



Atlantic City Campus Expansion Feasibility Assessment

BRIEFING DOCUMENT | JULY 2024



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Project Overview

In November 2023, Stockton University (“Stockton,” “the University”) engaged Brailsford & Dunlavey, Inc. (“B&D”) to undertake a Feasibility Assessment that would identify the strategic, programmatic, and financial opportunities to expand its Atlantic City (“AC”) Campus.

Shortly after commencing this effort, the University also requested that B&D lead a Strategic Planning process specifically for the AC Campus with the goals of establishing a cohesive identity and proposing a practical path forward to ensure optimal utilization of its existing facilities. These concurrent initiatives would allow the University to cement the academic purpose of the AC Campus, explore opportunities for reallocation and optimization of existing space, and determine potential ways in which an extended campus could reinforce Stockton’s identity. Taken together, the efforts effectively outline a path forward to reposition the existing facilities and enhance the campus’ ability to deliver on its clarified purpose before determining what, if any, additional uses might strategically and financially optimize, in collaboration with partners, the Scarpa Academic Center and Kesselman and Parkview Halls while solidifying AC’s brand.

PROJECT BACKGROUND

Stockton engaged B&D to assess potential future directions for expanding the capabilities of the Atlantic City (“AC”) Campus in terms of both its physical footprint and academic offerings. Having delivered several buildings over two phases since initially breaking ground in 2017 in partnership with the AC Development Corporation (“DEVCO”), and under the recent leadership of President Joe Bertolino, the University was ready to consider potential options to build on the campus’ success to date. B&D’s specific undertaking was to work with the Presidential Task Force for AC Expansion to consider the viability of a third phase of expansion onto the current Commuter Lot site owned by DEVCO on Block 21, Lot 1, indicated by the red parcel labeled “G” in Figure 1 below.

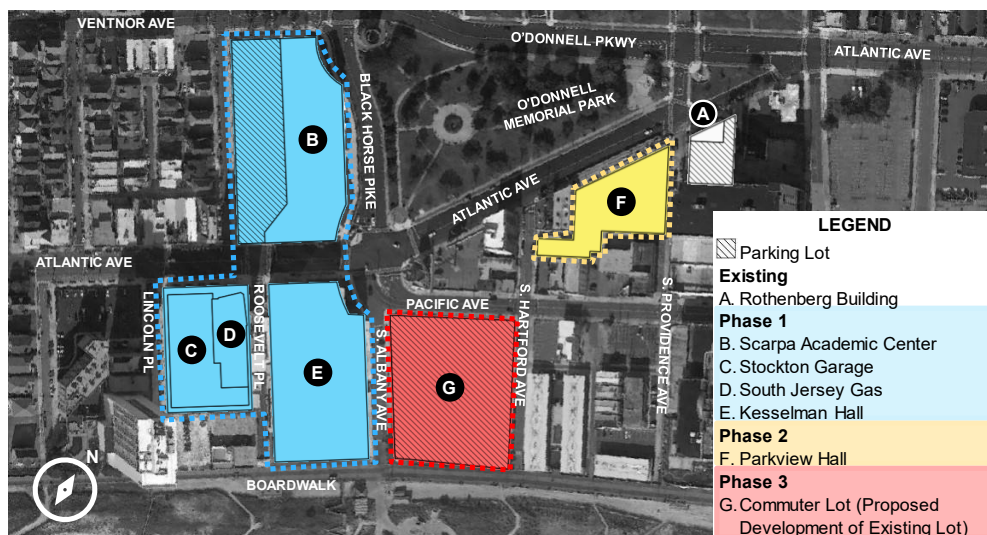


Figure 1. Stockton’s Atlantic City Campus, including facilities constructed during Phases 1 and 2 and a parking lot proposed as the site of a potential Phase 3. Source: Parcel shapefiles via NJ Office of GIS

WORK PLAN

B&D executed the following as part of the Feasibility Assessment between November 2023 and June 2024:

- ◆ **Strategic Prioritization & Criteria Setting:** B&D facilitated a virtual Strategic Asset Value (SAV) Work Session with members of the Presidential Task Force to determine the specific project criteria required to ensure a successful future expansion.
- ◆ **Two (2) Student Focus Groups** (in person and virtual): allowed B&D to understand typical preferences, routines, and attitudes towards the Atlantic City (“AC”) Campus (Figure 2).



Figure 2. Student Focus Group conducted on the Galloway Campus during B&D’s January 2024 visit.

- ◆ **Stakeholder Interviews & Focus Groups** (both virtual and in person during campus visits): with dozens of Stockton faculty, staff, and Trustees, as well as individuals representing community organizations and entities within AC and Atlantic County, revealed current perceptions of and future hopes for both Stockton and the AC Campus.
- ◆ **Campus Visits:** Visits on January 18-19 and May 22-23 allowed the Project Team to tour the Galloway and AC Campuses and meet with Stockton leadership, administrators, students, and AC residents.
- ◆ **Site & Parcel Analysis:** Review of Stockton’s rented and owned properties and building floorplans provided context about the relationship among the University’s campuses; review of the area’s zoning and district overlays offered insight into the AC Campus’ history and location within the city; research into nearby ownership and conditions informed B&D’s understanding of the AC Campus’ vicinity; and examination of the current status of leases and subleases of Stockton’s AC Campus allowed B&D to consider existing uses of space and opportunities for future utilization.
- ◆ **Market Analysis:** B&D reviewed the current availability of office, retail, flexible / multipurpose / event space, housing, and recreation assets within a fifteen-minute drive of the AC Campus to understand local market gaps and recommend potential components to include as part of future campus expansion.

- ◆ **Strategic Plan:** Shortly after initiating the Feasibility Assessment effort, the University also launched a Strategic Plan specifically for the AC Campus. The scope of this effort expanded the initial work plan to define a campus identity centered around specific academic disciplines. As part of this effort, B&D met with the Strategic Plan Working Group, including two Co-Chairs and four Subcommittees tasked with proposing a future direction for AC with respect to academics, student/other support services, community engagement, and financial revenue generation. Based on the objectives and charge of the Strategic Plan Working Group, B&D folded into this additional assignment the following activities:
 - › **Student, Faculty & Staff Survey:** Administered over two weeks in March and April 2024, the online survey inquired about participants' current living situations, faculty and staff housing preferences, academic schedule and commuting patterns, participation in campus activities, dining and recreation preferences, and familiarity with AC along with soliciting additional feedback and sentiments regarding the future of the campus. Participation totaled 966 respondents, including 471 students, 170 faculty members, and 325 staff members – representing 6% of the student population and 14% of all faculty and staff and resulting in a confidence level of 95% with a margin of error of +/- 3.2%.
 - › **Analysis of Existing Academic Portfolio & Market Opportunities:** Crucial to the Strategic Plan was an assessment of the University's academic offerings to understand the role AC might play in advancing specific areas of study and establishing new degree and / or non-degree programs.
 - › **Peer Benchmarking:** The Project Team prepared case studies of peer institutions whose programs and initiatives could inform Stockton's understanding of potential ways to achieve greater impact.
 - › **Strengths / Weaknesses / Opportunities / Weaknesses ("SWOT") Analysis** of the AC Campus incorporating input from the Stockton community and external organizations based in AC.
 - › **Space Utilization Analysis:** Review of current usage as indicated by room bookings for the 2023-2024 academic year.

B&D engaged Kennedy & Company to join the B&D Project Team and lend expertise to advise Stockton on continuing to offer or expanding specific degree programs based on market research to understand the current landscape of higher education in New Jersey while delivering recommendations based on recent trends across the state and enrollment forecasting for Stockton in particular.

Acknowledgments

B&D thanks the following individuals for their contributions to the process:

Stockton University Working Group:

- ◆ Don Hudson, Senior Vice President, Facilities & Operations
- ◆ Rhianon Lepree, Director, Facilities Administration & Real Estate
- ◆ Charles “Skip” West, Executive Director, Office of Facilities Planning & Construction

Stockton University Presidential Task Force on Atlantic City Expansion:

Stockton University Board of Trustees

- ◆ Juan Diego Chaparro Villareal, Student Trustee
- ◆ Raymond Ciccone, Task Force Co-Vice Chair
- ◆ Rev. Collins Days
- ◆ Kristi Hanselmann
- ◆ Jose Lozano, Task Force Co-Vice Chair
- ◆ Stephanie Lutz-Koch

Stockton University

- ◆ Diana Allen, Professional Services Specialist, Housing
- ◆ Joe Bertolino, President
- ◆ Noel Criscione-Naylor, Assoc. Prof., Hospitality & Tourism Management Studies
- ◆ Robin Hernandez-Mekonnen, Assoc. Prof., Social Work & Faculty Senate Exec. Cmte.
- ◆ Dan Hickson, Professional Services Specialist, Information Tech. Services
- ◆ Don Hudson, Sr. Vice President, Facilities & Operations
- ◆ Brian Jackson, Chief Operating Officer, AC
- ◆ Brian Kowalski, General Counsel
- ◆ Dr. Michael Palladino, Provost & VP for Academic Affairs
- ◆ Jennifer Potter, Vice President for Administration & Finance / Chief Financial Officer
- ◆ Dr. Terricita Sass, Exec. Vice President / Chief of Staff
- ◆ Garrett Testut, VP, Student Senate
- ◆ Brian Tyrrell, Prof., Hospitality & Tourism Management Studies
- ◆ Dr. Kerrin Wolf, Assoc. Prof., Business Studies, Public Law & Chair, Business Admin.

Atlantic City-Based Organization Representatives

- ◆ Daniel Bryan, Founding Partner, Elysian Consulting Group
- ◆ Michael Chait, President, Greater AC Chamber
- ◆ Dr. Barbara Gaba, President, Atlantic Cape Community College (ACCC)
- ◆ Joseph Kelley, Founding Partner, Elysian Consulting Group
- ◆ Bert Lopez, Public Affairs Manager, AC Electric
- ◆ Maisha Moore, Dep. Exec. Director, Casino Reinvestment Development Authority (CRDA)
- ◆ Chris Paladino, President, AC Development Corp. (AC DEVCO)

Strategic Plan Working Group Co-Chairs:

- ◆ Donna Albano, Professor of Hospitality, Tourism & Event Management
- ◆ Brian Jackson, Chief Operating Officer, AC Campus

A full list of Strategic Plan Subcommittee Members is provided in the Appendix.

* * *

The following members of the B&D Project Team contributed to the effort:

Brailsford & Dunlavey

- ◆ Jeff Turner, Executive Vice President
- ◆ Katie Karp, Senior Vice President
- ◆ T.J. Logan, Executive Director
- ◆ Ellery Ammons, Senior Associate
- ◆ Jill Schoenfeld, Senior Analyst

Kennedy & Company

- ◆ Sara Neher, Partner
- ◆ Michael Polk, Senior Analyst
- ◆ Molly Ryan, Senior Analyst

Executive Summary

Prior to understanding what is feasible for the expansion of the Atlantic City (“AC”) Campus, the necessity of establishing a campus identity was identified. In support of continuing to dedicate resources at the Galloway Campus to underclassmen, leverage the experiential and professional resources of AC for upperclassmen, and re-align the University’s assets to optimize value and minimize risk, this assessment **recommends prioritizing the repositioning of the AC Campus as Stockton’s Pre-Professional and Professional Urban Campus serving upper-division, graduate, and non-traditional students with its existing campus assets.** Although there may be value in campus expansion to advance the AC campus’ clarified purpose, **it is not presently recommended for Stockton to expand the AC Campus by developing Block 21.**

KEY FINDINGS

As an outcome of the Project Team’s analysis, the most central theme was the desire for clarity around the AC Campus’ mission and identity. Although the AC Campus had previously been operated as an extension of Galloway, the University stands to benefit from dedicating it for a specialized purpose, rather than diluting academics and student services across two different locations. Understanding and leveraging the unique advantages of each campus context enables the University to better maintain and support student development by customizing programs, services, and spaces accordingly.

