

Stockton University's "Choosing Our Path" Strategic Plan

Strategic Theme #1: Inclusive Student Success – FY24 Update (Nov 2024)

Complete (possibly ongoing)
 On Track
 Some Progress
 Little or No Progress

Theme #1	Inclusive Student Success (4 priorities, 22 goals)	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10				
Priority 1.1	Expand Student Health, Safety, and Well-Being	FY21	FY21	FY22	FY22	FY23									
Priority 1.2	Cultivate an Inclusive Campus Community	FY21	FY21	FY21	FY22	FY23	FY23								
Priority 1.3	Promote Equitable Educational Access and Achievement	FY21	FY21	FY21	FY21	FY22	FY22	FY23							
Priority 1.4	Foster Post-Graduate Success	FY21	FY21	FY23	FY23										

Strategic Theme #1 Inclusive Student Success

- Offer comprehensive systems that recognize how a diverse student body brings a broader range of academic, social, and cultural assets, challenges, and needs.
- Work continuously to close the equity gaps in students’ access to learning opportunities, research with faculty, academic achievement, degree attainment, and postgraduate opportunities.
- Build enrollment strategies that position Stockton as a first-choice academic home for a diverse, high-achieving applicant pool.
- Increase partnership opportunities for, and with, our growing network of talented and dedicated alumni.

Priority 1.1 Expand Student Health, Safety, and Well-Being: Strengthen student health, safety, and wellness strategies and outcomes.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
1.	Athletics	Strengthen the partnership with the Counseling Center around student-athlete mental health. <ul style="list-style-type: none"> ▪ <i>DEI connective action: Maintain a safe, respectful, and affirming environment (Equity).</i> 	50%	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	

FY24 Update

- Head Softball Coach Mav Hering introduced the Osprey Mind Gym, a voluntary group for Stockton student-athletes to meet regularly and talk about issues they may be encountering in a safe space.
- Sponsored a four-session series of campus speakers that addressed various mental health topics for student-athletes.
- Mental health training for student-athletes and coaches in QPR suicide prevention and Mental Health Advocate.
- Nutritionist speaker for all student-athletes addressed healthy eating habits and choices for pre- and post-event contests.

FY23 Update

- Hired Associate Director of Athletic Compliance and Student Athlete Success
- Assigned liaison from Athletics and Recreation to coordinate student-athlete mental health strategies.
- Integrated Athletics and Recreation staff with Student Health and Wellness Strategic Leadership Team.

FY22 Update

- Continued implementation of Student Athlete Well-Checks.

- Created Associate Director of Athletic Compliance and Student Athlete Success position to strengthen operational alignment with Counseling and Psychological Services (CAPS), the Dean of Students Office and other student support services.
- Trained Athletics and Recreation staff on student referral process.

FY21 Update

- Expanded Well Checks with Counseling Services from fall incoming student-athletes to all incoming student-athletes.
- Explored with Counseling Services the possibility of incorporating mental health screenings for all student-athletes as part of the PHQ9 module in the SportsWare software that Athletic Training currently utilizes for student-athlete physical examinations.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
2.	Student Affairs	Develop student health and well-being strategic plan. (revised from: Prepare a draft version of a new student well-being strategic plan to support current and future student health, wellness, and safety.) <ul style="list-style-type: none"> ▪ DEI connective action: Address equity issues as they may arise on campus; maintain a safe, respectful, and affirming environment; close achievement gaps in student success and completion (Equity). 	25%	50%	60%	75%	

FY24 Update

- Launched the JED Campus Partnership, a signature program of The Jed Foundation designed to guide schools through a collaborative process of comprehensive systems, program and policy development with customized support to build upon existing student mental health, substance use and suicide prevention efforts.
 - The Healthy Minds Study was disseminated in Fall 2024 to inform our mental health and wellness practices and strategic plan.
 - The JED Campus visit included student a student focus group and also engaged faculty and staff to develop the strategic plan.

FY23 Update

- Awarded \$42,000 grant from Office of the Secretary for Higher Education (OSHE) to implement JED Campus, a multi-year institutional self-assessment on student mental health resources and strategies (will carry forward to FY24).

FY22 Update

- Implemented and completed new Counseling and Psychological Services (CAPS) Student Satisfaction Survey.
- Implemented and completed new Student Health Services Student Satisfaction Survey.
- Realigned Counseling and Psychological Services (CAPS) counseling operation to increase capacity in the number of students being seen via appointments and walk-ins.
- Created Student Health and Wellness Leadership positions to support student health and well-being.
 - Assistant Vice President for Student Health and Wellness
 - Director of Learning Access Program (LAP)
 - Director of Counseling and Psychological Services
 - Director of Health Outreach Promotion, Education and Services (HOPE)
 - Program Assistant- Health Outreach Promotion and Education.
 - Associate Director of Counseling and Psychological Services (CAPS)

FY21 Update

- Implemented National Assessment of Collegiate Campus Climate (NACC) survey to gather baseline data regarding students' experience with campus racial climate (Nov 2020).
- Implemented national Health Minds Study to gather baseline data related to students' mental health status and resource utilization (April 2021).
- Scheduled ACHA-Collegiate Health Assessment for Fall 2021 to gather baseline data related to students' health habits, behaviors, and perceptions.
- Completed Mental Health Audit with Baker-Tilley (Fall 2020).
- Strengthened Health, Safety and Wellness strategies through reorganization of Health and Wellness and Dean of Students operations and hiring of new leadership for Counseling and Psychological Services (CAPS), Learning Access Programs (LAP) and Health Outreach, Promotion, Education and Services (HOPE) to support.
- Enhanced BOT engagement and knowledge of student health, safety and wellness strategies through BOT Student Success Committee.
- Completed NASPA Culture of Respect Core Evaluation and developed Individualize Improvement Plan.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
3.	Student Affairs	Enhance student health, conduct, and safety operations.		100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	
		<ul style="list-style-type: none"> DEI connective action: Address equity issues as they may arise on campus; maintain a safe, respectful, and affirming environment (Equity). 					

FY24 Update

- Awarded 18,877.32 from Truth Initiative’s Tobacco/Vape-Free College program to support the adoption and implementation of a tobacco/vape-free policy.
- Awarded \$4,000 from New Jersey Colleges & Universities Implementing Tobacco and Smoke-Free Policies (NJCUITS) project to support evidence-based strategies to reduce tobacco initiation and use, support cessation, and reduce the impact of secondhand smoke.

FY23 Update

- Awarded \$218,000 grant from the Office of the Secretary of Higher Education (OSHE) to support the development of a Student Wellness Room.
- Awarded \$100,000 grant from the Office of the Secretary of Higher Education (OSHE) to support hire of Community Outreach Coordinator and Case Manager to support student access to clinical mental health services outside of the university.
- Awarded \$57,000 grant from the Office of the Secretary of Higher Education to support provision of Mental Health First Aid for students and educators.
- Contracted with the Office of the Secretary of Higher Education and UWill to expand student access to new free tele-mental health services.
- Increased enrollment in the Food Assistance Program by approximately 40% from FY22.
- Awarded \$25,000 grant from the Office of the Secretary of Higher Education (OSHE) to expand institutional capacity to address food insecurity.
- Successfully recruited and hired:
 - Director of Counseling and Psychological Services (CAPS).
 - Director of Residential Education and Student Service Operations, Atlantic City Campus
 - Associate Director for Stockton CARES
 - Associate Director, Athletic Compliance and Student-Athlete Success
 - Case Manager, Stockton CARES
 - Assistant Director of Student Conduct
- Implemented Planned Parenthood Services in Student Health Services portfolio to provide students with reproductive health services.
- Hosted Inaugural Restorative Justice Summit with the Atlantic City Prosecutor’s Office to increase students’ awareness regarding restorative practices and resources.
- Successfully opened Osprey Essentials clinics (Stockton CARES) to provide dental cleanings and basic needs resources.

