



# SELF-STUDY REPORT

**ROWAN UNIVERSITY**

**GLASSBORO, NEW JERSEY**

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President

Prepared for the Middle States  
Commission on Higher Education

Most recent decennial evaluation team visit:  
March 29 – April 1, 2009

A Visionary Mission for Student Learning, Research Excellence, and Service		
Rowan University will become a new model for higher education by being inclusive, agile, and responsive, offering diverse scholarly and creative educational experiences, pathways, environments, and services to meet the needs of all students; maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.		
Strategic Pillars		
<b>Access</b> We are committed to expanding quality educational opportunities for students by increasing our enrollment capacity; supporting student success; utilizing an increasing array of pedagogies and platforms; and creating new pathways to undergraduate, graduate, post-graduate, and professional studies.	<b>Affordability</b> We are committed to keeping education affordable by managing costs; diversifying our revenue streams; reducing student debt; limiting tuition increases to the rate of inflation as measured by the consumer price index; and enhancing internship and employment opportunities for our students and graduates.	
<b>Quality</b> We are committed to providing rigorous, experiential, and engaging educational experiences; support for scholarly, creative, and research activities; a vibrant and healthy campus life; a rich intellectual, cultural, and artistic environment; and a safe, supportive, and inclusive culture that respects and values the diversity of all of its members.	<b>Economic Engine</b> We are committed to benefiting our local and state communities by making every effort to partner with and invest in regional businesses and organizations that contribute in meaningful ways to furthering our mission; preparing an educated citizenry and skilled workforce; enhancing the health of our citizens and the quality of life; and developing innovative products, services, and ideas.	
Strategic Domains		Institutional Goals
Undergraduate Core  Research, Medicine and Health Sciences, Health Care, Research-Based Graduate Programs  Adult and Continuing Education, Workforce Development, Professional Graduate Programs		Provide multiple pathways to higher education credentials for students with different needs.  Commit to success for all learners.  Build human, infrastructure, and resource capacity.  Engage in innovative discovery, invention, and application of knowledge.  Create and develop competitive advantages.
Operational Values		
Student-centeredness • Inclusivity • Engagement • Entrepreneurship Transparency • Accountability • Teamwork • Resilience		
Catalyzing Goals	Progress (FY 2017)	Projections (FY 2022)
25,000 students \$ 1 billion operating budget \$ 100 million in sponsored projects \$ 500 million endowment	17,355 students \$ 488 million operating budget \$ 14 million in annual expenses avoided by use of Public-Private Partnerships \$ 34 million in sponsored projects \$ 206 million endowment	19,900 students \$ 580 million operating budget \$ 30 million in annual expenses avoided by use of Public-Private Partnerships \$ 45 million in sponsored projects \$ 255 million endowment
Key Performance Indicators		
Full-time first-year applications Underrepresented students enrollment Regular-admit SAT scores Retention rate from first to second year Graduation rate	Instructional and academic budget Proportion of full-time faculty Percentage tuition increase Institutional scholarships and waivers New gifts and pledges	Building inventory in gross sq ft Research operating budget Invention disclosures and patents Rowan Global returns Economic impact

### Preface to the Self-Study

During the era of our last decennial review, it was common for institutions to be advised that, although accreditation events were a periodic window on assessment and improvement processes, this should in no way be taken to mean that these activities were episodic. This now seems a quaint notion. The two-year period of self-study and the ten-year cycle of progress (now eight) no longer realistically align to the pace of higher education. Institutions now find themselves engaged in “real-time” self-study, in a state of constant vigilance and constant adjustment as we face the rapidly developing challenges of the current historical moment:

- Admissions constrained and shaped by shifting demographics and increasing diversity
- Estimates that at least 50% of jobs of the future will not come from existing degrees
- Unsatisfactory outcomes for the estimated 50% of adults who earned some college credit but did not earn a degree
- Uncertainty about the future of higher education credentials when return on investment is an imperative
- Fears that defaults on student loan debt will precipitate a large-scale economic crisis
- The rise of mega-universities and their potential to become an Amazon-like disruptor
- Declining trust in higher education institutions

These issues, taken together, further suggest that the changes surrounding higher education are not only accelerating, but are also, like climate change, irrevocably altering the environment in ways that threaten our ability to adapt and survive.

Our Self-Study Report bears the traces of our navigation of this landscape and this time horizon. The scope of the Self-Study is approximately five years, since 2013, a watershed year for Rowan University. We also refer to our last decennial review in 2009 and to other milestones, including the 1969 Self-Study. Our One-Page Strategic Plan originated in 2013 and envisions a trajectory of ten years, to what will be the centennial of the University in 2023. At the five-year mark, we are exceeding our projections. The recommendations that emerged during the Self-Study fall into three categories:

- Immediate or ongoing recommendations for continuous improvement, which are listed at the end of each major chapter
- Longer term strategic issues, which are discussed in Conclusions and Recommendations for Innovation and Improvement
- Urgent strategic priorities, which were identified and have already been executed during the course of the Self-Study, including construction of a new academic building, investment in leadership and infrastructure in three new divisions, and significant investments in research, faculty hiring, and academic program development, with two major announcements occurring during the first week of the Spring 2018 semester

We have also felt the tensions of the accreditation enterprise and its dual functions, as explored in Susan Phillips and Kevin Kinser’s *Accreditation on the Edge: Challenging Quality*

## Rowan University Self-Study 2019

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*Assurance in Higher Education* (2018). We have composed, in effect, a self-study with two distinct parts: one that is oriented to compliance and one that is oriented to mission. We have provided cross-referencing that we hope will facilitate connections between these two accreditation functions. The Evidence Inventory is organized by standard and criterion, and many documents have short descriptions to guide review. The narrative of the Self-Study Report also refers to Evidence Inventory documents in context. It is our firm belief that the diversity and autonomy of higher education institutions is and should be sustained by the peer-review process of accreditation and its focus on mission.

### Abbreviations and Usage

Abbreviations have been spelled out at first use but many of them are part of our institutional vernacular and may appear frequently.

AMS	Assessment Management System
CMSRU	Cooper Medical School of Rowan University
RowanSOM	Rowan University School of Osteopathic Medicine
GSBS	Graduate School of Biomedical Sciences
RCBC	Rowan College at Burlington County
RCGC	Rowan College at Gloucester County
Rowan Global	Division of Global Learning & Partnerships
SEM	Strategic Enrollment Management
HR	Human Resources
IRT	Information Resources & Technology
P3	Public-Private Partnership
“eds and meds”	Synergistic proximity of educational and medical programs/services
“3+1”	Articulation agreement in which the third year of a program curriculum is delivered by a Rowan College partner
“2+2”	Articulation agreement in which the associate’s degree program has been aligned to the first two years of the bachelor’s degree program
“4+1,” “3+3,” “3+4”	Accelerated dual degrees in which a portion of the advanced degree is counted toward the requirements of the bachelor’s degree

We have preferentially used the full name “Rowan University” to distinguish the University from the Rowan Colleges. Occasionally, “Rowan” is used alone, in which case it always refers to Rowan University.

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## Institutional Profile

Rowan University is a Carnegie Doctoral University: High Research Activity (R2), as of December 2018, and one of three comprehensive public state research universities in New Jersey, as of July 2013. Its main campus is located in Glassboro, 20 miles southeast of Philadelphia, with additional campuses in Camden and Stratford. The University comprises the following College and Schools:

- William G. Rohrer College of Business
- College of Communication & Creative Arts
- College of Education
- Henry M. Rowan College of Engineering
- College of Humanities & Social Sciences
- College of Performing Arts
- College of Science & Mathematics
- School of Earth & Environment
- School of Health Professions
- The Honors College
- Cooper Medical School of Rowan University (Camden)
- Rowan University School of Osteopathic Medicine (Stratford)
- Graduate School of Biomedical Sciences (Stratford)

The University offers online education, adult and continuing education, and professional graduate programs through its Division of Global Learning and Partnerships. Rowan University is one of two public universities in the country to offer both doctor of medicine (MD) and doctor of osteopathic medicine (DO) degree programs. The institution is also home to the South Jersey Technology Park, a business and research incubator. In addition to its two medical degree programs, the University's academic offerings at the start of the 2018-2019 academic year include 77 bachelor's degree programs, 44 master's degree programs, and 6 doctoral degree programs. Fall 2018 enrollment includes approximately 16,000 undergraduate, 2200 graduate, and 1100 medical students.

In contrast, at the time of its last Self-Study in 2009, Rowan University had six colleges, a graduate school, and a newly formed college of professional and continuing education, enrolled 9665 undergraduate students and 1341 graduate students, and operated one other campus.

Since the 2009 Self-Study, Rowan University has enhanced infrastructure and leadership in several key areas that directly support accreditation-relevant processes, many as a result of recommendations from that review:

- An Office of Institutional Effectiveness, Research, and Planning (IERP) was established in 2009 to oversee the development of a standardized reporting process for learning outcomes assessment. Initially led by an Associate Provost, IERP became part of an expanded Division of Information Resources and Technology. In 2015, a Director of

Assessment was hired within IERP. In 2017, oversight of the learning outcomes and institutional effectiveness assessment process and supporting resources moved to the Division of Academic Affairs, reporting directly to the Vice President for Academic Affairs, who also serves as MSCHE Accreditation Liaison Officer.

- To combine related, complementary functions and enhance collaboration, IERP and Enterprise Information Systems were reorganized to form the Office of Analytics, Systems, and Applications (ASA). Under the leadership of the CIO and Senior Vice President for Information, Resources, & Technology and reporting to an Associate Vice President, ASA is an innovative combination of information systems development and maintenance, security and workflow administration, database administration, training services, business intelligence analytics, and reporting analytics. These capabilities vastly increase the University's capacity to make data-driven decisions. The University's investment in highly skilled business analytics personnel and sophisticated systems reflects our awareness of the growing complexity and consequence of our operations.
- An Associate Provost for Strategic Enrollment Management (SEM) was hired in 2009. SEM evolved quickly into a division under the leadership of a Vice President with responsibility for admissions and financial aid. SEM is now an expanded Division of Student Affairs led by a Senior Vice President, including Student Life, Student Recruitment, Enrollment & Student Success, and Career Management, along with an array of services and programs supporting our diverse student populations through the entire student life cycle. SEM partners closely with ASA to utilize predictive analytics to inform a range of strategic priorities addressing student success.
- Offices of Compliance, Research Compliance, and Risk Management, along with an Office of General Counsel, were expanded or established beginning in 2012. An Associate Director of Financial Aid Compliance was hired in 2015 to improve organizational efficacy and ensure compliance with federal and state regulations in response to audit findings. In 2018, Human Resources (HR) transitioned from an office led by a Director to a division led by a Vice President. Significant attention has been given to strengthening the business operations and strategic orientation of HR.

Rowan University has also benefited from robust practices of shared governance and change management. The President and Provost meet monthly with the leadership of the University Senate and the faculty and staff union, the American Federation of Teachers (AFT), and have strong collaborative relationships. University Senate Committees parallel many core functions of the administration (for example, Academic Policies & Procedures, Campus Aesthetics & Environmental Concerns, Curriculum, Diversity, Tenure & Recontracting, and University Budget & Planning) and have a constitutive role in these functions. The central administration has been largely stable for several years and many key leaders have come from the faculty or other previous roles in the institution, lending a sense of continuity and credibility.

Rowan University has embraced the charge to increase higher education capacity in southern New Jersey in order to address the socioeconomic disparities that are a result of the area's depressed proportion of adults with higher education credentials. This is a challenge given



that the traditional residential undergraduate student enrollment has increased rapidly and will soon exceed the physical capacity of the main campus. To increase access, promote affordability, maintain quality, and enhance the workforce, Rowan University has embarked on several expansions and partnerships at new Additional Locations. The University has established close partnerships with two county colleges in the region, the former Gloucester County College, now Rowan College at Gloucester County, and the former Burlington County College, now Rowan College at Burlington County. We are expanding and diversifying offerings at our Rowan at Camden campus, offering four-year degree completion programs on the campuses of our Rowan College partners, aligning course content to reduce the need for remedial or transition courses, making courses and programs available in a variety of formats and locations, and offering master's degrees at corporate sites. These partners also host our signature "3+1" degree programs in which third-year students pay Rowan College tuition and take junior-level courses in selected Rowan University majors that are taught by Rowan College faculty at the remote locations. The fourth year is also completed at the Rowan College location or online with courses delivered by Rowan University faculty. The University has continued to expand and diversify undergraduate offerings on the main campus to provide flexible options for our traditional residential and transfer students. We have also grown our research and technology commercialization infrastructure, enhanced the research capacity of our faculty across the disciplines, and developed new PhD programs in engineering, education, and psychology.

Paralleling this growth and expansion, Rowan University has matured in its strategic consciousness and accountability. In 2013, under the leadership of President Ali A. Houshmand, the University adopted the four strategic pillars of Access, Affordability, Quality, and Economic Engine and committed to a set of ten-year targets for enrollment, the operating budget, sponsored funding, and the endowment. Initially termed Big Hairy Audacious Goals (BHAGs), these targets are now called Catalyzing Goals and serve as beacons to retain the aspirational spirit that compels the transformation of strategies and operations embodied by BHAGs.

In 2017, the University developed and approved a new mission statement centered on a vision of the institution as Inclusive, Agile, and Responsive. Five institutional goals linked to this mission and aligned to the pillars were articulated and three strategic domains were defined. This framework forms a comprehensive map of institutional priorities that facilitates decisions, actions, and assessment. The five institutional goals are generative and open-ended, setting a trajectory of continuous improvement and innovation. Beginning as Glassboro Normal School, becoming Glassboro State College, and culminating in the Rowan University era, it is evident that we have continually strived to be Inclusive, Agile, and Responsive through change.

Organizational charts, key institutional data, and an overview of Rowan University's Additional Locations are included as [Appendices](#).

## Fifty Years of Transformation

Over the last fifty years, the evolution from Glassboro State College to Rowan University has been captured in Self-Study and Periodic Review processes and findings.

<b>1969 Self-Study</b> <ul style="list-style-type: none"> <li>Expansion of the teacher preparation colleges for the purpose of providing higher education in the liberal arts and sciences and various professional areas</li> <li>Open admissions limited only by budget and space</li> <li>Establishment of the first majors</li> </ul>	<p>As a future-oriented institution, Glassboro State College will focus on the future needs and possibilities of the society it serves.</p>
<b>1989 Self-Study</b> <ul style="list-style-type: none"> <li>Fiscal autonomy for the State colleges</li> <li>Diversity initiatives</li> <li>State grants to liberalize professional education</li> </ul>	<p>Chapter 3 covers significant areas of change on campus: the transition to autonomy; working towards diversity; academic excellence; faculty development; academic support; regional mission; recent administrative initiatives; and resource development.</p>
<b>1994 Periodic Review Report: <i>From Renewal to Transformation</i></b> <ul style="list-style-type: none"> <li>\$100 million gift from Henry and Betty Rowan</li> </ul>	<p>Rowan College of New Jersey is engaging in an exciting time of renewal and transformation as a responsive learning community. . . . Students, faculty, support staff—all are responding proactively to the stunning changes the Rowan [gift] has brought to the campus.</p>
<b>1999 Self-Study</b> <ul style="list-style-type: none"> <li>University status</li> <li>Opening of the College of Engineering</li> <li>Technology in the classroom</li> <li>World Wide Web</li> </ul>	<p>Rowan University is different since the last Middle States review. As we look back at what has been achieved in the last ten years, we are struck by the enormity of it all.</p>
<b>2004 Periodic Review Report: <i>The Transformation Continues</i></b> <ul style="list-style-type: none"> <li>Acquisition of West Campus</li> <li>Establishment of South Jersey Technology Park</li> <li>Commencement of Borough of Glassboro Revitalization and Rowan Boulevard</li> </ul>	<p>One of the greatest challenges we face is helping all members of our community as we reach new understandings of the value and necessity of change and how it occurs in a productive manner. . . . Although faced with challenges, Rowan University is armed with commitment and expertise and is poised to sustain the continuing transformation that will strengthen our position as a model learning community and top-ranked regional university.</p>
<b>2009 Self-Study: <i>Enacting Change</i></b> <ul style="list-style-type: none"> <li>Adjusted load to support research, scholarship and creative activity</li> <li>Establishment of the College of Professional and Continuing Education</li> </ul>	<p>Change is no longer an event that the campus needs to live with until things can get back to normal. Change is the way of life in the 21<sup>st</sup> century and successful institutions of higher education like Rowan University embrace change. . . . Along the way, we have learned to view the phenomenon of change differently.</p>
<b>2014 Periodic Review Report</b> <ul style="list-style-type: none"> <li>Establishment of CMSRU</li> <li>Integration of RowanSOM and GSBS</li> <li>Partnership to rename Gloucester County College as Rowan College at Gloucester County</li> <li>State designation as a public research institution</li> </ul>	<p>Although all institutions of higher education now face regular disruption and change, it is hard to imagine a less typical context for the mid-point report than that of Rowan University.</p>

### Description of the Self-Study Process

The Mission Statement of the Middle States Commission on Higher Education (MSCHE) states that the “accreditation process ensures institutional accountability, self-appraisal, improvement, and innovation through peer review and the rigorous application of standards within the context of institutional mission.” To accomplish this range of objectives, MSCHE requires institutions to participate in an extensive preparation and planning stage and obtain approval of a comprehensive design document before commencing their self-study. The self-study design must be robust yet flexible to permit the institution to fully engage in the multiple dimensions of the self-study and accreditation processes. The self-study is simultaneously a self-audit and a self-reflection, dual yet distinct purposes that have each become increasingly complex within the rapidly changing higher education landscape.

In recognition of the diversity of the institutions it serves, MSCHE allows institutions considerable latitude in the design of the self-study, including the outcomes, the methodology, and the report itself. Institutions are invited to design a self-study process that is not only appropriate to the institution’s mission, goals, values, and culture, but also appropriate to the institution's level of organizational competence and transparency. Ultimately, the self-study process must be appropriate to the institution’s experience with and execution of the practices of self-audit and self-reflection. The extent to which the self-study must discover or generate any of these elements depends on the institution’s historical moment, its leadership, its infrastructure, its operations, and its community of students, faculty, and stakeholders. Ten years ago, Rowan University conducted a self-study designed to probe and reinvigorate our organizational competence and transparency. We had realized that we lacked systems of assessment and analysis. We had reached what we termed “the next level,” but we were uncertain of how to intentionally measure, characterize, or execute what would or should come next. We had a strategic plan but we did not have strategies. The 2009 Self-Study was therefore a project of consciousness-raising about institutional effectiveness, learning outcomes assessment, and engagement with institutional purpose under conditions of constant and unpredictable change. The Self-Study was a campaign, a happening, and a hiatus: it was conducted outside of and beyond the usual operations of the University by committees formed specifically for the Self-Study who created activities specifically for the Self-Study and produced reports specifically for the Self-Study. This was entirely appropriate for Rowan University in 2009 and is a valid and valuable methodology of self-study for many institutions.

For our 2019 Self-Study, we have chosen a different approach. We have advanced in our organizational competence and transparency such that it was not necessary to create auxiliary practices of self-audit and self-reflection. We therefore proposed a self-study embedded as much as possible in existing functions and operational groups. In contrast to the self-study as a pause in normal operations, we conducted the Self-Study in real time. Or, to put it another way, our normal operations constitute an ongoing self-study involving continuous self-audit and self-reflection: accreditation requirements and standards are the Standard Operating Procedures for an institution of higher education. We designed our Self-Study to capture those

operations and practices and to demonstrate how we have infused compliance with the accreditation standards and requirements into our goals and initiatives. We also proposed two “internal standards” to further articulate what we see as our purpose within higher education.

We therefore organized the Self-Study process and report based on our five institutional goals rather than following the more traditional organization based on the seven standards. Each goal has component areas that were assigned as topics to Working Groups. The key questions for research and analysis for all working groups, with variations as appropriate, were:

- How does the leadership and administrative structure facilitate effective management of the component area?
- By what mechanisms are priorities identified and objectives defined?
- What strategies are being used to achieve these objectives?
- How has the success of these strategies been evaluated?
- What signature initiatives in support of the mission have been launched or achieved in this area and why is their impact important?
- What assessments have been conducted in this area and how were the results used?
- What challenges or threats may be faced in this area over the next five years and how are they being monitored?
- What areas for improvement and innovation have been identified?

Working Groups were asked to conduct a preliminary assessment of their component area, defining the status of the topic in terms of the level of development, clarity, and/or execution and delineating the scope of the approach to the topic for purposes of the Self-Study. From this, they were to determine the Working Group’s methodology and identify evidence to be gathered and analyzed. Subsequent reports refined this methodology as needed and presented findings and next steps or recommendations.

Assessments focused on analysis of information and data in terms of alignment to the strategic pillars, initiation and implementation of initiatives to advance institutional goals, and progress toward achievement of strategic targets. In addition to direct work conducted by Working Groups, several embedded sources of analysis were utilized. Key performance indicators are continually reported, shared, and discussed with executive, administrative, and academic leaders in forums that include the President’s Cabinet meetings and Leadership Breakfasts with all managerial employees and academic department chairs. An annual Strategic Planning Summit in August focuses on emerging challenges and opportunities and identifies the tactical areas in which responses will be developed. As is the case across the higher education landscape, this involves both external environment scans and internal climate and capacity scans. Twice a year, the President and leaders of key initiatives provide an update to the University community at a University Assembled event. The update includes enrollment figures, progress on facilities projects, and academic initiatives.

The methodology employed by the chairs of the Working Groups varied in accordance with the status of the topic. Topics lacking clarity involved more active discovery and construction by the Working Group throughout the process; topics having greater clarity utilized a “flipped”

structure of review and input by the Working Group toward the end of the process. The overall strategy of the Self-Study was to concentrate the efforts of the University community at large on review and input into the recommendations for improvement and innovation. As anticipated, it was neither feasible nor advantageous for the entire Steering Committee to work in a face-to-face fashion. The ALO and Core Committee communicated and provided updates to members of the Steering Committee via email and met face-to-face with key overlapping groups regularly. Through regular communication with component groups and individuals, the ALO and Core Committee worked asynchronously with the Steering Committee to fulfill its structural role in the conduct of the Self-Study. Additional Consulting Committees primarily served as dissemination and input channels.

During the concluding phase of the Self-Study, the Communication Plan has provided another venue for discussion and input. Led by a faculty member and team of students from the Public Relations program, the Communication Plan is a strategic communication campaign designed to create meaningful roles in the process for the University community at large. As part of the Communication Plan, the Core Committee solicited feedback from the University Community via roundtables, an anonymous electronic form, and a targeted email request. All comments and suggestions have been compiled and saved. Where possible, this feedback was incorporated into the final Self-Study Report. It will otherwise be forwarded to the appropriate offices or entities for follow up.

### Overview of Compliance with Standards for Accreditation

As discussed in Description of the Self-Study Process and [Mission and Goals](#), we designed the Self-Study as an assessment of our mission and goals and their key component areas in order to focus on institutional strategy. Here, we provide an overview to document and highlight evidence in support of the Standards for Accreditation, demonstrating our ongoing commitment to compliance in furtherance of our mission and goals. As we mapped our mission and institutional goals to the seven standards, we realized that two of our five goals were not fully accounted for. To demonstrate the ways in which these goals drive institutional strategy, operations, and investments, we proposed two internal standards.

#### **Standard I - Mission and Goals**

*The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.*

The concept of mission in higher education is a bedrock feature, but a bedrock that exhibits multiple layers. Institutions maintain and fulfill several missions simultaneously, including, among others, a historic mission, a chartered or legislated mission, a self-declared mission, and a lived mission. In a sense, mission is, fundamentally, the institution's identity and its narrative. However, in this historical moment, the alignment of these layers of mission has become increasingly complex. An institution's narrative can become fragmented or conflicted as historical, political, social, and other external factors exert pressures on its identity. Rowan University's new mission statement, adopted in June 2017, creates a space in which to mediate these alignment challenges. Framed as "[A Visionary Mission for Student Learning, Research Excellence, and Service](#)," the mission statement articulates a coherent identity and narrative yet accommodates transformational change and evolution. Like our four strategic pillars of access, affordability, quality, and economic development, the key words of the mission statement—inclusive, agile, and responsive—resonate across the University's academic and operational areas and cultivate a shared commitment to our mission even as our identity and narrative are subject to destabilizing forces. The opening phrase of the mission statement, "Rowan University will become a new model for higher education," evokes the idea of mission as the determination of institutional destiny. In an era when the historical identities and narratives of higher education are contested, institutions must chart and control their own destiny through strategy. To that end, Rowan University's mission statement articulates a framework to enable active and ongoing construction of this destiny, which is further discussed in [Mission and Goals](#).

The mission statement was composed by a [Task Force](#) of selected administrative, faculty, staff, and student leaders who were charged to "work as a team to analyze and reflect on source documents [mission statements of the colleges, schools, and divisions; strategic planning documents and reports; President's reports and presentations; statutory and legislative language; and other key documents] and compose language that reflects the commitments of



the University.” The mission statement was reviewed by the President and Cabinets, the Deans Council, the Strategic Priorities Council, and the University Senate, and approved by a [resolution of the Rowan University Board of Trustees](#).

### **Standard II - Ethics and Integrity**

*Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.*

Rowan University maintains compliance with federal, civil rights, privacy and information security, international, environmental, and financial regulations through an array of offices with responsibility for policies, procedures, and reporting. The University has an Ethics Liaison Officer and a General Counsel, and offices of Compliance and Audit, Research Compliance, and Risk Management. A comprehensive online policy portal and standard format for policies have been created and are maintained by the Chief Audit, Compliance and Privacy Officer. Human Resources separately maintains policies regarding hiring and workplace environment compliance, including those overseen by the Office of Equity and Diversity. These policies have been effectively managed by this department, which has now been restructured as a division and will expand the scope of its role in institutional ethics and integrity. The University is actively assessing its management of compliance efforts and evaluating strategies to further strengthen oversight as discussed in [Compliance](#). Rowan University is also highly sensitive to its ethical obligation to students regarding access, affordability, and quality, three of our four strategic pillars. We have [analyzed financial aid and student debt data](#), with particular attention to the relationship of student debt to wage growth and the point at which debt load exceeds students’ ability to recover economically. Several initiatives to promote student retention and success and support timely completion are discussed in [Undergraduate Core](#) and [Student Services](#).

### **Standard III - Design and Delivery of the Student Learning Experience**

*An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.*

All Rowan University courses and credentials are [developed and approved](#) through the [University Senate Curriculum Process](#) (with the exception of the medical degrees and programs exclusive to the medical schools) under the purview of the Provost/Senior Vice President for Academic Affairs. Departments must request preliminary authorization to begin development of a new degree program via a [white paper \(sample\)](#) presented to the Board of Trustees Academic Affairs Committee in consultation with the Dean, Provost, and other supporting divisions and offices. In addition to department, college, University Senate, and Provost review and approval, new degree programs also require final approval of the Board of

Trustees, review by the State-level [Academic Issues Committee](#), and final approval by the [New Jersey Presidents' Council](#). The State-level process requires review by an external consultant. Certificates and other sub-degree program options are subject to the same review process with the exception of the Board of Trustees and State-level reviews and approval. The respective Committees are notified of these program options. Academic program development is discussed in [Undergraduate Core](#), [Enhanced Learning Opportunities](#), [Professional Graduate Programs](#), and [Research-Based Graduate Programs](#).

### **Standard IV - Support of the Student Experience**

*Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.*

Rowan University maintains a rich array of [Student Life](#) programs on campus, including new student orientation and onboarding, leadership development, civic involvement, residential learning, and diversity and inclusion initiatives. [Health & Wellness](#) provides student health services through a Wellness Center that also includes Emergency Medical Services, Counseling & Psychological Services, and Healthy Campus Initiatives. Significant investments in professional counseling staff have been made to meet the increasing needs of students for mental health care. These services are part of a comprehensive system of support for all phases and aspects of the student life cycle. In addition to Student Life and the Wellness Center, the Division of Student Affairs houses Strategic Enrollment Management, including Admissions and Financial Aid, and Student Success, including the University Advising Center, the Academic Success Center, Disability Resources, Veterans Affairs, Career Advancement, First-Year Programs, and [Transfer Student Services](#). Significant investments in professional advising staff and enhancement of retention and completion initiatives have measurably improved student success outcomes, as discussed in [Student Services](#).

### **Standard V - Educational Effectiveness Assessment**

*Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

#### **■ Learning Outcomes Assessment**

Rowan University conducts learning outcomes assessment across three main areas: academic programs, Rowan Core (general education), and 300-level courses that are part of our 3+1 programs with our Rowan College partners. While the assessment strategies employed are different, they are designed to be an integrated process where results of assessment in one area of the curriculum can inform improvements in other areas.



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### *ASSESSMENT OF ACADEMIC PROGRAMS*

Our [2014 Periodic Review Report](#) provided an update on our successful implementation of a centrally administered, uniform learning outcomes assessment reporting process. At that time, the process was overseen by the Office of Institutional Research & Planning (IERP). In 2014, the University hired a Director of Assessment to specifically guide academic departments in further developing and implementing their assessment processes as IERP did not have the capacity to provide this level of support. Although the faculty lead assessment, a dedicated consultant with specialized expertise was needed. In addition to supporting faculty, the Director was also charged with identifying and implementing an assessment management system to replace the cumbersome Microsoft Word document process. Being located in IERP also enabled the Director to collaborate with the emerging business analytics team and assist faculty with the use of data visualization. In 2016, the Director of Assessment was relocated from IERP to the Office of Academic Affairs, as discussed in our 2016 Progress Report. This organizational structure better reflects the role of learning outcomes assessment in academic program design and empowers the Director of Assessment to evaluate assessment processes in terms of effectiveness rather than just compliance.

Rowan University has faced the same common challenges that are seen across higher education. Assessment coordinators reported that program faculty were “just checking a box,” the data they were collecting were not useful, and the assessment framework was overly focused on form rather than function. At the same time, initial evaluations of assessment practices as represented by past reports revealed several weaknesses as shown in the table below.

Prevalence	Measurement Issue
Very high	Imprecise measure, such as grades, to assess an outcome
Very high	Measure of same outcomes every year (without measuring others)
Very high	Participation as the sole measure of learning
High	Inadequate measure of outcome and/or target
Moderate	No measure of quality
Moderate	Use of academic requirements as evidence of learning outcomes
Moderate	Targets consistently achieved each year
Moderate	Targets either not set or observed quality not reported correctly

In addition to the issues detailed above, many programs had problems with their goal and outcome language, so this became an immediate focus. However, although improvements were seen in the quality of learning goals and learning outcomes statements, overall faculty investment in the process did not seem to improve. In response, rather than requiring that all programs employ best practices in assessment language, the Director chose to prioritize helping programs develop assessment methods that will result in meaningful, useful data. The rationale was that the importance of getting meaningful data to inform pedagogical and curricular decisions was paramount. There are many instances where this strategy has proven

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effective. As programs are coming to value the assessment process, they are revising their goals and outcomes to better align with what they truly want for their students. In doing so, they are improving the language they use. In the years following the comprehensive review of past reports, programs have gradually improved their assessment practices. As illustrated in the table below, many programs have been using more valid measures of student learning than they were in 2015. Even while programs are adding many more measures, some of which have weaknesses, the trends are going in the right direction.

Metric	2014-15	2015-16	2016-17	2017-18
Inadequate Program goal language	30%	0%	0%	0%
Inadequate Student learning goal language	28%	0%	0%	0%
Inadequate Student learning outcome language	30%	0%	1%	3%
Imprecise measure	51%	36%	23%	19%
Participation as measure	38%	21%	7%	2%
Inadequate measure of outcome and/or target	17%	25%	7%	2%
No measure of quality	11%	6%	1%	0%
Measuring requirements as outcomes	11%	11%	7%	0%
Assessed same outcomes every year (without measuring others)	51%	4%	9%	2%
Targets consistently achieved	9%	2%	15%	3%
Targets either not set or observed quality not reported correctly	9%	4%	17%	12%

Programs receive an annual report of their assessment practices metrics as well as more specific feedback on their annual report. The [2017](#) and [2018](#) feedback reports are in the document repository, as is a [heat map detailing the metrics](#). Now that more programs are collecting reliable learning outcome data, there has been a focus on taking action to improve student learning outcomes. That said, many programs still need to better incorporate their assessment work with their curricular and pedagogical decisions.

Compliance is an ongoing challenge. In Spring 2017, 72 undergraduate programs were required to submit annual assessment reports; 60 (83%) complied with this requirement. This is an increase from an average of 70% in 2013 and 2014. In 2018, when 74 undergraduate programs were required to submit assessment reports, there was a marked reduction, with only 65% doing so. As of the writing of this report, we anticipate that additional submissions will bring the percent up to 72%. We speculate that the implementation of Rowan Core may have affected the number of programs that submitted assessment reports, as much faculty and staff time were devoted to this effort. There have also been departmental leadership changes that prompted programs to revise their goals and outcomes. The seven programs that revised their goals and outcomes in 2017 – 2018 but did not report assessment of student learning were noted as non-submissions. Now that Rowan Core and departmental leadership have stabilized, the University will renew its efforts to bring all undergraduate degree and master's programs into compliance.

In 2016, the University acquired an assessment management system (AMS), Nuventive TracDat

(now Nuventive Improve). Report submission through the AMS was optional in 2016; in 2017, it became a requirement for all undergraduate programs. In 2018, the University began requiring that all master's programs submit annual assessment reports. The [annual assessment reports](#) that each college submitted since 2012 are available to all faculty and staff.

### *ROWAN CORE (GENERAL EDUCATION) ASSESSMENT*

As discussed in Undergraduate Core, Rowan University has implemented a new general education curriculum, the Rowan Core, after a number of years of development and refinement of the model. Paralleling that process, a task force led an assessment initiative based on the Rowan Core outcomes as applied to the existing general education curriculum. The purpose of this initiative was to pilot an assessment methodology and to perform a preliminary assessment of candidate courses that could transition to the new curriculum and anchor it while new courses were under development. The assessment tool was modeled on a tool that was built for assessment of student learning outcomes to meet expectations for National Council Accreditation of Teacher Education (NCATE) accreditation. From the complex set of goals and outcomes developed to inform design of the curriculum, the task force extracted a set of six essential outcomes from each of the six literacies. These outcomes were used to build a reporting function in the Banner student information system that allowed faculty to rate individual students on achievement of learning outcomes at the same time as they entered grades. The task force focused on general education courses that were heavily subscribed by undergraduates and that taught subjects related to one or more of the six literacies. A rubric was devised to rate references in course syllabi to the 36 essential learning outcomes based on a three point scale to gain a rough measure of level of competency achieved in the course (explicit, implicit, or not evident). Students were scored on a four-point scale of 1) undeveloped; 2) developing; 3) competent; and 4) masterful. The results of this assessment initiative were reported in the [Periodic Review Report](#). This assessment was conducted in only one semester.

Our [2016 Progress Report](#) provided an update on both the curricular development and the piloted assessment methodology. The analysis we reported took seriously the prolonged struggle to overcome the barriers and challenges to establishing a general education curriculum that “represent[s] a coherent foundation for the Rowan curriculum.” At that time, we offered a set of data visualization tools (pages 6 – 13 of 2016 Progress Report) based on extensive surveys of faculty’s understanding the courses their students take and how those courses contribute to attainment of the six [Rowan Core literacies](#).

A fundamental principle of Rowan Core is that the literacy outcomes are not only general education outcomes but University outcomes as well. The 2016 indirect assessment combined with data from Rowan Core direct assessment data will inform the discussion of what level of expectation the University has for literacy attainment. For instance, it is almost certainly unreasonable to expect all students to be proficient in all six literacies before they graduate, but what level of attainment should we expect? Should we expect that ninety percent of

graduates who are assessed in upper-level courses will be at least basic in all six literacies, at least intermediate in four, and proficient in at least two? Defining those expectations will be one of the ways we commit to integrating Rowan Core into our University objectives for graduates.

Rowan Core officially began in the Fall 2018 semester, but the University began its assessment of nineteen Rowan Core courses in Fall 2017. Because of shortcomings in the model of general education assessment most commonly used in higher education, the Rowan Core Committee and the Director of Assessment decided to create an assessment methodology that offers reliable measures of student learning, places a low burden on faculty, provides useful pedagogical information at the individual faculty and departmental levels, and contributes to the coherence of the Rowan Core model.

The general education model that most institutions use includes the collection of samples of student work from general education courses. The student work is typically generated for an assignment that is a graded component of the course. Trained faculty then evaluate samples of the student work using a set of university-wide rubrics. The Association of American Colleges & University's VALUE Rubrics are examples of the types of rubrics institutions often use for this purpose. The primary shortcoming of this model is that there is often very weak alignment between the course assignments and at least some of the dimensions of the relevant university rubric. For instance, the Quantitative Literacy VALUE Rubric has six dimensions, but a given math assignment might require students to fully show their competency in only two of those dimensions. The result is that student work is often evaluated on skills the students may be capable of performing at a high level, but the assignment did not ask them to do so.

When assignments are weakly aligned to the University rubric, it is impossible to tease out from the resulting data what is being measured. Since both the strength of alignment and student performance are part of every single data point, it is equivalent to asking a double-barreled question. The resulting data cannot be interpreted with any degree of confidence, since both alignment and attainment are being measured simultaneously. The result is that 1) no reliable statement can be made about the alignment of the course to the intended outcomes and 2) no reliable statement can be made about student learning.

With the implementation of Rowan Core, Rowan University had the opportunity to develop an assessment strategy that avoids these weaknesses. The office of Analytics, Systems, and Applications, the Chair of the Rowan Core Committee, and the Director of Assessment made use of existing technology to create and implement a methodology that provides reliable measures. The methodology is also sustainable because it places a minimal burden on faculty time.

When [proposing a course](#) for inclusion in Rowan Core, course directors submit course objectives, some of which are aligned to Rowan Core outcomes from a single literacy. They also submit assessment methods (e.g. essay questions with rubrics, objective questions) that

are aligned to the course objectives and at least two outcomes from the Rowan Core literacy. Faculty on the Rowan Core Committee then review the course proposals. The Committee determines whether the alignments are credible and whether the assessment methods will provide reliable measures of the specified Rowan Core outcomes. When the Committee identifies shortcomings in a proposal, course directors have the opportunity to revise the proposal until the course meets the alignment and assessment standards for Rowan Core. Course objectives, assessment methods, and alignments to the Rowan Core outcomes can be periodically adjusted by the course director after review and approval by the Rowan Core Committee.

The alignment of both course objectives and assessment methods with Rowan Core outcomes effectively maintains the integrity of Rowan Core, including only those courses that promote student development of one of the Rowan Core literacies. The fact that the course objectives and assessment methods are authored by faculty from within the course department ensures that faculty are driving the assessment process locally and situating the course within their curricula. The fact that the Rowan Core Committee is a faculty committee of the University Senate ensures that curricular decisions remain within faculty control.

All faculty teaching Rowan Core courses are required to [include on their syllabi](#) the approved course objectives, the aligned Rowan Core outcomes, and a brief statement about Rowan Core. All faculty teaching the course are also required to use the assessment methods ([sample](#)) that were proposed by the course director and approved by the Rowan Core Committee. These assessment methods are graded components of the course and can be completed as part of the grading process. Faculty then submit their evaluations of each of their students' work using an [online form](#) within the AMS. The form mirrors the assessment method developed by the course director, meaning student performance on each set of objective questions and each rubric dimension is reported separately in the online form.

The raw data from the faculty evaluations of student work are visualized in an [interactive dashboard](#) that is available to department heads/chairs, departmental assessment committee members, and course directors. The data can be used by departments to evaluate the effectiveness of their courses. The feedback is immediate, as the dashboards are updated nightly. This means well-informed curricular and pedagogical decisions can be made regularly rather than requiring additional evaluations of student work and time-consuming data analysis and reporting.

No student identifiers or information that can link student performance to individual faculty are included in the data visualization. This was intentional. Faculty who believe that their students' performance could be linked to their own performance evaluations might, intentionally or unconsciously, adjust the evaluation of their students' performance. Faculty also wanted assurance that their students' performance would not be used in tenure or recontracting decisions. Though the data cannot be ascribed to individual faculty, IRT is working with the Director of Assessment to develop a way to inform departments of significant

differences between faculty members' application of, or their students' results on, the assessment rubrics. When such differences are identified, departments will be prompted to conduct rubric calibration sessions with the faculty teaching the course. If faculty's use of the rubric has been unified and significant differences in student ratings persist, it is likely that one or more faculty members is engendering better outcomes. Though the department will not know which faculty members are getting better results from their students, it is possible for the department to facilitate discussions of pedagogy that might improve overall student performance. The ability to [identify different standards of assessment and promote better teaching practices](#) are two unique strengths of the Rowan Core assessment methodology.

While the raw data are particularly useful to the department that offers the course, it is essential that the University collect measures of student performance on the Rowan Core outcomes. The complexity of measuring performance on outcomes that might be assessed in dozens of ways by widely disparate disciplines is managed by using a single rubric for each Rowan Core outcome across all literacies:

<b>Developmental</b>	Needs to develop further to be prepared to grasp the fundamentals of the literacy
<b>Basic</b>	Displays a grasp of the fundamentals and is prepared for further formal education in the literacy
<b>Intermediate</b>	Is using the literacy at a junior/senior level academic discourse and/or for an internship in a field that requires the literacy
<b>Proficient</b>	Is prepared to use the literacy as an engaged citizen and/or in a career that requires the literacy

These rubric dimensions are not those used on the forms that faculty complete. Instead, the assessment method developed for each course is translated into this rubric. Since the elements of the course assessment methods are aligned to and are designed to assess Rowan Core outcomes, the course directors are able to review their course assessments and indicate the ranges of possible student ratings that translate to each of the four rubric levels for the aligned Rowan Core outcome. For instance, there may be a math problem for which the range of possible scores is 0 – 10 points. For the Rowan Core outcomes aligned to that math problem, student scores of 0 – 3 might equate to Developmental; 4 – 8, Basic; and 9 – 10, intermediate. These initial score translations are the course director's conjectures. Over the next five years, a faculty committee or task force will work with departments to review stratified samples of student work to calibrate the translations.

By translating raw student learning data to a single Rowan Core rubric, it is possible to measure students' attainment of the Rowan Core outcomes regardless of the courses in which the students are assessed. The scores as translated to the Rowan Core rubric are represented in an interactive dashboard. These data can be used to evaluate student performance on all the Rowan Core outcomes. Departments are encouraged to use the same alignment methodology to measure student performance in upper-level courses as part of their program assessment. One difference is that in upper-level courses, rubrics can measure learning on outcomes from multiple Rowan Core literacies rather than being limited to a single literacy.



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The data in the dashboards can be filtered by major, cohort, ethnicity, gender, first generation status, Pell eligibility, full- or part-time status, enrollment in the Honors College, native or transfer, and class level. The ability to drill down on these data helps the University identify and address inconsistencies in student learning between student populations. It also allows the University to include student learning data in its overall plan to improve retention and graduation outcomes of students in underserved populations.

With the advent of Rowan Core assessment, an abundance of learning outcomes data are available to departments. While academic programs have been conducting program assessments since 2011, student learning for those assessments had been measured almost exclusively in the courses offered by the individual programs, with little sharing of data across departmental lines. Through the use of the AMS and a dashboard created by the University, departments are now able to see their majors' performance in other departments' courses, both on the course rubrics and on the Rowan Core outcomes associated with those rubrics. These data make it possible to identify weaknesses before students enter their major courses and quickly address those weaknesses. The data also offer a baseline that will help programs measure student learning over time. Department heads/chairs, departmental assessment committee members, and course directors are able to see these populations as well as their entire major cohort's attainment of the Rowan Core outcomes. As such, they are able to see the level of skill their students have attained prior to entering their upper-level major courses. And if the Rowan Core outcomes are assessed in the upper-level courses, the department will have a longitudinal profile of student learning.

In 2010, when the University began defining the Rowan Core literacies along with their goals and outcomes, we also identified Rowan Core competencies, including [Information](#) and [Technology](#) competency. These competencies span the six Rowan Core literacies and are assessed in each. Rowan Core assessment methods that provide reliable assessments of the two competencies are mapped to key components of each. The assessment results for the [Information](#) and [Technology](#) competencies are compiled so the University can identify students' strengths and address their weaknesses.

During the first semester of Rowan Core, Fall 2018, faculty completed direct assessments of students in 99 Rowan Core courses. 91% (430) of the 471 faculty who taught Rowan Core courses participated in Rowan Core assessment. A quarter of the 1,686 faculty who taught undergraduate courses in Fall 2018 completed Rowan Core assessments. Faculty completed 89% of the assigned Rowan Core assessments. (In some courses, more than one assessment was assigned.) 58% of undergraduate students participated in at least one Rowan Core assessment. Participation by class level is shown below:

Class Level	Freshmen	Sophomores	Juniors	Seniors
Percent Assessed	87%	80%	50%	30%
Number Assessed	2,737	2,842	2,193	1,443

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Half (4,714) of the 9,320 undergraduate students who completed Rowan Core assessments were assessed in more than one course. The total number of unique student-course combinations was 16,847. The following table shows how many students were assessed and the number of courses in which they were assessed.

Number of Courses	1	2	3	4	5	6
Students (unique)	4,606	2,641	1,431	545	96	1
Students (cumulative)	9,320	4,714	2,073	642	97	1

### *ASSESSMENT OF 3+1 PROGRAMS*

In addition to program and Rowan Core assessment, the University is engaged in the assessment of the 300-level courses being offered as part of the 3+1 program, discussed in [Rowan College Partners and Other Locations](#). This assessment is designed to achieve different goals under different constraints than program and Rowan Core assessment.

With the 3+1 program, the three affiliated institutions have the opportunity to maintain a higher degree of consistency between courses than is generally possible. We consider this consistency an important part of our commitment to 3+1 students and a benefit that our affiliation with the Rowan Colleges makes possible. While credit for most courses will transfer from almost any institution to another based on similarities in course content, Rowan University and our Rowan College partners decided to further align our 300-level courses by agreeing on a common set of course objectives. Regardless of location, the syllabi for the equivalent 300-level courses use the same set of course objectives, while individual faculty or departments are free to add course objectives. Faculty from each institution also discuss pedagogy and the texts they use, often agreeing on a common text across institutions.

The three institutions have not only designed their courses consistently but have also agreed on a set of assessment methods that are used across each institution teaching the 300-level course. The shared assessments measure student performance on a minimum of three course objectives. The purpose of the shared assessments is to ensure consistency not only in design but in actual student learning.

To account for the possibility of differences in preparation for the 300-level courses, each institution administers a pre- and post-test. Both tests use identical questions. The pre-test is administered in the first week of the course and does not count toward the final course grade. The post-test is given at any point in the course, typically as part of the final exam or as a stand-alone quiz, and does count toward the final course grade. The results of the pre- and post-tests are collected in the AMS, visualized in a [Tableau dashboard](#), and then analyzed for effect size. Differences in effect size will be shared with the appropriate departments so they can address difference in learning gains. Rowan University departments can see how students performed at all institutions while the Rowan College departments can see only how their students and Rowan University students performed; they cannot see how students at the other Rowan College performed.



Most of the 3+1 assessments are not as robust as Rowan Core or program assessments, often using only three objective questions to assess a given course objective. These assessments are not meant to serve as thorough course assessments. They are designed to provide a reliable measure of learning gains in the course for inter-institutional comparison purposes. Still, the results contribute value to the overall academic program assessment.

### ▪ Program Review and Revitalization

As part of the new degree program development process, departments are required by the Board of Trustees Academic Affairs Committee, [University Senate Curriculum Committee](#), and the [State-level Academic Issues Committee](#) to document plans for program evaluation as well as learning outcomes assessment. Program evaluation may utilize enrollment and completion rates, admission to graduate programs, licensure and certification rates, alumni surveys, employer or internship surveys, and other methods of periodically assessing stakeholder satisfaction and achievement of program objectives for graduates. Departments also conduct program reviews in accordance with accreditation requirements, for purposes of gaining other forms of external recognition, and/or to guide improvement initiatives to enhance program effectiveness or efficiency.

In addition, the University periodically conducts formal reviews of programs through a centralized process overseen by the Provost's Office. These reviews focus on selected programs based on a set of parameters and are modeled on the new degree program development process. Whereas the data supporting a proposal for a new program are generally speculative, the data supporting evaluation of an existing program are real and permit direct comparisons with projections. Departments are charged with producing the program review report, which is submitted to the Program Review and Revitalization Task Force. After an initial review and revision of draft reports, the Task Force assesses the department's findings and makes a recommendation to the Provost regarding revitalization strategies or resource reallocations as appropriate. The Provost and the Dean evaluate the findings and decide next steps.

Centralized program review has been most useful when it demonstrates strategic relevance to the institution and reveals opportunities for resource allocations to strengthen strategic positioning. Among the most effective resource allocation processes is faculty hiring. The department must be prepared to make a case for the strategic priority of allocating a faculty line to a program, whether it is a new or replacement line. Necessity is an insufficient condition: the program must be more strategically critical than others that also "need" a line. The other key resource allocation process is capital planning. Capital investments in facilities are directly driven by academic priorities as identified via program review findings. New program development is also an avenue for allocation of resources toward more productive academic initiatives.

Two cycles of this review were completed, [first](#), of programs with average annual enrollments of 150 students or fewer and [second](#), of programs whose strategic profile lacked clarity. The first two cycles were dominated by programs in the College of Humanities & Social Sciences and the College of Communication & Creative Arts. Several investments followed from strategic insights gained through this process as discussed in the [Undergraduate Core](#) chapter.

The third cycle of reviews will focus on student success and program delivery metrics for the University's largest undergraduate programs, including Computer Science, Psychology, Biological Sciences, Law & Justice Studies, and Liberal Studies. This review cycle has been delayed for two reasons. First, as the imminent and dramatic demographic shifts that will significantly reshape our primary student population compel us to reposition our strategy, evaluation of enrollment-driven programs will simply not be meaningful. Many of these programs are currently offered at multiple locations and/or online as well as on the main campus and this component of our enrollment strategy also needs clarification. Second, we discovered that the process of compiling and analyzing data was exceedingly resource and labor intensive for departments and not necessarily effective. Although not the intention, inconsistency of data sources and methodologies made departments wary of the process as they feared unfair comparisons against unknown benchmarks. Inconsistent performance objectives across programs may actually be appropriate (enrollment being the most obvious performance objective that varies by program) but lack of explicit consensus can also fuel apprehension about the motives of program review. Program review results should drive reallocation of resources. Underperforming programs may need investment or may not merit investment. These decisions must be evidence-based and transparent. Toward that end, we are working with our data analytics team to develop visualizations that will allow departments to model program-specific performances objectives based on uniformly reported data.

### **Standard VI - Planning, Resources, and Institutional Improvement**

*The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.*

Planning, resource allocation, and assessment of institutional effectiveness in the current landscape can no longer be confined to static timelines, standardized reporting, and linear or one-dimensional improvement trajectories. These processes must reflect the realities of what is now a commonplace of higher education: strategy under uncertainty. Strategy under uncertainty is not random, spontaneous, or chaotic, but it is dynamic. Strategy is still governed by academic and fiscal cycles. However, institutions must engage in a continuous scan of the political, economic, educational, social, and technological environment and make adjustments to strategy accordingly.

The University's consolidated operating budget is developed annually through a process beginning in November and concluding in June with final approvals. The [budget is posted](#) on the Finance website and includes a narrative statement discussing the identification of

priorities in accordance with the University's strategic pillars and providing revenue and expenditure projections. The President has led efforts to decrease reliance on State appropriations, which have steadily decreased in amount and proportion, and student tuition increases, which have been held at or near the expected rate of inflation. The University has utilized several strategies, discussed further in [Fiscal Management and Stewardship](#), to diversify revenue streams and reduce costs to facilitate the capacity for critical infrastructure investments, including the creation of the revenue-generating Division of Global Learning & Partnerships, avoidance of construction and operation expenses through public-private partnerships, and successful applications for bond grants issued by the State of New Jersey to fund new construction and major renewal projects. The improvements achieved by these investments, discussed throughout [Assessment of Mission and Goals](#), include expansion of the faculty; support for faculty research, scholarly/creative activities, and professional practice; increased academic and financial support for students; new and renovated facilities and classrooms; environmental projects; and a broad range of IT enhancements, all of which support institutional goals and initiatives.

At the time of our last decennial review, Rowan University was engaged, as many institutions were, in the project of building a culture of academic assessment. At that point, no formal processes were in place for identifying program objectives, learning goals, and student learning outcomes as part of curricular design. Faculty perceived assessment plans as artificial back-mapping of the curriculum for the sake of obtaining measurements that they often did not consider to be meaningful indicators of student learning. To counter this, we had begun a grassroots initiative in 2004 in the form of a faculty-led Assessment Consulting Team (ACT). ACT conducted values clarification retreats with departments utilizing a mission statement development strategy adapted from the non-profit organization sector. This process elucidated the department's core objectives and facilitated analysis of the curriculum, focusing on whether the intended objectives were represented in the curriculum, how the curriculum was designed to deliver the objectives, and whether students were achieving the desired learning outcomes. To further underscore that assessment is a natural part of teaching and learning, we encouraged the use of well-designed learning experiences and work products to serve as course-embedded student learning outcomes assessments. The University's current learning outcomes assessment processes are discussed in detail in [Educational Effectiveness Assessment](#).

In the meantime, assessment of institutional effectiveness at that time occurred through annual reports of progress on the 2007 Strategic Plan. Operational divisions and units were asked to enter information into a comprehensive report template as applicable to document their contributions to strategic goals and objectives. These annual reports were administered and reviewed by a Strategic Planning Task Force. In 2011, the Task Force conducted a review of the mission statement based on extensive analysis of input from stakeholder groups and proposed a revision on the basis of the findings. By the beginning of 2012, the activities of the Task Force were suspended and the mission statement revision was tabled pending higher education actions at the State level. In August 2012, the Medical and Health Sciences Education

Restructuring Act was signed, ushering in the current era of Rowan University as a comprehensive public research institution with two medical schools and an expansion mandate. In October 2012, President Houshmand commenced a new strategic planning initiative to navigate these changes, leading to the development of the [One-Page Strategic Plan in 2013](#).

The One-Page Strategic Plan was adapted from Verne Harnish's *Mastering the Rockefeller Habits* (2002) to provide a concise and integrated methodology for driving institutional innovation and improvement. The One-Page Strategic Plan is informed by the concept of the "responsive and responsible university" from Richard L. Morrill's *Strategic Leadership: Integrating Strategy and Leadership in Colleges and Universities* (2007). The PEEST environment scan, also adapted from Morrill, and other elements such as the SWOT Analysis and Challenges, reflect the turn to a contextualized change model. The Key Performance Indicators were initially derived from the literature and also represented a more strategic disposition toward performance benchmarking. The One-Page Strategic Plan was an altogether momentous departure from the historic planning processes of the University. As such, it also constituted a pedagogy of institutional strategy and effectiveness. For example, a summary of specific developments and their impact on the University's planning trajectory was [presented to the University Senate](#) in April 2013 to launch implementation of the Plan. An update of the One-Page Strategic Plan commenced in 2017 with the development of the new mission statement and was finalized in the current version. The [current version](#) includes FY 2017 progress toward the Catalyzing Goals (formerly Big Hairy Audacious Goals) and FY 2022 projections. Operating budget figures have been augmented with figures representing cost savings achieved through affiliated projects, including Public-Private Partnership (P3) initiatives. The Key Performance Indicators originally drawn from the literature have been replaced with fifteen indicators that are reported annually by the President to the Board of Trustees.

Assessment of institutional effectiveness necessarily has taken a different form under the One-Page Strategic Plan. Conventional assessment using a standard template, following a static timeline, and measuring the linear progress of limited variables neither captures nor informs strategic decision-making within this dynamic context. As discussed in our 2014 Periodic Review Report, we attempted such an approach and were unsuccessful. As with student learning outcomes assessment, assessment of institutional effectiveness must begin with high-level values clarification and identification of core objectives. This is embodied in the One-Page Strategic Plan and in turn facilitates real-time analysis of institutional processes, operations, and initiatives and assessment of their outcomes. The executive and administrative leadership is charged with continuous environmental scanning of the federal regulatory climate, State legislative developments, State economic conditions, market trends, student demographics, public perception, customer and stakeholder satisfaction, technological performance, data integrity, and security. Five institutional goals centering on educational pathways, support for learning, institutional capacity, discovery and invention, and competitive advantages drive initiatives and investments. The University's financial goal is to present a balanced annual operating budget to the Board of Trustees that accounts for an

unpredictable and possibly declining State allocation; limits tuition increases to the rate of inflation; maintains funding for core academic operations; and supports critical facilities and information technology infrastructure and human resources. Toward these ends, the Strategic Plan sets targets for enrollment, sponsored research funding, endowment size, and operating budget total. Enrollment statistics, including recruitment, retention, and graduation, are continually updated and reported and are analyzed annually against projected growth trajectories for multiple student populations. Revenue projections are adjusted and evaluated accordingly.

The structure of the Plan has allowed the University to rapidly develop and deploy innovative solutions in response to a complex and volatile environment. As such, institutional strategy is continually updated and evaluated within a robust feedback loop. The University employs business intelligence analytics to track and visualize key performance indicators. Longitudinal data across priority areas, which include the fifteen Key Performance Indicators for the current One-Page Strategic Plan, are summarized annually in the [Rowan on the Rise](#) publication for release to the Board of Trustees, University community, and key stakeholders. Sponsored research funding and endowment growth and return are reported to the Board of Trustees at each bimonthly meeting and are annually reviewed against projected growth trajectories. The President meets with the executive leadership and administrative leadership monthly and holds a monthly joint meeting with the administrative leadership and the academic deans, including the medical schools. The President also formally addresses University management and the University community biannually. The Provost periodically addresses the academic community directly to present major initiatives and explain the strategic context. Two noteworthy instances of this were presentations in 2013, called “[The Changing Landscape of Higher Education](#),” and in 2017, called “[The Future of Academics at Rowan University: A Pivot to Quality](#).”

To document this model for evidence-based innovation and improvement, we utilized a case study [template](#) centered on the following methodology and structure for analysis:

**Challenges:**

*Discuss the axes of improvement within which this initiative emerged. Provide examples of data and information that were analyzed to assess performance along these axes. Axes are suggested to better reflect the complex interplay of parameters and variables. Improvements may be interdependent and may not be linear. Axes may also express improvement of services and experiences, which are not always measured quantitatively. Axes should represent the ways in which your area advances elements of the One-Page Strategic Plan: the mission attributes, pillars, goals, operational values, catalyzing goals, and key performance indicators.*

**Solutions:**

*Discuss the cycle, process, or mechanism by which this initiative became a priority. Explain how the solution was developed and what data informed the decision. The budget, recruitment, enrollment, and instructional cycles (fiscal and academic years) most visibly*



*drive investment decisions, but there are many other demands and opportunities for improvement (strategy and planning meetings, team member meetings, task forces, committees, etc.). Investments can be in the form of any resource: funding, staffing, attention, prioritization, values affirmation, strategic affirmation, policy and process changes, curriculum development, etc.*

### **Results and next steps:**

*Discuss the status of the initiative in terms of implementation and outcomes. Explain how the success of the initiative is being assessed and identify next steps. Annual reports highlight top line and bottom line performance (catalyzing goals, KPI's, etc.). Data are analyzed constantly in between the top and bottom lines to drive adjustments, anticipate trends, and change strategies. These data may be quantitative or qualitative, longitudinal or emergent, internal or external, positive (success or achievement) or negative (failure or underperformance)—anything your area is responsive to or responsible for.*

Selected case studies representing various levels of complexity and resolution are provided to demonstrate decision-making processes, including:

- [Advising Redesign](#)
- [Developmental Education Reform](#)
- [Data Processes](#)
- [IRT Security](#)
- [Network Infrastructure](#)
- [New Academic Building](#)
- [P3 and Affiliated Housing](#)
- [Reduction of Missed Medical Appointments](#)
- [Affordability Task Force](#)
- [Diversity, Equity, and Inclusion](#)
- [Research Customer Service](#)
- [Rowan Global Reorganization](#)
- [Student Withdrawal Process](#)
- [Travel Experience](#)
- [University Investments](#)
- [Rowan College Partners](#)

### **Standard VII - Governance, Leadership, and Administration**

*The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.*

Rowan University is authorized to operate in the State of New Jersey pursuant to the New Jersey Medical and Health Sciences Education Restructuring Act (“Restructuring Act”), N.J.S.A.18A:64M-1, et seq, which defines Rowan University as a “public research university . . . including all departments, colleges, schools, centers, branches, educational and other units and extensions thereof, extension and cooperative education programs, continuing education programs, and all other departments of higher education maintained by the educational entity of the university.” The statute further defines the delegation of oversight by the State to the governing body of the University. The statute establishes “a body corporate and politic to be known as Rowan University” and states that “the exercise by the university of the powers conferred by this act . . . shall be deemed to be public and essential governmental functions

necessary for the welfare of the State the people of New Jersey.” The governing body of the university is a board of trustees that “shall have the general supervision over and be vested with the conduct of the university.” The Rowan University Board of Trustees operates in accordance with [bylaws](#) and is assisted in its operations by the President’s Chief of Staff who serves as Board Liaison. The Board works through several Committees aligned to the core functions of the University. The President reports annually to the Board on a comprehensive set of longitudinal performance indicators.

