



AC Campus Strategic Plan

SOCIALIZATION DECK

JULY 2024



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01

Project & Process Overview



Project Overview

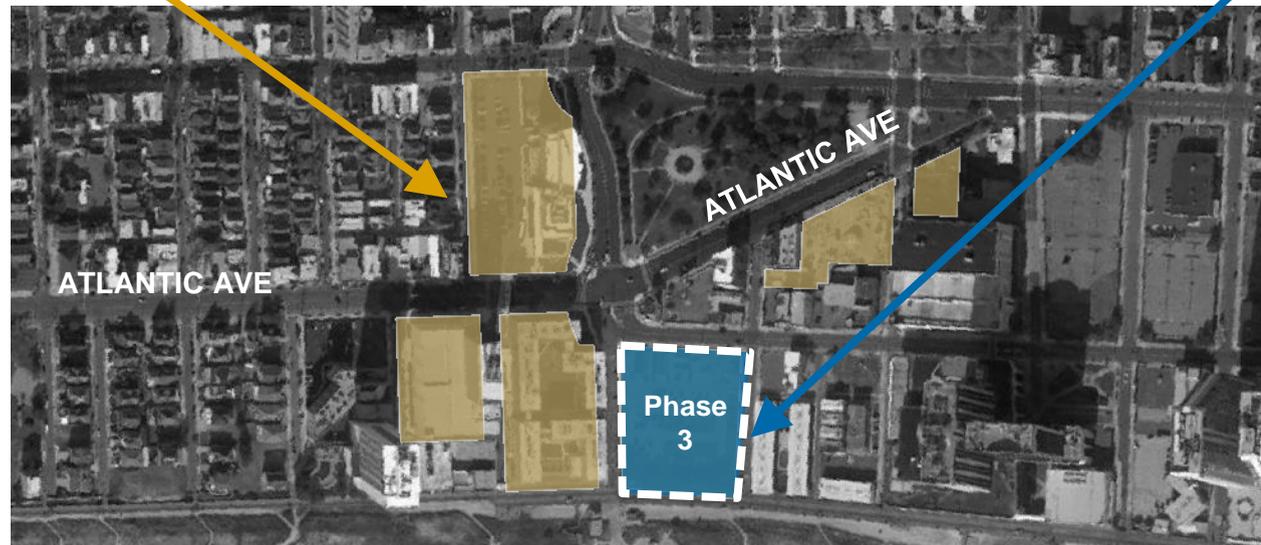
AC CAMPUS PLANNING OBJECTIVES

STRATEGIC PLAN

- › Center **existing** AC Campus around **cohesive academic identity**.
- › Evaluate opportunities for **space reallocation / optimization**.

FEASIBILITY STUDY

- › Determine **viability** of future **expansion** with uses that **advance AC's academic & campuswide vision**.
- › Identify **potential partners** for whom development of **new assets** would meet **shared needs**.



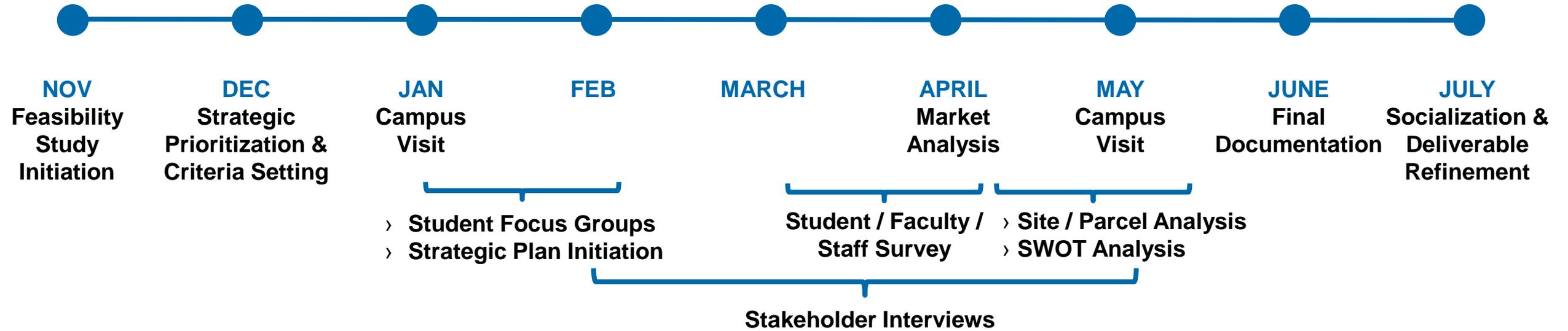
Project Overview & Strategic Framework

AC CAMPUS STUDY AREA



Project Overview

STRATEGIC PLAN & FEASIBILITY STUDY TIMELINE



Stakeholder Engagement

STOCKTON AC CAMPUS – STRATEGIC PLAN WORKING GROUP MEMBERS

Working Group Co-Chairs

Brian Jackson, Chief Operating Officer, AC Campus

Donna Albano, Professor of Hospitality, Tourism & Event Management

Academic Programs Subcommittee

*Keith Diener, MBA Director & Assoc. Professor of Business Studies, Public Law

Warren Kleinsmith, Dean, School of Business

Loretta Mooney, Assistant Professor of Social Work

Stephanie Sussmeier, Metadata Librarian / Library Instructor

Community Engagement Subcommittee

*Michael Cagno, Exec. Director, The Noyes Museum of Art & Noyes Arts Garage

Merydawilda Colon, Exec. Director, Stockton Center for Community Engagement
& Service-Learning / Assoc. Dean of Social Work

Mark Rizzo, Director, Small Business Development Center

* *Subcommittee Chair*

Finance & Resources Subcommittee

*Michael Busler, Professor of Finance & Finance Program Chair

Mariah Duffey, Assistant Director, Continuing Studies & Adult Education

Alex Marino, Director, Academic Operations, AC Campus

Student & Other Support Services Subcommittee

Lindsay Beddiger, Assistant Director, Event Services

Marques Johnson, Assoc. Dean of Students

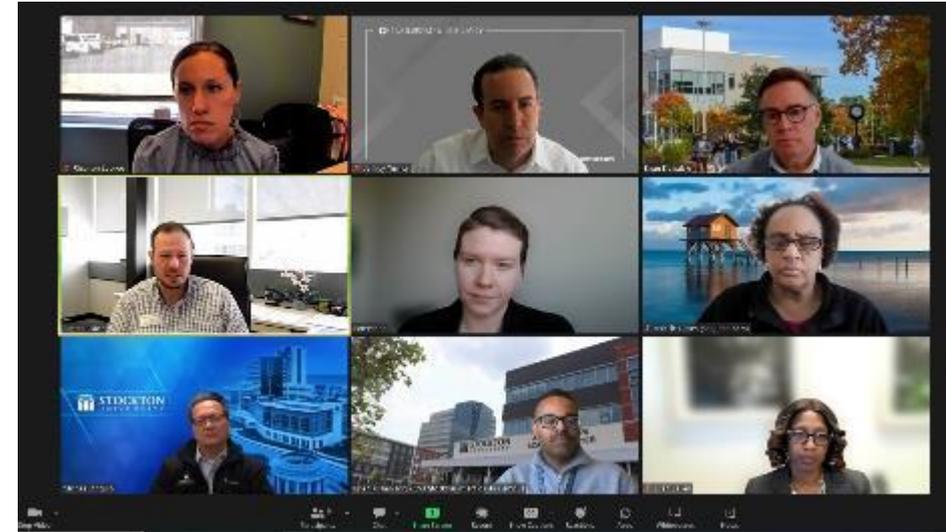
*Monica Viani, Assistant Supervisor, Student Engagement & Community
Development

Joseph Wozniak, AC Campus Student Representative

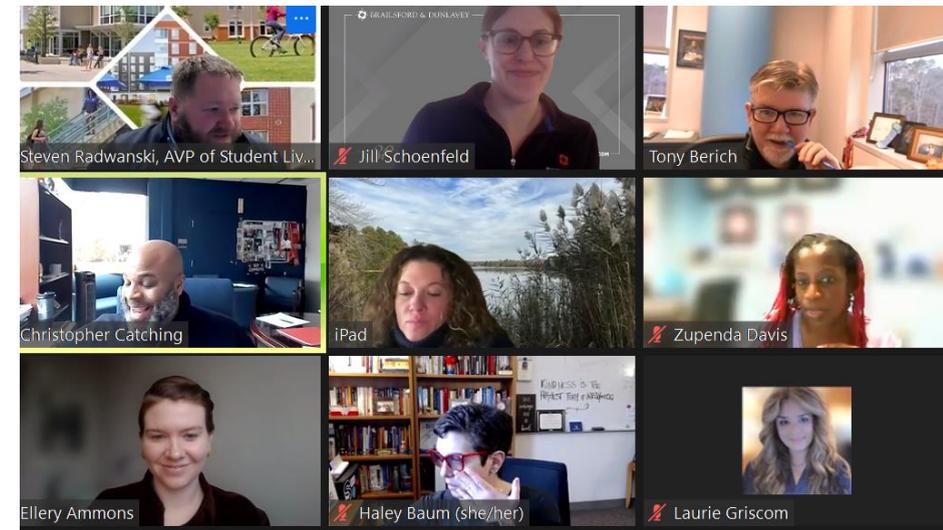
Stakeholder Engagement

ADDITIONAL STOCKTON UNIVERSITY PARTICIPANTS

- › E. Michael Angulo, VP for Personnel, Labor & Govt. Relations
- › Brent Arnold, Dean, School of Health Sciences
- › Ellen Bailey, Deputy General Counsel
- › Peter Baratta, Chief Officer for Strategic Planning & Effectiveness
- › Haley Baum, Assist. VP for Student Advocacy, Belonging & Campus Standards / Dean of Students
- › Lindsay Beddiges, Assist. Director, Event Services
- › Anthony Berich, Exec. Director, Athletics & Campus Recreation
- › Erika Cassetta, Exec. Assist. to VP for Advancement
- › Christopher Catching, VP for Student Affairs
- › Stacey Clapp, Director, Strategic Communications
- › Stephanie Clineman, Asst. to the COO of AC Campus Operations
- › Zupenda Davis, Assist. VP for Student Health & Wellness
- › Kimberly Dickerson, Interim Dean, School of Education
- › Ana Edmondson, Assist. VP for Student Transitions, Access & Retention Prog.
- › Fred Everson, Professional Services Specialist 2, Computer Services
- › Sara Faurot, Director of Alumni Relations
- › Diane Garrison, Exec. Director, Budget, Financial Planning & Campus Services
- › Amy Beth Glass, Assoc. Provost & University Registrar
- › Robert Gregg, Dean, School of General Studies



President's Cabinet (Feb 2024)



Student Affairs & Residence Life (Feb 2024)

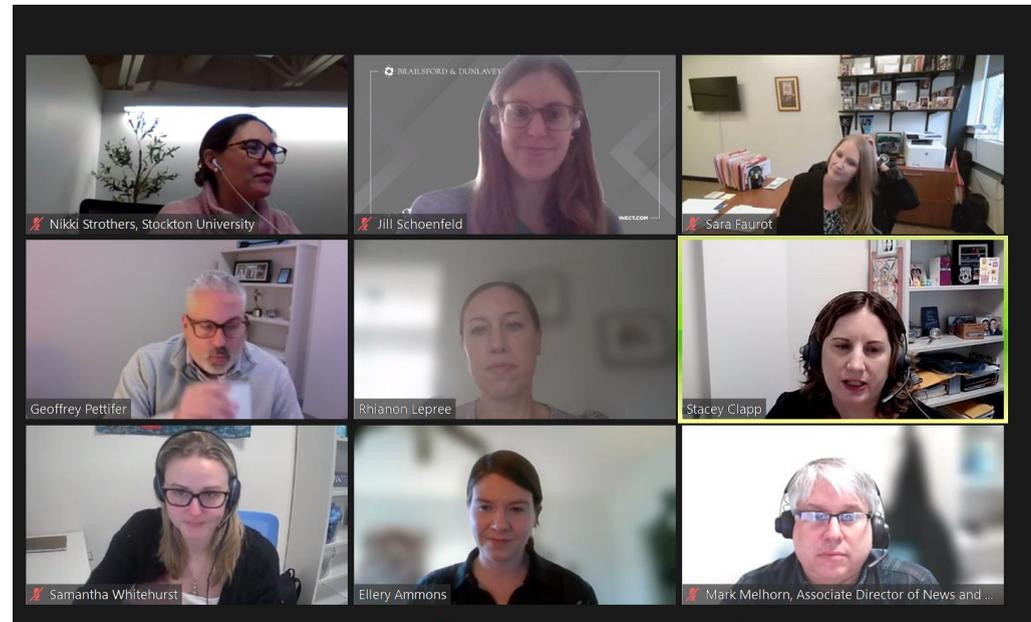
Stakeholder Engagement

ADDITIONAL STOCKTON UNIVERSITY PARTICIPANTS

- › Laurie Griscom, Exec. Director, Event Services & Campus Engagement
- › Valerie Hayes, Chief Officer for Diversity & Inclusion
- › Robert Heinrich, VP for Enrollment Management
- › Scott Huston, Chief Information Officer
- › Marques Johnson, Assoc. Dean of Students
- › Claudine Keenan, Interim Vice Provost for Academic Affairs
- › Rhiannon Lepree, Director, Facilities Admin. & Real Estate
- › Melissa Levy, Interim Provost & VP for Academic Affairs
- › Ian Marshall, Dean, School of Arts & Humanities
- › Mark Melhorn, Assoc. Director, News & Media Relations
- › Amanda Norvell, Dean, School of Natural Sciences & Mathematics
- › Dan Nugent, VP for University Advancement & Exec. Director, University Foundation
- › Stacey O'Brien, Controller
- › Geoffrey Pettifer, Assoc. VP for University Relations & Marketing
- › Steven Radwanski, Assistant VP for Student Living & Learning / Exec. Director for Residential Life
- › Nikki Strothers, Director, Communication & Stewardship
- › Samantha Whitehurst, Director, Content Strategy
- › Student Focus Groups (2)



Galloway Student Focus Group (Jan 2024)

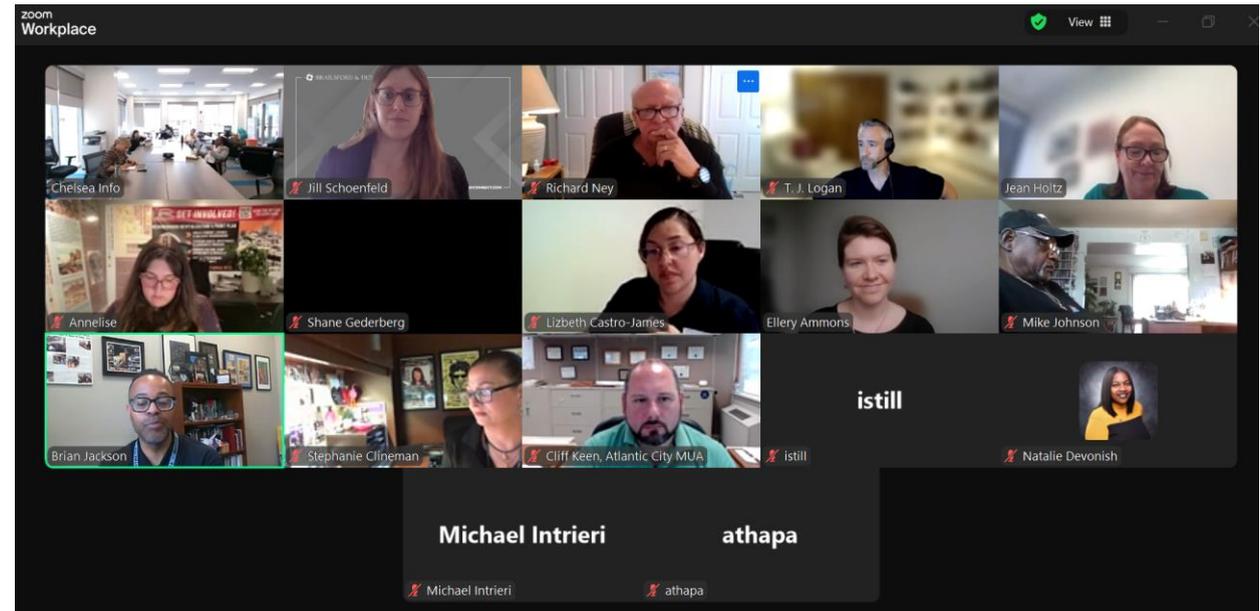


Alumni Relations & University Relations / Marketing (Feb 2024)

Stakeholder Engagement

ADDITIONAL EXTERNAL STAKEHOLDERS

- › CDC Collaborative (Chelsea EDC, Ducktown Neighborhood CDC, Inlet CDC, Midtown CDC)
- › Chelsea Neighborhood Association Members
- › Sarah Clarke, Exec. VP, Atlantic City Devt. Corp. (AC DEVCO)
- › George Goldhoff, President, Hard Rock Hotel & Casino AC & Chair, LIGHT Advisory Board
- › Matthew Levinson, VP of External Affairs & Devt., Atlanticare
- › Lauren Moore, Exec. Director, Atlantic County Econ. Alliance
- › Max Slusher, Director, Business Devt., Atlantic County Econ. Alliance
- › Elizabeth Terenik, President, Chelsea Econ. Devt. Corp.