The key findings that outline the value of this recommendation include the critical actions to:

1. Continue to Dedicate Resources at the Galloway Campus to Underclassmen

The key advantage of being in Galloway is having intimate access to the Stockton community. According to students, the Galloway Campus is extremely successful at fostering community and creating a sense of belonging. Attempting to duplicate this standard of service to students across two campuses has been inconsistent, and in the long-term, will prove expensive and unsustainable. According to survey results, students living on the AC Campus still spend nearly six hours on the Galloway Campus on a typical day (as compared with Galloway and off-campus residents’ less than three and four hours in AC, respectively), creating a significant interruption in the first-year experience and diminishing consistent access to Stockton’s services. Traditional first- and second-year students living at the AC Campus are not only isolated from the density of Stockton resources, but also from many of their peers. Concentrating lower-division students in Galloway thus ensures equal access to the community-building opportunities that are foundational to the Stockton undergraduate experience.

2. Leverage the Experiential & Professional Resources of AC for Upperclassmen & Beyond

The key advantage of being in AC is living in an urban environment with greater proximity to the beach and other public spaces, off-campus experiences, and the broader community. It is more likely to attract a mature student who is independent, focused on professional opportunities, and more inclined to appreciate the city's amenities. Reorienting the campus to focus on a specific track of pre-professional and professional development, best identified to be business, healthcare, and technology, enables the AC Campus to attract students that are more focused on career preparation in these fields, following their liberal arts foundation of the Galloway Campus. Additionally, as the premier inventory of housing in Stockton's portfolio, AC's premium apartment-style housing can become a valuable incentive for upperclassmen and a competitive advantage for attracting graduate students, who are also more likely to have a twelve- rather than nine-month lease. Lastly, repositioning the AC Campus for upper-division, graduate, and other non-traditional students better leverages the community and professional partnerships already central to the campus today, strengthening the pipeline from educating students to developing the future workforce of the city.

3. Realign the University's Atlantic City Assets to Optimize Value & Minimize Risk

Realigning underclassmen with Galloway and upper-division, graduate, and non-traditional students with AC creates more operational efficiencies. By offering new academic programs within existing classrooms and designating the residence halls in AC for upperclassmen and graduate students, the University will increase utilization while successfully realigning the campus' uses and users. This means those living on campus and attending classes on campus will be the same population, something that is not true today. This efficiency is more ideal for students, as they are more embedded in the community, and alleviates Stockton of logistical challenges, such as providing consistent student services designed for underclassmen and operating a shuttle between the two campuses. Through campus specialization, student services can be provided at the AC Campus as they are uniquely demanded by upper-division, graduate, and non-traditional students. Additionally, the campus can reduce its dependency on a shuttle that attempts to address the present misalignment of where students live and go to class, at a great operational expense to the University, despite the unavoidable disconnection between the campuses. The combination of these actions optimizes the value of the AC Campus for its targeted population, enabling it to shift from being an extension of Galloway to becoming a strategic driver of attracting and developing an expanded base of students in Atlantic County.

RECOMMENDATIONS

Demand analysis of academics, student amenities, and the off-campus market revealed various space needs in AC. However, to ensure strategic and responsible growth, Stockton must focus on achieving outcomes most critical to advancing the University's ability to deliver on its academic mission. To this end, the Project Team's short- and medium-term (next five years) recommendations for the University focus on repositioning existing assets at the AC Campus to facilitate successful establishment of the AC Campus as a pre-professional and professional campus and ensure Stockton is better positioned for long-term growth and expansion.

Recommendations are provided as a roadmap for modifying academic programs and campus assets in the short- and medium-term to diversify, strengthen, and expand offerings in business, healthcare, and technology for upper-division, graduate, and non-traditional students within existing

facilities. Recommendations for campus expansion in the long-term (five to ten years) are outlined as academic programs that could be relocated to the AC Campus to optimize synergistic value in business, healthcare, and technology. Although there is demand for additional Stockton and market-rate uses, to ensure financially responsible strategic advancement, academics are the most important means to drive enrollment and solidify the purpose of the AC campus.

In the case of a future opportunity for campus expansion, the recommendation is to relocate, centralize, and expand existing related Stockton business-, healthcare-, and technology-related academic offerings from Stockton's other instructional sites to AC. The most immediate opportunities would be to relocate specialized instructional business, healthcare, and technology spaces from four locations – the Parkway Building and Galloway, Manahawkin, and Hammonton Campuses. Relocating academic programs from Manahawkin enables the University to end an existing lease, while relocating programs from Hammonton and the Parkway Building enables Stockton to sell two properties, facilitating an opportunity for more strategic resource allocation. If Stockton endeavors to expand in AC, the Team encourages the University to study the potential impacts of additional facilities on the surrounding community.

Campus Context

Since its beginning as Richard Stockton State College, Stockton University has strengthened its reputation as a high-quality yet accessible public institution offering affordable postsecondary educational pathways for New Jersey residents.ⁱ **Now the University is poised to reposition its new Atlantic City (“AC”) Campus and leverage the location to create a distinct identity, solidify its brand, and drive enrollment.**

Stockton is a relatively young institution, having been established by the State Legislature in 1969 after a capital allocation received approval the year prior. The AC Campus, which itself has existed for less than a decade, has since opening in 2017 operated somewhat agnostically of specific academic programs, student target market(s), or other organizing principles that might otherwise guide class scheduling, housing, and enrollment on the campus. The time is ripe for Stockton to solidify an identity for the AC Campus and to evaluate potential expansion opportunities based on the extent to which they 1. align with the specific drivers shaping the campus and 2. might advance the needs of students within its target market. Therefore, the timing of this effort demands a strategically informed and decisively implemented vision for campus success.

HISTORIC CONTEXT

Stockton’s story begins in Atlantic City (“AC”), where the first cohort of students spent the Fall 1971 semester living and studying at the former Mayflower Hotel during initial construction of the 1,600-acre Galloway Campus. By 1973 the campus was complete, and in 1975 the institution received accreditation and graduated its first four-year class. Reaccredited and renamed during the 1990s, The Richard Stockton College of New Jersey expanded its offerings to include graduate degrees.

The 2000s heralded a new era for Stockton not only given its reclassification from “College” to “University,” but also because of its return to AC – initially via a new satellite campus at the Carnegie Library in partnership with the Casino Reinvestment Development Authority, and subsequently following City Council approval of the Gateway Redevelopment Area, which would open the door for Stockton to establish its AC Campus on the former site of the public high school (Figure 3).



Figure 3: Stockton’s Scarpa Academic Center, pictured in July 2023 (left), sits on the former site of Chelsea Park High School, depicted in a postcard dating to the 1930s-40s (right).¹

During the 2010s, in addition to growing the Galloway Campus, Stockton increased its footprint significantly with new and expanded instructional sites in Hammonton, Woodbine, and

Manahawkin, as well as with the Noyes Arts Garage's opening in AC. The school officially became "Stockton University" in 2015, and later that year Harvey Kesselman – an alumnus of Stockton's first graduating class and a longstanding campus administrator – became its fifth President.

Beginning in 2016, the institution demonstrated its long-term commitment to AC by acquiring the Rothenberg Building and adjacent parking lot; hosting its largest-ever Commencement at Boardwalk Hall; breaking ground on and opening the Academic Center and first residential complex (Kesselman Hall); receiving a financial pledge from the John F. Scarpa Foundation to expand academic offerings in AC; delivering a second residential facility (Parkview Hall); and launching full-scale campus operations. Despite tremendous uncertainty as Stockton's operations were forced to go remote during the Covid-19 pandemic, the AC Campus rollout was deemed so successful that both Moody's and Fitch upgraded the school's bond ratings.

Since establishing a permanent presence in AC, the University has returned the Carnegie Center to the City and embraced opportunities to engage local partners and residents. In 2022, Stockton launched the AC-based Live-Work-Learn undergraduate summer internship program and hosted its first annual Community Cleanup and Party in the Park at nearby O'Donnell Memorial Park.ⁱⁱ

PREVIOUS PLANS

The AC Campus has been considered a success despite lacking a consistent strategic direction to date. However, Stockton has completed a series of strategic and capital planning efforts over the last decade with the goal of defining the academic purpose of and considering potential projects for the AC Campus. These prior initiatives have laid the foundation for the Project Team's current work by informing potential directions for the AC Campus' identity and are summarized below:ⁱⁱⁱ

- ◆ **Island Campus Student Survey, 2015:** Collected feedback from 1,400 students to understand perceptions of the "Island Campus" and inquire about their willingness to live and take classes in AC and preferences for dining, University transportation, and campus services. Revealed consensus that School of Business should offer courses in AC.
- ◆ **Task Force for AC Initiatives, 2015-17:** Presidential task force including sub-task forces for Academic Affairs, Facilities / Finance, and Student Affairs was charged with identifying fiscally responsible academic opportunities for the AC Campus and associated space needs; articulating a coherent identity, mission, and vision for both Galloway and AC Campuses; proposing ways to advance innovative teaching practices and serve the AC community; and recommending strategies for articulating decisions to stakeholders.
 - › Among its recommendations, suggested that freshman should not be permitted to live in AC and proposed annual leases to encourage year-round habitation.
 - › Offered the following vision: "Stockton's Atlantic City campus will serve as a vibrant and community-engaged anchor institution – contributing to the intellectual, social, and cultural aspirations of a diverse population and serving as a catalyst for economic development in Atlantic City and the South Jersey region."
 - › Identified a mission: "Stockton University embraces its call to serve as an anchor institution, extending its impact in Atlantic City, southern New Jersey and beyond."
- ◆ **AC Residential Survey Report, 2017:** Faculty/staff and graduate student survey to gauge potential interest in residing in AC and understand preferred housing, types and amenities.

- ◆ **Coastal Resiliency Center & Marine Science Center Final Report, 2019:** In partnership with NJEDA, identified sites within University District, proposed resiliency design principles and next steps; quantified estimated economic impact; identified examples of similar university-based institutes and funding / financing opportunities; and proposed creating an incubator as an interim strategy.^{iv}
- ◆ **B&D Phase II Student Housing Market Study, 2020:** Confirmed the feasibility of additional housing based on a student demand analysis.
- ◆ **Facilities Master Plan, 2020:** Described four major capital projects anticipated as part of the future AC Campus expansion: 65,000-sf extension to the Scarpa Academic Center to include classroom / program spaces, offices, and support space; 416-bed Residential Phase 2 (i.e., Parkview Hall); 300,000-500-000 sf Mixed Use Residential / Commercial / Retail Complex ("The facility may include university and private residential units, private professional office space, parking, commercial, retail and entertainment facilities.); and 60,000-sf AC Coastal Resiliency Center located at Bader Field.^v
- ◆ **Presidential Task Force on Reinventing the School of Business, 2020-2021:** Charged with advancing the Business and Hospitality programs in AC, the Task Force delivered detailed work plans by Subcommittees on Undergraduate Programs; Graduate Programs; Alumni, Signature Events & Programs; AC Partnerships; and Marketing & Branding. Suggested creating a "Business Resource Center" among several initiatives to be established in partnership with community organizations.^{vi}
- ◆ **Stockton University Coastal Resiliency Institute & Marine Science Center: Gardner's Basin Feasibility Study, 2021:** Committee considered the feasibility of locating a Stockton Coastal Resiliency Institute and Marine Science Center in AC as a follow-up to 2019 report recommendations and identified specific space needs for a proposed facility.
- ◆ **Stockton School of Business Strategic Plan, 2021:** Planning process to align with the University's 2025 Strategic Plan recommended creating additional graduate specializations/concentrations/degrees and undergraduate majors that would correspond with high-demand career paths.
- ◆ **Performing Arts Facility Needs Assessment, 2022 & Business Plan, 2023:** Included an inventory of event venues in the vicinity of Galloway and AC Campuses and ultimately recommended new facilities for both campuses.
- ◆ **AC Strategic Plan, 2022:** Subcommittees for Academic Affairs, Student Life, and Enrollment / Retention provided input around AC Campus identity, concerns, and general recommendations. Suggested a campus identity centered around community engagement and experiential learning. Emphasized the need to require experiential learning and career preparation and to leverage external connections to advance student opportunities. Proposed that students spend first two years in Galloway before opting for more specialized courses their junior and senior years in AC. Recommended AC Campus host graduate courses, community and continuing education, and a health clinic.
- ◆ **School of Business and Atlantic City Campus: A Phased Expansion, 2022-23:** School of Business assessed its space and operational needs as part of a phased move to AC. Proposed focusing on juniors and seniors and emphasizing programs outside of the classroom in AC. Identified space needs including additional offices and computer labs.