FY22 Updates

- Expanded Medicaat student medical record system to strengthen efficiency in student COVID immunization compliance, resulting in 13,675 student COVID immunization records in AY22.
- Partnered with AtlantiCare Physician’s Group (APG) to implement hybrid student health services model, resulting in a 90% student client satisfaction rate.
- Expanded Counseling and Psychological Services (CAPS) to Atlantic City campus.
- Created Student Advocacy, Belonging, and Campus Standards leadership positions to support student safety and well-being.
 - Associate Dean of Students
 - Associate Director of Student Conduct
 - Associate Director of Stockton CARES
 - Student Case Managers (2)
- Increased Learning Access Program (LAP) capacity from FY21:
 - Technology appointments (202; 21% increase)
 - Case management appointments (260; 22% increase)
 - Phone calls/emails logged (577; 51% increase)
- Incorporated Counseling and disabilities services staff presence on Student Wellbeing and Safety Review Team to improve safety net opportunities and customer service.
- Revamped Behavioral Intervention Team (BIT) membership and process to streamline review and management of student incidents and conduct or mediation action plans.

- Launched the Good Neighbor Program to deliver workshops, web resources to educate students residing off-campus about their rights and responsibilities living within the community.
- Expanded Osprey Food Pantry and student basic needs resources on Galloway Campus.
- Created student of concern case management assessment and tracking tools utilizing Maxient software to assess review student cases.
- Implemented coding process in Maxient to assign values to student concern data. Use of National Association of Behavioral Intervention and Threat Assessment (NABTIA) risk rubric to manage student concern and threat levels throughout their case management experience.
- Created and implemented Student Well-Being & Safety Review Procedure in alignment with national standards and best practices. Flexible, equitable tool to address students of concern while being mindful of placing barriers to accessing resources, support and services.
- Introduced new involuntary leave of absence introduced as an outcome. Spring 2022, 6 students participated in the well-being & safety review.
- Provided Student Conduct Administration overview and Campus Hearing Board training to all divisional managers.
- Developed and implemented Special Administrative Hearing Panel and trained selected Executive Leadership members to participate in student conduct hearings.
- Managed more than 700 student conduct and support cases coordinated by Residential Life, Office of the Dean of Students, Office of Student Conduct, Stockton Cares, Title IX coordinator, WGSC, and other campus partners.
- Created joint critical incident response training with Campus Public safety and all levels of on-call staff. Created on-call communication guide and critical incident response guidelines.
- Trained all Student Affairs Managers on Student Conduct Administration and Campus Hearing Board procedures.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
4.	Student Affairs	Integrate sexual violence education, support services, and resources in all areas of divisional operations. (Revised from: Lead the University's participation in the NASPA Culture of Respect initiative to assess and enhance sexual violence education, support services, and policies.) <ul style="list-style-type: none"> ▪ DEI connective action: Maintain a safe, respectful, and affirming environment (Equity). 		100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	

FY24 Update

- No major updates for FY24.

FY23 Update

- Completed National NASPA Culture of Respect Cohort 4 participation and educated campus community on outcomes and recommendations to strengthen strategies related to support survivors of power-based personal violence.
- Partnered with the Office of the Secretary of Higher Education (OSHE) through the Safe and Inclusive Communities Grant to deliver five (5) educational programs with a total attendance of over 200 students to expand community knowledge regarding power-based violence within BIPOC and LGBTQ+ communities.

FY22 Update

- Awarded \$100,000 multi-year grant from Office of Secretary of Higher Education (OSHE) to expand sexual violence preventative programs for BIPOC and LGBTQIA students.
- Completed two-year Culture of Respect Evaluation (CORE), self-assessment in NASPA Culture of Respect Cohort.
- Created evidence-based action plan based on first round of CORE Evaluation, self-assessment from NASPA and subsequent leadership plan for continuing goals and objectives post cohort participation.
- Participated in Stockton Presidential Taskforce of Gender-Based Violence and created collaborative sub-committee with faculty to strengthen and unify work in this area.
- Provided Online Sexual Misconduct training to more than 300 student-athletes.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
5.	Student Affairs	Integrate wellness education in student programs, trainings, and service.			50%	50%	
		<ul style="list-style-type: none"> DEI connective action: Maintain a safe, respectful, and affirming environment (Equity). 					
<p><u>FY24 Update</u></p> <ul style="list-style-type: none"> Launched a Mental Health Fair, in collaboration with Active Minds student organization, and supported by the Alton Mental Health Initiatives Fund <p><u>FY23 Update</u></p> <ul style="list-style-type: none"> Incorporated health and wellness topics into employment program for 51 students employed with in the Office of Event Services and Campus Center Operations. Successfully recruited and hired Director of Health Outreach, Promotion and Education (HOPE). Coordinate for Residential Life-for Health and Wellness Operations. Invested resources to become a member of the American College Health Association (ACHA). 							

Priority 1.2 Cultivate an Inclusive Campus Community: Enhance cross-divisional efforts to increase students’ sense of belonging, engagement, and development.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
1.	AC Operations	Collaborate in the expansion of partnerships, internships, employment, and community engagement opportunities, especially in Atlantic City.					
		<ul style="list-style-type: none"> DEI connective action: Students and employees benefit from working, learning, and living in diverse environments that represent a multitude of voices and perspectives; promote awareness and understanding of the ways individuals interact within systems and institutions (Preamble). 	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	
<p><u>FY24 Update</u></p> <ul style="list-style-type: none"> Hosted the 20th MLK Day of Service – Over 750 volunteers, including 250 at the AC campus, who participated in over 30 projects located among all Stockton sites, including 5 projects in Atlantic City. Co-chaired 3rd annual Stockton Community Day and Party in the Park. Over 400 volunteers, representing over 50 groups and organizations participated in community street and beach cleanups at 10 locations (all 6 Wards) throughout the City of Atlantic City. Over 200 bags of trash and debris were removed. The Party in O’Donnell Park included over 60 vendors and attracted over 600 guests engaged in games, food, music, petting zoo, art, and other fun activities. Published first Annual Engagement Report for the AC Campus - “Stockton’s Connections to Atlantic City – 2022-2023.” <p><u>FY23 Update</u></p> <ul style="list-style-type: none"> The 19th MLK Dy of Service – AC Campus experienced its largest level of participation to date, with a record 225 volunteers participating in 5 service projects in Atlantic City. Combined service projects throughout Galloway and Hammonton included over 600 volunteers participating in over 25 service projects throughout Atlantic County. The 2nd year of Live-Work-Learn Program experienced significant growth: the number of employers increased from 12 to 15 and the number of participating students admitted to the program increased by 66% (from 148 to 245). Co-chaired 2nd Stockton Community Day and Party in the Park event in Atlantic City on April 22, 2022. The event realized a 40% increase in volunteer participation (from 506 to 707) for 11 neighborhood street/beach cleanups sites throughout Atlantic City. One hundred seventy-eight bags of trash were collected, resulting in nearly 10 tons of debris being removed from streets and beaches. Volunteers also represented over 60 community groups/organizations. The Party in the Park was attended by 1,000+ people and included 72 vendors. <p><u>FY22 Update</u></p> <ul style="list-style-type: none"> 18th MLK Day of Service – event was modified to accommodate 390 volunteers who participated in 20 virtual and in person projects throughout Atlantic City and Atlantic County. 							

- Launched the Stockton AC Summer Experience (Live-Work-Learn) program with corporate partners, representing 12 properties in AC and a diverse group of over 700 applicants and 148 students accepted into the program for Summer 2022 [39% African American, 33% Caucasian, 19% Hispanic/Latino, 6% More than 1 Race, 3% Asian/Pacific Islander, 64% female and 36% male]
- Co-chaired the Stockton 50th Celebration Community Day and Party in the Park event on April 23, 2022. The Community clean-up included 512 volunteers participating in 8 neighborhood street cleanups, a beach cleanup, and graffiti removal project in Atlantic City. Three hundred sixty-six bags of trash were collected and 17 power boxes were primed by volunteers, with 11 of those boxes painted by local artists, in collaboration with the AC Arts Commission and the Chelsea EDC. Volunteers represented over 80 community groups/organizations. The Party in the Park was attending by 1,000 people and included over 60 participating vendors.

