
GSG	1118	5,776,000	5,166.37

Institutional Programs	Recipients	Dollars (\$)*	\$/Recipient
Grants/Scholarships	4,723	26,612,000	5,634.55
Loans	0	0	0

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

Source: NJIPEDS Form #41 – Student Financial Aid

5. Fall 2025 First-time Undergraduate Enrollment by State Residence

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

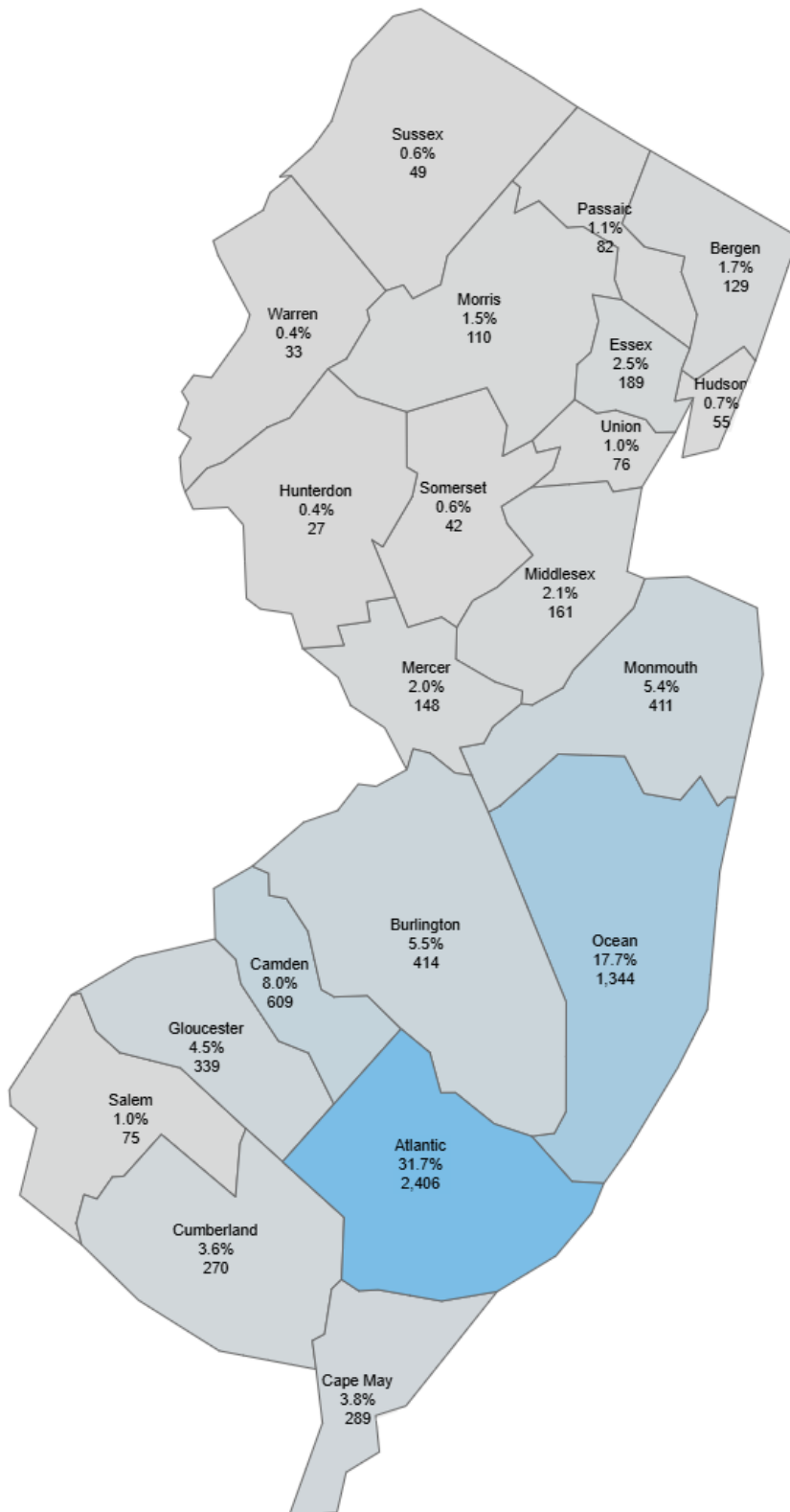
State Residents	Non-State Residents	Total	% State Residents
1,431	56	1,487	96.2%