Upon arriving at Stockton in 2023, President Joe Bertolino – a South Jersey native and the son of a Stockton alumnus – launched the Presidential Task Force for AC Expansion and engaged the B&D Team to help the University identify a path forward for AC. **Now is the moment to build on prior efforts to determine a definitive direction and establish a cohesive identity and purpose for the AC Campus.**

ENROLLMENT & DEMOGRAPHIC TRENDS

Since 2007, Stockton’s total Fall semester undergraduate enrollment has ranged from 6,671 in 2008 to a peak of 8,893 in 2019, including 8,459 full-time students. While Fall 2020 saw a decrease of just 0.5% in total enrollment during the first full school year coinciding with the Covid-19 pandemic, subsequent years experienced successive declines from 3% to 5.1% (Figure 4).

Given recent and projected trends in undergraduate enrollment, the graduate student market presents a major opportunity on which to focus new academic offerings. Although Stockton’s enrollment figures have declined in recent years for full- and part-time undergraduates, the University saw consistent gains in graduate student enrollment between 2014 and the onset of the Covid-19 pandemic (Figure 5). And while graduate enrollment dipped after surpassing 1,000 students in 2020, the headcount has remained well above 900 in the years since. Given this growth and the reality of the “demographic cliff” resulting in fewer undergraduates after 2025, advanced degree seekers should continue to factor prominently in Stockton’s enrollment strategy.^{vii}

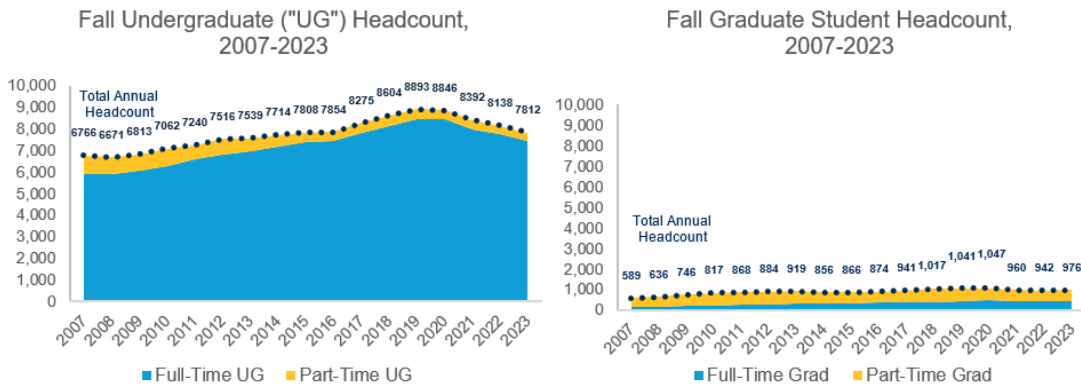


Figure 4 (left). Stockton’s undergraduate Fall semester enrollment peaked in 2019 at 8,893 students.^{viii} Figure 5 (right). Graduate enrollment remains steady in the 900s. Source: Stockton Office of Strategic Planning & Effectiveness

At the same time, the total Fall headcount among students identifying as Hispanic / Latino has increased every year over the past decade.^{ix} The number of Hispanic undergraduates at Stockton reached an all-time high of 1,516 in Fall 2022, while in Fall 2023, total graduates peaked at 120 and Hispanics comprised 19% of both the overall and undergraduate student populations. The fact that Stockton is on the cusp of becoming officially designated as a Hispanic-Serving Institution (“HSI”) – defined as having an undergraduate full-time population comprised of at least 25% Hispanic students – presents an enormous opportunity for the University, particularly given the growth projected among Hispanic high school graduates in New Jersey, with implications for federal grant funding opportunities (Figure 6).^x

As the University looks towards the future, it can also increase its Continuing Education offerings to attract older non-traditional students and actively recruit international students. Both remain relatively untapped markets; during the past three years, individuals age 30 or older have consistently comprised 8% of the total student body, while those originating from outside the U.S. have formed just 0.4%, inclusive of online and non-matriculated students.^{xi}

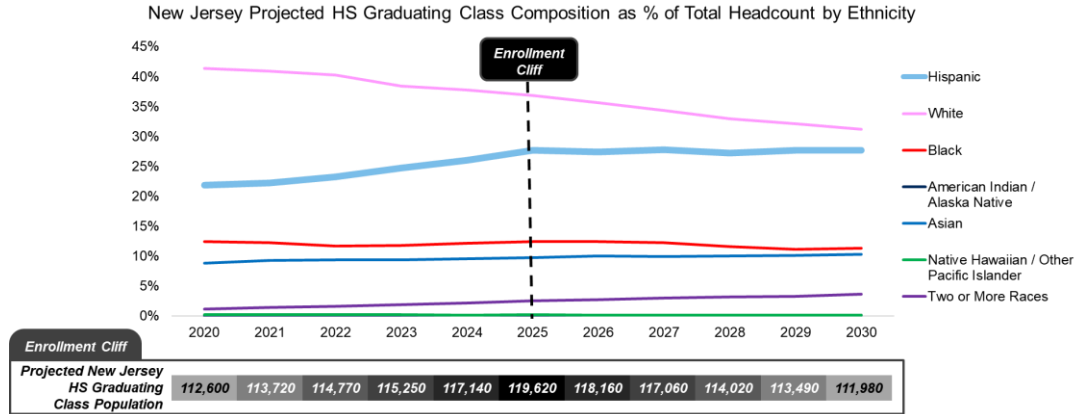


Figure 6. The share of Hispanic graduates is expected to climb in the state, even while a slowdown is anticipated for overall high school graduation beginning in 2025.^{xii}

CURRENT CHALLENGES & OPPORTUNITIES

From its start at the Mayflower Hotel to its current location on the site of an unrealized casino, Stockton’s presence in AC has always remained deeply intertwined with the City’s longstanding history of hospitality and gaming. Stockton’s activities in AC will inevitably continue to unfold against the backdrop of the City’s economic realities, and the AC Campus’ success will hinge in part on its ability to help the City and region diversify its industries, especially in the face of increased competition from online gaming and the expansion of casino licenses across state lines. Likewise, given potential uncertainties of future enrollment with the impending “demographic cliff,” it is imperative that Stockton consider ways in which the identity of the AC Campus can most effectively bolster student enrollment by responding to regional trends and meeting urgent industry needs.

Through dozens of conversations with Stockton University students, faculty, and staff, as well as external stakeholders, the Project Team identified three primary challenges facing Stockton’s AC Campus, along with corresponding opportunities:

1

IDENTITY

CHALLENGE: 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 and address internal concerns about resource diversion away from Galloway, leading to a misalignment of users and amenities.

OPPORTUNITY: ESTABLISH AC IDENTITY & PURPOSE

Stockton may establish an identity and purpose for its AC Campus by defining the academic and strategic focus of Stockton’s urban campus, dedicating the appropriate resources, and leveraging location-based strengths to pursue opportunities that advance Stockton’s mission.

2

REPUTATION

CHALLENGE: PERCEPTION OF THE STATUS QUO

The City's historic reputation as crime-ridden and corrupt continues to overshadow community successes and undercut justification for expanding Stockton's presence. At the same time, continued emphasis on gaming and casinos discourages entry of non-adjacent industries and threatens AC's long-term viability.

OPPORTUNITY: ENVISION FUTURE FOR AC AS ANCHOR INSTITUTION

Stockton may envision a new future for AC in its capacity as an anchor institution by leveraging external partnerships to advance community relations, maintain clean / safe standards, and expand professional opportunities for students. In addition, by encouraging entrepreneurship and industry diversification, Stockton can help reposition the city for future economic success and change the prevailing narrative.

3

VIBRANCY

CHALLENGE: LACK OF VIBRANCY

Insufficient variety of spaces and amenities discourage members of the Stockton community from spending time on the AC Campus and hinder the University's ability to create a sense of place.

OPPORTUNITY: FOSTER VIBRANCY WITH EXPANDED USES & USERS

Stockton should seek to create a vibrant hub with flexible spaces and additional amenities to maximize utilization, enhance campus community, and support the needs of neighborhood residents. In addition, by rethinking academic scheduling the University may keep students on campus for longer periods at a time.

These key challenges & opportunities highlight the critical sequence of elements that must be addressed with this Feasibility Assessment to optimize the success and impact of the AC Campus.





Vision & Strategic Framework

The B&D Team led the Stockton Presidential Task Force members through a virtual Strategic Asset Value (“SAV”) Work Session intended to evaluate perceived gaps between existing conditions at the AC Campus and the “targeted new reality,” or aspirational state. Discussions revealed general uncertainty between current and future campus characteristics, underscoring the critical need to create an organizing identity for AC around which the University and external partners can rally around and advance a cohesive vision.

STRATEGIC ASSET VALUE CRITERIA

As part of the SAV Work Session, B&D facilitated discussions surrounding nine topics across five “Outcome Categories” – Enrollment Management, Educational Outcomes, Campus Community, Financial Performance, and Environmental Sustainability. Although many questions remained at the end of the session surrounding the future definition of the AC Campus, the discussion revealed guiding principles to serve as the foundation for any future campus expansion. The resulting “SAV Story” summarizing the strategic criteria is below:

STOCKTON'S STRATEGIC ASSET VALUE (SAV) STORY

|  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. |

CAMPUS OPERATING PARADIGM & STUDENT DEVELOPMENT CONTINUUM

In addition to these project criteria, B&D’s recommendations derived in part from a consideration of “campus operating paradigms” and the “student development continuum.”

As the table below illustrates, any given University campus may have differing levels of resources and academic offerings depending on the density of students on that campus. The “full-service” campus is the typical all-encompassing version inclusive of all programs and student services,

whereas “satellite” and “extension” campuses offer these to lesser extents. The table below describes the defining characteristics of each type of campus:

CAMPUS OPERATING PARADIGMS

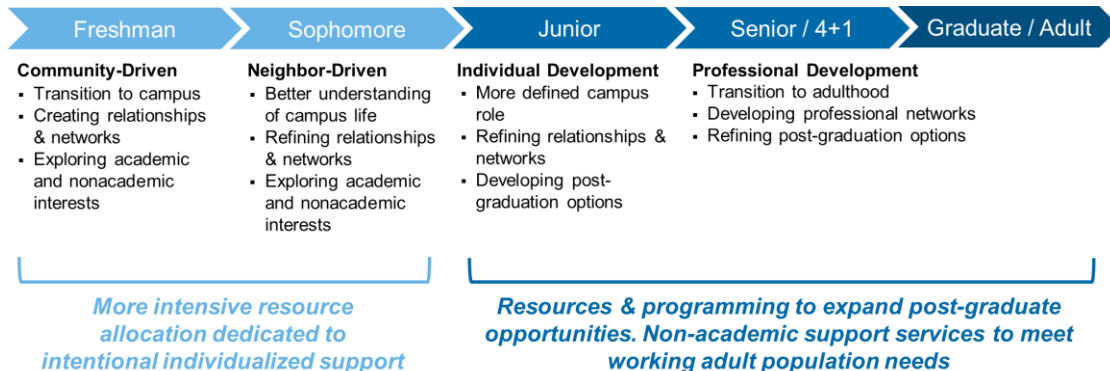
| Category | Details / Examples | AC TODAY | PROPOSED REALIGNMENT | |
|------------------------------------|--|--|--|---|
| | | Extension Campus | Regional / Branch Campus | Full-Service Campus |
| Operating Paradigm | - | Operationally dependent on primary (main) campus | Geographically separate from & highly operationally independent of main campus with support for one or more academic programs | Comprehensive campus equipped with all elements to support academic programs & cocurricular activities / student life |
| Academic Offerings | - | May offer some academic courses or trainings but does not 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

In recent years, downtown satellite campuses have continued to proliferate as counterpoints to universities’ main campuses that can focus on alternative educational pathways and reach new audiences beyond traditional full-time undergraduates. As noted in a September 2023 article by the Urban Land Institute, these campuses “typically focus on specific graduate and technical programs relevant to the city, advancing local industry synergies,” and therefore base decisions around space selections based on the particular programs to be offered.^{xiii} Through this lens of rethinking campus archetypes, Stockton can leverage its AC Campus by focusing on particular areas of study and students, rather than attempting to duplicate Galloway’s resources in an attempt to be a comprehensive “full-service” campus.