FY21 Update

- Implementation of collaboration of the Osprey Internship Program between School of Business and South Jersey Industries and paid internship with the Chelsea EDC will be effective Fall 2021. Additional proposed initiatives are expected to roll out throughout the FY22-23 academic years.
- Co-hosted Chelsea Neighborhood Beautification & Cleanup which attracted over 125 volunteers and the removal of 3,500 lbs. of trash - the largest event of its kind ever in the Chelsea community.
- 17th MLK Day of Service involved 400 volunteers, including 100 in Atlantic City. Hosted 6th MLK Panel Discussion involving 60 students from 5 area high schools.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
2.	AC Operations	Identify opportunities for collaboration between external groups and Stockton which support institutional programs and initiatives. <ul style="list-style-type: none"> ▪ DEI connective action: Co-curricular and interractional campus diversity (Diversity); develop resource networks (Equity); active, intention, and ongoing engagement with diversity (Inclusion). 	50%	80%	90%	100% complete & ongoing	

FY24 Update

- Expanded participation from students in the Live-Work-Learn (LWL) program from 245 to 256 students (4.5% increase) and number of employers from 15 to 18 (20% increase).
- Significant improvement in the completion rate of students in the LWL program, from 85% in 2023 to 91% in 2024.
- 45% percent of students in the LWL program enrolled in summer courses, generating 1,106 credits.
- Collaborated with School of Business to recruit a cohort of MBA students from among staff working for the Atlantic County Prosecutor’s Office. Cohort is targeted to launch Spring 2025.
- Event related bookings in AC reached its highest level since the opening of the campus in 2018 – 2,200 bookings (as of 6/12/24), as compared to 1,864 bookings in FY23 (18% increase). Number of external group bookings – 220 (as of 6/12/24). Estimated attendance in AC - 110,058.
- Collaboration with ARHU and NJPAC to expand Stockton’s participation in the Annual North or Shore Festival. Received 5K mini grant for Stockton students to perform during the festival.

FY23 Update

- Collaborated with and negotiated access to space at Atlantic-Cape Community College for summer 2023 for AAHMSNJ to review and inventory its collection. In collaboration with ARHU, we secured interns to assist with the inventory process. The RFP for appraisal services is drafted and ready for re-release in FY24.

FY22 Update

- Collaborated with AC Residential Life and the Chelsea EDC to plan and coordinate the “Chelsea Eats” initiative, which invites students to enjoy a walking tour and sample food at restaurants located in the Chelsea Neighborhood. Up to 50 students attended each of the 4 dates and visited 2 restaurants per date. The Chelsea EDC funded this initiative.
- Collaborated with the Chelsea EDC and AC Devco on the “Come Out & See Beautiful LGBTQ Chelsea” program to promote the Chelsea neighborhood as a place for LGBTQ members to live and invest. A member of the Stockton staff and a Stockton student were featured in the promotion, including a billboard above the Knife and Fork Restaurant. Over 40 people representing 4 states participated in the city tour, including a stop at Stockton AC campus.
- In collaboration with ARHU and The Noyes, two mural projects will be completed and in readiness for the NAACP National Convention in summer 2022. Mural #1 titled “Education Pioneers”, will be located at MLK Blvd. and Atlantic Ave. and feature Dr. Vera King Farris, Dr. Juanita High, Dr. Dorothe W. Dorrington, and Hannah Pierce Lowe. Mural #2 will be located at Boston and Atlantic Avenues and will feature Fannie Lou Hamer, Dr. Martin Luther King Jr., and Muhammad Ali. Both murals will provide Stockton art students the opportunity work with nationally known mural artists Randy Meeks, Charles Barbin, and BK Foxx and contribute to the mural’s completion. Both murals will add to the city’s growing mural arts program and tour, which includes over 50 murals to date.

FY21 Update

- Negotiations with the AAHMSNJ are on hold. Additional initiatives are highlighted above in Goal #1.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
3.	Student Affairs	Integrate planning, assessment, and communication strategies to support inclusive student success.	90%	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	
		<ul style="list-style-type: none"> DEI connective action: n/a 					

FY24 Update

- Launched Bird's-Eye View, the division's assessment training series, ensuring the 70+ users of the survey software Baseline, have strengthened skills to optimally design and deliver assessment. Additionally, 40+ staff members attended four additional training workshops in the series to advance their survey design and participant recruitment strategies, apply statistical and qualitative methods into practice to assess beyond surveys, benchmark, and effectively communicate findings and make decisions with data.

FY23 Update

- Created Division Strategy Teams to integrate strategic collaboration within Student Affairs to support the university strategic plan.
- Hired Director of Student Affairs Assessment and Communications and Coordinator of Student Affairs Administration and Operations to strengthen divisional integrated planning.

FY22 Update

- Created Director of Student Affairs Assessment and Communications position to strengthen integrated strategic planning, assessment and communications operations.
- Expanded divisional usage of Baseline Assessment system to all departments resulting in administration of over 100 surveys to measure student learning and satisfaction.

FY21 Update

- Hired Executive Director for Student Affairs Planning and Operations to strengthen divisional planning, assessment and communications strategies.
- Created Student Affairs Assessment and Communications Teams to expand staff engagement in strategic priorities.
- Implemented and trained staff on the usage of planning and assessment technology to facilitate Student Affairs strategic planning, assessment and reporting of divisional outcomes.
- Advanced the Anthology (formerly Campus Labs) process to the adoption phase (previously disrupted by COVID-19).
- Disseminated the National Assessment of Collegiate Campus Climates (November 2020) to undergraduate students. This survey addresses students' well-being and sense of belonging through their appraisal of the University's commitment to equity and inclusion and the students' experiences with race and learning about it, among other topics. Stockton results were completed in April 2021. Benchmarking results will be ready in August 2021 (FY22).
- Initiated monthly Executive Leadership meetings to elevate and advance divisional priorities and expand decision-making.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
4.	Planning & Research	Facilitate a standardized and consistent student coding process to improve tracking of student engagement, persistence, and success.		25%	40%	50%	
		<ul style="list-style-type: none"> DEI connective action: Address equity issues; close achievement gaps in student success and completion (Equity). 					

FY24 Update

- Facilitated follow-up discussions with various departments with Student Affairs, specifically EOF and Student Success Scholars, to clarify current coding practices.
- Assisted with the implantation of coding categories in Osprey Navigate system.

FY23 Update

- Facilitated follow-up discussions with select departments and teams to clarify their current operating procedures as well as future data and reporting needs.
- Created a cohort code to track students that are part of the "pre-registration pilot" that is registering new, first-time undergraduate students for some courses prior to orientation.

FY22 Update

- Hosted initial University-wide coding summit with nearly 25 departments and teams from Academic Affairs, Student Affairs, Enrollment Management, and Information Technology, the goal of which was to help individuals understand the importance of consistent student coding protocols in transitioning from a reactive student success model to a proactive one.
- Follow-up discussions took place with select departments and teams to clarify their current operating procedures as well as future data and reporting needs. Additional meetings will be scheduled in FY23 to assist Planning & Research team with strengthening predictive analytics efforts regarding enrollment, persistence, and graduation outcomes, particularly regarding the University's efforts to reduce student equity gaps.