CDC Collaborative (May 2024)



Chelsea Neighborhood Association (Jan 2024)

Stakeholder Engagement

ADDITIONAL EXTERNAL STAKEHOLDERS*: SWOT ANALYSIS

- › Anthony Catanoso & Ed Olwell, Partners, Steel Pier
- › Gerald “Jerry” DelRosso, Administrator, Atlantic County
- › Elizabeth Terenik, President, Chelsea Econ. Devt. Corp.
- › Mohammad Ayub, City of Atlantic City / Local Mosque leader
- › Jane Bokunewicz, Faculty Director, LIGHT^ / Assoc. Prof., HTMS Studies
- › Mark Callazzo, Developer / Restaurateur, Orange Loop
- › Scott Cronick, Co-Exec. Director, MBCA / Orange Loop
- › Timothy Edmunds, Executive Director, Atlantic County Improvement Authority
- › Ranae Fehr, Head, Dept. of Regional Planning & Development, Atlantic County
- › Jacques Howard, Asst. Director of Redevelopment, AC Office of Planning & Devt.
- › Dennis Levinson, Atlantic County Executive
- › Robert Lindaw, Planning Director, Division of Planning, Atlantic County
- › Rita & Anthony Mack, McDonald’s / Stockton University Foundation Board
- › Jean Muchanic, Absecon Lighthouse
- › Roxanne Passarella, President & CEO, Business Admin. & Operations, Club Boardwalk Resorts / Alumna & Board Member, Stockton University Foundation / LIGHT Board
- › Evan Sanchez, Authentic City Partners, Orange Loop
- › Larry Sieg, CEO & President, Visit Atlantic City
- › Barbara Stafford Jones, President & CEO, Cape May County Chamber of Commerce / Advisory Board Member, Stockton Business School
- › India Still, Exec. Director, Atlantic County Municipal Utilities Authority (ACMUA)

**Additional stakeholders were engaged to participate in an external SWOT Analysis. Highlighted are the few that responded and whose feedback is provided in the SWOT Analysis section of this presentation. It is recommended to continue to engage these individuals and groups as the AC Campus is advancing with next steps.*

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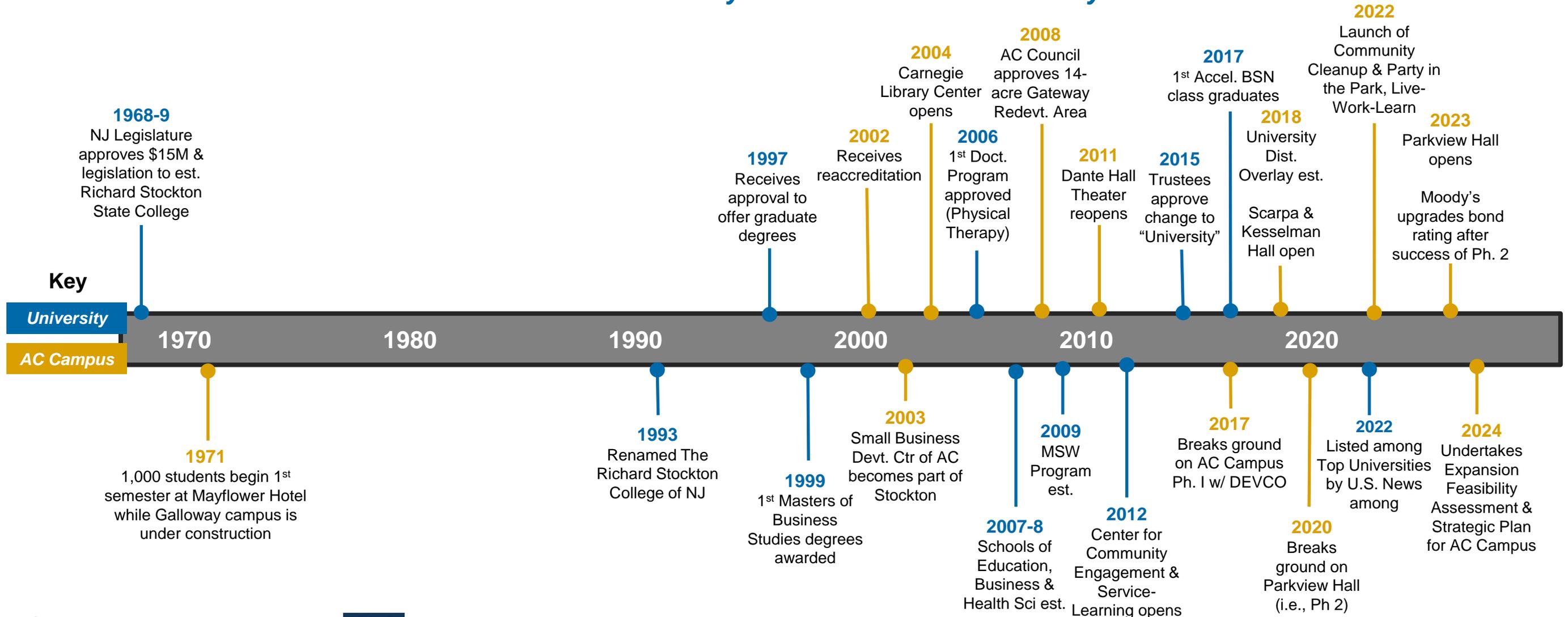
Key Context & Strategic Framework



Project Overview

HISTORICAL CONTEXT

Although Stockton did not open its campus there until 2018, its legacy in & commitment to Atlantic City are as old as the University itself.



Strategic Framework

KEY CHALLENGES (THE “WHY”)

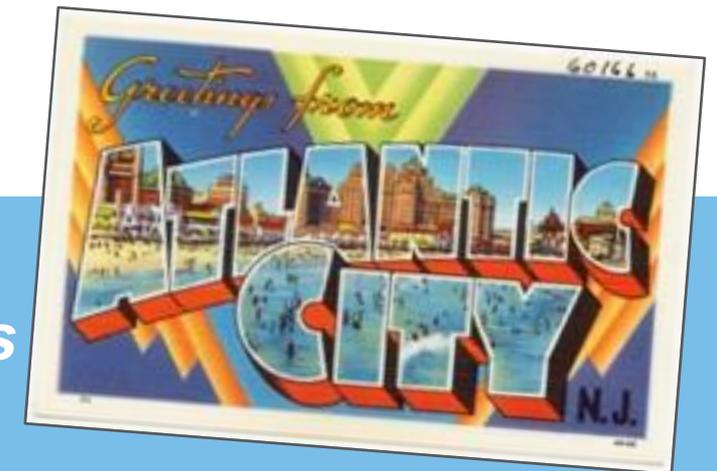
CHALLENGES Problem Statement

- **UNDEFINED AC CAMPUS IDENTITY & PURPOSE:** Because the initial AC Campus buildout was not predicated on **specific academic disciplines** or other **strategic University priorities**, Stockton has struggled to allocate **resources** between campuses & address **internal concerns** about resource diversion away from Galloway, leading to a **misalignment** of users & amenities.
- **PERCEPTION OF THE STATUS QUO:** The City’s challenged historic **reputation** continues to overshadow community successes & **undercut justification** for expanding Stockton’s presence. At the same time, continued emphasis on **gaming & casinos** discourages entry of non-adjacent industries & threatens AC’s long-term viability.
- **LACK OF VIBRANCY:** **Insufficient variety of spaces & amenities** discourages members of the Stockton community from spending time on the AC Campus & hinders the University’s ability to create a **sense of place**.

OPPORTUNITIES Project Drivers

- **ESTABLISH AC CAMPUS IDENTITY & PURPOSE:** Define the **academic & strategic focus** of Stockton’s urban campus & dedicate the appropriate **resources** & leverage **location-based strengths** to pursue opportunities that advance the mission.
- **ENVISION A NEW FUTURE FOR AC AS ANCHOR INSTITUTION:** Seek **external partnerships** to advance **community relations**, maintain **clean / safe** standards & expand **professional opportunities** for students. Encourage **entrepreneurship & industry diversification** to reposition AC for long-term economic success & change the narrative.
- **FOSTER VIBRANCY WITH EXPANDED USES & USERS:** Create a **vibrant hub** with **flexible spaces & additional amenities** to maximize **utilization**, enhance **campus community** & support needs of **AC residents**. Rethink **academic scheduling** to keep students on campus for longer periods.

Stockton’s AC Campus presents the University with a unique opportunity to leverage its location in the heart of AC to enhance its brand, increase enrollment & enrich community relationships.



Strategic Framework

SAV STORY – PRESIDENTIAL TASK FORCE CRITERIA FOR AC CAMPUS

 LOCATION & SCALE OF DEVELOPMENT	 TARGET MARKET SEGMENTS	 OUTCOME DRIVERS & PROGRAMMATIC COMPONENTS	 INSTITUTIONAL WILL & FINANCIAL PARTICIPATION
<ul style="list-style-type: none"> › Stockton should approach physical enhancements to & expanded academic offerings at the AC campus as recruitment / retention tools & competitive amenities that differentiate the University from regional / peer institutions. › Stockton must ensure that building siting, uses & outdoor spaces promote campus community while remaining congruous with the University’s surrounding context. › Stockton must ensure that the scale of development & academic growth does not jeopardize its ability to provide consistently high-quality resources & services across campuses. › Stockton should promote pedestrian linkages to assets / amenities within walking distance of campus to expand opportunities for & increase the visibility of the Stockton community. 	<ul style="list-style-type: none"> › Stockton must identify the appropriate student target market for the AC campus based on the unique opportunities available within the city. › Stockton must demonstrate its commitment to augmenting the on-campus experience & promoting connections among students, faculty & staff. › Stockton must ensure that future campus uses & planning processes increase opportunities to interact with, support & meet the needs of AC residents. 	<ul style="list-style-type: none"> › Stockton must be intentional in driving student satisfaction by providing regular & robust residential / extracurricular programming in AC. › Stockton should actively pursue external partnerships with AC companies / organizations to leverage unique opportunities & expand experiential learning offerings. › Stockton must prioritize & direct resources to services / programs in AC based on the need to provide an equitable experience for students, faculty & staff across campuses. › Stockton should coordinate academic schedules between campuses to foster integrated university operations & maximize opportunities for all students to receive a successful liberal arts education. 	<ul style="list-style-type: none"> › Stockton should pursue auxiliary services that expand offerings for AC students, faculty, staff, visitors & area residents while establishing new revenue sources. › Stockton should leverage external partnerships to the extent that they maximize financial benefits & mitigate financial risks to the University without compromising institutional values or affordability. › Stockton should assess whether to pursue new capital projects based on the extent to which they promote efficiency, mitigate operating costs & encourage environmentally conscious practices for the University.

Strategic Framework

CAMPUS OPERATING PARADIGMS

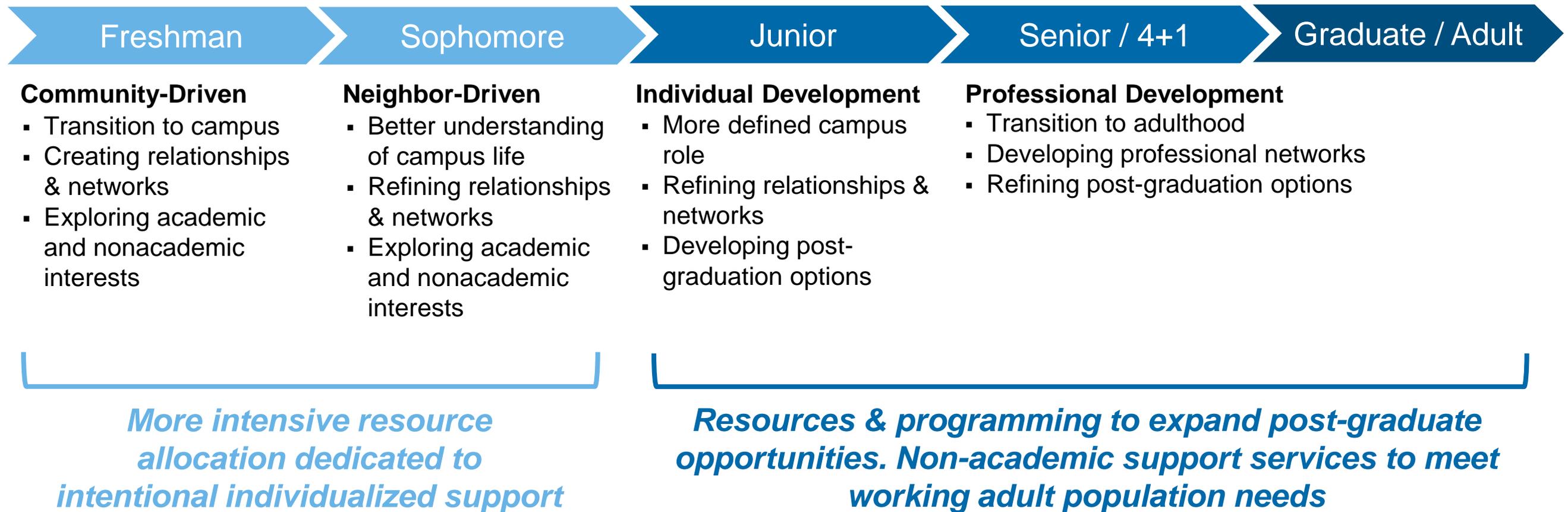
Category	Details / Examples	AC TODAY		PROPOSED REALIGNMENT
		Extension Campus	Regional / Branch Campus	Full-Service Campus
Operating Paradigm	-	Operationally dependent on primary (main) campus	Geographically separate from & highly operationally independent of main campus with support for one or more academic programs	Comprehensive campus equipped with all elements to support academic programs & co-curricular activities / student life
Academic Offerings	-	May offer some academic courses or trainings but does <u>not</u> support comprehensive academic program	Offers coursework that supports full academic programs or majors	Offers array of academic offerings that support variety of university programs, majors & / or colleges
Academic Support Structures	Onsite academic administration, library resources, academic success / advising, study support)	Few or none	Some local resources dedicated to supporting specific academic program / major	Full academic support structures in place spanning various academic programs, majors & / or colleges
Co-Curricular Amenities	Residential community, dining, student engagement support / student life, recreation / student center, health & well-being	Few or none due to lack of density	Scaled to support designated academic programs & campus density including small residential community	Provides amenities that fully support comprehensive campus including robust residential community
Usage Patterns	-	<ul style="list-style-type: none"> • Busy during scheduled class times • Slow evenings / weekends / breaks • Closed breaks / holidays 	<ul style="list-style-type: none"> • Busy during meal times & class breaks • Slower evenings / weekends / breaks 	<ul style="list-style-type: none"> • Evenings / weekends heavy • Busy at meal times & class breaks • Regular late-night events • Open breaks / holidays

Campus Density

Strategic Framework

STUDENT DEVELOPMENT CONTINUUM

View relationship between Galloway & AC in terms of a “student development continuum” of campus resources



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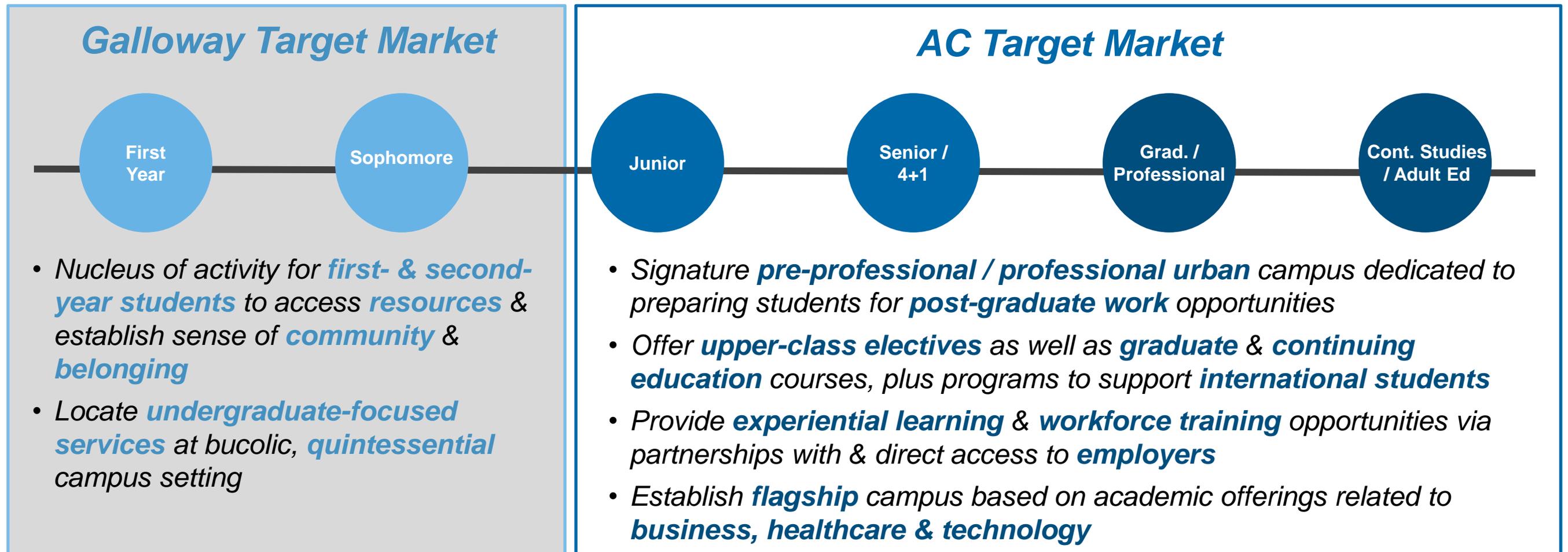
Preliminary Recommendations



Recommendations

CAMPUS IDENTITY

Reposition Stockton's AC Campus as a Pre-Professional & Professional Urban Campus.



Recommendations

SATELLITE CAMPUS WITH DISTINCT ACADEMIC IDENTITY

URBAN LAND

Satellite Campuses Expand Footprint for Universities into Urban Downtowns

By Patrick J. Kiger – Published Sept. 5, 2023

“ Universities locating **satellite campuses** in **urban cores** bring some distinct advantages—they typically focus on **specific graduate & technical programs** relevant to the city, advancing **local industry synergies**....

The key element for the **right space** for these institutions lies in **what programs** they’re **looking to locate** at the satellite location. ”

DENISON **EDGE**

Est. 2021

Downtown Columbus, OH

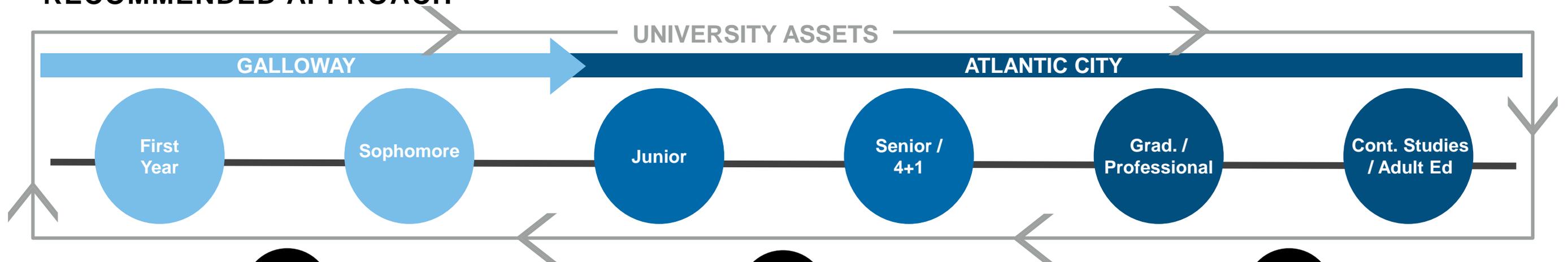
*Denison Edge brings **workforce-ready skills** and current industry trends to the table. We **upskill students and working professionals** to hit their goals and succeed in their careers.*

“ We’re located in the **idyllic village** of Granville, but ... the Edge is a **way for us to better connect to the city** ... and an attempt by Denison to **contribute to Columbus.** ”

– Adam Weinberg, President, Denison University

Recommendations

RECOMMENDED APPROACH



1

2

3

Continue to Dedicate Resources at Galloway Campus to Underclassmen

Traditional first- and second-years living in AC are not only **isolated** from the concentration of **resources**, but also from many of their **peers**. **Concentrating** underclassmen in Galloway ensures **equal access** to the **community-building** opportunities that are **foundational** to the undergraduate experience.