The Restructuring Act further establishes the Rowan University/Rutgers-Camden Joint Board of Health Sciences as an entity to coordinate and expand the medical and health-related programs of the two universities as part of the education and medical (“Eds & Meds”) growth initiative for the City of Camden. The Restructuring Act establishes a governing board consisting of two representatives from each university and three appointments by the Governor and requires each university to contribute \$2.5M per year to the Joint Board’s activities. The State has dedicated approximately \$70M in funds to the construction of two buildings, currently under construction, to be dedicated to medical research and related activities, including ancillary medical profession training from the two universities and coordinated activities of Camden County College. All of the programmatic educational and research activities remain under the auspices of each institutions’ jurisdiction and protocols.

The administrative structure is an active component of institutional effectiveness and strategy. As such, the administrative structure and mode of operations are regularly assessed and reorganized to optimize strategic execution of the University’s mission and goals. The senior administration is organized into Executive and Administrative Cabinets that meet regularly with the President. The Administrative Cabinet is regularly joined by the Deans Council to assure alignment of operations with academic priorities. This general layout has remained consistent, but most of the structures in and around it are far more fluid by design.

Rowan University defies the academic tradition of putting structures in place and leaving them untouched. As challenges and opportunities change rapidly, the administrative structures of the University change with them. In the past seven years alone, we have seen IT, Research, Legal, Government Relations, and Strategic Enrollment Management spin off into their own divisions. Student Life operations (including housing, student discipline, and student activities) have moved from a stand-alone division to moving under the Provost to better align with Academic Affairs, to finally uniting with Strategic Enrollment Management to unify the student life cycle experience from first contact through the first day of classes. In each case, the President reorganized University leadership to better address the specific challenges that would be faced in the immediate future.

For AY 2018-2019, the President has shifted the traditional one-on-one reporting relationship to his Cabinet members with a cluster structure. The clusters meet jointly with the President and will be accountable for a shared set of performance metrics. The Academic Affairs/Student Affairs Cluster includes the Provost/Senior Vice President for Academic Affairs, Senior Vice President for Student Affairs, Vice President for Research, and Vice President for Global

Learning & Partnerships. The Facilities & Operations Cluster includes the Senior Vice President for Information Resources & Technology/CIO, Vice President for Facilities & Operations, and Senior Vice President for Administration. The Senior Vice President for Finance/CFO, Senior Vice President for University Advancement, and the General Counsel continue to meet one-on-one with the President to permit focus on specific initiatives. In addition, the medical schools have joined the main campus colleges and schools under the leadership of the Provost and meet jointly with the President.

### **Internal Standard – Research, Scholarship, and Creative Activity**

*Research activities create greater opportunities for students and the institution by elevating the profile and reputation of the University. Through scholarship and creative work, faculty remain active in their disciplines and transfer new knowledge to students in the classroom and through research. Research and technology transfer contribute to the fiscal resources of the University. Research and research applications benefit the public.*

Although engagement in research and scholarly/creative activity has traditionally been expected of the tenure-track faculty, research became a significant priority of Rowan University relatively recently with our designation in 2012 as a public comprehensive research institution by the State of New Jersey and the accompanying acquisition in 2013 of the School of Osteopathic Medicine and the Graduate School of Biomedical Sciences, our initial reclassification in 2016 as a Carnegie Doctoral University (Moderate Research Activity), and reclassification in 2018 as a Carnegie Doctoral University: High Research Activity (R2). We have expanded the ways in which we support and promote scholarly/creative activity and enhanced the infrastructure of the sponsored research enterprise. Research is integral to our academic, professional, and social mission, serving internal as well as external constituencies.

In that time, annual research funding has grown from under \$5M per year to \$39.6M in FY 2018. External research funding is expected to top \$41M in FY 2019. While achieving this eight-fold growth, Rowan University has focused on avoiding the pitfalls that too often plague rising research universities: the tendency to divert funds from tuition, fees, and state appropriations towards research and away from undergraduates; the loss of close interactions between faculty and students that occurs as class section sizes are expanded to gain efficiencies; and the disillusionment experienced by faculty who selected to pursue their careers at one type of university only to see it change in focus and culture. We remain committed to evolving what we do without losing focus on the four pillars that drive our decision-making. In particular, we continue to encourage, support, and reward undergraduate participation in research as a hallmark of the hands-on learning experience we strive to deliver.



### **Internal Standard – Public Responsibility**

*The University manifests an ethical vision of public higher education that a) is accessible and affordable to everyone regardless of socio-economic status; b) leads to greater employment opportunities; c) contributes to economic growth and well-being in the region. The University collaborates with institutions within higher education as well as other industries to benefit students, employees of the institutions, and citizens of the region. The University promotes its vision of public higher education to create educational and fiscal advantages.*

We firmly believe that as a State institution, it is our responsibility to provide access to higher education opportunities to any student who is willing and qualified to pursue them. We believe that universities can and must raise the quality of life in their communities through intellectual, economic, artistic, and social contributions. To do so, we partner with government, [community](#), and industry leaders, and we serve as thought leaders in the State and region, as discussed in [Community and Government Relations](#). We are developing centers of excellence to galvanize ideas and solutions in critical areas, including the [Center for Access, Success & Equity \(CASE\)](#), the [Center for Humanism, Professionalism, Medical Ethics, & Law](#), and the [Institute for Public Policy & Citizenship](#). We engage in [Branding](#) and [Advancement](#) efforts to strengthen our identity and stature as we seek to bring the advantages associated with higher education to our communities.

## Assessment of Mission and Goals

### A. Mission and Goals

Rowan University “will become a new model for higher education by being inclusive, agile, and responsive, offering diverse scholarly and creative educational experiences, pathways, environments, and services to meet the needs of all students; maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.” Entitled *A Visionary Mission for Student Learning, Research Excellence, and Service*, this mission statement was developed in 2017, not to establish a new mission, but to define the mission that emerged in 2009, accelerated in 2013, set the stage for commencement of our Self-Study in 2016, and has continued to evolve up to the present.

As discussed in [Discovery, Invention, and Application](#) and in [Competitive Advantages](#), the mission of the University—“its purpose within the context of higher education, the students it serves, and what it intends to accomplish”—was very much in flux from 2009 to 2012 as the State of New Jersey contemplated a merger of Rowan University with Rutgers-Camden University. Revision of Rowan University’s [existing mission statement](#) had been proceeding through a methodical process intended to gently freshen the language. This project was tabled as the University grappled with the possibility of being consolidated into a southern New Jersey research institution based in Camden while simultaneously withstanding hostile opposition to the merger on the part of Rutgers constituents. Although we had not sought the merger, we took this as an opportunity to explore the strategic implications of a regional expansion targeting growth in research and to consider what we might bring to the reconfigured institution. That merger did not come to pass, but another did, with the dissolution of the University of Medicine and Dentistry of New Jersey and Rowan University’s acquisition of the School of Osteopathic Medicine and the Graduate School of Biomedical Sciences in 2013. The programmatic mission of Rowan University as legislatively determined by the State was also redefined. As a Public Research University, Rowan University was authorized to offer doctoral degree programs and charged to operate according to the “Criteria for University Status – Programs”:

Within an environment that emphasizes research, as well as the teaching mission, in curricula and in the allocation of resources for faculty and facilities, a research university offers graduate programs that lead to the Ph.D. degree. Its criteria for promotion and tenure place relatively heavier emphasis on a faculty member’s record of research publications in refereed journals and published books. Its faculty generates a relatively higher level of Federal research funding. Its faculty members tend to integrate what they have learned from their own research into the material presented in undergraduate courses, and they routinely expect each graduate student to initiate or participate in a substantial research program. A research university clearly meets or exceeds the qualitative criteria stated in the rule on doctoral degree programs (N.J.A.C. 9A:1-2.8).

The evolution of Rowan University's mission from that point occupied the entirety of the institution's individual and collective resources. We did not—could not—pause to recast our existing mission statement, but we began to lay the groundwork for a new one in the form of the One-Page Strategic Plan and the pillars of Access, Affordability, Quality, and Economic Development. The Self-Study process also brought the emerging mission to light as we developed our key initiatives during the Self-Study Institute in Fall 2016. The key initiatives were formally adopted as our five institutional goals. The language of the mission statement was chosen to anchor and inspire initiatives directed to those goals:

- Provide multiple pathways to higher education credentials for students with different needs.
- Commit to success for all learners.
- Build human, infrastructure, and resource capacity.
- Engage in innovative discovery, invention, and application of knowledge.
- Create and develop competitive advantages.

These institutional goals translate the mission elements into action statements that drive the development of [strategic initiatives and tactical areas](#).

The development of the mission statement was also informed by analysis of internal mission and statements, mission statements of other institutions, and a conceptual framework for the desired functions of a mission statement adapted from Daniel Seymour's *Future College Fieldbook: Mission, Vision, and Values in Higher Education* (2016):

- **Collective Ambition:** defines our role within higher education, the students we serve, and what we intend to accomplish (targets, strategic priorities, brand promise, core values, leadership)
  - ➔ Interdependence and integration, not loosely coupled silos
- **Structural Tension:** catalyzes advancement based on discrepancy between desired state and actual state
  - ➔ Bias for action
- **Emotional Contagion:** inspires positive energy to strive for ever greater successes
  - ➔ Purpose-centered, not comfort-centered
- **Constancy of Purpose:** maintains commitment to improve quality, remain competitive, add value, make a difference (the pillars)
  - ➔ Devotion to a cause

The structure of the mission statement reflects a three-part focus on Students, Institution, and Community, again informed by analysis of the mission statements of other institutions.

The Self-Study was organized according to these five Institutional Goals and was conducted as an assessment of how and why the University strives to be Inclusive, Agile, and Responsive. Each section addresses the relationship of that area to the institutional mission and goals.

### B. Pathways

*Institutional Goal: Provide multiple pathways to higher education credentials for students with different needs.*

The intersection of the University's strategic pillars creates a space in which the need for "multiple pathways to higher education credentials to students with different needs" has become imperative. Our commitment to Access and Affordability produced growth in undergraduate enrollments that outpaced our targets and strained our capacity. Applications, offers, and yield increased for first-time, full-time students. Access initiatives such as Rowan Select and Rowan Choice offered options for students who did not initially qualify for regular admission but were capable of being successful. Improved recruitment of transfer students also grew this population, which has become the majority of our graduates as a result of a trend since the 2008 economic downturn of students beginning their education at two-year institutions as a cost-savings strategy. The downturn combined with our rising visibility and reputation also channeled students who would have gone to private liberal arts institutions to Rowan University as a first choice. Thus, as we reached our objectives in the areas of Affordability and Accessibility, we turned our attention to Quality. Quality assurance across program offerings regardless of mode of delivery or location remains paramount. Strategically, however, we began to define a category of Quality that would be realized through programs located primarily on the main Glassboro campus and directed to students desiring the educational experience that has traditionally been the University's focus: residential learning in a four-year program characterized by small classes, face-to-face instruction, close interactions with faculty, numerous diverse curricular options, and access to a wide range of opportunities to enhance their learning experiences. We identify this as a particular strategic domain, the *Undergraduate Core*.

At the same time, we recognized that for many reasons, including work and family responsibilities, many non-traditional students are not served by this experience, neither as first-time full-time nor as transfer students, nor could we accommodate them within current brick and mortar capacity. We thus initiated partnership agreements with two colleges in the region, the former Gloucester County College and the former Burlington County College. Both institutions changed their names, to Rowan College at Gloucester County (RCGC) and at Burlington County (RCBC), respectively, but remain independent institutions. Through these partnership agreements, Rowan University offers bachelor's degree completion programs on the campuses of RCGC and RCBC at a reduced tuition rate, providing students with an efficient and cost effective pathway to a Rowan University degree (S2:C7a). The ability to complete associate's and bachelor's degrees at one location is convenient and rewarding for the non-traditional student as well as to the employers in the region of the College that want to provide educational benefits to their employees. An increasing number of traditional students would benefit from this opportunity and for various reasons would prefer to earn a four-year degree through a program located on the RCGC or RCBC campus. In a further step, Rowan University and its Rowan College (RC) partners embarked on 3+1 programs, which allow the RC to offer

the third year of the curriculum of selected programs and further reduce costs for students (S2:C7a). Most recently, we have begun collaboration on workforce development programs, engaging the fourth pillar of Economic Development and completing the circle. The Camden campus is also a site for the creation of alternative pathways by virtue of its urban setting, underserved population, and proximity to the Camden University District, including Camden County College and Rutgers-Camden, and the developing “[eds and meds](#)” corridor that links to the Cooper Medical School of Rowan University. Finally, we have diversified our graduate pathways. Elsewhere, we address our strategy for differentiating research-based graduate programs. Here, we focus on the professional graduate education program pathway, which is also oriented to the Access, Affordability, and Economic Development pillars and has features that are similarly advantageous to the non-traditional student. Taken together, these programs constitute a second strategic domain, *Adult & Continuing Education, Workforce Development, and Professional Graduate Programs*. The third domain, addressed in **Discovery, Invention, and Application**, is *Research, Medicine & Health Sciences, Health Care, and Research-Based Graduate Programs*.

This section describes and assesses progress toward each of these educational pathways:

- [Undergraduate Core](#)
- [Enhanced Learning Opportunities](#)
- [Rowan College Partners and Other Locations](#)
- [Professional Graduate Programs](#)

## **Undergraduate Core**

### ▪ Relationship to Mission and Goals

The Undergraduate Core is one of the three strategic domains identified by the President and is so named because of its centrality to the University's mission, goals, and strategic pillars. The Undergraduate Core comprises not only the academic programs, but the faculty, departments, colleges, and brick and mortar spaces of the Glassboro campus. It is critical to the University as its historic and intellectual foundation and its disciplinary backbone. The Undergraduate Core drives key performance indicators that maintain institutional rankings and enrollment. As the cornerstone for recruitment, it represents the primary educational pathway and embodies the learning experiences that are the hallmarks of the Rowan University brand.

### ▪ Assessment of Status and Progress

Given its role, the Undergraduate Core is the highest priority in terms of strategic attention and investment. Curricular development and revitalization, faculty, facilities, resource allocations, enrollment, and learning outcomes assessment are under constant focus. The Senior Vice President for Academic Affairs/Provost and the Deans work collaboratively with other Divisions to achieve strategic objectives. The Division of Academic Affairs houses the Faculty Center for Excellence in Teaching & Learning, the University Libraries, and the Office of Assessment, all of which are integral to the Undergraduate Core infrastructure. This chapter analyzes initiatives and progress in Academic Program Revitalization and Development, including general education, Facilities, Faculty, and Enrollments.

#### *ACADEMIC PROGRAM REVITALIZATION AND DEVELOPMENT*

As is often the case, the curricular offerings at Rowan represented years of accumulated courses and programs with many arcane subgroupings. Few faculty members beyond the curriculum committee were able to explain the distinctions between these subgroupings, which were of little relevance to students or the marketplace. We were also hampered by a model for general education that made meaningful assessment quite difficult and a state law mandating that a student who had completed an associate's degree at any New Jersey community college had automatically fulfilled the general education requirements at any New Jersey public university.

Meaningful improvement of the academic programs would thus require several steps:

- Condensing the myriad sub-groupings into a more comprehensible subset;
- Developing market-oriented credentials that would be attractive to students and provide real differentiation for them in the marketplace;
- Reviewing available majors and identifying areas for strategic growth and expansion;
- Reforming general education to deliver meaningful and assessable learning outcomes to students from all disciplines.

## Rowan University Self-Study 2019

To achieve the first objective, the terminology distinguishing sub-grouping was streamlined. A new program option, a Certificate of Undergraduate Studies (CUGS), was developed to provide a credential that a matriculated student could earn as part of the 120 credits required for a degree or a non-matriculated student could earn as a stand-alone credential.

With anticipated growth in student numbers, the potential to develop new undergraduate majors arose. While maintaining a balance of STEM and non-STEM priorities, the list of new majors developed since 2013 includes (in approximate chronological order):

▪ BS in Biomedical Engineering	▪ BS in Translational Biomedical Sciences
▪ BS in Bioinformatics	▪ BS in Biophysics
▪ BA in Dance	▪ Bachelor of General Studies (BGS)
▪ BS in Engineering Entrepreneurship	▪ BS in Music Industry
▪ BA in International Studies	▪ BA in Modern Languages & Linguistics
▪ BS in Psychological Science	▪ BS in Nutrition
▪ BA in Human Services	▪ BA in Disaster Preparedness & Emergency Management
▪ BA in Construction Management	▪ BA in Computing & Informatics
▪ BS in Human Performance in Clinical Settings	▪ BFA in Biomedical Art & Visualization
▪ BA in Literacy Studies	▪ BA in Community Health
▪ BS and BA in Geology	▪ BS in Supply Chain & Logistics
▪ BA in Inclusive Education	▪ BS in Molecular & Cellular Biology
▪ BA in Sports Communication & Media	▪ BA in Leadership and Social Innovation
▪ BS in Mechanical Engineering Technology	▪ BS in Electrical Engineering Technology
▪ BA in Area Studies	▪ BS and BA in Environmental Science
▪ BA in Health Studies	▪ BA in Anthropology

The new undergraduate majors included an expansion of the department of Health and Exercise Science into a School of Health Professions that encompasses multiple allied health degree programs. The introduction of refocused and more multi-disciplinary majors in the College of Humanities & Social Sciences provides students with increased differentiation in ways that would make them more competitive in the job market. The College of Performing Arts added a music industry degree both to make the College more accessible to non-performers and to reduce the instructional cost in the College as the individual lessons required for performance students make their per-student costs the highest in the University.

The Henry M. Rowan College of Engineering added a new degree program in biomedical engineering that aligned with demand after the addition of the two medical schools. Beyond that, the College added a multidisciplinary collaborative degree program with the William G. Rohrer College of Business in engineering entrepreneurship and is launching engineering technology degree programs to be offered exclusively at the campus of our partner Rowan College of Burlington County. Engineering also established a new department, Experiential Engineering Education, to focus on the first two years of the curriculum for all engineering majors and thereby ensure that growth in research and PhD programs will not lead to a loss of quality in undergraduate education. In response to demand, Business expanded an existing concentration in supply chain management to a full degree in supply chain and logistics.

The College of Science & Mathematics has added a new program in molecular and cellular biology to provide a more rigorous undergraduate pathway for students preparing for future



graduate training in medical school, pharmacy school, veterinary school, or in master's or doctoral programs in life sciences. They have also added a workforce-focused computing and informatics major to provide a less math-intensive pathway for programmers. (S5:C2b).

The new School of Earth & Environment absorbed the existing geography department, which had earlier added professional degrees in planning and in geographic information science. New programs in geology and environmental science were created upon the hire of world-renowned paleontologist Kenneth J. Lacovara as the founding dean of the School.

The Art department was moved from Performing Arts to the College of Communication and the first fruit of that move was the new program in biomedical art and visualization. The College also has expanded its interdisciplinary majors with an extremely well-received sports communication major supported by the newly established Center for Sports Communication and Social Impact. The College of Education sought to use its mission of access, success, and equity to serve as a differentiator from other programs in the region. As a result, new programs in inclusive education and in leadership and social innovation have been developed.

The other major curriculum initiative was the reform of general education into what is now called the [Rowan Core](#). Rowan University began an initiative to reform our general education program in Fall 2010 in response to recommendations following our last decennial review, which directed us to “clearly define [our] general education objectives and expectations so that they represent a coherent foundation for the Rowan curriculum,” as well as “develop a comprehensive approach to the assessment of general education.” A general education task force led an inclusive process culminating in a conceptual model based on six Core Literacies and a set of goals and outcomes for each Literacy, which was approved by the University Senate in Fall 2011. This phase was very positive, and the model was endorsed as progressive yet foundational. In moving to the next phase of developing a curricular model, doubts arose about the proposed model focused on the challenge of implementing such a complex general education program and the difficulty of fitting these new curricular requirements into existing program structures. After a lengthy period of negotiation, the new general education curriculum, the Rowan Core, was finally approved in Fall 2015. The result was a streamlined model that lacked some of the innovations of the original conceptual model, but was still successful in achieving our broader goals. We are optimistic that the new outcomes-based curriculum will yet lead to engaging learning experiences inspired by the Core Literacies. Assessment of the Rowan Core is discussed in [Standard V: Educational Effectiveness Assessment](#).

### *FACILITIES*

Growth in terms of both students and employees coupled with the larger role of research, particularly in lab-intensive STEM fields, began to overwhelm the physical infrastructure. As Academic Affairs worked with its partners in Facilities and Strategic Enrollment Management to address these challenges, three fundamental tenets were established:



- Faculty and students within a program should have an identifiable academic home that they identify as “their” space where resources and amenities are accessible to them and where collaboration thrives.
- Proximity matters. Faculty within a department should be physically located near each other and to the extent practical, within reasonable proximity to likely collaborators. This facilitates the interactions, both formal and informal, that drive the continuous improvement process and enhance educational and research opportunities for all.
- Modes of learning are changing to encompass new technologies, new pedagogies, new majors, and new types of students. Spaces need to address those changes and be as adaptable as possible to maintain their utility in the future.

With those tenets established, the process of prioritizing the use of finite resources to enhance academic space began. The most efficient way of summarizing the enormous effort that went into this process is to describe the impact on each academic college.

### Henry M. Rowan College of Engineering (HMRCOE)

The University built a new \$70M building (Engineering Hall) to allow for the expansion of the College from approximately 750 students to nearly 1,500 students. The building is located adjacent to the original building (Rowan Hall) with a third-floor bridged connector between the buildings where the Dean’s office is located. The entire classroom and lab structure within the original building was gutted and modernized so that all students would have state-of-the-art labs regardless of which building housed their program.

### William G. Rohrer College of Business (WGRCOB)

A new \$60M business building was constructed in proximity to Engineering Hall to encourage collaboration. The building was designed with larger (40-seat) classrooms that can be arranged to accommodate a variety of pedagogical styles. The building includes business incubator spaces, meeting rooms, and many spaces for both formal and informal student meetings and group work. Prior to this construction, the College operated out of Bunce Hall, the original University building dating back to 1923. This building had no such spaces and students used it transactionally, coming in for their classes and immediately leaving. The new building has facilitated a sense of community and interaction among students and faculty and has also stimulated and accommodated growth.

### The College of Performing Arts (CPA)

The former College of Fine & Performing Arts was dissolved, with the Department of Art moving to the College of Communication and the remaining music and theater programs forming the new College of Performing Arts. As has been the case with many universities, the performing arts programs had experienced some neglect. Tohill Theater, the primary performance venue for the Theater and Dance majors, had been taken offline as it was no longer suitable for use. This put enormous strain on Pfleeger Concert Hall, which now served both music and theater, and was in need of major work itself. Over the past eight years, Tohill Theater was entirely renovated, restoring the 1923-era theater to its original splendor. Pfleeger Concert Hall and Boyd Recital Hall were similarly renovated, giving the College three quality

performance venues. Acoustic tiling in the rehearsal rooms in Wilson Hall was upgraded. Finally, in Fall 2018, funding was approved to build an addition to Wilson Hall that will meet requirements for the dance major to qualify for accreditation.

### The College of Education (COE)

The College Education opened its new building, James Hall, shortly before the last decennial review and required less in terms of new facilities than the other colleges. Instead, much effort has been focused in improving the technologies within the existing spaces, including a teaching simulation room in which students can “teach” a class with student avatars who can ask questions, exhibit disciplinary problems, and simulate many classroom scenarios.

### The College of Communication & Creative Arts (CCCA)

The art department moved to this College to facilitate collaboration between its faculty and students and programs within the College such as advertising and new media. However, the programs themselves were located in outdated buildings (Bozorth and Hawthorn Halls) with aging facilities. A decision was made to enhance the spaces for the College while simultaneously blurring the boundaries between the University and the town of Glassboro. First, Glassboro designated High Street as its Arts and Entertainment District. Next, Rowan bought a building on High Street near the main campus and reconfigured it as a street-level Art Gallery open to the public and located its public relations and advertising program in new facilities on the floors above. Next, a 1926 bank building on the town’s main corner of High Street and Main Street was leased, and it now houses the office of the Dean, the journalism program, and the student newspaper. We also collaborated with Rowan Boulevard developer Nexus Properties on a P3 agreement to create new communication studies and writing arts facilities on the adjacent Victoria Street. This now locates every program, with the exception of the radio, television, and film (RTF) and Art departments, within the Glassboro community in new and vastly improved facilities. RTF remains in Bozorth Hall for the time being. An investment of over \$700,000 was allocated to a new digital television studio with longer term plans to relocate the program onto High Street into a building that Glassboro plans to construct. Art remains in Westby Hall on campus, where upgrades to HVAC, windows, and the patio area have occurred.

### The College of Science & Mathematics and School of Health Professions (CSM and SHP)

The new PhD program in psychology required repurposing, renewal, and renovation of Robinson Hall to accommodate doctoral students and associated growth in faculty. The increase in science and engineering students taking multiple lab courses has strained our infrastructure. A new academic building is being constructed that will include undergraduate science labs while also creating a home for the new School of Earth and Environment. Even so, a new Science building remains among the highest facilities priorities.

### The College of Humanities & Social Sciences (CHSS)

The fourth floor of the Campbell Library was shelled space at the time of the last decennial review. Since then, it has been transformed into academic space and two programs, Sociology & Anthropology and Law & Justice Studies have been located there. The Law & Justice

department had been inexplicably located in the music building and the move gave them not only improved facilities, but put them proximal to the Sociology & Anthropology department, who was moved from Robinson Hall to create space for CSM. Two additional departments, History and Political Science & Economics, are located in Robinson Hall. The remaining CHSS programs reside in Bunce Hall, the historic original university building. Beginning in the summer of 2019, Bunce Hall will be converted to space for the central administration and a new academic building for CHSS will be constructed. During the construction period, the academic and administrative programs currently in Bunce will be relocated temporarily in Oak and Laurel Halls – refitted longtime residence halls that have been repurposed to serve as swing space. The anticipated opening date for the new CHSS building is Fall 2021.

### The School of Earth & Environment (SEE)

The three departments in SEE are sharing temporary space in Westby Hall and Engineering Hall while their new building is being constructed. To date, six new faculty lines have been hired in geology, whose first freshman class has just started, while two have been hired in environmental science with two more to arrive in Fall 2019. The new facility, which will begin construction in the Spring of 2019, will house all three departments.

### *FACULTY*

The blend of a near doubling of students along with the desire of the University to reach Carnegie Doctoral University status required a significant increase in faculty staffing, but it also required a reformulation to our hiring strategies. Rowan University has always valued small class sizes and perceives the close interaction between faculty and students as a cornerstone of our educational endeavors. The question of how to enhance our research capacity while strengthening undergraduate teaching became a primary challenge.

The first step involved creating mechanisms to facilitate the recruitment of a more research-focused faculty and enable them to thrive once hired. The union contract provides a 12-credit per semester teaching load for all full-time faculty. Rowan University had allowed faculty members to apply for up to three credits per semester of adjusted load for scholarship, but the funds available to this program were limited and departments had to rank applications. The policy was changed so that all faculty, regardless of department, college, or budgetary issues, would be eligible for adjusted load every semester provided that they could demonstrate a productive research agenda. University policy was also altered to allow faculty to buy out of additional teaching responsibilities for research at the lowest assistant professor salary rate rather than at their actual salary.

Faculty start-up funds were another constraint. In 2011, the budget allocated \$90,000 in total start-up funds for new faculty. The Provost alone has contributed over \$400,000 in each of the past four years and college deans have utilized Rowan Global profit-sharing and indirect cost returns to achieve start-up packages of around \$100,000 in most CSM fields and often in excess of \$200,000 in engineering.

With these mechanisms in place, the expansion of the tenure-track faculty began. In the five years preceding the last decennial review, Rowan University had approximately 330 tenure-track faculty on staff and averaged approximately 14 faculty searches per year, including (rarely) new tenure-track lines and replacement of faculty who had left the University. Over the last seven years, the University has hired 252 new tenure-track faculty members (an average of 36 per year), raising the total in the university to 472. The President has also committed to hiring 87 new tenure-track lines (in addition to replacements) over the next nine years. These numbers exclude the School of Osteopathic Medicine where the physicians themselves are Rowan faculty members. Over half of the tenure-track faculty in the University have been hired within the past eight years. This has required significant investment in the Faculty Center to ensure appropriate mentorship, a two-day orientation program, and many developmental opportunities for these new faculty. By balancing the demands and expectations for teaching and research, we have maintained the quality interactions and small class sizes while increasing external research funding eight-fold.

Despite this impressive hiring rate, it became clear that tenure-track faculty alone would not be able to manage increased teaching load demand driven by enrollment growth, especially when expected to devote more time to research. Initially, this gap was covered by hiring  $\frac{3}{4}$ -time temporary faculty to reduce dependence on adjuncts. A formula was developed between the CFO and the Provost that would create one new  $\frac{3}{4}$ -time teaching position for every 24 FTE increase in students. By 2017, 227  $\frac{3}{4}$ -time temporary faculty were employed by the institution. These  $\frac{3}{4}$ -time positions provided a useful stopgap, but could not be the long-term solution. These faculty received no healthcare coverage or other benefits and could not count on long-term employment. As a result, many worked second jobs that limited their availability for service and most would choose to leave whenever a permanent opportunity arose.

The administration worked with the union leadership on campus and with the University Senate to create a new position: a full-time non-tenure-track lecturer. These employees would teach 12 credits per semester and have no research expectations, but would have multi-year contracts with full benefits. In 2017, the first five lecturers were hired. By 2018, the administration worked with the union to convert the salary for all 227  $\frac{3}{4}$ -time lines into lecturer lines over the next three years. 98 lecturers started in Fall of 2018 with searches for 31 more now underway. These hires address the demand for qualified teachers and, with full-time employment, will be able to contribute fully toward the service needs of the department. The union initially requested a cap on the number of lecturers to ensure that they were not misused to eliminate tenure-track lines. In the summer of 2018, they requested and received a substantial increase in the cap thanks to the success of the initiative.

### *ENROLLMENTS*

With an enrollment that had topped 10,000 total headcount for the first time in 2007 and reached 13,350 in 2013 with the addition of the two medical schools, the President set a catalyzing goal of reaching 25,000 students by Academic Year 2023-2024. To manage that objective, the office of Strategic Enrollment Management that had been established following

our last decennial review was expanded to a division to oversee the entire recruitment process including admissions, financial aid, retention, advising, and marketing geared towards students, including but not limited to the University website.

The first step was recognizing that our enrollment comprised four distinct groups of students with different needs and pressure points. The largest group were full-time undergraduate students who came to Rowan University as freshmen. These students were more likely to live in student housing, they were recruited once but matriculated for at least four years, their profile and success rate impacted our rankings, and they obtained their education from Rowan University from the beginning. They also, however, presented some challenges. On average, they were the hardest students to recruit and required a larger university aid package as competition for them was steep. The higher the academic profile of the student, the larger the discounting package that was required. They also took more lab courses to fulfill general education and foundational science requirements and put greater strain on our facilities.

The second group consisted of transfer students who came to us from other institutions to complete their first bachelor's degree. Although many of these students came from other four-year universities, the majority came from New Jersey community colleges. Most of these students had completed their lab requirements and put less strain on facilities. They also had proven success at the community college level and persisted to graduation at a higher rate than our native freshmen. In most cases, they received little or no University-provided financial aid. However, they were far less likely to utilize student housing. They tended to cluster in specific, already over-subscribed majors and competition to recruit them was growing.

The third group were graduate students in master's programs in education, engineering, business, and a handful of programs in humanities and communication. There was a small EdD program, the only doctoral program then offered by the University. Most of our programs were offered exclusively in person and enrollments were not robust. The analysis of status and progress of programs for this student population is discussed in [Professional Graduate Programs](#) and [Research-Based Graduate Programs](#).

Finally, there were non-traditional students who took Rowan programs off-site, online or in other ways through our outreach entity, formerly the College of Graduate & Continuing Education and now called the Division of Global Learning & Partnerships (Rowan Global). This entity came into existence in 2006 and had just begun to enroll students during the last decennial review. Before then, these students represented an insignificant fraction of the total student body. The strategies around Rowan Global students are emergent. The current status of these programs is summarized in [Rowan Online](#) as well as [Rowan College Partners and Other Locations](#) and [Professional Graduate Programs](#).

From that perspective, Strategic Enrollment Management began collaborating with Academic Affairs to ensure that we would:

- Maintain an appropriate balance of native and transfer students.



- Balance high-cost high-demand programs like engineering with lower-cost programs in the humanities, communication, and education.
- Align program development and reform to better meet the desires of incoming students and the changing demands of future employers.
- Improve the customer service experience for students once they arrive, including their advising, their health care, and their leisure activities with a focus on shortening time to graduation and improving retention.
- Accomplish these objectives in a manner that could be sustained without driving up student debt.

Several major initiatives evolved from these goals.

### Recruiting students more effectively

This process involved multiple steps including automating large portions of the admissions process and implementing a customer service module that ensured follow-up and greater accountability. The website was converted from an interface that primarily helped faculty find internal resources to one that served as the window for the world to become introduced to the University. Data analytics and stochastic modeling entered both the admissions and financial aid processes so that better decisions could be made on where to devote resources. The awarding of institutional financial aid evolved from a reward for past academic performance model to one that optimized use of funds to convert the probability of accepting the offer from negative to positive for the greatest number of students. Finally, the University began using the Common Application, which drove a substantial increase in application rate with only a modest drop in yield.

### Increasing financial aid to minimize cost and to improve the class profile

In order to optimize the profile of the classes and to minimize the cost burden on students, institutional financial aid rose from \$18M in FY 2014 to \$29M in FY 2018 (C2:C7a).

### Centralizing scheduling

Since the last decennial review, Strategic Enrollment Management has become responsible for all course scheduling whereas academic departments had direct control in the past. The Office of Scheduling works with individual departments and colleges to assess needs and allots classrooms to departments, which preserves the ability of the department chairs to meet the unique needs of their program while enhancing the overall efficiency of room utilization.

### Development of Rowan Boulevard and Holly Pointe

Recognizing that the age and lack of quality of our housing stock had a significantly detrimental impact on our student satisfaction and success, the University entered into partnerships with the town of Glassboro and private developers to build new housing stock including the Victoria Street Apartments and Holly Pointe Commons, a 1,400-bed primarily freshman housing unit with full cafeteria facilities. As a result, the University was able to more than double its housing stock to more than 6,600 beds. Concurrently, we worked with the town in blending academics, housing, and commercial retail in the new Rowan Boulevard development area, cultivating a quintessential college town where once there was none.



### Shifting Student Life into Strategic Enrollment Management

Finally, Student Life was merged with Strategic Enrollment Management in 2017 and the division was renamed Student Affairs. This allowed for a single entity to shepherd the students through first contact, all of admission and financial aid, and the onboarding needed through move-in and Welcome Week. This restructuring led to improved operational efficiencies and a steep decline in student and parent complaints. It also resulted in a marked increase in student yield as 39.5% of all accepted students deposited with the University in Fall 2018, by far our highest total since moving to the Common App. Other initiatives for improvement of University objectives for the Undergraduate Core are discussed in [Learner Success](#).

#### ▪ **Recommendations for Continuous Improvement**

Continue to assess academic program success and performance and incorporate results of learning outcomes assessment into the review process; innovate and revitalize academic programs; and use assessment results to improve the Rowan Core curriculum to meet the intended objectives.

Analyze the desired profile and demographics of the Undergraduate Core student population and identify ways to encourage and support diversity.

Continue to analyze student debt burden, particularly among the transfer student population.

Assess impacts on actual cost of attendance as a result of premium student housing and other amenities and consider strategies for maintaining affordability while offering a quality campus learning experience.

### **Enhanced Learning Opportunities**

#### ▪ Relationship to Mission and Goals

Enhanced Learning Opportunities comprises the various programs and experiences that are available to students above and beyond the major course of study. These programs are strategically important to the University in various ways. Primarily they serve to attract high caliber students seeking challenging ways to enrich their educational experience and expand their qualifications. They also attract students interested in augmenting their classroom education and further developing skill sets, aptitudes, and values. Many of these programs and experiences also serve a retention function as they are avenues for students to build support networks, connect to resources, find communities, and nurture their capacity for commitment and resilience. Ultimately, they further expand and diversify the opportunities and pathways that are available to our students and represent signature initiatives that advance our strategic pillars of Quality and Access.

#### ▪ Assessment of Status and Progress

Most of the programs featured here have historically been available for students to take advantage of once they arrived at the University but have not figured prominently in the recruitment strategy of the University. The Honors Concentration had grown steadily and has been expanded to a College. Athletics has also been an enrollment draw. However, growth in other areas has not been aggressively pursued (such as Rowan Online, Experiential Learning, and International Programs). The Athletic Programs are well known, but their academic contribution to the student experience is not as visible. Motivated students could always accelerate their programs of study, but incentives and support to do so were not provided. Depending on their experience, background, or resources, many students were hindered by barriers to access to these kinds of programs.

The benefits of these experiences for students are becoming more recognized and valued post-graduation and consequently their strategic importance is becoming more apparent. Strength in these programs can be a market differentiator for the University and we are turning attention to these areas.

#### *THE HONORS COLLEGE AND CONCENTRATION*

The Honors Concentration was founded in the 1980s, but its ascendance to a signature offering has occurred more recently. In 2001, Thomas N. Bantivoglio endowed the program with a \$1M dollar gift; in 2011 Honors moved into Rowan's first public-private partnership building, the Whitney Center, an apartment-style dormitory with offices, classrooms, and common spaces for students. In 2014, the University began to deploy more resources so Honors could fully realize its potential to provide transformative undergraduate experiences to more students. Since then, we have:

- hired a full-time Director (now the Dean), an Assistant Dean, and a dedicated advisor;

- transformed the program into a college to ensure its continued growth and success;
- revamped the program's mission, vision, goals, and learning outcomes;
- expanded internal admissions to students whose profile did not initially qualify;
- developed new courses in conjunction with pedagogically-talented, research-active faculty to offer rigorous, cutting-edge educational experiences;
- nurtured the nascent culture of undergraduate research to increase the number and types of undergraduate research experiences at Rowan as well as the number of undergraduate applications to prestigious national grants and fellowships.

In this time, the Concentration has grown by 56%—from 386 to 602 students—while simultaneously fostering the strong community that distinguishes our program and was lauded by the National Collegiate Honors Council (NCHC) in its 2016 review. While [average SAT scores and first-to-second year retention rates of Honors students](#) reflect the quality of our undergraduates, their successes on the national and international stage provide even more evidence of their achievements. From 2015 to 2017, students were awarded Fulbright experiences in South Korea; the Fulbright Summer Institute in Nottingham, England; the Fulbright Summer Institute at Bristol; the Fulbright Summer Institute at University of Sussex; and the Glasgow Summer Institute. In 2018 our first Fulbright departed for Finland. AY 2016-17 marked Rowan's first Boren Fellowship winner, our first DAAD Rise scholar, as well as Honors' first Goldwater Scholarship winner along with a Goldwater Honorable Mention, while 2018 heralded three Goldwater Honorable Mentions and our first DoD SMART Fellowship winner. Honors students are also conducting research in NSF-funded REUs at the nation's top institutions such as Berkeley, University of Delaware, Harvard, Johns Hopkins, MIT, University of Pennsylvania, Princeton, Rutgers, and UCLA, in addition to Argonne National Laboratory, Children's Hospital of Pennsylvania (CHOP), and the Coriell Institute, among others. They have gone on to attend graduate programs at the above universities as well as Carnegie Mellon, University of Cincinnati College of Medicine (MD/PhD), Pennsylvania State University, and our own medical schools.

Through Honors alternative course experiences (ACE), students have conducted research on anti-cancer drugs from renewable resources, built a small NASA and NJ Space Consortium satellite, served as a dramaturg for a Philadelphia theater company, designed and tested new drugs to prevent Herpes Simplex I, worked as a Search Engine Optimizer for a digital advertising agency, and studied the efficacy of parent-implemented behavioral intervention for young children with autism to name just a few (S3:C1). Honors service hours commit our citizen scholars to sharing their skills and talents with the community at large; last year, Honors students conducted 18,841 hours of service. The Honors motto—Think, Thrive, Share—aptly reflects the objectives of this expanding College.

### *ACCELERATED DEGREE PROGRAMS (DEGREE IN 3)*

The Degree in 3 program at Rowan University is a year-round degree pathway for students to earn their bachelor's degree in three years. This accelerated program boosts Affordability while also integrating professional development opportunities to prepare students for life after

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college. The Degree in 3 program enables students to complete 18 credits per fall and spring term; to receive summer housing and 6 credits of academic work for free; and to obtain leadership, internship, and research opportunities. The Degree in 3 program has the potential to save students approximately \$22,000 toward a bachelor's degree, roughly 25 percent of what a degree would cost over a four-year period (S2:C7a).

Students accepted into the following majors are invited to enroll in the Degree in 3 program at the time of admission: BA in English, BA in History, BA in Law & Justice Studies, BA in Writing Arts, BA in Radio, Television & Film, BA in Psychology, and BS in Marketing. There are 28 students currently enrolled in the program, all of whom are expected to graduate in their prescribed time frame.

Cohort	Enrollment	Average GPA (4.0 scale) after AY 2017-2018	Expected graduation date
Fall 2016 cohort	11	3.5	2019
Fall 2017 cohort	3	3.7	2020
Fall 2018 cohort	14	NA	2021

### *EXPERIENTIAL LEARNING*

Rowan University believes that students benefit greatly from active scholarly experiences, whether applied scholarship in the form of undergraduate research or through the scholarship of practice developed through internships, real-world experiences and artistic practice. These experiences bolster student learning and outcomes and help to demonstrate the value of a Rowan education; they are needed for all students, not just those in Honors or who have the knowledge and social capital to effectively seek them out on their own.

As recognized by AAC&U and other sources, Rowan University includes these high impact and experiential learning experiences (S5:C2b):

- Co-op
- Internships
- Practicum
- Field Experience
- Jobs to build professional skills
- Study abroad
- Research
- Leadership
- Service/community-based learning
- Problem-based learning (PBL)
- Professional preparation for student workers
- Career preparation courses
- Learning Assistantships/Tutoring/Mentoring
- Senior capstone research, creative, or applied experiential projects
- First-year seminar and experiences
- Learning communities
- Writing-intensive courses
- Diversity/Global learning

Some of these experiences are standard for all Rowan students, such as first-year seminars and writing-intensive courses. Others such as internships, capstones, or research are required within some majors. Still others depend on students' ability to pursue them on their own, such as study abroad or campus work programs. A review of the number of students who are participating in the activities listed above show a high level of activity; however, currently this information is not comprehensively tracked and centralized.

To better define, document, and assess the outcomes for students' participation in experiential learning and high-impact practices, Rowan University is embarking on a [significant initiative](#)

[to build a programmatic infrastructure for these experiences](#). This will also enable evaluation of equitable access and outcomes for students who may vary in attributes based on academic program, socioeconomic factors, transfer status, and more.

### *PRE-HEALTH PROGRAMS*

#### Seven-year Medical Programs

Seven-year Medical Programs (also called 3+4 programs) allow highly motivated students to receive a bachelor's degree and a medical degree in seven years, rather than the traditional eight. Rowan offers several 3+4 programs, including those in which we partner with the Rowan School of Osteopathic Medicine (RowanSOM) for a Doctor of Osteopathic Medicine (DO) degree and the Cooper Medical School of Rowan University (CMSRU) for a Doctor of Medicine (MD) degree. Five Rowan undergraduate majors qualify for 3+4 programs associated with the Rowan medical schools: BS in Biochemistry, BS in Biological Sciences, BS in Biophysics, and BS in Molecular & Cellular Biosciences, and BS in Biomedical Engineering. High school seniors may apply, interview, and matriculate into the 3+4 programs concurrent with their admission as freshmen to Rowan University.

Rowan also offers several 3+4 programs in which we partner with external institutions through affiliation agreements. These partners include: Temple University School of Dentistry and Rutgers School of Dental Medicine for a Doctor of Dental Medicine (DMD) degree; New York College of Podiatric Medicine and Temple University School of Podiatric Medicine for a Doctor of Podiatric Medicine (D.P.M.) degree; and Salus University, Pennsylvania College of Optometry for a Doctor of Optometry (OD) degree.

#### Support for Pre-Health Students

All pre-health students, regardless of major or acceptance into a 3+4 program, have the opportunity to apply for the Pre-Medical Learning Community (PMLC) as well as receive support from the Office of Health Professions. Rowan University offers three distinct post-baccalaureate programs, each of which address different aspects of pre-health preparation. The Post-Baccalaureate Certificate in Pre-Health Studies program is designed for individuals who are interested in a career in the health professions, but have little or no background in science. The Post-Baccalaureate Certificate in Advanced Premedical Studies is a part-time academic enhancement program offered through CMSRU and Rowan Global. Students who excel in the program may be eligible for automatic admissions interviews at participating medical schools, including CMSRU. The Certificate in the Biomedical Sciences program is offered by RowanSOM. The curriculum is designed to provide a broader and stronger foundation for medical school and other health sciences and promotes integration of the various biomedical disciplines into a single graduate-level educational experience. Students who have earned a minimum of 18 SCH in the program with an overall 3.60 GPA and a 500 MCAT score are guaranteed an interview with RowanSOM.

### *INTERNATIONAL PROGRAMS*

Internationalization is not only a marketing strategy or revenue source for Rowan University. It creates multiple ways to prepare our domestic students for a global market, which comes with very diverse products, services, and ideas. Knowing about international issues and having cultural awareness is needed to become a global citizen and compete successfully in the job market. Having international students brings opportunities for the campus community to experience different cultures and languages and broaden their perspectives. International students also become ambassadors of Rowan University and the U.S. to the world.

The State of New Jersey had almost 23,000 international students in 2018, with over [17,000 concentrated in five institutions](#). Rowan University does not fare well in this comparison with 130 students (0.17% of enrollment) in AY 2017-2018 and 156 (0.8% of enrollment) in AY 2018-2019. Since Fall 2013, the University brought in an average of 35 new international students every fall and 12 new students every spring. We enrolled 56 new students in Fall 2018 and 30 new students in Spring 2019 and hope to enroll over 200 total in Fall 2019. Restructuring and streamlining admissions has been the main reason for this increase. The University has the potential to recruit many more international students. As a comprehensive institution, we offer the majority of the programs in which international students were enrolled in the U.S. in 2018. More than half of international students study engineering, mathematics, computer science, or business, all of which are strong programmatic areas at Rowan University.

Another priority of the University in this area is enhancement of the student exchange and study abroad programs. We are building expanding student exchange options and promoting faculty-led study abroad to lower the cost of participation. Currently, the majority of students study abroad through third-party for-profit organizations, which results in higher cost.

### *ROWAN ONLINE*

Rowan University launched its first two fully online programs in fall 2007. Since then it has grown its portfolio to include 42 academic degrees and credit-bearing certificate programs. Housed in the Division of Global Learning & Partnerships (Rowan Global), [Rowan Online](#) is the official unit in charge of developing, delivering, and supporting online education and training.

Although the vast majority of Rowan's Online student population are from the state of New Jersey, a significant number of students from out of state pursue online degrees with Rowan. For example, during AY 2017-18 students from 13 states were fully matriculated in online programming. On March 2017, Rowan University received approval from the New Jersey Higher Education Office (which belongs to the regional compact represented by the New England Board of Higher Education) to participate in the State Authorization Reciprocity Agreement (SARA), which allows participating states, districts and territories to establish comparable national standards for interstate offerings of postsecondary distance education courses and programs.



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In AY 2014-15 Rowan opened the opportunity of taking one online class per year to full-time residential students as a means of easing pressure on classrooms for face-to-face instruction as well as providing to all students the experience of the online environment. [Online course enrollments have grown](#) consistently since its inception.

### *ATHLETICS*

The Rowan University Athletic Department consists of 18 men's and women's varsity teams competing in the National Collegiate Athletic Association's Division III as a member of the New Jersey Athletic Conference. The department serves 486 individual student-athletes holding more than 600 roster spots in an academic year. The ultimate focus of Rowan Athletics is to develop its students into excellent scholars, leaders, athletes, and citizens. In 2017, coaches, administrators, and staff came together as a group to re-evaluate and overhaul the organization's mission and core values to better align with the current culture of the department. Through this collaboration, the department adopted the tagline "I Am a Prof" to encompass what it means to be a part of the Rowan Athletics family. Valuing development, on and off the field, we felt it portrayed a sense of "one," regardless of demographic background, sport, race, ethnicity, sexual orientation, academic major, or future goals. With this concept of a family identity through teamwork and shared commitment, Rowan Athletics plays a key role in fostering an inclusive environment. The Athletic Department also supports academic excellence and personal development, consistently maintaining an average GPA of approximately 3.0 on a 4.0 scale.

Academic Year	GPA
2008-2009	3.01
2009-2010	3.08
2010-2011	3.06
2011-2012	3.05
2012-2013	2.93
2013-2014	3.06
2014-2015	3.07
2015-2016	3.08
2016-2017	3.02
2017-2018	3.10

The department's academic standards for athletic participation exceed NCAA regulations. To facilitate success in the classroom, the department offers various programs to enhance success and connect students to University resources to ensure student-athletes receive the support they need. Among their signature initiatives is the Prof Academy, a career development and mental well-being program for junior student-athletes developed in collaboration with the faculty athletics representative, Career Development Office, and Health & Exercise Science department. Receiving the NCAA's Innovations in Research & Practice grant, this program offers job search preparation, an alumni networking night, an etiquette dinner, and seminars on stress and anxiety management, growth mindset, and happiness. The Rowan Athletics Department is also proactive in educating its student-athletes on the topic of domestic violence and sexual assault. Student-athletes, coaches, administrators, and staff come together annually

for an educational seminar highlighting the importance of taking a stand. In addition, the department has created and released two “It’s On Us” videos to educate on this topic.

### ▪ Recommendations for Continuous Improvement

Assessment of these initiatives should be strengthened to enable appropriate investments in growth areas.

Marketing and publicity efforts should continue to bring visibility to the accomplishments of students who are benefiting from these opportunities to broaden participation and expand the scope and range of positive impact.

### Rowan College Partners and Other Locations

#### ▪ Relationship to Mission and Goals

Our institutional mission to be “inclusive . . . by offering diverse educational pathways . . . to meet the needs of all students” takes many forms. Over the last ten years, community colleges have served an increasingly important function in terms of building pathways. This option has made a bachelor’s degree feasible for students who were unlikely to ever come to our main campus. The Rowan College partnerships are even more inclusive. Our emerging partnership to develop workforce development programs will further expand the reach of pathways to higher education credentials from certificates to bachelor’s degrees. This impact is indicative of our choice of language in the mission statement. To be “inclusive” requires that we create pathways to destinations from which these students would otherwise have been excluded.

The Camden campus of Rowan University has been and continues to be an inclusive pathway in this same sense. Its historic role and urban setting create similarly unique attractions for students. Rowan at Camden was founded by Glassboro State College in 1969 as the Camden Urban Center, serving as a facility for teacher preparation, community activities, and Camden City educators. Through the 1970’s, course offerings were expanded and an Equal Opportunity Fund (EOF) program was developed, serving primarily Hispanic and African American students from the community. Over time, the role of Rowan at Camden has continued to evolve. Bachelor’s degree programs in Sociology and in Law and Justice Studies along with an Intensive English Language Program have been offered at the Camden location for over 40 years. These programs can be completed entirely on the Camden campus. More recently, urban-focused bachelor’s degree programs in Human Services and Disaster Preparedness & Emergency Management are being offered there.

The inclusive pathways provided by the Rowan College and Camden locations also contribute to the goal of building institutional capacity through our use of their resources and infrastructure to serve more students and ultimately to the mission element of being “responsive to emerging demands and opportunities.”

#### ▪ Assessment of Status and Progress

The demographic trends in New Jersey and the Northeast region are unmistakable—there will be substantially fewer high school seniors graduating over the next decade with a “demographic cliff” coming in 2025. As colleges become more competitive in recruiting the dwindling supply of qualified first-time full-time students, tuition-dependent institutions will have no choice but to broaden their supply to other demographic groups. For Rowan University, academically qualified students who have chosen to begin their college careers at two-year community colleges because of the reduced cost represent a key population.

Community colleges provide a starting point for students who may not be ready for the traditional four-year experience or who may want the cost savings of lower tuition for their first two years. The traditional transfer student experience is a well-established pathway and

facilitated by New Jersey's Statewide Transfer Agreement, which supports seamless transfer to a public four-year institution for students who have completed an associate's degree. The role of community colleges in providing pathways expanded as degree completion programs offered by four-year institutions became available on their physical campuses. Rowan University has always been a transfer destination and over time became much more transfer friendly. The University enrolls more than 2,000 new transfer students each year and this population is essential to sustaining the University's initiatives. The Rowan College partnerships further strengthen this pathway.

Gloucester County College and Burlington County College were historically our primary feeder institutions. As a result of changing their names to Rowan College at Gloucester County and Rowan College at Burlington County, the majority of students who enroll at either campus see themselves as being on a path towards a Rowan University degree as evidenced by RCBC's [Rowan Connection](#) and RCGC's [Rowan University Center](#). While they are free to pursue degrees anywhere they wish upon completing their associate's degree, they have already made a cognitive and affective commitment to coming to Rowan University.

To address the economic issues that led them to select the community college in the first place, we have developed signature "3+1" programs in which we provide our third-year curriculum to our county college partners. Students in the program take the third-year classes, taught by community college faculty and billed at community college tuition rates, then finish the fourth year still at the community college, but now taught by Rowan University faculty and paying Rowan University tuition. Preliminary feedback from RCBC indicates that these programs are uniquely attracting students for whom the dramatic cost savings make attainment of the four-year degree possible for the first time and we graduated our first cohort in December of 2018. RCBC promotes the [3+1 programs as a hallmark](#), even naming a campus roadway "3+1 Drive."

The aligning of curricula and naming has created competitive advantages for Rowan University and our Rowan College partners. The next step involves differentiating those advantages so that we do not compete with each other. The majority of current program offerings at the RC locations replicate existing Rowan University programs. Moving forward, program offerings will emphasize those that are non-duplicative and complement those offered at Rowan University. Newly approved programs include a BS in Mechanical Engineering Technology, BS in Electrical Engineering Technology, and a BA in Health Studies, with additional engineering technology programs and an applied professional communication program in development. In determining new programs, it will be important to build on associate degree programs with high enrollments, as well as gear those programs to workforce development initiatives. Similarly, the Camden campus has offered programs that are also available on the main campus but has recently begun to offer programs that can only be completed at that location.

With programs established at all locations, attention will turn to aligning strategic enrollment management, student services, along with new program development. The Camden campus in particular needs more consistent and more customized recruitment and support operations to support its student population. To accomplish these objectives, administrative oversight for

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program offerings at these locations has been restructured for FY 2019. The marketing, recruitment, admissions, financial aid, and advising functions that were previously administered by the Division of Global Learning & Partnerships (Rowan Global) have been integrated into the central Division of Student Affairs. Rowan Global will assume a greater role as an incubator and accelerator charged with leading research into industry and employer demand for skills, knowledge, and credentials to guide academic program development. A bachelor's degree in professional studies is under development to serve as a flexible curricular model to accommodate delivery of stackable credentials.

### Year 4 students in RCBC 3+1 programs in Fall 2018

Program	Mt. Laurel	Online	Total	Transfer to main campus	Proj # of Graduates	Proj Retention Rate
BA Psychology	46	14	60	0	10	73%
BA Computing & Informatics	11	0	11	1	0	81%
BA/BS Biology	7	0	7	3	2	19%
BA Law & Justice	19	4	23	2	6	55%
BA Liberal Studies	7	1	8	2	2	40%
BA Psychology and BA Law & Justice	1	0	1	0	0	100%
RN to BSN	0	28	28	0	0	90%
<b>Campus totals</b>	<b>91</b>	<b>47</b>	<b>138</b>	<b>8</b>	<b>20</b>	

RCBC students are also enrolled in the associate's degrees programs leading to the BA in Inclusive Education and BS in Mechanical Engineering Technology pathways.

### Year 3 students in RCGC 3+1 programs

Program	Fall 2018	Spring 2019	Fall 2019
BA Psychology	31	13	11
BA Law & Justice	25	5	11
RN to BSN	2	NA	14
BA Radio/TV/Film	8	7	5
<b>Graduates</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>Retention Rate</b>	<b>84%</b>	<b>82%</b>	<b>87%</b>

### Online programs

Program	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Construction Management	0	0	66	56
Law & Justice Studies Online	6	23	33	33
Liberal Studies Online	18	20	23	27
Psychology Online	6	43	114	120
<b>Graduates</b>	<b>0</b>	<b>4</b>	<b>9</b>	<b>15</b>
<b>Retention Rate</b>	<b>26%</b>	<b>37%</b>	<b>46%</b>	<b>59%</b>

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The University's commitment to its Camden campus has been unwavering, but the objectives and strategy have been redefined multiple times. As of FY 2019, the Executive Vice President for Policy & External Relationships/Partnerships has been located there to provide a leadership presence and develop a coherent vision. A [Status Report](#) has been submitted to the President and disseminated to the Deans' Council.

### Camden Campus programs

Program	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Disaster Preparedness & Emergency Management	1	34	24	25
Human Services	0	27	33	36
Law & Justice Studies	60	92	78	75
Sociology	24	119	100	98
Graduates	0	0	2	5
Retention Rate	36%	42%	56%	73%

### ▪ Recommendations for Continuous Improvement

The integrity of the 3+1 programs should be monitored to ensure that the third and fourth years of the curriculum, while not as diverse in options as what would be available on the Rowan University campus, are comparable in academic rigor and achievement of learning outcomes.

Post-graduation success of students completing Rowan University degrees at other locations should be followed to ensure that the intended program objectives are achieved.

Now that student demand for the programs is evident, enrollment and goals should be set.

Continuing exploration and innovation to create pathways for students who might not otherwise have pursued a four-year degree should be led by our community college partners.



### **Professional Graduate Programs**

#### ▪ Relationship to Mission and Goals

Professional graduate programs are integral to the mission element of offering diverse educational experiences, pathways, environments and services and directly advance the strategic pillars of Access and Economic Development. The University is committed to accommodating students with economic, geographic, and time management perspective goals and challenges. These programs, administered by and offered in multiple modes of delivery and locations through the Division of Global Learning and Partnerships (Rowan Global), meet the needs of professional, adult learners, often fully-employed with obligations outside of academic responsibilities; accommodate students who require access to affordable education through remote or online courses, programs offered on-site at work/industry locations, and/or hybrid programs; are focused on career preparation or advancement in non-academic (research) fields; often require field/clinical experience as directly applicable to industry-specific employment; and may be considered terminal degrees within the field.