- IR remains involved in the Slate CRM and Axiom data integration implementation project to provide input regarding data standards and reporting issues.
- Facilitated a standardized and consistent student coding process for the University’s new CRM and ERP software packages to improve tracking of student engagement, persistence, and success.
- Moved EOF tracking to a cohort model as of Fall 2021.
- The CPO & IR Office also implemented a way to code EOF transfer students as that had previously not been tracked.
- Held a Coding Summit in July 2021 to discuss student coding.
- Administered Survey to departments that are responsible for student coding to gather key information about what needs to be tracked, where it is located if already tracked, and who will input/maintain the data, etc. in July 2021.
- Held various initial follow-up meetings from the Coding Summit with 10 different departments in September/October 2021.
- Have various follow-up meeting schedule in August/September 2022 to continue the standardized and consistent coding conversation.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
5.	Student Affairs; Facilities & Operations	Develop plan for new Student Life Center.			10%	Paused	
		<ul style="list-style-type: none"> ▪ DEI connective action: Co-curricular and interactional campus diversity (Diversity); active, intention, and ongoing engagement with diversity (Inclusion). 					
<u>FY24 Update</u>							
<ul style="list-style-type: none"> • Upon the completion of the Multicultural Center in Winter 2023, no additional strategic planning has been made to create a “new student life center.” All work in the adjacent spaces of the Multicultural Center has been dedicated to temp facilities in support of the Library Learning Commons renovation. 							
<u>FY23 Update</u>							
<ul style="list-style-type: none"> • Development, design, construction, and final approval for occupancy is complete for the New Multicultural Center in Winter 2023. The concept of improvements and enhancements for a plan for a new Student Life Center is in early discussion only. 							

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
6.	Student Affairs	Enhance campus life engagement and experience for all students.			25%	30%	
		<ul style="list-style-type: none"> ▪ DEI connective action: Co-curricular and interactional campus diversity (Diversity); active, intention, and ongoing engagement with diversity (Inclusion). 					
<u>FY24 Update</u>							
<ul style="list-style-type: none"> • Residential Life shifted their programming model to one where Residential Assistants leverage existing programs and events to engage students in campus life outside of their residence halls. 							
<u>FY23 Update</u>							
<ul style="list-style-type: none"> • Implemented a new Campus Center Programming model offering events to promote engagement, inclusion, wellness, and to celebrate the arts. • Recruited and registered nearly 200 student clubs and organizations during Get Involved Fair to support student belonging and leadership development. • Lead the successful execution of University Weekend with campus partners, which featured over 30 programs. • Engaged students through over 5000 student-initiated programs and 223 Active Student Organizations (including 13 new organizations). 							

Priority 1.3 Promote Equitable Educational Access and Academic Achievement: Reduce equity gaps in high-impact learning opportunities and academic achievement indicators (such as GPA, academic honors, degree completion, etc.)

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
1.	Academic Affairs, Student Affairs	<p>Prioritize faculty and staff development of creative and innovative programming that provides high-quality learning experiences, incorporates high-impact practices, and promotes inclusive student success for a diverse range of learners.</p> <ul style="list-style-type: none"> <i>DEI connective action: Address equity issues as they may arise on campus; maintain a safe, respectful, and affirming environment; close achievement gaps in student success and completion (Equity).</i> 	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	

FY24 Update – Academic Affairs

- The Office of Global Engagement (OGE) has established a Foundation scholarship to support education abroad and has begun a plan for fundraising.
- Since many agencies that support internships and practicum in the School of Social & Behavioral Sciences do not pay our students, SOBL now offers \$200 stipends to offset additional costs associated with these high-impact practices, making them more accessible to students of all financial backgrounds.
- The School of Health Sciences (SHS) continues to collaborate with the Office of Global Engagement on international experiences to enhance Interprofessional Experiences for SHS students. SHS is also piloting a group advising model to supplement the Precepting process.
- The School of Natural Sciences and Mathematics (NAMS) developed a pilot cohort-based program to support students admitted to NAMS majors as conditional. SCI-BOOST students will participate in a weekly seminar course that provides opportunities to develop math skills, problem solving, and hands-on exploration of NAMS disciplines. Students will also receive personalized support and guidance from faculty and peer mentors.
- The Provost’s Office is co-leading the pilot implementation of the Osprey’s Navigate Student Success software which allows for timely identification of students who need support.
- Center for Teaching & Learning Design (CTLD) offers professional development activities and resources on inclusive teaching, high-impact practices, and focused faculty learning communities to promote inclusive student success
- The School of Business is working to develop AI tools to help enhance tutoring and student learning.

FY23 Update – Student Affairs

- No major update for FY24.

FY23 Update – Academic Affairs

- Review/revise Essential Learning Outcomes.
- The Faculty Senate Taskforce has developed three ELOs, tentatively Comprehension, Community, Communication – Recommendation for full body vote FY 24.
- Launch and assess Year One of RISE.
- The committee with student affairs and academic affairs created a structure this year to implement and assess RISE with a Fall 2024 start date.
- Reboot Advising – Faculty Senate task force on precepting and pilot pre-registration of first-year students.
- Hired new Director of Advising.
- Pre-registration pilot reboot occurring for Fall 2023 registration – assessment August 2023.
- Assess impact of Student Tuition Insurance Plan.
- Draft ADA policy and procedures for instruction
 - The policies were updated through a taskforce led by Valerie Hayes and faculty representatives. The policy is currently at Faculty Senate awaiting two reviews. Faculty Senate was unable to review this academic year.
 - Create policy and procedure for online/distance education.
- An MOA for distance education was negotiated and is in effect starting Summer 2023.
- An operational procedure through CTLD was created and activated with online instructions and videos.
- The Quality Matters rubric was used to assess 75 courses and will be ongoing with additional assessment in AY 2023-24.
- The professional development distance education course through CTLD has been updated and will continue to provide certificates for faculty.
- Use high school dual credit program to expand DEI initiatives (expand R1/R2 to 9-12)

- Move Graduate Studies under a Dean to support student and faculty, create better articulation with Registrar, Library, and policies.
- Graduate Studies is now overseen by Dean Gregg.
- The handbooks for graduate studies programs have been reviewed and cataloged.
- A process for rectifying graduate thesis and doctoral projects that articulates with the Library and public dissemination of scholarship was created and activated.

High School Dual Credit

- In the last five years, Stockton's High School Dual Credit has grown by leaps and bounds throughout the state of New Jersey. We now reach almost 2,000 students at more than 50 high schools. In this growth we have been particularly mindful of the need to provide access to underserved students in communities from which Stockton needs to recruit, if it is to increase its student diversity.
- Hired an emerging Scholar of Color to facilitate Africana Studies in Dual Credit.
- We now have strong connections with several high schools which have a high proportion of students on free-and-reduced lunch, who take our courses free of tuition. These high schools include Atlantic City, ACIT, Bridgeton, Millville, Cherry Hill West, Eastern Regional, Palmyra, Pleasantville, STEMCivics (Trenton), Sterling, Vineland, Winslow Twp.
- Enrollment at each of these schools grew substantially in FY 2023. Students coming to Stockton with dual credits continue to have higher retention rates, stronger GPAs, and faster graduation rates than their peers, so increasing the number of underserved students will greatly improve Stockton's DEI record.
- In addition, we managed a \$500,000 grant from the Office of the Secretary of Higher Education for the Opportunity Meets Initiative Challenge (OMIC). Through this two-year program, Stockton has worked with Palmyra High School, Pleasantville, and STEMCivics to provide a college readiness program through dual enrollment.
- The School of General Studies has also developed a program with Central Regional HS, offering courses at the high school for a Humanities Academy. This program will attract roughly 30 seniors every year, many of whom will matriculate at Stockton. The program is funded by Central Regional High School and has been taken over from Georgian Court University.

Live-Work-Learn, Stockton Summer Experience

- Students participate in a summer program and receive 1) free housing in Atlantic City funded by their employer, 2) earning wages in the hospitality or medical industry, 3) earn 4 free credits in work readiness and professional transition.
- 244 students started the program up from 148 summer 2023.
- Increased partners from 9 to 14.

Develop Library Learning Commons

- A committee to develop the Learning Commons was created.
- A State Bond Grant was received for approximately 19 million.
- Library review and reconciliation of materials with committee input occurred to prepare for a Learning Commons.

FY23 Updates Student Affairs

- Awarded over \$10,000 to students for Board of Trustees Distinguished Fellowship Projects.
- Successfully acquired \$20,000 Compass Fund Grant to support ten (10) Culturally Engaged Ospreys Interns (CEO's) who delivered first annual Inclusive Leadership Conference with over 200 student attendees.