Leverage AC's Experiential Learning Opportunities for Upperclassmen & Beyond

AC can add value for students further in their educational progression who are more **mature**, **independent**, and able to appreciate the city's **amenities** and **professional opportunities**. Focusing the AC Campus on **career advancement** will help prepare students for their lives **post-graduation**.

Realign University's Assets to Optimize Value & Minimize Risk

Organizing each campus around particular **target populations** will allow AC to shift from being an **extension** of Galloway to becoming a **strategic** lever for **student recruitment / retention** in its own right.

Recommendations

DELIVERY OF AC CAMPUS STRATEGIC PLAN WORKING GROUP COMMITTEE CHARGE

Propose the **strategic direction** of Stockton University's programs, services & engagement for the Atlantic City Campus in the following areas:

› **ACADEMIC PROGRAMS**

- *Determine what academic programs and offerings are best suited for Atlantic City*
- *Outline approach to ensure buy-in from faculty, students and staff*

› **STUDENT & OTHER SUPPORT SERVICES**

- *Determine approach to services needed to support student engagement and success*
- *Review space utilization to identify opportunities to increase optimization*

› **FINANCE & RESOURCES**

- *Identify opportunities to optimize resources*
- *Identify methods for generating new/additional revenue*

› **COMMUNITY ENGAGEMENT**

- *Define the university's role and responsibilities to Atlantic City*
- *Determine approach for how Stockton should partner and lead as an Anchor Institution*

Recommendations

1: ACADEMIC PROGRAMS

1 **Reposition existing assets at AC Campus**

Consider expansion opportunities that advance AC's pre-professional / professional mission



NEAR-TERM VISION FOR THE AC CAMPUS:

Focus attention on successfully repositioning AC to host pre-professional & professional academic programs focused on business, healthcare & technology before reconsidering campus expansion as a long-term objective.

1. RETENTION OF EXISTING UNDERGRAD & GRAD PROGRAMS EXCLUSIVELY AT AC CAMPUS

(Including programs relocated from Galloway)

- ◆ Healthcare Administration & Leadership, MBA-HAL (4+1)
- ◆ Organizational Leadership, EdD
- ◆ Public Health, MPH (Online)
- ◆ Social Work, MSW
- ◆ *Appropriate Upper-Level Undergrad Courses that Support 4+1 Programs (i.e., Hospitality, Accounting)*

2. NEW UNDERGRAD & GRAD PROGRAMS

- ◆ Accounting, MS (4+1)
- ◆ Artificial Intelligence, MS (4+1)
- ◆ Computer Information Systems, MS
- ◆ Counseling, MA (Focus: Addiction Sciences)
- ◆ Cybersecurity, MS (4+1)
- ◆ Hospitality Management, MBA (4+1)
- ◆ Sustainability Management, MBA (4+1)

3. NEW ONLINE NON-DEGREE / EXECUTIVE PROGRAMS

- ◆ Event Management
- ◆ Healthcare Management
- ◆ Health Information/Medical Records Technology
- ◆ Hotel Management

4+1 Programs:

These programs allow students to join any two programs (from a single department / discipline or across departments, schools, or colleges) to receive both a bachelor's degree & a master's degree in five years or less.

Recommendations: Case Study

1: ACADEMIC PROGRAMS

Accelerated dual degree programs including 4+1 allow Monmouth & other universities to secure additional tuition revenue from students who might not otherwise consider pursuing graduate or professional studies.



› ELIGIBILITY

- Incoming first-year students, transfer students, and current students with fewer than 90 hours
- Minimum GPA requirements for all students
- Admission criteria for graduate program of choice

› APPLICATION

- Current students submit simple application including current program, credit hours, and statement of interest
- Transfer students receive guidance upon admission
- No additional application required for first-year students

› BENEFITS FOR STUDENTS:

- *Time & money savings*
- *Advanced career options upon graduation*
- *Scholarship opportunities for entire duration*

› BENEFITS FOR UNIVERSITIES:

- *Increased graduate student retention*
- *Improved outcomes for enrolled students*
- *Effective recruitment tool*

Source: Monmouth University

Recommendations

1: ACADEMIC PROGRAMS

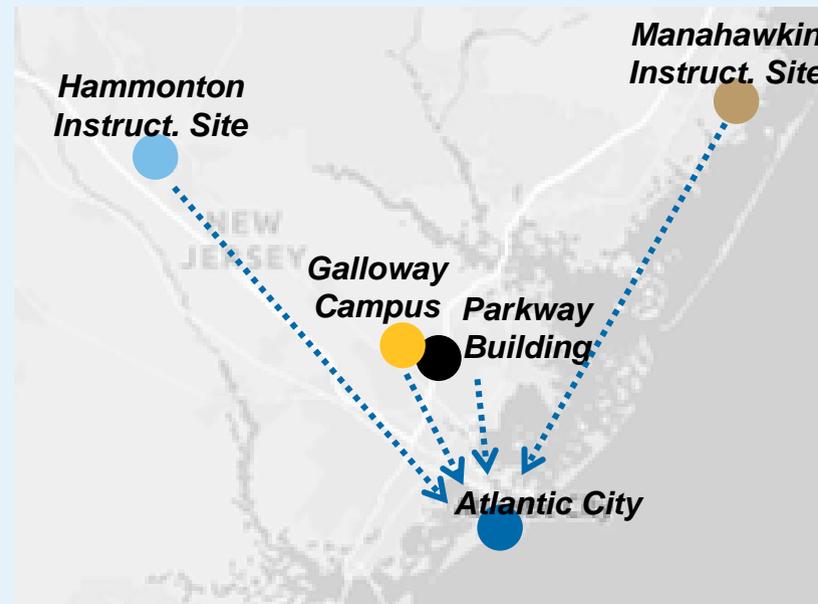
*Reposition existing assets
at AC Campus*

2 Consider *expansion opportunities* that advance AC's pre-professional / professional mission



LONG-TERM VISION FOR THE AC CAMPUS:

*Prepare for sustainable growth & optimize University resources by **relocating academic programs** & **leveraging partnerships** that support its pre-professional / professional identity.*

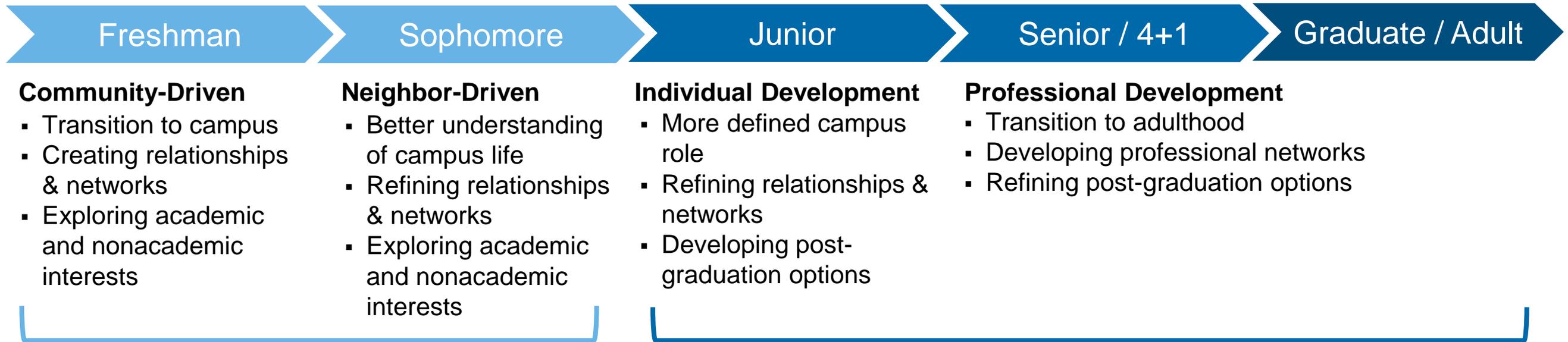


4. EXISTING PROGRAMS TO RELOCATE TO AC

- Accelerated BSN Nursing
- Communication Disorders, MS
- Educational Tech. Training Center (ETTC)
- Counseling, MA
- Data Science & Strategic Analytics, MS
- Nursing, MSN
- Occupational Therapy, MS
- Physical Therapy, DPT
- S. Regional Institute (SRI)
- Stockton Speech & Hearing Clinic

Recommendations

2: STUDENT & OTHER SUPPORT SERVICES



1 *Dedicate more resources to intentional individualized support*

2 *Dedicate resources & programming to clarified target market with special consideration of the needs of upper-division, graduate & non-traditional students*

Relocate University offices & services including:

- › Career Education & Development
- › Military & Veteran Services
- › Center for Community Engagement & Service-Learning
- › Office of Global Engagement
- › Commuter Connection (Office of Student Development)
- › Satellite Office Locations: Learning Access Program, Counseling & Psychological Services

Recommendations

2: STUDENT & OTHER SUPPORT SERVICES

2 *Dedicate resources & programming to clarified target market with special consideration of the needs of upper-division, graduate & non-traditional students (continued)*

Rethink AC Campus facility functions / amenities & reimagine public spaces based on clarified target market

- ◆ Upgrade Scarpa computer labs and reconfigure faculty offices in alignment with AC Campus' new academic mission
- ◆ Repurpose Kesselman computer lab / other ground floor spaces into graduate student lounge and commuter lockers
- ◆ Consider converting portion of existing dining area into additional lounge / game room
- ◆ Leverage Scarpa classrooms available during traditionally underutilized times (e.g., evenings, weekends) to offer classes appealing to non-traditional students and generate revenue by accommodating additional external users
- ◆ Reassess Community Reporting Innovation Lab for potential supplementary use and explore opportunity to build out recording studio for online content creation
- ◆ Convert B119-B120 to dedicated event space

Test viability of potential concepts to fill market gaps with temporary / rotating retail & programming

- ◆ Retail cart with dedicated Stockton AC Campus merchandise and bookstore products attractive to students and visitors
- ◆ Refreshment cart (e.g., premium coffee brand, grab-and-go food)
- ◆ Pop-up dining options in dining hall and food trucks in parking lot
- ◆ Recreational programs on boardwalk / beachfront and O'Donnell Memorial Park
- ◆ Complimentary training sessions in Fitness Center and Campus Quads

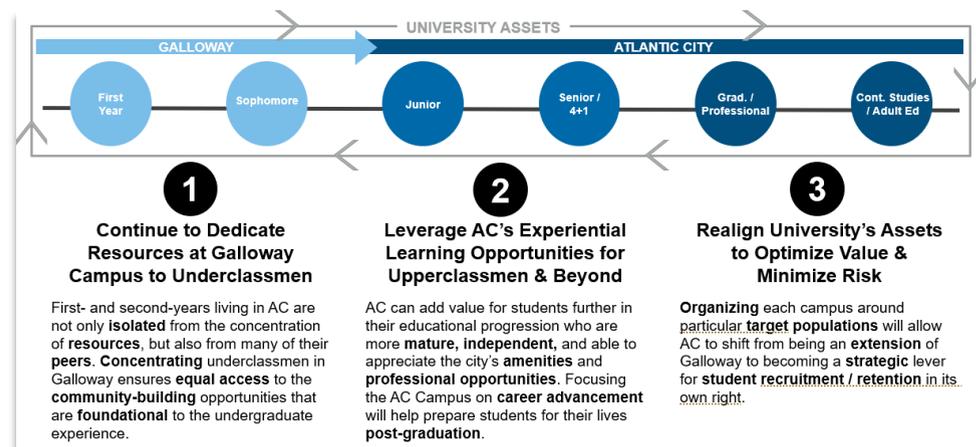
Solicit student input to understand desires / needs & maximize involvement of clarified target market

- ◆ Establish student advisory group to offer feedback / recommendations for improving AC Campus experience
- ◆ Request suggestions for incentivizing student groups to host events, programming and amenities that would appeal to the clarified target market
- ◆ Coordinate timing of events to appeal to new demographic living on campus

Recommendations

3: FINANCE & RESOURCES

1 Reallocate resources to increase value of & return on repositioned AC Campus



Financial Drivers of Recommendations:

- ◆ Increased enrollment (undergraduate & graduate students)
- ◆ Expanded enrollment (non-traditional & online students)
- ◆ Higher space utilization
- ◆ Targeted operations

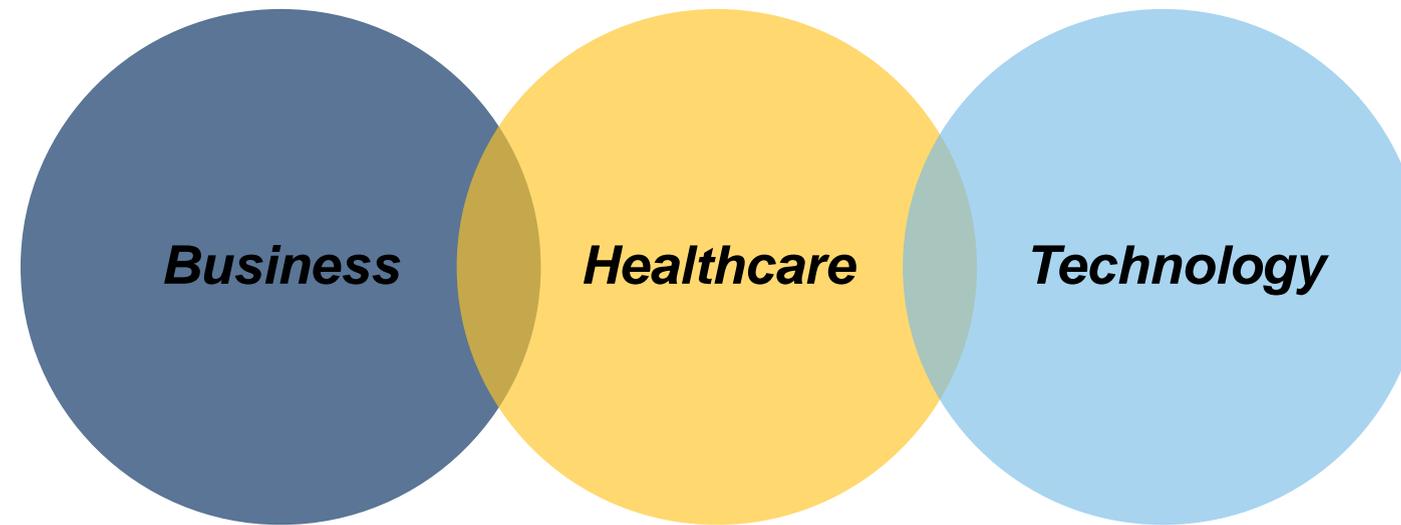
2 Generate additional revenues to diversify offerings & increase value of AC Campus

Focusing on low overhead & high earning potential

- ◆ Establish business incubator for start-up companies
- ◆ Host conferences / meetings that align with clarified campus identity
- ◆ Rent space for testing & certification services
- ◆ Increase summer utilization with specialty classes / certifications
- ◆ Host continuing credit courses for various professions
- ◆ Continue Live, Work, Learn and expand summer housing to summer camps, international students on J1 visa, and other college students
- ◆ Promote summer housing availability for Stockton faculty / staff
- ◆ Charge parking fee for visitors
- ◆ Utilize Stockton area that abuts boardwalk
- ◆ Explore naming opportunities for all facilities / classrooms
- ◆ Pursue grants to provide additional services

Recommendations

4: COMMUNITY ENGAGEMENT



1 Promote opportunities for AC residents to benefit from the Campus' clarified mission as the flagship for Stockton's business, healthcare & technology programs

2 Enhance relations with industry & community partners to support the AC Campus' pre-professional / professional mission & create opportunities for potential career pathways that advance the local workforce

Recommendations

4: COMMUNITY ENGAGEMENT

1 Promote opportunities for AC residents to benefit from the Campus' clarified mission as the flagship for Stockton's business, healthcare & technology programs

2 Enhance relations with industry & community partners to support the AC Campus' pre-professional / professional mission & create opportunities for potential career pathways that advance the local workforce

- ◆ Invite community members to attend **public events** or enroll in **new non-degree courses**.
- ◆ Continue to offer programs that prepare **younger students** for **postsecondary education** & future workforce opportunities.
- ◆ Be intentional & transparent with **external communications / messaging** including socializing new AC Campus identity.
- ◆ Expand Stockton's involvement in promoting **community health initiatives** that provide experiential learning opportunities for students in relevant academic programs & advance AC Campus' **healthcare focus**.
- ◆ Establish a **community advisory board** comprised of AC neighborhood association & local organization leaders to improve **regular communication / coordination** with Stockton.

- ◆ Explore options for establishing **articulation agreements** with companies to offer **additional credentials for AC employees**.
- ◆ Advertise **new academic programs** that expose neighborhood residents to **alternative career pathways**.
- ◆ As part of a future AC Campus **business incubator**, launch programs to provide resources & mentorship specifically for **local entrepreneurs**.
- ◆ Partner with **Atlantic County Workforce Development Board** to support **vocational training & job placement** programs.
- ◆ With significant additional University District investment by Stockton & other anchor institutions, consider establishing a **district collaborative** that amplifies the **investment impact** of institutional involvement to promote **neighborhood revitalization**.

Recommendations

ROADMAP FOR IMPLEMENTATION

		Reposition Existing Assets		Consider Expansion Opportunities
		Short-Term (1-2 Years) <i>Existing Footprint</i>	Medium-Term (3-4 Years) <i>Existing Footprint</i>	Long-Term (5+ Years) <i>Existing / Expanded Footprint</i>
ACADEMICS	Undergrad Programs	<ul style="list-style-type: none"> Phase out lower-level undergraduate courses (that do not align to outlined 4+1 programs) Continue to strengthen partnerships with industry leaders to expand experiential learning opportunities Plan curriculum for potential Live-Work-Learn semester co-op 	<ul style="list-style-type: none"> Only offer undergraduate courses that are part of a 4+1 program; stop offering first- and second-year courses Incorporate potential Live-Work-Learn semester co-op into graduation requirements 	<ul style="list-style-type: none"> Re-evaluate student housing needs
	Graduate + Non-Degree Programs	<ul style="list-style-type: none"> Develop curriculum and obtain approval for new programs Move new graduate programs to AC Hire new or train existing faculty for new programs Market new programs locally and invest internationally 	<ul style="list-style-type: none"> Begin offering new programs Strengthen partnerships with Atlantic City industry leaders to expand academic programming for non-traditional students (i.e., casinos, healthcare providers) 	<ul style="list-style-type: none"> Re-evaluate student housing needs
ASSETS	Scarpa Academic Center	<ul style="list-style-type: none"> Upgrade computer labs as needed Improve office spaces for more faculty to use AC 	<ul style="list-style-type: none"> Build out recording studio for online content creation Reconsider existing campus dining options based on utilization Evaluate need for new healthcare program facilities 	<ul style="list-style-type: none"> Conduct utilization analysis of all academic and non-academic spaces to ensure optimal mission delivery
	Kesselman & Parkview Halls	<ul style="list-style-type: none"> Phase out freshmen and sophomores from AC residence halls Repurpose Kesselman computer lab and ground floor space Build out graduate student lounge Designate residential wing for graduate students 	<ul style="list-style-type: none"> Only upper-class, graduate, and international students living in AC Identify strategic retail tenants to fill market gaps Assess shuttle utilization and needs 	<ul style="list-style-type: none"> Provide more comprehensive student services tailored to upper-class, graduate, non-traditional, and international student needs
	New Facility	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Relocate relevant business, healthcare, and technology programs Leverage partnerships to build out new healthcare program facilities & small business incubator

04

Key Findings



Key Findings

OVERVIEW

01

Academic & Space Demand Analysis

Analysis revealed the higher education landscape, forecasted enrollment & identified programs currently / expected to be in high demand in the region, in addition to identifying additional capacity among AC's existing classrooms.