Along the same lines, considering the AC Campus in the context of the “Student Development Continuum” gives Stockton permission to home in on specific populations based on their educational progression. As illustrated below, students require varying degrees and types of resources and services as they mature through college, so that AC might cater to one end of the spectrum by tailoring the services offered there:

STUDENT DEVELOPMENT CONTINUUM



This framework is particularly pertinent to Stockton because of the degree to which students' academic schedules currently appear misaligned with their residential choices. 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 and programming given the significant time spent on campus on the days they visit AC; according to survey responses, off-campus students enrolled in twice as many classes in AC as residents of either campus during Spring 2024. The fact that students living in Galloway and AC were enrolled primarily in Galloway-based classes during the Spring 2024 semester suggests that the value proposition of living in AC is vastly reduced for the many undergraduates discontentedly shuttling continuously to the Main Campus. As a result, this apparent disconnect between residential and daytime populations risks jeopardizing students' academic success if not addressed.

Moreover, survey responses regarding housing decision factors revealed that while AC and Galloway residents shared many priorities, each campus offers a distinct value proposition with implications for marketing to and identifying prospective residents (Figure 7). Thus, students are already choosing where to live for reasons that demonstrate the unique benefits of Galloway – namely the proximity to resources and emphasis on community building – as compared with the desire for independence, via greater privacy and meal plan flexibility, underlying students' desire to live in AC. Although the AC Campus currently lacks the concentration of resources and activity level that sustain a successful “full-service” undergraduate campus, focusing on specific populations such as upper-division, graduate, and non-traditional students permits it to refrain from offering every service and to function instead as a “satellite” campus focused on the less resource-intensive end of the development spectrum.

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

Figure 7. Certain housing decision factors varied between residents of AC and Galloway Campuses and suggest alternative value propositions catering to different student target markets.

Campus Demand

A review of the state’s academic completions and Stockton’s current program offerings indicates promising areas that should form the foundation of the AC Campus’ academic identity moving forward. At the same time, an examination of the campus vicinity reveals several asset categories for which Stockton could help fill local market gaps.

The criteria resulting from the Strategic Asset Value Work Session highlight the importance of planning the AC Campus’ future by identifying an appropriate student target market and leveraging unique opportunities for experiential learning by establishing partnerships in Atlantic City. Therefore, while the market analysis identified several opportunities for additional revenue generation, **the Project Team’s recommendations for Stockton begin with opportunities to reposition and refocus the AC Campus based on academic demand, with recommendations for additional new asset types based on the degrees to which they may support these academic priorities or involve partners to minimize financial risk to the University.**

ACADEMIC & EMPLOYMENT DEMAND ANALYSIS

Kennedy & Company’s review of current educational and employment offerings within New Jersey and potential areas of academic focus for the AC Campus suggests that programs related to healthcare, business, and technology are in high demand, while the fact that graduate hospitality programs are currently lacking in the region gives Stockton a competitive advantage. In addition, tremendous potential awaits in online programs at both undergraduate and graduate levels.

Statewide Job Growth in Business, Healthcare & Technology Occupations

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 (Figure 8). Between February 2023 and February 2024, 256K jobs targeting candidates with a Bachelor’s degree or higher were posted within New Jersey; nearly half of the top 10 SOC codes are in business, finance, or management occupations, while nurses and software developers have the highest total volume. Stockton University should thus ensure that current and future academic offerings will meet market needs for healthcare, computer, and business occupations.

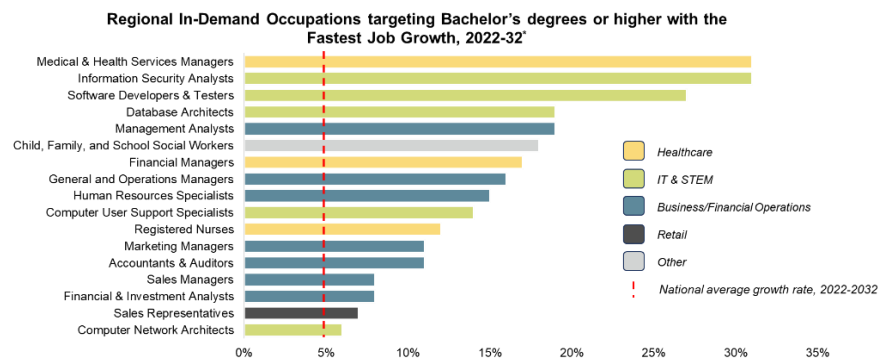


Figure 8. High-Demand Occupations in New Jersey, 2023-2024. Source: US Census Bureau, Bureau of Labor Statistics

Healthcare-Related Academic Programs: Public Health, Nursing & Counseling

New Jersey has seen significant growth in completions for health-related programs over the past few years. While the cost to implement these programs can be high, statewide demand shows promise for a positive return on investment. Programs with high infrastructure costs, such as Nursing and Computer Information Sciences, are growing at a rapid rate, but Public Health stands out as a relatively low-cost program with exceedingly high growth (Figure 9). In the last five years, in-person Public Health programs have demonstrated significant growth, posing an opportunity for Stockton to capitalize on the increasing demand for in-person programming.^{xiv} Likewise, the fact that both in-person and online Nursing programs are gaining momentum in New Jersey means that Stockton could strategically expand its nursing infrastructure in AC to tap into the burgeoning market of students seeking nursing education.^{xv}

On the other hand, with minimal competition for Addiction Counseling programs statewide and none in South Jersey, Stockton can pioneer a new market (Figure 10). Specifically, Stockton could leverage its established MA in Counseling to create a specialized track for students interested in addiction counseling and the state’s Licensed Clinical or Certified Alcohol and Drug Counselor qualifications (“LCADC” and “CADC,” respectively).^{xvi}

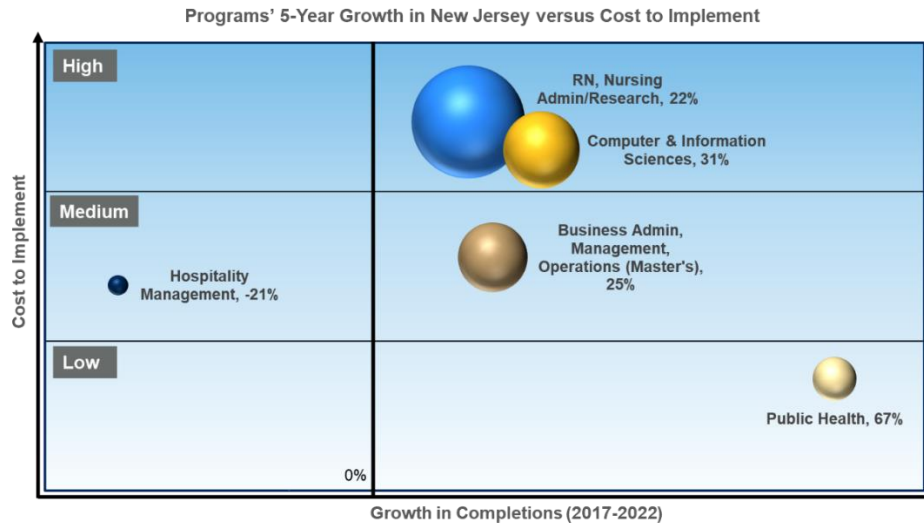


Figure 9. Growth of academic programs in the state as compared with cost to implement. Source: Lightcast: Program Overview; IPEDS

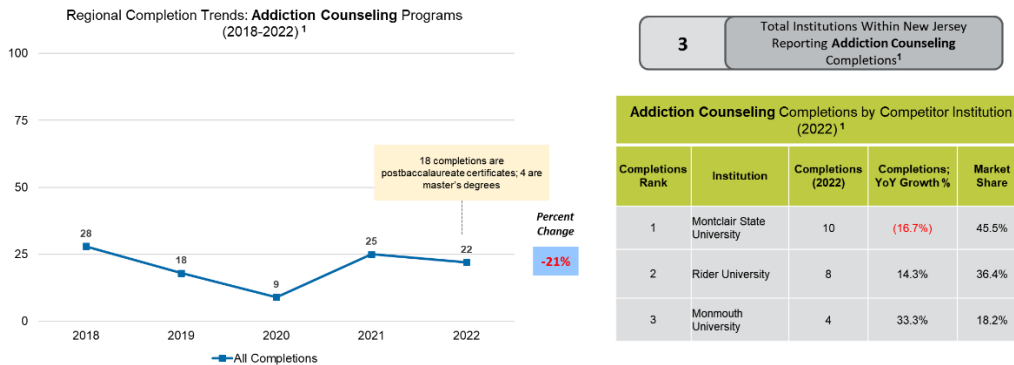


Figure 10. Addictions Counseling programs offer Stockton a huge growth opportunity. Source: Completions include the following program award levels: Bachelor’s, Postbaccalaureate certificate, Master’s degree, Post-masters certificate, Doctor’s degrees. Source: NCES, IPED

Potential to Expand Hospitality Program Offerings

Bachelor’s degrees in Business are by far the most popular undergraduate program in New Jersey. With Stockton’s large market share of hospitality degrees at the undergraduate level, the university should pursue capitalizing on this advantage to expand its programming and meet the needs of Atlantic City. In 2022, 20% (9,123 out of 45,723) of all Bachelor’s degrees earned in New Jersey were related to Business, Management, Marketing, and Related Support Services. Of these, only 1% (90) were related to Hospitality Management and Administration, and Stockton graduates accounted for over 60% of these completions.^{xvii}

The lack of graduate hospitality completions in southern New Jersey gives Stockton a major competitive advantage. Stockton currently has no regional competitor for Hospitality graduate degrees in New Jersey; its closest competitor is Temple University in Philadelphia (Figure 11). Offering a graduate degree here would allow residents to further their careers and bolster Stockton’s relationship with major businesses in Atlantic City. Employees seeking higher-paying leadership roles in hotels and casinos would benefit greatly from a local graduate program geared towards advanced job placement prospects in the region.