#### ▪ Assessment of Status and Progress

In support of our strategic pillar of Economic Development, Rowan University has responded to the diverse needs of working, adult learners, particularly in the delivery modes through which our professional graduate programs are offered. The University offers 30 fully online professional graduate programs, seven programs in a hybrid format, and an extensive portfolio of individual online courses at the graduate level. The accelerated, 7/8-week format of the online and hybrid professional graduate programs caters to the large numbers of graduate students who are working professionals. In alignment with the accelerated time to degree completion that is desired for many professional graduate programs, the Master of Engineering Management, MS in Computer Science, and Master of Music report the average time to degree completion for students meets expectations. In addition to online and hybrid delivery modes, the Colleges of Education, Science & Mathematics, Business, and Engineering offer graduate programs off-site at our partner locations and on-site at industry locations to extend offerings beyond the main campus and meet students at or near their workplace. Through competitive tuition rates and tuition discount programs such as the [New Jersey Teachers Outreach Program \(NJTOP\)](#), Rowan University strives to remain affordable and accessible to all students while offering quality programs and courses (S2:C7a).

Programs offered in the Colleges of Education, Engineering, Science and Mathematics, and Business currently meet market demand and will continue to meet projected industry growth in those sectors. Several new programmatic directions are also emerging. The College of Performing Arts will offer a Post-Baccalaureate Certificate in Music Therapy with plans to expand the program into a full master's degree in Music Therapy. The College of Education continues to meet market demand and to respond to national projected occupational growth in the areas of technology and education through its new MA in Urban Education and Community

Studies (Fall 2018), MA in Educational Technology (Fall 2018), Certificate of Graduate Study (COGS) in Educational Leadership, and COGS in Community College Leadership (Spring 2018). In addition, the William G. Rohrer College of Business launched the MS in Finance (Fall 2018) and MS in Organizational Leadership (Fall 2019) in response to market demand and projected occupation growth in business and financial occupations (S5:C2b). The established Nursing program continues to deliver professional achievement objectives with a 92% pass rate in the specialty certification examinations for both Adult Gerontology Acute Care Nurse Practitioner and Family Nurse Practitioner as well as a 100% pass rate for the Clinical Nurse Leader.

As the recently designated New Jersey Department of Labor and Workforce Development Southern New Jersey [Talent Network for Construction and Utilities](#), Rowan Global spearheads groups of stakeholders in conversations to gather real-time, industry-level, labor and workforce intelligence to create pathways into the construction and utilities field through the Henry M. Rowan College of Engineering Bachelor of Arts in Construction Management online degree and Master of Engineering Management online degree. A federal and state grant-funded endeavor, the Talent Network provides the opportunity to partner with local and regional labor and workforce development boards in our mission to meet the needs of working students and those seeking employment pathways through training and education.

A wide variety of professional graduate degree and certificate programs across several colleges are available fully online, many of which have been recognized with [high rankings](#), along with hundreds of online graduate courses. Our online offerings make Rowan's quality programs accessible to graduate students from remote locations.

The majority of programs in the current Rowan Global portfolio existed prior to the founding of Rowan Global and were developed for a different purpose with a different recruitment and delivery model. Therefore, divisional efforts have focused on modifying delivery modes, utilizing tuition discounts for individual learners and organizations, eliminating unnecessary admissions requirements for adults and working professionals, and otherwise improving operations and customer-service. (S2:C7a). Among the priorities has been increased accessibility of the University's professional graduate programs through expedited admissions approval. The newly created, automated admissions portal and several automated communications between admissions counselors, applicants, and academic advisors, have decreased the time to communicate admissions decisions to students from several months to approximately two weeks from the time of application.

In June 2017, Rowan Global launched the Academic Program Review Portal, a database in which all graduate, undergraduate degree completion, and online/hybrid/off-site program information is managed and stored and through which all new program information and changes to existing programs are submitted by academic program coordinators and deans. The portal informs the Rowan Global website, serves as an official history and record of program information for Rowan Global administered programs, and serves as the conduit through which academic departments communicate programmatic information with Rowan Global

Academic Affairs, Office of Graduate and Degree Completion Studies, Rowan Online, Marketing and Enrollment Management, and Rowan Global Admissions.

### ▪ Recommendations for Continuous Improvement

Because professional graduate programs focus on career preparation and workplace advancement, professional graduate programs should require field practicum experience as applicable to industry specific employment and when considered terminal degrees within the fields.

Rowan University maintains integrity of graduate programs through a number of accrediting bodies, program exit requirements (non-thesis), and standardized online syllabi. To assure the quality of professional graduate degree programs, measures to establish alignment with the needs of regional employers and industries should be in place. An employer advisory board working directly with faculty and college leaders on the development of new programs and courses is an effective mechanism.

A streamlined review process for professional graduate degree programs, allowing for flexibility to respond to market driven, industry led opportunities, should be considered. This should include exploring the use of industry specific program development specialists to meet the needs of an expanding portfolio of professional graduate programs in a manner and timeframe that coincides with workforce growth and response to market demand.

The assessment of workforce demand needs to be complemented by a thorough review of our existing programs to determine which programs are meeting such demands, which ones need to be reconfigured to better meet the demand, and which ones have become irrelevant to the labor market.

### C. Learner Success

*Institutional Goal: Commit to success for all learners.*

We have long recognized that the borders between the curricular, co-curricular, and extra-curricular realms are permeable, but the interdependence of learning inside and outside of the classroom is now understood to be multi-faceted. Indeed, the conceptual framework of “inside” and “outside” of “the classroom” is a wholly inadequate representation of the landscape of student learning. We must acknowledge our role and responsibility with respect to student success beyond what has been the traditional portfolio of student activities and services and be constantly sensitive to the dimensions of a lived curriculum that little resembles the experience we had as students. Student success is a project of optimization of several factors, with institutions now increasingly compelled to proactively address new challenges, barriers, and crises that threaten retention and persistence by strategically promoting student self-efficacy. The broadened array of initiatives necessary to support students in the contemporary higher education environment now extends throughout what we term the student life cycle, from recruitment and enrollment to graduation, employment, and lifelong professional and personal growth. The current Division of Student Affairs includes strategic enrollment management, web services, recruitment, admissions, orientation, financial aid, advising, retention, transfer and commuter student services, housing, campus programs, community involvement, health and wellness, and career advancement. Defining and supporting meaningful success for all learners is at the heart of Rowan University’s access pillar. We recognize that there are diverse needs for support across many dimensions of academic and personal well-being and have invested in programs and facilities to meet these needs.

This section assesses progress and key initiatives in three principal areas:

- [Student Life Programs](#)
- [Student Services](#)
- [Health & Wellness](#)

### **Student Life Programs**

#### ▪ **Relationship to Mission and Goals**

Student Life programs offer students opportunities to explore how to live as well as how to learn within the University environment. This aspect of the University's commitment to success for all learners reflects our belief that higher education should be a transformational and life-changing experience. Student Life programs help students cultivate a sense of identity, belonging, safety, resilience, and responsibility. Their overall well-being is fundamental to their success, and interactions with their community have an integral role. Another key component of Student Life programs is the many opportunities for student employment and associated professional and personal development benefits they provide. Student employment provides transferable skills such as communication, teamwork, leadership, public speaking, conflict resolution, critical thinking, problem solving, and customer service. In addition, graduate coordinators can gain paraprofessional experience in administering facilities, programs and services.

#### ▪ **Assessment of Status and Progress**

Student Life programs are long-established activities at Rowan University. Participation and student satisfaction are regularly assessed and the content and delivery of programs are evaluated and improved. Programs are designed and reviewed in accordance with appropriate professional standards, including the Council for the Advancement of Standards in Higher Education (CAS) and NASPA (Student Affairs Administrators in Higher Education). Improvements and expansions have been accomplished since the last decennial review across several functional areas of Student Life.

#### ***UNDERGRADUATE ORIENTATION***

Undergraduate orientation programs are collaborative, University-wide programs coordinated by the Office of Orientation and Student Leadership Programs. A comprehensive program review including a self-study and external expert review was conducted in 2009, followed by hiring of a new director charged with developing an action plan to guide expansion of orientation programming and staffing. The University has moved from offering four sessions in 2010 to over 15 sessions in 2018 to support our growing undergraduate population.

Orientation continues to be a high quality, student-centered experience for new students that introduces University resources and expectations and provides initial academic advising and course selection. The freshman orientation program is a two-day, overnight experience that allows new students to experience residential living and student activities prior to arriving on campus. Transfer students can select either one- or two-day programs with a focus on transitions, advising, and registration. The Office of Orientation and Student Leadership Programs also provides an on-line orientation option for non-traditional undergraduates, and has worked with Rowan Global to create an on-line orientation for undergraduate degree completion students.

### *RESIDENTIAL LEARNING & UNIVERSITY HOUSING*

Rowan University requires freshman and sophomore students to live on campus to facilitate their contact with faculty outside of the classroom, interactions with fellow students, access to student support services and resources, and participation in student organizations and activities, activities which tend to be associated with increased student retention and success. Students may be exempted if they live at home and commute from a relatively short distance. Students who live on campus may also choose to join a Learning Community offering structured co-curricular programming. Residential Learning operates on an engagement model that incorporates social activities and outreach initiatives and involves “high-touch” interactions with a team of resident staff and student leaders. The importance of student leadership in residential learning is recognized by the Holly Bush Chapter of the National Residence Hall Honorary, a student organization recognizing the contributions of the top 1% of student leaders in the campus residential community. Student employment in Residential Learning offers an opportunity for students to gain valuable professional skills.

Residential Learning activities and initiatives are assessed through tracking of [occupancy metrics](#), participation metrics, surveys targeting particular [initiatives](#) or [populations](#), and the [Skyfactor Resident Assessment](#), a nationally benchmarked assessment. The data are reviewed annually by the Residential Learning and University Housing Assistant Vice President and Directors during leadership meetings and full staff meetings to aid in planning for services and program delivery.

### *CAMPUS LIFE: CAMPUS RECREATION AND CAMPUS ACTIVITIES*

Campus Life provides on-campus social events and fitness activities and manages the Student Center, Recreation Center, and Fitness Center facilities. Signature initiatives include Rowan After Hours (RAH) and events sponsored by Student University Programmers (SUP), which provide safe, welcoming spaces to socialize; create a connection to the Rowan community; foster meaningful relationships among student leaders and other students on campus; and build support systems of peers, ultimately increasing retention. Campus Recreation enhances student success through opportunities to participate in programs that can positively impact their health and well-being, including group fitness, intramural sports, and sport clubs.

### *CIVIC INVOLVEMENT: COMMUNITY STANDARDS AND VOLUNTEERISM, COMMUNITY ENGAGEMENT & COMMUTER SERVICES*

The Office of Community Standards (OCS) administers the student disciplinary process for non-academic misconduct as articulated in the Student Code of Conduct. Providing a mechanism for fair redress of alleged violations promotes a safer campus and a more positive learning experience. In addition to serving as the principal adjudicators for hearings, the staff serve as resources concerning the student disciplinary process and behavioral expectations (S4:C1c). OCS enhances student success inside and outside of the classroom in multiple ways:

- The student disciplinary process addresses serious disruptions in the classroom related to threats/acts of violence, harassment and non-compliance with instructors.



- The process provides a mechanism to refer students with behavioral concerns related to anger, violence, alcohol and illegal drugs to educational and intervention resources.
- Administrative disciplinary hearings focus on engaging students about the impact of decision making on their educational experience and goal attainment.

OCS regularly reports and analyzes trends in violation data and recidivism. Qualtrics surveys, student violation data, and student self-reflection assignments have been used for development and reorganization of disciplinary sanctions, assessment of student learning outcomes, and improved staff training.

The Office of Volunteerism, Community Engagement & Commuter Services (VCECS) works collaboratively with University faculty and community partners to design service-learning opportunities. VCECS is the frontline resource to foster better relations among off-campus students and their neighbors. Working with community partners and Glassboro administration, VCECS facilitates dialogue among all varied constituencies. In addition, VCECS is the lead provider for commuter student support services and works to establish a sense of inclusion in the Rowan community for commuter students. VCECS solicits feedback from students through on-going program evaluation surveys after each program, as well as focus groups and student presentations completed on an annual basis each spring. Qualtrics surveys have been used for program evaluation, improvement, and [assessment of programmatic learning outcomes](#).

### *DIVERSITY & INCLUSION*

The Office of Social Justice, Inclusion, and Conflict Resolution (SJICR) provides a wide variety of programming and workshops that contribute to the personal and academic growth of the undergraduate student population. Through the Multicultural, Women's, Interfaith and Spiritual Exploration, and LGBTQIA+ Centers, in cooperation with the Harley E. Flack Mentoring Program, students engage in opportunities to learn introspectively as well as develop experiential skills building in the community through volunteerism and mentoring on campus and with high school students in the area. Additionally, the SJICR collaborates with several offices to provide diversity and inclusion workshops for the undergraduate population to mindfully engage in sensitive conversations and reflective activities that develop/enhance the skills for being a social justice minded Ally and advocate for equity. Programming initiated by the centers cultivate the undergraduate population's ability to regularly participate in diversity and identity focused events provided by the student affiliated organizations that the SJICR assists in meeting their organizational goals (S2:C2).

The SJICR has developed several impactful initiatives that have affected the Rowan community for undergraduate students and other constituents. The SJICR hosts the annual Diversity & Inclusion Summit, a University-wide event with administration, faculty, and student participation and now in its fourth iteration. This event has exposed both strengths and areas for improvement in the practices the institution has regarding issues surround diversity and inclusion. The undergraduate participants have been provided a platform for speaking their truths that subsequently has allowed for their voices to be heard by their peers and

administrators. Such action is driving structural changes to how some services are provided to students and is providing both Student Affairs, Academic Affairs, and the administration with recommendations that are being considered for future policy development and enhancements.

The office also initiated the Social Justice and Cultural Competence Student Conference. Inaugurated in the fall of 2013 through the then Office of Multicultural Affairs, the Social Justice and Cultural Competence Conference offers attendees an opportunity to think and talk about their social and cultural identities while learning how to use their power as students to address issues of oppression in their communities at Rowan and beyond.

At the end of each semester, SJICR administers program evaluations to its constituents aimed at assessing the office's core learning and programmatic outcomes. In addition, SJICR conducts two focus groups at the end of each semester. The Centers and Programs in SJICR have also conducted periodic learning outcomes assessment of specific interventions.

### ▪ Recommendations for Continuous Improvement

As the University increases its enrollments and as University and University-affiliated housing becomes available to more students, providing a consistent level of co-curricular engagement opportunities to all residents will be a challenge. Appropriate levels of programming and modes of delivery will need to be evaluated to determine a sustainable model.

Campus Recreation is developing a strategic plan for capital projects and renovations to enhance the student participant experience. Campus Recreation is also exploring integration of programs and services for a campus wide well-being initiative.

### **Student Services (S4:C1d)**

#### **▪ Relationship to Mission and Goals**

Since 2011, Rowan University has been engaged in building a large-scale infrastructure to assess and improve student success. This work is central to the University's strategic mission pillars of Quality, Affordability, Access, and serving as a regional Economic Engine and to the institutional goal of "Commit to success for all learners." When students and families choose Rowan University, we have the opportunity and responsibility to provide students with the services and supports needed to support their success and progress through graduation. As theorist Vincent Tinto proclaimed ten years ago in his assessment of progress toward achieving America's historic public commitment to higher education for all who seek it, "Access without support is not opportunity." Rowan University undergraduates have diverse backgrounds and levels of preparation for college, and as such require a wide array of services. This work has been driven by high-quality empirical analysis to ensure that limited resources are best used to support our students.

#### **▪ Assessment of Status and Progress**

Because of Rowan University's significant investment in and emphasis on building a student success infrastructure, objectives and initiatives in this area are generally well-defined and a significant amount of relevant assessment evidence is available. That being said, Rowan's work in this area continues to evolve and be responsive, with notable changes to some of the relevant programs and services within this academic year and in plans for the future. This analysis focuses on initiatives in the area of student services for undergraduate students on the Glassboro campus or on the Camden campus. In some cases the programs and innovations featured here also benefit students in extension, graduate, or professional programs.

#### ***ACADEMIC ADVISING REDESIGN (S4:C1c)***

Rowan has engaged in University-wide academic advising redesign for undergraduates since 2012. To improve the quality of the student experience and retention and on-time graduation rates, the University committed to building a centralized organization of professional advisors which would serve undergraduates at a ratio of an average of 300:1. This organization, launched as University Advising Services (UAS) in 2013, has made tremendous progress toward this goal. In addition to being assigned a professional advisor, all students are to have access to faculty mentors in their major in processes determined by the academic unit, to ensure that Rowan also provides opportunities for quality interactions with faculty. The 2016 administration of the National Survey of Student Engagement showed that both freshmen and seniors at Rowan are significantly more likely to indicate positive student-faculty interaction than peer institutions' levels. The Academic Advising Redesign initiative is featured in a [case study](#) included in [Standard VI – Planning, Resources, and Institutional Improvement](#).

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### *AFFORDABILITY TASK FORCE AND RELATED INITIATIVES*

The [Affordability Task Force](#) was launched in January 2016 as an integrated, multi-Divisional approach to studying and improving affordability at Rowan. As one of the four Strategic Pillars of the University, Affordability is recognized as essential to student access and success (S2:C7a). President Houshmand has committed to never raising traditional undergraduate tuition and fees above the expected rate of inflation, thus keeping a Rowan education as affordable as possible. In addition, Rowan's partnerships with community colleges for 2+2 and 3+1 programs are another essential component to the affordability portfolio at Rowan. However, within the traditional undergraduate experience (which comprises most of our students), institutional structures, practices, and programs can be designed to better support affordability in multifaceted ways, beyond the direct costs of the institution and traditional financial aid options. The Affordability Task Force and related work on campus exemplify how the institution's culture is collaborative across Divisions to better understand and support essential student issues and how we use data and assessment when formulating institutional change. Since its inception, the Task Force has completed studies including the Lumina Foundation's Beyond Financial Aid Institutional Self-Assessment; a survey sent to half of our undergraduates to evaluate their affordability-related concerns and experiences regarding food and housing insecurity, level of confidence they will have funding to stay enrolled until graduation, whether they are working and how many hours, whether they purchase all required course materials, and more; and a survey to faculty regarding course materials and the role of cost in their selection. This initiative is also a featured [case study](#) in [Standard VI – Planning, Resources, and Institutional Improvement](#).

### *SUPPORT FOR DIVERSITY AND INCLUSION*

Rowan University's commitment to success for all learners is exemplified through numerous programs launched or refined in light of national and institutional evidence that students with identifiable personal or demographic attributes may be less likely to succeed in college. These populations include students from low-income families, underserved minority groups, students with disabilities, veteran or military students, those who are the first in their families to attend college, and students whose admissions profile indicates lower levels of college readiness. Importantly, the proportion of college students who fall into one or more of these categories is certain to grow in the future, and thus serving them well through dedicated, data-driven programming is vital not just to Rowan's mission but also to the health of future enrollment, due to changing demographics in the state of New Jersey and Northeast United States in general.

Rowan's dedicated work in these areas can be seen in the following initiatives:

#### ASCEND Program

From 2012-2016 multiple diversity pipeline and scholarship programs were developed to support populations similar to those in the Educational Opportunity Fund/Maximizing Academic Potential (EOF/MAP) program. Many students were in multiple programs with

overlapping objectives but varied requirements. To streamline support and increase collaboration between departments, the EOF/MAP office was reorganized and is now known as Achieving Success through Collaboration, Engagement, and Determination (ASCEND). The [ASCEND program](#) serves talented first generation, underrepresented, underprepared, and/or low income students and utilizes intentional programming to improve student persistence and success. The key features include:

- Comprehensive counseling and coaching of students in 4 key areas: academics, program requirements, personal, and career/leadership.
- Programs including a six week summer bridge program, academic and personal development workshops, success coaching, peer tutoring, mentoring, and leadership opportunities
- Financial assistance and sponsorships

All students enrolled in any pipeline program now come through the ASCEND program, and are assigned an ASCEND counselor as their main point of contact.

### Graduation Gaps

The University was also moved to act to address discrepancies in retention and graduation rates for underrepresented minority groups and other underserved populations of students as compared to the overall average rates for the institution. Specifically, Rowan was named twice on an Education Trust list of institutions with sizeable gaps in graduation rates for African-American and/or Latinx students. The University's response to the Education Trust findings reported that graduation rates for African-American and Latinx students at Rowan have been increasing and are the highest they have been during any time at least as far back as 1997 (records from earlier years are not available). However, they remain significantly below those of White students. Importantly, students from these underrepresented minority groups at Rowan are significantly more likely to be low-income (African-American students are at least 3 times more likely to be low income than White students) and first-generation college students (45% of African-American students compared to 29% for White students). Rowan has taken an intersectional, data-driven approach to supporting success for these students, including new examination of financial aid models that could include more need-based institutional funding; the First Generation Task Force, launched in fall 2017 to provide support and raise awareness for first-generation students through the [Flying First](#) program; and the new ASCEND program. We have documented that ASCEND students are more likely to use a vital campus service, academic advising: In fall 2017, 80% of ASCEND students had academic advising appointments, as compared to roughly 65% of the general population, as indicated by records in Starfish.

### Students with Disabilities

The role of [Disability Resources](#) is critical in providing equal access for students with disabilities. Over the last 5 years Disability Resources has experienced unprecedented growth in the number of students with disabilities (SWD) registering for services. As of January of 2018 a total of 1700 SWD were registered with the office, marking a 124% increase since 2013 when a

total of 750 SWD were registered. During this time, a new Assistant Director role and a Program Assistant role were added to the office to support this growth. In addition to meeting the needs of individual students, the Disability Resources office serves an educational role regarding supporting students with disabilities. Access & Inclusion Week offers events to increase awareness and visibility of persons with disabilities. College Compass is an extended orientation program for incoming students, while the College Prep Transition Conference invites parents of high school students to Rowan University to learn about supporting their student through the college application process into a successful college career.

### Veteran/Military Students

Enrollment of veteran/military students has increased by 63% between Fall 2014 and Fall 2017, much faster than enrollment increases in other groups. This growth has been spurred by Rowan's reputation for [serving veterans](#) as reflected in national rankings and by establishing a Veterans/Dependent Scholarship. Our services to veterans have been expanded in recent years to include an active Veteran Students Organization; Veterans' Week on campus to showcase achievements and facilitate visibility of veteran students; and the development of Stars and Stripes Training for faculty and staff to better understand and support veteran students. In 2014, we became a first time member of the National Association of Veterans' Program Administrators (NAVPA) and are also a member of the New Jersey Association of Veterans' Program Administrators (NJAVPA) where we attend quarterly meetings throughout the state.

### *PROFESSIONAL PREPARATION AND READINESS (S2:C7a)*

Students and families need confidence that their investment of time and money will yield a college degree and entry into the professional world. To support the professional development and ultimate placement of Rowan students, the [Office of Career Advancement](#) has been expanded since January 2017 with the addition of a Director, two full-time and one part-time Career Counselors, an Assistant Director for Employer Relations, and a Program Assistant. The alignment of the OCA within the Division of Student Success ties it more closely with the large infrastructure in University Advising Services and with academic units. A collaborative relationship with the Division of University Advancement and Alumni Affairs also serves to connect the OCA with Rowan's alumni base and partners in foundations and industry. Launch of a credit-bearing course, Career Planning & Development, occurred in fall 2013. Originally designed to serve the needs of students in the Bachelor of General Studies program, the course gradually became available to more students from any program, with rapid growth in enrollment from 24 in 2013-14 to approximately 700 in 2017-18. In addition, several academic programs have specific career-readiness courses for their majors. In total, approximately 1586 students enrolled in a career-readiness course during 2017-18. A collaborative initiative led by the Office of Career Advancement (OCA), University Advising Services, Orientation and Student Leadership Programs, and Academic Affairs is currently underway to centralize documentation of student participation in myriad activities that bolster their professional development and readiness throughout the student lifecycle. These include internships, student work experiences on campus and development of a new training program for student



workers, education abroad, service learning, leadership certification, participation in research, and more.

### ▪ Recommendations for Continuous Improvement

Extend the centralized professional advising model to all academic programs.

Invest in state of the art data analytics and tools to support and document student success. During the past several years, Rowan University has made great strides in becoming a data-rich environment and has successfully implemented some tools important for student success, such as the Starfish early alert and communication systems. However, student services staff could better identify and support individual students if they had even better access to useful indicators of risk as well as knowledge of empirically-based strategies to assist the students. At this time, numerous reports available through Starfish, Tableau Dashboards, Cognos, and more create much data that cannot be fully utilized to support student success because it is disjointed from other data and can be difficult to juggle and use numerous separate reports.

Strengthen student preparation for future professional growth and success. The move to emphasizing experiential education and its ties to first destination placement after graduation is a hallmark of the future development of student services. During 2017-2018, collaboration among the Office of Career Advancement, Alumni Relations, and Information Resources and Technology led to a plan to centralize and bolster the availability of first destination data. This is essential for effectively demonstrating to prospective students and families that Rowan University can support the student's professional trajectory. In the next iteration of improvements, we will develop an infrastructure to better track, assess, and promote student participation in experiential learning experiences. Once complete, we will be able to address questions that are at the core of the University's mission, such as regarding equity for access and quality of internship experiences for students from all demographic groups or how the curriculum-based research experiences can lead to alumni's success in their professional fields.

### **Health & Wellness**

#### **▪ Relationship to Mission and Goals**

Rowan University has many cross-divisional and cross-campus collaborations that support several dimensions of health and wellness, knowing that a student who feels healthy and safe is more likely to have academic success and greater lifelong self-efficacy. As the University population changes, increases in size, and incorporates students previously thought of as non-traditional, including medically fragile, disabled, diagnosed with significant mental health illness, or students with an autism spectrum disorder, veterans, and the LGBTQIA+ community, all of whom have areas of vulnerability, we must adapt and respond to these unique health and wellness needs. Health and wellness initiatives are critical to the University's fulfillment of the mission element of being inclusive and the institutional goal of commitment to the success of all learners.

#### **▪ Assessment of Status and Progress**

The University has made significant investments in health and wellness facilities since our last decennial review most notably the Wellness Center that united Student Health, Counseling and Psychological Services (CPS), Healthy Campus Initiatives, Alcohol and Other Drug Services, and EMS in one centralized building on Glassboro's campus. With more than 15,000 encounters annually, the facility is a model for integrated campus health care. In 2017, in recognition of the significance of wellness within the student experience, the University appointed a Vice President to lead the Division of Health & Wellness. This new role means significant administrative resources will be used to create synergies, coalitions and other campus-wide health initiatives to ensure wellness is infused into the student experience.

As national health insurance regulations continue to evolve, Rowan University recognizes that many students lack adequate coverage, either because of lapses in policies or skyrocketing deductibles. To address this issue, Rowan University has made it a priority to continue to offer affordable health insurance to students. Additionally, Emergency Medical Services on campus continues to provide quality, rapid assessment, stabilization and transport to Rowan students free of charge. The recent integration of the Wellness Center into the larger umbrella of Rowan Medicine will allow for greater access to a variety of staff, faculty, programs and services. It will be crucial for students and parents to have access to a network of healthcare options in and around Rowan University that are affordable. The University will work closely with healthcare partners in the region to develop ways to address any gaps in coverage that could have a significant financial burden on our students. As the University witnesses rising healthcare costs, plans are in place to begin nurse/physician triaging and telemedicine as well as offering rapid intravenous hydration for students suffering from gastrointestinal illness and unable to orally hydrate, a significant cause of emergency department visits.

### Mental Health (S4:C1a)

According to self-reported Wellness Center data, increasing numbers of new students attending the University have a preexisting mental health diagnosis. In 2017, 14% (760) students reported at least one previously diagnosed mental illness compared to 11% (659) in 2016. Counseling and psychiatric visits have increased by 28% over the past 3 years. In fall 2017 41% of students seeking individual counseling sessions in the Wellness Center reported thoughts of suicidal ideation, slightly higher than the national average of 36%. Clearly it is critical to respond to the persistent and growing mental health need on campus. CPS within the Wellness Center performs traditional individual and group therapy, psychiatric evaluations and medication management, mental health screenings, skills workshops, alcohol and other drug screenings, evaluations, therapy, and 24/7 crisis counseling. Dialectical Behavior Therapy (DBT) is another empirically supported treatment program that has grown over the past 5 years, aimed at working with students with acute and significant mental health issues related to self-injury. Counseling and Psychological Service (CPS) has front-loaded and increased their crisis counseling staff to increase student access to emergent care, increased their counseling staff to 15 FTE and 3 PT psychiatrists to provide individual and group therapy and psychiatric evaluations and medication management, and has diversified the group therapy program over the last 5 years, now offering 17 different types of groups, including well-being workshops. Clinical Coordinators have been appointed to oversee several services offered to students (including Autism Spectrum, Group Psychotherapy, LGBTQIA+, Case Management, Stress Management and Response Team, Eating Disorders Team, Brief Solution Focused Treatment, Alcohol and Other Drug Services, and Dialectical Behavior Therapy Program) to improve the efficiency and coordination of providing targeted mental health services.

Following the opening of the Wellness Center in 2013, a focus was placed in the identification and management of students presenting with symptoms of depression or high risk substance abuse behaviors. All students were screened in Student Health Services and protocols were followed to ensure prompt triage with counselors to identify appropriate levels of care. This cutting edge integrated healthcare approach implemented by the Wellness Center years ago has now become the standard of care in campus health and community health.

Medical student burnout rates are increasing to more than 37% nationally, with 42% of medical students self-identifying with depression due to the intense demands of the schedules, trainings and workplace or the financial burden, among other issues. Both Cooper Medical School of Rowan University and the Rowan University School of Osteopathic Medicine provide access to counselors through student assistance programming. Additional outreach programming is also offered to raise awareness and create support networks.

### Population Based Care

Many diverse populations make up a campus community. However, certain populations necessitate additional support, planning, and resources. Our veteran population has swelled from 334 in 2010 to 880 in 2017. To address the unique needs of our veterans, the University added a full time staff member and graduate level support team and increased outreach to

veterans through orientations and social media. Wellness Center counselors have significant training and experience in mental health conditions significantly affecting veterans like Post Traumatic Stress Disorder.

The LGBTQIA+ population has prompted higher education institutions to provide substantive programming and services to meet the needs of this community. According to the Centers for Disease Control, LGB youth are 2 to 3 times more likely than non LGB students to report sexual dating violence, physical dating violence, and bullying online or at school, and 5 times more likely to report having used illegal drugs. Additionally, LGB youth are 4 times more likely and questioning youth are 3 times more likely, to attempt suicide as their straight peers. With support from the Office of Social Justice, Inclusion, and Conflict Resolution, the Wellness Center coordinates programming, services and outreach efforts including National Coming Out Week, Pride Week, and Trans Day of Remembrance to address these concerns.

### Prevention

According to the Centers for Disease Control, 10 million new sexually transmitted infection (STI) cases are contracted by college aged individuals annually. On Rowan University's campus we recognize that access to screening and treatment care is critical in addressing this national phenomena. The Wellness Center offers STI testing and treatment and has created strategic partnerships to increase access for students including expanding services beyond our clinicians to include our local Title X affiliate to provide low to no costs reproductive health every week during the semester. In 2018, the Wellness Center will increase access for students by hiring a full-time supervising physician, offering a nurse run STI clinics, and adding a 24-hour Nurse Advice-Line.

From 2014 to 2017, the Wellness Center's Alcohol and Other Drug (AOD) program has seen a 92% increase in screening for students with high risk AOD behaviors. The Office of Healthy Campus Initiatives oversees an online training program known as AlcoholWise, which has been reclassified as a mandatory component of compliance similar to immunization. Another strategy is the Good Samaritan policy under which students can support other students in jeopardy without fear of discipline.

### Patient outcomes

As health care moves away from the fee-for-service reimbursement model to a value-based care concept, there will be an increasing need to measure patient outcomes instead of volume of service. This shift in reimbursement models will drive an overall emphasis on effectiveness and efficiency of care and will continue the growing emphasis on wellness, evidence-based medicine, patient-centered care, and other factors that improve and sustain health. The Wellness Center has implemented the Counseling Center Assessment of Psychological Symptoms (CCAPS). Students receiving counseling at the Wellness Center take the CCAPS electronically before every visit and it is scored instantaneously, providing counselors with valuable clinical information for the session. The CCAPS is a psychometrically valid and reliable measure that 1) identifies symptom areas of clinical concern; 2) compares students' symptom profiles with peer-based norms based on over 200,000 college students presenting at

college counseling center nationwide; and 3) functions as an outcome measure, enabling clinicians to track clinical changes over time through repeated measures.

### ▪ Recommendations for Continuous Improvement

As the campus expands and adds different campuses to the Rowan University portfolio, maintaining consistent services and enabling clear communication pathways to coordinate health and wellness resources will be imperative.

As national and state health insurance regulations fluctuate, individuals will find themselves facing costly health insurance premiums, copayments, deductibles, and coinsurance. Additionally, as the makeup of the student body extends beyond the northeastern United States, the variation of each student's potential network of coverage or capitated healthcare may be a significant burden. As we explore third-party billing to generate revenue to reinvest in health and wellness services to meet and enhance services to meet student need, it will be important to support students as they navigate the complexities of health insurance policy coverage as it applies to services they may receive.

### D. Institutional Capacity

*Institutional Goal: Build human, infrastructure, and resource capacity.*

As the University has grown in size, scope, and complexity, we have been compelled to assess our capacity in terms of both quality and sustainability. We recognize that our growth has been a function of our agility. We have been positioned to respond rapidly and effectively to multiple opportunities, beginning with the \$100M dollar gift from Henry Rowan in 1992 that initiated and fueled our transformation from a state college historically focused on teacher preparation to a regional comprehensive university to a national research university. We have dramatically increased our enrollments in all categories. We designed and opened a new medical school in response to an executive order of the governor in 2009; we integrated a second medical school in response to legislation in 2013. We established close partnerships with two community colleges who adopted our name. We partnered with the Glassboro community to build a true college town environment and experience.

This pace and magnitude of expansion requires a backbone of resources that enable the institution to deliver its brand proposition and empower the institution to take advantage of opportunities as they arise. We have been fortunate to possess an innate wealth of motivation, stamina, and resilience. However, as a public institution of higher education, we must confront a looming financial crisis that will force us to be ever more resourceful, more innovative, and more entrepreneurial.

This section looks at five critical areas where we seek to continue strengthening our capacity to fulfill our mission in the moment and in the future.

- Fiscal Management and Stewardship
- Facilities and Environment
- Technology Infrastructure and Security
- Culture, Climate, and Human Resources
- Compliance



### **Fiscal Management and Stewardship**

#### ▪ Relationship to Mission and Goals

Fiscal agility is crucial to Rowan University's mission and goals. In support of the strategic pillar of affordability, President Houshmand has pledged to keep tuition and fee growth in line with or below the annual rate of inflation. Since FY 2014, increases have been at or below the expected rate of inflation. At the same time scholarships/waivers have increased substantially from \$18.4M in FY 2014 to \$29.9M in FY 2019. The long term planning process must balance and sustain commitments to the remaining strategic pillars and investments needed to support the associated institutional goals. Through the planning process, we develop initiatives that allow the University to capitalize on opportunities and mitigate potential risks. The planning process proceeds through multiple layers of dialogue involving the Board of Trustees, members of the University community, and members of the communities where we have campuses. Through this process, the costs associated with initiatives are quantified and both the short term and long term financial and operational effects are analyzed. Based on this analysis, and their potential impact on the University, the scope and timing of initiatives can be altered to ensure the University's financial position remains sound. Since the planning process is flexible and iterative, different scenarios can be run at any time to see the financial impact of adding or removing projects, changes in the timing of initiatives, or the expected project and/or operating costs have on the University's financials.

In developing the long term plan, the University has assumed that State appropriations will remain flat (which is in effect an annual decrease in purchasing power) and undergraduate tuition and fee increases will remain at or below the expected rate of inflation. The University is targeting additional topline growth through the expansion of its online and graduate offerings through Rowan Global and through class size expansion at CMSRU and RowanSOM.

Due to demographic changes within the State of New Jersey, the long term plan assumes slower overall growth in undergraduate traditional enrollment going forward. This has required a greater emphasis on controlling costs to ensure that the University remains financially strong. Besides controlling existing costs, the University attempts to project new costs tied to our strategic growth. These costs include but are not limited to the following areas:

- Staffing (number as well as level of faculty and staff)
- Academic and administrative space (both new needs and deferred maintenance)
- Housing (what needs will the University have going forward)
- Infrastructure (physical as well as IT)
- Research (increased levels of research throughout the University)

By having a robust understanding of expected growth in revenue and expenses over the long term, the University is able to better mitigate any potential issues by knowing the expected impact on the bottom line. This allows time to change, add or eliminate projects that will assist in reaching our goals. In order to keep costs down, the University has entered into Public

Private Partnerships (P3) and other off campus housing arrangements where external resources have been invested resulting in less debt to the University, reduced operating costs, and elimination of future deferred maintenance obligations for those projects. Rowan also has a stringent review and approval process for expenditures and a rigorous budgeting process which requires strong justification for proposed increases to operating costs.

### ▪ Assessment of Status and Progress

The fiscal management of the University is necessarily a dynamic and intensive yet constrained and interdependent operation. The Finance Division serves as the central finance office for the entire University and is led by a Senior Vice President and Chief Financial Officer with over 30 years of accounting and finance experience holding financial positions in both higher education and health care.

The University's budget includes the component areas of the Regular University, Auxiliary Operations, the Division of Global Learning and Partnerships, Cooper Medical School of Rowan University (CMSRU), Rowan School of Osteopathic Medicine (RowanSOM), and Special Programs. The Regular University comprises the nine schools and colleges of the main campus. Its budget is the largest component of the consolidated budget, where traditional undergraduate activity occurs and central services are provided. The Auxiliary Operations budget includes the operating activities of Residential Learning, the Recreational Center, the Student Center, and Camps and Conferences. Approximately 40% of the full-time undergraduate population are residential students for whom the University has 6,677 beds available for their use as follows:

- 2,489 of those beds are owned and operated by the University;
- 1,163 beds are leased from and operated by SORA;
- 1,412 beds are within Holly Pointe Commons, which is a public-private partnership where the University owns the land, Provident Group owns the building which reverts back to the University at the end of the agreement, and the University's Residential Learning operates the building; and
- 1,613 beds in affiliated housing are operated by Nexus Properties.

Rowan Campus Recreation encompasses a 92,000 square foot recreation center which is a state-of-the art health club, a 17,000 square foot fitness center located off of Rowan Boulevard, turf fields, a sand volleyball court, two tennis courts and three outdoor basketball courts. The Student Center is a focal point for a wide range of events, services, and functions and creates a friendly, inviting destination for students, faculty, staff, alumni and guests. The Office of Conference & Event Services is dedicated to strengthening the Rowan University community by providing comprehensive event management services and facilitating the effective and efficient year-round use of university resources. This includes supporting and hosting events such as conferences and expos, summer and residential camps, and retreats of all kinds.

The Division of Global Learning and Partnerships (Rowan Global) includes the Graduate School, summer and winter sessions, non-traditional undergraduate programs, online courses,

and Continuing Education programs. Rowan Global is the University's vehicle to serve the needs of college students, college graduates pursuing graduate studies, employees/employers seeking professional development, lifelong learners, and the business community.

The Cooper Medical School of Rowan University budget captures the operating activity of the medical school in Camden while the RowanSOM budget includes the operating activity for the School of Osteopathic Medicine, Graduate School of Biomedical Sciences, Faculty Practice Plan, and Stratford campus Special Programs. The nature and strategic assets of CMSRU and RowanSOM are addressed in [Health Sciences](#).

The Special Programs budget records the activity of the self-funded programs on the Glassboro campus, comprising accounts with specific funding sources that cover the direct costs of the program. These programs also include revenue-sharing distributions to academics from Rowan Global and self-supporting Centers and Institutes, as well as allocations from the Foundation. The funds are expended according to University policies and procedures.

### *ALLOCATION OF FINANCIAL RESOURCES*

#### Operating Budget

In accordance with New Jersey State statute, the Board of Trustees, the governing body of the University, has general supervision over the University and its budget. The Board's responsibilities include establishing tuition and fee rates, and disbursing all monies appropriated to the University and received from tuition, fees, etc. (S6:C5, S7:C1, S7:C2a).

Collaboration with the Faculty Senate is a key part of the resource allocation process. The faculty is represented on the Budget and Finance as well as the Audit Committees. The Senior Vice President and Chief Financial Officer and the Assistant Vice President for Budget & Financial Planning also meet with faculty representatives approximately five times per year through the University Budget and Planning Committee. This committee has representation from the unions, faculty senate, the medical schools, and professional staff. The committee also meets at least annually with the President and with other senior leadership (S6:C2).

Rowan University prepares an operating budget annually. This budget funds programs and plans of the University for the budget year and the estimated revenue (by source) necessary to finance these programs and plans. The budget is the primary instrument of fiscal control and, accordingly, contains all operating income and expenditures of the University. The Budget Office is responsible for the development and monitoring of the University's operating budgets (S6:C5). The Budget Office prepares the budget submission to the State of New Jersey; fulfills internal and external reporting requirements; processes budget transfers and funding requests for new programs and initiatives; and provides financial analyses for the University.

The University receives a major portion of its total unrestricted operating support from student tuition and fees. Other sources of funds include state appropriations, auxiliary services, University Foundation allocation, faculty practice plan revenue, house staff billings, and other miscellaneous sources. The University's foundation has provided support to the university and

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students through unrestricted endowments and endowment sponsored scholarships. The table below illustrates these allocations over the past few years.

Fiscal Year	Unrestricted Appropriation to University	Endowment Scholarships	Total
2014	\$5,238,340	\$1,730,630	\$6,968,970
2015	\$5,510,664	\$2,135,159	\$7,645,823
2016	\$5,884,538	\$2,553,476	\$8,438,014
2017	\$6,114,893	\$3,029,340	\$9,144,233
2018	\$6,129,459	\$2,744,425	\$8,867,313

The annual budget process has a set schedule and process that is outlined in detail in the budget policy.

### Technology Resource Allocation

Rowan collects a technology fee from each student to be used in support of instructional technology. The Information Resources and Technology division maintains a central fund for technology fees that provides funding for the use of instructional technology within the undergraduate population. In administrative areas, including the medical schools and auxiliary units, acquisition and use of specialized technology is at the discretion of the unit manager. Appropriate office technology is provided to instructional staff. Rowan has shown its commitment to providing additional funding to improve its instructional technology infrastructure as well as assist in funding the improvement of its cybersecurity and network redesign. The table below illustrates the University's investment in information technology through its operating budget.

Information Technology Resources				
Fiscal Year	Salary	Non-Salary	Total	% Increase Per Year
2014	\$9,437,409	\$6,656,247	\$16,093,656	37.38%
2015	\$10,128,303	\$8,697,881	\$18,826,184	16.98%
2016	\$11,436,570	\$9,407,517	\$20,844,087	10.72%
2017	\$12,114,744	\$10,248,690	\$22,363,434	7.29%
2018	\$12,792,149	\$11,193,601	\$23,985,750	7.25%

### Capital Planning Allocation (S6:C2, S6:C3, S6:C6)

Each year the Facilities Division solicits requests for capital needs. Requests are also received on an ongoing basis through an integrated Space Planning and Capital Project application. These requests are assessed for compliance and alignment with the University's planning and development strategies and sorted by order of magnitude and resources, allocated or needed. The detailed information is collected and summarized. These projects and recommendations are presented to the Capital Planning Committee, by the Vice President for Facilities. The Capital Planning Committee will meet during the annual budget cycle to review and prioritize the requests taking into consideration facility assessments conducted and recommendations from the facilities division. Each year the capital fund budget is determined by the SVP/CFO in

consultation with the President and VP for Facilities. For larger long term projects, the University funds these initiatives through other funding sources such as bond financing, University reserves and State grants/matching funds.

In addition to the University's capital allocation, recent significant projects have included the construction of the Rohrer College of Business building and College of Engineering Facility Expansion project. The total budget for these two projects were \$63,191,841 and \$70,610,809, respectively. During FY 2014, Rowan University was awarded state funds by the Secretary of Higher Education (SOHE) under the Building Our Future Bond Act in the amount of \$86,351,987. The use of these state funds, in conjunction with the 2015C bonds issuance proceeds, were used to fund these specific capital projects.

Rowan University has also undertaken and has been awarded state funds of \$42,588,048 by the SOHE under various Capital Improvement Fund grants to fund renovation projects including the Camden Bank Renovation, Wilson Hall Window Replacement, Westby Hall & Bozorth Hall HVAC Renovation & Replacement, Joint Health Sciences Center Expansion, and Facilities Adaptive Reuse Program for Academic Space Expansions, a multi-phase renovation of multiple buildings on the main campus.

Rowan University has continued commitment to technology infrastructure improvement. Since FY 2014, the University has started various technology infrastructure projects with a budget of \$8,247,782. Rowan University has obtained grant awards in the amount of \$3,965,998 under the New Jersey Higher Education Technology Infrastructure Fund Program as well as proceeds from the 2015A bond issuance for these technology infrastructure projects.

In addition, the University has committed to a network redesign project that will be completed over several years with an anticipated cost of \$15M.

### Human Resource Allocation

Rowan University addresses human resources from the perspective that faculty, professional staff, support staff, librarians, coaches, and administrative personnel are all essential to building effective learning communities and meeting the stated mission and goals. Assessing the need for adding a new position, shifting a position to a new unit, or eliminating a position is normally initiated at the department level through the annual budget process. Once a recommendation has been made in consultation with the Office of Human Resources, the request will be reviewed and approved by the Office of Finance. As discussed in [Undergraduate Core](#), resources have been allocated to hiring of full-time instructional staff in the form of lecturers as well as tenure-track faculty. (S6:C4)

### ***MANAGEMENT OF LONG-TERM DEBT***

Rowan University recognizes that the amount of debt incurred impacts the financial health of the University and its credit rating. The University considers other funding opportunities (e.g., joint ventures, real estate development, public private partnerships, grants, etc.) when appropriate and advantageous to the University. Rowan University's [Debt Policy and associated Debt Management Procedures and Guidelines](#) state "Only projects that further the

mission and strategic goals of the University, either directly or indirectly will be considered for debt financing. The structure of any individual transaction will be based upon overall needs to ensure that the long term costs are minimized and that overall risk does not exceed acceptable levels.”

Rowan University’s most [recent rating](#) in June of 2017 from S&P was an “A” long-term rating with a stable outlook and from Moody’s was an “A2” rating with a stable outlook as well. S&P stated that “the Ratings reflect our view of Rowan’s very strong enterprise profile and adequate financial profile” while Moody’s stated that the rating “favorably reflects Rowan’s mid-size operating scale, with sound operating cash flow and net tuition revenue growth as it manages through enrollment and related operational increases. The rating also favorably incorporates healthy reserves and good liquidity, which provide Rowan some cushion to adjust to reductions in state operating funds.”

### *MANAGEMENT OF INVESTMENTS*

The [Investment Policy Statement](#) as set forth by the Rowan University Board of Trustees dictates the investment and management of the Managed Assets of Rowan University to: (S6:C7)

- Clearly define and assign the responsibilities of all involved parties;
- Clearly identify the goals, restrictions and requirements required by all involved parties regarding the investment and management of the University's Managed Assets; and
- Establish a basis for evaluating investment results.

### **▪ Recommendations for Continuous Improvement**

Ensure that the budget process continues to be an integrated and transparent deliberation about strategic investment in institutional priorities. Transparency is critical not only to ensure sound decisions but also to ensure clear communication around the prioritization process. Inevitably, resource allocations that are necessary will be deferred in favor of those that are vital or critical. It is imperative that the University community understand the strategic context and position that underlies our decision-making.

Increase and support efforts to optimize and diversify revenue streams. As the resources we have historically relied upon as a public institution become more constrained, we will need to adapt the dispositions of the business environment, such as entrepreneurship, fiscal restraint, customer service, and market awareness, to meet these challenges.



### **Facilities and Environment**

#### ▪ Relationship to Mission and Goals

In a world where lived experiences are increasingly digital, virtual, and global, place and space remain cardinal dimensions of teaching and learning and the many related and supporting activities of an institution of higher education. The ways in which we inhabit and navigate our campuses are integral to our mission. Short-term maintenance and long-term project-development cycles are inherent in the daily scope of work of the Division. The planning, project management, and operations departments must navigate the complex dynamic of predictive analytics and contextual uncertainty across time horizons that are shaped and/or disrupted by student demographics, economic cycles, facilities lifespans, infrastructure decay, political and social influences, and other conditions.

In 2018, the Division was organized under a new leadership structure headed by the Vice President for Facilities & Operations and reporting to the Senior Vice President for Administration. This reorganization posed an opportunity to revisit the objectives and values of the Division and reaffirm their alignment with the University mission, goals, and strategic pillars. To that end, the Division articulated five guiding principles:

- Enhance organizational excellence.
- Build relationships and partnerships.
- Enrich the quality of University life.
- Promote an inclusive community.
- Maximize Rowan's resources and investments through stewardship, partnerships, and sustainability.

The Division also mapped its key initiatives to the strategic pillars:

- Access: support for student success, changing pedagogies, and enrollment growth
- Quality: engaging environments promoting scholarship and healthy living
- Affordability: resource stewardship focused on quality, value, and efficiencies
- Economic Engine: opportunities through partnerships, developments, and contracts

Overlaying this reaffirmation, the Division has pledged a renewed commitment to transparency and enhanced communication among its departments and with the rest of the University community and an increased level of interdepartmental interaction to more closely reflect the intrinsically related, cyclical and dynamic nature of the facilities development, management, and assessment process. This commitment lies at the heart of the institutional mission of “maintaining agility by strategically delivering organizational capacity across the institution” as it relates to facilities and environment. Reflecting this integrated perspective, facilities initiatives are highlighted in [Undergraduate Core](#) and in the P3 and Affiliated Housing Case Study in [Standard VI – Planning, Resources, & Institutional Improvement](#). Planning parameters, drivers, and data; learning spaces design initiatives; and campus environment

objectives are analyzed here to demonstrate how facilities and environment strategy informs these investments.

### ▪ Assessment of Status and Progress

#### *PLANNING*

Over the years, Rowan has prepared several planning documents, most reactive to or as a response to a specific project, need, or regulatory mandate. The University's Long Range Master Facilities Plan was completed in 2007 with an addendum in 2013. Since 2013, Rowan University has been establishing a greater presence within the region while supporting the economic redevelopment of southern New Jersey through multi-faceted involvement in health care education and research fields. This was not contemplated during the development of the 2007 Facilities Masterplan, which reflected a framework with guidelines for future growth of the University on its main campus in Glassboro on the north and south side of 322, with Carpenter Street and Whitney Avenue as its boundaries. Several factors since then have redefined that premise:

- The establishment of the Cooper Medical School of Rowan University (CMSRU) in Camden, with its proximity to the Coriell Institute, the University's Camden campus, Rutgers-Camden University, and the Joint Health Sciences Center, has strengthened our regional presence and created a critical mass of activity and development toward development of an "eds and meds" corridor.
- The addition of the Rowan University School of Osteopathic Medicine (RowanSOM) and the Graduate School of Biomedical Sciences (GSBS) in Stratford has enlarged our regional presence.
- The acquisition of a fossil quarry and 65-acre parcel in Mantua Township, supported by a \$25M donation for development of the Jean & Ric Edelman Fossil Park of Rowan University, to house a museum, visitor center, and academic facilities, has also expanded our reach into new community and environmental spaces.
- The location of a number of academic buildings housing College of Communication and Creative Arts departments, programs, and offices, along with an art gallery, in Glassboro has further expanded the boundaries of the University beyond the historically defined main campus.
- The location of the new Holly Pointe residence hall and other Rowan-affiliated housing in proximity to Rowan Boulevard signals the University's commitment to supporting economic development in Glassboro. The site of the newest academic building was chosen to further facilitate the flow of student activity between Holly Pointe and the main campus.

The Planning and Real Estate Department completed a review of all existing master plans and planning documents, including the Long Range Master Facilities Plan, Storm Water Management Plan, Landscape Master Plan, Housing Master Plan, and Parking Master Plan and maps of development initiatives and cash-flow priorities, including projects in development,

construction, and design phases. These development initiatives are being aligned to planning parameters that have emerged from this analysis: (S6:C4, S6:C6: S6:C9)

- The evolution from an inward focus defined by boundaries to an outward focus defined by affiliations
- The shift to a multi-campus topography and the need to strengthen the Rowan identity and brand through common standards and processes
- The strategic pillar of serving as an economic engine in the region and the need to quantify economic impact to assess planning and development decisions
- The need to ensure that multiple spatial and related data sources are identified and evaluated for reliability and alignment to avoid misinformed decision-making

The findings of this analysis will culminate in and inform an updated or new Long Range Master Facilities Plan. We are currently assessing our incorporation of an integrated planning, implementation and operations to increase the realization and success of ongoing and future planning and development initiatives. In each project undertaken, we identify inter and intra departmental participants that impact the development process so that their participation determines the successful delivery of completed projects on time and budget (S6:C2).

### *DESIGN OF LEARNING SPACES*

#### Space Standards (S6:C2)

The Department of Planning and Real Estate over the years has developed standards and master plans for current and future projects, including interior and exterior learning environments. Facilities develops these standards with the expertise of architectural and engineering consultants who provide independent perspectives and on the basis of input from the University community. Currently, Facilities is updating the Design Guidelines for Space and Furniture Standards: Office, Meeting and Teaching Spaces. The draft will be reviewed by the Facilities Department Heads, then reviewed by the University Space Planning Committee and Design Guidelines Committee. These guidelines will enable the University to support student success by utilizing an increasing array of pedagogies and platforms. The updates to the Design Guidelines will also incorporate the perspectives obtained from a campus-wide anonymous survey conducted in the fall of 2017, which focused on classroom flexibility as important to accommodate diverse pedagogies as well as ease of use of technology.

Information Resources & Technology (IRT) has developed campus standards for audio visual equipment and technology, including white boards, projection screens, projectors, computers with power and data for student desks in computer labs, standard teacher podiums and A/V integration, acoustics and lighting, in classrooms and conference rooms. These standards will be integrated into the Design Guidelines update. IRT has been working to keep up with the evolution of teaching technologies while also keeping installation and maintenance of the technology affordable (S6:C2, S6:C6).

### New Buildings

The Division continually works with the President's Office and Provost's Office to monitor the growth of the various Colleges by reviewing the available building space throughout the campus to monitor vacancies and project future space usage for new faculty and staff hires, and growing classroom needs. By surveying existing learning spaces annually, we are able to monitor the state of repair and to plan for future renovations and improvements (S6:C6, S6:C8).

Currently, the planning process has begun with architectural firms and the University community to develop schematic plans and programming for two new projects, in effort to economize the current use and to increase the University capacity of space. The new academic building will be located on the main campus and will house the newly established School of Earth & Environment and will expanded lab facilities for the College of Science & Mathematics. This project is featured in a Case Study in Standard VI – Planning, Resources, & Institutional Improvement. Additional academic building projects are discussed in Undergraduate Core. Also in the planning stages is the building for the Jean & Ric Edelman Fossil Park, which is slated to be a world-class destination combining research and museum facilities. The Division and its contracted architects have been meeting with various University and Community stakeholders to verify the programming needs and will continue to monitor the development of the program with the architects.

### Renewal, Adaptive Reuse, Expansion of Existing Buildings (S6:C6, S6:C8)

In reviewing available building spaces, we also seek to determine if renewal, adaptive reuse, or expansion of existing buildings is the economical way to proceed. Currently, we are working with an architect and the University community in developing schematic plans and programming for repurposing of multiple existing buildings to increase the University capacity. The University is working on reorganizing the various academic and administrative departments in Bunce Hall, Bole Hall, Savitz Hall, Robinson Hall, Oak Hall, and Laurel Hall.

### *CAMPUS ENVIRONMENTS*

#### Physical, Cultural, Social Dimensions (art, walkable spaces, flow) (S6:C2)

The campus environment is designed to encourage a broader sense of community, inclusiveness, education, and beauty while also serving a functional purpose. This integration is evident in the current project to reclaim the campus' defining feature, the Chestnut Branch Creek, to create a strong identity and sense of place and to implement the University's Storm Water Management and Landscape Masterplan. We intend to publish a comprehensive Greenway Master Plan that is informed by our findings and reflective of the physical, cultural, and social dimensions of the campus. The plan's objective is to create a holistic sense of place, while resolving any issues of ecologic/hydrologic function and reforestation. We have also assembled committees for new public art projects that include representation from the campus community at large. Each committee considers potential messaging, representation, aesthetic quality, interactiveness, and locations for new art on campus. The committee's members shape the art, and select the artist that will create the work. This same idea is echoed throughout the planning of open space projects. End users and stakeholders are assembled for working

sessions and charrettes to inform decisions. We will also continue to explore possibilities for public art integration into the built environment while further examining the potential to consider the entire campus with its buildings, roads and natural open spaces as a networked landscape system that supports student learning experiences.

### Relationship to quality of life (aesthetics, health, and wellness) (S6:C6)

By understanding the direct relationship between the quality of life on campus, and enrollment/retention, we are attempting to develop strategies for gauging first impressions of potential future students during their initial visit to the University. This will aid in identification of elements and factors that current students value most about the environment (i.e. seating areas, green space, gardens, performance spaces, etc.) We also intend to assess the University community's opinions of the quality of different sections of campus.

Since 2014, the University community has seen a distinct change regarding landscape operations, design, and the approach to green space. Our newly created landscapes encourage interaction, and invite students into University lawns for formal and informal sport and recreation, and allow access to vegetated areas which are associated with better general health, reduced stress levels, reduced depression, and place making. By surveying students on the elements and aesthetic factors they value most about the environment (i.e. seating areas, green space, gardens, performance spaces, etc.) and holding working focus sessions where students were able physically mark out and diagram areas they felt were underappreciated, we have successfully maintained and designed areas of interest and defining features of the campus. According to Sodexo's 2015 Student Lifestyle Survey, 43% of U.S. students make their decision on where to attend college based largely on their first impression of the campus. Prospective students are also conducting research digitally via the Internet before setting foot on campuses. This critical first impression of the physical campus (in terms of aesthetics, health, and wellness) is crucial to enrollment. Increased technology usage, a multitude of curricular and extra-curricular demands, and other stressors associated with academic achievement can be overwhelming, and students' recreational and passive recreational spaces are vital to a positive experience. Importantly, the built and natural environment should be designed to increase collaboration and social engagement, which are both vital to student's success.

### Sustainability

As we meet the University's growth expectations in regards to the over-all campus and its open spaces, each new individual building, renovation, and landscape also features implemented and planned sustainable initiatives. Rowan has developed high-efficiency buildings and working landscapes that perform important ecological functions as well as offset our carbon footprint. By working collaboratively with student organizations and faculty to develop new sustainable projects and initiatives, we have developed strategies and programming for Rowan's sustainable features. This conceptualizes the Glassboro campus and specific areas as a living microcosm of sustainable principles.

We have met quarterly with student organizations including the Student Government Association, Rowan Environmental Action League, The United States Green Building Council,

Rowan Environmental Advocacy, and the Rowan Fishing Club, to discuss opportunities for sustainable initiatives and programming. In work sessions, educational signage projects, a sustainability summit, a solar table project, and a community garden project have been initiated, as well as proposals for numerous other projects relating to the physical campuses' sustainability. The goal is to build connections between the campuses' planned/implemented sustainable infrastructure, the natural environment, and the community, and highlight potential examples of ideas and methods that they are studying. As we move projects into implementation, we will monitor their success as an indicator for promoting similar projects and events annually.

### Safety & Security

Without a safe environment, and the perception of the campus as a safe environment, the University's basic mission cannot be achieved. The Department of Public Safety and Division of Facilities, Planning & Operations work together on crime prevention programming and the physical establishment of crime prevention through environmental design standards throughout our campus. Through a phased strategy, we have addressed safety issues through thoughtful design and redesign. A campus lighting survey identified under-illuminated and potentially hazardous areas. This in turn, prioritized enhancements and upgrades to exterior lighting. Additionally, we have held public working sessions where students were able to mark out areas they felt were unsafe and under-illuminated on campus maps, then discuss their opinions and findings with facilities staff so that it may better inform planning. Considering existing safety features such as lighting will enable us to develop strategies that both assist with safety and "greening," consistent with campus sustainability.

#### ▪ **Recommendations for Continuous Improvement**

Collaboratively develop a responsibility matrix identifying benchmarks for input from participants, including end users, in the planning and development process.

Identify opportunities to align planning and development policies across campuses.