02

Faculty, Staff & Student Survey Findings

Survey results indicated a very clear misalignment between residential & daytime populations that jeopardizes students' academic success.

03

SWOT Analysis *(Internal & External)*

SWOT revealed countless ways to leverage the AC Campus' strengths & opportunities to advance Stockton's mission through its successful repositioning.

04

Focus Groups & Stakeholder Interviews

Conversations demonstrated the need to clarify the identity of the AC Campus & its relationship to Galloway & the importance of prioritizing efforts to enhance the vibrancy of the AC Campus.

01

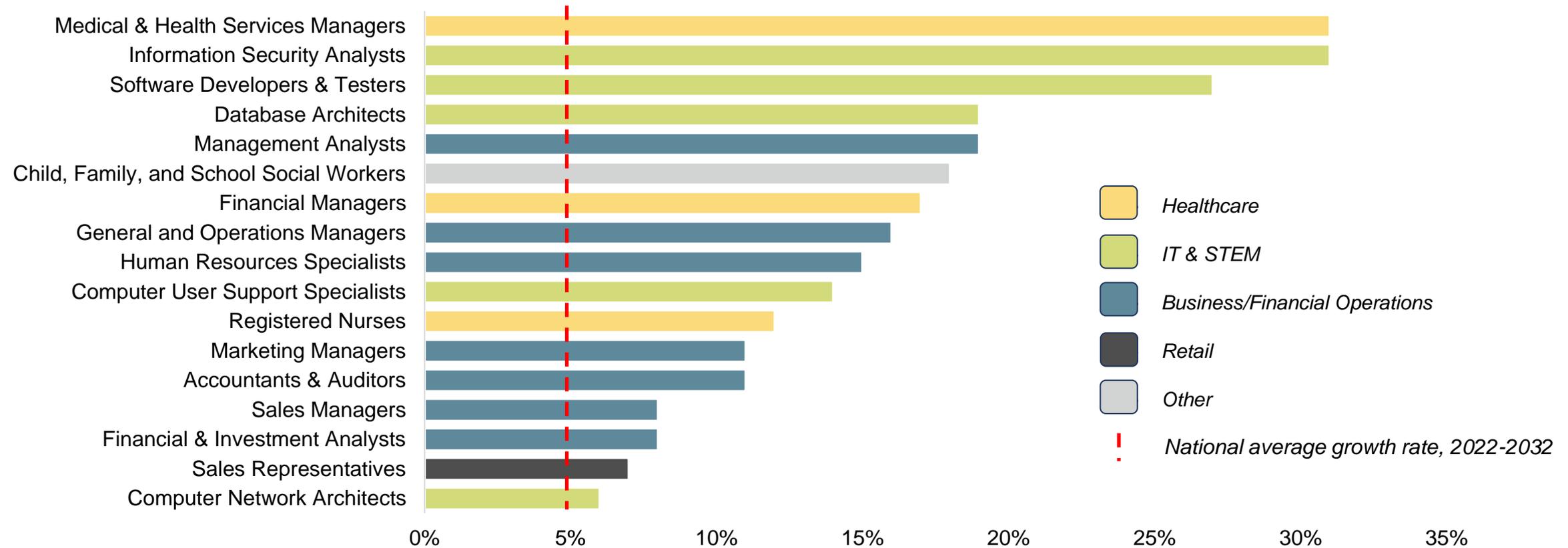
Academic & Space Demand Analysis



Some Regional Occupations Growing at 3-6x National Avg

Among occupations that have appeared **most frequently** in regional job postings targeting candidates with a Bachelor's degree or higher, **thirteen** are projected to **grow at least twice as fast** as the national average (5%) over the next ten years.

Regional In-Demand Occupations Targeting Bachelor's Degrees or Higher with the Fastest Job Growth, 2022-2032*

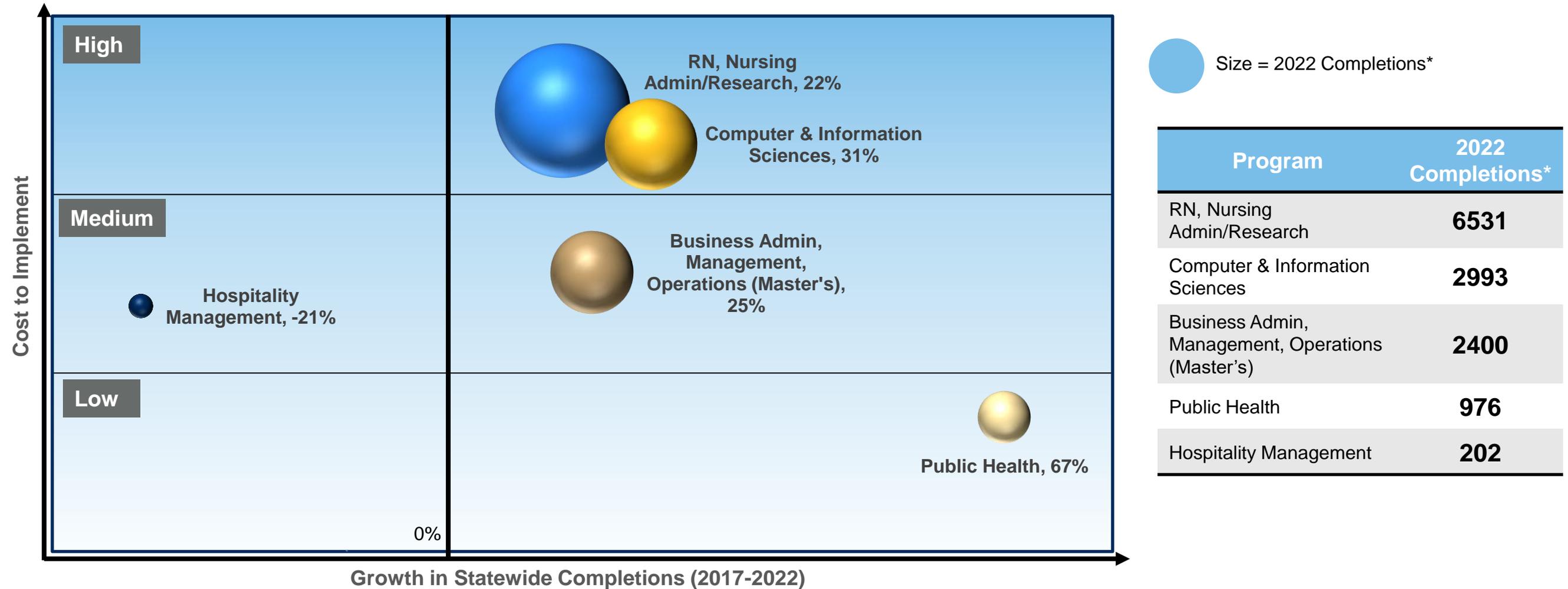


Stockton University should ensure that current and future academic offerings meet continued market needs for healthcare, technology, and business occupations.

High-Cost Programs See Highest Growth in Completions

NJ has seen significant growth in completions for health-related programs over the past few years.

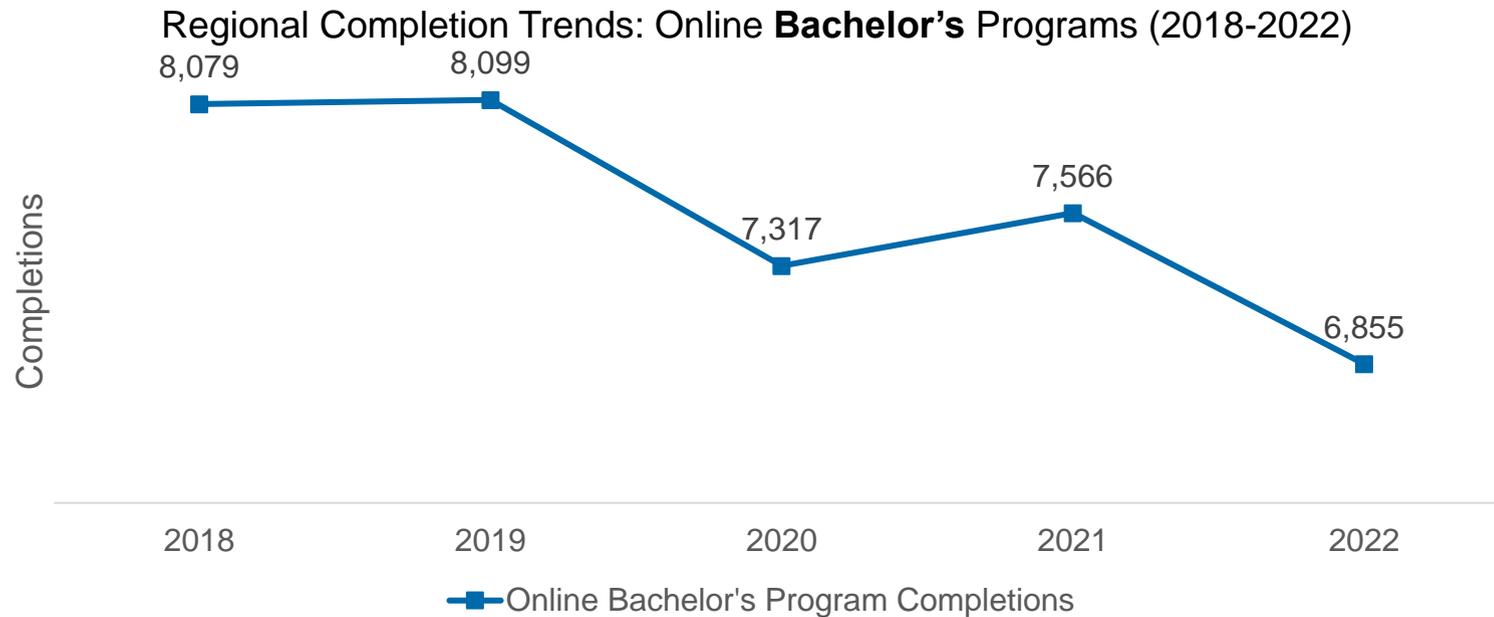
Programs' 5-Year Growth in New Jersey versus Cost to Implement



While costs to implement these programs can be high, statewide demand shows promise for a positive return on investment.

Source: Lightcast: Program Overview ; IPEDS

Healthy Growth in Online Nursing & Business Bachelor's



16 Total Institutions Within New Jersey Reporting Online Bachelor's Completions

Most Popular Online Bachelor's Programs (2022)

CIP Description	Completions (2022)	% Completions Change (2018-22)	Market Share
Registered Nursing	1,162	39%	17%
Business Administration and Management, General	1,098	17.1%	16%
Psychology, General	1,040	(14.3%)	15.2%
Multi-/Interdisciplinary Studies, Other	440	7.8%	6.4%

Online Bachelor's Completions by Competitor Institution (2022)

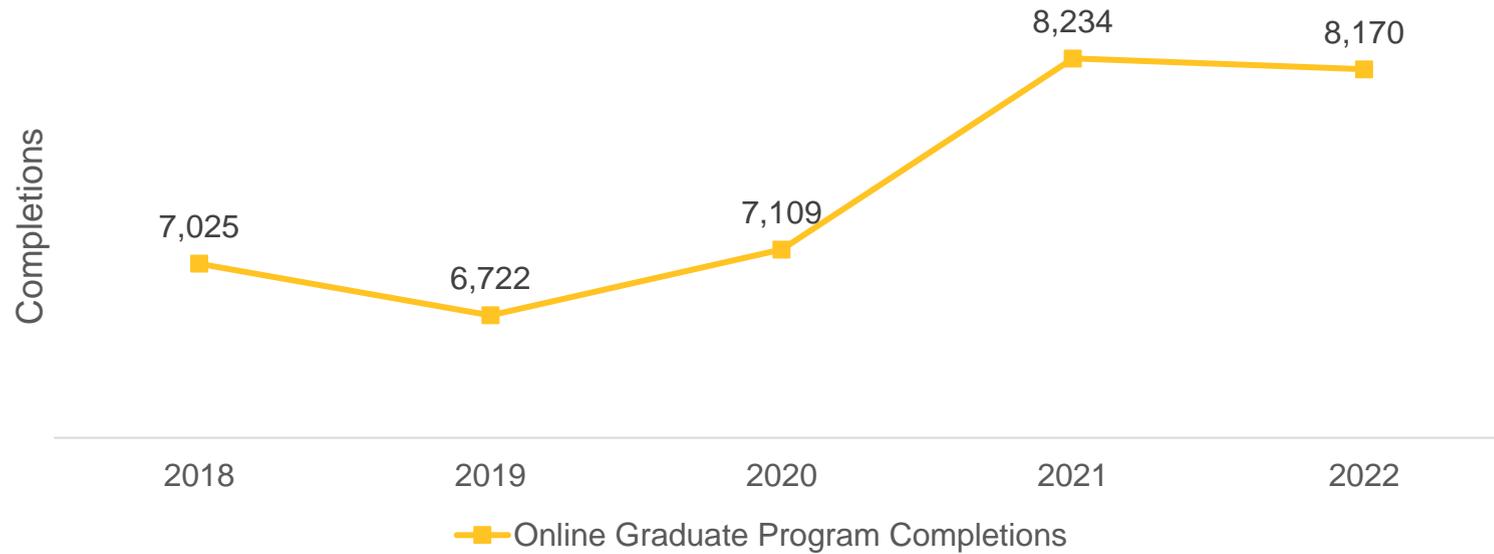
Completions Rank	Institution	Bachelor's Completions (2022)	Completions; YoY Growth %	Market Share
1	Thomas Edison State University	1,629	(12.8%)	23.8%
2	Kean University	1,241	(2.4%)	18.1%
3	Rowan University	807	(19.2%)	11.8%
4	Rutgers University-Camden	580	(6.4%)	8.5%
5	Rutgers University-Newark	517	(11.2%)	7.5%
-	Stockton University	0	-	-

While overall online bachelor's completions in New Jersey witnessed a downward trend from 2018 to 2022, notable growth was observed in online registered nursing and business administration programs.

Source: NCES, IPEDS

Online Graduate Completions Flourishing in New Jersey

Regional Completion Trends: Online **Graduate** Programs (2018-2022)



26 Total Institutions Within New Jersey Reporting Online **Graduate** Completions

Online **Graduate** Completions by Competitor Institution (2022)

Completions Rank	Institution	Graduate Completions (2022)	Completions; YoY Growth %	Market Share
1	Rutgers University-New Brunswick	1,371	(2.9%)	16.8%
2	Stevens Institute of Technology	1,114	(21.2%)	13.6%
3	Rutgers University-Newark	714	(5.9%)	8.7%
4	Montclair State University	666	(4.2%)	8.2%
5	New Jersey Institute of Technology	562	(23.8%)	6.9%
22	Stockton University	58	7.4%	0.7%

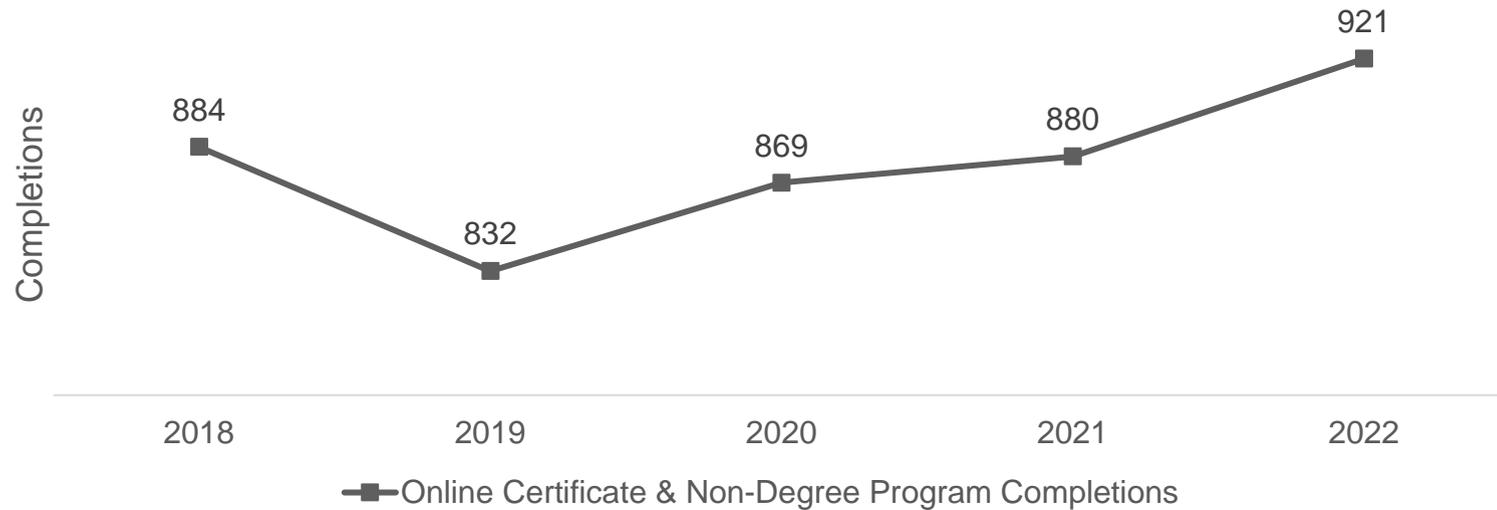
Most Popular Online Graduate Programs (2022)			
CIP Description	Completions (2022)	% Completions Change (2018-22)	Market Share
Business Administration and Management, General	1,607	31.3%	19.7%
Social Work	890	13.5%	10.9%
Educational Leadership and Administration, General	433	12.2%	5.3%
Accounting	387	38.2%	4.7%

Stockton currently holds just 0.7% of the market share for online graduate programs in New Jersey, but there's ample potential to meet the rising demand, especially in business, social work, and educational leadership.