Source: IPEDS Fall Enrollment Survey



b. Undergraduate Enrollment by Residence, Fall 2025

The percentage of Fall 2025 undergraduates who are NJ residents is 95.8%. The geographic residence of all undergraduates enrolled in Fall 2025 from NJ is illustrated below.



NJ County	Undergraduate Number	Undergraduate Percent
Atlantic	2,406	31.7%
Bergen	129	1.7%
Burlington	414	5.5%
Camden	609	8.0%
Cape May	289	3.8%
Cumberland	270	3.6%
Essex	189	2.5%
Gloucester	339	4.5%
Hudson	55	0.7%
Hunterdon	27	0.4%
Mercer	148	2.0%
Middlesex	161	2.1%
Monmouth	411	5.4%
Morris	110	1.5%
Ocean	1,344	17.7%
Passaic	82	1.1%
Salem	75	1.0%
Somerset	42	0.6%
Sussex	49	0.6%
Union	76	1.0%
Warren	33	0.4%

D. Student Outcomes**1. Four-, Five-, and Six-Year Graduation Rates of Fall 2019 Full-time, First-time Degree-Seeking Undergraduates****a. By Race/Ethnicity**

	2019 Cohort Number	Graduates After 4 Years Number	Graduates After 4 Years Percent	Graduates After 5 Years Number	Graduates After 5 Years Percent	Graduates After 6 Years Number	Graduates After 6 Years Percent
White	931	514	55.2%	653	70.1%	674	72.4%
Black	140	52	37.1%	71	50.7%	75	53.6%
Hispanic	254	108	42.5%	142	55.9%	150	59.1%
Asian	127	74	58.3%	100	78.7%	105	82.7%
Non-Resident	3	2	66.7%	3	100.0%	3	100.0%
Other*	74	34	45.9%	39	52.7%	40	54.1%
Total	1529	784	51.3%	1008	65.9%	1047	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 2024 to Fall 2025**a. By Attendance Status**

Fall 2024 First-Time, Full-time Undergraduates	Full-time Retained in Fall 2025	Full-time Retention Rate	Fall 2024 First-Time, Part-time Undergraduates	Part-time Retained in Fall 2025	Part-time Retention Rate
1,450	1,131	78.0%	2	2	100%

Source: Fall IPEDS Enrollment Survey



E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2025

	White Men	White Women	Black Men	Black Women	Hispanic Men	Hispanic Women	Asian Men	Asian Women	American Ind. Men	American Ind. Women	Non-Resident Men	Non-Resident Women	Other* Men	Other* Women	Total Men	Total Women
Tenured																
Professors	30	40	3	4	4	0	7	8	1	0	0	0	0	1	45	53
Associate Prof.	34	55	7	5	2	4	13	14	1	0	0	1	1	1	58	80
Assistant Prof.	3	3	1	0	2	0	0	0	0	0	0	0	1	0	7	3
All Others	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Total	68	100	11	9	8	4	20	22	2	0	0	1	2	2	111	138
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.	8	23	2	3	2	1	3	1	0	0	6	4	1	3	22	35
All Others	10	17	1	1	0	2	0	2	0	0	0	0	0	0	11	22
Total	21	41	3	4	2	3	3	3	0	0	6	4	1	3	36	58
Total																
Professors	30	40	3	4	4	0	7	8	1	0	0	0	0	1	45	53
Associate Prof.	37	56	7	5	2	4	13	14	1	0	0	1	1	1	61	81
Assistant Prof.	11	26	3	3	4	1	3	1	0	0	6	4	2	3	29	38
All Others	11	19	1	1	0	2	0	2	0	0	0	0	0	0	12	24
TOTAL	89	141	14	13	10	7	23	25	2	0	6	5	3	5	147	196