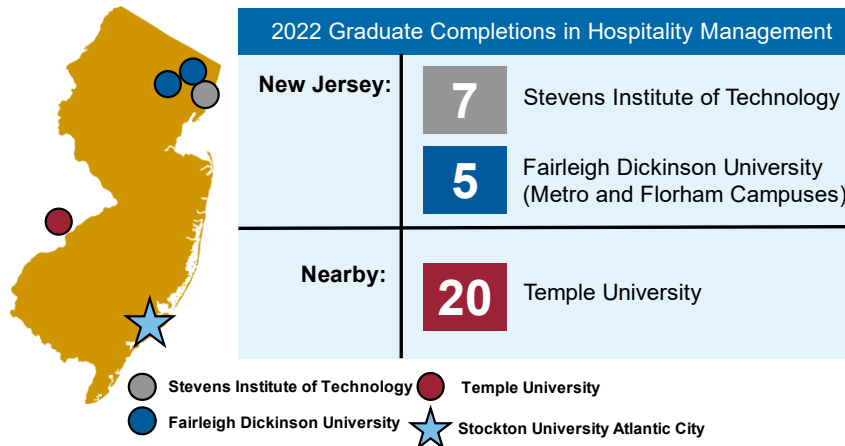
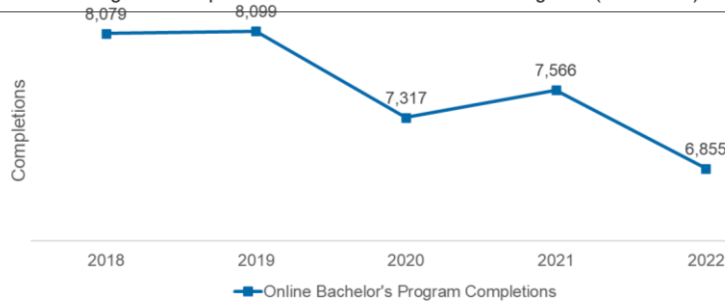


Figure 11. Hospitality graduate program offerings present a major market opportunity for Stockton. Source: Lightcast, Program Analytics; IPEDS

Online Bachelor’s & Graduate Degree Completions

In addition, undergraduate Nursing, along with graduate Business and Educational Leadership certificates, has seen substantial growth in online completions between 2018 and 2022. While overall online Bachelor’s completions in New Jersey witnessed a downward trend from 2018 to 2022, notable growth occurred in online registered nursing and business administration programs (Figure 12). In addition, the state is seeing incredible growth in online graduate completions. Stockton currently holds just 0.7% of the market share for online graduate programs in New Jersey, but rising demand in degrees involving business, social work, and educational leadership suggests potential expansion opportunities for Stockton’s graduate enrollment.^{xviii}

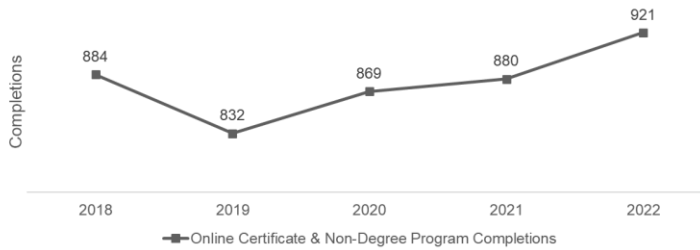


| CIP Description | Completions (2022) | % Completions Change (2018-22) | Market Share |
|---|--------------------|--------------------------------|--------------|
| Registered Nursing | 1,162 | 39% | 17% |
| Business Administration and Management, General | 1,098 | 17.1% | 16% |
| Psychology, General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

Figure 12. Despite a recent decline in online Bachelor completions in New Jersey, completions of online nursing and business administration programs have emerged as high-growth areas. Source: NCES, IPEDS

Further, 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 (Figure 13). Similarly, the fact that online Public Health programs have diminished in recent years may allow Stockton to explore the potential of cultivating a new market for online Public Health programs.

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



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

| 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% |

| 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 | - | - |

Figure 13. Online certificate and non-degree program completions in New Jersey offer areas for Stockton to grow. Source: NCES, IPEDS

Student Services & Community Space

Student feedback greatly emphasized the need for a campus hub or more designated student spaces such as a student lounge, study rooms, or learning commons. These spaces are often the greatest drivers of fostering campus community and creating vibrancy. Additionally, increased access to student services was a central theme for students, especially those living on the AC Campus. **As the AC Campus repositions itself to serve upper-division, graduate, and non-traditional students, student services can be more tailored to their needs (i.e., career services, international student services, multicultural center space).**

LOCAL MARKET DEMAND ANALYSIS

B&D reviewed the current availability of the following asset types within a fifteen-minute drive of the AC Campus to consider their potential inclusion as part of future expansion: office coworking and startup / incubator space; food and beverage retail and convenience stores; flexible / multipurpose spaces at academic institutions and meeting / event venues; multifamily rentals; and fitness and community recreation (Figure 14). B&D did not review opportunities for additional hospitality or student housing because of their prevalence on and near the AC Campus. B&D’s findings are summarized below.

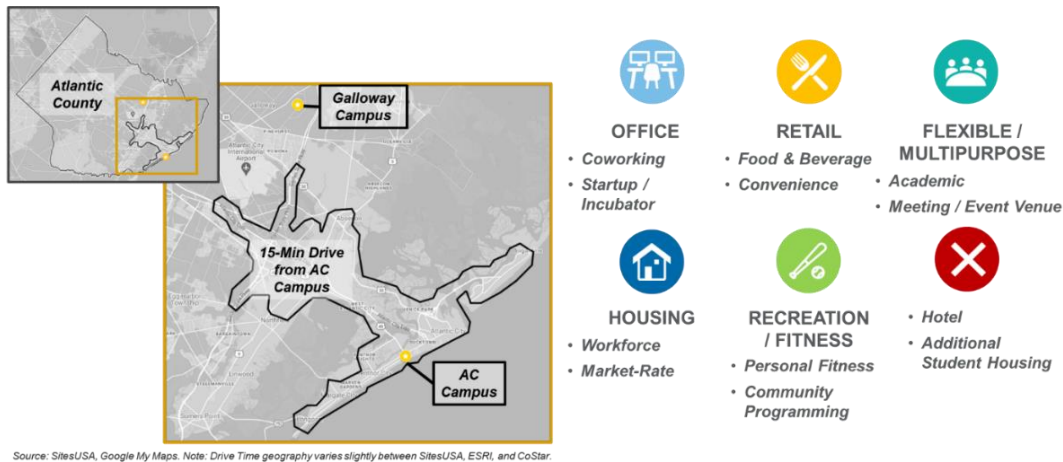


Figure 14. Overview of the asset types and trade area considered to identify local market gaps and propose potential space uses for campus expansion.

Office

Atlantic City has not seen substantial new office construction since 2016-2017 and issued zero building permits during four of the last six years (Figure 15), while new construction has not materialized since the first and only Class A office building arrived in 2009. Although office vacancy within a fifteen-minute drive fell as low as 2.3% in 2022 and has consistently outperformed Atlantic County over the last two decades (Figure 16), rents have remained relatively stable over the last two decades. Within fifteen minutes of campus, nearly 94% of all office buildings are fully leased, including 23 of the 24 buildings identified as medical offices. The area also currently contains just three coworking spaces, and the NJEDA’s Ignite Program has not yet designated any “collaborative workspaces” in Atlantic County (Figure 17). **Therefore, the office market, and specifically coworking, appears ripe for additional inventory.**

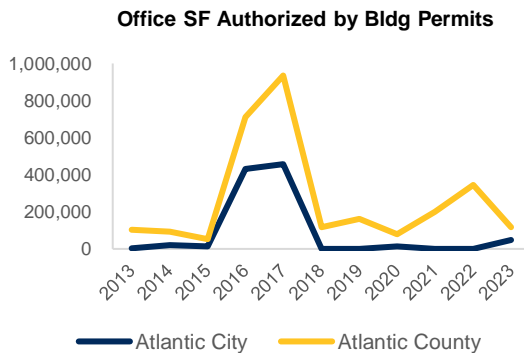


Figure 15. Number of building permits issued by Atlantic City has remained much lower as compared with the County. Source: NJ Dept. of Community Affairs.

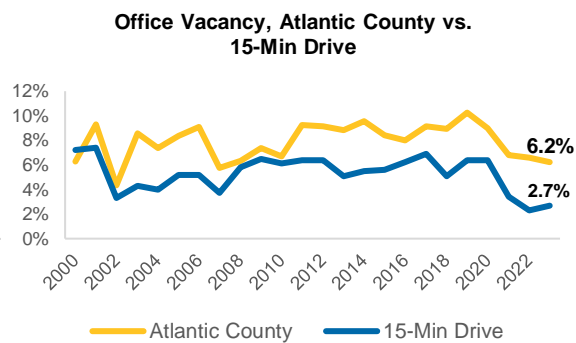


Figure 16. Office vacancy has remained consistently lower within a fifteen-minute drive of the AC Campus as compared with the County. Source: CoStar.

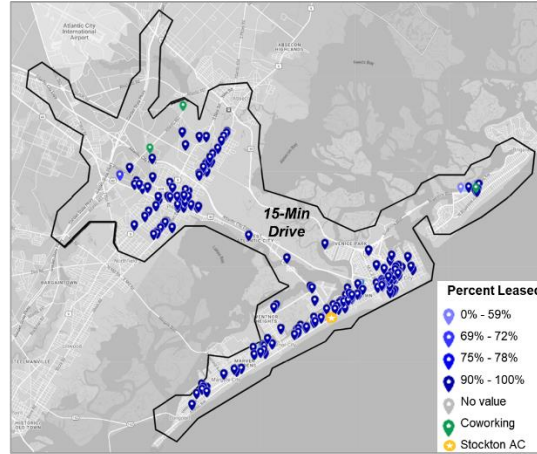
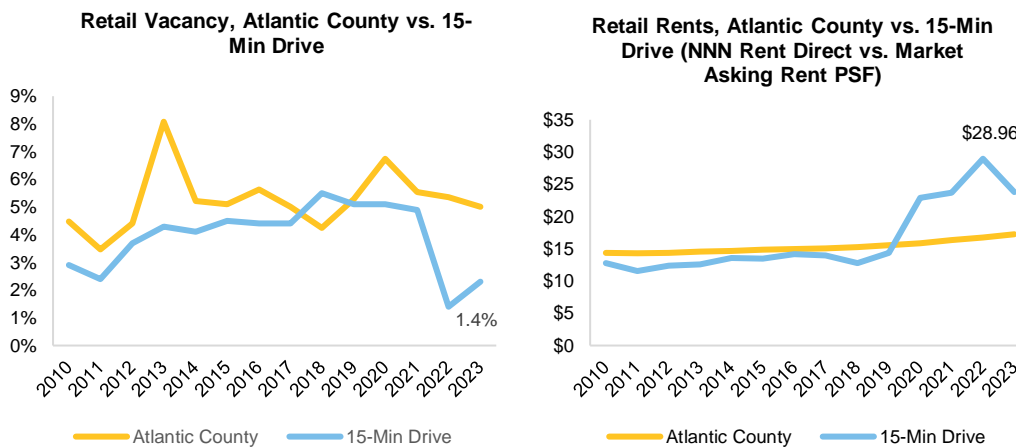


Figure 17. Current office inventory within a fifteen-minute drive of campus. Source: CoStar, Google Maps

Moreover, while Atlantic City offers resources for small business trainings and the AC Campus hosts the NJ Small Business Development Center of Atlantic, Cape May and Cumberland Counties, the City has lagged behind others in fostering conditions conducive to small business growth.^{xix} WalletHub’s annual ranking of business-friendly conditions among 1,334 small-sized cities ranked it 1,315 in 2023 and 1,300 in 2024, while StartupBlink’s Global Startup Ecosystem Index placed it at 714 of 1,000 cities worldwide in 2023 and excluded it altogether in 2024.^{xx} Various examples of university-sponsored small business incubators have experienced recent tremendous success in filling a critical gap for local businesses while advancing institutional missions.^{xxi} An incubator might also become a future source of revenue for the University, as suggested by its inclusion among recommendations from the Finance & Resources Subcommittee as part of the AC Campus Strategic Plan. **Stockton could greatly benefit the city and advance the AC Campus’ clarified purpose by encouraging the creation of a business incubator in AC.**

Retail

The AC Campus may also capitalize on specific retail opportunities currently lacking in the vicinity. Within a fifteen-minute drive of campus, retail vacancy rates impressively fell to a historic low of 1.4% in 2022, and this geography fared significantly better than Atlantic County overall (Figure 18). In 2022, retail rents in the trade area peaked at nearly \$29, while the county has consistently seen rents closer to \$15 (Figure 19).



Figures 18-19. Retail vacancy (left) and rents (right) within fifteen minutes of campus since 2010. Source: Costar.