FY22 Update – Student Affairs

- Led University participation and completion of AAC&U High Impact Practices and Student Success Institute and developed foundations for student access to high impact experiential learning experiences.
- Implemented Student Transition Programming Series to expand students' knowledge of student success and high impact learning opportunities. (Student Affairs).
- Implemented inaugural First Ospreys L.E.A.D Summit to expand students' participation in leadership experiences.
- Continued expansion of URM student participation in Board of Trustees Distinguished Fellowships Program (Student Affairs)
- Awarded Compass Fund grant for Cultural Engagement Operations (CEO) to recruit, hire, develop, and empower student interns to plan and execute an Inclusive Leadership Conference (ILC) in 2023 and 2024.

FY22 Update – Academic Affairs

- R1 and R2 Attributes have expanded since Fall 2021 from an initial 32 in FY 21 to 49 in FY 22, and tripled in seat capacity, with an increase from 1005 seat capacity in FY 21 to 3665 in FY 2022. Increases in R1 and R2 attribute courses and assessment of the attribute is ongoing.

- *The Faculty Senate created a task force to review the Essential Learning outcome in response to a charge by the Provost. The Essential Learning Outcomes (ELOs) are 12 years old and require review to ensure the relevance for today's and foreseeable future learning and national climate. Likewise, the ELOs under review to solidify diversity, equity and inclusion as foundational learning components and accessible for all Stockton's Student body. Recommendations of the Faculty Senate Task Force is planned for April 2023.*
- *Several programs are in development or initiated in the past year to expand access and persistence particularly among underrepresented groups.*
 - *Completion Programs: To capture our adult students, students who encounter life circumstances, or students who may no longer be able to complete a degree in-person, we identified 4 key programs to support our students in an online capacity. These programs are not intended for residential students.*
 - *LIBA degree: Beginning Fall 2022*
 - *Business Administration, Bachelor Health Science, Psychology – Pending Fall 2023*
 - *Leading for Diversity, Equity, and Inclusion*
- *The Ed.D. in Organizational Leadership program faculty developed a new “centerpiece” required course and has infused DE&I themes throughout all prior and subsequent courses required for the degree. The program sponsored several guest speakers and panel discussions, including a five-part series “Leveling the Playing Field: Leadership with a DEI-Focused Lens” for all prospective applicants, current candidates, and program alumni.*
 - *Future Educators of Color Program*
 - *The culmination of a year's participation in New Jersey's Diversifying the Teacher Workforce statewide collaborative with the Department of Education and all 24 colleges and universities that prepare educators, Stockton's School of Education will fund after school, summer, and weekend programs for alumni educators of color to lead Future Educators' Association clubs in southern New Jersey middle and high schools. The program will engage faculty, current candidates, alumni, and educational leaders of color to inspire and mentor young students towards the Education professions.*
 - *School of Education faculty member Dr. Stacey Culleney wrote a successful Compass Fund proposal to host the Future Teachers of Color conference at Stockton, a statewide conference for high school students, in spring, 2023.*
- *Osprey's RISE Initiative: Institutionalization of High Impact Practices - High impact practices are understood to enhance underrepresented groups in persistence and retention by engaging them in experiences and high touch mentorship.*
 - *Research, Internships, Service, Experiential Learning (RISE) begins Fall 2022 for all students but particularly first-year students.*
 - *RISE is a joint initiative between Student Affairs and Academic Affairs to codify student experiences and ensure all students can engage in experiences that expand learning and where appropriate connect with their discipline and intended professional direction.*
 - *Osprey's RISE is part of the Essential Learning Outcome discussion as a potential student obligation.*
- *High School Dual Credit:*
 - *In the last five years, Stockton's High School Dual Credit has grown by leaps and bounds throughout the state of New Jersey. We now reach 1,384 students in 43 high schools (with at least eight more to be added next year). In this growth we have been particularly mindful of the need to provide access to underserved students in communities from which Stockton needs to recruit, if it is to increase its student diversity.*
 - *Hired an emerging Scholar of Color to facilitate Africana Studies in Dual Credit*
 - *As a result, we now have strong connections with several high schools which have a high proportion of students on free-and-reduced lunch, who take our courses free of tuition. These high schools and their enrollments include:*
 - *Atlantic City HS – 83*
 - *ACIT – 86*
 - *Bridgeton HS – 8*
 - *Camden (Brim, Camden Academy Charter, Woodrow Wilson) -- 27*
 - *Millville HS – 22*
 - *Cherry Hill West HS – 14*
 - *Eastern Regional HS – 19*
 - *Pleasantville HS – 33*
 - *STEMCivics (Trenton) – 29*
 - *Sterling HS – 3*
 - *Vineland HS – 3*
 - *Winslow Twp – 2*

- Enrollment at each of these schools will be growing substantially in FY 2023. Students coming to Stockton with dual credits have higher retention rates, stronger GPAs, and faster graduation rates than their peers, so increasing the number of underserved students will greatly improve Stockton's DEI record.
- In addition, Stockton secured a \$500,000 grant from the Office of the Secretary of Higher Education for the Opportunity Meets Initiative Challenge (OMIC). Through this two-year program, Stockton is working with Palmyra High School, Pleasantville, and STEMCivics to provide a college readiness program through dual enrollment. The goal is to have 60 students from each school graduating with at least a year of college credits.
- Live-Work-Learn, Stockton Summer Experience.
 - Students participate in a summer program and receive 1) free housing in Atlantic City funded by their employer, 2) earning wages in the hospitality or medical industry, 3) earn 4 free credits in work readiness and professional transition.
 - ~700 applications, 153 students started the program. Originally 130 positions, employers expanded the availability.
 - The program is disproportionately assisting students of color and academically vulnerable students:
 - 64% student of color
 - 18% EOF
 - 31% Transfer
- Innovative Programming:
 - Coates Lecture (Pappas Fellow) - continuing the conversation – first year seminar and campus book read
 - Indigenous Peoples Day
 - Reimagining the PAC – Programming expansion to appeal to Black/African American and Hispanic communities – more inclusive programming.
 - SEBA
 - Global Studies – Veterans, Trip Jerusalem – refugee/displacement
 - Hosted UN conference on Refugees (MHAG and Africana studies interdisciplinary collaboration)

FY21 Update

- Created Academic Achievement Programs department to elevate the visibility of high-impact educational experiences for historically underrepresented students.
- Redeveloped the Board of Trustees Distinguished Fellowships to focus on projects that examine social justice and equity resulting in more diverse applicants and recipients.
 - As of Fall 2020, the priority was shifted to research or creative projects dedicated to Social justice and experiential learning opportunities or high impact practices
 - Ten projects were awarded for the Fall 2020-Spring 2021 academic year: five related to social justice and four related to high impact practices
 - Increased Diversity in Recipient Pool:
 - Fall 2020-Spring 2021: 2 Black/African Americans, 2 Hispanic/Latinx, 1 Bi-racial, 5 White
 - Fall 2016-2018: 1 Black/African American, 3 Hispanic/Latinx, 1 Multi-Racial, 23 White, 4 Asian
- Revised University Retention Working Group mission; expanded the membership; provided professional development opportunities for members focused on closing racial equity gaps in student success outcomes.
- Developed Bridging Equity Gaps series to educate students about high impact learning experiences.
- Implemented Career Coaching Circles to strengthen social capital access and development for underrepresented students (Spring 2021).
- Identified space to integrate key offices in Student Affairs and Academic Affairs that support high-impact practices and inclusive student success in F-100 wing.
- Participated in national AACU&U High Impact and Student Success Institute and developed institutional action plan (June 2021).