Identify opportunities for shared resources to establish efficiency and standardize planning practices across campuses.

Coordinate with the Admissions department to develop strategies for quantifying/measuring the relationship between enrollment and the built/natural environment, thereby creating our own data to influence our decision making process.



### **Technology Infrastructure and Security**

#### ▪ Relationship to Mission and Goals

Twenty years ago, Rowan University conducted a Selected Topics Self-Study with a focus on planning for “Life in a Technological Society.” At the turn of the millennium, institutions of higher education were contemplating the depth and breadth of the impact of technology and realizing the necessity for enormous investments to achieve the anticipated transformation of students’ personal, academic, and professional lives. The pace of transformation and the associated investments have only accelerated as the capabilities of technology systems and devices have increased exponentially. What began as separate units of instructional technology, institutional research, and information systems evolved into the present Division of Information Resources & Technology (IRT). IRT manages the network and email systems; classroom, research, and instructional technology; and data governance and reporting for the entire University, including the two medical schools and several medical clinics located throughout southern New Jersey. IRT is also responsible for ensuring the safety and integrity of the University’s digital information.

Requests for a wide range of technology have skyrocketed alongside the growth of Rowan University’s student population and the addition of clinical and research facilities. Rapid growth in production and consumption of data-rich content and the use of mobile devices require agile infrastructure that can be adapted to meet future demands. The development of business intelligence and data analytics capabilities has transformed the decision-making process throughout all levels of the institution but particularly in the critical areas of student enrollment, retention, and graduation.

In addition to agility, IRT must also cultivate caution. Higher education institutions are a primary target for cybercriminals, and several high-profile attacks in recent years have highlighted the need to ensure all students and employees avoid scams that could put sensitive information at risk. More specifically, as the University prepared to acquire the University of Medicine and Dentistry of New Jersey’s Stratford campus and assume responsibility for sensitive patient data and medical information, University leadership, staff, and auditors identified a need to bolster the University’s physical and virtual security and to more actively create a culture of security awareness with employees and students.

To enable the University to fulfill its mission and goals, this demand for technology has to be met with tools that simultaneously satisfy current needs, integrate with legacy systems, and allow for future growth and change. System performance, maintenance and replacement cycles, technical support services, and change management strategies also must be optimized.

### ▪ Assessment of Status and Progress

Several key initiatives across the range of IRT functional domains, including network infrastructure, business intelligence/data analytics, cybersecurity, and instructional technology demonstrate how IRT, in collaboration with the University community, has equipped the University to proactively manage future changes in technology, demand, and expectations for user experience.

[Network infrastructure](#), [data processes \(business intelligence/data analytics\)](#), and [IRT security](#) are featured as case studies in [Standard VI – Planning, Resources, and Institutional Improvement](#). This section focuses on instructional technology delivery across the University's campuses.

IRT has three teams specifically dedicated to managing technology that supports the academic mission of the University. These teams are located in Glassboro, Stratford, (RowanSOM), and Camden (CMSRU), and each team provides their respective campus with a wide variety of services and support. (S6:C4)

#### *GLASSBORO*

On the main campus in Glassboro, the Technology Services department and Training & Instructional Support provide a variety of support services.

Technology Services provides support in the field and through the Technology Assistance Center (TAC), a workshop where students, faculty, and staff can get one-on-one help. Technology Services also provides academic support in classrooms, computer classrooms/labs, lecture capture, and video conferencing.

Training & Instructional Support provides services for Blackboard, training, and media.

With the growth in student population and the physical expansion of the University, the demand for support from Technology Services in Glassboro has never been greater. The demand from faculty and students initiated our role in providing technology for every classroom on campus. The TAC is a critical piece of the University's operation for delivering technology support to students, faculty, and staff. This vital role is demonstrated by the increasing number of tickets handled by the TAC in recent years. From 2009 to 2016, the number of support tickets addressed at the TAC jumped more than 460 percent.

Technology Services also provides embedded and distributed support throughout the Glassboro campus, covering 22 academic buildings, 206 teaching spaces and four open computer labs. Technology Services regularly evaluates ease of operations, failure rates, and innovations through information technology service management (ITSM) tracking with ServiceNow and annual surveys to users. As a result, incident rates of less than 1 percent per classroom per day have remained constant.

Technology Services also has helped drive innovation in the classroom with the introduction of new technology and services. Technology Services replaced projector controls with intuitive

Pixie controllers in technology-enhanced classrooms and increased classroom interactivity through technologies like AppleTV. These technologies are not only user-friendly but also provide high reliability at nominal costs. Technology Services also implemented lecture capture capabilities in the public speaking labs, allowing instructors to record and archive their lectures with PowerPoint in order for students to review the lectures and continue the learning process outside of the classroom. The University's goal is to continue to increase lecture capture venues throughout the campus.

Technology Services also launched the Academic Technology Training and Innovation Center, which provides a schedulable and supportable venue for video conferencing, lecture capture, and a test bed for new technology innovations. Technology Services also rolled out Kaltura, a video platform that allows users to manage lecture capture from any device and enables easy media capture in class, at home, or on-the-go with automated publishing and interactive viewing. Kaltura also serves as a building block for the learning management system, Blackboard, by providing support for rich media authoring and management. The number of Blackboard courses rose significantly over the last eight years, as more professors turned to the virtual learning and course management system to engage with students. The number of courses in Blackboard jumped from 1,266 in 2009 to 5,882 in 2017, a more than 360 percent increase.

The demand for instructional technology on the Glassboro campus continues to expand, while resources are limited. In order to identify and prioritize technology needs, Technology Services uses several mechanisms, including annual surveys, participating in the Rowan Classroom Committee and ITSM through ServiceNow. Annual Technology Services surveys provide client feedback on support and technologies, which is used to improve Technology Services support and services. With ServiceNow, Technology Services is able to assess data trends in order to improve and optimize support and services. In this way, Technology Services can effectively prioritize and manage current technology conditions across the campus.

### ***ROWANSOM***

Technology Services at RowanSOM troubleshoots technology issues one-on-one with students, faculty, and staff through the RowanSOM IRT Workshop and provides faculty and student support with software applications, instructional design technologies, multimedia productions, graphic design, and printing. At RowanSOM, Technology Services outfitted instructional classrooms with Smart Podium Technology and Echo-360 Lecture Capturing Appliances, allowing instructors to make annotations to their presentations during classroom lectures and make those lectures available for streaming at a later date. Technology Services records all lectures in classes for first- and second-year medical students.

Technology Services also supports training and professional development initiatives for faculty and assists in the design of interactive teaching materials. As well, multimedia specialists within Technology Services at RowanSOM provide technical support for AV, multimedia, video production, graphics, photography, and video conferencing.

### *CMSRU*

Information Technology Services (ITS) at CMSRU is responsible for all information technology-related services within the CMSRU building. ITS at CMSRU consists of the following areas: Instructional Technology, AV Support, IT Workshop, and Application Development.

ITS at CMSRU has made numerous changes to the initial design of instructional technologies within the CMSRU building. The Gross-Anatomy (GA) lab was recently completely overhauled from the building's AV contractors vision to one that included input from the current GA instructors/staff, as well as input from current CMSRU students. CMSRU's original active learning group (ALG) rooms have also been refreshed with input from faculty and students. ITS worked closely with each group to ensure the new designs would maximize both current need and compatibility with future technology advancements.

The AV Support group from ITS records and posts all lectures for students through the Echo-360 Application. Instructional technologists also work closely with all full-time Biomedical Sciences faculty and clinical physicians, who may only teach one lecture a year, to assist them in including all of the interactive functions packaged into the Echo-360 platform to their presentation. Sessions that include these student interactions are consistently commended during student/faculty evaluations. The IT workshop at CMSRU assists all faculty, staff, students, and visitors to CMSRU with any computer hardware or software issues they may encounter. Logged incidents are generally resolved between 15 minutes and three hours, and the workshop staff have received numerous accolades about their dedication to customer service.

ITS has also developed many in-house applications at CMSRU. These applications have helped fill needs in all departments throughout CMSRU. Application developers have built custom web-based applications to assist the office of medical education, the student affairs department, the facilities department, and others in their day-to-day tasks.

#### ▪ **Recommendations for Continuous Improvement**

Support for automation of processes across the University should continue.

Further opportunities to innovate and modernize the University's administrative systems through integration with mobile technology and social networks should be explored.

Disruptive technologies, such as blockchain and open microcredentials, may potentially serve the University, particularly as we explore innovative models for curriculum and credentials to meet the needs of emerging student populations.

The challenge of protecting the University's digital assets and information from cybersecurity threats will persist amid growth in ransomware and accelerated attacks against universities and colleges. This threat represents an opportunity for further innovation by deploying more automated tools to identify and remediate cybersecurity risks.

### **Culture, Climate, and Human Resources**

#### ▪ **Relationship to Mission and Goals**

Culture, Climate, and Human Resources embodies the hearts and minds that deliver the institutional mission to be not only agile but also inclusive and responsive. Many employees are comfortable in the University's environment of rapid and dynamic change but others are feeling de-valued and fearful. Some employees do not feel invested in the new Rowan University. To fully utilize our workforce, we need to be inclusive of everyone in this journey. We have been fortunate to possess an innate wealth of talent, stamina, and loyalty. We need to continue to communicate our mission and vision and provide the necessary tools for our leaders to assist their employees during the transition. We also need to create opportunities for collaboration and improved listening. As the leadership and operational entity, Human Resources (HR) needs to offer optimal solutions that provide an engaged, creative, and resilient workforce while still positively impacting the bottom line. The challenge is to contain costs while developing a high-performing workforce and building a cohesive culture across multiple, diverse campuses. To succeed, HR will need to lead disruptive transformation in a collaborative environment but within the regulations and requirements of the State of New Jersey, multiple unions, and civil service. HR will need to create robust cross-functional partnerships and will need to build credibility and trust to achieve institution-wide buy-in.

#### ▪ **Assessment of Status and Progress**

Since our last decennial review, significant resources were directed to growth in academic, research, and healthcare initiatives to accomplish the goals of the University. During this time, the HR department remained a static set of siloed transactional functions including benefits, staffing, compensation, and the human resource information system (HRIS). Historically, the purpose of HR has been to process new hire documentation, ensure compliance with state and federal laws and over twenty labor agreements, and process benefit, compensation and classification requests. The Office of Equity and Diversity and Labor Relations were separate departments and did not report to HR, resulting in fragmented, redundant processes and a lack of synergy. Leadership development has been limited in scope in both dedicated FTE resources and programmatic offerings. As part of the NJ State Higher Education System, Rowan University operates under the NJ State Civil Service System for approximately 650 employees under both Classified and Unclassified status at the Glassboro and Camden Campus. Decisions related to hiring, reclassifications and promotions for those positions are driven by the NJ Civil Service Commission, adding an administrative burden and limiting flexibility. The headcount in the HR division did not expand at the same rate as the growth in University FTEs, placing an additional burden on the existing staff. In 2013, the School of Osteopathic Medicine joined Rowan, adding oversight for over 900 employees on the Stratford Campus.

Over the past twelve to eighteen months, a commitment has been made to the Human Resource function. The senior leadership of the University strongly believes that for Rowan University to continue to be successful, there needs to be a dynamic HR function to lead



human capital initiatives that will recruit and retain the best and the brightest, provide robust leadership development, and create an inclusive culture that inspires faculty and staff in meaningful ways. The leadership structure has been updated to a Vice President, reporting to the Chief of Staff, Office of the President. A VP was recruited with leadership experience in both healthcare and higher education and with a strong track record of transformational change and culture enhancement. Resources were also provided to enhance the applicant tracking software system which will improve the recruitment and onboarding process. The Office of Equity and Diversity and Labor Relations have been combined into the HR Division to provide more seamless service (S2:C5). The Strategic Priorities Council (SPC) was created in 2015 but has been a major contributor to assessment of culture and operational efficacy over the past 12-18 months. The SPC is a collaborative working group comprising representatives from each Division at Rowan University.

Little formal data collection or analysis of effectiveness was available. Assessment of the current challenges facing HR was initially based on the customer perspective of employees who all had direct experience with suboptimal processes. Although there has not been a defined expectation, the University has managed the pulse of the organization through several avenues including the University Senate, Administrative Cabinet, town hall meetings such as University Assembled and the Leadership Breakfast, and employee engagement surveys. We also focus on the comments and concerns of our students, patients and employees. Current employee data including turnover, recruitment initiatives, EEO status, and specifics of the labor agreement and civil service provisions also provide assessment information. In addition, a review of the most recent [Employee Engagement Survey](#) was completed. Building on the dual opportunities of the change in HR leadership and the lack of policies and data currently in place, a strategy has been under development to transition HR from a reactive, transaction-driven function to a proactive, strategic business partner positioned to create a culture of excellence and contribute to the continued growth and quality of the University. Specifically, the status of diversity initiatives; employee recruitment, engagement, and retention; and HR processes were examined to identify critical barriers and proximal opportunities for addressing them (S2:C5).

### ***DIVERSITY(S2:C2)***

Our diversity initiatives are functional but dispersed across multiple areas. There has been a sustained and sincere focus on creating a more diverse and inclusive culture; however, the success or perceived success of initiatives varies based upon where an individual is positioned in the University. Recruitment efforts have been emphasized especially on the medical campuses and with faculty. Progress with diversity and inclusion have been incorporated into the Deans' performance review process. In addition to the Office of Equity and Diversity and the diversity initiatives within the various colleges and departments, the President created a Fellow position to focus on faculty diversity. The President's Fellow made considerable progress in initial assessment and cataloging of [diversity and inclusion initiatives](#), including [research funding opportunities](#). The position is currently not occupied as the President's Fellow was recruited to become the Vice President for Research. In the meantime, diversity



and inclusion efforts have been actively pursued in the student realm, led especially by the Office of Social Justice, Inclusion, and Conflict Resolution. Occasionally, as in the high profile annual [Diversity & Inclusion Summit](#), students, faculty, staff, and administration have been brought together for productive dialogue and learning. However, explicit goals and measures for diversity and inclusion remain elusive: improvements are undercut by ongoing problems as well as unexpected crises. The University's response to this situation is featured in the case study [Diversity, Equity, and Inclusion](#), which creates a new Division and leadership structure in support of this area.

### ***EMPLOYEE RECRUITMENT, ENGAGEMENT, AND RETENTION (S2:C5)***

Developed and administered by the Strategic Priorities Council, the first [Employee Engagement Survey](#) was conducted in 2015 and repeated in 2017 with a few additional questions on communications and wellness. A comparison of the responses has suggested positive change especially related to the mission and senior leadership's communication of the Rowan University culture and values. The survey provided valuable information and comparability. However, the survey was not benchmarked to any external comparators. Additional communication related to confidentiality will be needed so we can obtain more detailed demographics information and improve response rates. Without knowing the breakdown of employee status, campus, department, etc., it is difficult to develop a tailored response to engagement-related concerns. The areas of improvement included professional development opportunities, career advancement, employee recognition and communication and collegiality within the university. The SPC launched initiatives relating to [employee engagement](#) and has supported activities toward professional development and career advancement in response to the survey findings. The Values Awards, now presented in the Celebrating Excellence ceremony alongside the University's highest honors for faculty and staff, have had a positive impact. Revisiting the [University's values statements](#) over time could be an opportunity for productive dialogue and reflection.

The University is also challenged by its current position within the New Jersey System of Higher Education. Although declared to be a research university in 2013, the University is still a participant in the Civil Service System which challenges our flexibility and adaptability to changing employee needs. Our union contracts are still negotiated by the State of New Jersey so the individual needs of Rowan University, as a research university, are not always addressed. With multiple generations in the workforce, we are challenged to provide rewards, career advancement, and flexibility that engages such a diverse audience. Currently 75% of the University turnover among staff is occurring in the 0-5 years of employment and is frequently related to the lack of career mobility. The current civil service and compensation structure has resulted in a lack of satisfaction, a lack of consistency and an under-utilization of skills.

One of the most significant challenges will be potential governmental revenue reductions. The University needs to assess the current administrative infrastructure, to create lean efficient processes, and to enhance an under-utilized and under-developed HRIS system. Enhanced learning and development opportunities will require additional resources. In addition, as the

economy improves, recruiting the best requires the ability to provide market-oriented salary and benefits and future academic initiatives require appropriate faculty and staff ratios for success. The State of New Jersey faces a challenge in retaining millennials in the state. This brain drain and the competition for employees in the metropolitan Philadelphia market will make finding and retaining talent more difficult. Challenges are also being presented by the current legal and political climate. Universities rely on the teaching and research expertise of a global labor force. Disruption in immigration programs may complicate hiring the necessary talent to provide for education and healthcare needs.

Over the past nine months, Human Resources has made progress in building credibility and enhancing human capital services. The focus on transforming the University's Human Resource function has improved recruitment and onboarding programs and professional development. Work has started on creating a centralized shared service model for efficient Tier 1 response to benefit issues and routine employee matters. Programs are in development for a new manager orientation and Leadership Development Institute. The focus for 2018-19 will be to continue building efficient and effective processes but also to assess the employee engagement and cultural differences across the university and begin the development of a systemic cultural development program.

### ***HR PROCESSES***

HR processes, while functional, remain antiquated with many still manual and paper-driven. Some processes are dictated by the State of New Jersey and require either paper or redundant system processing. Our ability to change this impediment will be limited. The HRIS system utilizes Banner but has not been optimized. Since the needs of many departments were not being met, workarounds were created which resulted in fragmented processes and gaps in data. The current HRIS system is not necessarily the master system of record. There has been a lack of HR metrics and a lack of trust in the HRIS data to support decision making. The process flow is also hindered by a complex organizational structure with multiple budget approval and supervisory approvals managed manually. Documentation can be delayed for weeks, delaying the hiring and creating a less than optimal onboarding experience.

There are quality employees in HR who have strived without the necessary tools to move from "putting out fires" every day to building a fire-proof system. There is a strong team culture in Human Resources, an openness to change on the part of the HR leadership, and strong support from the University's senior leadership as well as the overall University community. HR is now on a path to change mindsets and skillsets and to transition from a cost center to a strategic partner. In addition to the VP, we have hired a Director of Talent Management and a Director of Benefits and Organizational Effectiveness. We have developed a timeline for the creation of a shared service model and centers of excellence. If tasks are streamlined and effective, professional staff can be directed to value-added service delivery such as training, consulting and program enhancement and talent management. We have engaged Ellucian (Banner) to assist with the implementation of more robust capabilities within our existing system to be able to track more relevant data. We are also developing "standard work" for the delivery of

services beginning with benefits and staffing and establishing specific service level agreements. An HR dashboard is in development that will track more traditional measurable such as time to fill, cost per FTE, vacancy and retention. We also continue to use our culture survey, employee engagement surveys, exit interviews and HR incident log for patterns and trending.

### ▪ Recommendations for Continuous Improvement

The University has grown through a strong mission and a dedication to the student and patient experience. However, organizational health has not been well-defined at Rowan University. This is the time for the University, as part of the planning process, to define what a cohesive culture will look like and what values are integral to being a part of the Rowan experience.

Before HR can become a strategic partner, the HR team will need to strengthen its own capacity and infrastructure in terms of reputation, organizational structure, efficacy, and efficiency; and accountability.

### **Compliance**

#### ▪ **Relationship to Mission and Goals**

Compliance is a critical dimension of institutional capacity. The effective administration of compliance responsibility requires awareness of its constantly expanding and changing terrain, careful determination of priorities, mindful execution of policies and processes, and judicious allocation of resources to avoid risk and uphold health, safety, privacy, due process, and other protections. Compliance obligations touch every operational area of the University and test institutional efficacy at every level. As such, institutional capacity with respect to compliance maintains the integrity of the institutional mission and goals.

#### ▪ **Assessment of Status and Progress**

At the time of the integration of the School of Osteopathic Medicine (RowanSOM) in 2013, Rowan University identified a Chief Compliance Officer and had in place a Compliance Committee to monitor compliance with applicable federal health care requirements. Although the Chief Compliance Officer and Compliance Committee currently focus on healthcare related issues and the needs of RowanSOM, including patient safety, confidentiality of patient records, adherence to health care regulations in billing practices, and avoidance of illegal arrangements with other health care providers and referral sources, the structure is in existence and fully functional and includes a reporting relationship to the President and Audit Committee. However, compliance activities at Rowan University, although completed in a timely fashion, are not centrally monitored nor supervised.

University Compliance is broad in its scope. Simply stated, no single person or entity could ever understand the complex compliance obligations imposed upon a University. For example, Rowan University must comply with the requirements of Title IV regarding the administration of student financial aid funds. However, compliance with Title IV requirements requires compliance with the provisions of the Jeanne Clery Disclosure of Campus Security Police and Crime Statistics Act, Title IX, and the Family Educational Rights and Privacy Act (FERPA). Therefore, compliance with Title IV alone requires compliance with more than three separate laws that are administered by separate entities throughout Rowan University. As such, we evaluated ways in which the University could create a better system for oversight to ensure that compliance obligations are 1) performed; 2) adequately resourced; 3) addressed in times of staffing vacancies; and 4) disseminated as appropriate.

#### *EVALUATION OF CURRENT ORGANIZATION OF COMPLIANCE FUNCTION*

Responsible offices and individuals were identified for University compliance areas and were requested to confirm that their recurring compliance reporting obligations were being met. It became evident that although compliance reporting was functional, lack of centralized oversight potentially put the University at risk for lapses. Despite the unique nature of compliance obligations, all entities shared common perceptions in this regard:

- Due to the lack of centralization or centralized oversight of the function, there was no organizational oversight of compliance work.
- There was no organized approach to prioritization of compliance requirements.
- There was no tracking of changes to compliance requirements or trends on the horizon nor a uniform way to notify units of changes to compliance requirements.
- In some cases, compliance gaps were identified only when there were deficiencies in reporting.

Leaving compliance activities to individual entities without an opportunity for organizational collaboration created risks that work might not be completed. Currently, funding is allocated to the individual entities to manage their compliance responsibilities. This funding model creates the risk that an entity will elect to prioritize other activities over compliance and the entire university will suffer the risks of non-compliance.

### *FEASIBILITY OF CENTRALIZED COMPLIANCE FUNCTION*

A more centralized model, while it would be advantageous, poses financial, attitudinal, and practical barriers. Currently, there is no unified budget for University compliance activities available to fund a centralized function. Centralization requires some measure of control and those responsible for compliance activities in a particular area may not wish to be subject to an oversight authority. In addition, there are practical considerations relating to centralized coordination of a diverse, complex, and dispersed set of compliance functions.

### *ASSESSMENT OF RISKS OF FAILURE IN A CRITICAL COMPLIANCE AREA*

Risks of failure in a critical compliance area to the University are nearly impossible to predict. In almost every area of University compliance, the costs of failure arising from fines, penalties, assessments, lawsuits, and reputational impacts are far-reaching. For example, in the case of a failure to report “private use” in university facilities which were funded by educational bonds, the University faces risk to its exempt status and tax implications, while in the area of a failure to provide a timely warning under the Clery Act, the University faces risks of fines beginning at \$54,789 per violation in addition to negative media coverage and subsequent consequences.

The costs of noncompliance likely outweigh the costs of a centralized compliance function. At the same time, the costs of noncompliance are speculative while compliance activities impact the budget directly and immediately. We recognize, however, that the climate for compliance will become more complex and challenging in the near future. With the trend of increasing regulation, increasing enforcement activities, globalization and new regulatory challenges in the global market, constantly changing and evolving technology, and new consumer demands for efficacious and affordable education outcomes, the environment for compliance will become more difficult for universities to manage. As such, it is imperative that the University improve this function.

### ▪ Recommendations for Continuous Improvement

Recognizing the barriers to achieving a centralized model and acknowledging that content experts in particular subject matter areas can be beneficial to the University, we recommend a structure that is intended to capitalize on available strengths and expertise while imposing oversight and reporting obligations.

A university-wide Compliance Committee should be established comprising the leadership of the major compliance areas. The Compliance Committee would be charged with creating an oversight process for ensuring that compliance activities are regularly occurring without significant additional administrative burdens; ensuring a university forum for the discussion of significant new areas for university compliance; providing a body to evaluate compliance priorities; and presenting those priorities to leadership for consideration of next steps.

The Chief Compliance Officer would chair the committee and would continue to have a direct relationship with the President and the Audit Committee. The Chief Compliance Officer would provide to the President and the Audit Committee a report on an annual basis demonstrating university compliance activities in a summary format.

Compliance is a dynamic area with university obligations changing on an almost daily basis in response to the changing and evolving academic environment and national and international events. As such, we anticipate that this area will continue to evolve and change as the University's needs change and the recommendations made for improvement now will continue to be subject to reflection, improvement, and modification as the University grows.



### **E. Discovery, Invention, and Application**

*Institutional Goal: Engage in innovative discovery, invention, and application of knowledge.*

Scholarly and creative activity that contributes to the ongoing creation of knowledge is a traditional, fundamental, and essential expectation of the University's tenure-track faculty. We are actively engaged in defining the role of research in enriching educational experiences, pathways and environments, in contributing to institutional capacity, and in responding to emerging demands and opportunities as it is distinctively shaped within our specific institutional context. We are developing research areas that support academic programs; hiring faculty who will be assets to our community of discovery, invention, and application; and cultivating a research enterprise that yields products, services, and applications to meet real needs. We also recognize the diversity and autonomy of the colleges and schools, which have different targets for funding, different criteria for scholarly and creative productivity, and different academic program objectives.

The entrance of Rowan University into the realm of healthcare education heralded a dramatic rise of the role of research within the University and catalyzed the changes that impacted every aspect of the future of the institution. In 2009, then-Governor Jon Corzine signed an executive order creating a partnership between Rowan University and Cooper Health Systems to develop the first new four-year medical school to open in the state of New Jersey in over 35 years. Cooper Medical of Rowan University (CMSRU) opened in 2012, offering the Doctor of Medicine (MD) degree, and graduated its charter class in 2016.

With one medical school in development, the University rather abruptly acquired a second, existing medical school in 2013. The New Jersey Medical and Health Sciences Education Restructuring Act designated Rowan University as the third public research university within the State at that time, joining Rutgers and the New Jersey Institute of Technology. Concurrently, the legislation dissolved the University of Medicine and Dentistry of New Jersey (UMDNJ) with Rowan University receiving the only significant asset of the former university within southern New Jersey, the School of Osteopathic Medicine (RowanSOM), offering the Doctor of Osteopathic Medicine degree (DO).

Finally, the Restructuring Act created a new College of Health Sciences as a collaborative effort between Rowan and Rutgers-Camden to develop new programs, initiatives, and research. The Act created a joint board to oversee the development and operation of this new joint venture and required annual contributions of \$2.5M from each university to support the work of the board, including the acquisition of land and the construction of facilities.

Thus, within a window of just two years, Rowan University founded one medical school, inherited another, and was legislatively mandated to partner with Rutgers-Camden to partner with our primary competitor in the Camden marketplace to develop an entirely new college. Altogether, these actions drove a significant change in the strategic focus and culture of the University. The addition of a mature medical school and the associated Graduate School of Biomedical Sciences (GSBS) brought the University its first PhD program and boosted external

research funding significantly. This has driven investments in research infrastructure, research faculty, and development of doctoral programs in engineering, clinical psychology, and education. Research funding has grown from less than \$5M per year prior to the last decennial review to \$39.6M in FY 2018. This growth was partially responsible for the University earning Carnegie reclassification as a Doctoral University (Moderate Research Activity) in 2016. Continued expansion of research activities along with inclusion of medical degrees within the Carnegie methodology resulted in our reclassification as a Doctoral University: High Research Activity (R2), as of December 2018.

This section assesses status and progress in three areas:

- Scholarly/Creative Activity and Sponsored Research
- Research-Based Graduate Programs
- Health Sciences

### **Scholarly/Creative Activity and Sponsored Research**

#### ▪ **Relationship to Mission and Goals**

The involvement of faculty and students in the discovery, invention, and application of knowledge directly advances the University's three mission elements. Faculty bring this perspective to their teaching. Students strengthen their academic and professional development by participating in project design, implementation, and dissemination. As the academic programs are enhanced by these activities, student recruitment is more successful and, consequently, the academic profile of the institution is improved. Rowan University maintains an inclusive definition of faculty activity in this area, recognizing and valuing scholarly/creative activity in accordance with departmental standards.

Sponsored projects also bring resources to the University that increase institutional capacity through enhancements of equipment, personnel, and other assets. Faculty and student expertise, inquiry, and practice in their areas of research benefits the community. State designation as a public comprehensive research university and Carnegie classification as an R2 Doctoral University have raised the profile of Rowan University.

#### ▪ **Assessment of Status and Progress**

While scholarly/creative activity is a longstanding requirement for faculty tenure and promotion, it was traditionally evaluated within the context of the individual faculty member's objectives and the needs of the academic department for a particular area of expertise relative to its curricular offerings. Some measure of productivity and relevance was required with respect to these localized priorities. Over time, some departments and colleges became more strategic and began to cultivate areas of strength. In 2011, the strategic expansion was initiated at the University level with the hiring of a new Associate Provost for Research charged with building a true research infrastructure and strategy. In 2013, this became the Division of Research led by a Vice President for Research also serving as the Director of the South Jersey Technology Park (SJTP). The ten-year catalyzing goal of \$100M in sponsored projects was set as part of the One-Page Strategic Plan. Targets for each of the Colleges and Schools were also determined and metrics relating to sponsored projects have been regularly tracked and reported to assess progress. In support of the growth objectives, Offices of Sponsored Programs, Proposal Development, Research Compliance, and Technology Commercialization were formed. Investment in research as a strategic priority resulted in an increased operating budget from \$0.6M in FY 2013 to \$4.0M in FY 2018.

The Division of Research has also worked with the Deans of the academic Colleges and Schools and the Associate Provost for Library Information Services to support all forms of scholarly/creative activity in obtaining grant funding. The Division regularly engages faculty to support scholarly activity and creativity that do not receive funding from an external source.

Finally, a reorganization of the Division resituated the SJTP within Rowan Innovations under an Executive Director. Rowan Innovations is a recently established entity within the Division

of Research with the goals to: 1) Grow the SJTP by helping Rowan researchers spin out businesses and attracting external technology companies to locate in SJTP; 2) Develop revenue-generating opportunities for Rowan research centers; 3) Incentivize entrepreneurial faculty/staff to start new business ventures by providing consultative advice and a network of business service providers to help accelerate and streamline the process; 4) Facilitate collaborations and internships between Rowan faculty, students and SJTP tenants. The entire Division of Research has been relocated to the SJTP to facilitate these proximities.

The scope and purpose of the analysis here is to examine the effectiveness of the Division of Research in its role of facilitating scholarly/creative activity to fulfill the mission, goals, and strategic targets of the University. The development, review, approval, and application of formal criteria for scholarly/creative activity within the context of tenure and promotion is a separate and contractually defined process overseen by the Senior Vice President for Academic Affairs/Provost in collaboration with the Deans and academic departments. The characterizations discussed here are informed by those criteria but are not intended to serve an evaluative function, nor do the assessments presented here apply to the associated processes. These characterizations are intended to represent a diverse range of activities while recognizing key differences in what would constitute appropriate support for different types of work. The listed activities are not intended to be exhaustive nor mutually exclusive:

### Scholarly

- Production and dissemination of discoveries, results, and/or outcomes
- Creation of knowledge via analytical or practical work
- Research/inquiry conducted to ground analytical or practical work, including exploration, observation, description, measurement, analysis, interpretation, explication, modeling, hypothesis testing, clinical testing, application, and/or professional practice

### Creative

- Generation of original works of art, performance, and media
- Creation of knowledge via generative work
- Research/inquiry conducted to inform generative work, including context, methodology, content, and/or interpretation

Research/inquiry takes many forms across both areas, including archival, historical, experimental, empirical, field, laboratory, ethnographic, educational, professional, and applied research. From these characterizations, parameters for incentives and infrastructure that will appropriately support these activities can be drawn.

### *INCENTIVES AND INFRASTRUCTURE TO SUPPORT SCHOLARLY/CREATIVE ACTIVITY*

#### Incentives

In the area of sponsored projects, incentives are relatively straightforward. External funding is readily measured, driven by targets, and provides direct benefits in the form of resources and increased capacity to secure additional funding. Cost share agreements are in place for

indirects and technology commercialization revenues. The collection of data other than research awards to measure scholarly and creative activity and impact at a University level is a work in progress. Recent efforts include the launch of Rowan Digital Works by the Library to curate the scholarly and creative activity of the faculty and act as an institutional repository. Data are collected to assess top publication output categories, citations in comparison to peers, and publications by funding agency. In addition, the State has launched a [Research Assets Database](#), in which Rowan is an inaugural member, to promote university-industry collaborations as well as facilitate collaborations and sharing of specialized equipment.

Incentives including seed funding and dissemination opportunities are identified below.

**Rowan University Seed Funding Program:** The [Seed Funding Program](#) supports Glassboro campus full-time faculty who are embarking on their scholarly/creative agendas. The program is funded by the AFT and the Provost's office and awards approximately \$200,000 per year.

**Camden Health Research Initiative:** Beginning FY 2019, a \$50M fund has been created to expand research opportunities and collaborations with Cooper University Health Care to develop a program of medical research at CMSRU in collaboration with the Colleges and Schools of Rowan and in partnership with Cooper University Health Care/MD Anderson Cancer Center at Cooper, Coriell Institute, and other life sciences partners. The areas of research identified for investment under this funding initiative allow for collaborative, interdisciplinary work and include Neuroscience, Biomedical Sciences, Cancer Research, and Engineering Healthy Communities. Funds of up to \$5M will be awarded annually over ten years. The first round of awards was [announced in January 2019](#).

**Research Experience for Diversity and Inclusion:** This initiative started in FY 2018 and provides support for research activities of Rowan students and faculty/staff that promote and enhance diversity and inclusion to further Rowan University's diversity mission. Five faculty awards for up to \$5,000 per year and six student awards for up to \$2,500 are provided annually.

**Rowan Innovation Venture Fund:** The Rowan University Foundation Board of Directors established the [Rowan Innovation Venture Fund](#), LLC (RIVF), a \$5M early stage seed fund designed to support and leverage the innovation talents and ideas of the members of the Rowan community and accelerate the impact of the University on the economic development of southern New Jersey. The University and the Foundation researched over 25 similar funds and models around the country to identify optimal strategies for accelerating growth. With an endowment of nearly \$200M, the Foundation Board decided to make a strategic investment to catapult Rowan's research enterprise and attract entrepreneurial research faculty. The RIVF encourages innovative ideas from the Rowan community—including alumni—to provide an opportunity to invest in Rowan-generated technologies, intellectual property, inventions and businesses. RIVF also supports the [Idea Challenge](#) initiative for students.

**Faculty Research Day:** [Faculty Research Day](#) is an annual event for faculty across the university to showcase their work to their colleagues, students, staff, industry, public/private funders, and the community. The Office of Proposal Development (OPD) worked in partnership with

the Associate Deans of Research to recruit 76 faculty members to participate in its first year. The Division of University Research announced \$310,000 in internal research funding opportunities, and held an award ceremony for our most outstanding faculty and innovators. In addition, OPD recruited 14 external institutions to serve as research partners, where each offered additional opportunities for Rowan faculty to collaborate. The event received positive news coverage from *Rowan Today*, *SNJ Today*, and the *Philadelphia Business Journal*.

### Infrastructure

**Office of Proposal Development:** The Office of Proposal Development (OPD) has been the single most impactful investment at this stage of Rowan University's research enterprise expansion. The mission of OPD, established in FY 2016, is to increase the number and quality of competitive, interdisciplinary, and collaborative proposals that support faculty research at Rowan University. That mission requires a clear and consistent focus on three guiding principles: exposure, quality, and capacity. In terms of exposure, OPD interviews faculty members to understand their research needs, and then identify good funding matches through rigorous prospect research. In terms of quality, OPD improves the quality of project narratives on proposal submissions. OPD staff make edits and suggestions to improve brevity, clarity, and consistency of message. In addition, OPD looks to meet compelling scholarship with creative salesmanship. Last, in terms of capacity, OPD builds the capacity of faculty members and staff to become well-trained grant writers and prospect researchers themselves. The aim is to empower faculty members with timely and targeted trainings, as well as organizing events like Faculty Research Day, that will build on their roles as educators and researchers and assist them in seeking competitive and non-competitive funding.

OPD provides the following services to faculty members in their journeys to receive external funding:

### *Finding Funding Opportunities*

- Facilitates meetings with researchers and project/program personnel to identify research strengths and areas of funding gaps.
- Conducts basic research for potential funding sources based on faculty research interests/funding needs.
- Evaluates degree of match between opportunity priority areas and institutional needs for funding.

### *Proposal Development*

- Works with faculty to strategically align proposals to opportunity announcements.
- Assists faculty with obtaining internal approvals prior to proposal submission.
- Assists with development of persuasive letters of intent.
- Creates and maintains a repository of basic institutional data, statistics, survey information, and prose for grants authors to incorporate into new proposal.
- Promotes consistency in grant writing methodology via forms, procedures, etc.



### *Training and Education*

- Collaborates with Sponsored Programs, University Advancement, and other strategic business units (SBUs) to create and facilitate workshops and educational programs, including finding grant funding and writing successful proposals.
- Creates and maintains content on the website pertaining to funding opportunities and use it as a secondary dissemination tool.

### *Research Development*

- Leads efforts to implement Faculty Research Day. Liaises with Associate Deans, External Partners, and fellow Division colleagues to generate attendance, enthusiasm, and successful programming.
- Liaises with external companies to promote research collaborations with faculty.
- Creates and implements programming (ex: Faculty Research Day) that connects faculty members with each other, as well as emerging external partners.

The Offices of Sponsored Programs and Proposal Development, in conjunction with Corporate and Foundation Relations in University Advancement, also hosts a series of grant workshops each academic year. The workshops are broadcast online for faculty and staff on our satellite campuses (e.g. RCGC, RCBC, etc.). During AY 2017-2018, nine workshops were offered.

OPD has provided significant value to its faculty clients since its inception. For example, last year, faculty members who engaged with OPD (received a prospect, edited a narrative, attended a training or event) generated \$3.8M in externally-sponsored funds for the university. This year, that figure has increased to over \$10M (excluding an additional \$3M in corporate/foundation funding). This represents a 163% increase.

OPD especially provides value to early-stage researchers. In addition to its joint Workshop Series with the Offices of Sponsored Programs and Corporate and Foundation Relations, OPD has led the way in increasing investment to a wide array of new faculty through the Seed Funding Program. Since 2016, the program has increased its overall investment from \$111,000 to \$230,000 today. Last year's cohort of awardees submitted 25 applications to external agencies requesting \$1.5M. That same cohort received \$867,000 from external sponsors, which represents 345% annualized return on investment (ROI) for the university.

In terms of non-competitive funding and federal funding opportunities in general, OPD liaises with Winning Strategies Washington to identify upcoming funding opportunities through the federal government. This work is conducted in partnership with the Office of Government Relations, which has been a strong advocate for research and has facilitated funding from the state of NJ and the federal government, as discussed in [Community & Government Relations](#). An example of this effort is the Center for Research and Education in Advanced Transportation Engineering Systems (CREATES), which is part of the University Transportation Center system.

**Office of Sponsored Programs and Office of Research Compliance:** The Offices of Sponsored Programs (OSP) and Research Compliance, while perhaps less visible than OPD, are no less

strategically critical in their functions of sponsored program administration. Their activities include management of pre-award and post-award processes and compliance with an array of regulatory requirements.

### *SPONSORED PROJECT ACTIVITY*

The Division of Research assesses several metrics annually to report on progress toward sponsored project award targets, including total awards, types of awards, distribution of funding across academic units, and proposal activity. As of FY 2018, total research awards were \$39.6M, an increase of \$5.6M from FY 2017. Proposal submission activity has shown steady increases. The Division has commenced systematic analysis of metrics that impact Carnegie classification, including research expenditures, science and engineering dedicated research staff, and number of doctoral degrees granted. In addition, the Division reports intellectual property invention disclosures and patents and analyzes areas of strength in intellectual property activity.

#### ▪ **Recommendations for Continuous Improvement**

Several challenges to reaching our research expansion goals remain. Our next steps should continue to focus on our strengths and opportunities to form a strategy for growth of key research metrics and capacity. The feasibility of reaching the next tier of Carnegie classification should be evaluated. Activities which will be undertaken are to:

- Develop research clusters and collaborative networks.
- Analyze conditions necessary for targeted growth of critical research metrics.
- Identify incentives and initiatives to support non-sponsored scholarly/creative activity and/or activity in colleges that historically have brought minimal funding.

### **Research-Based Graduate Programs**

#### ▪ Relationship to Mission and Goals

Research-based graduate programs are those that support faculty research and are intended to prepare students for employment as researchers in academic, national laboratory, or industry positions. Research-based graduate programs are defined as master's/doctoral degree programs with a thesis, dissertation, or other research-based graduation requirement. These programs may also include one or more comprehensive exams, which serve to advance doctoral students to doctoral candidate status. Research-based programs are differentiated from professional graduate programs, which often focus on applied skills, internships, gaining experience, and preparation for professional work. While all programs must go through the same curricular process, research-based graduate programs operate under a different financial model and therefore must go through an initial thorough vetting process to ensure that the program is viable and sustainable and that there are employment opportunities for graduates.

#### ▪ Assessment of Status and Progress

The infrastructure of research-based graduate programs was analyzed to delineate what services are provided through the Office of Graduate Research Services, departments/colleges, and Rowan Global, and to assess effectiveness of oversight and delivery of support and services as appropriate to the objectives for this category of programs.

#### *ACADEMIC SUPPORT FOR GRADUATE STUDENTS COMPLETING THESES/DISSERTATIONS*

Support is available for students who are completing a thesis or dissertation through the online Pre-Submittal Workshop and the Office of Graduate Research Services. Policies and procedures related to committees and other requirements have been established. The Campbell Library provides [research services](#) to students in several forms.

#### **Funding**

The model for graduate student funding in research-based STEM programs was re-envisioned. The graduate funding model in place derived from the College of Education and was predicated on the principle that someone (a school district, an employer, or the student him/herself) was paying tuition for the student to obtain the graduate education. A revenue sharing model allowed academic programs to benefit in this fashion. That model is functional for education and several other programs, but has little relevance in science or engineering where the vast majority of graduate students are supported by faculty research grants and pay little or no tuition. For such programs, a new model was developed in which graduate students in these fields are charged only \$1,000 per semester in tuition, just enough to cover their direct educational expenses. Under this new model, graduate students became affordable for faculty grants, enrollments thrived, and faculty members could pursue larger grants.

In addition to fellowships provided by research grants, graduate students are awarded varying levels of tuition assistance through graduate assistant and fellow positions, as well as stipends

funded by departmental and grant funds. Student researchers are also eligible for seed funding towards their research and reimbursement for travel to conferences to present their research.

### Administrative Support

The Office of Graduate Research Services (OGRS) within the Division of University Research supports students enrolled in graduate programs with a thesis/dissertation requirement or option. The office oversees thesis/dissertation final format review across all disciplines and approving documents prior to notification of the University Registrar for graduation purposes. Additionally, OGRS assists the University Colleges in the hiring of Graduate and Research Assistants (GAs and GRAs). OGRS provides students and faculty with information regarding the hiring process and facilitates the collection of student applications and employment forms.

Rowan Global receives graduate student admission applications, supports students through the admissions process, and provides registration services for admitted students.

### *SIGNATURE INITIATIVES SHOWCASING GRADUATE RESEARCH*

Many of the colleges host research symposiums to showcase student research. The previous STEM Symposium event will transition this year into a [University-wide Student Scholars Symposium](#) to provide a venue for students across all disciplines.

#### ▪ **Recommendations for Continuous Improvement**

Particularly as we grow our portfolio of doctoral programs, appropriate oversight and support of research-based graduate education will be essential. Since the doctoral programs are fairly new, most policies and processes are currently set at the college level and are neither responsibilities of Rowan Global nor the Office of Graduate Research Services. A unit should be assigned responsibility for coordinating the development and maintenance of this information.

While some colleges have completed assessments of their graduate programs offered, this is still an area for improvement. In order to continue to recruit quality students and not only sustain, but grow research-based graduate programs, it is necessary to conduct robust assessments specifically designed to address research-based programs throughout all research-based graduate programs in a coordinated effort.

### **Health Sciences**

#### ▪ Relationship to Mission and Goals

The development of Health Sciences as a component of Rowan University's mission is a tremendous asset that has provided us with multiple opportunities to:

- Provide pathways to medical education for highly qualified students and expand beyond traditional life science pathways to include engineering, humanities, and art
- Offer degree programs in allied health and provide our students with access to myriad employment opportunities in medicine and wellness
- Prepare highly qualified physicians who will provide patient-centered care, improve patient outcomes, and lead efforts to make health care more affordable and effective
- Pursue research collaborations across the rich interdisciplinary terrain of cultures, communities, literacies, and other models informing healthcare delivery
- Lead in the rapidly expanding area of geriatric healthcare and work toward solutions to pressing problems such as Alzheimer's disease, the needs of the aging and elderly as an expanding demographic, and persistent socioeconomic disparities
- Enhance our stature and brand presence within the region as the healthcare provider Rowan Medicine
- Contribute to the [economic revitalization of the City of Camden](#) via development of the "eds and meds" corridor

These opportunities touch all aspects of our institutional mission and goals.

#### ▪ Assessment of Status and Progress

The University's involvement in medical and health sciences education and research is still relatively new and the three entities involved (CMSRU, RowanSOM, and the College of Health Sciences) operate under entirely different collaborative models and are at very different stages of development.

#### *COOPER MEDICAL SCHOOL OF ROWAN UNIVERSITY*

The Cooper Medical School of Rowan University (CMSRU) welcomed its first class of students in August 2012. With an innovative curriculum and a mission and vision aimed at diversity, professionalism, patient advocacy and lifelong learning, CMSRU plans to distinguish itself as an innovative leader in medical education with a vigorous research mission. In June 2016, CMSRU received Full Accreditation for the maximum period of five years by the Liaison Committee on Medical Education (LCME), the accrediting body for U.S. medical schools. CMSRU is still in ramp-up mode, with its first full class of 104 students entering in August 2018.

CMSRU is fast becoming one of the highly selective MD-granting medical schools with an acceptance rate of 2.68% for the class entering in August 2018. Below is CMSRU's acceptance rate by year since 2013. This excludes charter class statistics:

## Rowan University Self-Study 2019

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Application Year	# Seats	Total Applications	Total Acceptances	Acceptance %
2013	64	3,671	147	4.00%
2014	72	5,118	152	2.97%
2015	80	5,842	161	2.76%
2016	88	5,879	179	3.04%
2017	96	5,123	173	3.38%
2018	104	6,690	179	2.68%

Rowan University is the degree granting body, owns the building, employs the administrative staff and the basic science faculty, but does not employ the physicians. Cooper Health Systems, a private for-profit hospital, receives \$16M per year from the University to provide faculty and resources needed to operate all of the clinical rotations in the third and fourth year along with miscellaneous administrative reports. All medical students complete their rotations with Cooper Health Systems, primarily in the Camden Hospital, though with some in smaller decentralized Cooper clinics. As a consequence, only the research performed by the basic science faculty impacts Rowan's total. Research performed by the clinicians benefits Cooper Health Systems.

To spur the development of the research mission of the school, the University has committed \$50M over ten years to spur research in the areas of cancer, biomedical engineering, neuroscience, and engineering healthy communities. In the first year of the program, over \$3M of seed funding has been awarded to launch collaborative research programs in these areas. CMSRU faculty serve as PI or Co-PI on over \$2M of these funded initiatives. Additionally, \$1,150,000 have been allocated to enhance startup package for the new head of biomedical sciences at CMSRU and two new assistant professor lines there (all being search for at the time of this submission and scheduled to start on July 1, 2019). Additionally, \$150,000 each of startup package enhancement has been made available for two new biomedical engineering faculty, and one faculty in molecular and cellular biology on the Glassboro campus. These investments should spur further research collaboration.

### *ROWAN UNIVERSITY SCHOOL OF OSTEOPATHIC MEDICINE*

On July 1, 2013, the School of Osteopathic Medicine, founded in 1976 as a component of the University of Medicine and Dentistry of New Jersey (UMDNJ), became part of Rowan University (RowanSOM). With the addition of RowanSOM, the University became the second public institution in the nation to have medical schools offering both the MD (Doctor of Medicine) and DO (Doctor of Osteopathic Medicine) degrees. Also in 2013, Rowan University assumed UMDNJ's Graduate School of Biomedical Sciences (GSBS) and its programs, which are delivered by RowanSOM faculty to between 175 and 200 students annually in support of the research mission of RowanSOM. Located in Stratford, New Jersey, RowanSOM is the state's sole college of osteopathic medicine, and until the opening of CMSRU, was the only four-year medical school in southern New Jersey. RowanSOM is dedicated to providing excellence in both undergraduate and graduate medical education, research, and health care for New Jersey and the nation. An emphasis on primary health care and community health services reflects



the School's osteopathic philosophy, with specialty care and centers of excellence demonstrating our commitment to innovation and quality in all endeavors. The School seeks to develop clinically skillful, compassionate and culturally competent physicians from diverse backgrounds who are prepared to become leaders in their communities.

RowanSOM is recognized within the State for its unparalleled track record in providing opportunities to attend medical school to New Jersey residents and producing physicians, in particular primary care doctors, who remain in the State to practice. Half of its roughly 3,000 alumni work within New Jersey making a sizable contribution to the State's physician workforce. To meet the anticipated physician shortage locally and nationally, RowanSOM has expanded its class size over the past several years and will continue to grow with the anticipated addition of 100 medical students (to 300 students per class) by 2024. The chart below demonstrates the growth in class size and acceptance rate:

Application Year	#Seats	Total Applications	Total Acceptances	Acceptance %
2013	162	4,714	216	4.58%
2014	162	4,904	219	4.46%
2015	162	5,547	226	4.07%
2016	187	5,062	256	5.05%
2017	186	5,003	264	5.27%
2018	200	5,057	254 (to date)	5.02%

RowanSOM's faculty practice plan, Rowan Medicine, is also a regional leader in patient care averaging 200,000 patient visits per year in the last five years, with a current complement of 125 clinical faculty providers comprised of primary care faculty in Family Medicine, Pediatrics and General & Geriatric Medicine plus faculty specialists in areas such as Pain & Rehabilitation Medicine, Osteopathic Manipulative Medicine, Psychiatry, OB/GYN, Neurology, Endocrinology, Pulmonary, and Sleep Medicine. These services are offered on campus and in various locations across southern New Jersey. Additionally, Rowan Medicine clinical faculty serve as a primary resource for both undergraduate and graduate (residents) medical students for both clinical education and research instruction. The strength of RowanSOM is reflected in its synergy of the educational, research and patient care mission areas, which is embedded in the vision and values of the faculty, students, staff and administration.

Since 2013, when RowanSOM and GSBS were integrated into the University, the focus has been on shepherding both medical schools through their respective accreditations, exploring the potential for academic and research partnerships, and continuing to navigate internal and external relationships. The development of the "eds and meds" corridor and Camden, driven by the joint [Rutgers-Camden/Rowan governing board](#) and the associated joint college of health sciences, has proceeded steadily in terms of securing resources for the construction of facilities and somewhat less steadily in terms of development of programs. Collaboration has continued to be primarily organic. Integration of operations has been more intentional.

Rowan University will be working with Rowan College of Gloucester County to build a new medical building on the RCGC campus. The new building, which is being built by RCGC and funded, in part, through a state grant, will include clinical practices in mental health, pain management, family medicine, and pediatrics on the first floor. These practices will become part of Rowan Medicine, adding revenue to the faculty practice plan, and expanding our health care presence in the region. The second floor will consist of new medical education facilities sufficient to allow for the expansion of the medical school class by 72 students per class. Construction will begin in late spring of 2019. Rowan University will use the facilities rent free for the first five years, by which time the classes will be filled out and the physician practices will have matured enough to collectively cover the rental costs for the building.

### *COLLEGE OF HEALTH SCIENCES*

The College of Health Sciences was created as a joint venture between Rowan and Rutgers-Camden Universities. Both universities have provided \$2.5M per year for the joint board to cover its expenses, to acquire land, and to develop initiatives to drive collaborative research and program development. The College of Health Sciences has begun construction of a state bond funded \$70M facility in Camden, immediately adjacent to CMSRU, that will house biomedical research laboratories for both universities, a state-of-the-art medical simulation center, and a functioning medical clinic that will bring an expansion of RowanSOM's highly successful Institute for Successful Aging to Camden. The facility is slated to open in Fall 2019.

In the interim, the College is launching an initiative to provide \$500,000 of research funding for health-related research. The RFP requires that all proposals include at least one PI from Rowan University and one from Rutgers-Camden. Awards will be announced in early 2019.

Unlike CMSRU or RowanSOM, the College of Health Sciences is largely an "in development" entity and will not become fully operational until the new building opens. It is likely that one lab within the building will be converted to a general use undergraduate chemistry/biology lab that will enable us to expand our undergraduate presence in the Camden bank building without having to bus students to Glassboro to fulfill their lab requirements.

#### ▪ **Recommendations for Continuous Improvement**

Increase the collaboration between Rowan and Rutgers-Camden to make the College of Health Sciences more than a shared real estate deal.

Enhance the research activities at CMSRU. The school was focused on establishing its initial curriculum and gaining full accreditation. We now look to access the research capabilities of the basic science faculty more fully and the \$50M investment in the Camden Health Initiative has provided a significant jump start.

Integrate the faculty at RowanSOM into the University more effectively. Both the physical distance from the main campus and the school's independent history have limited how much it benefits from the research and educational expertise of the main campus and vice versa.

### F. Competitive Advantages

*Institutional Goal: Create and develop competitive advantages.*

The mission element of “responding to emerging demands and opportunities regionally and nationally” calls on the University to actively cultivate a presence and a set of relationships that position us as ready, willing, and able to meet new challenges. We constitute ourselves as leaders who serve and contribute to the public good. We build a community of constituents and partners. The institutional goal to “create and develop competitive advantages” also engages the mission function on a higher level. Although the power of brand is well known and appreciated in higher education (for example, there is no gainsaying the branding power and benefits of athletic championships, Ivy League status, and other value-conferring identifications), its association with corporate branding as a function of commercial advertising can create the perception that it is artificial or ephemeral. In terms of mission, however, branding in effect describes the range of institutional relationships called for by the Mission and Goals standard to “address . . . external contexts and constituencies.” The external focus of branding is also critical to the Ethics and Integrity standard and its call for the institution to “be faithful to its mission, honor its contracts and commitments . . . and represent itself truthfully.” We articulate and deliver a value proposition: a brand promise. This brand promise is realized by all of our internal and external constituents, most of all our alumni, who more than any of us embody and depend on its increasing value.

This section discusses three areas where we are engaged in identifying, promoting, and/or creating these new directions and arenas in which to pursue our mission with particular attention to external contexts and constituencies.

- Community and Government Relations
- Advancement
- Institutional Branding

### **Community and Government Relations**

#### ▪ Relationship to Mission and Goals

The University's involvement in community and governmental affairs takes many forms and serves diverse objectives. In terms of shaping higher education and public policy, the University has experience and insight to offer and interests to protect and advocate. Faculty can offer expert testimony and commentary as context for issues and decisions. Government appropriations, grants, and contracts are sources of revenue that Rowan has not historically pursued to a significant degree. Community partnerships benefit the development of the University as well as the local or regional economy. Universities improve the quality of life by providing a skilled workforce to attract new industries. Student learning experiences are enhanced by curricular advisory boards and internships. All of these relationships are nurtured through contacts and channels and motivated by a commitment to leadership and service. Our active participation in the social and political environment is imperative to our mission of being "responsive to emerging demands and opportunities regionally and nationally."

#### ▪ Assessment of Status and Progress

The Executive Vice President for Policy & External Relationships/Partnerships and the Office of Government Relations lead efforts to expand the University's role in this area, which is emergent and in development. The work thus far has been focused on identifying opportunities, developing the University's voice and presence in key political contexts, establishing contacts and relationships, raising awareness among key academic leaders, and assessing and articulating the benefits of this expansion. A reorganization in 2018 has relocated the Executive Vice President to the Camden campus to facilitate direct interactions with community leaders and academic partners and to evaluate priorities for academic programs and support services. Work with the Deans to pursue government funding opportunities is also active. Objectives and status with respect to each of the key domains are discussed here, including examples of successful projects.

#### ***STATE AND FEDERAL GOVERNMENT RELATIONS***

Guided by the Office of Government and External Relations, Rowan University has established itself as an important and innovative statewide leader in higher education, research and healthcare education. After comprehensive meetings with the Administration and the Deans, a targeted strategic government relations plan provided the framework to educate key decision makers about the cutting edge programs and research that is being conducted at the University.

Congressional members and State legislative committees now regularly seek Rowan's recommendations and input on major policy initiatives being considered by these legislative bodies. Areas that receive focus at the State level include:

- Annual State budget appropriations
- Supplemental state appropriations
- Advocacy for relevant legislative positions
- Opportunities for State contracts/grants
- Relationships with key legislators, Governor's office and selected state departments in order to support University interests
- Partnership with State colleges/universities to advocate collective positions pertinent to higher education interests
- Development of strategies/approaches to build off of University strengths on policy issues and funding opportunities

Activities at the federal level include working with Congressional delegation (members and staff) to promote the research interests of University departments, supporting faculty involvement through task force participation, expert testimony, and providing background support for legislators on policy issues; and facilitating, where appropriate, legislative – agency cooperation; working with appropriate administrative agencies and White House/Cabinet Departments to enhance University opportunities; engaging with interest groups to foster common interests; and bringing officials to campus. The ultimate goal is to develop strategies to grow University presence and positions at the federal level.

### *REGIONAL ECONOMIC DEVELOPMENT*

As a State institution, Rowan University believes that it has an obligation to strengthen the community in which it exists. Strong and vital communities are essential to a healthy economy and higher education is a critical anchor to attract business and a tax base to the region. Rowan works on this priority through the following strategies:

- Support and develop public-private partnerships to benefit the University and the local/regional economy.
- Seek and support relationships with private enterprises that place the University as a key player in region/state.
- Anticipate and understand state/regional issues and problems and assist units/faculty within the University to grasp opportunities to lead .
- Continue to enhance the position of the University as the primary economic development entity in the region in terms of jobs, payroll, innovation, and partnerships with ever-growing economic impact.

### *PUBLIC POLICY*

Congressional and State elected officials have participated in programs and met with students on campus to see firsthand how private sector and the government's investments have made higher education an economic catalyst for the entire region including seven of the State's poorest counties. Examples include engineering innovations in the fields of resiliency, infrastructure materials, defense vehicle coatings, and opioid training for healthcare professionals. The University recently became the model for the New Jersey Hospital

Association's first "Unplug" event, which partnered area hospitals with faculty and students to encourage healthier lifestyle and food choices. These activities advance Rowan University's goal of fulfilling the critical responsibility of a state university: to serve as an academic thought leader. This role benefits faculty and students and enhances the position of the University with key government and private sector decision makers, completing the circle of state/federal government relations and regional economic development. Ultimately, we aspire to be at the center of a dynamic, growing, and vital regional economy.

### *CITY OF CAMDEN INITIATIVES*

As a major university, we owe a duty to the entire region, especially the City of Camden, which suffers from all of the challenges faced by many urban areas. Initiatives relating to Camden are discussed in [Rowan College Partners and Other Locations](#) and [Health Sciences](#).

#### ▪ **Recommendations for Continuous Improvement**

Continue outreach to State and Federal officials to grow awareness of Rowan capabilities and develop opportunities for Rowan to be a voice in public policy issues.

Grow awareness within the Rowan community of opportunities at state/federal levels.

Work within the University structure and the community to grow Rowan's presence in Camden by making connections and seeking opportunities for the University to contribute positively.