In terms of specific retail opportunities, anticipated consumer behavior in the area suggests potential additional demand for healthy food dining options, pharmacy / convenience establishments, and personal care services. As shown in Figure 20, a review of Market Potential Index, a measure of the relative likelihood of adults to exhibit consumer behaviors within the trade area, indicates that within the fifteen-minute drive geography, consumers demonstrate a higher propensity to buy healthier foods and pharmacy / convenience store items, as well as to frequent personal care establishments.

| Pharmacy / Convenience | Healthy Foods | MPI |
|--|--|------------|
| Variety of uses including prescription, over-the-counter medicines, and convenience goods ranged from 103 - 112 | Buy Foods Specifically Labeled: Lactose-Free | 111 |
| | Consider Self to Be Semi-Vegetarian | 109 |
| | Buy Foods Specifically Labeled: | |
| | Gluten-Free | 108 |
| | Low-Cholesterol | 107 |
| | Low-Sodium | 107 |
| | Probiotic | 106 |
| | Fat-Free | 105 |
| | Natural/Organic | 105 |
| | Control Diet for Food Allergies | 105 |

| Personal Care Services | MPI |
|-------------------------------------|------------|
| Used Prof Service for Facial/6 Mo | 116 |
| Used Prof Service for Manicure/6 Mo | 116 |
| Used Prof Service for Facial/6 Mo | 116 |
| Used Prof Service for Pedicure/6 Mo | 111 |
| Spent \$100+ at Barber Shop/6 Mo | 105 |
| Used Prof Service for Massage/6 Mo | 101 |

Figure 20. Market Potential Index (MPI) for various retail habits. MPI > than 100 indicates behavior is above U.S. average. Source: MRI-Simmons via Esri 2023

Survey results also indicated that diversifying food offerings will be essential to improving the AC Campus experience. Respondents indicated stark differences in dining satisfaction between Galloway and AC, while “dining options and quality” was considered one of the top three weaknesses based on the total number of mentions by 121 survey respondents (Figure 21). When asked about the types of programming and spaces that would encourage students to spend time at the AC Campus, **10% of student respondents mentioned more or healthier food options, while 3% specifically requested a coffee shop, demonstrating demand of both retail types.**

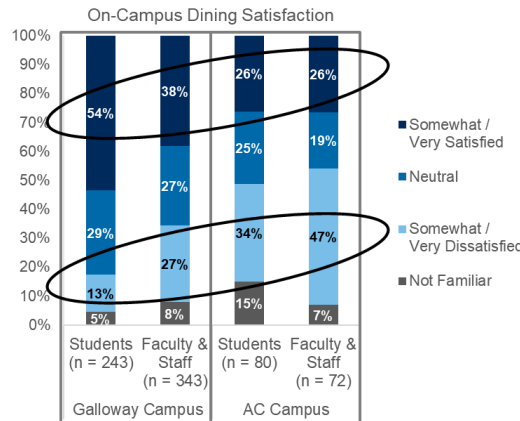


Figure 21. Survey dining satisfaction, Galloway vs. AC Campuses

Recreation & Fitness

Although the local consumer base appears likely to engage in personal fitness based on several MPI categories, few businesses are within walking distance of campus (Figure 22). Despite nearby Tilton Fitness, which offers a student membership and may be willing to partner on Stockton-focused programming / events, there may still be a gap in rec offerings that an expanded retail fitness provider could address.

Market Potential Index (MPI)

| | |
|--------------------------------------|-----|
| Member of LA Fitness Club/Gym | 117 |
| Member of Planet Fitness Club/Gym | 115 |
| Typically Spend 7+ Hrs Exercising/Wk | 105 |

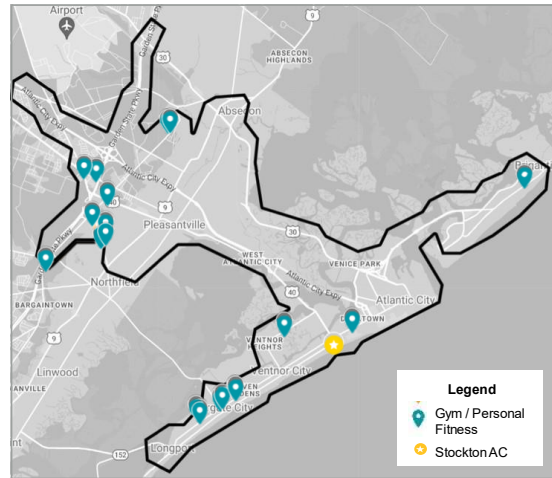
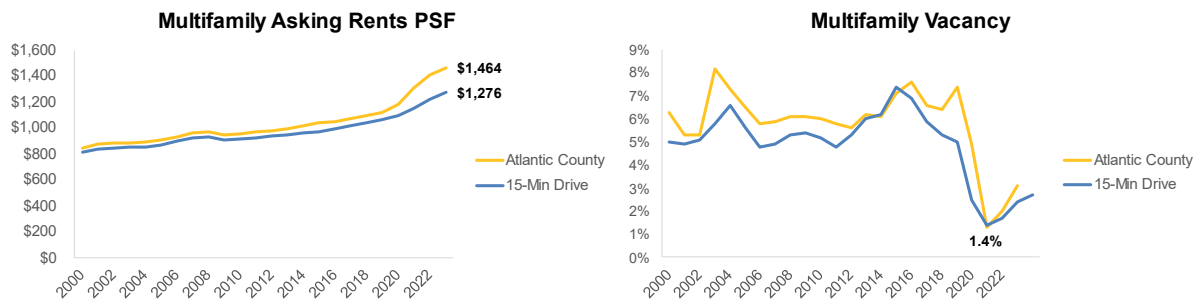


Figure 22. Market Potential Index (MPI) of fitness-related categories above map of fitness locations within 15 minutes of the AC Campus. MPI > than 100 indicates behavior is above U.S. average.

Source: MRI-Simmons via Esri 2023, CoStar, Google My Maps

Multifamily Housing

Atlantic City has seen virtually no new single-family homes over the past decade and no multifamily construction since 2017; within 15 minutes of campus, new multifamily arrived in 2019. Asking rents have remained in line with those of the County, although County rents have risen faster in recent years and are approaching \$1,500 (Figure 23). Vacancy rates for both geographies reached a historic low of 1.4% in 2021 (Figure 24).



Figures 23-24. Historic asking rents and vacancy rates for multifamily within a 15-minute drive of the AC Campus.

Source: CoStar, NJ Department of Community Affairs

In terms of inventory, only 7.5% of the multifamily properties within 15 minutes of campus have been built since 2010; two buildings delivered just 21 units in 2023 (Figure 25). Existing multifamily housing is rated 2.4 stars on average, and just 22% of multifamily housing is some type of affordable. Currently 77 affordable units are under construction at one property, while just over 1,700 new rental and condo units (4% of which would be affordable) are proposed.

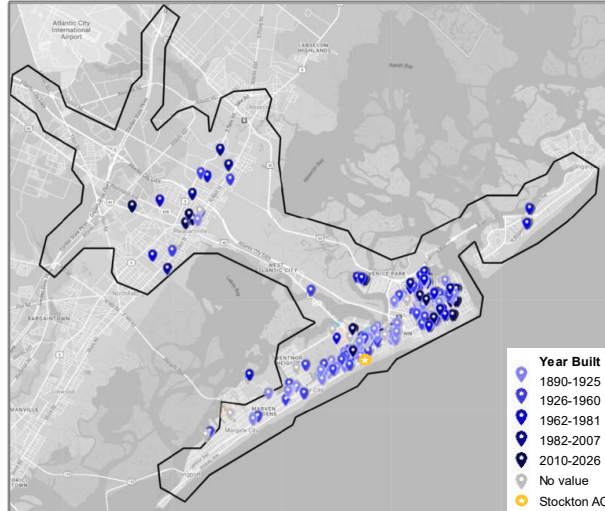


Figure 25. Multifamily inventory. Source: CoStar, Google My Maps, Real Estate NJ, NJ.com

While there appears to be demand for multifamily housing, especially affordable housing, in AC, it is not believed to be a use that strategically advances the mission of the University and clarified purpose of the AC campus at this moment in time.

Flexible / Multipurpose Event Space

B&D’s review of the Meeting and Event Facilities Inventory from Webb Mgmt’s 2022 Performing Arts Facility Needs Assessment for the University along with other venues within 15 minutes of the AC Campus revealed a deficit of venues meeting the capacity needs of Stockton’s Fannie Lou Hamer Room – particularly those set up with technology and ancillary spaces to host professional and business functions (Figure 26). **The popularity and high utilization of Fannie Lou Hamer Room further suggests the market viability of additional larger multipurpose spaces with amenities including a catering kitchen and other pre-function areas.** This type of venue could be co-located within that of a third-party coworking provider with additional breakout and conference rooms, which Stockton could arrange to use without managing the facility itself.

| Space Category | Capacity | | | | # of Spaces* | # of Unique Venues | Share of Spaces | Share of Venues |
|------------------------------|------------------------------------|----------------------------|-----------|------------------|--------------|--------------------|-----------------|-----------------|
| | Standing (Reception, No Furniture) | Chairs (Theater / Lecture) | Classroom | Tables (Banquet) | | | | |
| Conference Room | | | 20 | | | | | |
| Small Event | Up to 100 | 75 | | 60 | 42 | 38 | 32% | 41% |
| Medium Event | Up to 250 | 200 | | 150 | 35 | 22 | 26% | 24% |
| Large Event | Up to 500 | 300 | | 250 | 25 | 15 | 19% | 16% |
| Fannie Lou Hamer Room | 460 | 240 | | 224 | | | | |
| Extra Large Event | Up to 1000 | 750 | | 600 | 25 | 16 | 19% | 17% |
| Convention | 1000+ | 3500 | 2000 | 1200 | 6 | 2 | 5% | 2% |

Figure 26. Source: CoStar, Performing Arts Center Study for Stockton University, Eventective.com, Cvent.com, bycsail.com, shorespace-brig.com * Based on Known Capacity or Total Available SF

CONCLUSION

As indicated by the market analysis, multiple assets could make sense to fill present gaps for students and community members in AC alike. Based on those assets with the most potential to build on the success of the existing academic and residential buildings and harness partnerships, B&D identified **multipurpose / flexible event space, coworking offices, and a business incubator** as the most valuable components to include in future expansion. With respect to partner-driven expansion, supportive uses and amenities, including **community-serving retail such as**

food and beverage and fitness or a partnership to produce workforce housing, would diversify local offerings and expand the quality of life on campus as well as for surrounding neighborhoods.

Above all, the inclusion of any market components outlined above in future expansion opportunities must not only help advance the academic strategy identified for the AC Campus, but also align with the needs of external partnerships to leverage capital, share operating costs, and achieve greater institutional impact.

Peer Benchmarking

The following case studies offer just a few examples of ways other universities are enhancing their academic offerings by 1. creating career-focused satellite locations, 2. establishing business incubators around specific areas of study, and 3. forging industry partnerships that guarantee professional opportunities for students.xxii



1. Denison EDGE Satellite Campus: Denison University established Denison EDGE in downtown Columbus, OH in 2021. An extension of its Knowlton Center for Career Exploration, the facility offers in-person and virtual courses with the dual goals of preparing students for their professional lives after graduation and providing educational pathways outside of the traditional undergraduate model. Programming includes dedicated tracks for those already employed to enhance their skills by pursuing professional credentials. The campus has also allowed the University to strengthen its relationship with the City of Columbus.

2. Tisch Center of Hospitality Innovation Hub: Established in 2021, the facility includes a coworking lounge, prototyping space, and high-tech flexible classroom / event space. It sponsors applied research initiatives between the University and industry partners and provides programs for both early- & late-stage startups.



3. Quinnipiac University-Hartford HealthCare Partnership: In 2022, Quinnipiac University (QU) and Hartford HealthCare (HHC) announced a partnership to address long-term talent needs in Connecticut and beyond focusing on the three core areas outlined below. HHC also made an investment in QU through a \$5 million philanthropic commitment over 5 years.

Redefining Healthcare Education

- Development of a CNA program which begins during undergraduate studies and offers employment as student nurse techs within HHC during a student's graduate work.
- Clinical rotations at HHC for participants in a new Acute Care Nurse Practitioner Program.
- New Ambulatory Surgery Center rotations for PA students.
- Increased clinical placements for PT and OT students.
- Development of a high-tech training and simulation laboratory on QU's North Haven campus.



Developing Connecticut's Workforce Pipeline

- Create a leadership program with QU's School of Business to educate developing leaders from individual contributors to senior executive and physician leadership.
- Opportunities for QU students to participate in HHC's Graduate Administrative Internship Program and Administrative Fellowship Program.
- Facilitation of learning and upskilling opportunities for HHC employees, including a tuition discount benefit for HHC colleagues and their dependents.

Providing Quinnipiac Students with High-Quality Health Services

- Access to expanded health services including counseling, adult health, and athletic training.
- Unified electronic health records for all students who engage with health services, accessible through MyChartPLUS.