*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 2025

Total Number of Course Sections	Taught by Full-time Faculty Number	Taught by Full-time Faculty Percent	Taught by Part-time Faculty Number	Taught by Part-time Faculty Percent	Taught by Others* Number	Taught by Others* Percent
1,926	1,369	71%	455	24%	102	5%

*Note: Taught by Others includes full-time administrators

3. Ratio of Full- to Part-time Faculty, Fall 2025

Full-time Number	Full-time Percent	Part-time Number	Part-Time Percent	Total Number
343	50.5%	336	49.5%	679

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	5	1	1	1	0	0	0	8
Female	5	3	1	0	0	0	0	9
Total	10	4	2	1	0	0	0	17

2. Board of Trustees by Name, Title and Affiliation

Name	Title	Affiliation
Mr. Jose Lozano, Chair	Executive Vice President & Chief Growth Officer	Hackensack Meridian Health
Mr. Timothy J. Lowry, Vice-Chair	Senior Vice President & General Counsel	South Jersey Industries
Ms. Stephanie Lutz, Secretary	Senior Manager	Deloitte Consulting, LLP.
Mr. Raymond R. Ciccone, CPA CFF	Managing Partner, CPA	Ciccone, Koseff & Company
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. Michelle Lenzmeier Keates	Financial Advisor	Janney Montgomery Scott LLC
Ms. Amy Kennedy	Co-Founder	The Kennedy Forum
Dr. Mukesh Roy	Director for Emergency Preparedness and Planning	Ocean County Health Department
Dr. Fotios Tjoumakaris, MD	Orthopedic Surgeon	The Rothman Orthopaedic Institute
Ms. Nelida Valentin	Vice President of Grants and Programs	Princeton Area Community Foundation (PACF)
Najmah Laing	Student Trustee	Stockton University
Dylan Demarest	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, Dual BA/MA, Minor)
- American Studies (MA, Dual BA/MA, Post-Baccalaureate Certificate)
- Art History (Minor)
- Communication Studies (BA)
- Digital Studies (BA, Minor)
- Historical Studies (BA, Dual BA/MA, Minor)
- Language and Culture Studies (BA, Minor)
- Literature (BA, Dual BA/MA, Minor)
- Literature and American Studies (Dual BA/MA)
- Performing Arts (BA)
- Philosophy and Religion (BA, Dual BA/MA, 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, Dual BS/MBA)
- Business Management Fundamentals in Hospitality (Post-Baccalaureate Certificate)
- Business Studies (Minor)
- Cannabis Studies (Minor)
- Computer Information Systems (BS, Minor)
- Computing (BA)
- Entrepreneurship (BS, Pre-Bachelor's Certificate)

School of Business (cont.)

- Esports Management (BS, Dual BS/MBA)
- Finance (BS, Dual BS/MBA)
- 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)
- 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)
- Women's, Gender and Sexuality Studies (Minor)
- Writing (Minor)

School of Health Sciences (HLTH)

- Adult Gerontology Primary Care Nurse Practitioner (Post-Master's Certificate)
- Athletic Training with Thomas Jefferson University (Dual BS/MS)
- Communication Disorders (Minor)

School of Health Sciences (cont.)

- Doctor of Chiropractic with Northeast College of Health Sciences (Dual BSHS/D.C.)
- Exercise Science (BS)
- Medical Laboratory Technology (Dual BS/AAS)
- Speech Language Pathology (MS)
- 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)
- Computer Science (BS, Minor)
- Data Science and Strategic Analytics (MS)
- Dental Medicine with Rutgers School of Dental Medicine (Dual BS/DMD)
- Energy (Post-Baccalaureate Certificate)

School of Natural Sciences and Mathematics (cont.)