Identify and engage national and statewide associations in coalition building to enhance presence, credibility, and reach, including:

- |  |   |
|--|---|
| ▪ New Jersey Chamber of Commerce             | ▪ New Jersey Biotech Council              |
| ▪ New Jersey Association of Counties         | ▪ New Jersey Alliance for Action          |
| ▪ New Jersey Business & Industry Association | ▪ Southern New Jersey Development Council |
| ▪ New Jersey League of Municipalities        |   |



### **Advancement**

#### ▪ Relationship to Mission and Goals

On April 5, 2019, Rowan University will publicly announce its first comprehensive campaign with a goal of \$120M to support priorities that are aligned directly with the institutional mission, goals, and strategic pillars as reflected in the fundraising themes and strategies that have been developed as the basis for the campaign:

#### *Rising: The Campaign for Rowan University*

*Changing a student's life* (scholarships, stipends, and other opportunities for students)

*Supporting new discoveries* (research opportunities for faculty and students)

*Providing learning and living environments that inspire* (programs and facilities for faculty and students)

*Investing in what is important to you* (relationship with the University for the donor)

Rowan University has a unique and powerful story to tell. *Rising: The Campaign for Rowan University* will build on the growth and momentum of the institution and upon President Houshmand's ambitious vision for public higher education. The President's willingness to take risks and pioneer new programs and partnerships is the centerpiece for the campaign.

In terms of the institutional goal of creating and developing competitive advantages, the comprehensive campaign presents an opportunity for Rowan University to begin to change its campus and community culture to one that not only recognizes, values and cherishes the outstanding education that Rowan provides, but also endeavors to preserve and enhance it so that it remains relevant and endures for generations to come. The campaign vision is aspirational and pragmatic, expressing the national implications of an affordable and accessible high-quality education as well as the tangible benefits an institution of Rowan's caliber has to the community. Rowan's partnerships with the business community provide a source of relevance and high-quality workforce training (a national value) for students, helping keep them employed in the region (a local benefit). Rowan has a growing base of constituencies to consider in developing its campaign messaging, including current students, parents, faculty, and staff (including faculty and staff associated with Rowan's two medical schools). Each constituency will have a different perspective on Rowan's identity, vision, and direction. Much like the processes of developing institutional branding and strategy, the goal of this effort is to establish consensus and buy-in regarding a set of key messages that will express Rowan's unique identity; its vision for the future; and the way its various schools, programs, and campuses fit into this vision.

### ▪ Assessment of Status and Progress

Prior to the transformational gift from Henry and Betty Rowan in 1992 and even into the early 2000s, Rowan University did not have a strong history of engaging donors in philanthropically supporting the institution. The University today has shown considerable growth in this area, having made strategic investments in Advancement staffing and infrastructure. The Division is led by a Senior Vice President/Director of the Rowan University Foundation and supported by a Vice President overseeing Offices of Development, Major Gifts & Planned Giving, Corporate & Foundation Relations, Alumni Engagement, and Advancement Services & Donor Relations. The Rowan University Foundation Board of Directors and Rowan University Alumni Association Board are composed of corporate and civic leaders who promote University Advancement through outreach to their constituents.

While Rowan has seen consistent growth in giving, sustainable growth is still needed in some segments, including alumni and parent constituencies. The University's alumni base has grown substantially in the past two decades as the institution has graduated larger class sizes, and many alumni will need time to build significant capacity. Although alumni currently comprise 31 percent of all prospects, only 14 percent have an estimated capacity of \$100,000 or above. Rowan's alumni can be divided into two distinct generations:

- An older generation, many of whom graduated from Glassboro State College, include some who feel disengaged and left behind by their alma mater's evolution into Rowan University and its pace of expansion.
- A younger generation, who graduated from Rowan's newer programs and schools, feel largely positively about their University experience and are interested in continued engagement. While some have not yet built significant philanthropic capacity, others may not have learned about giving to the University as undergraduates.

Historically Rowan was not properly resourced to fully engage its alumni with a consistent focus on engaging them as potential donors. Young alumni (those who have graduated in the past 15 years) comprise 34 percent of the alumni population and represent a strong prospect base. Building relationships with recent graduates will be part of a key long-term strategy for strengthening Rowan's prospect pipeline.

While the philanthropic culture on Rowan's campuses remains underdeveloped, the planned campaign presents an ideal opportunity to build a robust culture of philanthropy throughout the Rowan community. The University engaged an external consultant to conduct a campaign readiness assessment examining the readiness of Rowan's internal fundraising operations and administrative and academic leaders to drive a significant campaign. This assessment resulted in a report, delivered in October 2016 and presented to Rowan's Executive Cabinet in January 2017. The campaign feasibility study served as the methodology for analysis of this area for purposes of the Self-Study. Key assessments of gift and grant capacity at Rowan University are summarized in this section.

### *IDENTITY AND BRAND*

Rowan has a distinct and consistent visual identity, but the University's rapid growth has resulted in fragmentation of its messaging and lack of a coordinated messaging platform. As reported in [Branding](#), the branding campaign "Ask Rowan" resulted in increased exposure to Rowan messaging and enhanced familiarity and influence among audiences based on industry metrics and indirect measures. However, the campaign scope was highly focused and not part of an integrated strategy. Feasibility study participants remarked that Rowan's growth will need to be followed by a period of consolidation to establish a coherent and centralized identity, voice, and vision for the University. Study participants further noted that Rowan's rapid growth was impressive but that its brand awareness had yet to reach far beyond southern New Jersey. Indeed, success in a campaign of this scale will require increased visibility. Improving Rowan's visibility will involve reaching new audiences outside New Jersey as well as engaging alumni in Rowan's new vision and brand. Many alumni who graduated before the transition from Glassboro State College to Rowan University have not yet been fully cultivated to see themselves as part of Rowan's new identity. This campaign provides an opportunity to help these alumni understand their place in the story of the University's growth and evolution.

### *ANALYSIS OF CAMPAIGN POTENTIAL*

Campaign planning study findings indicated that Rowan is in a good position to move forward with a comprehensive campaign. A six-year target and \$120M working goal was recommended that will count funds raised beginning July 1, 2014, which provide substantial momentum toward the proposed campaign goal. This comprehensive campaign will include gifts to the annual fund as well as new irrevocable planned gift commitments and realized planned gifts. Prior to the start of the comprehensive campaign Rowan raised on average \$5M per year. Once completed, Rowan will average \$20M annually in new gifts and pledges. It will be vital for Rowan to maintain and incrementally grow its annual giving program during the campaign to ensure long-term fundraising success. Rowan has significant untapped capacity within its donor base and has the potential to support a campaign at this level with appropriate engagement. In FY 2017, Rowan made a significant investment in staff and operating support for the annual fund, and can expect growth in the annual fund as a result. Increasing alumni and other supporters' giving to the levels necessary to achieve the campaign goal will require consistent and intensive cultivation. Our constituents are enthusiastic about the University's direction and vision, and are confident in its leadership. Study participants feel that Rowan is on the right track and is poised for continued growth and success. Nearly half (44 percent) indicated that they believe Rowan has the ability to meet the recommended target over five or six years. This is important because donors want to be part of a "winning effort." They described Rowan's leadership as visionary and praised its innovative partnerships with the region's employers and other institutions. They expressed pride and excitement in being part of Rowan's growth at this pivotal moment.

### *PROGRESS*

In addition to the feasibility indicators that were assessed, progress toward the proposed campaign strategies and goal was evaluated. Listed below are significant gifts and the associated theme to which each gift responds:

- \$25M gift to establish the Jean & Ric Edelman Fossil Park (Providing learning and living environments that inspire AND Supporting New Discoveries)
- \$15M gift to support Rowan University's College of Engineering (Changing a student's life AND Providing learning and living environments that inspire)
- \$5M gift to support the William G. Rohrer Scholars in the College of Business (Changing a student's life)
- RowanGIVES Day (Changing a student's life AND Providing learning and living environments that inspire)

### ▪ **Recommendations for Continuous Improvement**

Institutional messaging, campaign messaging, and recruitment messaging need to be coordinated and strategic and must address multiple constituencies, including alumni, business leaders, and national audiences.

Messaging needs to be consistent and coherent, not fragmented, while remaining authentic, engaging, and fresh.

### **Branding**

#### ▪ Relationship to Mission and Goals

Although branding in higher education historically has had little resemblance to commercial branding, higher education does involve a product and a market and hence branding is more important as the product becomes more specialized and the market becomes more competitive and segmented. Rowan University is undertaking a more market-oriented branding strategy, which will be discussed in the conclusion of this section. Here, branding is addressed in terms of institutional image and reputation as they are shaped by the Division of University Relations. In this sense, management of the institutional brand entails exerting influence on public opinion by encouraging personal experiences and relationships that show who we are. Public belief in the institution's image and reputation is integral to achieving the mission. At an institution like Rowan University, where change has been constant for over twenty years, trying to convey who we are, and more importantly, the institution we strive to be, is very challenging. Institutional image and reputation are key to reaching strategic objectives related to grants, fundraising, enrollment, and faculty recruitment.

#### ▪ Assessment of Status and Progress

This assessment focuses on a broad institutional advertising/branding initiative designed to educate distinct key audiences about the institution Rowan has become over the last five to ten years. The Ask Rowan campaign was Rowan's first advertising campaign of this size and scope and provides the institution a framework for improving institutional brand awareness regionally and nationally. Advertisements focused on technology, health care, engineering, and science initiatives to invite target audiences to start thinking of Rowan as a research institution rather than as one of nine public state colleges or the teacher preparation college it was for so many years. The Ask Rowan campaign specifically was designed to influence opinion leaders, policy makers, business decision makers, and higher education leaders. It did not target prospective students, their parents, guidance counselors, Rowan alumni, current students or employees. The campaign was strategically focused in this way because anecdotal data suggested a large gap between what these audiences knew about the institution and what they should know. Prospective students and their parents knew much because of the natural progression of the college search process; however, we found that people not closely tied to the institution depended on outdated assumptions and facts.

#### *RECENT HISTORY OF THE ROWAN BRAND*

In 2009, the institution embarked on a decade of incredible change with its selection by the State to create a new medical school, the first new medical school in New Jersey in 35 years. While the institution worked toward opening its medical school building and accepting its first class, little changed in the eyes of the general public. In 2012, however, a proposal surfaced to merge Rutgers-Camden into Rowan University, potentially making a sizeable public research institution in South Jersey. The talks were met with extremely strong public opposition from

Rutgers' friends and alumni. Responses to media reports revealed a persistent theme that Rutgers-Camden identified itself as a research university, but Rowan was not seen that way.

Although the merger did not take place, it did raise the issue among opinion leaders and elected officials that a research institution was needed in the south and that Rutgers-Camden, as a subsidiary campus of Rutgers University, was not in a position to assume that role. A compromise step in this direction occurred in 2013 with the New Jersey Medical and Health Sciences Education Restructuring Act, which distributed the assets of the state medical university, the University of Medicine and Dentistry of New Jersey (UMDNJ), to Rowan and Rutgers. Rowan University acquired the School of Osteopathic Medicine and was designated a State public research university. At the time, even with the two medical schools and designation as a state research institution, Rowan's leaders still found that most influentials throughout the state recognized that the institution was growing and changing, but could not say how when pressed for information.

### *BRANDING STRATEGY*

The last advertising campaign designed to improve the overall institutional image was implemented seven years ago and was titled Expect More Achieve More. Unlike the Ask Rowan campaign, it tried to reach all audiences, which limited its effectiveness and reach.

In 2014, a marketing firm specializing in higher education was retained to more formally analyze audience perception of the institution. The findings confirmed our previous observations: people knew that Rowan was evolving but they could quite describe how. Understanding that a single campaign would not satisfy the messaging goals of Admissions, Rowan Global, and University Relations, it was decided the campaign should target the broader "thought leader" audience, weighing heavily in the direction of business leaders:

- Government and public policy leaders at state and federal levels
- Business leaders/corporate decision makers throughout Philadelphia and New Jersey
- Higher education leaders in the U.S. News North region from Maine to Maryland
- Faculty and academic peers, particularly in engineering, science, and health care
- Traditional and new media

The Ask Rowan campaign was developed as a way of providing key audiences with insight into the new Rowan University, one that focuses on practical research while not losing its emphasis on undergraduate education. The goal was to strengthen top-of-mind awareness of Rowan, its areas of strength and the role it plays in the betterment of the State and region as a comprehensive research university. Themes of the campaign included ads about economic development, research, and innovation in areas including sustainability, health care, and education. The advertising mix included print and digital advertising and social media campaigns. Running concurrently with the campaign, University Relations and Government Relations joined to influence the same target audience as the campaign by sponsoring events and programs with business organizations that would give the University an opportunity to



share its story. Media Relations also promoted the University's growing research portfolio and ensured that content area experts were available for commentary.

Our efforts in getting earned media mentions in the newspapers and television news stations, combined with our community sponsorship investments and the effectiveness of the advertising campaign, resulted in confirmation that our target audiences were receiving our messages and there was a "buzz" throughout the South Jersey/Philadelphia region about Rowan. Our investments were shifted for the next two years to focus on national higher education-related publications but with a presence maintained with local media outlets.

### *ASSESSMENT OF STATUS*

Measurement of the impact of a campaign can be challenging and impact is in turn challenged by the sustainability of a campaign. Dozens of "touches" taking multiple forms, including word of mouth, media reports/stories, social media postings and advertising, are necessary to influence the thinking of an uninitiated target audience. Advertising depends on repetition and visibility; as this is a broad advertising campaign, it would need to be in several high-profile and expensive platforms. The Ask Rowan campaign started with a multi-million dollar investment over a three-year period. Significant additional investment would be needed to sustain and assess the campaign. Indirect evidence does suggest that the campaign provided timely reflection and reinforcement of Rowan University's emerging narrative as it coincided with several milestones:

- \$117M Building Our Future Bond Act funds for new construction in 2013
- Carnegie reclassification as a Doctoral University (moderate research activity) in 2016
- U.S. News ranking of 177 of 311 in our first year as a national university
- Increased awareness among legislators, their staff and other policy makers/shapers, increased interactions with government department heads, and increased appearances by legislators eager to visit and advocate on behalf of the university
- Increased success in recruitment of high-caliber research faculty
- One of five institutions featured in the Research with NJ research asset database in 2018
- Steadily increasing sponsored research awards, including \$39.6M last year

In addition to the milestones described above, our digital advertising campaigns have done extremely well, far surpassing industry benchmarks and reflecting interest in learning more about the institution.

It is also apparent that our new designation as a research university has thrust the institution into a much more competitive environment. That coupled with the fact that population statistics show a sharp decline in the traditional student population nationwide over the next few years have made student recruitment a priority. As a result, a 2018 reorganization of senior leadership at the University realigned Rowan Global with Strategic Enrollment Management, with the marketing groups reporting to the same manager. This will facilitate cost-effective

marketing strategies as well as alignment of messaging as it relates to student recruitment. Along with this realignment, the Vice President for University Relations will work closely with the other vice presidents to align messaging and manage resources together when possible. University Relations has been set aside \$200,000 to maintain the Ask Rowan campaign, with another \$400,000 to be put toward initiatives agreed upon by all the entities involved. Academic year 2018-2019 will see the introduction of a new recruitment campaign, a comprehensive fundraising campaign, and a broad institutional branding campaign. Several new strategies are in development as a result of ongoing analysis of branding efforts.

### ▪ Recommendations for Continuous Improvement

While studies show that print advertising still has great value, future campaigns will rely even more heavily on targeted digital advertising. Although the format limits initial messages to just a few words, the format allows for better reach and repetition.

University Relations will develop a targeted social media advertising campaign utilizing new capabilities to develop sophisticated profiles and reach audiences. Tracking those audience behaviors as they interact with ads will give the university much feedback.

In an increasingly challenging environment in which to communicate, a large part of Rowan's communication strategy has come to involve videography, a direct response to the interest in videos among our target audiences and an effective way to communicate online and through social media, especially. Videos generally document a project or an initiative or celebrate achievements, all with messages that promote the value of a Rowan education, outreach or affiliation. University Relations will continue to work toward producing 12-15 videos that support institutional priorities and the key message points of any campaign developed.

### Conclusions and Recommendations for Innovation and Improvement: Imagine the Future

As noted in the Institutional Profile and reflected upon throughout our 2019 Self-Study, Rowan University was a very different institution at the time of our last decennial review. There was a ten-year strategic plan in place, intended to guide us through 2017. As we observed in our 2014 Periodic Review Report, the four themes of that plan—Exceptional Academic and Personal Development; Engaging, High-Quality Campuses; Effective Resource Acquisition, Utilization, and Sustainability; and Economic and Cultural Vitality of the Region—“were, and remain, virtually universal among higher education institutions of this type and classification. In 2007, this strategic plan affirmed our desire to maintain and enhance the status we had reached, which we termed “the next level” to reflect our evolution from Glassboro State College to Rowan University.” No portents of the changes to come were visible in that plan nor did they emerge in the 2009 Self-Study. Yet by 2014 our evolution was not only continuing but accelerating, and, while we have felt the growing pains, we have kept up the pace of innovation and transformation toward what now seems a boundless “next level.”

The literature of change in higher education has become increasingly preoccupied with the problem of institutional inertia. The medieval roots of academia are celebrated in our rituals and enshrined in our disciplines, but we have come to suspect that this cultural reverence may be embedded too firmly in our practices. In *The Innovative University: Changing the DNA of Higher Education from the Inside Out* (2011), Clayton Christensen and Henry Eyring argue that the problem is not cultural but genetic. Higher education needs new genetic traits that break from what has been historically successful and that adapt to new competition. Their recommended alterations reflect what is rapidly becoming the standard playbook.

Successful adaption, however, cannot be predicted or planned with certainty. Unanticipated opportunities and challenges can change the course of evolution in a moment. Evolutionary success is survival of the unexpected, of the fortune or crisis that changes the conditions. **This** is the DNA of Rowan University. Fifty years ago, Glassboro State College completed the 1969 Self-Study, three years after the landmark New Jersey Higher Education Act of 1966 directed the State colleges to convert from teacher preparation colleges to comprehensive institutions of arts and sciences. That Self-Study created the blueprint for a new institution with open admissions and diverse program offerings, limited only by space and budget rather than quotas based on a pre-determined need for teachers. The recommendations of 50 years ago are remarkably prescient and anticipated initiatives that remain relevant today, including:

- Interdisciplinary programs, including urban studies, communication arts, and environmental science
- Accelerated completion pathways, including three-year degrees
- Transfer student articulation pathways from what were then called the “junior” colleges
- Expanded research activity by the faculty
- The need to divert US Route 322, which still bifurcates the present-day campus
- The need for more parking on campus, perhaps to include a high-rise parking structure

Most notably, the 1969 Self-Study set a tone that has remained consistent through our institutional history. The Self-Study established the institution's capacity for expansion and responsibility to the southern New Jersey region and proposed that the character of the institution be "future-oriented" to give it "a central theme which would promote its identity and integrity." The Self-Study acknowledged that lack of fiscal autonomy and inadequate financial support were "major difficulties" but concluded "the faculty feels that it has the imagination, spirit, competence, and cohesiveness to move faster than resources permit." Ten years ago, the 2009 Self-Study identified several strategic priorities including enhancement of advising support, allocation of resources to leadership and infrastructure in the areas of institutional effectiveness and strategic enrollment management, growth of the endowment, and development of the South Jersey Technology Park: again, prescient and relevant, not because we knew what was coming, but because our DNA shaped our insights into what we needed to do and be. We became inclusive, agile, and responsive. Our 2019 Self-Study bears that out.

As all of higher education confronts a future of uncertainty and disruption, we must trust our DNA for new insights. With this in mind, we offer these recommendations, gleaned over the course of the Self-Study, to guide innovation and improvement.

Although our fundamental purpose—creating and imparting knowledge—remains the same, we must accept that institutions of higher education are complex organizations situated within political, social, and economic forces over which we have limited control. We need to apply our entire human capacity to understanding and managing these material conditions as strategically as possible. Data analytics have empowered our decision-making. Investments in organizational expertise and infrastructure have enhanced institutional capacity. Agile business processes and strategies have allowed us to channel resources to critical investments as well as emergent opportunities and challenges. Academic leadership must remain engaged even as we shift intellectual resources to increased research activity. The great change that Rowan University has driven over the past eight years has re-emphasized the importance of shared governance in practice, of being both connected and informed enough to make changes nimbly to seize new opportunities, respond to rapidly shifting environments, and preserve the integrity of the educational enterprise.

Although learning is not a product and is not achieved through a transaction, the conferral of academic credentials is a transaction. The currency of this transaction is the credit hour, on the basis of which we charge tuition, define faculty workload, and quantify the education represented by academic credentials. To maintain the worth of these credentials, we must preserve the value of learning even as we strive to contain the costs of education. Learning represents the value standard of this currency, and accreditation functions to align the value of the currency to the value standard, much as the Federal Reserve does for monetary currency. As such, learning is situated in an economy that is subject to the same kinds of disruptors that destabilize monetary currency—deregulation and globalization—as well as new kinds of disruptors that threaten to destabilize our academic currency. Higher education's historic monopoly on the credentialing market is constantly assailed. The alignment of learning and credentials cannot be taken for granted.

Although higher education has traditionally privileged academic ability as measured by entrance exam scores, GPA, and other indicators that signify advantage, we have come to understand that advantage is a limited and limiting characterization of human potential. We need to distinguish between challenges and barriers, between capability and preparation, between resilience and fortune, and between countless other gaps that turn disparity into disadvantage. We need to better understand how we can promote our students' well-being and capacity. Traditional measures of academic ability have been strong predictors of student success because higher education was designed to optimize performance based on advantage. We need to diversify our indicators of potential and adapt our optimization accordingly. Although we continue to use the terms "traditional" and "non-traditional," we fully recognize that shifting demographics and perceptions of the higher education experience, among other factors, are rendering these distinctions irrelevant. Student populations are becoming highly segmented and it will be necessary to not only develop more meaningful student profiles but also design academic programs that can be tailored and customized.

Throughout the many comments and suggestions that were elicited by the Self-Study, a common theme of sustainability emerged. How will we persist and succeed? How will our students persist and succeed? Sustainability offers a proactive answer to these questions. Sustainability encompasses integrity, worth, and well-being. An explicit strategic focus on sustainability will create a productive space in which to imagine the future. The motto of our School of Earth & Environment, emblazoned on its ceremonial gonfalon, is "Past is Prologue" from Shakespeare's *The Tempest*. In that spirit, we conclude with this artifact of our institutional DNA from the 1969 Self-Study:

Emphasis in the instructional program and other activities of the Institution would focus on an exploration of the kind of world we hope to live in. Attention would also be given to developing competence in achieving improved conditions. Some implications of such an orientation would be: (1) Increased attention to student expression, to full communication, to open and constant valuing and re-valuing, to imagination, to sensitivity toward self, others and their beliefs. (2) The increased need for contact with persons having great expertise in broad fields of knowledge, such as public affairs and others, to help faculty and students maintain awareness of possibilities in the future. (3) In some college courses the major emphasis would be on exploring the future; in others, the future would get as much consideration as the present and past. (4) In more college courses there would be emphasis on exploring the unknown, sharing values, examining possibilities, and hypothesizing. (5) Programs offered—whether liberal arts or professional—would have an involvement or engagement element. Students would be expected to have some real engagement with the problems of their time as part of the formal curriculum. The extent and nature of this engagement would vary with circumstances.

The scene has been set. Past performance is instructive but not necessarily predictive. Rowan University is ready to take charge of what's to come.

## Appendices

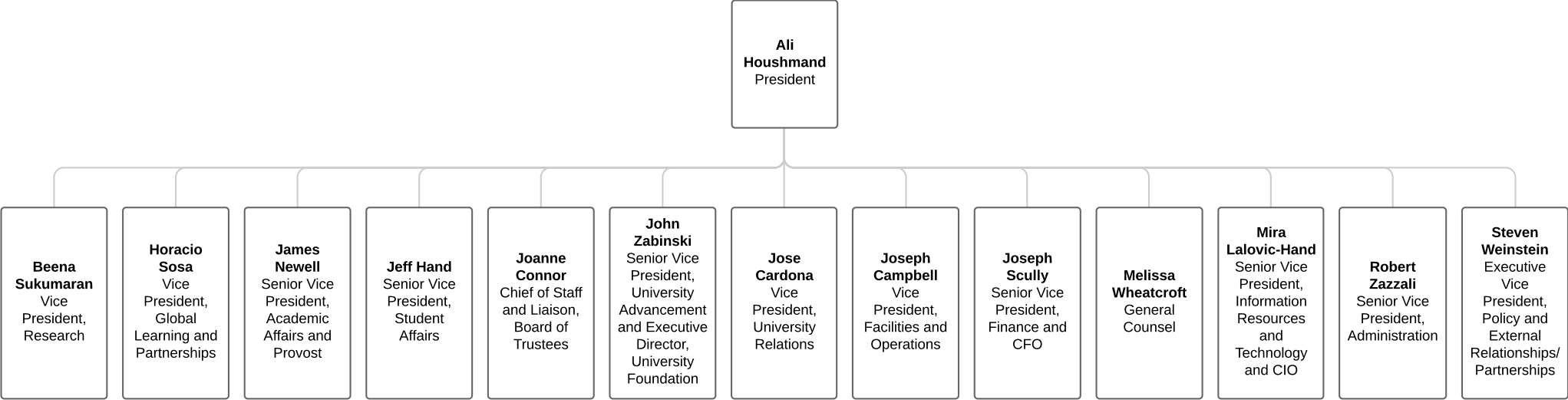
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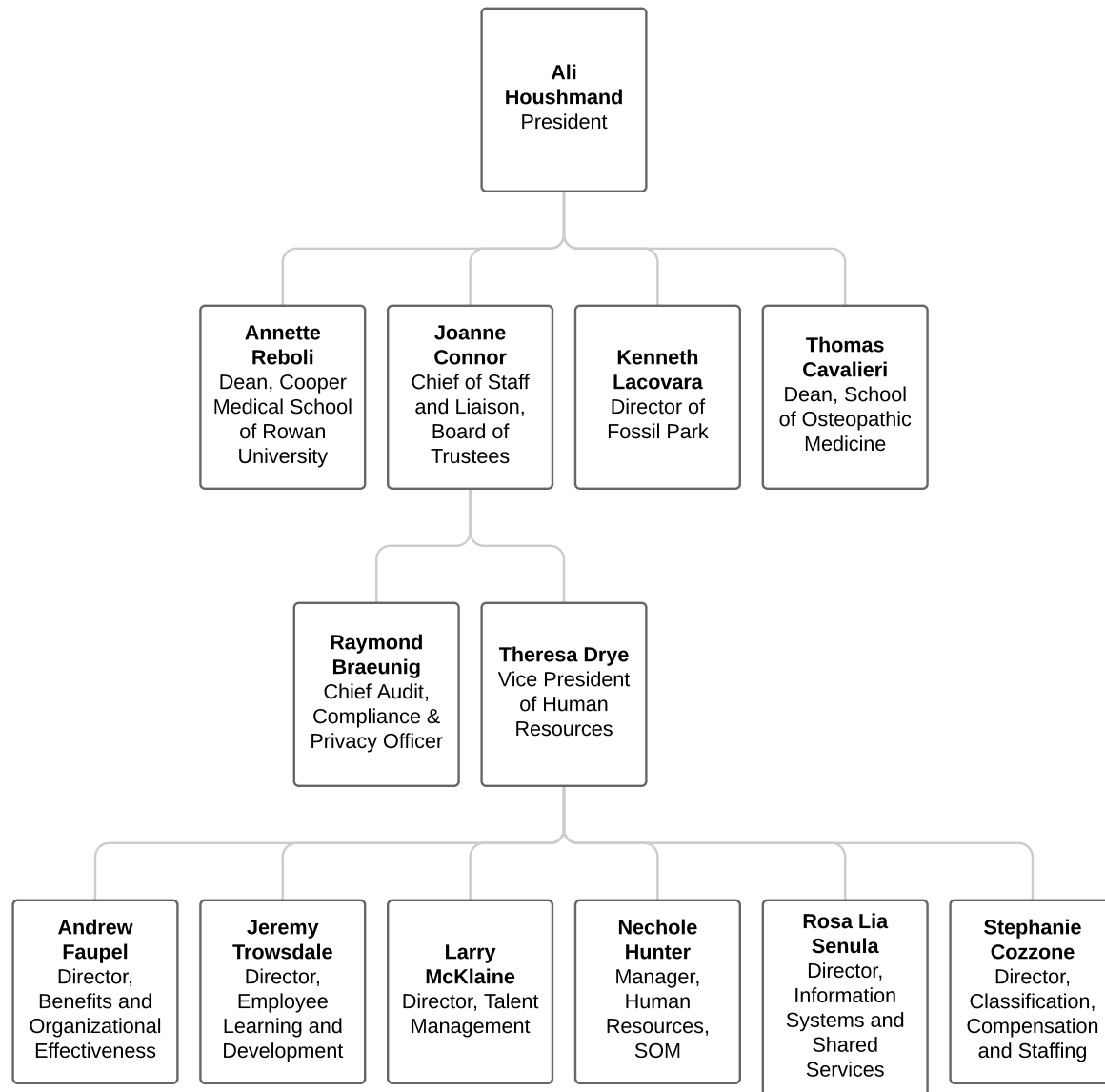
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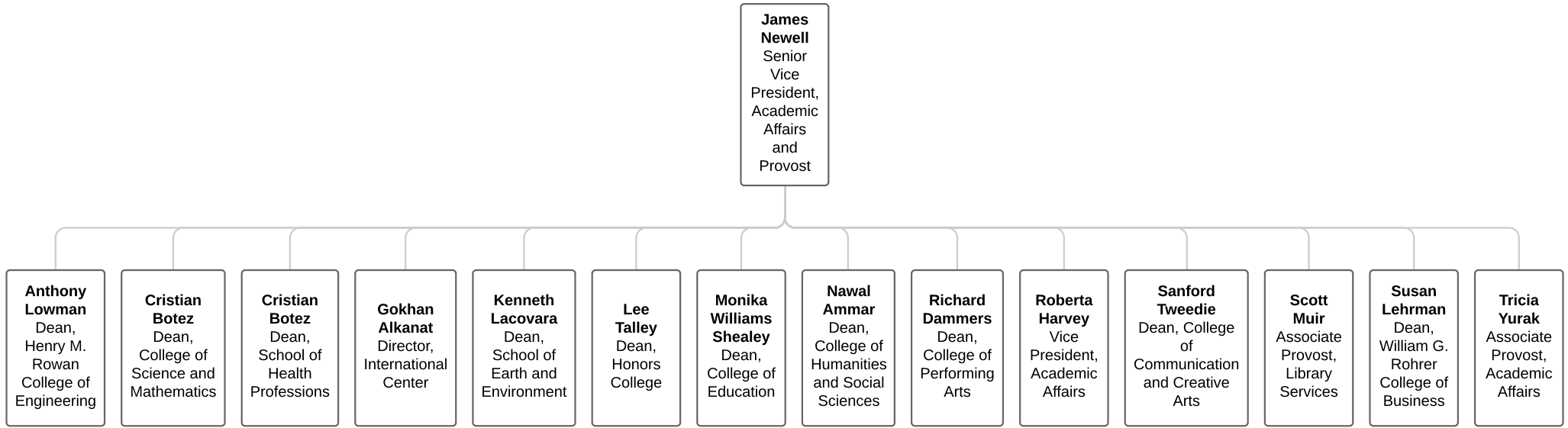
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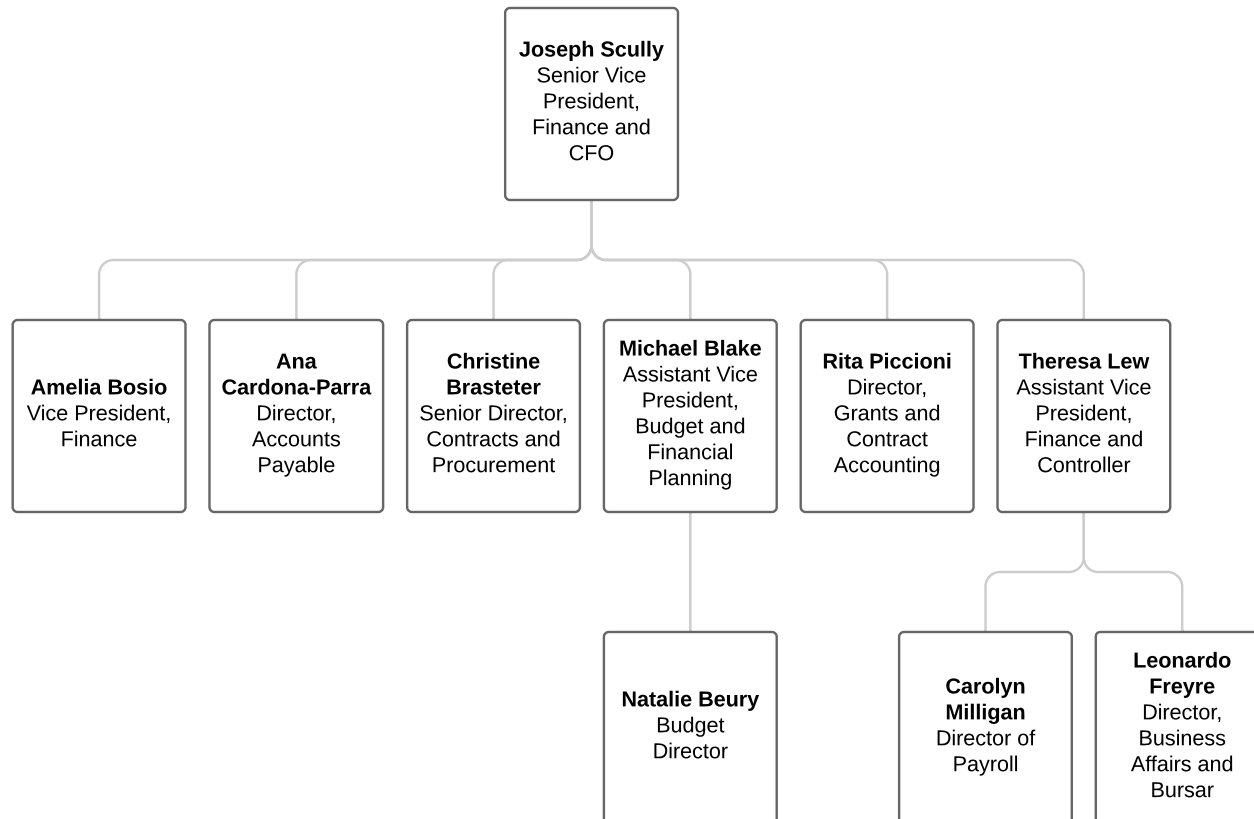
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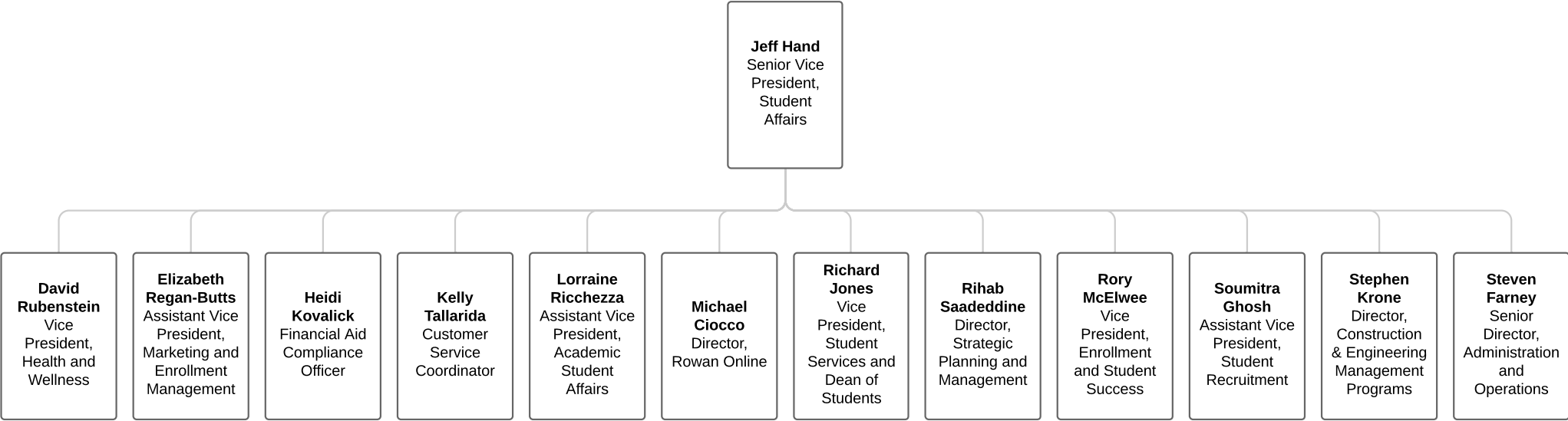


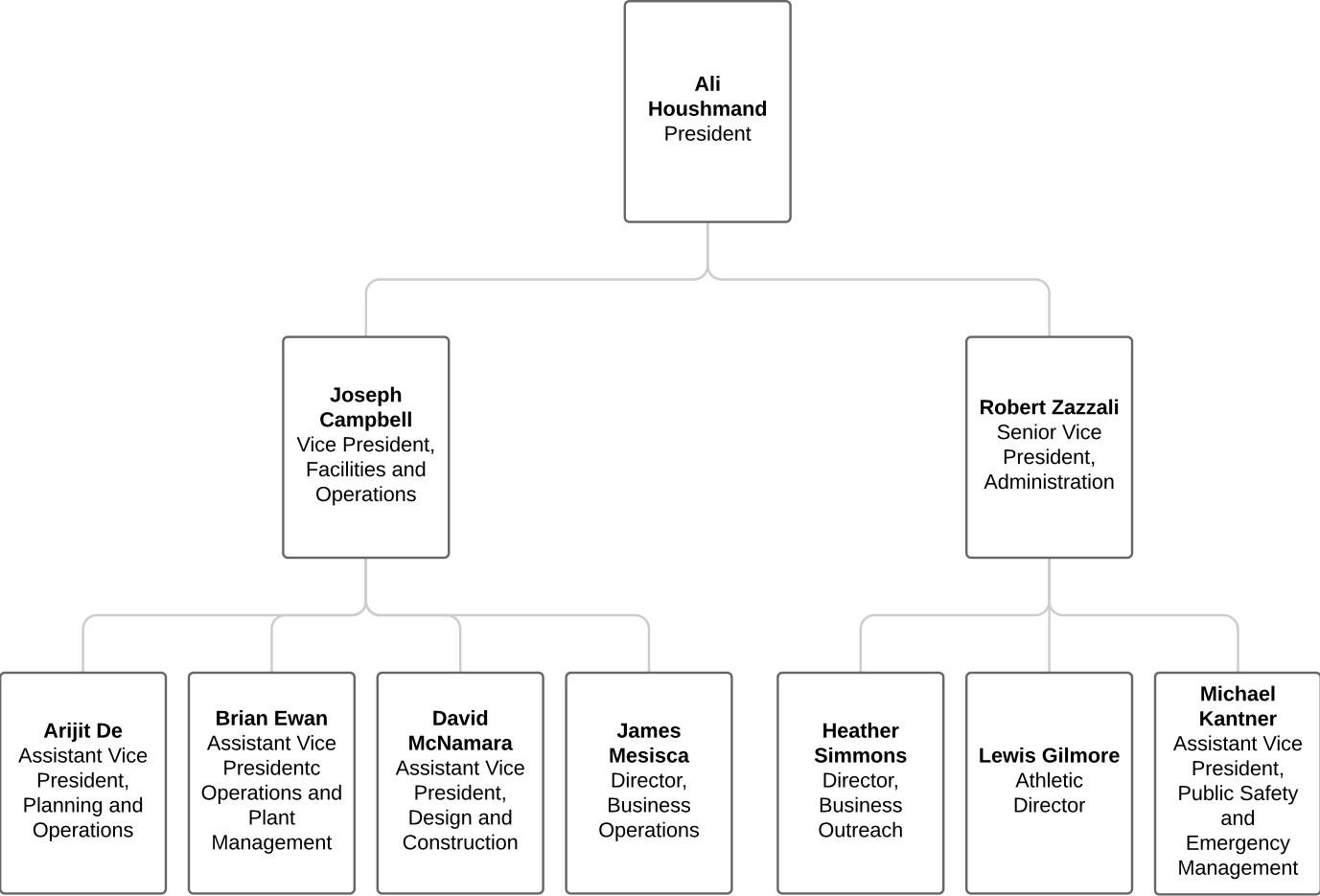




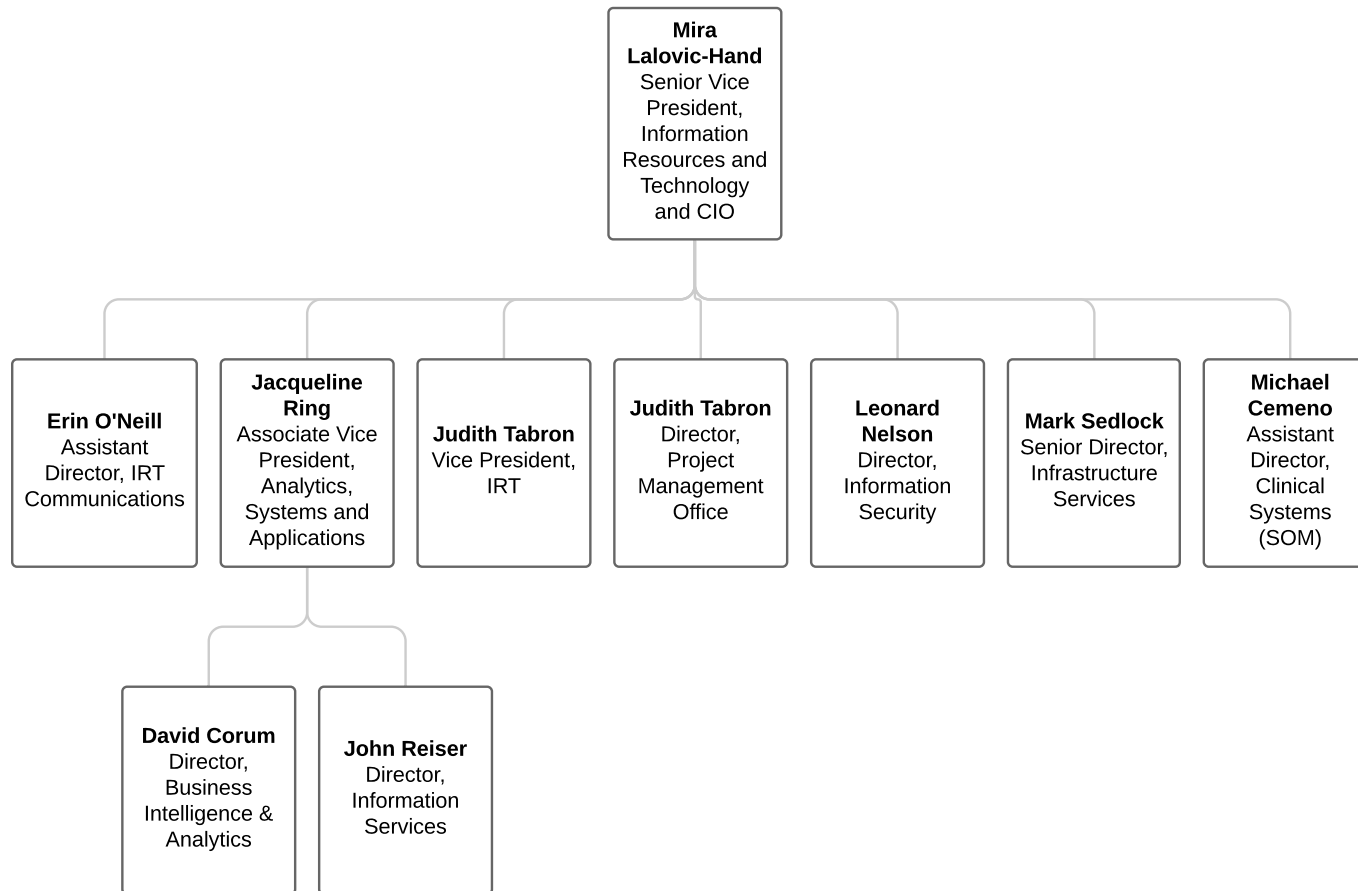


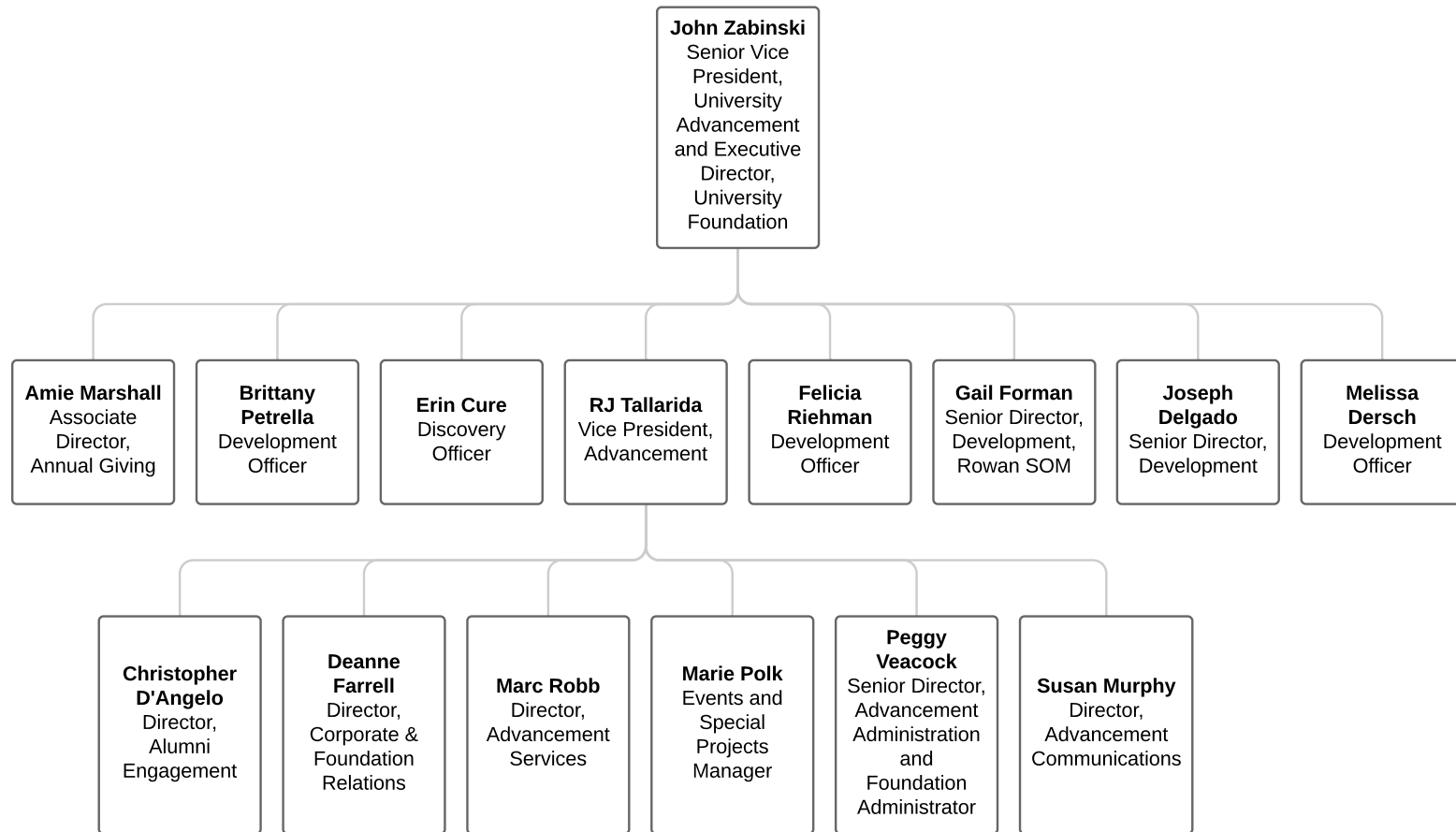












## A. General Information

### A0 Respondent Information (Not for Publication)

A0	Name:					
A0	Title:					
A0	Office:					
A0	Mailing Address:					
A0	City/State/Zip/Country:					
A0	Phone:					
A0	Fax:					
A0	E-mail Address:					
A0	Are your responses to the CDS posted for reference on your institution's Web site?	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No					
X						
A0	If yes, please provide the URL of the corresponding Web page:					
	<a href="http://www.rowan.edu/president/asa/cds/index.html">http://www.rowan.edu/president/asa/cds/index.html</a>					

**A0A** We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

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### A1 Address Information

A1	Name of College/University:	Rowan University
A1	Mailing Address:	201 Mullica Hill Road
A1	City/State/Zip/Country:	Glassboro NJ, 08028-1701
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	(856) 256-4000
A1	WWW Home Page Address:	<a href="http://www.rowan.edu">www.rowan.edu</a>
A1	Admissions Phone Number:	(856) 256-4200
A1	Admissions Toll-Free Phone Number:	(877) 787-6926
A1	Admissions Office Mailing Address:	Savitz Hall, 201 Mullica Hill Road
A1	City/State/Zip/Country:	Glassboro NJ, 08028-1701
A1	Admissions Fax Number:	(856) 256-4430
A1	Admissions E-mail Address:	<a href="mailto:admissions@rowan.edu">admissions@rowan.edu</a>
A1	If there is a separate URL for your school's online application, please specify:	<a href="http://www.rowan.edu/home/undergraduate-admissions/applications">http://www.rowan.edu/home/undergraduate-admissions/applications</a>
A1	If you have a mailing address other than the above to which applications should be sent, please provide:	

### A2 Source of institutional control (Check only one):

A2	Public	X
A2	Private (nonprofit)	
A2	Proprietary	

### A3 Classify your undergraduate institution:

A3	Coeducational college	X
A3	Men's college	
A3	Women's college	

### A4 Academic year calendar:

A4	Semester	X
A4	Quarter	
A4	Trimester	
A4	4-1-4	
A4	Continuous	
A4	Differs by program (describe):	
A4	Other (describe):	

**A5 Degrees offered by your institution:**

A5	Certificate	X
A5	Diploma	
A5	Associate	
A5	Transfer Associate	
A5	Terminal Associate	
A5	Bachelor's	X
A5	Postbachelor's certificate	X
A5	Master's	X
A5	Post-master's certificate	X
A5	Doctoral degree research/scholarship	X
A5	Doctoral degree -- professional practice	X
A5	Doctoral degree -- other	X

## B. ENROLLMENT AND PERSISTENCE

**B1 Institutional Enrollment - Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2017. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>Undergraduates</b>				
Degree-seeking, first-time freshmen	1388	991	2	6
Other first-year, degree-seeking	49	31	0	0
All other degree-seeking	6,060	5,062	769	841
<b>Total degree-seeking</b>	<b>7,497</b>	<b>6,084</b>	<b>771</b>	<b>847</b>
All other undergraduates enrolled in credit courses	48	6	56	92
<b>Total undergraduates</b>	<b>7,545</b>	<b>6,090</b>	<b>827</b>	<b>939</b>
<b>Graduate</b>				
Degree-seeking, first-time	208	244	98	133
All other degree-seeking	514	524	369	931
All other graduates enrolled in credit courses	0	2	26	34
<b>Total graduate</b>	<b>722</b>	<b>770</b>	<b>493</b>	<b>1098</b>
Total all undergraduates				15,401
Total all graduate				3,083
<b>GRAND TOTAL ALL STUDENTS</b>				<b>18,484</b>

**B2 Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2017. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree- seeking)
Nonresident aliens	17	116	118
Hispanic/Latino	282	1,497	1,503
Black or African American, non-Hispanic	228	1,548	1,559
White, non-Hispanic	1,554	10,043	10,118
American Indian or Alaska Native, non-Hispanic	2	22	22
Asian, non-Hispanic	136	693	700
Native Hawaiian or other Pacific Islander, non-Hispanic	1	16	16
Two or more races, non-Hispanic	90	468	469
Race and/or ethnicity unknown	77	796	896
<b>TOTAL</b>	<b>2,387</b>	<b>15,199</b>	<b>15,401</b>

### Persistence

**B3 Number of degrees awarded from July 1, 2016 to June 30, 2017**

Certificate/diploma	37
Associate degrees	0
Bachelor's degrees	2980
Postbachelor's certificates	0
Master's degrees	591
Post-Master's certificates	26
Doctoral degrees – research/scholarship	9
Doctoral degrees – professional practice	156
Doctoral degrees – other	31

### Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2017-18 Survey

### For Bachelor's or Equivalent Institutions

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2010 and Fall 2011 cohorts (formerly CDS B4-B11) into four groups:

- Students who received a Federal Pell Grant\*
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan
- Total (all students, regardless of Pell Grant or subsidized loan status)

\*Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column (formerly CDS B4-B11).

### Fall 2011 Cohort

		Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
For mer ly B4	A- Initial 2011 cohort of first-time, full-time bachelor's (or equivalent) degree seeking undergraduate-students	458	403	707	1568
For mer ly B5	B- Of the initial 2011 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	0	0
For mer ly B6	C- Final 2011 cohort, after adjusting for allowable exclusions	458	403	707	1568
For mer ly B7	D - Of the initial 2011 cohort, how many completed the program in four years or less (by Aug. 31, 2015)	168	211	374	753
For mer ly B8	E - Of the initial 2011 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2015 and by Aug. 31, 2016)	78	67	128	273
For mer ly B9	F - Of the initial 2011 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2016 and by Aug. 31, 2017)	20	11	24	55
For mer ly B10	G - Total graduating within six years (sum of lines D, E, and F)	266	289	526	1081
For mer ly B11	H - Six-year graduation rate for 2011 cohort (G divided by C)	0.580786026	0.717121588	0.743988685	0.689413265



**Fall 2010 Cohort**

		<b>Recipients of a Federal Pell Grant</b>	<b>Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant</b>	<b>Students who did not receive either a Pell Grant or a subsidized Stafford Loan</b>	<b>Total (sum of 3 columns to the left)</b>
<b>For mer ly B4</b>	A- Initial 2010 cohort of first-time, full-time bachelor's (or equivalent) degree seeking undergraduate-students	<b>457</b>	<b>397</b>	<b>631</b>	1485
<b>For mer ly B5</b>	B- Of the initial 2010 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	<b>0</b>	<b>0</b>	<b>0</b>	0
<b>For mer ly B6</b>	C- Final 2010 cohort, after adjusting for allowable exclusions	457	397	631	1485
<b>For mer ly B7</b>	D - Of the initial 2010 cohort, how many completed the program in four years or less (by Aug. 31, 2014)	<b>170</b>	<b>191</b>	<b>352</b>	713
<b>For mer ly B8</b>	E - Of the initial 2010 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2014 and by Aug. 31, 2015)	<b>100</b>	<b>77</b>	<b>114</b>	291
<b>For mer ly B9</b>	F - Of the initial 2010 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2015 and by Aug. 31, 2016)	<b>20</b>	<b>15</b>	<b>16</b>	51
<b>For mer ly B10</b>	G - Total graduating within six years (sum of lines D, E, and F)	290	283	482	1055
<b>For mer ly B11</b>	H - Six-year graduation rate for 2010 cohort (G divided by C)	0.634573304	0.712846348	0.763866878	0.71043771

**For Two-Year Institutions**

Please provide data for the 2014 cohort if available. If 2014 cohort data are not available, provide data for the 2013 cohort.

**2014 Cohort**

<b>B12</b>	Initial 2014 cohort, total of first-time, full-time degree/certificate-seeking students:	
<b>B13</b>	Of the initial 2014 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
<b>B14</b>	Final 2014 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	0
<b>B15</b>	Completers of programs of less than two years duration (total):	
<b>B16</b>	Completers of programs of less than two years within 150 percent of normal time:	
<b>B17</b>	Completers of programs of at least two but less than four years (total):	

<b>B18</b>	Completers of programs of at least two but less than four-years within 150 percent of normal time:	
<b>B19</b>	Total transfers-out (within three years) to other institutions:	
<b>B20</b>	Total transfers to two-year institutions:	
<b>B21</b>	Total transfers to four-year institutions:	

**2013 Cohort**

<b>B12</b>	Initial 2013 cohort, total of first-time, full-time degree/certificate-seeking students:	
<b>B13</b>	Of the initial 2013 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
<b>B14</b>	Final 2013 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	0
<b>B15</b>	Completers of programs of less than two years duration (total):	
<b>B16</b>	Completers of programs of less than two years within 150 percent of normal time:	
<b>B17</b>	Completers of programs of at least two but less than four years (total):	
<b>B18</b>	Completers of programs of at least two but less than four-years within 150 percent of normal time:	
<b>B19</b>	Total transfers-out (within three years) to other institutions:	
<b>B20</b>	Total transfers to two-year institutions:	
<b>B21</b>	Total transfers to four-year institutions:	

**Retention Rates**

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2016 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

<b>B22</b>	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2016 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2017?	
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### C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

#### Applications

- C1 First-time, first-year, (freshmen) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2017. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.**

C1	Total first-time, first-year (freshman) men who applied	7010
C1	Total first-time, first-year (freshman) women who applied	6890

C1	Total first-time, first-year (freshman) men who were admitted	4364
C1	Total first-time, first-year (freshman) women who were admitted	3795

C1	Total full-time, first-time, first-year (freshman) men who enrolled	1388
C1	Total part-time, first-time, first-year (freshman) men who enrolled	2

C1	Total full-time, first-time, first-year (freshman) women who enrolled	991
C1	Total part-time, first-time, first-year (freshman) women who enrolled	6

- C2 Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)**

	Yes	No
C2 Do you have a policy of placing students on a waiting list?	X	
C2 If yes, please answer the questions below for Fall 2017 admissions:		
C2 Number of qualified applicants offered a place on waiting list		
C2 Number accepting a place on the waiting list		
C2 Number of wait-listed students admitted		
	Yes	No
C2 Is your waiting list ranked?		X
C2 If yes, do you release that information to students?		
C2 Do you release that information to school counselors?		

#### Admission Requirements

- C3 High school completion requirement**

C3	High school diploma is required and GED is accepted	X
C3	High school diploma is required and GED is not accepted	
C3	High school diploma or equivalent is not required	

- C4 Does your institution require or recommend a general college-preparatory program for degree-seeking students?**

C4	Require	X
C4	Recommend	
C4	Neither require nor recommend	

- C5 Distribution of high school units required and/or recommended.** Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

	Units Required	Units Recommended
C5	Total academic units	16
C5	English	4
C5	Mathematics	3
C5	Science	2
C5	Of these, units that must be lab	2
C5	Foreign language	0
C5	Social studies	0
C5	History	2
C5	Academic electives	5
C5	Computer Science	0
C5	Visual/Performing Arts	0

C5 Other (specify)

### Basis for Selection

C6 Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

C6	Open admission policy as described above for all students	X
C6	Open admission policy as described above for most students, but--	
C6	selective admission for out-of-state students	
C6	selective admission to some programs	
C6	other (explain):	

C7 Relative importance of each of the following academic and nonacademic factors in first-time, first-year, degree-seeking (freshman) admission decisions.

C7		Very Important	Important	Considered	Not Considered
C7	<b>Academic</b>				
C7	Rigor of secondary school record	X			
C7	Class rank			X	
C7	Academic GPA		X		
C7	Standardized test scores		X		
C7	Application Essay		X		
C7	Recommendation(s)			X	
C7	<b>Nonacademic</b>				
C7	Interview				X
C7	Extracurricular activities			X	
C7	Talent/ability			X	
C7	Character/personal qualities			X	
C7	First generation				X
C7	Alumni/ae relation				X
C7	Geographical residence				X
C7	State residency				X
C7	Religious affiliation/commitment				X
C7	Racial/ethnic status			X	
C7	Volunteer work			X	
C7	Work experience				X
C7	Level of applicant's interest				

### SAT and ACT Policies

C8 Entrance exams

C8		Yes	No
C8A	Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?	X	

C8A If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2019.