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
2.	Advancement & Communications	Strengthen and build Stockton’s reputation as a first-choice academic home for diverse, high-achieving students, and secure philanthropic partnerships to bolster programming and services to support student success.	75%	75%	100% complete & ongoing	100% complete & ongoing	
		<ul style="list-style-type: none"> ■ <i>DEI connective action: Support the commitment to building a diverse and respectful community (Diversity).</i> 					

FY24 Update

- The annual spring fundraising appeal focused on accessible education and student success, the "Break Barriers, Build Futures" highlighted key designations such as The Stockton Fund, Student Relief Fund, Food Assistance Program and Foundation Scholarships. This effort generated \$13,075 from 97 donors, a 51% increase in funds raised compared to the previous year.
- Secured private support and directed Foundation resources to programs aimed at reducing barriers for students including the Student Emergency Relief Fund, Housing Essentials Fund, Social Justice and Equity Fund, and others.
- Began work with Career and Education Services on fundraising plan for the Student Career Closet. Created "Student Decompression Zone" for Career Fairs. Alumni volunteers help students practice their pitch, review their resumes and prepare to meet with potential employers.
- Developed and launched the FY25 Soar Higher marketing campaign, spanning print, web, video, and digital advertising, ensuring representation and outreach to underrepresented communities. Integrated "Soar Higher" messaging into all Admissions recruitment materials, positioning Stockton as a top choice for a diverse student body.
- Successfully promoted Stockton's faculty expertise in key fields to regional media, securing interviews and features across notable outlets, raising Stockton's profile as a center of academic excellence.

FY23 Update

- Secured private support and directed Foundation resources to programs aimed at reducing barriers for students including the Student Emergency Relief Fund, Housing Essentials Fund, Social Justice and Equity Fund, and others.
- Publicity placed Stockton in the top three 8/12 (75%) months among peer NJ Colleges and Universities for FY23.
- President Kesselman’s share of voice/media mentions placed in the top three 11/12 (92%) months among peer NJ Colleges and Universities for FY23.
- Promoted an articulation agreement with Monmouth University for Coastal Zone Management, dual credit partnership with Middle Township HS for Esports, enrollment statistics and selective rankings to increase awareness of Stockton’s programs. Assisted with the redesign of the Admissions publications and collaborated with Digital Engagement Specialist on a calendar of social media posts to support recruitment.
- Implemented a refreshed FY23 Choose Stockton advertising campaign accounting for more than half (51%) of visitor traffic to the admissions landing page.
- Successfully leveraged Google AdWords to increase pageviews to the admissions page 40% over FY22 (unique pageviews up 25%); Completed applications for first time students are up 5 % from last year and transfer completed applications are up 2%.
- Successfully targeted sub-segments by implementing communications plans directed to Blacks, Hispanic/Latinos and Asians. Increases in completed applications for Fall FY23: Black 20%, Hispanic/Latino 20% and Asian 14%.
- Improved Out of State (OOS) recruitment campaign. Data from Enrollment Management shows that overall, out of state apps were up 16% while deposits were up 24%. First year students deposits were up in three of the four targeted states (PA +85%, NY +85%, Delaware +300% and Maryland flat. For FY24 we will add targeting to Connecticut and Virginia.
- Transitioned from geo-fencing and Snapchat advertising to IP targeting for first year (Choose campaign) and transfer campaign with AdTaxi. Retargeting and social display ads were in the top five sources/mediums for traffic going to their respective web pages.
- Developed and implemented new design for recruitment materials with repeating diamond design. Look was incorporated into travel and transfer brochure, acceptance package, yield campaign, web banners and design and marketing collateral. The style was also transferred to the annual yield campaign. According to admissions survey results, branded socks remain a popular promotional item for accepted students.
- Implemented improvements to stockton.edu including horizontal card with Image Component, PAC event block component, safe links URL decoder tool and new, component documentation to Omni CMS support resources, updated About Stockton, Academic and Campus Life top level landing pages, improved accessibility to global navigation, and added yellow stroke to header image.
- Successfully produced Report of Impact for FY22 (published in FY23) as a new, square-design publication with images that bled across the gutter to have more striking visual interest and reader engagement.

- *Planned and directed president Bertolino's photo shoot featuring a diverse group of students interacting across Galloway and Atlantic City campuses.*
- *Planned and directed a video/ photoshoot featuring a diverse group of students or use in Choose Stockton campaign material.*
- *Collaborated with Production Services to produce the following videos in the 'Get to Know' school-based marketing video serie for BS-Nursing Pre-Licensure, Integrated Health and Master of Social Work.*

FY22 Update

- *URM issued 191 press releases and an additional 130 web stories for a total 321 items. The University had a total of 8,911 media mentions over the year.*
- *Publicity placed Stockton in the top three 11/12 (92%) months among peer NJ Colleges and Universities for FY-22.*
- *President Kesselman's share of voice/media mentions placed in the top three 11/12 (92%) months among peer NJ Colleges and Universities for FY-22.*
- *Developed and launched new brand for Performing Arts Center (PAC) including new website, collateral, advertising campaign and social media initiatives.*
- *Led the development and production of updated admissions collateral, including a new postcard campaign to prospective students, which supported a 50% increase in first-year student applicants.*
- *Implemented a refreshed FY-22 Choose Stockton advertising campaign accounting for more than half (57%) of visitor traffic to the admissions landing page.*
- *Added two segments to our virtual tour series, including the Atlantic City campus, to reach prospective students unable to visit campus. The series earned an Educational Advertising Bronze Award.*
- *Wrote and produced program specific marketing videos to support recruitment efforts for MBA in Healthcare Admin and Leadership, Digital Studies, Doctor of Physical Therapy and Master of Occupational Therapy*
- *Launched a new webpage profiling 12 graduating students who represented every School and a variety of backgrounds and experiences. The stories were featured on the website and promoted on social media. Analytics show this initiative was extremely popular with 2,217 visits to the landing page and a combined 2,032 visits to the individual profiles in May. We will make this an annual project in the future.*
- *Implemented campaigns for Asians, Blacks, Latinx and Veterans to support diversity and inclusion initiatives. As of June 29 the following increases in completed applications for Fall FY-22: Black: up 81% (from 714 in FY-21 to 1247 in FY-22), Asian: up 48% (398 to 590), and Latinx up 79% (1264 to 2262). Unique pageviews to the Military & Veteran Services website increased 10%.*
- *Effectively increased out-of-state campaigns with digital ads and social media boosts targeting Delaware, Maryland, New York and Pennsylvania. This effort supported an increase in out-of-state applications and deposits increased for FY-22.*
- *The Chief Development Officer and Executive Director of URM served as Co-Chairs for 50th Anniversary committee and facilitated the development and implementation of branding, communications, events and permanent campus displays commemorating milestones, events and alumni memories for Stockton's celebration of 50 years of teaching.*
- *Enhanced Content Management System for stockton.edu through the development of new Snippets and Components including, Process List Snippet, Social Media Icon Component, Infographic Component, OspreyHub Feed Component.*
- *Launched Omni CMS Support site including videos and tutorials to assist content managers.*

FY21 Update

- *Launched Corporate and Foundation Relations program within Development and Alumni Relations to foster new relationships with private funders. Secured scholarship and programmatic support.*
- *Implemented a refreshed FY-21 Choose Stockton advertising campaign accounting for more than half (53%) of visitor traffic to the admissions landing page. For the first time AdWords campaigns for transfer recruitment ran for the entire fiscal year. The impact was substantial with unique pageviews to the transfer pages 21% over the previous year, supporting the increase in transfer deposits over FY-20.*
- *Refreshed Choose Stockton Admissions collateral as a cost-effective mailer due to the elimination of in-person recruitment events during the 2020-21 academic year. Also developed new Undergraduate admissions landing page with improved graphics and diverse student profiles.*
- *Implemented campaigns for Latinos, Blacks, Asians and Veterans to support diversity and inclusion initiatives. Ads recruiting Latinos using, digital platforms, Univision, Telemundo, Comcast and La Mega radio ran in English and Spanish. Ad buys with vendors such as Philly Tribune (oldest Black newspaper in the country) and various digital platforms were used to target black audiences. Veterans were targeted by geo-fencing military bases and VA hospitals. Billboards were purchased adjacent to McGuire AFB.*
- *Effectively increased out-of-state campaigns with digital ads and social media boosts targeting Pennsylvania, New York, Delaware and Maryland via delewareonline.com, Baltimore Sun, Staten Island Live and inquirer.com. This effort supported an increase in out-of-state applications and deposits increased for FY-21.*
- *Publicity placed Stockton in the top three 8/12 (67%) months among peer NJ Colleges and Universities.*

- President Kesselman’s share of voice/media mentions placed in the top three 11/12 (92%) months among peer NJ Colleges and Universities for FY-20.
- The department issued 160 press releases and 146 web stories and event listings for a total of 306 items. The University had a total of 6,096 media mentions over the year.
- Launched interactive degree/areas of study finder: visitors can now filter on program, school, type, and keyword(s).