Source: NCES, IPEDS

Opportunity for Online Certificate & Non-Degree Markets

Regional Completion Trends: Online **Certificate & Non-Degree** Programs (2018-2022)



Most Popular Online Certificate & Non-Degree Programs (2022)			
CIP Description	Completions (2022)	% Completions Change (2018-22)	Market Share
Systems Engineering	152	(5%)	16.5%
Educational Leadership and Administration, General	55	511.1%	6%
Health Information/Medical Records Technology/Technician	50	100%	5.4%
Business Administration and Management, General	46	(45.2%)	5%

26 Total Institutions Within New Jersey Reporting Online **Certificate & Non-Degree** Completions

Online Certificate & Non-Degree Completions by Competitor Institution (2022)				
Completions Rank	Institution	Non-Degree Completions (2022)	Completions; YoY Growth %	Market Share
1	Stevens Institute of Technology	266	(32.5%)	28.9%
2	Montclair State University	86	(15.7%)	9.3%
3	Rider University	79	-	8.6%
4	Joe Kubert School of Cartoon and Graphic Art	73	-	7.9%
5	New Jersey Institute of Technology	71	(25.3%)	7.7%
-	Stockton University	0	-	-

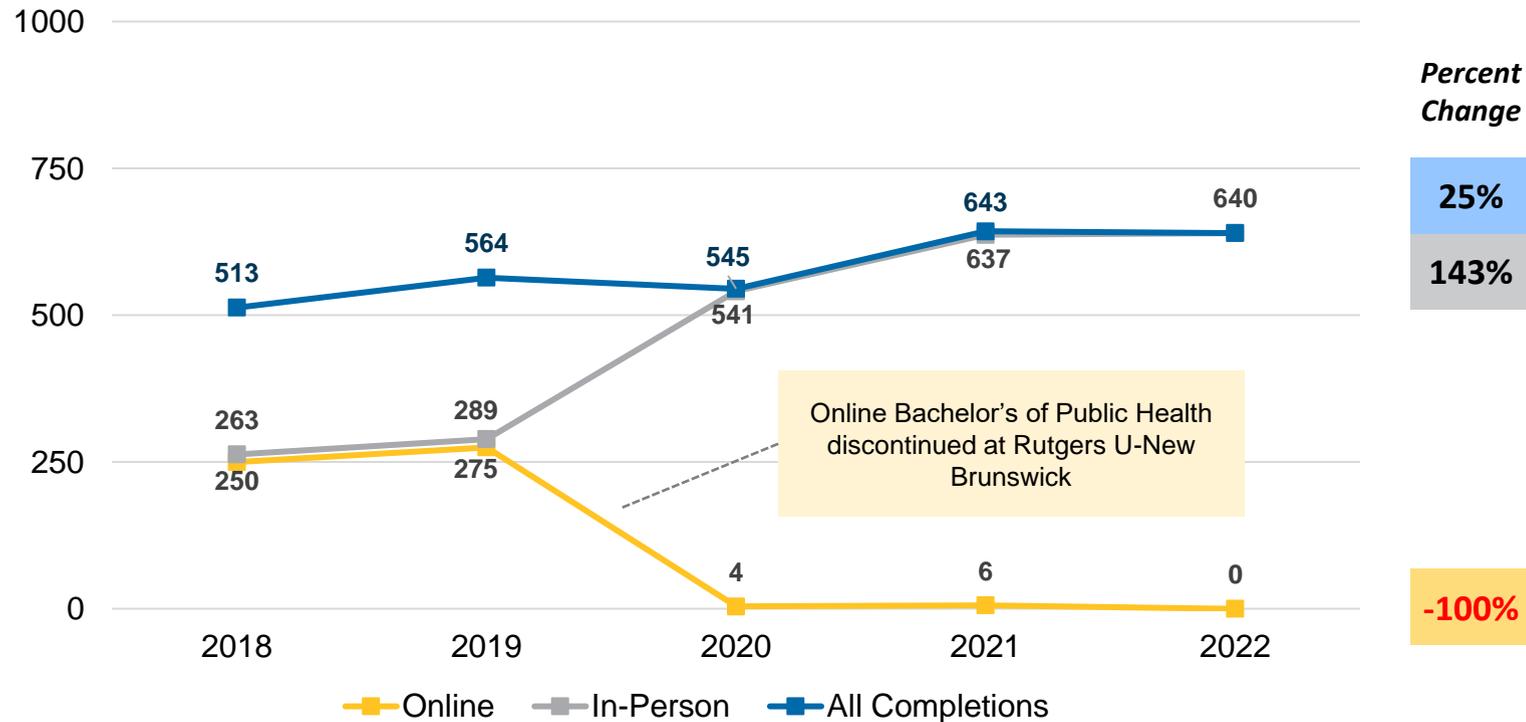
While online certificate and non-degree completions are less prevalent in New Jersey, the substantial population of non-traditional students presents a promising opportunity for Stockton to cultivate a market for these programs.

Source: NCES, IPEDS

In-Person Public Health Completions on the Rise

In the last five years, in-person Public Health programs have shown significant growth, whereas their online equivalents have diminished completely.

Regional Completion Trends: **Public Health** Programs (2018-2022) ¹



6 Total Institutions Within New Jersey Reporting **Public Health** Completions¹

Public Health Completions by Competitor Institution (2022) ¹

Completions Rank	Institution	Completions (2022)	Completions; YoY Growth %	Market Share
1	Rutgers University-New Brunswick	448	(5.9%)	70%
2	Montclair State University	111	5.7%	17.3%
3	The College of New Jersey	57	7.5%	8.9%
4	Fairleigh Dickinson University-Florham	12	Insf. Data	1.9%
5	Fairleigh Dickinson University-Metro	8	33.3%	1.3%

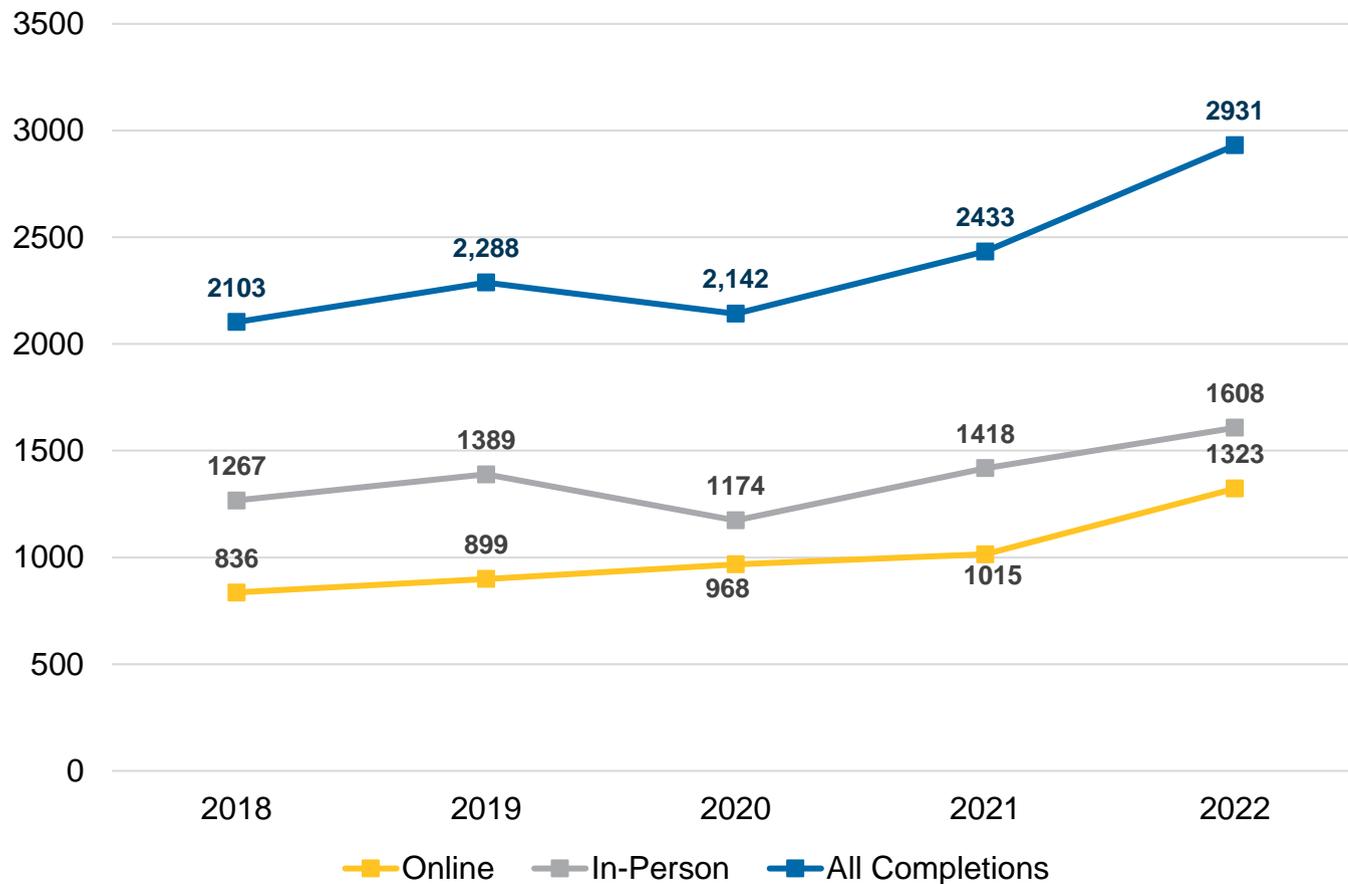
Stockton can capitalize on the increasing demand for in-person programming or to explore the potential of cultivating a new market for online Public Health programs.

Source: NCES, IPEDS 1. Completions from the following program award levels: Bachelor's, Postbaccalaureate certificate, Master's degree, Post-masters certificate, and Doctor's degree

Student Demand for Nursing Programs is Rising Steadily

Both in-person and online Nursing programs are gaining momentum in New Jersey.

Regional Completion Trends: **Nursing** Programs (2018-2022) ¹



Percent Change

39%

27%

58%

22 Total Institutions Within New Jersey Reporting **Nursing** Completions¹

Nursing Completions by Competitor Institution (2022) ¹

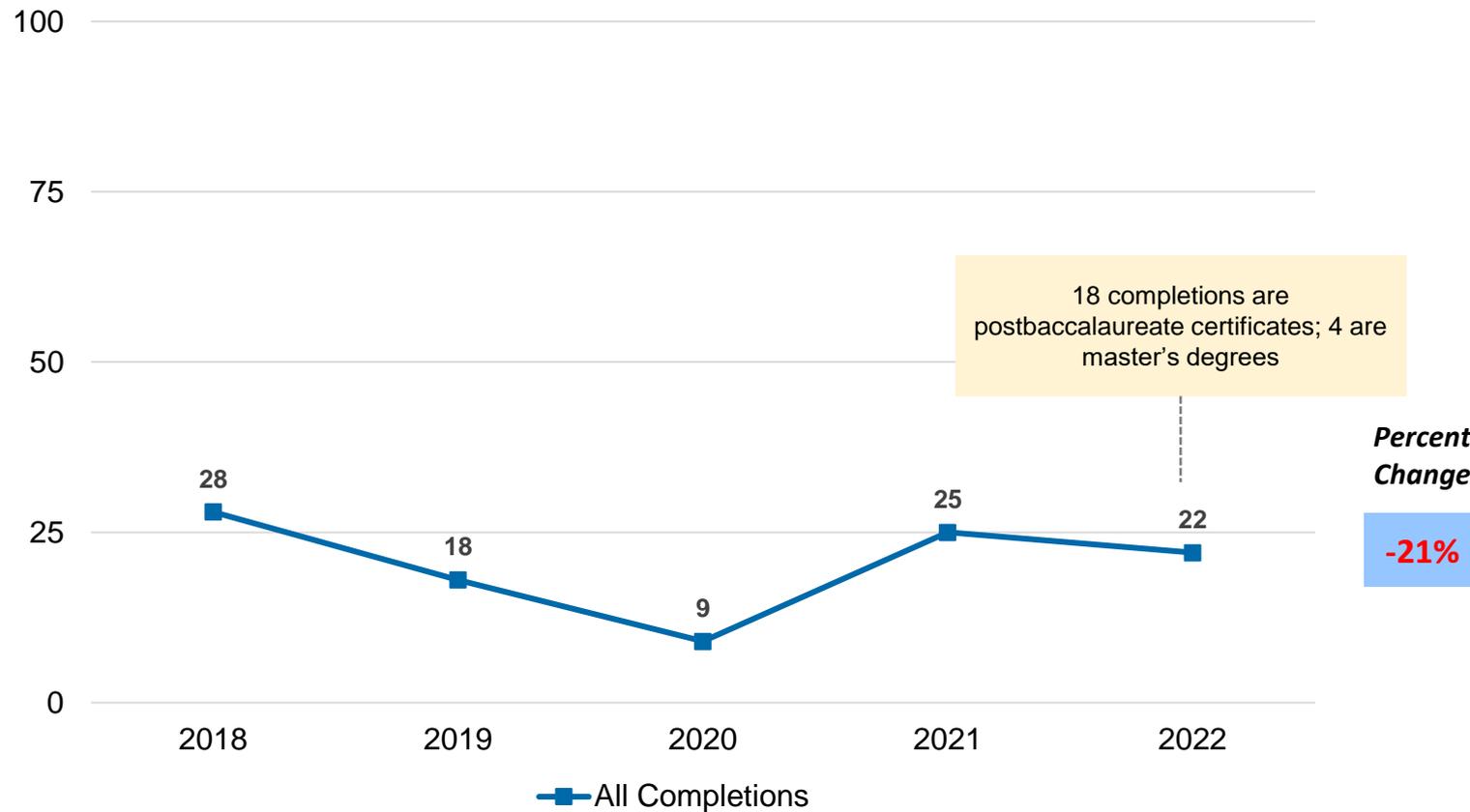
Completions Rank	Institution	Completions (2022)	Completions; YoY Growth %	Market Share
1	Rutgers University-Camden	348	15.2%	11.9%
2	Rutgers University-New Brunswick	344	(2.0%)	11.7%
3	William Paterson University of New Jersey	337	127.7%	11.5%
4	Chamberlain University-New Jersey	297	40.1%	10.1%
5	Felician University	253	39.0%	8.6%
11	Stockton University	84	29.2%	2.9%

Stockton could strategically expand its nursing infrastructure at the AC campus to tap into the burgeoning market of students seeking nursing education.

Source: NCES, IPEDS 1. Completions from the following program award levels: Bachelor's, Postbaccalaureate certificate, Master's degree, Post-masters certificate, and Doctor's degree

Opportunity to Establish Market for Addiction Counseling Programs 01

Regional Completion Trends: **Addiction Counseling** Programs
(2018-2022) ¹



3 Total Institutions Within New Jersey Reporting **Addiction Counseling** Completions¹

Addiction Counseling Completions by Competitor Institution
(2022) ¹

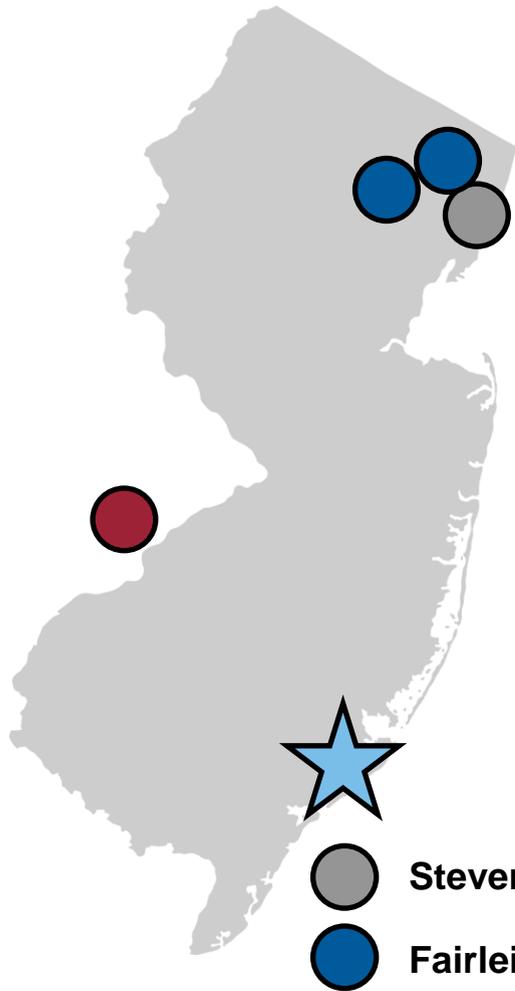
Completions Rank	Institution	Completions (2022)	Completions; YoY Growth %	Market Share
1	Montclair State University	10	(16.7%)	45.5%
2	Rider University	8	14.3%	36.4%
3	Monmouth University	4	33.3%	18.2%

With minimal competition statewide and none in South Jersey, Stockton possesses a unique opportunity to pioneer a new market, empowering students to train as addiction counselors.

Source: NCES, IPEDS 1. Completions from the following program award levels: Bachelor's, Postbaccalaureate certificate, Master's degree, Post-masters certificate, and Doctor's degree

North Jersey Holds All Hospitality Graduate Completions

The lack of graduate hospitality completions in southern New Jersey gives Stockton a major advantage.



2022 Graduate Completions in Hospitality Management	
New Jersey:	7 Stevens Institute of Technology
	5 Fairleigh Dickinson University (Metro and Florham Campuses)
Nearby:	20 Temple University

- Stevens Institute of Technology
- Fairleigh Dickinson University
- Temple University
- Stockton University Atlantic City



*Stockton has **no regional competitor for Hospitality graduate degrees in NJ.***

The closest potential competitor in this field of study is Temple University in Philadelphia.

*Offering a graduate degree here would **allow residents to further their careers and bolster Stockton's relationships with major businesses in AC.***

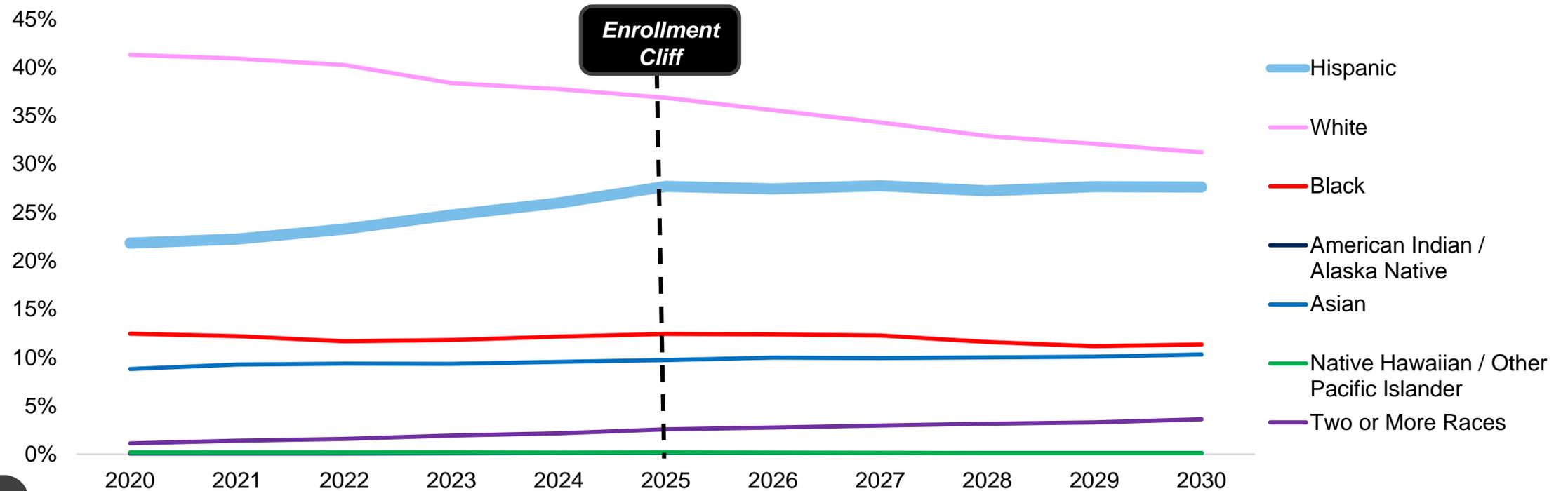
AC workers seeking higher paying leadership roles in hotels and casinos would benefit greatly from a local graduate program geared towards job placement in the region.