- Environmental Science (BS, Dual BS/PSM, PSM)
- Environmental Studies (BA, Minor)
- Geographic Information Systems (Post-Baccalaureate Certificate)
- Geology (BA, BS, Minor)
- 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)

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

H. Major Research and Public Service Activities

1. FY2025 Research & Development Expenditures

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$744,041.00
Institutionally Financed Academic R&D Expenditures	\$695,329.00
Externally Financed Academic R&D Expenditures	\$365,808.00
Total Academic R&D Expenditures	\$1,805,179.00

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 2026 can be broken down into three broad areas. The first area includes grants that are focused on community and cultural programming, this includes grants in the performing arts and grants that support community-based programs. The next area includes educational grants aimed at offering programming or educational opportunities for Stockton community members. The third and final area includes those grants that address traditional research. This final area includes grants and 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. In addition to the NJSCA funding, they received a combined \$66,087 from the Atlantic Center for Independent Living, Wells Fargo Bank, and The Rennoc Corporation Foundation for various community-based initiatives. The NJSCA also helps to fund the production of the State of the Arts television program which airs on PBS stations in NJ and NY. In FY25, they provided support of \$347,000 towards the production of the program.

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 \$243,970 helps to keep this program active. They received an additional \$214,000 from the US Department of Treasury, New Jersey Economic Development Authority, Rutgers University, and TD Bank to support various community focused training programs.

The Stockton Center on Successful Aging (SCOSA) continues to provide programming for an aging population. Funding from the Atlantic County Department of Aging (grant amount: \$77,000) ensures that SCOSA can continue its mission of outreach and providing impactful programming to the community.

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 \$2,102,866 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 \$658,524 in funding for FY26. This program, hosted by Stockton, exposes students to college who might not otherwise have the opportunity.

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 \$649,993 for the development of a climate change learning collaborative. The New Jersey Department of Military and veterans awarded a grant worth \$190,877 for the veteran's environmental internship program which helps train veterans in environmental stewardship.

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 \$272,795, expands on previously funded work. This award focuses on studying the marketing potential of maple syrup in New Jersey.



2. Division of Community Engagement Summary

Below are representative examples of community engagement in AY 2026

- The Peaceful Pathways Forward Series is a collaborative effort dedicated to fostering reflection, dialogue, and healing, as a result of the grief experienced by our community due to conflict both within the US and around the world:
 - A Panel and Book Signing: Dr. Carol Rittner and Dr. John Roth – “Stress Test: The Israel-Hamas War and Christian-Jewish Relations.”
 - 2nd Annual Good Neighbor Walk in Atlantic City, in partnership with a dozen community partners.
 - Annual Student, Faculty, Staff Dinner incorporated an interfaith component with Bridge of Faith and American Jewish Committee of Greater Philadelphia – celebrating shared values.
 - Interfaith Breakfast at AC Campus in partnership with the NAACP and other community partners.
- CommUNITY First Day is a collaboration with volunteers from Ocean First Bank and Community Foodbank. Food kits totaling 600 pounds were assembled on the Atlantic City campus and donated to Stockton’s Food Pantry.
- Stockton’s 4th Annual Community Day and Party in the Park. Over 400 community and Stockton participants removed one ton of trash from neighborhood streets and beaches throughout all six wards. Volunteers and residents were invited back to O’Donnell Park for a celebration, which included over 60 vendors, games, food, and music at the Party in the Park.
- 22nd Stockton MLK Day of Service included over 1,000 volunteers (event record) and over 60 community groups and organizations, who participated in 33 community services projects in Galloway, Atlantic City and Hammonton.
- The 10th Annual MLK High School Panel Discussion included 115 students from 5 high schools to discuss the impact of Dr. King’s vision on today’s society. NJ MLK Commissioner Stephanie Dixon was the honorary guest speaker.
- National Hunger and Homelessness Awareness Week (11/14-11/22):
 - Volunteer Day at Community Food Bank: Division of Community Engagement student workers and staff volunteered at Community Food Bank to complete sorting and boxing of food donations. Approximately 4,000 pounds of canned and boxed food was sorted and packaged for shipping to local pantries.
 - Project Clean Plate: In collaboration with Chartwells Dining Services, Office of Community Engagement student leaders collected leftover food from diners. By the end of the week, students dining in N-Wing Restaurant wasted 7% less food than they did at the beginning of the week.
 - Food Distribution at Westminster Christian Worship Center: Stockton student and staff volunteers supported a large food distribution event in Atlantic City in collaboration with Westminster Christian Worship Center and served over 400 community members food, clothing, household supplies, and information resources for services they may need.
 - Personal Care Item Collection at the Student Faculty and Staff Dinner: The Office of Community Engagement collected two boxes of personal care items, which were distributed to older adults living in the Housing Authority at Altman Terrace and Pleasantville High Rise (as part of our Social Hour programs).