C8A		ADMISSION				
C8A		Require	Recommend	Require for Some	Consider if Submitted	Not Used
C8A	SAT or ACT	X				
C8A	ACT only					X
C8A	SAT only					X
C8A	SAT and SAT Subject Tests or ACT					X
C8A	SAT Subject Tests only					X

C8B If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019, please indicate which ONE of the following applies: (regardless of whether the writing score will be used in the admissions process):

C8B ACT with writing required

C8B ACT with writing recommended

C8B ACT with or without writing accepted

X

**C8B** If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking for Fall 2019 please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

**C8B** SAT with Essay component required  
**C8B** SAT with Essay component recommended  
**C8B** SAT with or without Essay component accepted

X

**C8C** Please indicate how your institution will use the SAT or ACT writing component; check all that apply:

<b>C8C</b>	<b>SAT essay</b>	<b>ACT essay</b>
<b>C8C</b> For admission		
<b>C8C</b> For placement	X	X
<b>C8C</b> For advising		
<b>C8C</b> In place of an application essay		
<b>C8C</b> As a validity check on the application essay		
<b>C8C</b> No college policy as of now		
<b>C8C</b> Not using essay component		

**C8D** In addition, does your institution use applicants' test scores for academic advising?

<b>C8D</b>	Yes	No
		X

<b>C8E</b>	Latest date by which SAT or ACT scores must be received for fall-	January
<b>C8E</b>	Latest date by which SAT Subject Test scores must be received for fall-term admission	October

**C8F** If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some

**C8F**

**C8G** Please indicate which tests your institution uses for placement (e.g., state tests):

<b>C8G</b>	SAT	Writing
<b>C8G</b>	ACT	Writing
<b>C8G</b>	SAT Subject Tests	
<b>C8G</b>	AP	
<b>C8G</b>	CLEP	
<b>C8G</b>	Institutional Exam	
<b>C8G</b>	State Exam (specify):	

### Freshman Profile

Provide information for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2017, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

**C9** Percent and number of first-time, first-year (freshman) students enrolled in Fall 2017 who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. Do convert Old SAT scores to New SAT scores using the College Board's concordance tools and tables ([sat.org/concordance](http://sat.org/concordance)).

<b>C9</b>	Percent submitting SAT scores	91%	Number submitting SAT scores	16%
<b>C9</b>	Percent submitting ACT scores		Number submitting ACT scores	

<b>C9</b>		25th Percentile	75th Percentile
<b>C9</b>	SAT Evidence-Based Reading and Writing	530	630
<b>C9</b>	SAT Math	510	620
<b>C9</b>	SAT Essay		

C9	ACT Composite	22	27
C9	ACT Math	22	27
C9	ACT English	21	28
C9	ACT Writing		

C9 Percent of first-time, first-year (freshman) students with scores in each range:

C9		SAT Evidence-Based Reading and Writing	SAT Math
C9	700-800	4.62%	6.60%
C9	600-699	29.95%	28.33%
C9	500-599	49.65%	50.02%
C9	400-499	15.32%	14.86%
C9	300-399	0.46%	0.19%
C9	200-299	0.00%	0.00%
	Totals should = 100%	100.00%	100.00%

C9		ACT Composite	ACT English	ACT Math
C9	30-36	12.70%	16.32%	10.37%
C9	24-29	37.88%	33.68%	45.68%
C9	18-23	43.19%	39.12%	32.59%
C9	12-17	6.23%	10.88%	11.36%
C9	6-11	0.00%	0.00%	0.00%
C9	Below 6	0.00%	0.00%	0.00%
	Totals should = 100%	100.00%	100.00%	100.00%

C10 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).

C10	Percent in top tenth of high school graduating class		
C10	Percent in top quarter of high school graduating class		
C10	Percent in top half of high school graduating class		
C10	Percent in bottom half of high school graduating class		
C10	Percent in bottom quarter of high school graduating class		
C10	Percent of total first-time, first-year (freshmen) students who submitted high school class rank:		

Top half +  
bottom half = 100%

C11 Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

C11	Percent who had GPA of 3.75 and higher	41.04%
C11	Percent who had GPA between 3.50 and 3.74	16.69%
C11	Percent who had GPA between 3.25 and 3.49	13.02%
C11	Percent who had GPA between 3.00 and 3.24	14.08%
C11	Percent who had GPA between 2.50 and 2.99	12.73%
C11	Percent who had GPA between 2.0 and 2.49	2.44%
C11	Percent who had GPA between 1.0 and 1.99	0.00%
C11	Percent who had GPA below 1.0	0.00%
	Totals should = 100%	100.00%

C12	Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:	3.52
C12	Percent of total first-time, first-year (freshman) students who submitted high school GPA:	99.78%

### Admission Policies

#### C13 Application Fee

C13		Yes	No
C13	Does your institution have an application fee?	X	
C13	Amount of application fee:	\$65.00	
C13		Yes	No
C13	Can it be waived for applicants with financial need?	X	

C13 If you have an application fee and an on-line application option,

C13 Same fee:

X

C13 Free: 

--

  
 C13 Reduced: 

--

C13	Yes	No
C13 Can on-line application fee be waived for applicants with financial need?	X	

**C14 Application closing date**

C14	Yes	No
C14 Does your institution have an application closing date?	X	
C14 Application closing date (fall):	3/1	
C14 Priority date:		

C15	Yes	No
C15 Are first-time, first-year students accepted for terms other than	X	

**C16 Notification to applicants of admission decision sent (fill in one only)**

C16 On a rolling basis beginning (date):	15-Oct
C16 By (date):	15-Apr
C16 Other:	

**C17 Reply policy for admitted applicants (fill in one only)**

C17 Must reply by (date):	5/1
C17 No set date:	
C17 Must reply by May 1 or within _____ weeks if notified thereafter	
C17 Other:	
C17 Deadline for housing deposit (MM/DD):	Rolling
C17 Amount of housing deposit:	200.00
C17 Refundable if student does not enroll?	
C17 Yes, in full	
C17 Yes, in part	
C17 No	X

**C18 Deferred admission**

C18	Yes	No
C18 Does your institution allow students to postpone enrollment after admission?	X	
C18 If yes, maximum period of postponement:		

**C19 Early admission of high school students**

C19	Yes	No
C19 Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?	X	

**C20 Common Application**

Question removed from CDS.

(Initiated during 2006-2007 cycle)

**Early Decision and Early Action Plans****C21 Early Decision**

C21	Yes	No
C21 Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?		X

**C21 If "yes," please complete the following:**

C21 First or only early decision plan closing date	
C21 First or only early decision plan notification date	



C21	Other early decision plan closing date	
C21	Other early decision plan notification date	

**C21 For the Fall 2017 entering class:**

C21	Number of early decision applications received by your institution	
C21	Number of applicants admitted under early decision plan	
C21	Please provide significant details about your early decision plan:	

**C22 Early action**

C22		Yes	No
C22	Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?		X

**C22** If "yes," please complete the following:

C22	Early action closing date	
C22	Early action notification date	

**C22** Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

C22	Yes	No
C22		

**D. TRANSFER ADMISSION****Fall Applicants**

D1		Yes	No
D1	Does your institution enroll transfer students? (If no, please skip to Section E)	X	
D1	If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?	X	

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2016.

D2		Applicants	Admitted Applicants	Enrolled Applicants
D2	Men	1,982	1,372	966
D2	Women	2,045	1,464	1,000
D2	<b>Total</b>	<b>4,027</b>	<b>2,836</b>	<b>1,966</b>

**Application for Admission**

D3 Indicate terms for which transfers may enroll:

D3	Fall	<input checked="" type="checkbox"/>
D3	Winter	
D3	Spring	<input checked="" type="checkbox"/>
D3	Summer	

D4		Yes	No
D4	Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?	X	
D4	If yes, what is the minimum number of credits and the unit of measure?	12	

D5 Indicate all items required of transfer students to apply for admission:

D5		Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
D5	High school transcript				X	
D5	College transcript(s)	X				
D5	Essay or personal statement					X
D5	Interview					X
D5	Standardized test scores				X	
D5	Statement of good standing from prior institution(s)					X

D6 If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

D7 If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.00

D8 List any other application requirements specific to transfer applicants: 2.0 for most majors; 2.5 for Business;

D9 List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

D9		Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
D9	Fall		3/1			
D9	Winter					
D9	Spring		11/1			
D9	Summer					

D10		Yes	No
D10	Does an open admission policy, if reported, apply to transfer students?	X	

D11 Describe additional requirements for transfer admission, if applicable:

**Transfer Credit Policies**

D12 Report the lowest grade earned for any course that may be transferred for credit:

D

D13	Number	Unit Type
D13 Maximum number of credits or courses that may be transferred from a two-year institution:	63	

D14	Number	Unit Type
D14 Maximum number of credits or courses that may be transferred from a four-year institution:	90	

D15 Minimum number of credits that transfers must complete at your institution to earn an associate degree:

D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:

30.00

D17 Describe other transfer credit policies:

## E. ACADEMIC OFFERINGS AND POLICIES

**E1 Special study options:** Identify those programs available at your institution. Refer to the glossary for definitions.

E1	Accelerated program	X
E1	Cooperative education program	X
E1	Cross-registration	X
E1	Distance learning	X
E1	Double major	X
E1	Dual enrollment	X
E1	English as a Second Language (ESL)	X
E1	Exchange student program (domestic)	
E1	External degree program	
E1	Honors Program	X
E1	Independent study	X
E1	Internships	X
E1	Liberal arts/career combination	X
E1	Student-designed major	
E1	Study abroad	X
E1	Teacher certification program	X
E1	Weekend college	X
E1	Other (specify):	

**E2** This question has been removed from the Common Data Set.

**E3 Areas in which all or most students are required to complete some course work prior to graduation:**

E3	Arts/fine arts	X
E3	Computer literacy	X
E3	English (including composition)	X
E3	Foreign languages	X
E3	History	X
E3	Humanities	X
E3	Mathematics	X
E3	Philosophy	X
E3	Sciences (biological or physical)	X
E3	Social science	X
E3	Other (describe):	

## F. STUDENT LIFE

**F1 Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2017 who fit the following categories:**

F1		First-time, first-year (freshman) students	Undergraduates
F1	Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	4%	6%
F1	Percent of men who join fraternities	0%	6%
F1	Percent of women who join sororities	0%	8%
F1	Percent who live in college-owned, -operated, or -affiliated housing	81%	37%
F1	Percent who live off campus or commute	19%	63%
F1	Percent of students age 25 and older	0%	11%
F1	Average age of full-time students	18	21
F1	Average age of all students (full- and part-time)	18	22

**F2 Activities offered** Identify those programs available at your institution.

F2	Campus Ministries	X
F2	Choral groups	X
F2	Concert band	X
F2	Dance	X
F2	Drama/theater	X
F2	International Student Organization	
F2	Jazz band	X
F2	Literary magazine	
F2	Marching band	
F2	Model UN	
F2	Music ensembles	X
F2	Musical theater	X
F2	Opera	X
F2	Pep band	X
F2	Radio station	X
F2	Student government	X
F2	Student newspaper	X
F2	Student-run film society	X
F2	Symphony orchestra	X
F2	Television station	X
F2	Yearbook	X

**F3 ROTC** (program offered in cooperation with Reserve Officers' Training Corps)

F3		On Campus	At Cooperating Institution	Name of Cooperating Institution
F3	Army ROTC is offered:		X	Princeton University
F3	Naval ROTC is offered:			
F3	Air Force ROTC is offered:			

**F4 Housing:** Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

F4	Coed dorms	X
F4	Men's dorms	
F4	Women's dorms	
F4	Apartments for married students	
F4	Apartments for single students	X
F4	Special housing for disabled students	X
F4	Special housing for international students	X
F4	Fraternity/sorority housing	
F4	Cooperative housing	
F4	Theme housing	X
F4	Wellness housing	
F4	Other housing options (specify):	

## G. ANNUAL EXPENSES

**G0** Please provide the URL of your institution's net price calculator:

**Provide 2018-2019 academic year costs of attendance for the following categories that are applicable to your institution.**

☒ Check here if your institution's 2018-2019 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2018-2019 academic year costs of attendance will be available:

**G1 Undergraduate full-time tuition, required fees, room and board** List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2018-2019 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are not included in tuition (e.g., registration, health, or activity fees.) Do not include optional fees (e.g., parking, laboratory use).

	First-Year	Undergraduates
<b>G1</b> PRIVATE INSTITUTIONS		
Tuition:		
<b>G1</b> PUBLIC INSTITUTIONS		
Tuition:		
In-district	\$9,660	\$9,660
<b>G1</b> PUBLIC INSTITUTIONS		
In-state (out-of-district):	\$9,660	\$9,660
<b>G1</b> PUBLIC INSTITUTIONS		
Out-of-state:	\$18,128	\$18,128
<b>G1</b> NONRESIDENT ALIENS		
Tuition:	\$18,128	\$18,128
<b>G1</b> REQUIRED FEES:	\$3,762	\$3,762
<b>G1</b> ROOM AND BOARD:		
(on-campus)	\$12,236	\$12,236
<b>G1</b> ROOM ONLY:		
(on-campus)	\$7,836	\$7,836
<b>G1</b> BOARD ONLY:		
(on-campus meal plan)	\$4,400	\$4,400

**G1** Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):

**G1** Other:

	Minimum	Maximum
<b>G2</b> Number of credits per term a student can take for the stated full-time tuition	12	17

	Yes	No
<b>G3</b> Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?		X

	Yes	No
<b>G4</b> Do tuition and fees vary by undergraduate instructional program?		

	%
<b>G4</b> If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?	

**G5** Provide the estimated expenses for a typical full-time undergraduate student:

	Residents	Commuters (living at home)	Commuters (not living at home)
<b>G5</b> Books and supplies	\$1,600	\$1,600	\$1,600
<b>G5</b> Room only			\$8,384
<b>G5</b> Board only		\$2,624	\$3,641
<b>G5</b> Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			\$12,025
<b>G5</b> Transportation	\$1,927	\$3,992	\$2,066
<b>G5</b> Other expenses	\$1,873	\$1,873	\$1,873

**G6** Undergraduate per-credit-hour charges (tuition only)

<b>G6</b> PRIVATE INSTITUTIONS:	
<b>G6</b> PUBLIC INSTITUTIONS In-district:	
<b>G6</b> PUBLIC INSTITUTIONS In-state (out-of-district):	\$371.00
<b>G6</b> PUBLIC INSTITUTIONS Out-of-state:	\$698.00
<b>G6</b> NONRESIDENT ALIENS:	\$698.00



## H. FINANCIAL AID

### Aid Awarded to Enrolled Undergraduates

Enter total dollar amounts awarded to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2016-2017 academic year (see the next item below), use the 2016-2017 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). Aid that is non-need-based but that was used to meet need should be reported in the need-based aid columns. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

H1		2017-2018 estimated	2016-2017 final
H1	Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:		X

H3 Which needs-analysis methodology does your institution use in awarding institutional aid?

H3	Federal methodology (FM)	
H3	Institutional methodology (IM)	
H3	Both FM and IM	X

H1		Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
H1	<b>Scholarships/Grants</b>		
H1	Federal	\$20,270,256	\$0
H1	State (i.e., all states, not only the state in which your institution is located)	\$19,485,512	\$0
H1	Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$12,236,733	\$9,582,326
H1	Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$1,360,769	\$539,845
H1	<b>Total Scholarships/Grants</b>	<b>\$53,353,270</b>	<b>\$10,122,171</b>
H1	<b>Self-Help</b>		
H1	Student loans from all sources (excluding parent loans)	\$81,298,463	\$6,197,826
H1	Federal Work-Study	\$693,679	
H1	State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$1,814,708	\$949,743
H1	<b>Total Self-Help</b>	<b>\$83,806,850</b>	<b>\$7,147,569</b>
H1	<b>Other</b>		
H1	Parent Loans	\$24,155,617	\$0
H1	Tuition Waivers		
H1	Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$1,284,073	\$1,717,853
H1	Athletic Awards	\$0	\$0

H2 **Number of Enrolled Students Awarded Aid:** List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

H2		First-time Full-time Freshmen	Full-time Undergraduate (Incl. Fresh.)	Less Than Full-time Undergraduate
H2	a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2016 cohort)	2296	12728	1370
H2	b) Number of students in line a who applied for need-based financial aid	2120	10428	788
H2	c) Number of students in line b who were determined to have financial need	1579	8305	699

H2	d) Number of students in line c who were awarded any financial aid	1481	7980	598
H2	e) Number of students in line d who were awarded any need-based scholarship or grant aid	710	4439	325
H2	f) Number of students in line d who were awarded any need-based self-help aid	1198	6711	516
H2	g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	626	2291	17
H2	h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	244	1393	21
H2	i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	67.0%	68.0%	40.0%
H2	j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$ 9,618	\$ 10,064	\$ 4,896
H2	k) Average need-based scholarship and grant award of those in line e	\$ 9,710	\$ 8,598	\$ 2,790
H2	l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$ 3,284	\$ 4,319	\$ 3,878
H2	m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan	\$ 3,264	\$ 4,272	\$ 3,876

**H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants:** List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

H2A		First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
H2A	n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	241	1182	12
H2A	o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 6,009	\$ 8,105	\$ 4,148
H2A	p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	0	0	0
H2A	q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$ 0	\$ 0	\$ 0

**H3** Incorporated into H1 above.

**Note:** These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5.

Include: \* 2017 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017.

\* only loans made to students who borrowed while enrolled at your institution.

\* co-signed loans.

Exclude: \* students who transferred in.

\* money borrowed at other institutions.

\* parent loans

\* students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree)

H4	Provide the number of students in the 2017 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017. Exclude students who transferred into your institution	1135
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Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. **NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.**

H5				
	<b>Source/Type of Loan</b>	<b>Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column</b>	<b>Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)</b>	<b>undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)</b>
	a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	768	68.00%	\$31,900
	b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	753	66.00%	\$23,612
	c) Institutional loan programs.	0	0.00%	\$0
	d) State loan programs.	65	6.00%	\$30,060
	e) Private student loans made by a bank or lender.	159	14.00%	\$29,969

**Aid to Undergraduate Degree-seeking Nonresident Aliens** (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

H6 Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

H6	Institutional need-based scholarship or grant aid is available	
H6	Institutional non-need-based scholarship or grant aid is available	X
H6	Institutional scholarship or grant aid is not available	

H6	If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:	
----	---	--

H6	Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	
----	--	--

H6	Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	
----	--	--

H7 Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

H7	Institution's own financial aid form	
H7	CSS/Financial Aid PROFILE	
H7	International Student's Financial Aid Application	
H7	International Student's Certification of Finances	
H7	Other (specify):	

### Process for First-Year/Freshman Students

H8 Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

H8	FAFSA	
H8	Institution's own financial aid form	
H8	CSS/Financial Aid PROFILE	
H8	State aid form	
H8	Noncustodial PROFILE	
H8	Business/Farm Supplement	
H8	Other (specify):	

H9 Indicate filing dates for first-year (freshman) students:

H9	Priority date for filing required financial aid forms:	3/16
H9	Deadline for filing required financial aid forms:	
H9	No deadline for filing required forms (applications processed on a rolling basis):	

H10 Indicate notification dates for first-year (freshman) students (answer a or b):

H10	a) Students notified on or about (date):	
H10		
H10	b) Students notified on a rolling basis:	X
H10	If yes, starting date:	3/16

H11 Indicate reply dates:

H11	Students must reply by (date):	
H11	or within _____ weeks of notification.	

### Types of Aid Available

Please check off all types of aid available to undergraduates at your institution:

H12 Loans

H12 FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

H12	Direct Subsidized Stafford Loans	X
H12	Direct Unsubsidized Stafford Loans	X
H12	Direct PLUS Loans	

H12	Federal Perkins Loans	
H12	Federal Nursing Loans	
H12	State Loans	
H12	College/university loans from institutional funds	
H12	Other (specify):	

H13 Scholarships and Grants

H13 NEED-BASED:

H13	Federal Pell	X
H13	SEOG	X
H13	State scholarships/grants	X
H13	Private scholarships	X
H13	College/university scholarship or grant aid from institutional funds	
H13	United Negro College Fund	
H13	Federal Nursing Scholarship	
H13	Other (specify):	

H14 Check off criteria used in awarding institutional aid. Check all that apply.

H14		Non-Need Based	Need-Based
H14	Academics	X	
H14	Alumni affiliation		
H14	Art	X	
H14	Athletics		
H14	Job skills		

H14	ROTC		
H14	Leadership		
H14	Minority status		
H14	Music/drama		
H14	Religious affiliation		
H14	State/district residency		

- H15 If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

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## I. INSTRUCTIONAL FACULTY AND CLASS SIZE

**Please report the number of instructional faculty members in each category for Fall 2017. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.**

**I1**

The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

*Full-time instructional faculty:* faculty employed on a full-time basis for instruction (including those with released time for research)

*Part-time instructional faculty:* Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

*Minority faculty:* includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

*Doctorate:* includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as "first professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

*Terminal degree:* the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full-Time	Part-Time	Total
<b>I1</b> a) Total number of instructional faculty	465	1128	1593
<b>I1</b> b) Total number who are members of minority groups	93	146	239
<b>I1</b> c) Total number who are women	206	541	747
<b>I1</b> d) Total number who are men	259	587	846
<b>I1</b> e) Total number who are nonresident aliens (international)	58	65	123
<b>I1</b> f) Total number with doctorate, or other terminal degree	366	222	588
<b>I1</b> g) Total number whose highest degree is a master's but not a terminal master's	49	493	542
<b>I1</b> h) Total number whose highest degree is a bachelor's	1	91	92
<b>I1</b> i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	36	313	349
<b>I1</b> j) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	24	64	88

### **I2 Student to Faculty Ratio**

Report the Fall 2017 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

<b>I2</b>	Fall 2017 Student to Faculty ratio	17 to 1	(based on 14223 students and 841 faculty).
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**I3 Undergraduate Class Size**

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2017 term.

**Class Sections:** A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

**Class Subsections:** A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2017. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

**I3 Number of Class Sections with Undergraduates Enrolled****I3 Undergraduate Class Size (provide numbers)**

<b>I3 CLASS SECTIONS</b>	<b>2-9</b>	<b>10-19</b>	<b>20-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-99</b>	<b>100+</b>	<b>Total</b>
<b>I3</b>	237	399	838	467	58	11	6	2016

<b>I3 CLASS SUB-SECTIONS</b>	<b>2-9</b>	<b>10-19</b>	<b>20-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-99</b>	<b>100+</b>	<b>Total</b>
<b>I3</b>								0



**J. DEGREES CONFERRED****J1 Degrees conferred between July 1, 2016 and June 30, 2017**

J1 For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

J1	Category	Diploma/Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
J1	Agriculture				1
J1	Natural resources and conservation			0.44%	3
J1	Architecture			0.10%	4
J1	Area, ethnic, and gender studies				5
J1	Communication/journalism			8.26%	9
J1	Communication technologies			3.05%	10
J1	Computer and information sciences			3.59%	11
J1	Personal and culinary services				12
J1	Education			11.17%	13
J1	Engineering			7.11%	14
J1	Engineering technologies				15
J1	Foreign languages, literatures, and linguistics			0.50%	16
J1	Family and consumer sciences				19
J1	Law/legal studies				22
J1	English			3.99%	23
J1	Liberal arts/general studies			4.23%	24
J1	Library science				25
J1	Biological/life sciences			7.92%	26
J1	Mathematics and statistics			1.85%	27
J1	Military science and military technologies				28 & 29
J1	Interdisciplinary studies			0.60%	30
J1	Parks and recreation				31
J1	Philosophy and religious studies			0.20%	38
J1	Theology and religious vocations				39
J1	Physical sciences			2.11%	40
J1	Science technologies				41
J1	Psychology			8.93%	42
J1	Homeland Security, law enforcement, firefighting, and protective services			5.74%	43
J1	Public administration and social services				44
J1	Social sciences			4.13%	45
J1	Construction trades				46
J1	Mechanic and repair technologies				47
J1	Precision production				48
J1	Transportation and materials moving				49
J1	Visual and performing arts			4.33%	50
J1	Health professions and related programs			1.51%	51
J1	Business/marketing			17.52%	52
J1	History			2.72%	54
J1	Other				
J1	<b>TOTAL (should = 100%)</b>	<b>0.00%</b>	<b>0.00%</b>	<b>100.00%</b>	

Common Data Set Definitions	
All definitions related to the financial aid section appear at the end of the Definitions document.	
Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.	
<p><b>* Academic advisement:</b> Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.</p> <p><b>Accelerated program:</b> Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.</p> <p><b>Admitted student:</b> Applicant who is offered admission to a degree-granting program at your institution.</p> <p><b>* Adult student services:</b> Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.</p> <p><b>American Indian or Alaska Native:</b> A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation or community attachment.</p> <p><b>Applicant (first-time, first year):</b> An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).</p> <p><b>Application fee:</b> That amount of money that an institution charges for processing a student's application for acceptance. This amount is <i>not</i> creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.</p> <p><b>Asian:</b> A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.</p> <p><b>Associate degree:</b> An award that normally requires at least two but less than four years of full-time equivalent college work.</p> <p><b>Bachelor's degree:</b> An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but <i>not</i> more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.</p> <p><b>Black or African American:</b> A person having origins in any of the black racial groups of Africa.</p> <p><b>Board (charges):</b> Assume average cost for 19 meals per week or the maximum meal plan.</p> <p><b>Books and supplies (costs):</b> Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.</p> <p><b>Calendar system:</b> The method by which an institution structures most of its courses for the academic year.</p> <p><b>Campus Ministry:</b> Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Crusade for Christ, an interdenominational Christian organization.</p> <p><b>* Career and placement services:</b> A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.</p> <p><b>Carnegie units:</b> One year of study or the equivalent in a secondary school subject.</p> <p><b>Certificate:</b> See <b>Postsecondary award, certificate, or diploma.</b></p> <p><b>Class rank:</b> The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.</p> <p><b>College-preparatory program:</b> Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.</p> <p><b>Common Application:</b> The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.</p> <p><b>* Community service program:</b> Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.</p> <p><b>Commuter:</b> A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.</p>	

<b>Contact hour:</b> A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.
<b>Continuous basis (for program enrollment):</b> A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.
<b>Cooperative education program:</b> A program that provides for alternate class attendance and employment in business, industry, or government.
<b>Cooperative housing:</b> College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce living expenses.
<b>* Counseling service:</b> Activities designed to assist students in making plans and decisions related to their education, career, or personal development.
<b>Credit:</b> Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.
<b>Credit course:</b> A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.
<b>Credit hour:</b> A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.
<b>Cross-registration:</b> A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.
<b>Deferred admission:</b> The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.
<b>Degree:</b> An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.
<b>Degree-seeking students:</b> Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.
<b>Differs by program (calendar system):</b> A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.
<b>Diploma:</b> See <b>Postsecondary award, certificate, or diploma.</b>
<b>Distance learning:</b> An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.
<b>Doctor's degree-research/scholarship:</b> A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M. and others, as designated by the awarding institution.
<b>Doctor's degree-professional practice:</b> A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.
<b>Doctor's degree-other:</b> A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.
<b>Double major:</b> Program in which students may complete two undergraduate programs of study simultaneously.
<b>Dual enrollment:</b> A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.
<b>Early action plan:</b> An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.
<b>Early admission:</b> A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.

<b>Early decision plan:</b> A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.
<b>English as a Second Language (ESL):</b> A course of study designed specifically for students whose native language is not English.
<b>Exchange student program-domestic:</b> Any arrangement between a student and a college that permits study for a semester or more at another college <b>in the United States</b> without extending the amount of time required for a degree. <b>See also Study abroad.</b>
<b>External degree program:</b> A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.
<b>Extracurricular activities (as admission factor):</b> Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.
<b>First-time student:</b> A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).
<b>First-time, first-year (freshman) student:</b> A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).
<b>First-year student:</b> A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.
<b>Freshman:</b> A first-year undergraduate student.
<b>*Freshman/new student orientation:</b> Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.
<b>Full-time student (undergraduate):</b> A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.
<b>Geographical residence (as admission factor):</b> Special consideration in the admission process given to students from a particular region, state, or country of residence.
<b>Grade-point average (academic high school GPA):</b> The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.
<b>Graduate student:</b> A student who holds a bachelor's or equivalent, and is taking courses at the post-baccalaureate level.
<b>* Health services:</b> Free or low cost on-campus primary and preventive health care available to students.
<b>High school diploma or recognized equivalent:</b> A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.
<b>Hispanic or Latino:</b> A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.
<b>Honors program:</b> Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.
<b>Independent study:</b> Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.
<b>In-state tuition:</b> The tuition charged by institutions to those students who meet the state's or institution's residency requirements.
<b>International student:</b> See <b>Nonresident alien.</b>
<b>International student group:</b> Student groups that facilitate cultural dialogue, support a diverse campus, assist international students in acclimation and creating a social network.
<b>Internship:</b> Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.
<b>* Learning center:</b> Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.
<b>* Legal services:</b> Free or low cost legal advice for a range of issues (personal and other).
<b>Liberal arts/career combination:</b> Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.

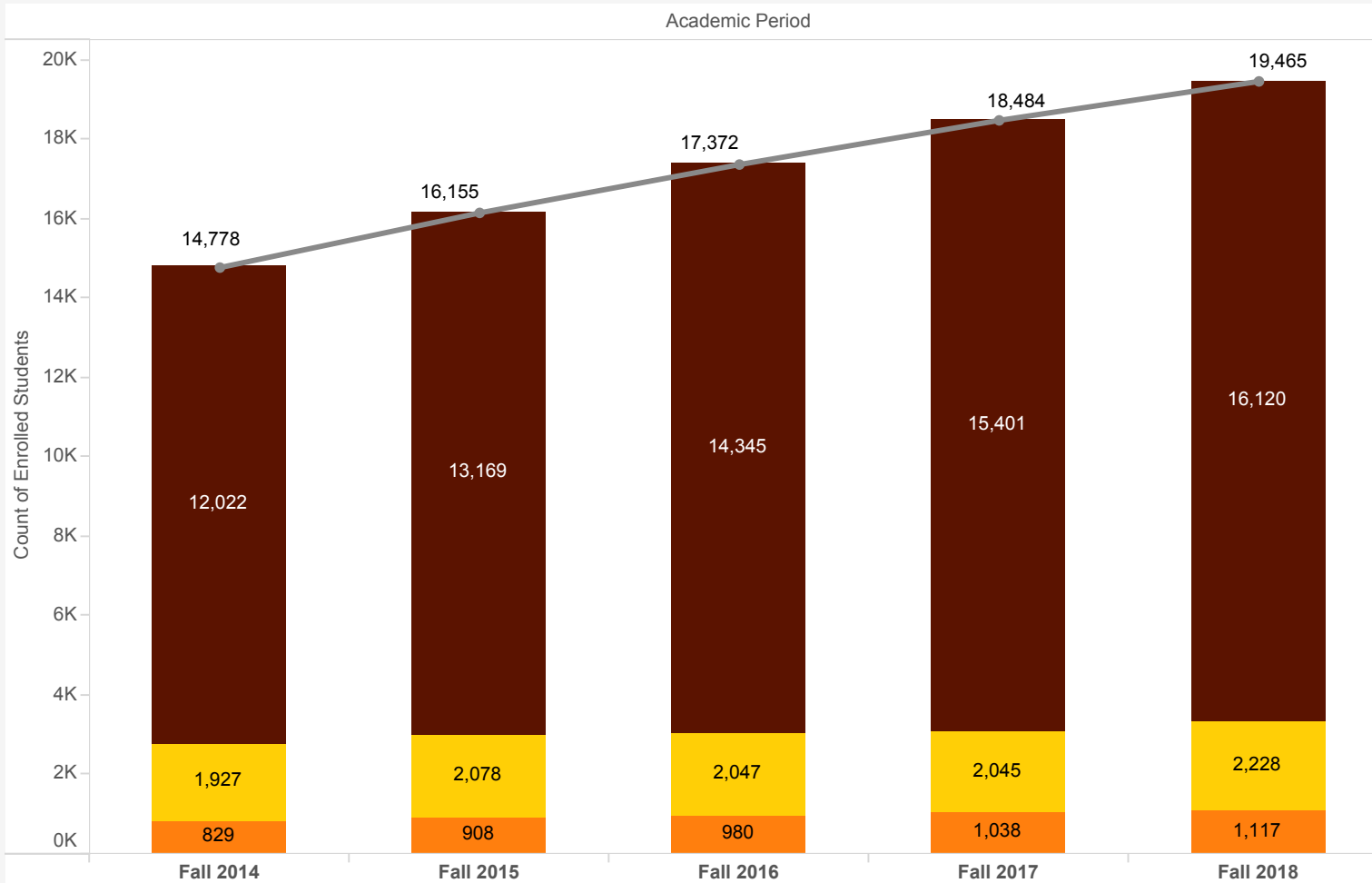
<b>Master's degree:</b> An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.
<b>Minority affiliation (as admission factor):</b> Special consideration in the admission process for members of designated racial/ethnic minority groups.
* <b>Minority student center:</b> Center with programs, activities, and/or services intended to enhance the college experience of students of color.
<b>Model United Nations:</b> A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and "delegates," students conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.
<b>Native Hawaiian or Other Pacific Islander:</b> A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
<b>Nonresident alien:</b> A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
* <b>On-campus day care:</b> Licensed day care for students' children (usually age 3 and up); usually for a fee.
<b>Open admission:</b> Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications.
<b>Other expenses (costs):</b> Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.
<b>Out-of-state tuition:</b> The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.
<b>Part-time student (undergraduate):</b> A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 contact hours a week each term.
* <b>Personal counseling:</b> One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.
<b>Post-baccalaureate certificate:</b> An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.
<b>Post-master's certificate:</b> An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.
<b>Postsecondary award, certificate, or diploma:</b> Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements—
<i>Less Than 1 Academic Year:</i> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 contact hours by a student enrolled full-time.
<i>At Least 1 But Less Than 2 Academic Years:</i> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.
<i>At Least 2 But Less Than 4 Academic Years:</i> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.
<b>Private institution:</b> An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.
<b>Private for-profit institution:</b> A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.
<b>Private nonprofit institution:</b> A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.
<b>Proprietary institution:</b> See <b>Private for-profit institution</b> .
<b>Public institution:</b> An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.
<b>Quarter calendar system:</b> A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.
<b>Race/ethnicity:</b> Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.
<b>Race/ethnicity unknown:</b> Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

<b>Religious affiliation/commitment (as admission factor):</b> Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.
* <b>Religious counseling:</b> One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.
* <b>Remedial services:</b> Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.
<b>Required fees:</b> Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees or optional fees such as lab fees or parking fees.
<b>Resident alien or other eligible non-citizen:</b> A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).
<b>Room and board (charges)—on campus:</b> Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).
<b>Secondary school record (as admission factor):</b> Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.
<b>Semester calendar system:</b> A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.
<b>Student-designed major:</b> A program of study based on individual interests, designed with the assistance of an adviser.
<b>Study abroad:</b> Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.
* <b>Summer session:</b> A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.
<b>Talent/ability (as admission factor):</b> Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).
<b>Teacher certification program:</b> Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.
<b>Transfer applicant:</b> An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.
<b>Transfer student:</b> A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.
<b>Transportation (costs):</b> Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for commuter students.
<b>Trimester calendar system:</b> An academic year consisting of 3 terms of about 15 weeks each.
<b>Tuition:</b> Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.
* <b>Tutoring:</b> May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.
<b>Unit:</b> a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).
<b>Undergraduate:</b> A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.
* <b>Veteran's counseling:</b> Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.
* <b>Visually impaired:</b> Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.
<b>Volunteer work (as admission factor):</b> Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.
<b>Wait list:</b> List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.
<b>Weekend college:</b> A program that allows students to take a complete course of study and attend classes only on weekends.

<b>White:</b> A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
* <b>Women's center:</b> Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.
<b>Work experience (as admission factor):</b> Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.
<b>Financial Aid Definitions</b>
<b>Awarded aid:</b> The dollar amounts offered to financial aid applicants.
<b>External scholarships and grants:</b> Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.
<b>Financial aid applicant:</b> Any applicant who submits <b>any one of</b> the institutionally required financial aid applications/forms, such as the FAFSA.
<b>Indebtedness:</b> Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and <b>should</b> be included.
<b>Institutional scholarships and grants:</b> Endowed scholarships, annual gifts and tuition funded grants for which the institution determines the recipient.
<b>Financial need:</b> As determined by your institution using the federal methodology and/or your institution's own standards.
<b>Need-based aid:</b> College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and noninstitutional student aid (grants, jobs, and loans).
<b>Need-based scholarship or grant aid:</b> Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.
<b>Need-based self-help aid:</b> Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.
<b>Non-need-based scholarship or grant aid:</b> Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.
<b>Note: Suggested order of precedence for counting non-need money as need-based:</b>
Non-need institutional grants
Non-need tuition waivers
Non-need athletic awards
Non-need federal grants
Non-need state grants
Non-need outside grants
Non-need student loans
Non-need parent loans
Non-need work
<b>Non-need-based self-help aid:</b> Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.
<b>Private student loans:</b> A nonfederal loan made by a lender such as a bank, credit union or private lender used to pay for up to the annual cost of education, less any financial aid received.
<b>Work study and employment:</b> Federal and state work study aid, and any employment packaged by your institution in financial aid awards.



## 22. Enrollment by Term-Student Level



### Filters Selected

Academic Period: **Last Five Fall Terms**

Student level: **All**

Primary College: **All**

Primary major: **All**

Cohort: **All**

Track College: **All**

Track Major: **All**

Minors: **All**

Concentration/Specialization: **All**

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### Student Level

■ Undergraduate

■ Graduate

■ Professional Student



**ENROLLMENT IN N.J. COLLEGES AND UNIVERSITIES, BY LEVEL AND ATTENDANCE STATUS, FALL 2014**

NJ Colleges and Universities	Full-Time First-Time	U N D E R G R A D U A T E			GRADUATE & PROFESSIONAL			TOTAL ENROLLMENT					
	Undergrad	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time #	% Ch 2013	Part-Time #	% Ch 2013	Total #	% Ch 2013
College of New Jersey	1,414	6,482	261	6,743	213	453	666	6,695	0.6%	714	3.9%	7,409	0.9%
Kean University	1,483	9,283	2,704	11,987	859	1,513	2,372	10,142	0.6%	4,217	-2.5%	14,359	-0.3%
Montclair State University	2,889	13,879	2,006	15,885	1,374	2,763	4,137	15,253	3.7%	4,769	0.1%	20,022	2.9%
New Jersey City University	624	4,689	1,540	6,229	416	1,491	1,907	5,105	-1.9%	3,031	-6.4%	8,136	-3.6%
New Jersey Institute of Technology	953	5,923	1,627	7,550	1,802	1,294	3,096	7,725	5.7%	2,921	3.4%	10,646	5.1%
Ramapo College of New Jersey	976	5,044	666	5,710	36	257	293	5,080	1.3%	923	10.3%	6,003	2.6%
R. Stockton College of New Jersey	1,185	7,170	544	7,714	314	542	856	7,484	2.9%	1,086	-8.4%	8,570	1.3%
Rowan University	1,966	10,499	1,523	12,022	1,254	1,502	2,756	11,753	11.9%	3,025	6.1%	14,778	10.7%
Rutgers, The State University of N.J.	7,840	42,344	4,465	46,809	10,947	8,257	19,204	53,291	1.3%	12,722	-1.3%	66,013	0.8%
Thomas Edison State College	0	154	19,989	20,143	0	1,352	1,352	154	11.6%	21,341	2.9%	21,495	3.0%
Wm. Paterson University of New Jersey	1,167	7,883	1,736	9,619	303	1,126	1,429	8,186	-4.5%	2,862	0.8%	11,048	-3.2%
<b>TOTAL, SENIOR PUBLICS</b>	<b>20,497</b>	<b>113,350</b>	<b>37,061</b>	<b>150,411</b>	<b>17,518</b>	<b>20,550</b>	<b>38,068</b>	<b>130,868</b>	<b>2.2%</b>	<b>57,611</b>	<b>0.8%</b>	<b>188,479</b>	<b>1.7%</b>
Atlantic Cape Community College	1,075	3,217	3,628	6,845	0	0	0	3,217	-12.5%	3,628	1.4%	6,845	-5.6%
Bergen Community College	2,713	8,976	6,675	15,651	0	0	0	8,976	1.0%	6,675	-4.6%	15,651	-1.5%
Brookdale Community College	2,245	6,899	7,245	14,144	0	0	0	6,899	-7.0%	7,245	4.4%	14,144	-1.5%
Burlington County College	1,713	4,827	4,611	9,438	0	0	0	4,827	-1.7%	4,611	-1.1%	9,438	-1.4%
Camden County College	1,727	6,173	5,878	12,051	0	0	0	6,173	-13.0%	5,878	-5.3%	12,051	-9.4%
Cumberland County College	753	2,298	1,546	3,844	0	0	0	2,298	-1.6%	1,546	-2.4%	3,844	-1.9%
Essex County College	1,838	5,799	5,669	11,468	0	0	0	5,799	-9.3%	5,669	-2.0%	11,468	-5.8%
Gloucester County, Rowan College at	1,804	4,009	3,121	7,130	0	0	0	4,009	-0.5%	3,121	16.0%	7,130	6.1%
Hudson County Comm College	1,987	5,983	3,220	9,203	0	0	0	5,983	-1.4%	3,220	8.4%	9,203	1.8%
Mercer County Comm College	1,068	2,947	4,892	7,839	0	0	0	2,947	-4.7%	4,892	-9.5%	7,839	-7.8%
Middlesex County College	1,931	6,162	5,897	12,059	0	0	0	6,162	-7.5%	5,897	-0.8%	12,059	-4.3%
Morris, County College of	1,313	4,129	3,967	8,096	0	0	0	4,129	-9.2%	3,967	1.8%	8,096	-4.2%
Ocean County College	1,665	4,927	4,369	9,296	0	0	0	4,927	-4.1%	4,369	0.7%	9,296	-1.9%
Passaic County Comm College	752	3,412	5,556	8,968	0	0	0	3,412	1.3%	5,556	-3.5%	8,968	-1.8%
Raritan Valley Community College	1,186	3,440	4,774	8,214	0	0	0	3,440	-4.4%	4,774	-0.6%	8,214	-2.3%
Salem Community College	198	641	532	1,173	0	0	0	641	-11.7%	532	3.5%	1,173	-5.4%
Sussex County Community College	508	1,616	1,448	3,064	0	0	0	1,616	-7.4%	1,448	-2.8%	3,064	-5.3%
Union County College	1,550	5,259	6,522	11,781	0	0	0	5,259	-7.9%	6,522	4.3%	11,781	-1.6%
Warren County Comm College	273	810	1,763	2,573	0	0	0	810	-12.1%	1,763	22.8%	2,573	9.1%
<b>TOTAL, COMMUNITY COLLEGES</b>	<b>26,299</b>	<b>81,524</b>	<b>81,313</b>	<b>162,837</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>81,524</b>	<b>-5.6%</b>	<b>81,313</b>	<b>0.1%</b>	<b>162,837</b>	<b>-2.8%</b>
<b>TOTAL, PUBLIC INSTITUTIONS</b>	<b>46,796</b>	<b>194,874</b>	<b>118,374</b>	<b>313,248</b>	<b>17,518</b>	<b>20,550</b>	<b>38,068</b>	<b>212,392</b>	<b>-0.9%</b>	<b>138,924</b>	<b>0.4%</b>	<b>351,316</b>	<b>-0.4%</b>

SOURCE:IPEDS Fall Enrollment Survey (downloaded 4/27/15)

**ENROLLMENT IN N.J. COLLEGES AND UNIVERSITIES, BY LEVEL AND ATTENDANCE STATUS, FALL 2014**

NJ Colleges and Universities	Full-Time	U N D E R G R A D U A T E			GRADUATE & PROFESSIONAL			TOTAL ENROLLMENT					
	First-Time Undergrad	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time #	% Ch 2013	Part-Time #	% Ch 2013	Total #	% Ch 2013
Bloomfield College	432	1,756	243	1,999	0	5	5	1,756	-1.1%	248	22.2%	2,004	1.3%
Caldwell College	386	1,354	246	1,600	136	448	584	1,490	4.1%	694	-4.8%	2,184	1.1%
Centenary College	238	1,524	88	1,612	361	345	706	1,885	-3.9%	433	-1.1%	2,318	-3.4%
Drew University	302	1,357	60	1,417	298	398	696	1,655	-7.5%	458	-8.6%	2,113	-7.8%
Fairleigh Dickinson University	1,302	4,927	3,524	8,451	1,729	1,828	3,557	6,656	7.7%	5,352	-0.8%	12,008	3.7%
Felician College	270	1,390	244	1,634	32	287	319	1,422	3.5%	531	-5.0%	1,953	1.0%
Georgian Court University	228	1,299	322	1,621	199	488	687	1,498	1.8%	810	3.1%	2,308	2.3%
Monmouth University	1,056	4,370	264	4,634	694	1,067	1,761	5,064	2.0%	1,331	-1.4%	6,395	1.3%
Pillar College	150	419	59	478	0	0	0	419	18.7%	59	-9.2%	478	14.4%
Princeton University	1,310	5,275	116	5,391	2,697	0	2,697	7,972	0.5%	116	46.8%	8,088	0.9%
Rider University	1,006	3,791	505	4,296	349	649	998	4,140	0.4%	1,154	-10.4%	5,294	-2.1%
Saint Elizabeth, College of	141	560	335	895	138	378	516	698	0.1%	713	-16.6%	1,411	-9.1%
Saint Peter's University	582	2,165	341	2,506	329	467	796	2,494	7.7%	808	-8.0%	3,302	3.4%
Seton Hall University	1,263	5,348	469	5,817	1,591	2,219	3,810	6,939	-2.8%	2,688	-2.7%	9,627	-2.8%
Stevens Institute of Technology	734	2,842	50	2,892	2,008	1,225	3,233	4,850	16.0%	1,275	-20.5%	6,125	5.9%
<b>TOTAL, PUBLIC-MISSION INDEPS</b>	<b>9,400</b>	<b>38,377</b>	<b>6,866</b>	<b>45,243</b>	<b>10,561</b>	<b>9,804</b>	<b>20,365</b>	<b>48,938</b>	<b>3.4%</b>	<b>16,670</b>	<b>-4.4%</b>	<b>65,608</b>	<b>1.3%</b>
Berkeley College	777	3,066	593	3,659	0	0	0	3,066	3.8%	593	-17.3%	3,659	-0.3%
Best Care Training Institute	45	54	0	54	0	0	0	54	--	0	--	54	--
Devry University	102	645	671	1,316	78	152	230	723	-8.5%	823	-12.0%	1,546	-10.4%
Eastern International College	123	322	111	433	0	0	0	322	0.3%	111	-5.1%	433	-1.1%
Eastwick College	203	899	662	1,561	0	0	0	899	33.6%	662	-3.4%	1,561	14.9%
ITT Technical Institute	62	319	64	383	0	0	0	319	18.6%	64	48.8%	383	22.8%
Jersey College	101	2,173	0	2,173	0	0	0	2,173	15.2%	0	--	2,173	15.2%
Strayer University	7	75	573	648	57	153	210	132	17.9%	726	7.4%	858	8.9%
University of Phoenix	13	371	0	371	0	0	0	371	-18.5%	0	--	371	-18.5%
<b>TOTAL, PROPRIETARY INDEPS</b>	<b>1,433</b>	<b>7,924</b>	<b>2,674</b>	<b>10,598</b>	<b>135</b>	<b>305</b>	<b>440</b>	<b>8,059</b>	<b>8.0%</b>	<b>2,979</b>	<b>-6.1%</b>	<b>11,038</b>	<b>3.8%</b>
Assumption College	5	23	16	39	0	0	0	23	27.8%	16	128.6%	39	56.0%
Bais Medrash Toras Chessed	26	109	2	111	0	0	0	109	-3.5%	2	100.0%	111	-2.6%
Beth Medrash Govoha	0	2,676	27	2,703	3,363	655	4,018	6,039	0.8%	682	-10.3%	6,721	-0.5%
Mesivta Keser Torah	3	41	0	41	0	0	0	41	24.2%	0	--	41	24.2%
New Brunswick Theological Seminary	0	0	0	0	35	143	178	35	16.7%	143	1.4%	178	4.1%
Princeton Theological Seminary	0	0	0	0	496	27	523	496	6.9%	27	-28.9%	523	4.2%
Rabbi Jacob Joseph School	19	84	0	84	0	0	0	84	-2.3%	0	--	84	-2.3%
Rabbinical College	37	212	0	212	0	0	0	212	-11.3%	0	--	212	-11.3%
Talmudical Academy	6	69	0	69	0	0	0	69	1.5%	0	--	69	1.5%
Yeshivas Be'er Yitzchok	10	49	0	49	0	0	0	49	-19.7%	0	--	49	-19.7%
Yeshiva Gedolah Zichron Leyma	6	28	0	28	0	0	0	28	21.7%	0	--	28	21.7%
Yeshiva Toras Chaim	57	215	0	215	0	0	0	215	18.1%	0	--	215	18.1%
Yeshiva Yesodai Hatorah	23	69	0	69	0	0	0	69	7.8%	0	--	69	7.8%
<b>TOTAL, RELIGIOUS INDEPENDENTS</b>	<b>192</b>	<b>3,575</b>	<b>45</b>	<b>3,620</b>	<b>3,894</b>	<b>825</b>	<b>4,719</b>	<b>7,469</b>	<b>-3.5%</b>	<b>870</b>	<b>-14.0%</b>	<b>8,339</b>	<b>-4.7%</b>
<b>TOTAL, INDEPENDENT INSTITUTIONS</b>	<b>11,025</b>	<b>49,876</b>	<b>9,585</b>	<b>59,461</b>	<b>14,590</b>	<b>10,934</b>	<b>25,524</b>	<b>64,466</b>	<b>3.1%</b>	<b>20,519</b>	<b>-5.1%</b>	<b>84,985</b>	<b>1.0%</b>
<b>NEW JERSEY GRAND TOTAL</b>	<b>57,821</b>	<b>244,750</b>	<b>127,959</b>	<b>372,709</b>	<b>32,108</b>	<b>31,484</b>	<b>63,592</b>	<b>276,858</b>	<b>0.0%</b>	<b>159,443</b>	<b>-0.4%</b>	<b>436,301</b>	<b>-0.2%</b>

SOURCE:IPEDS Fall Enrollment Survey (downloaded April 27, 2015) (Revised August 17, 2015)

8/17/2015

**ENROLLMENT IN N.J. COLLEGES AND UNIVERSITIES, BY LEVEL AND ATTENDANCE STATUS, FALL 2015**

NJ Colleges and Universities	Full-Time First-Time	UNDERGRADUATE			GRADUATE & PROFESSIONAL			TOTAL ENROLLMENT					
	Undergrad	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	#	% Ch 2014	#	% Ch 2014	#	% Ch 2014
College of New Jersey	1,451	6,486	272	6,758	225	423	648	6,711	0.2%	695	-2.7%	7,406	0.0%
Kean University	1,490	9,192	2,622	11,814	853	1,445	2,298	10,045	-1.0%	4,067	-3.6%	14,112	-1.7%
Montclair State University	3,098	14,433	1,903	16,336	1,443	2,686	4,129	15,876	4.1%	4,589	-3.8%	20,465	2.2%
New Jersey City University	787	4,826	1,491	6,317	406	1,514	1,920	5,232	2.5%	3,005	-0.9%	8,237	1.2%
New Jersey Institute of Technology	1,000	6,178	1,830	8,008	2,055	1,262	3,317	8,233	6.6%	3,092	5.9%	11,325	6.4%
Ramapo College of New Jersey	928	4,992	669	5,661	49	316	365	5,041	-0.8%	985	6.7%	6,026	0.4%
Rowan University	2,222	11,710	1,459	13,169	1,348	1,638	2,986	13,058	11.1%	3,097	2.4%	16,155	9.3%
Rutgers, The State University of N.J.	8,216	43,535	4,561	48,096	11,287	8,173	19,460	54,822	2.9%	12,734	0.1%	67,556	2.3%
Stockton University	1,151	7,378	430	7,808	337	529	866	7,715	3.1%	959	-11.7%	8,674	1.2%
Thomas Edison State University **	0	84	12,199	12,283	0	810	810	84	-45.5%	13,009	-39.0%	13,093	-39.1%
Wm. Paterson University of New Jersey	1,327	7,721	1,677	9,398	310	1,154	1,464	8,031	-1.9%	2,831	-1.1%	10,862	-1.7%
<b>TOTAL, SENIOR PUBLICS</b>	<b>21,670</b>	<b>116,535</b>	<b>29,113</b>	<b>145,648</b>	<b>18,313</b>	<b>19,950</b>	<b>38,263</b>	<b>134,848</b>	<b>3.0%</b>	<b>49,063</b>	<b>-14.8%</b>	<b>183,911</b>	<b>-2.4%</b>
Atlantic Cape Community College	881	2,920	3,441	6,361	0	0	0	2,920	-9.2%	3,441	-5.2%	6,361	-7.1%
Bergen Community College	2,515	8,347	6,238	14,585	0	0	0	8,347	-7.0%	6,238	-6.5%	14,585	-6.8%
Brookdale Community College	2,028	6,554	7,281	13,835	0	0	0	6,554	-5.0%	7,281	0.5%	13,835	-2.2%
Burlington County, Rowan College at	1,503	4,289	4,473	8,762	0	0	0	4,289	-11.1%	4,473	-3.0%	8,762	-7.2%
Camden County College	1,597	5,646	5,617	11,263	0	0	0	5,646	-8.5%	5,617	-4.4%	11,263	-6.5%
Cumberland County College	730	1,983	1,470	3,453	0	0	0	1,983	-13.7%	1,470	-4.9%	3,453	-10.2%
Essex County College	1,771	5,628	5,326	10,954	0	0	0	5,628	-2.9%	5,326	-6.1%	10,954	-4.5%
Gloucester County, Rowan College at	1,770	3,807	3,029	6,836	0	0	0	3,807	-5.0%	3,029	-2.9%	6,836	-4.1%
Hudson County Comm College	1,896	5,876	3,175	9,051	0	0	0	5,876	-1.8%	3,175	-1.4%	9,051	-1.7%
Mercer County Comm College	1,128	3,077	4,902	7,979	0	0	0	3,077	4.4%	4,902	0.2%	7,979	1.8%
Middlesex County College	1,861	5,753	5,909	11,662	0	0	0	5,753	-6.6%	5,909	0.2%	11,662	-3.3%
Morris, County College of	1,218	3,946	4,080	8,026	0	0	0	3,946	-4.4%	4,080	2.8%	8,026	-0.9%
Ocean County College	1,546	4,611	4,052	8,663	0	0	0	4,611	-6.4%	4,052	-7.3%	8,663	-6.8%
Passaic County Comm College	820	3,481	4,908	8,389	0	0	0	3,481	2.0%	4,908	-11.7%	8,389	-6.5%
Raritan Valley Community College	1,097	3,361	4,738	8,099	0	0	0	3,361	-2.3%	4,738	-0.8%	8,099	-1.4%
Salem Community College	225	618	522	1,140	0	0	0	618	-3.6%	522	-1.9%	1,140	-2.8%
Sussex County Community College	472	1,505	1,227	2,732	0	0	0	1,505	-6.9%	1,227	-15.3%	2,732	-10.8%
Union County College	1,460	4,853	6,367	11,220	0	0	0	4,853	-7.7%	6,367	-2.4%	11,220	-4.8%
Warren County Comm College	239	741	2,081	2,822	0	0	0	741	-8.5%	2,081	18.0%	2,822	9.7%
<b>TOTAL, COMMUNITY COLLEGES</b>	<b>24,757</b>	<b>76,996</b>	<b>78,836</b>	<b>155,832</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>76,996</b>	<b>-5.6%</b>	<b>78,836</b>	<b>-3.0%</b>	<b>155,832</b>	<b>-4.3%</b>
<b>TOTAL, PUBLIC INSTITUTIONS</b>	<b>46,427</b>	<b>193,531</b>	<b>107,949</b>	<b>301,480</b>	<b>18,313</b>	<b>19,950</b>	<b>38,263</b>	<b>211,844</b>	<b>-0.3%</b>	<b>127,899</b>	<b>-7.9%</b>	<b>339,743</b>	<b>-3.3%</b>

SOURCE: IPEDS Fall Enrollment Survey. (Downloaded June 3, 2016)

\*\* Please note, the Fall 2015 Enrollment counts for Thomas Edison are based on a different time period than in the past; the decline in enrollments reflects this new reporting method.