Source: Lightcast, Program Analytics; IPEDS

Enrollment Cliff Expected in New Jersey After 2025

The total number of **high school graduates** is **expected to decrease** after 2025; however, projected growth is anticipated among **Hispanic high school graduates in New Jersey**.

New Jersey Projected HS Graduating Class Composition as % of Total Headcount by Ethnicity



Year	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Projected New Jersey HS Graduating Class Population	112,600	113,720	114,770	115,250	117,140	119,620	118,160	117,060	114,020	113,490	111,980

This growth presents an opportunity for Stockton to advance efforts to become a Hispanic-Serving Institution.

Source: Knocking at the College Door – WICHE, US Census Bureau and NJ DOE

Stockton University's Opportunity as an Emerging HSI

Becoming a **Hispanic-Serving Institute (HSI)** presents new opportunities for Stockton.

There are currently **600** HSI's in the U.S.
(as of 2022-2023)

23 of these institutions are in New Jersey	16 institutions in New Jersey have been identified as "emerging HSIs" (15-24.9%)
---	---

Population Required to Become an HSI:	25% of undergraduate, full-time students are Hispanic
Stockton's Hispanic, full-time, undergraduate population (Fall 2023):	1,447 students (19.4%) 5.4% gap

Benefits of Becoming an HSI:

FEDERAL GRANT PROGRAMS:

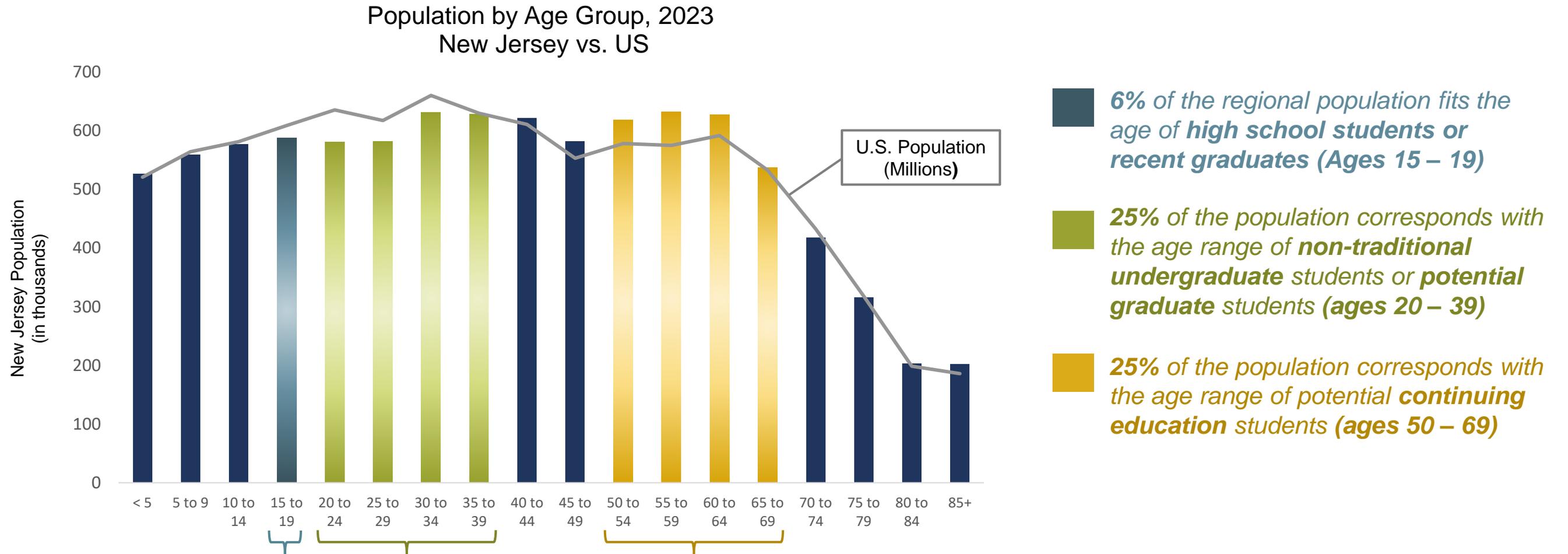
- › Developing Hispanic-Serving Institutions Program
 - Funding for lab equipment, renovation of facilities, distance learning programs, and more.
- › HSI STEM & Articulation Program
 - Used to improve academic quality of STEM programs by developing research opportunities, improving facilities, and providing additional student services
- › Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program
 - Funds to expand / enhance postbaccalaureate offerings

Becoming an HSI will allow Stockton more funding to programs and facilities that benefit its Hispanic students.

Source: ed.gov, Hispanic Association of Colleges and Universities, IPEDS, Data provided by Stockton University

Substantial Population of Potential Students

The **age distribution** of New Jersey's population also presents a significant opportunity for Stockton.



Stockton can expand enrollment of non-traditional-aged undergraduate and additional graduate students.

Source: US Census Bureau, Bureau of Labor Statistics

Academic Space Demand Analysis

AC CAMPUS CLASSROOM UTILIZATION

A review of reservations for **recurring academic courses** (i.e., meeting **5+ times** per semester) at the AC Campus in 2023 indicated **significant additional capacity** to schedule classes (even before adjusting for future relocations to Galloway or online) and the opportunity to leverage available times to appeal to **non-traditional** students.

Fall 2023
Classroom
Availability

	MON			TUES			WED			THURS			FRI			SAT		
	Before 12 pm	12-5 pm	After 5 pm	Before 12 pm	12-5 pm	After 5 pm	Before 12 pm	12-5 pm	After 5 pm	Before 12 pm	12-5 pm	After 5 pm	Before 12 pm	12-5 pm	After 5 pm	Before 12 pm	12-5 pm	After 5 pm
ACA1 210																		
ACA1 211																		
ACA1 212																		
ACA1 216																		
ACA1 310																		
ACA1 311																		
ACA1 312																		
ACA1 313																		
ACA1 314																		
ACA1 316																		
B119-B120																		
Fannie Lou Hamer																		

42%
of spaces available
during Fall 2023*

Spring 2023
Classroom
Availability

ACA1 210																		
ACA1 211																		
ACA1 212																		
ACA1 216																		
ACA1 310																		
ACA1 311																		
ACA1 312																		
ACA1 313																		
ACA1 314																		
ACA1 316																		
B119-B120																		
Fannie Lou Hamer																		

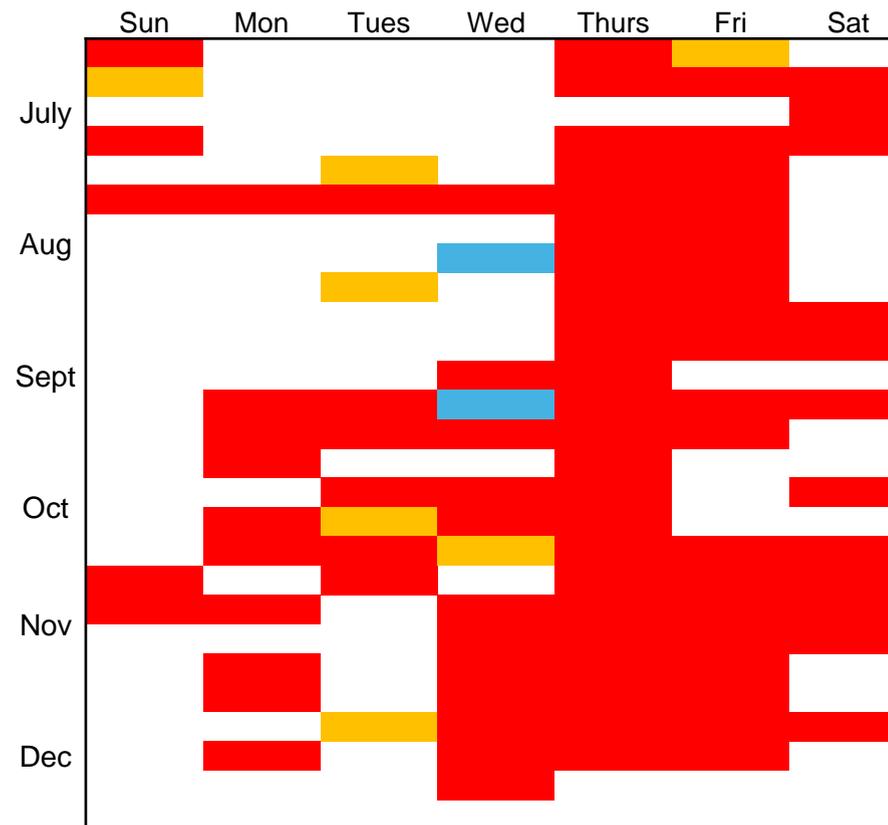
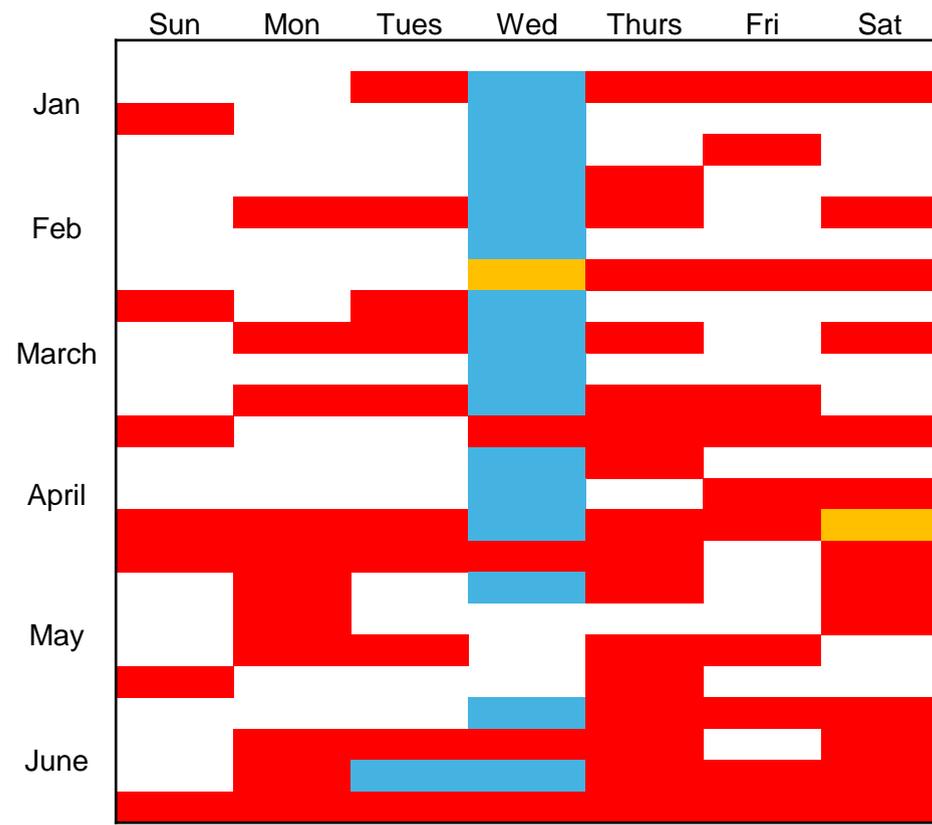
70%
of spaces available
during Spring 2023*

* Availability indicated by green cells

Academic Space Demand Analysis

FANNIE LOU HAMER EVENT ROOM UTILIZATION

A closer examination of **all** bookings for the Fannie Lou Hamer Event Room in 2023 indicated that the space was reserved approximately **53%** of the year and suggested that the University could continue to prioritize academic uses while exploring new avenues to **generate revenue** by accommodating external users.



Key
■ Day reserved for > 4 hrs.
■ Day reserved for recurring academic class (> 4 hrs. at a time)
■ Day reserved for up to 4 hrs.

Note: Calculation of annual availability counted every blue and red cell as one day and every orange cell as a half-day.

02

Faculty, Staff & Student Survey Findings



Faculty, Staff & Student Survey Findings

OVERVIEW

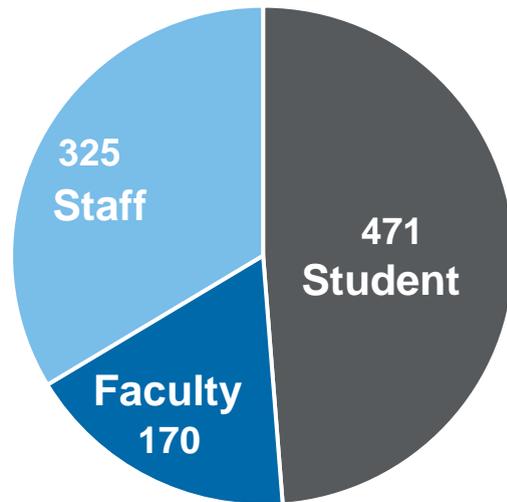
- **Satisfaction & Opportunities for Improvement**
 - › Survey responses confirmed the greatest challenge of the AC Campus was the *need to establish a clear purpose & identity*
 - › Student respondents are highly satisfied with their experience and appreciate Stockton's strong sense of community, along with the many opportunities presented as part of a high-quality yet affordable education
 - › In the case of expansion, received countless suggestions for amenities & additional spaces, including a significant desire for increased retail
- **Residential Experience**
 - › Survey responses suggest that many AC residents would be more appropriately housed at Galloway based on their course loads
 - › While AC & Galloway residents largely prioritized the same housing decision factors, several key differences suggest specific value propositions for repositioning the existing housing to older students
 - › Satisfaction of AC residents (10% higher than that of Galloway) demonstrates the premium demand of living on the AC Campus
- **Campus Experience**
 - › Although students are not engaged in on-campus activities in AC regardless of where they live, respondents crave more events / programming & expressed a desire to see more student club activities take place in AC
 - › Respondents indicated stark differences in dining satisfaction between Galloway & AC, expressing dissatisfaction with AC offerings
 - › Despite high student satisfaction and pride, most respondents said they currently do not see a value proposition for remaining nearby, presenting an opportunity for Stockton to focus on professional opportunities available in Atlantic County to increase connections with the community

Survey Findings

RESPONDENTS

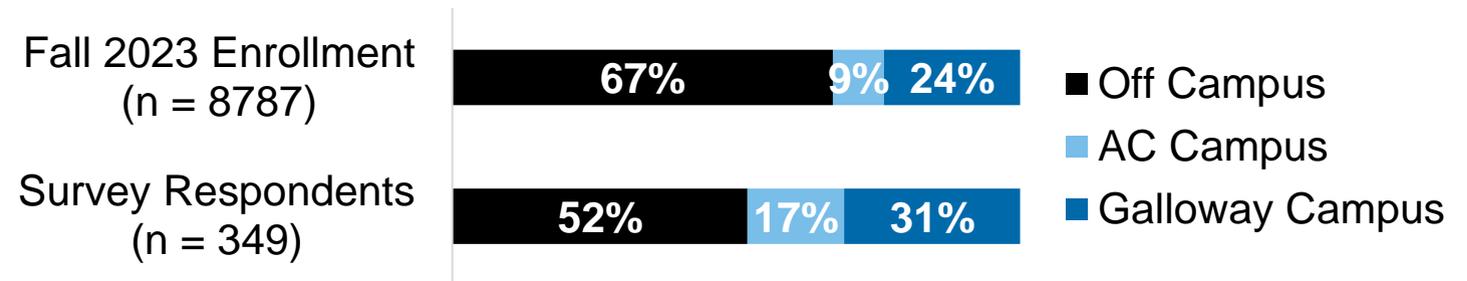
Survey: 3/22 - 4/3

966 respondents



- > 6% of 8,409 students
- > 14% of 3,446 faculty & staff

Survey Representativeness (Students)



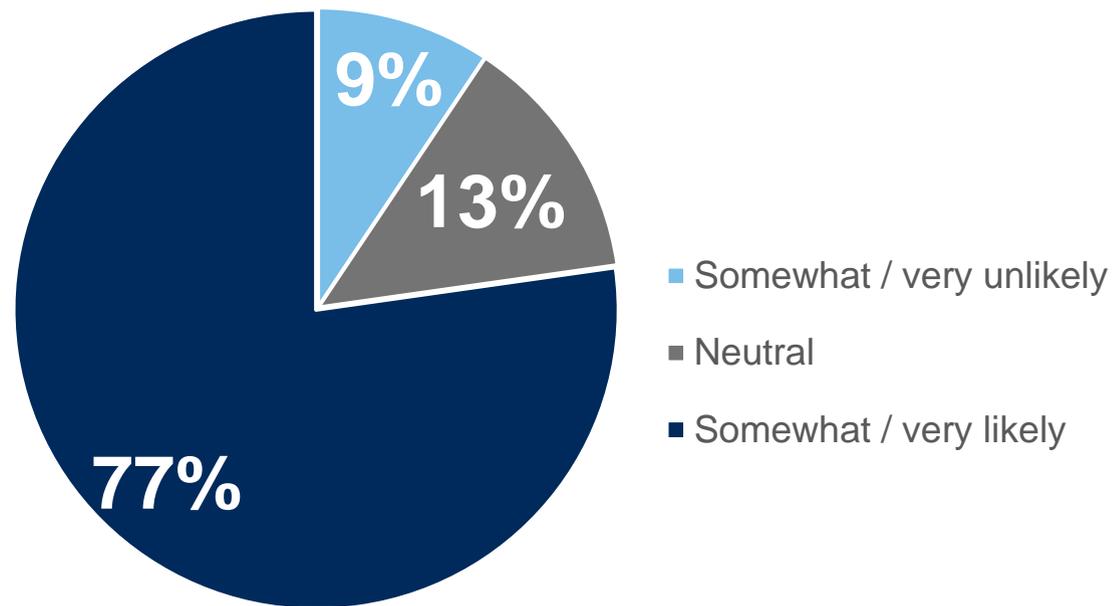
- > **Off-campus** respondents were **underrepresented**
- > Percentage of respondents living on the **AC Campus** was **nearly twice the actual**.
- > **Online students** were **underrepresented** as compared with actual share of student population (4% vs. 7%).