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
3.	Information Technology Services	Strengthen student success opportunities by providing efficient and effective access to information and technology resources. <ul style="list-style-type: none"> ▪ DEI connective action: Address equity issues; close achievement gaps in student success and completion rates. 	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	
<p><u>FY24 Update</u></p> <ul style="list-style-type: none"> • Technical implementation of EAB Navigate 360 completed. Continuing to support digital processes that streamline business practices and interactions with students while also evaluating the migration of certain custom applications and processes into solutions such as EAB Navigate. • Performed scheduled hardware upgrades to academic lab computing equipment and facilities to provide faculty and students with access to more advance and reliable computing resources. • ITS utilized ELF funding to upgrade Wi-Fi and network switching in Building 30 (A-D wings) • Worked to close the equity gaps in students’ access to learning by implementing a partnership with CARES to handle the dissemination of loaners laptops to students in need. <p><u>FY23 Update</u></p> <ul style="list-style-type: none"> • Implementation of Axiom data translation product to support new strategic enrollment management system (Slate), SaaS Solution. • Upgraded Degree Works to a responsive user interface for greater accessibility to data. • Continued to review and upgrade academic computing labs to latest Microsoft operating system, productivity software to provide instructors and students with access to the latest software features. • Performed 8 scheduled hardware upgrades to academic lab computing equipment and facilities to provide access to more advanced and reliable computing resources. <p><u>FY22 Update</u></p> <ul style="list-style-type: none"> • Removed Z/PIN authentication as an option from portal login page to encourage usage of multi-factor authentication • Completed onboarding of plant management staff and other outstanding staff into the Duo multi-factor authentication platform • Upgraded academic computing labs to latest Microsoft operating system, productivity software, and cloud storage offerings to provide students with access to the latest software features and remote access to their data. <p><u>FY21 Update</u></p> <ul style="list-style-type: none"> • Deployment and scale up of Zoom services to assist with the business continuity of remote learning and remote workforce. • Successful rapid deployment of Amazon AppStream to support virtual desktops during switch to remote learning. • Enabled multifactor authentication on the VPN to allow for secure access to on campus documents and shares. • Now supporting two Virtual Desktop Infrastructure systems that allow for remote access to campus software and documents for faculty, staff, and students. 							

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
4.	Planning & Research	Develop enhanced reporting mechanisms to analyze the University's access and achievement initiatives.	50%	65%	70%	80%	
		<ul style="list-style-type: none"> DEI connective action: Address equity issues; close achievement gaps in student success and completion (Equity). 					
<u>FY24 Update</u>							
<ul style="list-style-type: none"> Created dashboards focusing on the following: EOF academic student success, success by students living on campus, student academic success by attempted credits, and not retained students. IR has added filters for key affinity groups, including first-generation, veterans/military, student success scholars, and EOF to internal persistence dashboards. Conversations have continued regarding the coding of students who participate in Sankofa and ToGETher. 							
<u>FY23 Update</u>							
<ul style="list-style-type: none"> IR Director has remained a part of the R.I.S.E. group and continues to work closely with Student Affairs and Academic Affairs regarding the coding of R.I.S.E. activities. Conversations have continued regarding the coding of students who participate in Sankofa and ToGETher. IR is working on adding filters for key affinity groups, including first-generation, veterans/military, student success scholars, and EOF to internal persistence dashboards. Completed the creation of a NSSE dashboard to provide an overview of student engagement. 							
<u>FY22 Update</u>							
<ul style="list-style-type: none"> Coding of students who participate in Sankofa and ToGetHer was part of the initial follow-up meetings from the Coding Summit and conversations and planning will continue in FY-23. Additional data was provided by IR to a subgroup of faculty/staff working on analysis of select high impact practices at Stockton. IR Director is part of the R.I.S.E group and is working closely with Student Affairs and Academic Affairs regarding the definition and coding of R.I.S.E activities. 							
<u>FY21 Update</u>							
<ul style="list-style-type: none"> Completed an in-depth analysis of targeted high-impact practices (HIP) with emphasis on first-time and transfer cohorts, along with persistence-to-graduation by HIP participants and non-participants. Shared results with Division of Student Affairs. Completed a summary analysis of 2020 BCSE and NSSE results to provide an overview of student engagement. Shared results with SEMP Research team. Designed weekly report to monitor continuing student registration by academic class level, affinity groups, and race/ethnicity. 							

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
5.	Student Affairs	Implement and assess strategies that close racial equity gaps in student outcomes.		100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	
		<ul style="list-style-type: none"> DEI connective action: Close achievement gaps in student success and completion (Equity). 					
<u>FY24 Update</u>							
<ul style="list-style-type: none"> No major updates for FY24. 							
<u>FY23 Update</u>							
<ul style="list-style-type: none"> Successfully recruited and hired Director of Academic Achievement Programs to support implementation of programs for Inclusive Student Communities (e.g. Black, Latinx, First Generation, etc.) Redesigned the Career and Internship Fair, with an emphasis on expanding access to first-generation, BIPOC, first-year and second year students. 							
<u>FY22 Update</u>							
<ul style="list-style-type: none"> Implemented inaugural Student Success Survey to assess factors promoting retention of students who have persisted to their third semester. Established Stockton Cares Office to address holistic student health and allows for proactive planning and immediate review of student wellbeing concerns. <ul style="list-style-type: none"> Fall 2021: 1804 case management cases and approx. 800 COVID referrals. 							

- Spring 2022: 1620 case management cases and approx. 500 COVID referrals.
- Expanded supportive resources for African American and Latinx students through Stockton Cares: AY22: 37% of total Care referrals were submitted for Black/African American students (9% of total student enrollment); 42% of Care referrals were submitted for Hispanic/Latinx students (17% of total student enrollment).
- Created Stockton Cares Team which meets weekly to develop strategies to address social, mental health, academic, and financial concerns and includes campus leaders from every division on campus.
- Awarded Compass Fund grant for Stockton Cares: Osprey Essentials. Osprey Essential will address the need to expand the offerings related to student basic needs, including linens, cold weather essentials, household items, as well as dental care and haircuts.
- Increased the Student Relief Fund maximum award limit.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
6.	Student Affairs; Diversity & Inclusion	Implement strategies to expand access to experiential learning opportunities for underrepresented students.		100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	
		<ul style="list-style-type: none"> ■ <u>DEI connective action</u>: Close achievement gaps in student success and completion (Equity). 					

FY24 Update

- Opened the Career Success Studio, with the financial support of the OSHE Opportunity Meets Innovation Challenge grant for Cultivating Research Innovation and Talent. This space is designed to expand access with increased services, opportunities, and peer-to-peer support.
- The Fall 2023 Career and Internship Fair almost doubled in attendance from one year prior with 720+ attendees captured and 610 attendees at the Spring 2024 Career and Internship Fair.

FY23 Update

- Reimagined Fall Career and Internship Fair to support overall student career readiness and expand access to first-generation and BIPOC students.
 - In Fall 2022 (return to in person), 134 employers registered (compared with 114 employers in Fall 2019).
 - Total captured student attendance was 367.
 - Gender: 41% male; 59% female
 - Academic Standing: 36% seniors; 24% juniors; 20% sophomores; 20% freshmen
 - Majors: 20% BSNS; 11% HTMS; 11% HLSC; 9% PSYC
 - Residential Status: 46% residential; 54% non-residential
 - Race/Ethnicity (not previously captured): 51.1% White; 18.8% Hispanic/Latino; 15.2% Black/African American; 8.2% Asian
 - 208 students and alumni pre-registered
 - 70 (52%) registered employers were first-time attendees.
- Aligned Event Services and Campus Center Operations student employment learning outcomes and training learning outcomes to the NACE Career Readiness Competencies. Designed and implemented student staff training assessment tools to incorporate the measurement of session specific learning outcomes.
- Offered undergraduate and graduate level academic internships through the Office of Event Services and Campus Center Operations in partnership with the School Business.