**ENROLLMENT IN N.J. COLLEGES AND UNIVERSITIES, BY LEVEL AND ATTENDANCE STATUS, FALL 2015**

NJ Colleges and Universities	Full-Time	U N D E R G R A D U A T E			GRADUATE & PROFESSIONAL			TOTAL ENROLLMENT					
	First-Time							Full-Time		Part-Time		Total	
	Undergrad	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	#	% Ch 2014	#	% Ch 2014	#	% Ch 2014
Bloomfield College	431	1,755	223	1,978	2	0	2	1,757	0.1%	223	-10.1%	1,980	-1.2%
Caldwell University	347	1,374	221	1,595	158	385	543	1,532	2.8%	606	-12.7%	2,138	-2.1%
Centenary College	225	1,468	80	1,548	349	387	736	1,817	-3.6%	467	7.9%	2,284	-1.5%
Drew University	356	1,412	38	1,450	279	353	632	1,691	2.2%	391	-14.6%	2,082	-1.5%
Fairleigh Dickinson University - Florham	691	2,390	148	2,538	603	253	856	2,993	6.7%	401	-5.9%	3,394	5.0%
Fairleigh Dickinson University - Metro	519	2,594	3,089	5,683	1,321	1,648	2,969	3,915	1.7%	4,737	-3.8%	8,652	-1.4%
Felician University	296	1,388	221	1,609	41	307	348	1,429	0.5%	528	-0.6%	1,957	0.2%
Georgian Court University	149	1,249	279	1,528	157	437	594	1,406	-6.1%	716	-11.6%	2,122	-8.1%
Monmouth University	1,128	4,450	243	4,693	737	964	1,701	5,187	2.4%	1,207	-9.3%	6,394	0.0%
Pillar College	40	353	68	421	0	0	0	353	-15.8%	68	15.3%	421	-11.9%
Princeton University	1,317	5,277	125	5,402	2,736	0	2,736	8,013	0.5%	125	7.8%	8,138	0.6%
Rider University	861	3,685	487	4,172	337	560	897	4,022	-2.9%	1,047	-9.3%	5,069	-4.3%
Saint Elizabeth, College of	101	534	271	805	94	348	442	628	-10.0%	619	-13.2%	1,247	-11.6%
Saint Peter's University	568	2,208	317	2,525	242	639	881	2,450	-1.8%	956	18.3%	3,406	3.1%
Seton Hall University	1,404	5,588	502	6,090	1,580	2,154	3,734	7,168	3.3%	2,656	-1.2%	9,824	2.0%
Stevens Institute of Technology	686	2,955	21	2,976	2,137	1,246	3,383	5,092	5.0%	1,267	-0.6%	6,359	3.8%
<b>TOTAL, PUBLIC-MISSION INDEPS</b>	<b>9,119</b>	<b>38,680</b>	<b>6,333</b>	<b>45,013</b>	<b>10,773</b>	<b>9,681</b>	<b>20,454</b>	<b>49,453</b>	<b>1.1%</b>	<b>16,014</b>	<b>-3.9%</b>	<b>65,467</b>	<b>-0.2%</b>
Berkeley College	623	3,180	621	3,801	0	41	41	3,180	3.7%	662	11.6%	3,842	5.0%
Best Care College	40	72	0	72	0	0	0	72	33.3%	0	--	72	33.3%
Devry University	61	511	526	1,037	57	141	198	568	-21.4%	667	-19.0%	1,235	-20.1%
Eastern International College	93	316	99	415	0	0	0	316	-1.9%	99	-10.8%	415	-4.2%
Eastwick College	203	886	486	1,372	0	0	0	886	-1.4%	486	-26.6%	1,372	-12.1%
ITT Technical Institute	48	290	61	351	0	0	0	290	-9.1%	61	-4.7%	351	-8.4%
Jersey College	79	1,928	0	1,928	0	0	0	1,928	-11.3%	0	--	1,928	-11.3%
Strayer University	7	77	613	690	35	165	200	112	-15.2%	778	7.2%	890	3.7%
University of Phoenix	4	247	0	247	0	0	0	247	-33.4%	0	--	247	-33.4%
<b>TOTAL, PROPRIETARY INDEPS</b>	<b>1,158</b>	<b>7,507</b>	<b>2,406</b>	<b>9,913</b>	<b>92</b>	<b>347</b>	<b>439</b>	<b>7,599</b>	<b>-5.7%</b>	<b>2,753</b>	<b>-7.6%</b>	<b>10,352</b>	<b>-6.2%</b>
Assumption College	7	22	9	31	0	0	0	22	-4.3%	9	-43.8%	31	-20.5%
Bais Medrash Toras Chesed	28	98	6	104	0	0	0	98	-10.1%	6	200.0%	104	-6.3%
Beth Medrash Govoha	0	2,726	21	2,747	3,440	392	3,832	6,166	2.1%	413	-39.4%	6,579	-2.1%
Mesivta Keser Torah	2	34	0	34	0	0	0	34	-17.1%	0	--	34	-17.1%
New Brunswick Theological Seminary	0	0	0	0	26	110	136	26	-25.7%	110	-23.1%	136	-23.6%
Princeton Theological Seminary	0	0	0	0	517	39	556	517	4.2%	39	44.4%	556	6.3%
Rabbi Jacob Joseph School	25	98	0	98	0	0	0	98	16.7%	0	--	98	16.7%
Rabbinical College	42	258	0	258	0	0	0	258	21.7%	0	--	258	21.7%
Talmudical Academy	17	66	0	66	0	0	0	66	-4.3%	0	--	66	-4.3%
Yeshivas Be'er Yitzchok	9	49	0	49	0	0	0	49	0.0%	0	--	49	0.0%
Yeshiva Gedolah Zichron Leyma	7	21	0	21	0	0	0	21	-25.0%	0	--	21	-25.0%
Yeshiva Toras Chaim	59	211	0	211	0	0	0	211	-1.9%	0	--	211	-1.9%
Yeshiva Yesodei Hatorah	17	56	0	56	0	0	0	56	-18.8%	0	--	56	-18.8%
<b>TOTAL, RELIGIOUS INDEPENDENTS</b>	<b>213</b>	<b>3,639</b>	<b>36</b>	<b>3,675</b>	<b>3,983</b>	<b>541</b>	<b>4,524</b>	<b>7,622</b>	<b>2.0%</b>	<b>577</b>	<b>-33.7%</b>	<b>8,199</b>	<b>-1.7%</b>
<b>TOTAL, INDEPENDENT INSTITUTIONS</b>	<b>10,490</b>	<b>49,826</b>	<b>8,775</b>	<b>58,601</b>	<b>14,848</b>	<b>10,569</b>	<b>25,417</b>	<b>64,674</b>	<b>0.3%</b>	<b>19,344</b>	<b>-5.7%</b>	<b>84,018</b>	<b>-1.1%</b>
<b>NEW JERSEY GRAND TOTAL</b>	<b>56,917</b>	<b>243,357</b>	<b>116,724</b>	<b>360,081</b>	<b>33,161</b>	<b>30,519</b>	<b>63,680</b>	<b>276,518</b>	<b>-0.1%</b>	<b>147,243</b>	<b>-7.7%</b>	<b>423,761</b>	<b>-2.9%</b>

SOURCE: IPEDS Fall Enrollment Survey. (Downloaded June 3, 2016)

**ENROLLMENT IN N.J. COLLEGES AND UNIVERSITIES, BY LEVEL AND ATTENDANCE STATUS, FALL 2016**

<b>NJ Colleges and Universities</b>	<b>Full-Time First-Time</b>	<b>U N D E R G R A D U A T E</b>			<b>GRADUATE &amp; PROFESSIONAL</b>			<b>TOTAL ENROLLMENT</b>					
	<b>Undergrad</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time #</b>	<b>% Ch 2015</b>	<b>Part-Time #</b>	<b>% Ch 2015</b>	<b>Total #</b>	<b>% Ch 2015</b>
College of New Jersey	1,454	6,496	291	6,787	220	389	609	6,716	0.1%	680	-2.2%	7,396	-0.1%
Kean University	1,494	9,239	2,573	11,812	922	1,336	2,258	10,161	1.2%	3,909	-3.9%	14,070	-0.3%
Montclair State University	2,977	14,968	1,842	16,810	1,448	2,729	4,177	16,416	3.4%	4,571	-0.4%	20,987	2.6%
New Jersey City University	955	5,166	1,497	6,663	363	1,478	1,841	5,529	5.7%	2,975	-1.0%	8,504	3.2%
New Jersey Institute of Technology	1,052	6,180	2,031	8,211	1,956	1,150	3,106	8,136	-1.2%	3,181	2.9%	11,317	-0.1%
Ramapo College of New Jersey	944	5,016	746	5,762	112	360	472	5,128	1.7%	1,106	12.3%	6,234	3.5%
Rowan University	2,396	12,731	1,614	14,345	1,477	1,550	3,027	14,208	8.8%	3,164	2.2%	17,372	7.5%
Rutgers, The State University of N.J.	8,451	44,756	4,585	49,341	11,291	8,310	19,601	56,047	2.2%	12,895	1.3%	68,942	2.1%
Stockton University	1,187	7,416	438	7,854	364	510	874	7,780	0.8%	948	-1.1%	8,728	0.6%
Thomas Edison State University	0	48	11,653	11,701	0	788	788	48	-42.9%	12,441	-4.4%	12,489	-4.6%
Wm. Paterson University of New Jersey	1,372	7,499	1,604	9,103	324	1,156	1,480	7,823	-2.6%	2,760	-2.5%	10,583	-2.6%
<b>TOTAL, SENIOR PUBLICS</b>	<b>22,282</b>	<b>119,515</b>	<b>28,874</b>	<b>148,389</b>	<b>18,477</b>	<b>19,756</b>	<b>38,233</b>	<b>137,992</b>	<b>2.3%</b>	<b>48,630</b>	<b>-0.9%</b>	<b>186,622</b>	<b>1.5%</b>
Atlantic Cape Community College	842	2,525	3,380	5,905	0	0	0	2,525	-13.5%	3,380	-1.8%	5,905	-7.2%
Bergen Community College	2,679	8,028	6,491	14,519	0	0	0	8,028	-3.8%	6,491	4.1%	14,519	-0.5%
Brookdale Community College	1,973	6,091	7,074	13,165	0	0	0	6,091	-7.1%	7,074	-2.8%	13,165	-4.8%
Burlington County, Rowan College at	1,566	4,178	4,408	8,586	0	0	0	4,178	-2.6%	4,408	-1.5%	8,586	-2.0%
Camden County College	1,492	5,181	5,816	10,997	0	0	0	5,181	-8.2%	5,816	3.5%	10,997	-2.4%
Cumberland County College	657	1,730	1,418	3,148	0	0	0	1,730	-12.8%	1,418	-3.5%	3,148	-8.8%
Essex County College	1,457	4,864	4,732	9,596	0	0	0	4,864	-13.6%	4,732	-11.2%	9,596	-12.4%
Gloucester County, Rowan College at	1,951	3,995	3,123	7,118	0	0	0	3,995	4.9%	3,123	3.1%	7,118	4.1%
Hudson County Comm College	1,614	5,147	3,302	8,449	0	0	0	5,147	-12.4%	3,302	4.0%	8,449	-6.7%
Mercer County Comm College	938	2,752	4,808	7,560	0	0	0	2,752	-10.6%	4,808	-1.9%	7,560	-5.3%
Middlesex County College	1,676	5,379	5,992	11,371	0	0	0	5,379	-6.5%	5,992	1.4%	11,371	-2.5%
Morris, County College of	1,097	3,821	4,246	8,067	0	0	0	3,821	-3.2%	4,246	4.1%	8,067	0.5%
Ocean County College	1,728	4,653	3,999	8,652	0	0	0	4,653	0.9%	3,999	-1.3%	8,652	-0.1%
Passaic County Comm College	652	3,164	4,984	8,148	0	0	0	3,164	-9.1%	4,984	1.5%	8,148	-2.9%
Raritan Valley Community College	1,293	3,363	4,863	8,226	0	0	0	3,363	0.1%	4,863	2.6%	8,226	1.6%
Salem Community College	166	547	446	993	0	0	0	547	-11.5%	446	-14.6%	993	-12.9%
Sussex County Community College	479	1,438	1,151	2,589	0	0	0	1,438	-4.5%	1,151	-6.2%	2,589	-5.2%
Union County College	1,362	4,449	5,736	10,185	0	0	0	4,449	-8.3%	5,736	-9.9%	10,185	-9.2%
Warren County Comm College	224	644	2,550	3,194	0	0	0	644	-13.1%	2,550	22.5%	3,194	13.2%
<b>TOTAL, COMMUNITY COLLEGES</b>	<b>23,846</b>	<b>71,949</b>	<b>78,519</b>	<b>150,468</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71,949</b>	<b>-6.6%</b>	<b>78,519</b>	<b>-0.4%</b>	<b>150,468</b>	<b>-3.4%</b>
<b>TOTAL, PUBLIC INSTITUTIONS</b>	<b>46,128</b>	<b>191,464</b>	<b>107,393</b>	<b>298,857</b>	<b>18,477</b>	<b>19,756</b>	<b>38,233</b>	<b>209,941</b>	<b>-0.9%</b>	<b>127,149</b>	<b>-0.6%</b>	<b>337,090</b>	<b>-0.8%</b>

SOURCE: IPEDS Fall Enrollment Survey (Downloaded May 24, 2017)

**ENROLLMENT IN N.J. COLLEGES AND UNIVERSITIES, BY LEVEL AND ATTENDANCE STATUS, FALL 2016**

NJ Colleges and Universities	Full-Time	U N D E R G R A D U A T E			GRADUATE & PROFESSIONAL			TOTAL ENROLLMENT					
	First-Time							Full-Time		Part-Time		Total	
	Undergrad	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	#	% Ch 2015	#	% Ch 2015	#	% Ch 2015
Bloomfield College	503	1,793	202	1,995	0	1	1	1,793	2.0%	203	-9.0%	1,996	0.8%
Caldwell University	404	1,446	191	1,637	147	430	577	1,593	4.0%	621	2.5%	2,214	3.6%
Centenary College	237	1,237	281	1,518	120	565	685	1,357	-25.3%	846	81.2%	2,203	-3.5%
Drew University	350	1,476	45	1,521	270	338	608	1,746	3.3%	383	-2.0%	2,129	2.3%
Fairleigh Dickinson University	1,066	4,736	3,134	7,870	1,693	1,903	3,596	6,429	-6.9%	5,037	-2.0%	11,466	-4.8%
Felician University	316	1,433	215	1,648	48	318	366	1,481	3.6%	533	0.9%	2,014	2.9%
Georgian Court University	221	1,319	272	1,591	185	526	711	1,504	7.0%	798	11.5%	2,302	8.5%
Monmouth University	1,089	4,490	217	4,707	696	968	1,664	5,186	0.0%	1,185	-1.8%	6,371	-0.4%
Pillar College	41	426	103	529	0	0	0	426	20.7%	103	51.5%	529	25.7%
Princeton University	1,305	5,251	149	5,400	2,781	0	2,781	8,032	0.2%	149	19.2%	8,181	0.5%
Rider University	870	3,639	446	4,085	364	608	972	4,003	-0.5%	1,054	0.7%	5,057	-0.2%
Saint Elizabeth, College of	167	573	190	763	100	337	437	673	7.2%	527	-14.9%	1,200	-3.8%
Saint Peter's University	626	2,385	287	2,672	316	556	872	2,701	10.2%	843	-11.8%	3,544	4.1%
Seton Hall University	1,240	5,494	462	5,956	1,676	2,204	3,880	7,170	0.0%	2,666	0.4%	9,836	0.1%
Stevens Institute of Technology	737	3,108	7	3,115	2,301	1,201	3,502	5,409	6.2%	1,208	-4.7%	6,617	4.1%
TOTAL, PUBLIC-MISSION INDEPS	9,172	38,806	6,201	45,007	10,697	9,955	20,652	49,503	0.1%	16,156	0.9%	65,659	0.3%
Berkeley College	572	2,788	831	3,619	7	113	120	2,795	-12.1%	944	42.6%	3,739	-2.7%
Best Care College	40	51	0	51	0	0	0	51	-29.2%	0	--	51	-29.2%
Chamberlain College of Nursing	1	122	223	345	0	0	0	122	--	223	--	345	--
Devry University	25	397	421	818	31	123	154	428	-24.6%	544	-18.4%	972	-21.3%
Eastern International College	108	346	99	445	0	0	0	346	9.5%	99	0.0%	445	7.2%
Eastern Sch of Acupuncture & Trad Med	0	49	0	49	6	9	15	55	--	9	--	64	--
Eastwick College	143	809	597	1,406	0	0	0	809	-8.7%	597	22.8%	1,406	2.5%
Jersey College	113	2,413	0	2,413	0	0	0	2,413	25.2%	0	--	2,413	25.2%
Strayer University	1	105	653	758	34	123	157	139	24.1%	776	-0.3%	915	2.8%
University of Phoenix	4	166	0	166	0	0	0	166	-32.8%	0	--	166	-32.8%
TOTAL, PROPRIETARY INDEPS	1,007	7,246	2,824	10,070	78	368	446	7,324	0.2%	3,192	18.6%	10,516	5.1%
Assumption College	6	19	19	38	0	0	0	19	-13.6%	19	111.1%	38	22.6%
Bais Medrash Toras Chesed	26	96	1	97	0	0	0	96	-2.0%	1	-83.3%	97	-6.7%
Beth Medrash Govoha	0	2,658	18	2,676	3,461	386	3,847	6,119	-0.8%	404	-2.2%	6,523	-0.9%
New Brunswick Theological Seminary	0	0	0	0	21	164	185	21	-19.2%	164	49.1%	185	36.0%
Princeton Theological Seminary	0	0	0	0	520	42	562	520	0.6%	42	7.7%	562	1.1%
Rabbi Jacob Joseph School	24	94	0	94	0	0	0	94	-4.1%	0	--	94	-4.1%
Rabbinical College	40	191	0	191	0	0	0	191	-26.0%	0	--	191	-26.0%
Talmudical Academy	10	58	0	58	0	0	0	58	-12.1%	0	--	58	-12.1%
Yeshivas Be'er Yitzchok	5	50	0	50	0	0	0	50	2.0%	0	--	50	2.0%
Yeshiva Gedolah Zichron Leyma	0	14	0	14	0	0	0	14	-33.3%	0	--	14	-33.3%
Yeshiva Toras Chaim	56	202	0	202	0	0	0	202	-4.3%	0	--	202	-4.3%
Yeshiva Yesodei Hatorah	19	59	0	59	0	0	0	59	5.4%	0	--	59	5.4%
TOTAL, RELIGIOUS INDEPENDENTS	186	3,441	38	3,479	4,002	592	4,594	7,443	-1.9%	630	9.2%	8,073	-1.1%
TOTAL, INDEPENDENT INSTITUTIONS	10,365	49,493	9,063	58,556	14,777	10,915	25,692	64,270	-0.1%	19,978	3.6%	84,248	0.7%
NEW JERSEY GRAND TOTAL	56,493	240,957	116,456	357,413	33,254	30,671	63,925	274,211	-0.7%	147,127	0.0%	421,338	-0.5%

SOURCE: IPEDS Fall Enrollment Survey (Downloaded May 24, 2017)



**ENROLLMENT IN N.J. COLLEGES AND UNIVERSITIES, BY LEVEL AND ATTENDANCE STATUS, FALL 2017**

<b>NJ Colleges and Universities</b>	<b>Full-Time First-Time</b>	<b>U N D E R G R A D U A T E</b>			<b>GRADUATE &amp; PROFESSIONAL</b>			<b>TOTAL ENROLLMENT</b>					
	<b>Undergrad</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time #</b>	<b>% Ch 2016</b>	<b>Part-Time #</b>	<b>% Ch 2016</b>	<b>Total #</b>	<b>% Ch 2016</b>
College of New Jersey	1,541	6,728	227	6,955	206	391	597	6,934	3.2%	618	-9.1%	7,552	2.1%
Kean University	1,760	9,516	2,468	11,984	1,017	1,225	2,242	10,533	3.7%	3,693	-5.5%	14,226	1.1%
Montclair State University	3,004	14,944	1,908	16,852	1,477	2,684	4,161	16,421	0.0%	4,592	0.5%	21,013	0.1%
New Jersey City University	950	5,210	1,298	6,508	364	1,411	1,775	5,574	0.8%	2,709	-8.9%	8,283	-2.6%
New Jersey Institute of Technology	1,082	6,380	2,103	8,483	1,834	1,129	2,963	8,214	1.0%	3,232	1.6%	11,446	1.1%
Ramapo College of New Jersey	918	4,910	708	5,618	121	381	502	5,031	-1.9%	1,089	-1.5%	6,120	-1.8%
Rowan University	2,458	13,634	1,767	15,401	1,492	1,591	3,083	15,126	6.5%	3,358	6.1%	18,484	6.4%
Rutgers, The State University of N.J.	8,342	45,332	4,349	49,681	10,981	8,536	19,517	56,313	0.5%	12,885	-0.1%	69,198	0.4%
Stockton University	1,564	7,809	466	8,275	366	575	941	8,175	5.1%	1,041	9.8%	9,216	5.6%
Thomas Edison State University	0	62	11,079	11,141	19	785	804	81	68.8%	11,864	-4.6%	11,945	-4.4%
Wm. Paterson University of New Jersey	1,311	7,285	1,553	8,838	326	1,088	1,414	7,611	-2.7%	2,641	-4.3%	10,252	-3.1%
<b>TOTAL, SENIOR PUBLICS</b>	<b>22,930</b>	<b>121,810</b>	<b>27,926</b>	<b>149,736</b>	<b>18,203</b>	<b>19,796</b>	<b>37,999</b>	<b>140,013</b>	<b>1.5%</b>	<b>47,722</b>	<b>-1.9%</b>	<b>187,735</b>	<b>0.6%</b>
Atlantic Cape Community College	876	2,449	3,079	5,528	0	0	0	2,449	-3.0%	3,079	-8.9%	5,528	-6.4%
Bergen Community College	2,312	7,704	6,358	14,062	0	0	0	7,704	-4.0%	6,358	-2.0%	14,062	-3.1%
Brookdale Community College	1,908	5,944	6,846	12,790	0	0	0	5,944	-2.4%	6,846	-3.2%	12,790	-2.8%
Burlington County, Rowan College at	1,564	4,458	4,493	8,951	0	0	0	4,458	6.7%	4,493	1.9%	8,951	4.3%
Camden County College	1,488	5,041	5,451	10,492	0	0	0	5,041	-2.7%	5,451	-6.3%	10,492	-4.6%
Cumberland County College	662	1,647	1,478	3,125	0	0	0	1,647	-4.8%	1,478	4.2%	3,125	-0.7%
Essex County College	1,249	4,340	4,657	8,997	0	0	0	4,340	-10.8%	4,657	-1.6%	8,997	-6.2%
Gloucester County, Rowan College at	1,757	3,946	3,212	7,158	0	0	0	3,946	-1.2%	3,212	2.8%	7,158	0.6%
Hudson County Comm College	1,735	5,136	3,728	8,864	0	0	0	5,136	-0.2%	3,728	12.9%	8,864	4.9%
Mercer County Comm College	967	2,779	4,851	7,630	0	0	0	2,779	1.0%	4,851	0.9%	7,630	0.9%
Middlesex County College	1,967	5,369	6,012	11,381	0	0	0	5,369	-0.2%	6,012	0.3%	11,381	0.1%
Morris, County College of	1,114	3,819	4,130	7,949	0	0	0	3,819	-0.1%	4,130	-2.7%	7,949	-1.5%
Ocean County College	1,654	4,605	3,772	8,377	0	0	0	4,605	-1.0%	3,772	-5.7%	8,377	-3.2%
Passaic County Comm College	611	2,832	4,143	6,975	0	0	0	2,832	-10.5%	4,143	-16.9%	6,975	-14.4%
Raritan Valley Community College	1,287	3,371	4,708	8,079	0	0	0	3,371	0.2%	4,708	-3.2%	8,079	-1.8%
Salem Community College	158	526	390	916	0	0	0	526	-3.8%	390	-12.6%	916	-7.8%
Sussex County Community College	388	1,411	1,118	2,529	0	0	0	1,411	-1.9%	1,118	-2.9%	2,529	-2.3%
Union County College	1,348	4,297	5,414	9,711	0	0	0	4,297	-3.4%	5,414	-5.6%	9,711	-4.7%
Warren County Comm College	213	572	2,776	3,348	0	0	0	572	-11.2%	2,776	8.9%	3,348	4.8%
<b>TOTAL, COMMUNITY COLLEGES</b>	<b>23,258</b>	<b>70,246</b>	<b>76,616</b>	<b>146,862</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>70,246</b>	<b>-2.4%</b>	<b>76,616</b>	<b>-2.4%</b>	<b>146,862</b>	<b>-2.4%</b>
<b>TOTAL, PUBLIC INSTITUTIONS</b>	<b>46,188</b>	<b>192,056</b>	<b>104,542</b>	<b>296,598</b>	<b>18,203</b>	<b>19,796</b>	<b>37,999</b>	<b>210,259</b>	<b>0.2%</b>	<b>124,338</b>	<b>-2.2%</b>	<b>334,597</b>	<b>-0.7%</b>

SOURCE: IPEDS Fall Enrollment Survey (Downloaded April 27, 2018).

**ENROLLMENT IN N.J. COLLEGES AND UNIVERSITIES, BY LEVEL AND ATTENDANCE STATUS, FALL 2017**

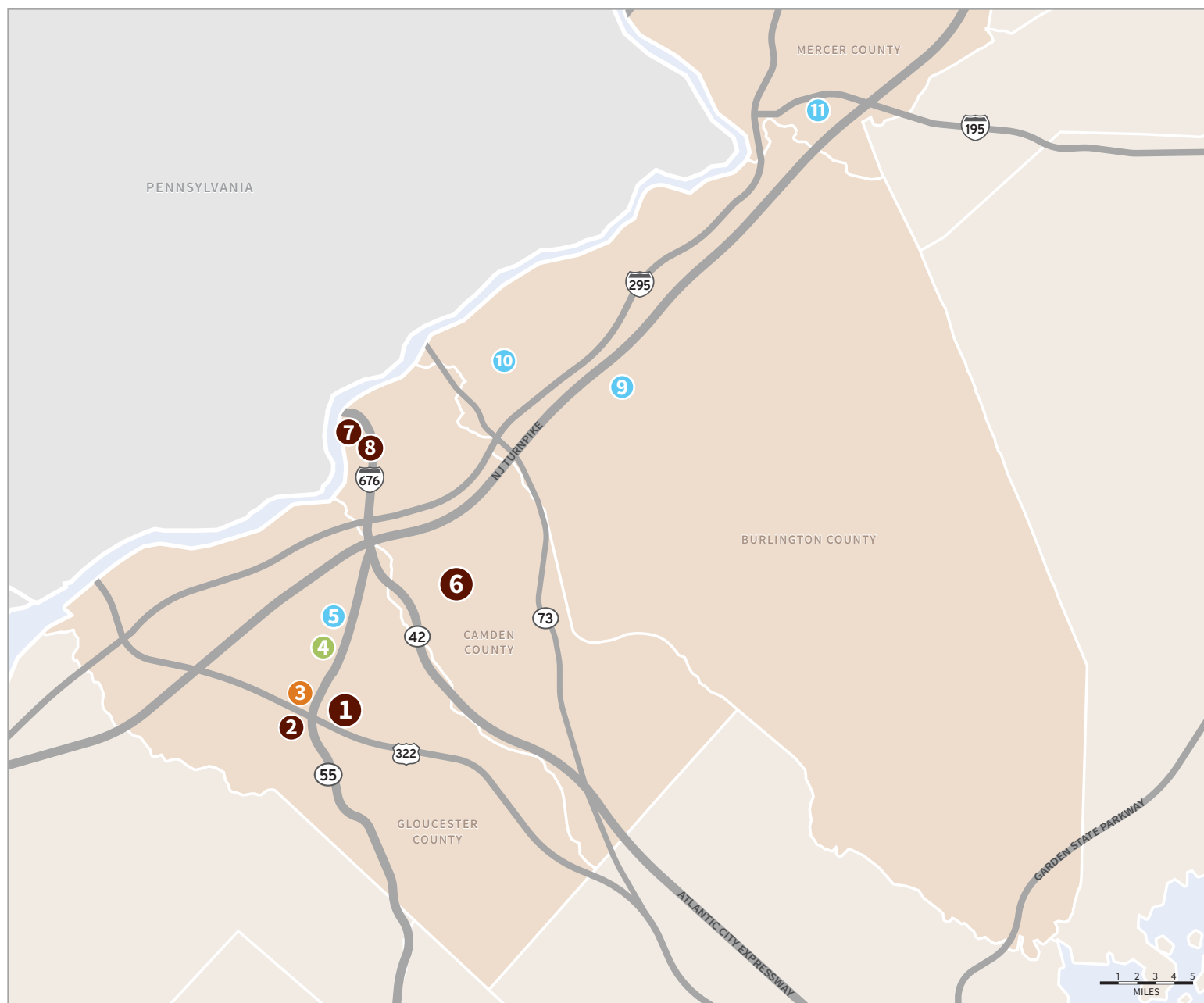
NJ Colleges and Universities	Full-Time	U N D E R G R A D U A T E			G R A D U A T E & P R O F E S S I O N A L			TOTAL ENROLLMENT					
	First-Time							Full-Time		Part-Time		Total	
	Undergrad	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	#	% Ch 2016	#	% Ch 2016	#	% Ch 2016
Bloomfield College	412	1,700	139	1,839	1	2	3	1,701	-5.1%	141	-30.5%	1,842	-7.7%
Caldwell University	361	1,440	163	1,603	166	437	603	1,606	0.8%	600	-3.4%	2,206	-0.4%
Centenary University	212	1,125	244	1,369	55	566	621	1,180	-13.0%	810	-4.3%	1,990	-9.7%
Drew University	371	1,507	30	1,537	263	317	580	1,770	1.4%	347	-9.4%	2,117	-0.6%
Fairleigh Dickinson University - Florham	799	2,640	107	2,747	553	212	765	3,193	7.4%	319	-11.4%	3,512	5.4%
Fairleigh Dickinson University - Metro	663	2,374	3,093	5,467	746	1,633	2,379	3,120	-9.7%	4,726	1.0%	7,846	-3.5%
Felician University	308	1,430	196	1,626	83	287	370	1,513	2.2%	483	-9.4%	1,996	-0.9%
Georgian Court University	216	1,343	270	1,613	178	599	777	1,521	1.1%	869	8.9%	2,390	3.8%
Monmouth University	1,083	4,502	204	4,706	654	980	1,634	5,156	-0.6%	1,184	-0.1%	6,340	-0.5%
Pillar College	49	391	110	501	40	2	42	431	1.2%	112	8.7%	543	2.6%
Princeton University	1,305	5,260	134	5,394	2,879	0	2,879	8,139	1.3%	134	-10.1%	8,273	1.1%
Rider University	1,008	3,711	383	4,094	359	620	979	4,070	1.7%	1,003	-4.8%	5,073	0.3%
Saint Elizabeth, College of	164	587	170	757	77	307	384	664	-1.3%	477	-9.5%	1,141	-4.9%
Saint Peter's University	651	2,387	250	2,637	237	650	887	2,624	-2.9%	900	6.8%	3,524	-0.6%
Seton Hall University	1,458	5,554	415	5,969	1,711	2,121	3,832	7,265	1.3%	2,536	-4.9%	9,801	-0.4%
Stevens Institute of Technology	762	3,113	10	3,123	2,502	1,291	3,793	5,615	3.8%	1,301	7.7%	6,916	4.5%
<b>TOTAL, PUBLIC-MISSION INDEPS</b>	<b>9,822</b>	<b>39,064</b>	<b>5,918</b>	<b>44,982</b>	<b>10,504</b>	<b>10,024</b>	<b>20,528</b>	<b>49,568</b>	<b>0.1%</b>	<b>15,942</b>	<b>-1.3%</b>	<b>65,510</b>	<b>-0.2%</b>
Berkeley College	490	2,414	939	3,353	6	118	124	2,420	-13.4%	1,057	12.0%	3,477	-7.0%
Best Care College	41	48	0	48	0	0	0	48	-5.9%	0	--	48	-5.9%
Chamberlain University	3	213	298	511	0	0	0	213	74.6%	298	33.6%	511	48.1%
Devry University	9	274	219	493	15	70	85	289	-32.5%	289	-46.9%	578	-40.5%
Eastern International College	116	360	114	474	0	0	0	360	4.0%	114	15.2%	474	6.5%
Eastern Sch of Acupuncture & Trad Med	0	11	0	11	47	8	55	58	5.5%	8	-11.1%	66	3.1%
Eastwick College	232	872	785	1,657	0	0	0	872	7.8%	785	31.5%	1,657	17.9%
Jersey College	130	2,968	0	2,968	0	0	0	2,968	23.0%	0	--	2,968	23.0%
Strayer University	6	100	672	772	26	107	133	126	-9.4%	779	0.4%	905	-1.1%
University of Phoenix	4	111	0	111	0	0	0	111	-33.1%	0	--	111	-33.1%
<b>TOTAL, PROPRIETARY INDEPS</b>	<b>1,031</b>	<b>7,371</b>	<b>3,027</b>	<b>10,398</b>	<b>94</b>	<b>303</b>	<b>397</b>	<b>7,465</b>	<b>1.9%</b>	<b>3,330</b>	<b>4.3%</b>	<b>10,795</b>	<b>2.7%</b>
Assumption College	9	21	26	47	0	0	0	21	10.5%	26	36.8%	47	23.7%
Bais Medrash Toras Chesed	28	104	1	105	0	0	0	104	8.3%	1	0.0%	105	8.2%
Bais Medrash Zicron Meir	23	47	0	47	0	0	0	47	--	0	--	47	--
Beth Medrash Govoha	0	2,604	25	2,629	3,505	345	3,850	6,109	-0.2%	370	--	6,479	-0.7%
New Brunswick Theological Seminary	0	0	0	0	16	132	148	16	-23.8%	132	-19.5%	148	-20.0%
Princeton Theological Seminary	0	0	0	0	470	32	502	470	-9.6%	32	-23.8%	502	-10.7%
Rabbi Jacob Joseph School	28	86	0	86	0	0	0	86	-8.5%	0	--	86	-8.5%
Rabbinical College	61	227	0	227	0	0	0	227	18.8%	0	--	227	18.8%
Talmudical Academy	10	60	0	60	0	0	0	60	3.4%	0	--	60	3.4%
Yeshivas Be'er Yitzchok	7	43	0	43	0	0	0	43	-14.0%	0	--	43	-14.0%
Yeshiva Gedolah Shaarei Shmuel	23	81	0	81	0	0	0	81	--	0	--	81	--
Yeshiva Gedolah Zichron Leyma	5	21	0	21	0	0	0	21	50.0%	0	--	21	50.0%
Yeshiva Toras Chaim	57	222	0	222	0	0	0	222	9.9%	0	--	222	9.9%
Yeshiva Yesodei Hatorah	27	65	0	65	0	0	0	65	10.2%	0	--	65	10.2%
<b>TOTAL, RELIGIOUS INDEPENDENTS</b>	<b>278</b>	<b>3,581</b>	<b>52</b>	<b>3,633</b>	<b>3,991</b>	<b>509</b>	<b>4,500</b>	<b>7,572</b>	<b>1.7%</b>	<b>561</b>	<b>-11.0%</b>	<b>8,133</b>	<b>0.7%</b>
<b>TOTAL, INDEPENDENT INSTITUTIONS</b>	<b>11,131</b>	<b>50,016</b>	<b>8,997</b>	<b>59,013</b>	<b>14,589</b>	<b>10,836</b>	<b>25,425</b>	<b>64,605</b>	<b>0.5%</b>	<b>19,833</b>	<b>-0.7%</b>	<b>84,438</b>	<b>0.2%</b>
<b>NEW JERSEY GRAND TOTAL</b>	<b>57,319</b>	<b>242,072</b>	<b>113,539</b>	<b>355,611</b>	<b>32,792</b>	<b>30,632</b>	<b>63,424</b>	<b>274,864</b>	<b>0.2%</b>	<b>144,171</b>	<b>-2.0%</b>	<b>419,035</b>	<b>-0.5%</b>

SOURCE: IPEDS Fall Enrollment Survey (Downloaded April 27, 2018).



### Additional Locations Overview

Location	Status	Academic Programs
Rowan University at Camden, Camden, NJ	Active	BA in Law & Justice Studies, BA in Sociology, BA in Human Services, BA in Disaster Preparedness & Emergency Management
Cooper Medical School of Rowan University, Camden, NJ	Active	Doctor of Medicine (MD)
Rowan University at Stratford (Rowan University School of Osteopathic Medicine and Graduate School of Biomedical Sciences), Stratford, NJ	Active	Doctor of Osteopathic Medicine (DO), PhD in Cell & Molecular Biology, MS in Cell and Molecular Biology, MS in Biomedical Sciences, Master of Biomedical Sciences, MS in Molecular Pathology and Immunology, MS in Histopathology
Rowan College at Gloucester County, Sewell, NJ	Active	BA in Law & Justice Studies, BA in Liberal Studies: Humanities/Social Science, BA in Psychology, BS in Nursing (RN to BSN), BA in Radio/TV/Film
Rowan College at Burlington County, Mount Laurel Campus, Mount Laurel, NJ	Active	BA in Psychology, BA in Computing & Informatics, BA/BS in Biology, BA in Law & Justice Studies, BA in Liberal Studies: Humanities/Social Science, BS in Nursing (RN to BSN), MBA
Medical Diagnostic Laboratories, LLC, and Humigen, LLC, The Institute for Genetic Immunology, Hamilton, NJ	Active	MS in Molecular Pathology & Immunology
Genesis Biotechnology Group, LLC, Hamilton, NJ	Active	MS in Molecular Pathology & Immunology
Mission Solutions Engineering, LLC, Moorestown, NJ	Active	MS in Computer Science



## Campuses & Additional Locations

### GLASSBORO

1. Main Campus

### MANTUA TOWNSHIP

2. West Campus
3. South Jersey Technology Park at Rowan University
4. Edelman Fossil Park at Rowan University

### SEWELL

5. Rowan College at Gloucester County\*

### STRATFORD

6. School of Osteopathic Medicine\*  
Graduate School of Biomedical Sciences\*

### CAMDEN

7. Camden Campus\*
8. Cooper Medical School of Rowan University\*

### MT. LAUREL

9. Rowan College at Burlington County\*

### MOORESTOWN

10. Mission Solutions Engineering, LLC\*

### HAMILTON

11. Genesis Biotechnology Group, LLC\*  
Medical Diagnostic Laboratories, LLC\*  
Humigen, LLC\*  
The Institute of Genetic Immunology\*

\*Additional locations



**FISCAL YEAR 2019**  
**CONSOLIDATED OPERATING BUDGET**

Ali A. Houshmand, President

# Fiscal Year 2019

## CONSOLIDATED OPERATING BUDGET

CFO's Message 1 Regular University 5 Auxiliary Services 21 Global Learning & Partnerships 27 CMSRU 31 RowanSOM 34 Special Programs (Glassboro Campus) 37

## *From the desk of the CFO:*

### **Rowan University Consolidated Operating Budget Proposal Fiscal Year 2019**

#### *Overview:*

Presented here is the FY 2019 Consolidated Budget proposal for Rowan University. The Consolidated Budget consists of the various operating budgets for the Regular University, Auxiliary Operations, the Division of Global Learning and Partnerships, Cooper Medical School of Rowan University (CMSRU), Rowan School of Osteopathic Medicine (RowanSOM) and Special Programs.

The Regular University Budget is the largest portion of the Consolidated Budget. It is the main component where all undergraduate activity occurs and central services are provided.

The Auxiliary Operations Budget includes the operating activities of Residential Learning, the Recreational and Fitness Centers, the Student Center, and Camps and Conferences.

The Division of Global Learning and Partnerships includes the Graduate School, Summer Session and the Continuing Education programs.

The Cooper Medical School of Rowan University Budget captures the operating activity of the University's medical School in Camden.

The Rowan School of Osteopathic Medicine Budget includes the operating activity for RowanSOM Medical School, Graduate School of Biomedical Sciences, Faculty Practice Plans, and Stratford campus Special Programs.

The Special Programs Budget is where the activity of the self-funded programs on the Glassboro campus is recorded. Special Programs are accounts with specific funding sources that cover the direct costs of the program. These programs also include the revenue distributions to Academic Affairs' colleges and departments from Rowan Global, and self-supporting Centers and Institutes, as well as allocations from the Foundation. The funds are expended according to University policies and procedures.

The FY 2019 Budget was prepared on a consolidated basis. The main objective of the budget process was to develop a budget that balanced the needs of the University community while maintaining affordability for our students. To accomplish this, the process involved reviewing all proposed expenditures for appropriateness and need. Reductions and re-allocations were made between areas, and additions were made in targeted strategic areas.

As in the past few years, the FY 2019 Budget is built on the four "pillars" that the President has identified for consideration in strategic planning and decision making: affordability, access, quality, and economic impact on the region. Adjustments and/or additions to the budget were made to position the University to meet these initiatives.

The FY 2019 Budget Proposal adds positions and non-salary operating costs to support new academic space and increased enrollment and to support the following areas requiring additional funding:

- Academic Affairs
- Technology
- Research and Entrepreneurship

An additional \$4.4 million for salary was allocated to the Academic Affairs Division which is comprised of three components. \$1.3 million is to provide funding for 13 Tenure Tract Professors and two administrative positions, while the net remaining increase of \$3.1 million is attributed to the conversion of 98 Lecturers (converted from 157 <sup>3</sup>/<sub>4</sub> faculty positions) and across the board salary increases which includes union step increments. Non-salary allocations were held flat but an additional \$1.3 million in funding is being budgeted through Rowan Global Distributions. This additional funding is explained in more detail in the Revenue section.

Information Technology costs continue to be a priority as security initiatives and increased enrollments have strained our resources. This budget provides for \$1.0 million in additional funding for these priorities. Support for two mid-year FY18 project manager additions, one new Professional Staff position as well as an increase of \$0.2 million in non-salary support is included in this budget to advance the division's initiatives.

# Fiscal Year 2019

## CONSOLIDATED OPERATING BUDGET

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The Research model at Rowan University has recently been revised to include enhanced emphasis on entrepreneurship and shared research initiatives across divisions. To that end, under the umbrella of the Research Division, several cost centers were created in FY 2017. The FY 2019 budget includes \$0.8 million to support the estimated start-up of these cost centers. Through increased research opportunities and contracts for services, the expectation is that these cost centers will reimburse the University for their start-up costs and eventually generate surplus revenues for the University. The current cost centers include the following: Material Science & Engineering Institute (MSEI); Center for Research and Education in Advanced Transportation Engineering Systems (CREATES); Center for Access, Success, and Equity (CASE); the Fossil Park; and the Virtual Reality Lab.

Even as we strive to increase other sources of revenues, we continue to be reliant on State funding. In March 2018, the Governor indicated in his FY 2019 Detailed Budget that base appropriations for Rowan University would remain flat compared to FY 2018 but that the University's state paid fringe benefit lines would be reduced by 100 positions from 1,854 to 1,754. This budget is based on that assumption.

The FY 2019 budget proposal addresses our affordability initiative by calling for a modest 2.05% increase in undergraduate tuition and fees; a 3.0% increase in CMSRU tuition; a 2.5% increase in Rowan SOM tuition and for the second year in a row there is no proposed increase for the Graduate School of Biomedical Sciences (GSBS) tuition.

Accessibility remains an important initiative for the University. In response to the Higher Education Restructuring Act, the University has made a goal of expanding enrollments to 25,000 students by the year 2024. Included in the 25,000 enrollment target was a projection for 12,500 on campus, undergraduate students. We have exceeded that target in FY 2018 and the FY 2019 tuition and fee revenue is based on 13,360 full-time undergraduates.

On a consolidated basis, Total Revenues for FY 2019 are budgeted at \$518.6 million and Total Expenses are anticipated to be \$515.8 million.

Proposed Full-time Tuition & Fee Rates are the following:

<u>Full-Time Undergraduate Tuition and Fee Rates</u>	<u>FY 2018</u>	<u>FY 2019</u>
In-State Tuition	\$9,660	\$9,858
Out of State Tuition	\$18,128	\$18,500
Fees	\$3,762	\$3,839
<u>Full-Time CMSRU Tuition Rates</u>		
In-State Tuition	\$38,155	\$39,300
Out of State Tuition	\$60,552	\$62,369
<u>Full-Time Rowan SOM Tuition Rates</u>		
In-State Tuition	\$39,156	\$40,135
Out of State Tuition	\$62,823	\$64,393
<u>Full-Time GSBS Tuition Rates</u>		
In-State Tuition	\$7,964	\$7,964
Out of State Tuition	\$11,535	\$11,535

# Fiscal Year 2019

## CONSOLIDATED OPERATING BUDGET

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### Revenue Highlights

- General State appropriations are projected to be \$69.1 million, including the Regular University, CMSRU, and RowanSOM. This amount reflects the effects of the NJ Medicaid Access to Physician Services (MAPS) Program within the New Jersey Medicaid program. The NJ MAPS Program is entirely being funded by transfers of existing state legislative appropriations, mostly from the parent universities of the medical schools. MAPS is not projected to have an effect on CMSRU's FY19 net since its General State appropriations are projected to decrease \$15.4 million from \$27.8 million to \$12.4 million which is offset by its Cooper Hospital Support payment projected to decrease by \$15.4 million from \$16.3 million to \$0.9 million. RowanSOM's projected General State Appropriations are expected to decrease \$0.9 million with an offsetting increase to RowanSOM's Faculty Practice Plan Revenue.
- State Paid Fringe Benefits are estimated to be \$86.8 million in FY 2019. The State allotment of positions covered under the State Benefit program in the Detailed Budget is limited to 1,649 for the University and RowanSOM, and 105 for CMSRU, for a total of 1,754; a reduction of 100 covered positions from the FY 2018 State Budget.
- We are anticipating undergraduate enrollments to grow to a total of 13,360 full-time students for FY 2019. The Cooper Medical School of Rowan University will have a total of 366 students. RowanSOM is projecting enrollments of 752 medical students, in addition to 175 GSBS full and part-time students. Total gross tuition revenue is projected to be \$223.3 million in FY 2019. Tuition is budgeted as follows:

▪ Regular University (Undergraduate)	\$137.7 million
▪ Rowan Global (Includes Graduate and Summer)	\$34.4 million
▪ Cooper Medical School	\$16.6 million
▪ RowanSOM	\$34.6 million
- Total Student Fee revenue is projected to be \$58.9 million in FY 2019. Fee revenue is budgeted as follows:

▪ Regular University (Undergraduate)	\$43.9 million
▪ Auxiliary	\$9.7 million
▪ Rowan Global (Includes Graduate and Summer)	\$2.4 million
▪ Cooper Medical School	\$1.1 million
▪ RowanSOM	\$1.8 million
- For FY 2019, University funded scholarships and waivers are projected to increase on a consolidated basis over the FY 2018 year end projection by \$1.6 million. The majority of the increase is attributed to a 7% increase, or \$1.8 million in additional funding for undergraduate student scholarships.
- Rental rates for student housing are budgeted to increase by 3.0%. Total rental income for Auxiliary Operations for FY 2019 is projected to be \$32.0 million. These revenues reflect an anticipated 95% occupancy rate for the 3,425 beds on the Rowan campus operated by the University. This is a decrease of 492 beds due to the closure of Laurel, Oak and Triad which are being repurposed. When including 220 Rowan Boulevard (456 beds), Holly Pointe Commons (1,415 beds), A3 Housing at 230 Victoria Street and 223 West High Street (557 beds) that opened for the fall of 2017 and the new A4 Housing (604 beds) opening for the fall of 2018, the University will have a total of 6,457 beds for residential students in FY 2019; an increase of 112 beds over FY 2018.
- Other revenue is comprised of Nexus housing placement fees, SGA allocations, SJTP lease payments, fees charged at the Recreation Center, Student Center and Fitness Center, reimbursements for facility usage, other miscellaneous fees, Cost Center revenues, and Special Program revenue. For FY 2019 we project other revenue to total \$13.4 million.
- Commission revenues net of expenses are anticipated to be \$3.3 million for FY 2019.
- The Rowan Global Distribution model was adjusted with the two major changes being that Academic Affairs will now receive a larger share of new net revenue and the Education Leadership and Nursing salaries will be paid from the Regular University. The projected revenue distribution from Rowan Global operations is \$19.0 million for FY 2019. This estimate is based on anticipated enrollment growth of 8.6%. The Regular University will receive \$13.7 million from Rowan Global, CMSRU is projected to receive \$45 thousand and \$5.2 million will be distributed to Academic Affairs through the Special Programs accounts, a \$1.3 million increase over the FY 2018 budget.
- Revenue distributions from Auxiliary Operations and RowanSOM are projected to be \$8.7 million in FY 2019.
- The Foundation allocation to the Regular University is projected to stay flat at \$6.1 million in FY 2019. The Rowan Foundation allocation is calculated by multiplying the average market value of the Rowan endowment for the previous 12 quarters by 4.5%.



## Fiscal Year 2019 CONSOLIDATED OPERATING BUDGET

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- Affiliate revenue reflects payments from Jefferson Health New Jersey (formerly Kennedy) for faculty effort related to teaching residents in the GME program plus Chief of Service responsibilities for the hospital. For FY 2019, affiliate revenue is projected to total \$3.1 million.
- Faculty Practice Plan (FPP) revenues primarily consist of fee for service payments, inclusive of quality incentives and capitation payments from the Centers for Medicare & Medicaid Services (CMS) and other third party insurance providers for inpatient and outpatient services provided by the RowanSOM faculty. Patient encounters for the FPP approximate 180,000 annually. In addition, significant contract payments for medical directorships and other contracted service agreements, such as behavioral health services, account for approximately twenty-five (25%) of the revenues. For FY 2019, FPP revenues are projected at \$27.6 million budgeted as follows:
  - Fee for Service payments (CMS and third party payers) \$20.5 million
  - Contract payments \$7.1 million
- Housestaff Billings primarily consist of the expense for resident salary and fringe benefits, plus associated per resident malpractice expense, billed to the GME affiliated sites resulting in a complete recuperation of these expenses. For FY 2019, these billings are projected to total \$21.5 million.
- Investment Earnings-Unrestricted captures the interest and dividend income as well as realized gains and losses from the Universities Investment Portfolio. The FY 2019 budget was increased to \$2.6 million, a \$0.8 million increase over the FY2018 budget, because of higher interest rates and the shifting of funds from the Concentration account to a Cash Plus account that offers a higher interest rate.

### ***Expenditure Highlights***

- On a consolidated basis, salaries are budgeted at \$236.9 million. Additional funding is included for the following: \$1.7 million in Regular University for 13 new Tenure Tract Faculty, conversion of 157  $\frac{3}{4}$  time faculty to 98 lecturer lines, 5 full-time positions, various part-time allocations; \$0.1 million in Auxiliary Services for 2 new full-time positions; \$0.1 million in Global Learning & Partnerships for 1 new position; \$0.1 million in CMSRU for 5 new full-time positions and an additional part-time person and \$0.5 million for RowanSOM for 3 new full-time positions to support enrollment growth and one new line within the Faculty Practice Plan. An estimated \$4.9 million for

negotiated salary increases as well as other contract specific payments are included on a consolidated basis. The budget also includes a reduction for vacancies and estimated salary savings of \$2.5 million for the Regular University and \$2.8 million for RowanSOM.

- It is anticipated that Fringe Benefit Expenses will exceed the State Paid Fringe Benefits allocation due to the University exceeding its allotted state funded (fringe) position count of 1,754. This represents a decrease of 100 positions covered from the FY 2018 State Budget. The Regular University will be responsible for a projected \$6.0 million in fringe benefit costs associated with the estimated overage based on the current fringe rate; \$2.2 million more than if the state funded positions remained at the FY 2018 level of 1,854.
- On a consolidated basis, Non Salary operating expenses are projected to be \$86.6 million. The University has increased Non Salary expenditures by \$1.6 million, with the majority split between Information Technology and Special Programs due to the higher distributions from Rowan Global.
- Utility costs on a consolidated basis, are projected to decrease \$1.0 million compared to the FY 2018 budgeted levels. The budget has been adjusted lower to reflect a new electric supply contract that started in FY18 and lower energy usage than previously budgeted.
- Tuition/Room/Board Waivers represents the anticipated expenditure for the benefits given to Student Residence Directors and Student Residence Assistants in student housing. Based on FY 2019 rates, the amount is projected to be \$3.4 million.
- Malpractice expense for FY 2019 is projected to total \$3.3 million and is related to the payments required to the State for medical malpractice coverage for faculty and residents.
- Debt Service payments for FY 2019 are budgeted at \$40.8 million on outstanding debt; a decrease of \$0.5 million from the FY2018 budgeted levels because of cost savings from a refunding done in July of FY 2018.
- In order to update the University's infrastructure the FY 2019 budget includes funding for Capital Projects. Funded from the Regular University, Auxiliary Operations and RowanSOM budgets, the FY 2019 consolidated budget allows for a total of \$7.5 million to be allocated for capital improvements throughout campus.

# Fiscal Year 2019 CONSOLIDATED OPERATING BUDGET

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Rowan University Consolidated Budget Analysis Projected FY 2019 Budget								
	Projected FY 2019 Budget							
	Regular University	Auxiliary Operations	Rowan Global	CMSRU	Rowan SOM	Special Programs	Eliminations	Total
<b>Revenues</b>								
General State Appropriation	\$27,307,000	\$0	\$0	\$12,448,763	\$29,323,000	\$0	\$0	\$69,078,763
State Paid Fringe Benefits	58,558,000	0	0	5,004,000	23,272,035	0	0	86,834,035
Sub-Total State Support	\$85,865,000			\$17,452,763	\$52,595,035			\$155,912,798
Tuition	137,727,175	0	34,393,970	16,609,545	34,568,758	0	0	223,299,448
Student Fees	43,918,790	9,683,355	2,431,064	1,103,750	1,767,445	0	0	58,904,404
Scholarships/Waivers	(26,700,000)	0	(2,389,000)	0	(813,903)	0	0	(29,902,903)
Sub-Total Net Tuition & Fees	154,945,965	9,683,355	34,436,034	17,713,295	35,522,300			252,300,949
Rental Income	298,122	31,994,150	0	0	60,000	0	0	32,352,272
Other Revenue	1,229,000	2,914,700	230,000	1,050,521	1,983,225	5,950,000	0	13,357,446
Commissions	3,342,900	0	0	0	0	0	0	3,342,900
Revenue Centers Distributions	13,726,246	0	0	44,500	0	5,202,500	18,973,246	0
Distributions - Auxiliary/SOM	8,700,000	0	0	0	0	0	8,700,000	0
Foundation	6,126,000	0	0	0	450,000	0	0	6,576,000
Affiliate Revenue	0	0	0	0	3,109,000	0	0	3,109,000
Faculty Practice Plan Revenue	0	0	0	0	27,644,001	0	0	27,644,001
Housestaff Billings	0	0	0	0	21,451,661	0	0	21,451,661
Interest Earnings - Unrestricted	2,583,000	0	0	0	0	0	0	2,583,000
<b>Total</b>	<b>\$276,816,233</b>	<b>\$44,592,205</b>	<b>\$34,666,034</b>	<b>\$36,261,079</b>	<b>\$142,815,222</b>	<b>\$11,152,500</b>	<b>\$27,673,246</b>	<b>\$518,630,027</b>
<b>Expenditures</b>								
Salary	\$137,005,628	\$7,920,907	\$8,878,163	\$12,017,821	\$71,082,104	\$0	\$0	\$236,904,623
Fringe Benefits	62,356,666	2,997,186	2,189,032	5,784,831	33,069,821	0	0	106,397,536
Non-Salary - Operating	38,497,371	6,813,297	2,442,320	8,287,305	19,808,069	10,800,000	0	86,648,362
Utilities	4,984,450	3,109,400	0	910,000	2,181,300	0	0	11,185,150
Tuition/Room/Board Expense	0	3,351,429	0	0	0	0	0	3,351,429
Malpractice	0	0	0	0	3,250,000	0	0	3,250,000
Rental Expense - Rowan Blvd.	2,881,400	11,663,961	1,792,785	0	0	0	0	16,338,146
College of Health Sciences Support	2,500,000	0	0	0	0	0	0	2,500,000
Cooper Hospital Support	0	0	0	899,000	0	0	0	899,000
Distributions to Reg Univ.	0	4,500,000	13,726,246	0	4,200,000	0	22,426,246	0
Rev. Ctrs. Distrib. to Academic Affairs	0	0	5,247,000	0	0	0	5,247,000	0
Debt Service	24,044,874	3,909,456	0	7,867,892	4,948,859	0	0	40,771,081
Capital Projects	4,000,000	375,000	0	0	3,150,000	0	0	7,525,000
<b>Total</b>	<b>\$276,270,389</b>	<b>\$44,640,636</b>	<b>\$34,275,546</b>	<b>\$35,766,849</b>	<b>\$141,690,153</b>	<b>\$10,800,000</b>	<b>\$27,673,246</b>	<b>\$515,770,327</b>
<b>Net</b>	<b>\$545,844</b>	<b>(\$48,431)</b>	<b>\$390,488</b>	<b>\$494,230</b>	<b>\$1,125,069</b>	<b>\$352,500</b>	<b>\$0</b>	<b>\$2,859,700</b>

# Fiscal Year 2019

## CONSOLIDATED OPERATING BUDGET

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Revenue Analysis - Regular University Projected Budget FY 2019			
	FY 2018 Base Budget	FY 2019 Projected Budget	Change
<b>State Appropriations</b>	\$27,307,000	\$27,307,000	\$0
<b>State Paid Fringe Benefits</b>	57,466,000	58,558,000	1,092,000
<b>Tuition</b>			
Base	133,957,531	133,957,531	
Increased Enrollments		1,004,883	1,004,883
Tuition Increase - 2.05%		2,764,761	2,764,761
<b>Total Tuition</b>	133,957,531	137,727,175	3,769,644
<b>Student Fees</b>			
Base	42,627,684	42,627,684	
Increased Enrollments		408,857	408,857
Fee Increase - 2.05%		882,249	882,249
<b>Total Fees</b>	42,627,684	43,918,790	1,291,106
<b>Scholarships/Waivers</b>	(27,300,000)	(26,700,000)	600,000
<b>Rental Income</b>			
South Jersey Tech Park Rental	58,502	155,508	97,006
Bozorth Rental	137,800	142,614	4,814
<b>Total Rental Income</b>	196,302	298,122	101,820
<b>Other Revenue</b>			
Miscellaneous	331,500	338,100	6,600
A2+A3+A4 per Bed Income	318,100	640,900	322,800
SJTP Land Lease	250,000	250,000	0
<b>Total Other Revenue</b>	899,600	1,229,000	329,400
<b>Commissions</b>			
Food Service Revenue	4,990,000	4,990,000	0
Food Service Expense	(1,390,000)	(1,140,000)	250,000
Net Food Service	3,600,000	3,850,000	250,000
Barnes/Noble Commissions	815,000	800,000	(15,000)
Rent	(990,284)	(1,019,700)	(29,416)
Other	(287,716)	(287,400)	316
Net Book Store	(463,000)	(507,100)	(44,100)
<b>Total Commissions</b>	3,137,000	3,342,900	205,900
<b>Revenue Center Distributions</b>	11,143,779	13,726,246	2,582,467
<b>Distributions - Auxiliary/SOM</b>	8,700,000	8,700,000	0
<b>Foundation</b>	6,134,800	6,126,000	(8,800)
<b>Interest Earnings</b>	1,754,000	2,583,000	829,000
<b>Funding from Reserves</b>	0	0	0
<b>Total Revenue - Regular University</b>	<b>\$266,023,696</b>	<b>\$276,816,233</b>	<b>\$10,792,537</b>

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## CONSOLIDATED OPERATING BUDGET

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Summary Regular University Expenditures	FY 2018 Base Budget		New Salary Requests	Non-Salary Adjustments	FY 2019 Request	
	Salary	Non-Salary			Salary (Note 1)	Non-Salary
<b>Division</b>						
President	\$11,688,976	\$4,345,862	\$44,050	\$195,053	\$12,208,537	\$4,540,915
General Counsel	295,200	281,386	0	(7,236)	303,318	274,150
Academic Affairs	80,181,195	8,673,920	1,260,799	(37,500)	84,859,518	8,636,420
Advancement	2,558,889	672,600	44,958	32,000	2,615,650	704,600
Enrollment Management	13,865,272	3,304,907	203,000	(77,470)	14,660,287	3,227,437
Information Resources & Technology	7,262,758	7,753,131	85,000	246,301	8,048,547	7,999,432
Finance	3,503,414	240,100	0	6,040	3,688,895	246,140
Operations/Facilities	11,522,537	4,218,400	95,312	75,660	11,760,876	4,294,060
General University	1,705,085	9,081,832	0	(507,615)	(1,140,000)	8,574,217
Sub-Total Operating Budget	\$132,583,327	\$38,572,138	\$1,733,119	(\$74,767)	\$137,005,628	\$38,497,371
Fringe Benefits	\$58,023,466	\$0	\$0	\$0	\$62,356,666	\$0
Rental Expense - Rowan Blvd.	0	998,600	0	1,882,800	0	2,881,400
College of Health Sciences Support	0	2,500,000	0	0	0	2,500,000
Utilities	0	5,368,405	0	(383,955)	0	4,984,450
Debt Service	0	24,329,147	0	(284,273)	0	24,044,874
Capital Projects	0	4,000,000	0	0	0	4,000,000
Total Salary/Non-Salary	\$190,606,793	\$75,768,290	\$1,733,119	\$1,139,805	\$199,362,294	\$76,908,095
<b>Total Regular University Expenditures</b>	<b><u>\$266,375,083</u></b>				<b><u>\$276,270,389</u></b>	

**(Note 1)**

FY 19 salaries reflect negotiated salary increases, employee turnover and reductions for unfunded positions

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## CONSOLIDATED OPERATING BUDGET

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Expense Analysis by Department - Regular University Projected Budget FY 2019						
<u>Division - President</u>	FY 2018 Base Budget Salary	Non-Salary	New Salary Requests	Non-Salary Adjustments	FY 2019 Request Salary (Note 1)	Non-Salary
10100 Office of the President	\$911,810	\$161,300	\$0	(\$3,300)	\$1,071,494	\$158,000
10110 Board of Trustees	0	55,200	0	(1,250)	0	53,950
10115 Presidential Lecture Series	0	20,000	0	0	0	20,000
10120 Government & External Relations	398,467	508,607	0	(257,582)	401,829	251,025
10130 Commencement/Convocation	0	401,500	19,075	595,339	19,075	996,839
10132 University Events	176,416	35,900	10,000	4,000	192,289	39,900
10150 University Senate	97,381	6,425	0	0	101,705	6,425
17000 Sr. VP Health Sciences	490,743	60,800	0	(8,000)	293,153	52,800
Total	\$2,074,817	\$1,249,732	\$29,075	\$329,207	\$2,079,545	\$1,578,939
30008 Labor Relations	\$133,298	\$6,640	\$0	\$360	\$138,630	\$7,000
33000 Human Resources	1,172,001	151,400	0	500	1,390,944	151,900
33002 Equity & Diversity	232,133	17,125	0	0	238,605	17,125
33004 Student Title IX Summit	0	26,000	0	(4,000)	0	22,000
Total	\$1,537,432	\$201,165	\$0	(\$3,140)	\$1,768,179	\$198,025
30016 Sr. VP Community/Econ Development	\$283,685	\$2,000	\$0	\$0	\$400,975	\$2,000
34000 Public Safety	3,717,294	454,050	0	248,930	3,725,994	702,980
57002 Intercollegiate Athletics	2,508,232	1,261,154	12,975	20,057	2,599,861	1,281,211
57004 Athletic Tournaments	0	15,000	0	0	0	15,000
57006 Sports Information	215,690	27,060	2,000	0	226,160	27,060
Total	\$6,724,900	\$1,759,264	\$14,975	\$268,987	\$6,952,990	\$2,028,251
10140 Media/Public Relations	\$557,933	\$45,000	\$0	\$0	\$579,028	\$45,000
40004 University Publications	595,395	79,400	0	0	623,494	79,400
40005 Rowan Magazine	0	200,300	0	0	0	200,300
45006 University Marketing	0	811,000	0	(400,000)	0	411,000
22002 Duplicating	198,500	0	0	0	205,301	0
Total	\$1,351,828	\$1,135,700	\$0	(\$400,000)	\$1,407,823	\$735,700
<b>Total President</b>	<b>\$11,688,976</b>	<b>\$4,345,862</b>	<b>\$44,050</b>	<b>\$195,053</b>	<b>\$12,208,537</b>	<b>\$4,540,915</b>