Survey Findings

SATISFACTION & OPPORTUNITIES FOR IMPROVEMENT

Student respondents are **highly satisfied** with their experience and appreciate Stockton's strong **sense of community**, along with the many **opportunities** presented as part of a **high-quality** yet **affordable** education.

How likely would you be to recommend Stockton to a friend? (n = 365)



What makes you proud to be a Stockton student?
Frequent Mentions



Survey Findings

SATISFACTION & OPPORTUNITIES FOR IMPROVEMENT

Establish a **clear purpose & identity**

- › Double down on **specific academic programs & initiatives** that create **focus**
 - Provide **clarity** about & promote **benefits** of University's presence in AC
- › Prioritize **“strategic scheduling”** to bundle classes, keep students in AC for the day, maintain campus presence & reduce shuttle dependency
 - Offer **additional classes** in AC
 - **Incentivize** new course offerings (e.g., “visiting” faculty program, travel reimbursement)
- › Consider **upperdivision / graduate** focus in AC
 - Require **first-year** students to live in **Galloway**
- › Embrace **community-oriented mission & pursue strategic partnerships** with local industry / nonprofits
 - E.g., outpatient / pro bono multidisciplinary health clinic, clinical / service-learning, community trainings, continuing education certifications, recreational facilities & maker spaces open to the public, other cultural & community-based functions, interactive programming & events



“
It feels like those who primarily attend the Atlantic City campus are not valued. It is a space to **attend class & leave.**”

“
The [Atlantic] City campus needs its **own identity.**”

“
It's a beautiful campus that **needs a purpose.**”

Survey Findings

SATISFACTION & OPPORTUNITIES FOR IMPROVEMENT

New suggested amenities

- › Additional fitness options & expanded gym hours
- › Improved wifi
- › Closer / free / more secure parking options

Quality of life concerns

- › Relax residential guest policies
- › Improve safety measures / increase security presence
- › Closer / free / more secure parking options

Resource needs

- › Additional student services (e.g., tutoring center, Learning Access Program, counseling)
- › More administrative support staff

Space needs

- › Additional classrooms
- › Computer labs
- › Formal conference / event space
- › Informal gathering / meeting spaces
- › Dedicated private faculty offices
- › Dedicated student lounge(s)
- › Expanded seating options including comfortable furniture & outdoor areas
- › Greater variety of study spaces, including private rooms, quiet zones, options for group study
- › Learning commons with library / research support
- › Storage space
- › Potential specialized uses
 - Visual & performing arts / theater / dance studio
 - Instructional / research laboratories
 - Sports medicine facilities



*“ More buildings / services for AC students. We feel like we are **being ignored over here** sometimes. ”*

*“ Stop **forgetting** about us in AC! ”*

Survey Findings

SATISFACTION & OPPORTUNITIES FOR IMPROVEMENT

Significant desire for increased **retail**

- Expanded dining offerings
 - Extended hours (7 am-10 pm) with breakfast / baked goods & prepared foods
 - Healthier options / natural / vegan / vegetarian / gluten-free
 - Campus bar / pub
 - Fast casual / deli / pizza / snack bar / smoothie bar / kiosk
 - Grab & go snacks / beverages at student-friendly prices
 - Variety of affordable national & local offerings
 - Greater engagement with local restaurants
 - New groceries / fresh produce, expanded Boom Food Market, and / or transportation to larger stores
 - Food trucks, pop-up experiences
 - **Café / coffee house →**
- Retail / dining corridor (Rowan Blvd); alcohol-free entertainment hub; student-friendly shops; personal care / services; transportation to nearby shopping in Pleasantville / Egg Harbor
- Permanent or pop-up University-branded bookstore with office supplies & other merchandise
- Convenience store / general merchandise



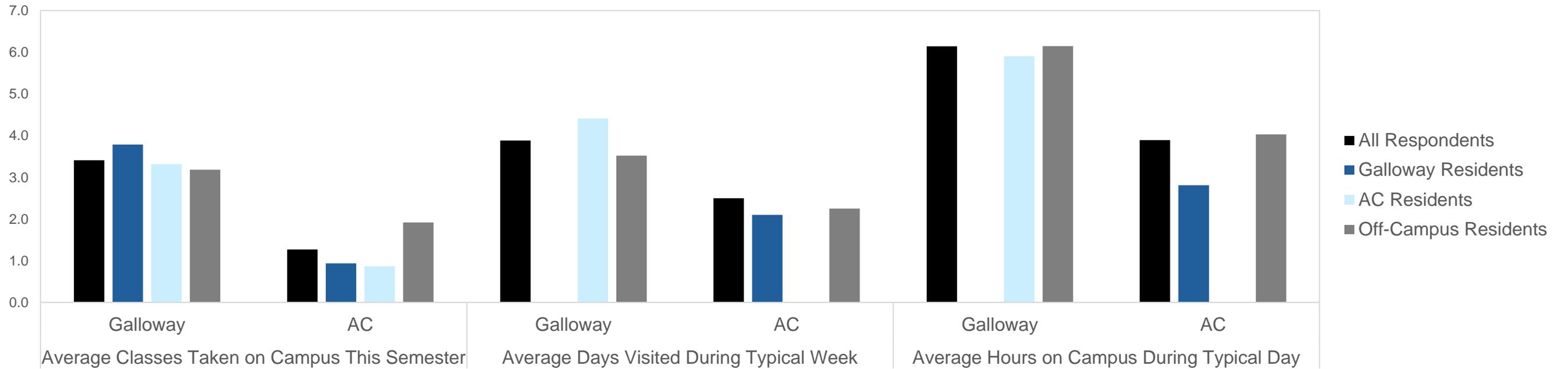
Saxby's Student-Run Café at LaSalle, One of More than 20 University Partnerships Formed Since 2015.

Survey Findings

CAMPUS COMPOSITION / RESIDENTIAL EXPERIENCE

Survey responses suggest that many **AC residents would be more appropriately housed at Galloway** based on their course loads, while students living **off-campus** would benefit from additional amenities & programming given the **significant time spent on campus** on the days they visit AC.

Campus Visitation Spring 2024 Semester



Off-campus residents are taking **twice** as many classes at **AC** as students living on either campus.

AC residents visit Galloway **4.4 days** per week, whereas **Galloway residents** visit AC **2.1 days** – less than **the 2.3 days** spent in AC by **off-campus** respondents.

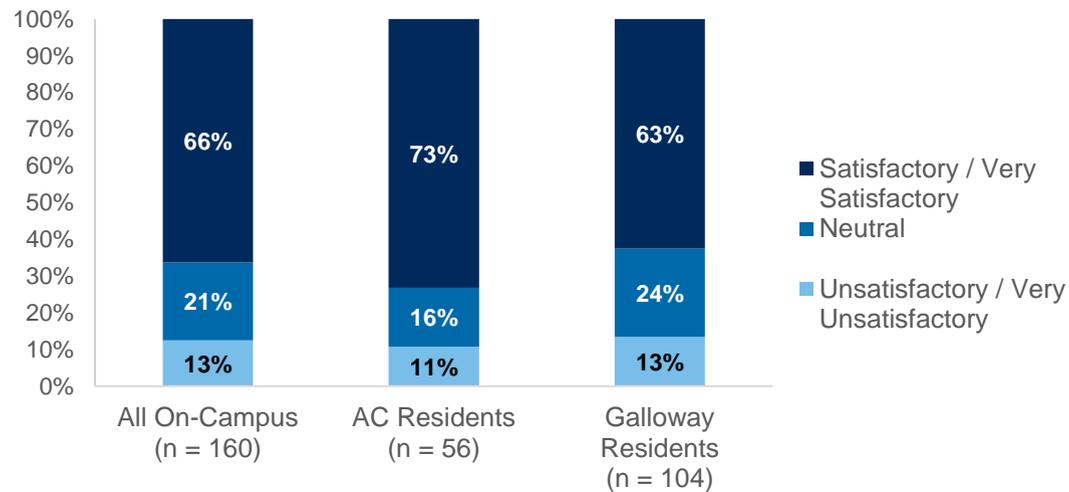
AC residents are spending nearly **6 hours** at **Galloway** on a typical day, while off-campus & Galloway residents spend **4 hours** & **2.8** in AC, respectively.

Survey Findings

RESIDENTIAL EXPERIENCE

The share of satisfied **AC residents** was **10% higher** than that of Galloway, and AC residents expressed higher average satisfaction at **all undergraduate class levels**.

On-Campus Living Satisfaction



While AC & Galloway residents largely prioritized the same housing decision factors, including the desire for a **safe & secure environment**, several key differences suggest **specific value propositions** for marketing to & identifying prospective residents.

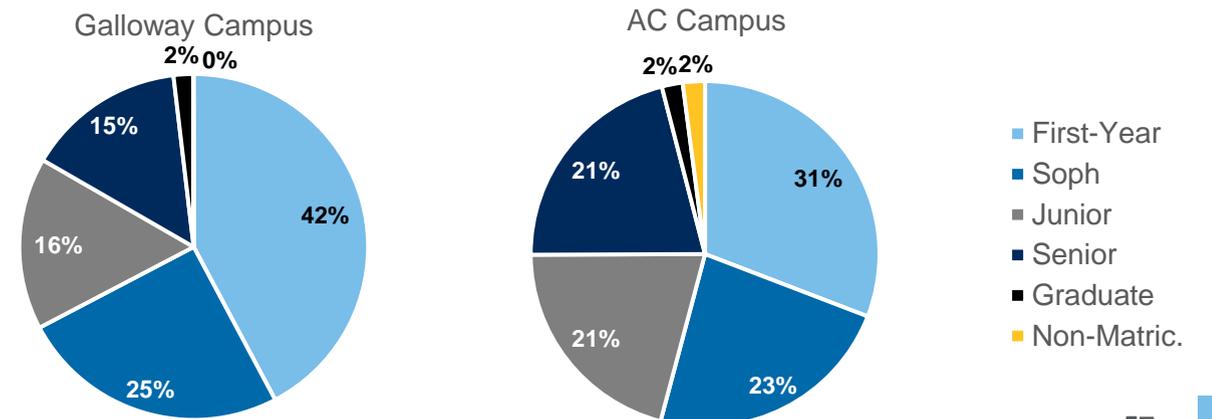
Top Housing Decision Factors

AC Residents (n = 54)	Galloway Residents (n = 102)
Desire for private bathroom	43%
Desire for single-occupancy bedroom	41%
Aesthetics / look & feel of spaces	35%
Ability to choose roommate(s)	33%
Desire for limited / no meal plan	33%
Condition of university housing	30%
Safe / secure environment	30%
Availability of convenient laundry facilities	28%
Cost of university housing	24%
Availability of / interest in specific unit type	20%
Ability to choose roommate(s)	41%
Proximity to campus resources / amenities	31%
Cost of university housing	28%
Safe / secure environment	25%
Availability of convenient laundry facilities	23%
Availability of / interest in specific unit type	20%
Sense of community / desire to socialize with residents	20%
Aesthetics / look & feel of spaces	18%
Desire for single-occupancy bedroom	18%
Condition of university housing	16%

Average Satisfaction	AC Residents	Galloway Residents
First-Year	4.0	3.5
Sophomore	3.9	3.6
Junior	3.8	3.7
Senior	4.1	3.7
Graduate	4.0	4.0

- 1 Very unsatisfactory
- 2 Unsatisfactory
- 3 Neutral
- 4 Satisfactory
- 5 Very satisfactory

Fall 2023 Residential Composition by Class Year

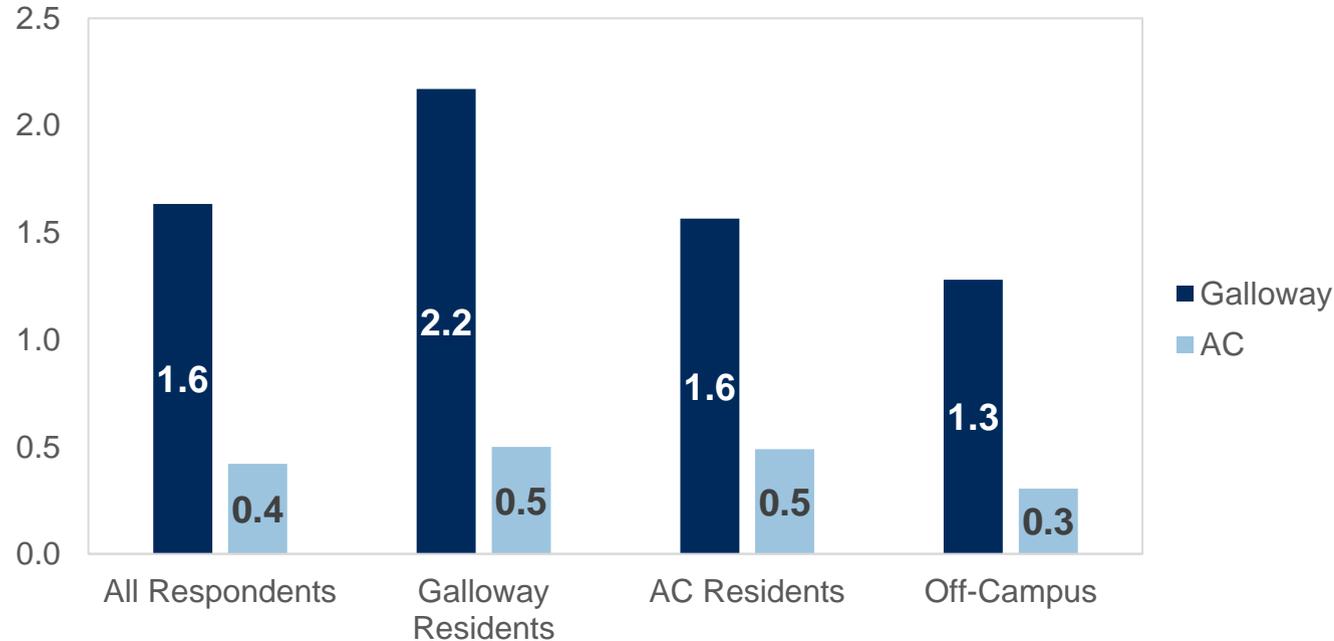


Survey Findings

CAMPUS EXPERIENCE

Although students are **not engaged** in on-campus activities in AC regardless of where they live, respondents crave more **events / programming** & expressed a desire to see more **student club activities** take place in AC.

Average Number of On-Campus Activities During a Typical Week This Semester



Top 3 Weaknesses of AC Campus

Based on number of mentions

1. Lack of activity
2. Crime / safety perceptions
3. Dining options & quality

(n = 121 students, faculty & staff)

Suggested Programming for AC Campus (n = 198)

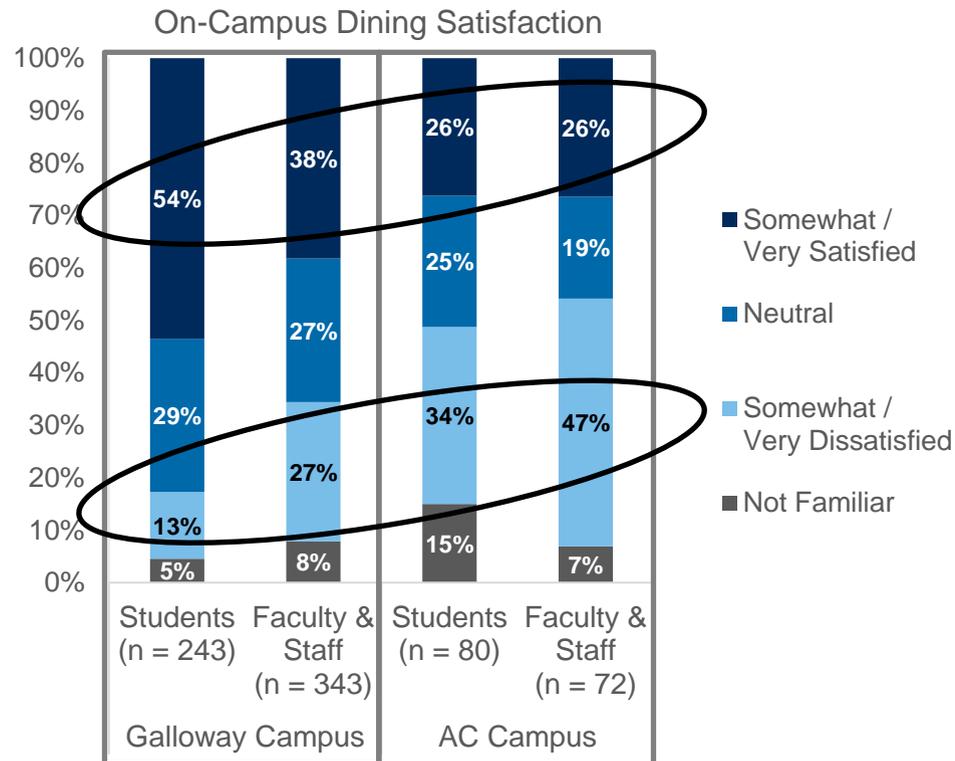
Based on number of mentions

- 24% - **Special events & additional activities**
- 7% - **Expanded student club presence**
- 5% - **Game room**
- 5% - **Expanded fitness amenities**
- 2% - **Workshops / professional development**
- 2% - **Expanded academic offerings**
- 1% - **Tutoring resources**

Survey Findings

CAMPUS EXPERIENCE - DINING SATISFACTION (STUDENTS, FACULTY & STAFF)

Respondents indicated stark differences in dining satisfaction between Galloway & AC, suggesting that **diversifying food offerings will be essential to improving the AC campus experience** for students, faculty & staff.