Source: Hartford HealthCare

Recommendations

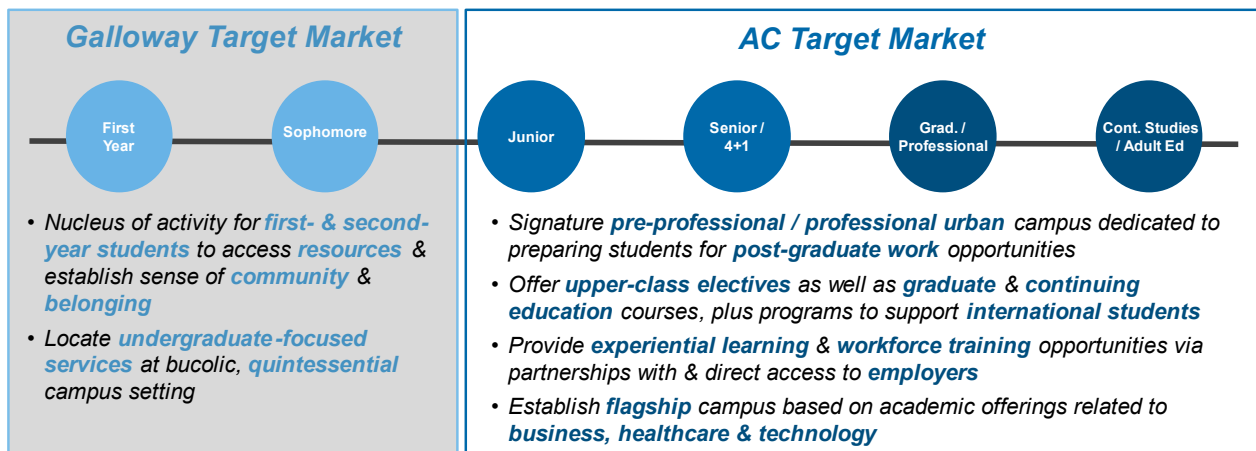
In response to the greatest needs of Stockton and Atlantic City (“AC”), this effort recommends repositioning the AC Campus as Stockton’s Pre-Professional and Professional Urban Campus. This clarified campus identity will enhance space utilization, increase enrollment, and reinforce the University’s presence in the city. **This assessment recommends prioritizing the reposition of existing assets in terms of the highest and best value for the University’s immediate and sustained success, and delaying expansion opportunities until Stockton is better positioned for growth.** When considering long-term campus expansion, the University should focus on the relocation of academic functions related to AC’s clarified academic focus on business, healthcare, and technology from other Stockton instructional sites to the AC Campus to drive greater synergistic value.

OVERVIEW

Establishing a target market for each campus, Galloway and AC, allows Stockton to dedicate resources to each market more comprehensively at its respective locations, enabling more student satisfaction, greater space utilization, and more optimized mission delivery. Campus specialization prevents resource duplication, an inefficient use of resources which compounds when aiming to maintain well-established University standards across two non-adjacent campuses.

Therefore, a defined identity for the AC Campus enables more targeted decisions and more strategic investment. The assessment recommends the following relationship between the two campuses as they relate to the “development continuum” of a Stockton student as shown below:

STOCKTON DEVELOPMENT CONTINUUM OF TARGET MARKETS



In support of delivering on this proposed “development continuum” for Stockton, the following recommendations outline the academic programs, asset modifications, and corresponding policies to optimize value at AC for upper-division, graduate, and non-traditional students:

SHORT- & MEDIUM-TERM RECOMMENDATIONS FOR EXISTING ASSETS (NO CAMPUS EXPANSION)

The greatest value of Stockton’s investment in AC in the next five years is in crafting an identity around clear academic drivers for upper-division, graduate, and non-traditional students. Based on existing successful programs at the AC Campus, and the greatest opportunities for growth, for both Stockton and AC, is the intersection between business, healthcare, and technology. Stockton will see the greatest value in its existing assets by leveraging its already established focus on experiential learning and centralizing its pre-professional academic programs together on one campus. Additionally, by re-aligning AC campus residents and the day-time student population, frustrations presently experienced by students splitting time between both campuses and operational inefficiencies, such as the shuttle, are addressed. Based on Stockton’s current degree programs and opportunities for enhanced offerings, the Project Team recommends the following programs concentrate courses at the AC Campus (organized by whether currently offered and/or online):

1. RETENTION OF EXISTING UNDERGRADUATE & GRADUATE PROGRAMS

- ◆ Healthcare Management, MBA (4+1 Program)
- ◆ Organizational Leadership, EdD
- ◆ Public Health, MPH (Online)
- ◆ Social Work, MSW
- ◆ *Additional Upper-Level Undergraduate Courses that support 4+1 Programs*

2. NEW UNDERGRADUATE & GRADUATE PROGRAMS

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

3. NEW NON-DEGREE PROGRAMS (ONLINE)

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

Although Stockton has already planned the 2024-2025 Academic Year, it can begin immediately to support this strategy with a series of short- and medium-term actions outlined in the roadmap in Figure 28. The sequence of activities outlined by the roadmap takes into consideration pre-existing academic plans by the Business School and a realistic timeframe to actualize these academic recommendations. Recommendations also take into consideration pre-existing leases and agreements at the AC Campus to determine where the University can immediately start planning

towards the new clarified vision to realize the benefits outlined in this assessment.

STUDENT HOUSING IMPLICATIONS

To see the full impact of repositioning the AC Campus for upper-division and graduate students, AC's housing inventory will need to shift to prioritize these students. Expanding 4+1 Programs at the AC Campus reduces occupancy risk by capturing more traditional graduate students, that will be interested in a 12-month or even multi-year leases. Ensuring higher utilization of existing academic spaces in Scarpa also reduces occupancy risk by increasing the number of students on campus, as opposed to the campus serving a more specialized or smaller population of students.

LONG-TERM RECOMMENDATIONS FOR CAMPUS EXPANSION

Building on the short- and medium-term steps outlined above, long-term recommendations outline the circumstances that would justify campus expansion in the next five to ten years.

In this scenario, the greatest value for campus expansion is deliberate centralization via relocation of academic programs from various locations in the region to advance the AC Campus' clarified identity as Stockton's pre-professional and professional campus, focusing on business, healthcare, and technology. Expanding the programs offered in AC will involve relocating existing programs to enhance synergistic value, maximizing campus utilization, and centralizing pre-professional offerings, along with introducing new programs that will drive enrollment.

This scenario is dependent on a broader consideration of Stockton's real estate and the **phased relocation of programs from other instructional sites – namely Manahawkin, Hammonton, Galloway, and the Parkway Building**. By ending Manahawkin's lease and introducing the option to sell Parkway and Hammonton facilities, the University can reallocate resources, reduce costs, streamline operations, and deliver more value by relocating the following programs to AC:

4. EXISTING PROGRAMS TO RELOCATE TO AC

- ◆ Accelerated BSN Nursing Program (Manahawkin Satellite Campus)
- ◆ Master of Arts in Counseling (Hammonton Satellite Campus)
- ◆ Master of Science in Data Science & Strategic Analytics (Hammonton Satellite Campus)
- ◆ Educational Tech. Training Center (ETTC) (Parkway Building)
- ◆ S. Regional Institute (SRI) (Parkway Building)
- ◆ Stockton Speech & Hearing Clinic (Parkway Building)
- ◆ Communication Disorders, MS (Galloway Campus)
- ◆ Nursing, MSN (Galloway Campus)
- ◆ Occupational Therapy, MS (Galloway Campus)
- ◆ Physical Therapy, DPT (Galloway Campus)

KEY CONSIDERATIONS FOR RELOCATING PROGRAMS TO AC

Based on the existing collective building footprints where these programs are currently sited (40,000 GSF), relocation of the "Existing Programs to Relocate to AC" could be supported by **expanding the AC Campus by 40,000 GSF** to include classrooms, specialized instructional spaces, and offices. Since Block 21 has development potential of up to 500,000 GSF, **a 40,000 GSF building on the Commuter Lot would not maximize the value of the site.^{xxiii} Stockton would be best positioned to lease 40,000 GSF space as part of a larger redevelopment at this location or identify another site for future expansion.**

Consolidating these programs at AC would allow Stockton to sell the Hammonton facility and Parkway Building for a potential profit while saving on existing annual lease and operating expenses of \$563,200 (Figure 27).

| Campus | Academic Program(s) | GSF | Annual Operating Costs (2024) |
|---------------------------------|--|---------------|--|
| Manahawkin (Leased) | Accelerated BSN Nursing Program | 11,239 | \$220,434.12 (Lease) \$123,550 (Utilities/Operations) |
| Hammonton (Owned) | - Master of Arts in Counseling - Master of Science in Data Science & Strategic Analytics | 15,000 | \$170,950 (Utilities/Operations) |
| Parkway Building (Owned) | - S. Regional Institute (SRI) - Educational Tech. Training Ctr (ETTC) - Stockton Speech & Hearing Clinic | 13,140 | \$48,264 (Utilities/Operations) |
| TOTAL | | 39,379 | \$563,198 |

Figure 27. Existing academic programs with enhanced value by relocating from current sites to the AC Campus.

The minimal present cost of managing these spaces, when compared with the cost of new construction, reinforces the recommendation to not pursue campus expansion at Block 21 to provide these spaces. Additionally, partnering with affiliated business and/or healthcare providers, rather than solely develop a mixed-use project with Stockton’s academic needs as the focus, enables the University to minimize risk, while advancing its mission and its impact in AC.

In addition to this proposed academic program, in the case the University were to expand and partner with other entities to provide additional non-academic uses, the most viable and valuable spaces to satisfy Stockton and broader neighborhood demands would include multipurpose / flexible event space, coworking offices, a business incubator, and a retail, such as food and beverage and fitness.

ROADMAP TO REPOSITION STOCKTON’S AC CAMPUS

The following roadmap illustrates a more detailed path to implement the short, medium, and long-term recommendations outlined above (Figure 28):

| | | 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 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 |

Figure 28. Roadmap to Reposition Stockton’s AC Campus.

Next Steps

In addition to repositioning the AC Campus according to the programmatic changes previously outlined, the Project Team recommends the University undertake activities to build momentum in AC and optimize the value of its entire campus system. In the near-term, Stockton should continue to explore opportunities to align university strategies and residential assets, create regional partnerships, particularly in business, healthcare, and technology, and assess the strategic value of its real estate portfolio to improve operational efficiency across campuses.

1. INFORM & ENSURE ALIGNMENT WITH UPCOMING UNIVERSITY STRATEGIC PLAN

As Stockton embarks on a university-wide Strategic Plan in Fall 2024, the University must decide how to leverage these recommendations to ensure strategically aligned activities across Stockton's campuses, especially when considering internal and external buy-in of the AC Campus' clarified identity. Various data points and key findings included in this assessment can be deployed to understand critical challenges and opportunities at the AC Campus and inform University priorities for the target markets of upper-division, graduate, and non-traditional students. Additionally, the University should tailor the implementation of recommendations included in this report's roadmap for the AC Campus according to the future direction outlined in the Strategic Plan. Stockton should also be intentional about utilizing the planning process to reflect on and define its role as a regional anchor institution and articulate the principles and objectives that will continue to guide its actions and decision-making in this capacity.

2. DEFINE COMPREHENSIVE UNDERGRADUATE RESIDENTIAL EXPERIENCE ACROSS BOTH CAMPUSES

In repositioning the AC Campus to support upper-division and graduate students, the University must ensure its housing inventory and policies promote the student development continuum. This will require Stockton to reassess its housing placements in the context of a comprehensive residential experience across its campuses. In the near-term, as Stockton phases out the option for first- and second-year students to live in AC, Stockton should reevaluate its existing housing policies and procedures with the goal of determining desired residential program outcomes and establishing new assignment protocols. This process should include reassessing Stockton's continued participation in the New Jersey Educational Opportunity Fund (EOF) Program at the AC Campus, which requires some first-year students to live in AC.

Conversation around EOF should include studying retention data to confirm whether participants who initially lived in AC continued their studies through graduation, or whether comparing rates across campuses offers any indication that placing first-year EOF students in Galloway led to greater retention. Review of Stockton's housing portfolio may also involve setting minimum facilities standards; developing a long-range residential capital plan; undertaking regular facility conditions assessments to prioritize deferred maintenance needs among halls; and creating targets, such as increased enrollment and retention rates, for allocating funding to meet new standards.