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

To view the annual report for FY25, “Stockton’s Connections to the Community”:
stockton.edu/engagement/documents/connect-to-community-24-25.pdf

3. Service-Learning Summary

Below are representative examples of service-learning in AY 2026

- Forty-six courses were designated as Service-Learning during the AY26 year taught by 36 Stockton faculty.
- The semesterly Celebration of Service event experienced greater student involvement, with more students showcasing their service experiences, reflecting on community impact, and sharing learning outcomes with peers, faculty, and community partners. The increased participation highlights a growing culture of civic engagement on campus and demonstrates the value students place on connecting classroom learning with community needs. In the Fall 2025 semester the Office of Service-Learning awarded 12 projects funding to further support student service initiatives and in the Spring 2026 semester, nine projects were funded. The increased participation in the Celebration of Service resulted in the Fall 2025 semester - 71 student presenters and the Spring 2026 semester - 104 student presenters, a significant increase compared to previous years.
- The GEN 3851 Service-Learning Experience Blackboard course continues to run concurrently with the students Service-Learning designated courses to capture their reflection based on their service experience. In AY26, 687 students received the Service-Learning P on their academic transcript.

Please refer to our website for additional information: stockton.edu/general-studies/service-learning/



I. Major Capital Projects

July 2025 – June 2026

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, all relocated staff returned to their new locations in time for the start of the Fall 2026 semester. This project provides 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 includes 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 was completed in December 2025. This project provides upgraded water storage facilities with updated controls and software as required to meet today's state and local building codes.

Building 30 Boiler Replacement

The work in Building 30 includes the removal and replacement of two (2) natural gas-fired heating hot water boilers and boiler system appurtenances including boiler flues, circulating pumps, expansion tank, chemical shot feeder, and limited amounts of piping. The new boilers to be installed are 1,500 MBH, high efficiency, condensing boilers. Also included is Building Management System (BMS) control upgrades.

Building 39 Boiler Replacement

The work in Building 39 includes the removal and replacement of two (2) natural gas-fired hot water boilers serving the Housing 2 water source heat pump loop and boiler system appurtenances including boiler flues, circulating pumps, chemical shot feeder, and limited amounts of piping. The new boilers to be installed are 1,500 MBH, high efficiency, condensing boilers. Also included is Building Management System (BMS) control upgrades.

Housing 4 Dehumidification

The work in Housing 4 includes the installation of 63 commercial, ducted dehumidifiers and the associated ducted air distribution systems in eight residential housing units. Electrical and Building Management System (BMS) upgrades required to support the new dehumidification systems.

Lakeside Lodge HVAC

The work in Lakeside Lodge includes the replacement of two (2) 7.5-ton split systems and two (2) 15-ton split systems. New exterior units to be air-source heat pumps. New indoor air handling units to contain direct expansion (dx) cooling/dehumidification coils and hot water heating coils. Existing ductwork will be reutilized, only new connections to the new air handling units will be required. Also included is Building Management System (BMS) control upgrades.

Other Institutional Information

Stockton University has completed its most recent Strategic Planning process, which includes updates to the Mission, Vision, Guiding Principle and Values. Please refer to [Mission, Vision, Guiding Principle, & Core Values - Office of the President | Stockton University](#) for the current statements. Additional information on the Strategic Plan is available [here](#).





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