Top 3 Weaknesses of AC Campus

Based on number of mentions

1. Lack of activity
2. Crime / safety perceptions
3. Dining options & quality

(n = 121 students, faculty & staff)



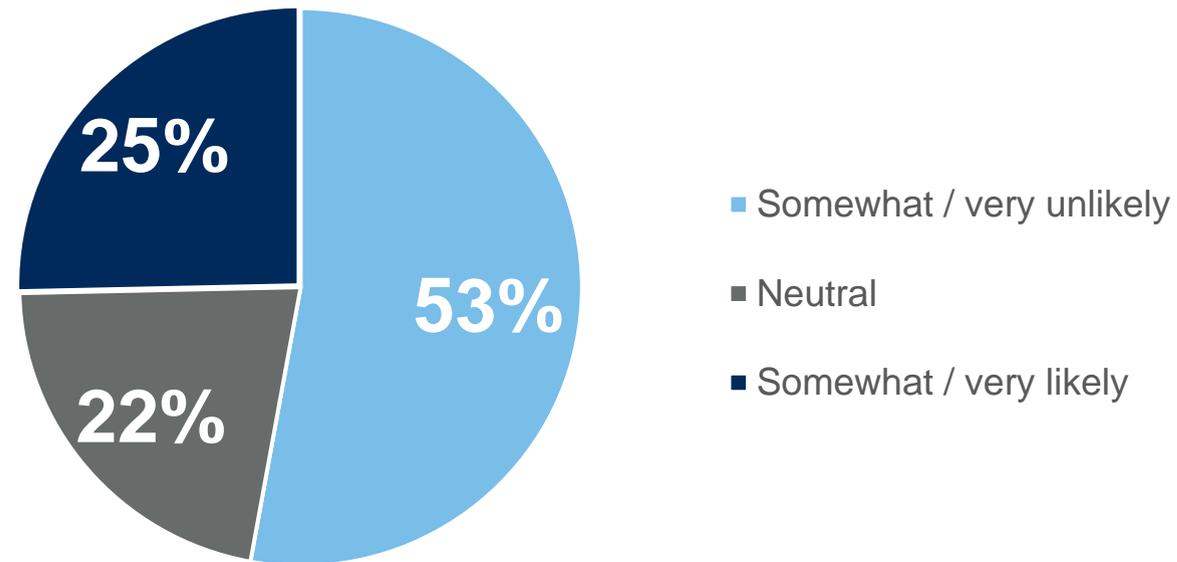
When asked about the types of programming & spaces that would encourage students to spend time at the AC Campus, **10%** of student respondents mentioned **more or healthier food options**, while **3%** requested a **coffee shop**.

Survey Findings

CAMPUS EXPERIENCE

*Despite high student satisfaction and pride, most respondents currently do **not see a value proposition** for remaining nearby, presenting an opportunity for Stockton to focus on professional opportunities available in Atlantic County.*

How likely are you to stay in Atlantic County once you graduate? (n = 367)



03

SWOT Analysis



SWOT Analysis

SUMMARY OF SUBCOMMITTEE RESPONSES

OPPORTUNITY CATEGORIES

› COMMIT TO CHANGE / INSTITUTIONAL WILL

- Realign AC Campus's academic offerings & target markets to give the campus a clear purpose, encourage year-round campus utilization & enhance campus life

› HARNESS INSTITUTIONAL REPUTATION

- Use Stockton's established reputation to influence public perceptions, including regarding safety within the Chelsea neighborhood / University District
- Brand the AC Campus as home to innovative initiatives & learning opportunities that support / expand Stockton's role as community anchor institution

› LEVERAGE EXTERNAL RELATIONSHIPS

- Harness new academic strategic alignment of campus to connect with & support AC's diverse populations
- Engage in partnerships to advance professional opportunities for students & workforce development options for AC residents

› OPTIMIZE EXISTING RESOURCES

- Build upon existing on-campus student activity to optimize use of space
- Revisit current policies / procedures & facility space assignments to improve campus utilization & generate revenue outside of the academic year.
- Leverage locational advantages & parking & identify uses for which Stockton can support local market needs to increase campus facility utilization & generate revenue

› INVEST IN ADDITIONAL HUMAN CAPITAL RESOURCES

- Offer targeted resources to enhance the student experience in AC

› INVEST IN ADDITIONAL PHYSICAL RESOURCES

- Invest in targeted capital initiatives that improve campus life & bring value to the surrounding community while promoting entrepreneurship / innovation as part of Stockton's brand

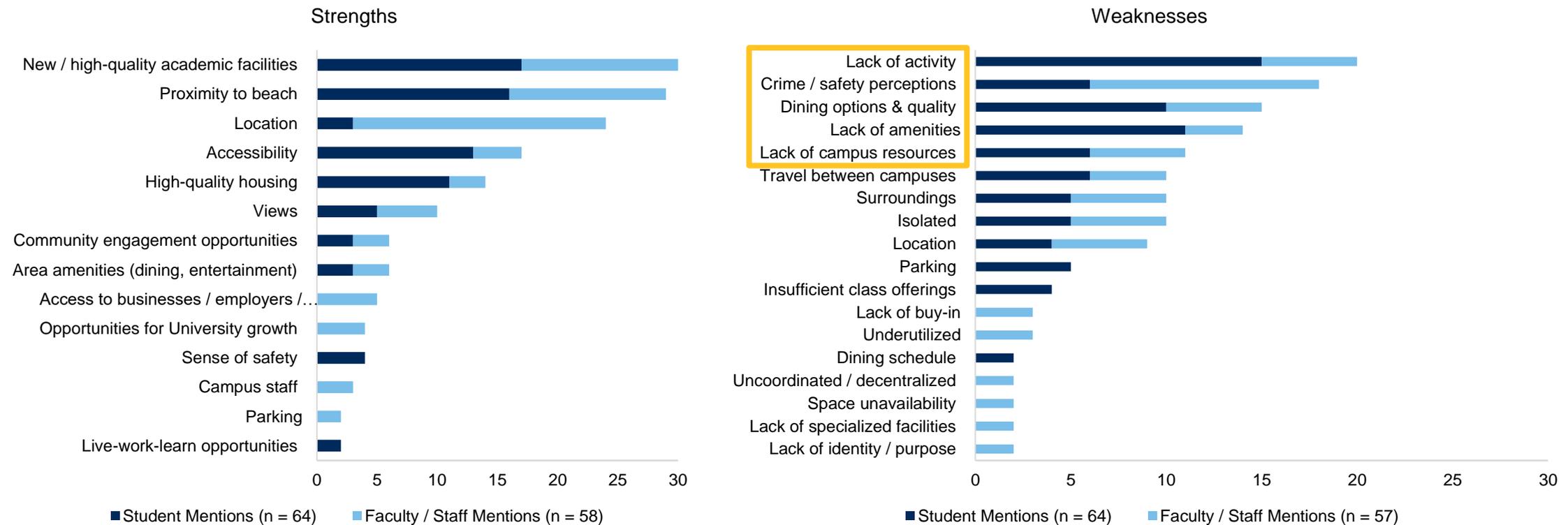
› PURSUE FUNDING FOR NEW RESOURCES

- Seek grants / revenue generation opportunities to provide additional services while pursuing low-cost interventions to test out concepts that may enhance the campus experience in the near-term

SWOT Analysis – Strengths & Weaknesses

INTERNAL – SURVEY

Students, faculty, and staff shared the sentiment that AC needs a **significant infusion of on-campus activity** in addition to **dining improvements**, additional **resources / amenities**, and a concerted effort to **mitigate concerns about crime**.



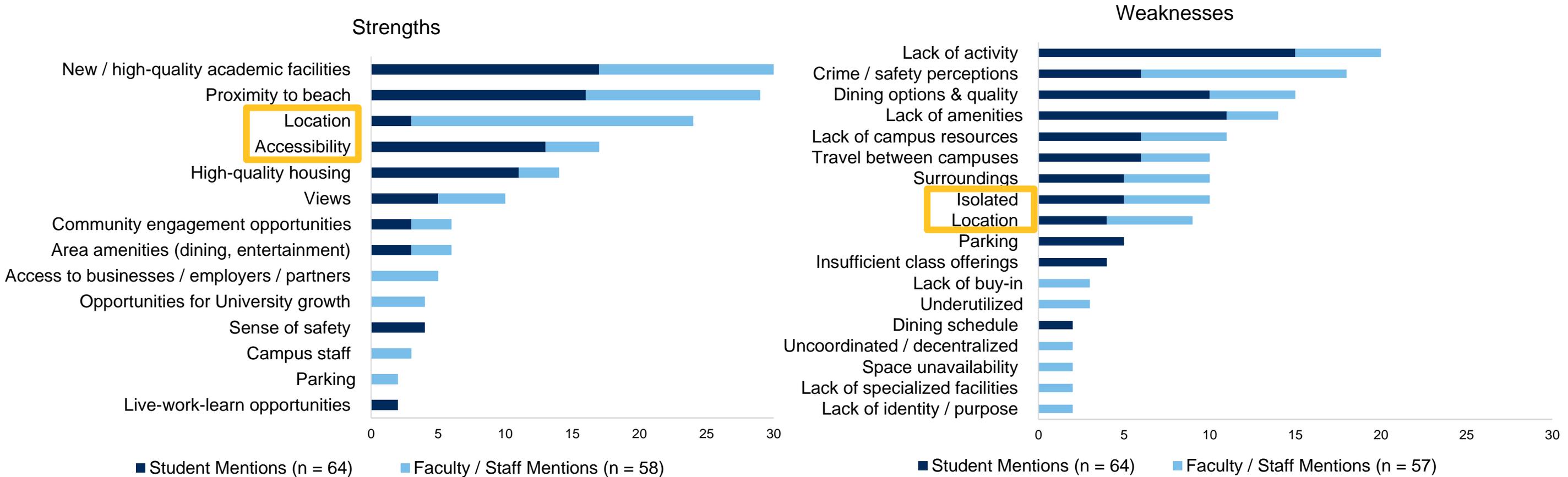
Responses also highlighted contradictory perceptions about the AC Campus, including the fact that its **location** is both a **strength and a weakness**, and that it is considered both **isolated and accessible**. Recommended campus enhancements may thus improve the experience & quality of life for those who are already inclined to travel there in the near-term but will likely require incremental gains to shift attitudes of many stakeholders in the long-term.

Specific amenities identified by students included outdoor & lounge spaces, retail, fitness equipment, private bathrooms. Factors included above were mentioned by at least two respondents.

SWOT Analysis – Strengths & Weaknesses

INTERNAL – SURVEY

Given **contradictory perceptions** about the AC Campus (e.g., its **location** is a **strength and a weakness**; it is both **isolated and accessible**), future enhancements that improve the experience & quality of life for those who already visit AC in the near-term will likely require **incremental gains** to shift many attitudes in the long-term.



SWOT Analysis – Strengths & Weaknesses

INTERNAL – SUMMARY OF SUBCOMMITTEE RESPONSES

STRENGTHS

- › Human capital
- › Adjacent open space
- › University’s reputation
- › Tourism industry
- › Beach location & boardwalk properties
- › Weekend availability of classrooms
- › Parking availability
- › Existing on-campus activity & student / social programming
- › Existing event spaces including Fannie Lou Hamer event room

WEAKNESSES & THREATS

Internal Factors:

- › Insufficient capacity & redundancy to host larger events or flexible meeting layouts
- › Internal resistance to change & hesitation / pushback from faculty, staff & students
- › Competing priorities among campuses
- › Geography as barrier to expanding student market
- › Lack of sufficient campus services & manpower to get initiatives off the ground
- › Lack of extra classroom capacity
- › Lack of available University funds

External Factors:

- › Community skepticism / disconnect
- › Perceived safety of AC
- › Perceived competition with ACCC
- › Perception of insufficient parking
- › AC's history of failure & inability to connect “haves” with “have nots”
- › High taxes & property costs for AC residents & businesses
- › Economic downturns & political instability (national & local)
- › Environmental threats including beach erosion & sea level rise

SWOT Analysis – Opportunities

INTERNAL – STRATEGIC PLAN SUB-COMMITTEE RESPONSES

Opportunities

- › Beach location (could be leveraged in many ways to draw people to AC campus)
- › Thriving tourist industry
- › Potential industry connections in AC / with AC Chamber of Commerce, including internships
- › Opportunity to leverage fact that University District is safer than rest of AC
- › Due to beach / boardwalk location, potential other uses for campus which could give rise to revenue streams (e.g. renting it out)
- › Exploring connections with arts & music in casinos
- › Potential for connecting with diverse local population
- › Opportunity to expand Stockton with more buildings in AC
- › Opportunity to leverage newer AC facility to broader community (clean / modern)
- › Plenty of parking right now for what is in AC

SWOT Analysis – Strengths & Weaknesses

03

EXTERNAL

Respondents: CDC Collaborative, Steel Pier, Atlantic County

Strengths

- Amenities & economy / industry well-established in AC including hospitality
- Proximity to elements of tourism industry: hotels, casinos, restaurants, entertainment, conferences
- Walkability (Chelsea’s walk score is 90 – “walker’s paradise”) as selling point, distinguishing factor from Galloway
- Atlanticare is one of NJ’s largest employers, ambitious expansion plans & poised for growth
- Safe, clean, well-maintained environment around campus
- Brings youth into the city
- Should help with local businesses
- Hopefully changes perception of city at that end of town

Weaknesses

- Separation from main Stockton campus in terms of miles, student & academic activities which make up a majority of overall collegiate experience.
- Community & crime issues that arise within urban environments
- Concerns about safeguarding student privacy within residence halls given visibility
- (Perception of) lack of affordable dining in campus vicinity (Panera, fast-casual)
- That part of city needs to be developed

SWOT Analysis – Opportunities & Threats

03

EXTERNAL

Respondents: CDC Collaborative, Steel Pier, Atlantic County

Opportunities

- Development of work-study programs to develop practical bridge from academics to real life applications & employment opportunities.
- Retain undergraduates as young alumni by providing physical space (offices) & graduate study / professional opportunities
- Enhance relationships with local establishments, connect students with existing dining options
- Bike sharing / cycling & other recreational opportunities that expose students to neighborhood, integrate them into community; plans for road diet / additional bike lanes in addition to Boardwalk
- Raising profile of hospitality through innovation in partnership with Stockton – problem solving to elevate conversation; positioning & marketing Stockton as leader in higher education for hospitality careers
- Healthcare jobs for community members & students in partnership with Atlanticare
- E-sports / research innovation & opportunities for range of ages
- Blue economy as educational & economic diversification opportunity – coastal community as amenity
- Expand work opportunities for youth
- Expand reasonable housing options
- Impetus to add investment to the neighborhood

Threats

- Being in an urban environment, city campus might not be conducive to expanded curriculum due to space constraints.
- Students whose primary on-campus experience is solely limited to city campus might feel separated (cheated) & perhaps feel uninvolved with what occurs at main campus.
- Student attrition post-graduation, insufficient awareness of local job opportunities & industry activity (e.g., aviation)
- Deteriorating facilities (Golden Nugget) & plans on hold
- City ignores that part of town & economic interests are not incentivized for that part of the city

04

Focus Groups & Stakeholder Interviews



Focus Groups & Stakeholder Interviews

OVERVIEW

- › **Need to Redefine Stockton & AC Campus**
 - Undefined University brand
 - Unclear identity & role of AC Campus
- › **Opportunity to revisit system-wide operations**
 - Consistency of campus capabilities (e.g., housing conditions, student services)
 - Transition between campuses (e.g., courses offered / required in AC, realignment of class schedules, transportation convenience via shuttle schedule & parking availability)
- › **Consideration of strengthening connections to the AC community**
 - Lack of vibrancy felt by both Stockton & surrounding communities
 - Tension between function as community resource / amenity & campus safety / security
- › **Desire to enhance the AC Campus experience**
 - Lack of dedicated student & gathering spaces
 - Need for sense of place

04

Next Steps



Strategic Plan Next Steps

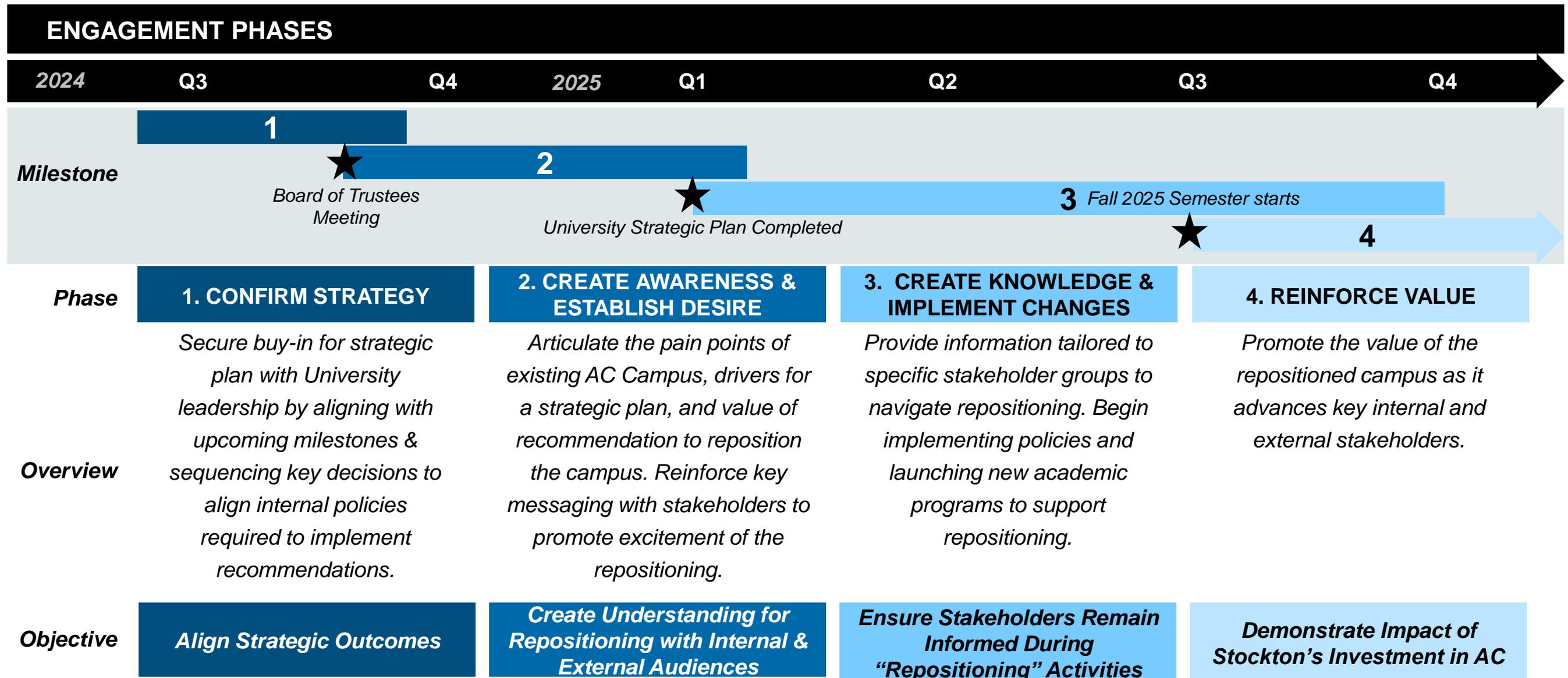
JULY 2024

- 01** Inform & Ensure Alignment With Upcoming University Strategic Plan
- 02** Define Comprehensive Undergraduate Residential Experience Across Both Campuses
- 03** Continue Building Relationships To Explore Regional Partnerships



Next Steps

PRELIMINARY IMPLEMENTATION & COMMUNITY ENGAGEMENT PLAN FRAMEWORK



Thank you.

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