3. CONTINUE BUILDING RELATIONSHIPS TO EXPLORE REGIONAL PARTNERSHIPS

Both the University and the AC Campus have great pride in the partnerships they have built over the years. As Stockton continues to refine and enhance the purpose of the AC Campus and clarify its obligations as an anchor institution, a partnership-driven approach will be central to advancing the University’s strategic priorities. Leveraging partnerships in AC is equally valuable to Stockton’s mission by increasing students’ access to real-world opportunities. Facilitating student connections to nearby employers leading in their respective industries has the added benefit of reducing the amount of space Stockton needs to develop and/or provide for academic expansion (Figure 29).

| Potential Partners – Business Based on Business Professions CIP (52)* | | Potential Partners – Health Services Based on Health Professions CIP (51)* | | Potential Partners – Computer & Information Services Based on Computer & Information Sciences CIP (11)* | |
|--|-----------------|---|-----------------|--|-----------------|
| Employers | Unique Postings | Employers | Unique Postings | Employers | Unique Postings |
| Capital One | 234 | Atlanticare Regional Medical Center | 303 | Capital One | 272 |
| South Jersey Industries | 86 | Capital One | 214 | Arctic Slope Regional Corporation | 41 |
| Exelon | 75 | Recovery Centers Of America | 52 | A3 Technology | 38 |
| Atlanticare Regional Medical Center | 69 | South Jersey Industries | 43 | Exelon | 32 |
| Caesars Entertainment | 69 | Walgreens Boots Alliance | 42 | South Jersey Industries | 27 |
| State Of New Jersey | 52 | AtlantiCare | 41 | General Dynamics | 25 |
| Resorts Casino Hotel | 49 | State Of New Jersey | 41 | Leidos | 22 |
| Arctic Slope Regional Corporation | 34 | Shore Medical Center | 37 | SAIC | 21 |
| Circus-Circus Hotels | 33 | Exelon | 32 | United States Department of Transportation | 16 |
| Atlantic Cape Community College | 32 | Atlantic Cape Community College | 30 | Atec Us | 15 |
| A3 Technology | 31 | A3 Technology | 29 | Atlantic Cape Community College | 15 |
| Spencer’s | 31 | Arctic Slope Regional Corporation | 26 | Crown International Consulting | 15 |
| MGM Resorts International | 30 | Caesars Entertainment | 22 | State Of New Jersey | 15 |
| Recovery Centers Of America | 30 | Leidos | 21 | Atlanticare Regional Medical Center | 14 |
| United States Department of Transportation | 29 | SAIC | 20 | Zt Systems | 14 |
| | | | | Resorts Casino Hotel | 12 |

Figure 29. Current potential partners in Atlantic County involved in business, healthcare, and computer / information technology. Source: Lightcast, Job Posting Analytics Results filtered by job postings between February 2023 and February 2024 and requiring a minimum of a Bachelor’s degree. Partners were identified by aligning occupation codes with elected CIP codes utilizing NCES’ CIP-SOC crosswalk.

4. REASSESS STOCKTON’S EXISTING REAL ESTATE PORTFOLIO

To optimize the University’s assets and identify additional cost savings, the University should review its real estate portfolio to identify additional academic and/or operational efficiencies. In alignment of the key considerations introduced at the beginning of this assessment: dedicating underclassmen resources to Galloway, and dedicating upper-division, graduate, and non-traditional student resources to AC, Stockton must reinforce its operations around these two campuses. Identifying opportunities to reallocate resources from other sites reduces the number of dispersed and isolated Stockton functions and generates new value by co-locating related uses. As a part of this exercise, the University should identify all relevant business, healthcare, and technology programs to relocate to the AC Campus to strategically advance the purpose and success of the repositioned AC Campus and optimize value across the entire system.

5. CONDUCT A MASTER PLAN FOR THE UNIVERSITY DISTRICT

To support Stockton’s ability to make informed decisions regarding AC’s long-term expansion and to advance the objectives it identifies to fulfill its duties as an anchor institution, the University should work with relevant partners to conduct a master plan for the University District. The team supporting a potential master plan should include architects and other District partners to identify individual and collective opportunities to address priorities included in Stockton’s Strategic Asset Value (SAV) criteria relating to placemaking, vibrancy, and connectivity. Objectives of the Master Plan could emphasize improving the pedestrian experience, enhancing the neighborhood’s sense of place, and informing design principles for redevelopment in the district.

Appendix

Strategic Plan Working Group Subcommittees

* *Subcommittee Chair*

Academic Programs

*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

*Michael Cagno, Exec. Director, The Noyes Museum of Art & Noyes Arts Garage
Merydawilda Colon, Assoc. Professor of Social Work
Mark Rizzo, Interim Director, Small Business Development Center

Finance & Resources

*Michael Busler, Professor of Finance & Finance Program Chair
Mariah Duffy, Assistant Director, Continuing Studies & Adult Education
Alex Marino, Director, Academic Operations, AC Campus

Student & Other Support Services

Lindsay Beddiges, Assistant Director, Event Services
Marques Johnson, Assoc. Dean of Students
*Monica Viani, Assistant Supervisor, Student Engagement & Community Development
Joseph Wozniak, AC Campus Student Representative

Additional Stockton University Participants:

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Nikki Strothers, Director, Communication & Stewardship
Samantha Whitehurst, Director, Content Strategy

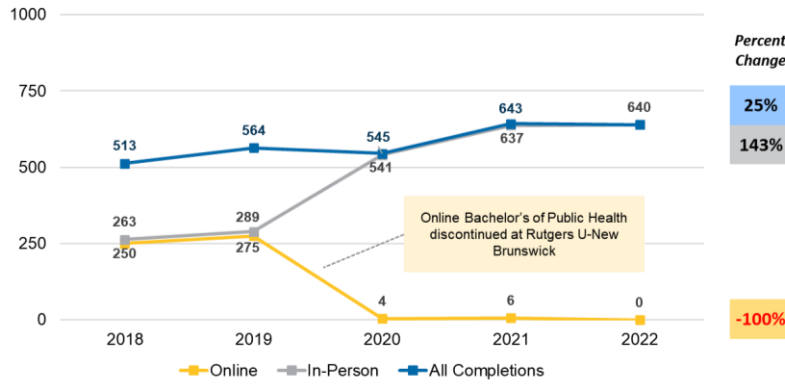
Additional External Stakeholder Participants:

Atlantic City Mayor Marty Small
DEVCO President Chris Paladino & Exec. VP Sarah Clarke
Chelsea EDC
Chelsea Neighborhood Association
Sarah Clarke, Executive Vice President, AC Development Corp. (AC DEVCO)
Ducktown Neighborhood CDC
George Goldhoff, President, Hard Rock Hotel & Casino AC & Chair, LIGHT Advisory Board
Inlet CDC
Matthew Levinson, Vice President of External Affairs & Development, Atlanticare
Lauren Moore, Executive Director, Atlantic County Economic Alliance
Max Slusher, Director, Business Development, Atlantic County Economic Alliance
Midtown CDC
Elizabeth Terenik, President, Chelsea Economic Development Corp.

Additional Accompanying Charts for Academic & Employment Demand Analysis

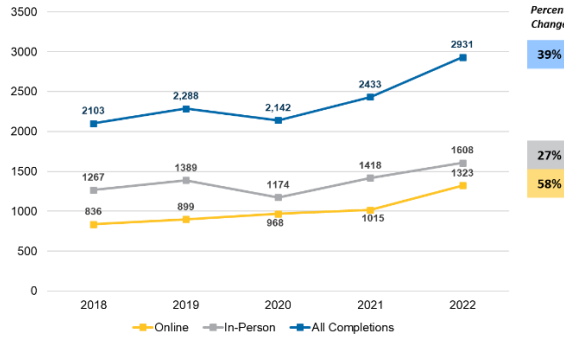
Source: NCES, IPED

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



Demand for in-person Public Health programs continues to increase. Completions include the following program award levels: Bachelor's, Postbaccalaureate certificate, Master's degree, Post-masters certificate, Doctor's degrees.

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



22 Total Institutions Within New Jersey Reporting Nursing Completions*

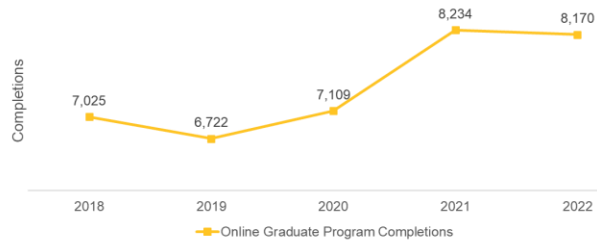
| Nursing Completions by Competitor Institution (2022) ¹ | | | | |
|---|---|--------------------|---------------------------|--------------|
| Completions Rank | Institution | Completions (2022) | Completions; YoY Growth % | Market Share |
| 1 | Rutgers University-Camden | 348 | 15.2% | 11.9% |
| 2 | 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% |

Nursing program completions in New Jersey are on the rise. Completions include the following program award levels: Bachelor's, Postbaccalaureate certificate, Master's degree, Post-masters certificate, Doctor's degrees.

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% |

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



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% |

Left: Comparison of Stockton's market share of online graduate completions as compared with other New Jersey institutions. Right: Graduate program completions in New Jersey continue to increase.

ENDNOTES & REFERENCES

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- ⁱⁱ Stockton University: stockton.edu/president/documents/president-kesselman-retrospective.pdf; stockton.edu/news/2020/stockton-purchase-parking-lot-rothenberg.html
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“Stockton University plans to purchase former Atlantic City law office,” *Press of Atlantic City* May 2016 pressofatlanticcity.com/education/stockton-university-plans-to-purchase-former-atlantic-city-law-office/article_843a7c52-12cd-11e6-8dbd-7b06f583b2cb.html
“Stockton University returns Carnegie Center to Atlantic City & more Atlantic County news.” *The Daily Journal*
- ⁱⁱⁱ Additional plans provided by Stockton University
- ^{iv} Available at docs.house.gov/meetings/II/II06/20190916/109922/HHRG-116-II06-Wstate-StraubP-20190916-SD001.pdf
- ^v Available at stockton.edu/facilities-construction/documents/master-plan-2020.pdf
- ^{vi} Available at stockton.edu/academic-affairs/task-force/documents/presidential-school-of-business-task-force-report.pdf
- ^{vii} Undergraduate Headcount and FTE, 2007-08 through 2023-24 Academic Years, stockton.edu/institutional-research/headcount.html
- ^{viii} Stockton University Office of Institutional Research stockton.edu/institutional-research/headcount.html
- ^{ix} Stockton University Office of Institutional Research stockton.edu/institutional-research/enrollment.html
- ^x Specific federal grant programs include:
- 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
- Source: ed.gov
- ^{xi} Based on demographic data provided by the University for Fall 2021, Fall 2022, and Fall 2023.
- ^{xii} Knocking at the College Door – WICHE, US Census Bureau and NJ DOE
- ^{xiii} Kiger, Patrick. “Satellite Campuses Expand Footprint for Universities into Urban Downtowns.” *Urban Land*. Sept. 2023 <https://urbanland.uli.org/economy-markets-trends/satellite-campuses-expand-footprint-for-universities-into-urban-downtowns>
- ^{xiv} See Appendix for accompanying graphic.
- ^{xv} See Appendix for accompanying graphic.
- ^{xvi} The Certified Alcohol and Drug Counselor (“CADC”) certification and the Licensed Clinical Alcohol and Drug Counselor (“LCADC”) license are both granted by the New Jersey Department of Law and Public Safety, Division of Consumer Affairs, State Board of Marriage and Family Therapy Examiners’ Alcohol and Drug Counselor Committee (the Committee) to alcohol and drug counselors in the State of New Jersey.
- ^{xvii} Lightcast, Program Analytics, IPEDS
- ^{xviii} See Appendix for accompanying graphic.
- ^{xix} “Atlantic City sponsors free small-business training course for residents,” *The Press of Atlantic City* June 2021 aceanj.com/wp-content/uploads/2021/06/small-business-training.pdf
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