FY22 Update

- Awarded \$50,000 (Cultivating Research, Innovation and Talent) multi-year grant from the Office of the Secretary of Higher Education (OSHE) to support the development of career development strategies for URM students and expand access for all students.
- Partnered with Academic Affairs and AC Operations to provide summer housing and programming for students participating Live, Work, Learn initiative.
- Created Associate Director of Career Education and Development positions to strengthen career development programs and operations.
- Hosted the annual Glow UP high impact practice and student leadership job fair to expand participation in on-campus leadership opportunities for historically URM students.
- Collaborated with Academic Affairs to create Ospreys RISE Leadership and Operations Team to strengthen institutional strategies to expand students' access to experiential learning opportunities.
- Collaborated with Academic Affairs to develop and submit first State Budget Request for Ospreys RISE Initiative.
- Implemented New Student Orientation/Welcome Week session to elevate the visibility of high impact learning experiences for new students.

- Hosted national experts on student career and experiential learning to strengthen divisional strategies that foster post-graduate success.
- In late spring 2022, at the invitation of the Vice President for Student Affairs, the Chief Officer for Diversity & Inclusion became a member of the Board of Trustees' Student Success Committee.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
7.	Student Affairs	Strengthen student transition, access, and retention (STAR) operations and strategies.			50%	60%	
		<ul style="list-style-type: none"> ▪ DEI connective action: Close achievement gaps in student success and completion (Equity). 					

FY24 Update

- Awarded \$33,000 from the Office of the Secretary of Higher Education (OSHE) to pilot the EOF Mentor program. The pilot comprised 17 mentors and 49 mentees who engaged across 351 logged meetings during the academic year.

FY23 Update:

- Successfully recruited and hired:
 - Assistant Vice President for Student Transitions, Access and Retention Programs (STAR).
 - Director of Academic Achievement Programs.
 - Director of Career Education and Development
 - Associate Director of Career Education and Development
 - Coordinator, Student Transition, Access and Retention Programs
 - Coordinator for Residential Life for Student Success Initiatives
- Implemented STAR Strategic Area Meeting structure to support integrated strategies to support student retention and career readiness.
- Integrated the Student Success Scholars, Inclusive Student Communities (First Ospreys, Sankofa and To.Get.Her initiatives) within Office of Academic Achievement Programs to support expanded staff capacity to serve first-year, transfer and BIPOC student communities.

Priority 1.4 Foster Post-Graduate Success: Increase six-month post graduate employment and degree program rates from 82% to 85% by 2025.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
1.	Student Affairs (including Athletics)	Develop alumni networks to foster mentoring, jobs, and internship opportunities.	0%	0%	25%	35%	
		<ul style="list-style-type: none"> • DEI connective action: Develop resource networks (Equity). 					

FY24 Update

- Career Education and Development secured sponsorship from Alumni Relations for the Student Decompression Zone during the Career & Internship Fairs. Alumni volunteered to support students through networking, resume reviews, elevator pitch practice, and help the students boost their confidence to navigate the fair.

FY23 Update

- Facilitated undergraduate, graduate and Alumni engagement with and utilization of Handshake Career Management Platform account at a 47.3% rate of account activation compared to 26.8% activation rate of Peer institutions.

FY22 Update

- Did not get underway – will be pursued in FY23.

FY21 Update

- Did not get underway – will be pursued in FY22.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
2.	Advancement & Communications	Develop and employ strategies to strengthen mentorship and career networking opportunities between alumni and students while implementing communication strategies to showcase the success and achievement of alumni.	50%	75%	100% complete & ongoing	100% complete & ongoing	
		<ul style="list-style-type: none"> DEI connective action: Develop resource networks (Equity). 					

FY24 Update

- The Stockton Women’s Leadership Council (SWLC) welcomed 17 mentors and mentees to the 2023-24 mentoring program and hosted its inaugural Excellence in Mentoring Awards.
- Implemented monthly social media alumni highlight across University and Alumni platforms.

FY23 Update

- Enhanced use of OspreyConnect through the Alumni Clubs program to provide additional opportunities for alumni and students who share common interests to connect. Further opportunities were provided by inviting alumni to participate in specific campus events targeted to their interests.
- Young Alumni and Student Alumni programs rebranded to increase engagement. New members identified and core programs identified.
- Created the Associate Director of Alumni Relations position to specifically focus on career readiness, mentorships and post-graduate success.
- Alumni Business Directory created to promote alumni-owned businesses and foster new connections between business owners, successful entrepreneurs, industry leaders and students.
- Created University Advancement teams to work in partnership directly with each dean. Teams focus on school-specific programming and engagement efforts, in line with alumni affinity, with a goal of increasing relationships between the individual schools, deans, alumni and current students.
- The launch of the John R. Elliott Character and Leadership Program created opportunities for internships/mentorship opportunities with companies such as OceanFirst Bank.

FY22 Update

- Created new Alumni Relations faculty fellow position to support development plan for launch of Corporate Alumni Program
- Consistently collected and cross-promoted alumni success stories on alumni social media channels, on the Alumni & Friends website, on OspreyConnect and in the alumni newsletter
- Partnered with Career Education and Development for opportunities to showcase alumni achievement
- Hosted the Alumni Achievement Awards ceremony as part of University Weekend to highlight alumni achievement and success across generations. Cross-promoted the event on social media, the website, and other digitally-facing platforms to increase awareness.
- Continued development of OspreyConnect, the online networking platform for alumni and friends. Participated in ongoing training to best utilize all features of the platform to solicit alumni mentors and market the platform to new graduates.

FY21 Update

- Continued partnership between Alumni Relations and Career Education and Development intended to target specific alumni to participate in various career panels and events.
- Student Alumni Association created to foster student/alumni relationships.
- Identified funding opportunities to support Career Education and Development
- Redesigned alumni newsletter to include more stories of alumni achievement, complimented by strategic social media campaigns showcasing these profiles.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
3.	Student Affairs	Coordinate the re-engagement of a University-wide student outcomes survey project, in coordination with Academic Affairs, Students Affairs, and Alumni Relations.			30%	60%	
		<ul style="list-style-type: none"> DEI connective action: Support commitment to building a diverse and respectful community that values individual and group/social differences (Diversity). 					

FY24 Update

- Career Education & Development engaged in a communication campaign, meeting with the academic schools and assistant deans to educate them on survey efforts.
- Through extensive outreach and research, Career Education & Development successfully yielded a 59% rate for the First Destination Survey for August 2023 graduates.

FY23 Update

- Student Affairs held a First Destination Survey Committee kickoff meeting, chaired by the newly-appointed Director of Career Education and Development who brings First Destination Survey experience from previous institution. Plans are underway to implement a targeted outreach strategy to include personalized communication and streamlined data collection processes, analyze data by Schools and make relevant data and trends available via the Office of Career Education and Development.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
4.	Student Affairs	Integrate career-readiness competencies in student employment and leadership experiences.			30%	30%	
		<ul style="list-style-type: none"> ▪ <u>DEI connective action</u>: Close achievement gaps in student success and completion (Equity). 					

FY24 Update

- No major updates for FY24.

FY23 Update

- Aligned Event Services and Campus Center Operations student employment learning outcomes and training learning outcomes to the NACE Career Readiness Competencies. Designed and implemented student staff training assessment tools to incorporate the measurement of session specific learning outcomes.
- Offered undergraduate and graduate level academic internships through the Office of Event Services and Campus Center Operations in partnership with the School Business.