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## CONSOLIDATED OPERATING BUDGET

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### Expense Analysis by Department - Regular University Projected Budget FY 2019

#### Division - President

<u>New Salary Request</u>	<u>Dollars</u>	<u>Head Count</u>
Pep band for commencement ceremonies	\$17,000	0
Student band members for commencement	2,075	0
University Events Student Salary	10,000	0
Athletics-Student Salary	12,975	0
Athletics Comm-student salary	2,000	0
Total	\$44,050	0

#### **(Note 1)**

FY 19 salaries reflect negotiated salary increases, employee turnover and reductions for unfunded positions

# Fiscal Year 2019 CONSOLIDATED OPERATING BUDGET

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Expense Analysis by Department - Regular University Projected Budget FY 2019						
<u>Division - General Counsel</u>	FY 2018 Base Budget		New Salary Requests	Non-Salary Adjustments	FY 2019 Request	
	Salary	Non-Salary			Salary (Note 1)	Non-Salary
10125 General Counsel	\$295,200	\$24,886	\$0	(\$7,236)	\$303,318	\$17,650
10126 University Legal Services	0	250,000	0	0	0	250,000
31016 Risk Management	0	6,500	0	0	0	6,500
<b>Total General Counsel</b>	<b>\$295,200</b>	<b>\$281,386</b>	<b>\$0</b>	<b>(\$7,236)</b>	<b>\$303,318</b>	<b>\$274,150</b>
<u>New Salary Request</u>			<u>Dollars</u>	<u>Head Count</u>		
None			\$0	0		
Total			\$0	0		

**(Note 1)**

FY 19 salaries reflect negotiated salary increases, employee turnover and reductions for unfunded positions

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## CONSOLIDATED OPERATING BUDGET

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Expense Analysis by Department - Regular University Projected Budget FY 2019						
<u>Division - Academic Affairs</u>	FY 2018 Base Budget		New Salary	Non-Salary	FY 2019 Request	
	Salary	Non-Salary	Requests	Adjustments	Salary (Note 1)	Non-Salary
20000 Sr. VP/Provost	\$762,202	(\$285,300)	\$0	\$0	\$642,609	(\$285,300)
20002 Program Improvement	0	645,000	0	0	0	645,000
New Academic Prog	0	0	0	0	0	0
20004 Academic Affairs	9,808,000	612,318	0	0	9,358,800	612,318
20010 Camden Campus	0	14,700	0	0	0	14,700
20014 Camden Joint Venture	0	37,500	0	(37,500)	0	0
20015 Camden Campus New Bldg	329,012	316,100	0	0	370,129	316,100
20016 Library Services	3,202,980	2,795,629	0	0	3,363,389	2,795,629
20026 Non-Salary Research Funds	0	310,000	0	0	0	310,000
24060 International Center	167,685	115,000	0	0	178,538	115,000
54012 ESL Program	380,702	21,500	0	0	416,468	21,500
Total	\$14,650,582	\$4,582,447	\$0	(\$37,500)	\$14,329,933	\$4,544,947
21000 VP Academic Affairs	\$352,112	\$36,900	\$0	\$0	\$371,712	\$36,900
21004 Faculty Center	163,924	32,900	0	0	48,558	32,900
21008 Honors Concentration	340,934	25,200	41,673	0	351,716	25,200
21010 ROTC Program	0	8,000	0	0	0	8,000
55002 Registrar	910,564	77,300	0	0	929,233	77,300
Total	\$1,767,534	\$180,300	\$41,673	\$0	\$1,701,219	\$180,300
23000 Dean Commun & Creative Arts	\$828,816	\$143,705	\$0	\$0	\$930,955	\$143,705
23004 Communications Lab	0	15,000	0	0	0	15,000
23006 Communications Studies	1,461,935	12,500	0	0	1,543,650	12,500
23008 Writing Arts	2,688,529	32,500	0	0	2,607,682	32,500
23009 Writing Center	77,000	3,000	0	0	77,000	3,000
23010 Journalism	593,627	8,500	0	0	647,381	8,500
23012 Public Relations/Advertising	862,884	12,000	0	0	1,157,363	12,000
23014 Radio/TV/Film	1,091,447	13,500	0	0	1,306,716	13,500
23016 WGLS Radio Station	222,758	60,000	0	0	229,487	60,000
26004 Art	1,474,340	21,500	0	0	908,997	21,500
26006 Art Lab	7,400	30,000	0	0	7,400	30,000
26010 Gallery Program	5,000	20,000	0	0	5,000	20,000
Total	\$9,313,736	\$372,205	\$0	\$0	\$9,421,631	\$372,205



# Fiscal Year 2019

## CONSOLIDATED OPERATING BUDGET

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Expense Analysis by Department - Regular University						
Projected Budget FY 2019						
Division - Academic Affairs	FY 2018 Base Budget Salary	Non-Salary	New Salary Requests	Non-Salary Adjustments	FY 2019 Request Salary (Note 1)	Non-Salary
24000 Dean Science & Mathematics	\$770,689	\$366,900	\$0	\$0	\$847,004	\$366,900
24008 Biochemistry Lab	0	16,500	0	0	0	16,500
24010 Biological Sciences	2,452,850	43,800	72,611	0	2,064,015	43,800
24012 Biological Sciences Lab	0	87,386	0	0	0	87,386
24014 Chemistry	1,898,811	35,300	0	0	1,951,366	35,300
24016 Chemistry Lab	0	135,886	0	0	0	135,886
24018 Computer Science	1,809,519	15,860	174,596	0	2,101,269	15,860
24020 Computer Science Lab	0	5,700	0	0	0	5,700
24040 Mathematics	3,259,523	32,250	0	0	3,571,862	32,250
24044 Physics	1,631,320	34,800	0	0	1,792,626	34,800
24046 Physics Lab	0	64,887	0	0	0	64,887
24048 Planetarium	73,745	23,500	0	0	81,968	23,500
24052 Psychology	2,332,493	36,650	69,817	0	2,524,589	36,650
24054 Psychology Lab	0	1,800	0	0	0	1,800
24066 Nursing	0	0	0	0	663,090	0
24100 School of Biomedical Sciences	91,538	13,000	0	0	95,109	13,000
24102 Biomedical Translational Sciences	30,821	20,000	0	0	521,617	20,000
25016 Health & Exercise Science	2,148,096	33,893	0	0	1,968,475	33,893
25018 Health & Exercise Science Lab	0	1,700	0	0	0	1,700
Total	\$16,499,404	\$969,812	\$317,024	\$0	\$18,182,990	\$969,812
24500 Dean Humanities & Social Science	\$589,078	\$194,600	\$0	\$0	\$765,367	\$194,600
24004 Afro-American Studies	0	500	0	0	0	500
24005 American Studies	0	1,200	0	0	0	1,200
24006 Asian-American Studies	0	1,000	0	0	0	1,000
24024 English	1,368,377	15,000	0	0	1,331,812	15,000
24026 Foreign Language	888,590	6,500	0	0	921,790	6,500
24032 History	1,506,075	13,600	0	0	1,531,494	13,600
24033 Humanities/Social Science	0	400	0	0	0	400
24034 International Studies	0	500	0	0	0	500
24036 Law/Justice	1,558,814	14,100	0	0	1,724,197	14,100
24038 Liberal Studies Major	0	1,000	0	0	0	1,000
24042 Philosophy/Religion	903,333	6,000	0	0	874,403	6,000
24050 Political Science & Economics	921,139	9,100	0	0	1,013,901	9,100
24058 Sociology & Anthropology	1,538,055	14,000	0	0	1,519,240	14,000
24062 Women's Studies	0	1,000	0	0	0	1,000
Total	\$9,273,462	\$278,500	\$0	\$0	\$9,682,204	\$278,500

# Fiscal Year 2019

## CONSOLIDATED OPERATING BUDGET

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Expense Analysis by Department - Regular University Projected Budget FY 2019						
Division - Academic Affairs	FY 2018 Base Budget Salary	Non-Salary	New Salary Requests	Non-Salary Adjustments	FY 2019 Request Salary (Note 1)	Non-Salary
24600 Dean Earth & Environment	\$389,983	\$101,000	\$30,281	\$0	\$437,425	\$101,000
24604 Environmental Science	157,602	0	133,742	0	203,559	0
24030 Geography & Environment	932,987	21,400	0	0	884,172	21,400
24028 Geography Lab	0	4,000	0	0	0	4,000
24029 Anthropology Lab	0	1,000	0	0	0	1,000
24602 Geology	447,441	32,000	139,634	0	501,811	32,000
Total	\$1,928,013	\$159,400	\$303,657	\$0	\$2,026,967	\$159,400
25000 Dean Education	\$827,780	\$168,714	\$0	\$0	\$834,588	\$168,714
25010 Educational Leadership	91,108	0	0	0	1,544,925	0
25014 Interdisciplinary & Inclusive Ed	2,646,103	29,000	0	0	2,297,021	29,000
25020 Schaub Resource Room	0	5,900	0	0	0	5,900
25021 Schaub Computer Lab	0	1,000	0	0	0	1,000
25024 Student Services Center	282,404	0	0	0	292,086	0
25026 STEAM Ed	473,910	19,000	0	0	695,382	19,000
25030 Lang, Literacy,Sociocultural Ed	1,743,978	29,000	0	0	1,781,290	29,000
Total	\$6,065,283	\$252,614	\$0	\$0	\$7,445,292	\$252,614
26000 Dean Performing Arts	\$781,789	\$327,402	\$0	\$0	\$804,951	\$327,402
26008 Perf Arts Promotion	0	16,400	0	0	0	16,400
26012 Music	2,363,517	99,100	0	0	2,233,129	99,100
26014 Music Lab	0	5,000	0	0	0	5,000
26016 Theatre & Dance	1,008,881	21,000	0	0	1,070,944	21,000
26018 Theatre Arts	0	25,150	0	0	0	25,150
26020 PA Outreach & Recruitment	0	30,000	0	0	0	30,000
26022 Pep Band	22,000	0	0	0	22,000	0
Total	\$4,176,188	\$524,052	\$0	\$0	\$4,131,024	\$524,052

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Expense Analysis by Department - Regular University Projected Budget FY 2019						
<u>Division - Academic Affairs</u>	FY 2018 Base Budget Salary	Non-Salary	New Salary Requests	Non-Salary Adjustments	FY 2019 Request Salary (Note 1)	Non-Salary
27000 Dean Business	\$1,017,225	\$148,550	\$0	\$0	\$1,049,272	\$148,550
27003 Accounting Accreditation	0	10,000	0	0	0	10,000
27004 Accounting & Finance	2,412,265	15,000	152,250	0	2,886,126	15,000
27006 Accreditation	0	198,747	0	0	0	198,747
27008 Business Lab	0	1,246	0	0	0	1,246
27010 Management	2,341,109	17,600	0	0	2,291,864	17,600
27012 Marketing	1,846,586	16,250	100,237	0	2,064,082	16,250
27014 MBA	0	2,500	0	0	0	2,500
27016 Rohrer Endowed Chair	0	16,900	0	0	121,835	16,900
27018 Campbell Endowed Chair	0	25,000	0	0	0	25,000
Total	\$7,617,186	\$451,793	\$252,487	\$0	\$8,413,179	\$451,793
28000 Dean Engineering	\$1,525,616	\$375,397	\$0	\$0	\$1,579,061	\$375,397
28004 Chemical Engineering	1,607,803	100,700	0	0	1,666,022	100,700
28006 Civil Engineering	1,651,973	98,100	0	0	1,428,125	98,100
28008 Electrical Engineering	1,460,310	96,700	84,064	0	1,638,772	96,700
28010 Mechanical Engineering	1,588,597	98,700	87,298	0	1,737,422	98,700
28012 Engineering Outreach	0	53,200	0	0	0	53,200
28016 Biomedical Engineering	941,656	70,000	87,298	0	1,049,750	70,000
28018 Experiential Eng Education	113,855	10,000	87,298	0	425,927	10,000
Total	\$8,889,810	\$902,797	\$345,958	\$0	\$9,525,079	\$902,797
<b>Total Academic Affairs</b>	<b>\$80,181,195</b>	<b>\$8,673,920</b>	<b>\$1,260,799</b>	<b>(\$37,500)</b>	<b>\$84,859,518</b>	<b>\$8,636,420</b>

### Expense Analysis by Department - Regular University Projected Budget FY 2019

#### Division - Academic Affairs

<u>New Salary Request</u>	<u>Dollars</u>	<u>Head Count</u>
New Tenure Tract Lines	\$1,188,845	13
Earth & Env. - Geology/Env Science Secretary	30,281	1
Honors - Program Assistant	41,673	1
Total	\$1,260,799	15

#### (Note 1)

FY 19 salaries reflect negotiated salary increases, employee turnover and reductions for unfunded positions

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Expense Analysis by Department - Regular University Projected Budget FY 2019						
<u>Division - Advancement</u>	FY 2018 Base Budget		New Salary	Non-Salary	FY 2019 Request	
	Salary	Non-Salary	Requests	Adjustments	Salary (Note 1)	Non-Salary
40000 Sr. VP Advancement	\$565,560	\$77,800	\$0	\$62,000	\$591,696	\$139,800
40006 Alumni Engagement	339,775	63,000	0	(15,000)	339,226	48,000
40008 VP Advancement	107,805	50,000	44,958	73,200	161,135	123,200
40010 Advancement Services	332,794	106,000	0	1,800	279,273	107,800
40012 Development	916,371	80,800	0	0	796,082	80,800
40014 Advancement Communications	109,854	30,000	0	15,000	116,405	45,000
40016 Rowan Fund	116,729	225,000	0	(105,000)	120,971	120,000
40018 Corporate & Foundation Relations	70,000	15,000	0	0	149,362	15,000
40020 Stewardship & Donor Relations	0	25,000	0	0	61,500	25,000
Total	\$2,558,889	\$672,600	\$44,958	\$32,000	\$2,615,650	\$704,600

<u>New Salary Request</u>	<u>Dollars</u>	<u>Head Count</u>
Advancement Program Assistant	\$44,958	1
Total	\$44,958	1

**(Note 1)**

FY 19 salaries reflect negotiated salary increases, employee turnover and reductions for unfunded positions

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Expense Analysis by Department - Regular University Projected Budget FY 2019						
<u>Division - Enrollment Management</u>	FY 2018 Base Budget		New Salary	Non-Salary	FY 2019 Request	
	Salary	Non-Salary	Requests	Adjustments	Salary (Note 1)	Non-Salary
54000 VP Enrollment Management	\$991,413	\$412,275	\$0	(\$105,000)	\$1,030,647	\$307,275
20032 Select Start Program	43,500	17,500	0	(17,500)	0	0
41002 University Web Services	839,402	110,400	0	(79,650)	897,630	30,750
51008 Career & Academic Planning	485,440	51,000	0	0	537,631	51,000
54002 Admissions	1,907,734	1,170,500	132,500	58,000	1,942,254	1,228,500
54008 University Advising Center	3,739,793	112,070	0	7,730	4,041,368	119,800
54010 Retention/Tutoring/Basic Skills	150,102	10,000	37,500	0	191,982	10,000
54014 University Scheduling	59,215	0	0	0	62,785	0
56002 Financial Aid	1,137,297	119,156	0	51,544	1,247,020	170,700
XXXXX Strategic Planning & Management	0	0	0	34,650	0	34,650
Sub-Total	\$9,353,896	\$2,002,901	\$170,000	(\$50,226)	\$9,951,317	\$1,952,675
50000 VP Student Affairs	\$120,796	\$45,115	\$20,000	(\$5,290)	\$143,710	\$39,825
50002 Shuttle Services	3,600	470,350	0	17,904	3,600	488,254
50006 Orientation	292,112	0	0	0	306,081	0
50008 PROS	21,000	9,500	0	0	21,000	9,500
50009 Parent Orientation	8,360	30,330	0	2,400	8,360	32,730
50010 Student Engagement	104,417	0	0	0	107,550	0
51004 EOF King Scholar	711,715	30,100	0	0	745,382	30,100
51005 EOF Camden Campus	5,100	20,980	0	(4,710)	5,100	16,270
51006 MAP Program	4,000	147,307	0	(329)	4,000	146,978
51007 CHAMP/GEAR UP	0	72,800	0	(10,800)	0	62,000
51010 Academic Success Center	373,433	44,300	0	19,700	393,495	64,000
51014 Disability Resources	0	100,000	13,000	(90,000)	13,000	10,000
52004 Service Learning	120,209	14,900	0	0	128,661	14,900
52006 Intramural Program	0	19,530	0	0	0	19,530
53002 Counseling	1,324,699	73,850	0	29,600	1,400,332	103,450
53004 Student Health Services	1,053,037	157,219	0	231	1,042,483	157,450
53008 Healthy Campus Initiative	156,181	36,700	0	14,050	167,972	50,750
54006 Cultural Diversity	190,216	29,025	0	0	195,744	29,025
51016 Resource Center	22,500	0	0	0	22,500	0
Sub-Total Student Affairs	\$4,511,376	\$1,302,006	\$33,000	(\$27,244)	\$4,708,970	\$1,274,762
<b>Total Enrollment Management</b>	<b>\$13,865,272</b>	<b>\$3,304,907</b>	<b>\$203,000</b>	<b>(\$77,470)</b>	<b>\$14,660,287</b>	<b>\$3,227,437</b>

### New Salary Request

	Dollars	Head Count
Reten/Tutoring/Basic Skills student salary	\$37,500	0
Disability Resources student salary	13,000	0
Strategic Planning & Management Part Time	20,000	0
Total	\$203,000	0

### **(Note 1)**

FY 19 salaries reflect negotiated salary increases, employee turnover and reductions for unfunded positions

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Expense Analysis by Department - Regular University Projected Budget FY 2019						
<u>Division - Information Resources/Tech</u>	FY 2018 Base Budget		New Salary	Non-Salary	FY 2019 Request	
	Salary	Non-Salary	Requests	Adjustments	Salary (Note 1)	Non-Salary
45000 Sr VP Info Resources & Technology	\$1,018,369	\$196,330	\$0	\$114,820	\$1,426,417	\$311,150
45004 Instit/Effectiveness/Planning	2,423,878	112,700	0	(10,000)	2,518,919	102,700
22000 IRT Operations	0	1,837,591	0	(104,155)	0	1,733,436
22004 Network Operations	390,483	58,450	85,000	1,550	470,603	60,000
22006 Instructional Technology Fee	0	5,041,095	0	143,474	0	5,184,569
22008 Technology Services	1,086,910	68,150	0	(46,300)	1,109,714	21,850
22010 Network & System Services	0	16,300	0	0	73,634	16,300
22014 Network Security	283,819	225,000	0	(3,988)	297,076	221,012
22016 NSS System Administration	900,398	92,220	0	2,450	931,333	94,670
22018 NSS Desktop Management	392,441	40,500	0	(9,000)	399,882	31,500
22020 NSS Installation & Repair	474,339	46,400	0	12,745	504,399	59,145
22022 Enterprise Service Center	292,121	18,395	0	12,905	316,570	31,300
22026 IRT Training Services	0	0	0	30,250	0	30,250
22028 IRT Project Man.	0	0	0	101,550	0	101,550
<b>Total Information Resources/Tech</b>	<b>\$7,262,758</b>	<b>\$7,753,131</b>	<b>\$85,000</b>	<b>\$246,301</b>	<b>\$8,048,547</b>	<b>\$7,999,432</b>

<u>New Salary Request</u>	<u>Dollars</u>	<u>Head Count</u>
Network Operations (Palo Alto)	\$85,000	1
Total	\$85,000	1

**(Note 1)**

FY 19 salaries reflect negotiated salary increases, employee turnover and reductions for unfunded positions

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Expense Analysis by Department - Regular University Projected Budget FY 2019						
Division - Finance	FY 2018 Base Budget		New Salary Requests	Non-Salary Adjustments	FY 2019 Request	
	Salary	Non-Salary			Salary (Note 1)	Non-Salary
31000 Sr VP Finance/CFO	\$535,117	\$23,000	\$0	\$5,550	\$555,243	\$28,550
31002 Accounts Payable	331,116	29,700	0	(760)	343,338	28,940
31004 Accounting Services	669,914	17,200	0	1,550	695,921	18,750
31006 Bursar	1,000,146	136,600	0	0	1,080,936	136,600
31008 Payroll	381,483	16,500	0	0	409,941	16,500
31010 Purchasing	428,396	13,100	0	(400)	445,989	12,700
45002 Budget	157,242	4,000	0	100	157,527	4,100
<b>Total Finance</b>	<b>\$3,503,414</b>	<b>\$240,100</b>	<b>\$0</b>	<b>\$6,040</b>	<b>\$3,688,895</b>	<b>\$246,140</b>

**(Note 1)**

FY 19 salaries reflect negotiated salary increases, employee turnover and reductions for unfunded positions

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Expense Analysis by Department - Regular University Projected Budget FY 2019						
<u>Division - Operations/Facilities</u>	FY 2018 Base Budget		New Salary	Non-Salary	FY 2019 Request	
	Salary	Non-Salary	Requests	Adjustments	Salary (Note 1)	Non-Salary
30004 Construction & Capital Projects	\$765,410	\$120,800	\$0	(\$2,870)	\$895,904	\$117,930
32000 Facilities Part-time	70,000	0	0	0	70,000	0
32002 Facilities Administration	1,160,927	720,500	0	27,630	969,166	748,130
32003 Facility Training & Risk Mgmt	267,893	147,500	0	(10,000)	322,426	137,500
32004 Custodial	3,164,410	316,100	45,312	18,400	3,325,800	334,500
32005 Facilities Planning	0	73,000	0	1,600	0	74,600
32006 Grounds	897,840	282,000	0	(7,000)	906,515	275,000
32007 Facility Systems & Controls	367,752	290,000	0	7,000	377,211	297,000
32008 Heating Plant	799,449	857,000	0	(32,000)	818,645	825,000
32010 Trades	3,556,699	1,130,000	50,000	63,400	3,601,479	1,193,400
32012 Facility Campus Services	472,157	18,000	0	0	473,730	18,000
32014 High Street Property	0	178,500	0	12,900	0	191,400
32016 President Residence	0	85,000	0	(3,400)	0	81,600
<b>Total Operations/Facilities</b>	<b>\$11,522,537</b>	<b>\$4,218,400</b>	<b>\$95,312</b>	<b>\$75,660</b>	<b>\$11,760,876</b>	<b>\$4,294,060</b>

<u>New Salary Request</u>	<u>Dollars</u>	<u>Head Count</u>
Senior Building Maintenance Worker (SBMW) - Part-Time (4)	\$45,312	0
Fire Safety Inspector	50,000	1
<b>Total</b>	<b>\$95,312</b>	<b>1</b>

**(Note 1)**

FY 19 salaries reflect negotiated salary increases, employee turnover and reductions for unfunded positions



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Expense Analysis by Department - Regular University Projected Budget FY 2019						
<u>Division - General University</u>	FY 2018 Base Budget		New Salary	Non-Salary	FY 2019 Request	
	Salary	Non-Salary	Requests	Adjustments	Salary (Note 1)	Non-Salary
15020 General University	\$3,130,085	\$6,062,995	\$0	(\$993,756)	\$285,000	\$5,069,239
15025 University Reserve/Salary Savings	(2,500,000)	0	0	0	(2,500,000)	0
Support for Cost Ctrs	0	1,364,934	0	333,931	0	1,698,865
15005 Indirect Cost Distributions	0	849,898	0	127,257	0	977,155
31018 Glassboro Campus Insurance	0	804,005	0	24,953	0	828,958
56006 Institutional Work Study	1,075,000	0	0	0	1,075,000	0
<b>Total General University</b>	<b>\$1,705,085</b>	<b>\$9,081,832</b>	<b>\$0</b>	<b>(\$507,615)</b>	<b>(\$1,140,000)</b>	<b>\$8,574,217</b>

**(Note 1)**

FY 19 salaries reflect negotiated salary increases, employee turnover and reductions for unfunded positions

# Fiscal Year 2019

## CONSOLIDATED OPERATING BUDGET

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### Auxiliary Services Summary Schedule Projected Budget FY 2019

	Residence Life	Student Center	Recreation Center	Camps & Conferences	Total
<b>Revenues</b>					
Student Fees	\$0	\$4,758,977	\$4,924,378	\$0	\$9,683,355
Housing Rentals	31,994,150	0	0	0	31,994,150
Sub-Total	\$31,994,150	\$4,758,977	\$4,924,378	\$0	\$41,677,505
Housing Cancellation Fee	\$40,000	\$0	\$0	\$0	\$40,000
Miscellaneous Revenue	7,000	0	3,000	0	10,000
Merchant Commission	100,000	0	0	0	100,000
Other Income	1,530,200	500	1,000	0	1,531,700
Rental Income	0	10,000	1,000	725,000	736,000
ID Card	0	120,000	0	0	120,000
Memberships	0	0	130,000	0	130,000
Guest Fees	0	0	25,000	0	25,000
Equipment Rentals	0	0	6,000	0	6,000
Court Rentals	0	0	1,000	0	1,000
Intramural Fees	0	0	15,000	0	15,000
Instructional Fees	0	0	140,000	0	140,000
Summer Camps	0	0	0	0	0
Repair Income	60,000	0	0	0	60,000
Forfeited Security Deposit	0	0	0	0	0
Sub-Total Other Revenue	\$1,737,200	\$130,500	\$322,000	\$725,000	\$2,914,700
<b>Total Revenue</b>	<b>\$33,731,350</b>	<b>\$4,889,477</b>	<b>\$5,246,378</b>	<b>\$725,000</b>	<b>\$44,592,205</b>

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## CONSOLIDATED OPERATING BUDGET

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Auxiliary Services Summary Schedule Projected Budget FY 2019					
	Residence Life	Student Center	Recreation Center	Camps & Conferences	Total
<b>Expenditures</b>					
Salary Full Time	\$3,926,862	\$824,628	\$868,051	\$230,239	\$5,849,780
Salary Part Time	125,000	6,000	30,000	20,000	181,000
Salary Voucher	0	0	3,000	6,000	9,000
Student Salary	311,621	200,000	460,000	0	971,621
Res Dir/Graduate Assistants	350,506	24,000	55,000	0	429,506
Overtime	175,000	38,000	2,500	0	215,500
Salary Adjustments	105,000	42,000	35,000	40,000	222,000
Clothing Allowance	36,000	5,000	1,500	0	42,500
Sub-Total Salary	5,029,989	1,139,628	1,455,051	296,239	7,920,907
Fringe Benefits Pool	2,014,660	421,423	442,498	118,605	2,997,186
<b>Total Salary &amp; Fringes</b>	<b>\$7,044,649</b>	<b>\$1,561,051</b>	<b>\$1,897,549</b>	<b>\$414,844</b>	<b>\$10,918,093</b>
Supplies	\$260,500	\$125,000	\$110,000	\$3,000	\$498,500
Printing	30,000	18,000	28,000	500	76,500
Equipment Under \$5000	166,500	160,000	100,000	1,500	428,000
Purchase Card Clearing	5,000	5,000	15,000	0	25,000
Catering & Official Reception	225,220	28,000	42,000	170,000	465,220
Credit Card Charges	0	5,000	8,000	0	13,000
Professional Services	10,000	25,000	10,000	4,000	49,000
Licenses/Registration Fees	5,000	8,000	24,000	0	37,000
Staff Training & Development	20,000	5,000	1,500	0	26,500
Travel	38,500	26,000	20,000	3,000	87,500
Telephone	54,000	15,000	9,000	2,000	80,000
Cable Television	247,277	0	0	0	247,277
Moving Relocation	0	0	0	0	0
Postage	3,000	500	500	150	4,150
Insurance	126,351	14,348	8,316	0	149,015
Contracted Service	600,000	275,000	65,000	35,000	975,000
Advertising	500		500	0	1,000
Subscriptions/Memberships	4,000	4,000	6,000	1,500	15,500
Other Services	2,500	2,000	50,000	0	54,500
Repairs	500,000	160,000	135,000	0	795,000
Rental Expense	(184,477)	2,500	335,013	20,000	173,036
Lease Expense		0	254,867	0	254,867
Res Life Programming	466,632	0	0	0	466,632
Reserve Allocation	170,000	0	0	0	170,000
Other Expenses	0	0	0	0	0

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## CONSOLIDATED OPERATING BUDGET

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<b>Auxiliary Services Summary Schedule Projected Budget FY 2019</b>					
	<b>Residence Life</b>	<b>Student Center</b>	<b>Recreation Center</b>	<b>Camps &amp; Conferences</b>	<b>Total</b>
Transfer	1,168,600	9,500	6,000	0	1,184,100
Real Estate Taxes	0	0	0	0	0
Workmen's Compensation	5,000	60,000	0	0	65,000
Equipment & Software Over \$5000	9,000	0	45,000	0	54,000
Capital Project Maintenance	0	0	0	0	0
Cost Sharing	160,000	10,000	230,000	18,000	418,000
Sub-Total Non-Salary Oper	\$4,093,103	\$957,848	\$1,503,696	\$258,650	\$6,813,297
Electric	\$1,053,500	\$156,300	\$117,600	\$0	\$1,327,400
Natural Gas	379,600	219,900	137,800	0	737,300
Fuel Oil	0	3,300	2,000	0	5,300
Water/Sewer	911,500	77,700	50,200	0	1,039,400
Sub-Total Utilities	\$2,344,600	\$457,200	\$307,600	\$0	\$3,109,400
Graduate Coordinator Waiver	\$0	\$83,654	\$80,000	\$0	\$163,654
Tuition & Fee Expense	413,451	0	0	0	413,451
Housing Waivers	2,011,976	0	900	0	2,012,876
Board Waivers	761,448	0	0	0	761,448
Sub-Total Waivers	\$3,186,875	\$83,654	\$80,900	\$0	\$3,351,429
Rental Expenses - Rowan Blvd.	\$11,663,961	\$0	\$0	\$0	\$11,663,961
Revenue Distributions to University	3,700,000	350,000	350,000	100,000	4,500,000
Debt Service	2,622,260	566,836	720,360	0	3,909,456
Capital	0	375,000	0	0	375,000
Total Non Salary	\$27,610,799	\$2,790,538	\$2,962,556	\$358,650	\$33,722,543
<b>Total Expenditures</b>	<b>\$34,655,448</b>	<b>\$4,351,589</b>	<b>\$4,860,105</b>	<b>\$773,494</b>	<b>\$44,640,636</b>
<b>Excess/(Deficit)</b>	<b>(\$924,098)</b>	<b>\$537,888</b>	<b>\$386,273</b>	<b>(\$48,494)</b>	<b>(\$48,431)</b>

<b><u>New Salary Request</u></b>	<b><u>Dollars</u></b>	<b><u>Head Count</u></b>
Assistant Director for Housing Assignments	\$61,538	1
Residential Learning Coordinator	46,011	1
Total	\$107,549	2

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## CONSOLIDATED OPERATING BUDGET

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Budget Analysis - Auxiliary Services		Actual 2013	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Base Budget 2018	Request 2019
<b>Revenues</b>								
Student Fees		\$6,301,604	\$6,440,225	\$7,208,465	\$8,065,389	\$9,012,352	\$9,863,927	\$9,683,355
Housing Rentals		29,459,206	30,613,443	33,886,699	35,309,748	33,811,485	34,511,000	31,994,150
Sub-Total		\$35,760,810	\$37,053,669	\$41,095,164	\$43,375,137	\$42,823,837	\$44,374,927	\$41,677,505
Fines		\$0	\$100	\$0	\$0	\$19,625	\$0	\$7,000
Housing Cancellation Fee		22,575	41,525	29,825	22,625	53,450	41,200	40,000
Miscellaneous Revenue		1,048	2,638	6,960	4,294	3,670	4,120	3,000
Merchant Commission		82,101	105,900	83,873	93,759	138,115	103,000	100,000
Other Income		57,607	50,218	25,575	20,393	2,694,695	1,844,100	1,531,700
Rental Income		737,611	729,902	777,623	771,824	737,311	759,110	736,000
Conference and Event Services		7,090	0	0	0	0	0	0
ID Card		106,065	52,346	101,225	103,890	121,844	107,120	120,000
Memberships		183,275	172,484	153,595	137,705	122,223	133,900	130,000
Guest Fees		17,759	19,928	26,553	20,583	22,581	25,750	25,000
Equipment Rentals		9,881	8,901	8,060	5,944	5,868	8,240	6,000
Court Rentals		1,266	1,019	178	2,346	105	2,060	1,000
Intramural Fees		14,996	16,233	15,071	13,103	14,587	15,450	15,000
Instructional Fees		116,037	115,303	156,294	147,133	128,032	144,200	140,000
Summer Camps		126,876	279,048	285,317	197,736	193,951	198,790	0
Repair Income		54,419	69,943	88,695	92,737	63,613	82,400	60,000
Forfeited Security Deposit		0	0	8,125	22,200	19,600	15,450	0
Sub-Total Other Revenue		\$1,538,604	\$1,665,488	\$1,766,968	\$1,656,272	\$4,339,272	\$3,484,890	\$2,914,700
<b>Total Revenue</b>		<b>\$37,299,414</b>	<b>\$38,719,157</b>	<b>\$42,862,132</b>	<b>\$45,031,409</b>	<b>\$47,163,109</b>	<b>\$47,859,817</b>	<b>\$44,592,205</b>

# Fiscal Year 2019

## CONSOLIDATED OPERATING BUDGET

CFO's Message 1 Regular University 5 Auxiliary Services 21 Global Learning & Partnerships 27 CMSRU 31 RowanSOM 34 Special Programs (Glassboro Campus) 37

Budget Analysis - Auxiliary Services							
	Actual 2013	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Base Budget 2018	Request 2019
<b>Expenditures</b>							
Salary Full Time	\$4,171,416	\$4,256,542	\$4,384,269	\$4,569,881	\$4,850,098	\$5,507,795	\$5,849,780
Salary Part Time	246,144	239,178	192,633	175,360	187,018	266,248	181,000
Salary Voucher	9,101	31,273	99,111	92,665	82,804	66,000	9,000
Student Salary	651,863	733,804	782,826	825,766	940,816	1,078,971	971,621
Graduate Assistants	255,502	331,821	362,456	400,499	480,044	474,125	429,506
Overtime	198,935	275,562	184,284	191,985	214,308	290,500	215,500
Salary Adjustments	144,665	220,537	253,569	455,144	266,796	289,000	222,000
Clothing Allowance	27,500	25,025	26,125	0	45,100	42,500	42,500
Sub-Total Salary	5,705,126	6,113,742	6,285,273	6,711,300	7,066,984	8,015,139	7,920,907
Fringe Benefits Pool	0	0	255,720	303,086	1,978,538	0	2,997,186
<b>Total Salary &amp; Fringes</b>	<b>\$5,705,126</b>	<b>\$6,113,742</b>	<b>\$6,540,993</b>	<b>\$7,014,386</b>	<b>\$9,045,522</b>	<b>\$8,015,139</b>	<b>\$10,918,093</b>
Supplies	\$272,237	\$316,008	\$441,171	\$478,988	\$512,137	\$513,500	\$498,500
Printing	48,909	48,519	55,531	63,579	87,825	85,500	76,500
Educational Supplies	464	0	0	0	0	0	0
Equipment Under \$5000	316,989	788,344	542,092	1,102,363	446,215	567,200	428,000
Purchase Card Clearing	24,236	22,908	23,150	23,551	23,889	27,000	25,000
Catering & Official Reception	311,961	303,144	318,001	432,764	437,606	459,000	465,220
Credit Card Charges	245,145	221,895	242,239	24,744	28,768	35,000	13,000
Professional Services	52,543	71,512	37,791	61,605	23,157	79,000	49,000
Licenses/Registration Fees	45,725	50,344	64,422	20,950	37,976	45,000	37,000
Staff Training & Development	13,988	19,987	22,594	32,593	34,607	39,000	26,500
Travel	47,898	50,447	68,618	55,138	61,378	94,000	76,500
Travel - Student	0	0	0	0	22	0	11,000
Telephone	101,244	110,437	117,548	117,521	67,793	127,000	80,000
Cable Television	177,542	193,454	125,360	125,430	226,221	240,075	247,277
Moving Relocation	0	0	0	0	0	0	0
Postage	6,317	4,340	2,781	2,848	3,487	5,650	4,150
Insurance	166,759	150,424	133,152	198,921	137,414	169,464	149,015
Contracted Service	573,684	614,215	840,258	894,503	812,001	1,042,300	975,000
Advertising	784	8,832	8,261	1,036	104	1,000	1,000
Subscriptions/Memberships	6,446	12,768	14,993	14,030	13,650	21,000	15,500
Other Services	46,744	55,725	43,726	52,321	62,496	94,654	54,500
Repairs	368,294	775,747	632,881	669,214	717,653	814,000	795,000
Rental Expense	708,819	969,563	(109,094)	(121,580)	(136,356)	229,324	173,036
Lease Expense	0	0	0	0	0	246,078	254,867

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## CONSOLIDATED OPERATING BUDGET

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<b>Budget Analysis - Auxiliary Services</b>	<b>Actual 2013</b>	<b>Actual 2014</b>	<b>Actual 2015</b>	<b>Actual 2016</b>	<b>Actual 2017</b>	<b>Base Budget 2018</b>	<b>Request 2019</b>
Res Life Programming	319,662	232,254	357,097	368,981	352,740	464,848	466,632
Reserve Allocation	0	0	0	0	0	382,569	170,000
Other Expenses	0	0	0	313,263	385,201	0	0
Transfer	47,000	47,000	47,000	120,753	1,134,617	982,146	1,184,100
Transfer from Rowan Foundation	(135)	0	0	0	0	0	0
Real Estate Taxes	0	0	0	0	0	0	0
Workmen's Compensation	191,811	74,033	2,372	116,704	13,552	65,000	65,000
Equipment & Software Over \$5000	142,628	144,811	547,036	41,779	41,375	109,000	54,000
Cost Sharing	(13,374)	135,741	146,526	269,833	342,428	293,000	418,000
<b>Sub-Total Non-Salary Oper</b>	<b>\$4,226,332</b>	<b>\$5,424,468</b>	<b>\$4,727,521</b>	<b>\$5,483,848</b>	<b>\$5,869,972</b>	<b>\$7,233,325</b>	<b>\$6,815,316</b>
Electric	\$2,022,224	\$2,102,330	\$1,310,021	\$1,400,887	\$1,299,352	\$1,449,400	\$1,327,400
Natural Gas	283,071	305,618	781,960	794,386	710,833	743,600	737,300
Fuel Oil	11,819	28,677	31,174	2,603	11,154	12,000	5,300
Water/Sewer	1,260,508	1,226,822	1,187,432	1,011,591	980,540	1,096,100	1,039,400
<b>Sub-Total Utilities</b>	<b>\$3,577,623</b>	<b>\$3,663,447</b>	<b>\$3,310,587</b>	<b>\$3,209,467</b>	<b>\$3,001,879</b>	<b>\$3,301,100</b>	<b>\$3,109,400</b>
Graduate Coordinator Waiver	\$69,804	\$79,466	\$95,605	\$99,066	\$104,436	\$149,550	\$163,654
Tuition & Fee Expense	174,876	241,264	235,978	337,520	333,475	373,126	413,451
Housing Waivers	1,026,893	1,106,007	1,187,693	1,302,413	1,582,053	1,706,308	2,012,876
Board Waivers	404,277	413,080	484,832	495,290	684,658	707,540	761,448
<b>Sub-Total Waivers</b>	<b>\$1,675,850</b>	<b>\$1,839,818</b>	<b>\$2,004,108</b>	<b>\$2,234,289</b>	<b>\$2,704,622</b>	<b>\$2,936,524</b>	<b>\$3,351,429</b>
Rental Expense - Rowan Blvd.	\$8,659,752	\$8,374,179	\$8,060,606	\$8,291,830	\$8,529,995	\$8,774,072	\$11,663,961
Revenue Distributions to University	2,000,000	4,500,000	4,500,000	4,500,000	4,400,000	4,500,000	4,500,000
Debt Service	4,619,109	4,514,813	4,615,436	4,615,436	4,011,641	4,096,821	3,909,456
Capital - Interest Funded	0	0	0	0	0	0	0
Capital	2,289,000	810,450	556,000	1,595,842	2,026,989	1,726,400	375,000
<b>Total Non Salary</b>	<b>\$27,047,666</b>	<b>\$29,127,175</b>	<b>\$27,774,259</b>	<b>\$29,930,712</b>	<b>\$30,545,100</b>	<b>\$32,568,243</b>	<b>\$33,724,562</b>
<b>Total Expenditures</b>	<b>\$32,752,792</b>	<b>\$35,240,917</b>	<b>\$34,315,252</b>	<b>\$36,945,098</b>	<b>\$39,590,622</b>	<b>\$40,583,381</b>	<b>\$44,642,655</b>
<b>Excess/(Deficit)</b>	<b>\$4,546,622</b>	<b>\$3,478,240</b>	<b>\$8,546,880</b>	<b>\$8,086,311</b>	<b>\$7,572,487</b>	<b>\$7,276,436</b>	<b>(\$50,450)</b>

# Fiscal Year 2019

## CONSOLIDATED OPERATING BUDGET

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Division of Global Learning & Partnerships Projected Budget FY 2019			
	Traditional Program	Extension	Total
<b>Revenues</b>			
Tuition	\$10,892,857	\$23,501,113	\$34,393,970
Student Fees	2,382,465	48,599	2,431,064
Scholarships/Waivers	(1,611,000)	(778,000)	(2,389,000)
Sub-Total Net Tuition & Fees	\$11,664,322	\$22,771,712	\$34,436,034
Other Revenue	0	230,000	230,000
<b>Total Revenue</b>	<b>\$11,664,322</b>	<b>\$23,001,712</b>	<b>\$34,666,034</b>
<b>Expenditures</b>			
Full Time Salary	\$0	\$3,674,959	\$3,674,959
Part Time Salary	0	183,204	183,204
Adjunct/Overload	0	1,200,000	1,200,000
Salary Voucher	1,250,000	1,650,000	2,900,000
Student Salary	0	30,000	30,000
Salary Adjustments	2,013,953	(1,123,953)	890,000
Clothing Allowance	0	0	0
Total Salary	3,263,953	5,614,210	8,878,163
Fringe Benefits	95,625	2,093,407	2,189,032
Total Salary & Fringes	\$3,359,578	\$7,707,617	\$11,067,195
Supplies	\$3,000	\$8,000	\$11,000
Printing	3,000	10,000	13,000
Equipment Under \$5,000	3,000	5,000	8,000
Purchase Card Clearing	3,500	3,500	7,000
Electric	107,500	107,500	215,000
Natural Gas	12,000	12,000	24,000
Catering & Official Reception	2,000	7,500	9,500
Credit Card Charges	0	0	0
Professional Services	5,000	0	5,000
Licenses/Registration Fees	0	0	0
Staff Training & Development	500	3,000	3,500
Mileage Reimbursement	1,500	1,500	3,000
Travel	2,000	8,000	10,000
Telephone	3,000	8,000	11,000
Postage	1,000	10,000	11,000
Insurance	0	2,090	2,090
Contracted Services	50,000	917,300	967,300



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## CONSOLIDATED OPERATING BUDGET

CFO's Message 1 Regular University 5 Auxiliary Services 21 Global Learning & Partnerships 27 CMSRU 31 RowanSOM 34 Special Programs (Glassboro Campus) 37

Division of Global Learning & Partnerships Projected Budget FY 2019			
	Traditional Program	Extension	Total
Advertising	200,000	900,000	1,100,000
Subscriptions/Memberships	56,500	56,500	113,000
Other Services	0	0	0
Rental Expense	245,000	245,000	490,000
Equipment Over \$5,000	3,000	12,000	15,000
Capital Project Maintenance	0	173,930	173,930
Cost Sharing	0	0	0
Sub-Total Non-Salary Operating	\$701,500	\$2,490,820	\$3,192,320
 Rent - Rowan Boulevard	 \$0	 \$1,792,785	 \$1,792,785
Revenue Distributions to Reg University	6,375,900	7,350,346	13,726,246
RG UG Online Course Fee from Reg. Univ.	0	(750,000)	(750,000)
Revenue Centers Distrib. to Acad. Affairs	1,721,000	3,526,000	5,247,000
Total Non Salary	\$8,798,400	\$14,409,951	\$23,208,351
 <b>Total Expenditures</b>	 <b>\$12,157,977</b>	 <b>\$22,117,568</b>	 <b>\$34,275,546</b>
 <b>Excess/(Deficit)</b>	 <b>(\$493,655)</b>	 <b>\$884,144</b>	 <b>\$390,488</b>
 <b><u>New Salary Request</u></b>			
	<b><u>Dollars</u></b>	<b><u>Head Count</u></b>	
Application Developer	\$67,000	1	
Total	\$67,000	1	

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## CONSOLIDATED OPERATING BUDGET

CFO's Message 1 Regular University 5 Auxiliary Services 21 Global Learning & Partnerships 27 CMSRU 31 RowanSOM 34 Special Programs (Glassboro Campus) 37

Budget Analysis Division of Global Learning & Partnerships		Actual 2013	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Base Budget 2018	Request 2019
<b>Revenues</b>								
Tuition		\$20,154,368	\$21,987,142	\$25,005,854	\$27,885,738	\$29,674,430	\$32,078,392	\$34,393,970
Student Fees		1,951,999	2,185,240	2,131,870	2,110,533	2,518,878	2,613,536	2,431,064
Scholarships/Waivers		(775,780)	(1,349,421)	(1,525,765)	(1,963,621)	(2,159,704)	(2,061,765)	(2,389,000)
Sub-Total Net Tuition & Fees		\$21,330,587	\$22,822,961	\$25,611,959	\$28,032,650	\$30,033,603	\$32,630,163	\$34,436,034
Other Revenue		34,729	26,727	141,458	153,197	226,929	40,000	230,000
<b>Total Revenue (Note 1)</b>		<b>\$21,365,317</b>	<b>\$22,849,688</b>	<b>\$25,753,417</b>	<b>\$28,185,847</b>	<b>\$30,260,532</b>	<b>\$32,670,163</b>	<b>\$34,666,034</b>
<b>Expenditures</b>								
Salary Full Time		\$2,392,919	\$2,473,633	\$2,384,696	\$2,777,322	\$3,234,767	\$4,009,568	\$3,674,959
Salary Part Time		54,183	113,286	217,163	225,485	209,392	180,227	183,204
Adjunct/Overload		654,275	779,374	971,688	1,139,318	1,117,009	1,100,000	1,200,000
Salary Voucher		2,130,140	2,467,662	2,818,662	2,724,022	2,596,255	2,850,000	2,900,000
Student Salary		32,313	35,293	60,425	30,109	21,288	30,000	30,000
Graduate Assistants		5,760	4,250	3,000	6,000	6,000	0	0
Salary Adjustment		1,540,682	1,940,833	1,513,747	1,881,599	2,429,305	1,965,888	890,000
Clothing Allowance		0	0	0	0	0	0	0
Sub-Total Salary		6,810,271	7,814,330	7,969,381	8,783,855	9,614,016	10,135,683	8,878,163
Fringe Benefits Pool		1,301,562	1,541,900	1,266,578	1,559,522	1,983,305	2,398,933	2,189,032
<b>Total Salary &amp; Fringes</b>		<b>\$8,111,834</b>	<b>\$9,356,231</b>	<b>\$9,235,958</b>	<b>\$10,343,377</b>	<b>\$11,597,322</b>	<b>\$12,534,616</b>	<b>\$11,067,195</b>
Supplies		\$12,529	\$15,837	\$15,536	\$15,700	\$8,497	\$13,000	\$11,000
Printing		15,868	17,267	23,692	24,559	15,258	13,000	13,000
Educational Supplies		0	0	0	0	1,476	0	0
Equipment Under \$5,000		17,810	14,294	24,584	29,050	33,086	10,000	8,000
Purchase Card Clearing		2,678	4,667	10,120	14,919	11,012	7,000	7,000
Electric		0	78,259	108,615	262,117	189,077	215,000	215,000
Natural Gas		0	0	14,784	2,870	2,870	28,000	24,000
Catering & Official Reception		23,693	11,335	7,935	12,645	8,626	8,500	9,500
Credit Card Charges		181,834	173,854	190,093	13,034	18,099	7,000	0
Professional Services		4,535	29,948	6,850	2,500	(1,500)	5,000	5,000
Licenses/Registration Fees		576	40	962	28,990	29,725	217,800	0
Staff Training & Development		4,033	7	0	320	1,305	3,500	3,500
Honorarium/Stipends		0	0	0	0	0	0	0
Mileage Reimbursement		0	12,173	495	2,336	2,776	3,000	3,000
Travel		25,093	10,321	10,630	11,447	10,201	10,000	10,000
Telephone		14,003	11,015	10,408	13,002	15,746	12,000	11,000

# Fiscal Year 2019 CONSOLIDATED OPERATING BUDGET

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<b>Budget Analysis</b>							
<b>Division of Global Learning &amp; Partnerships</b>	<b>Actual 2013</b>	<b>Actual 2014</b>	<b>Actual 2015</b>	<b>Actual 2016</b>	<b>Actual 2017</b>	<b>Base Budget 2018</b>	<b>Request 2019</b>
Postage	40,279	16,943	22,605	19,065	(5,043)	20,000	11,000
Insurance	0	0	2,241	2,836	1,935	2,191	2,090
Contracted Services	266,819	336,780	634,124	661,088	640,643	940,000	967,300
Advertising	712,582	682,948	437,726	629,358	825,757	1,000,000	1,100,000
Subscriptions/Memberships	54,097	49,512	49,765	42,726	119,557	91,220	113,000
Other Services	1,556	0	3,954	18,330	5,110	36,660	0
Repairs	0	0	0	0	0	0	0
Rental Expense	131,212	286,194	337,113	416,513	330,415	340,000	490,000
Reserve Allocation	0	0	0	0	0	0	0
Other expenses	0	0	0	0	(25,000)	0	0
Transfer	23,993	0	0	25,300	0	0	0
Transfer from Rowan Foundation	(250)	0	(348)	(1,537)	(770)	0	0
Workmen's Compensation	0	3,074	208	0	0	0	0
Equipment Over \$5,000	0	0	6,366	10,891	0	23,000	15,000
Capital Maintenance Project	0	0	0	173,930	173,930	173,930	173,930
Cost Sharing	24,900	25,096	64,616	4,750	0	10,000	0
<b>Sub-Total - Non-Salary Operating</b>	<b>\$1,559,852</b>	<b>\$1,781,578</b>	<b>\$1,985,087</b>	<b>\$2,438,754</b>	<b>\$2,414,805</b>	<b>\$3,191,819</b>	<b>\$3,194,339</b>
 Rent - New Building	 \$0	 \$1,471,054	 \$1,792,785	 \$1,792,785	 \$1,792,785	 \$1,792,785	 \$1,792,785
Rev Dist to Reg University	8,496,897	7,498,240	8,501,385	11,897,604	9,907,323	11,143,779	13,726,246
RG UG Online Course Fee from Reg. Univ.	0	0	0	0	0	(645,000)	(750,000)
Rev Ctrs Dist Acad Affairs	3,126,924	2,989,005	3,222,605	1,233,572	4,539,404	4,034,000	5,247,000
<b>Total Non-Salary</b>	<b>\$13,183,673</b>	<b>\$13,739,877</b>	<b>\$15,501,862</b>	<b>\$17,362,715</b>	<b>\$18,654,317</b>	<b>\$19,517,383</b>	<b>\$23,210,370</b>
 <b>Total Expenditures</b>	 <b>\$21,295,507</b>	 <b>\$23,096,107</b>	 <b>\$24,737,820</b>	 <b>\$27,706,092</b>	 <b>\$30,251,639</b>	 <b>\$32,051,999</b>	 <b>\$34,277,565</b>
 <b>Excess/(Deficit)</b>	 <b>\$69,810</b>	 <b>(\$246,420)</b>	 <b>\$1,015,597</b>	 <b>\$479,755</b>	 <b>\$8,893</b>	 <b>\$618,164</b>	 <b>\$388,469</b>

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## CONSOLIDATED OPERATING BUDGET

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Cooper Medical School of Rowan University Projected Budget FY 2019	Actual 2013	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Base Budget 2018	Request 2019
<b>Revenues</b>							
State Appropriation	\$24,097,000	\$27,847,000	\$27,847,000	\$26,778,000	\$22,637,285	\$17,428,000	\$12,448,763
State Paid Fringe Benefits	0	0	3,740,574	4,305,770	4,608,254	5,487,000	5,004,000
Sub-Total State Support	24,097,000	27,847,000	31,587,574	31,083,770	27,245,539	22,915,000	17,452,763
 Tuition	 1,940,300	 4,322,300	 7,046,488	 10,378,701	 12,830,626	 14,979,311	 16,609,545
Fees	262,873	468,966	590,877	817,016	797,301	1,018,260	1,103,750
Sub-Total Net Tuition & Fees	2,203,173	4,791,266	7,637,365	11,195,717	13,627,927	15,997,571	17,713,295
 Miscellaneous Revenue	 6,000,000	 2,000,000	 31,697	 234,681	 309,470	 357,545	 560,045
Other Revenue - Cooper Library Support	419,915	456,218	408,982	429,879	485,830	490,476	490,476
Revenue Centers Distributions	0	0	0	0	0	120,000	44,500
Funding from Reserves	0	0	0	0		0	0
<b>Total Revenue</b>	<b>\$32,720,088</b>	<b>\$35,094,484</b>	<b>\$39,665,618</b>	<b>\$42,944,047</b>	<b>\$41,668,766</b>	<b>\$39,880,592</b>	<b>\$36,261,079</b>
<b>Expenditures</b>							
Salary Full Time	\$6,268,713	\$8,144,449	\$9,230,150	\$9,696,652	\$9,275,137	\$10,969,504	\$11,595,541
Salary Part Time	157,008	222,891	245,184	310,276	217,481	373,000	411,468
Adjunct/Overload	0	0	0	0	0	46,000	46,000
Salary Voucher	24,935	33,915	4,450	10,450	11,010	0	0
Student Salary	17,691	203,958	219,355	172,586	154,437	84,500	94,500
Overtime	117,978	167,294	191,488	259,723	182,583	120,000	120,000
Salary Adjustment	95,276	(99,452)	(19,360)	85,628	(210,620)	0	(263,688)
Clothing Allowance	3,025	11,000	12,100	0	20,900	14,000	14,000
Sub-Total Salary	6,684,626	8,684,054	9,883,367	10,535,315	9,650,927	11,607,004	12,017,821
Fringe Benefits	258,038	0	3,740,574	4,305,770	4,768,657	5,743,410	5,784,831
Total Salary & Fringes	\$6,942,663	\$8,684,054	\$13,623,941	\$14,841,085	\$14,419,584	\$17,350,414	\$17,802,652
 Supplies	 \$250,687	 \$183,455	 \$316,073	 \$422,804	 \$389,156	 \$684,119	 \$361,180
Laboratory Supplies	0	0	0	0	23,384	0	465,000
Printing	27,903	49,943	54,761	39,712	14,101	63,730	61,160
Educational Supplies	210,197	192,040	132,129	118,123	110,160	201,300	171,900
Equipment Under \$5,000	59,376	166,302	147,380	322,478	390,852	353,072	340,600
Purchase Card Clearing	48,086	47,016	40,762	48,726	21,308	12,000	19,000
Gasoline	0	0	1,806	2,994	2,210	3,000	3,000
Catering & Official Reception	97,710	136,382	121,597	228,753	179,886	282,312	236,265
Professional Services	680,152	712,041	381,316	89,080	5,792	60,500	65,500

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Cooper Medical School of Rowan University Projected Budget FY 2019	Actual 2013	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Base Budget 2018	Request 2019
Licenses/Registration Fees	747,606	733,961	965,435	1,126,896	1,181,566	1,237,801	1,617,100
Staff Training & Development	47,086	50,494	35,761	43,037	12,959	81,500	140,500
Honorariums/Stipends	51,706	28,117	98,723	109,380	41,399	192,588	121,977
Mileage Reimbursement	0	0	0	0	4,341	2,500	7,600
Travel	78,874	70,676	169,344	105,047	64,755	170,525	127,830
Travel - Student	0	0	0	4,257	20,007	5,000	22,500
Telephone	87,415	86,885	68,363	67,256	59,543	59,480	82,026
Moving Relocation	4,820	27,778	0	2,500	4,548	15,000	15,000
Postage	2,557	3,484	8,342	12,774	4,941	9,230	14,880
Insurance	79,445	69,850	91,804	97,659	99,312	106,080	108,048
Contracted Services	829,039	1,286,417	2,032,574	2,175,787	2,140,991	2,685,952	2,429,116
Advertising	2,678	2,574	5,084	9,341	15,485	22,000	23,000
Subscriptions/Memberships	279,346	188,266	191,038	211,115	224,822	260,675	124,237
Other Services	983	25,649	51,482	110,701	14,129	91,900	311,681
Sponsorships	0	0	0	0	1,000	7,000	7,000
Standardized/SIM Patients	0	0	0	0	0	0	361,000
Repairs	4,377	14,776	14,635	26,485	37,966	30,000	75,500
Rent Expense	14,658	627	6,264	31,825	708,642	445,273	550,185
Lease Expense	195,914	0	(242,900)	51,111	63,814	69,500	39,500
Other Expense	0	0	0	87,987	15,352	6,500	10,900
Transfer to Capital	0	0	0	0	0	0	0
Transfer from Rowan Foundation	(2,920)	0	(975)	(70,183)	(11,000)	0	0
Workmen's Compensation	0	12,707	15,747	8,003	6,513	500	1,000
Real Estate Taxes (PILOT)	90,000	180,000	180,395	180,000	180,197	180,000	180,000
Tuition & Fee Expense	0	0	900	1,350	900	1,500	4,000
Buildings					19,406		
Equipment Over \$5,000	115,440	232,916	241,268	106,138	44,378	450,174	103,400
Capital Project Maintenance	0	40,000	0	0	10,800	0	0
Trustee Fees	5,500	10,500	11,500	5,500	8,000	16,000	16,000
Cost Sharing	0	300	1,300	150	0	0	0
Reserve	0	0	0	0	0	69,720	69,720
Total Non-Salary - Operating	\$4,010,650	\$4,555,169	\$5,143,923	\$5,778,802	\$6,113,633	\$7,878,448	\$8,289,324

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Cooper Medical School of Rowan University Projected Budget FY 2019	Actual 2013	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Base Budget 2018	Request 2019
Electric	\$600,016	\$723,502	\$648,539	\$565,507	\$558,659	\$596,000	\$596,000
Gasoline	0	0	1,806	2,994	2,210	3,000	3,000
Natural Gas	288,214	314,121	260,997	168,969	196,597	212,000	212,000
Water/Sewer	75,988	95,712	59,451	63,950	85,002	91,000	99,000
Total Utilities	\$964,218	\$1,133,334	\$970,792	\$801,420	\$842,467	\$902,000	\$910,000
Cooper Hospital Support	\$16,192,427	\$10,528,696	\$16,250,450	\$16,281,495	\$10,806,207	\$5,878,000	\$899,000
Debt Service	7,801,159	7,869,363	7,879,369	7,873,930	7,867,492	7,873,650	7,867,892
<b>Total Expenditures</b>	<b>\$35,911,117</b>	<b>\$32,770,616</b>	<b>\$43,868,475</b>	<b>\$45,576,732</b>	<b>\$40,049,382</b>	<b>\$39,882,512</b>	<b>\$35,768,868</b>
<b>Excess/(Deficit)</b>	<b>(\$3,191,029)</b>	<b>\$2,323,867</b>	<b>(\$4,202,857)</b>	<b>(\$2,632,685)</b>	<b>\$1,619,384</b>	<b>(\$1,920)</b>	<b>\$492,211</b>

<u>New Salary Request</u>	<u>Dollars</u>	<u>Head Count</u>
Clerk Typist (part-time)	\$14,160	0
Assistant Professor (partial year)	19,583	2
Clerk Typist , Biomedical Sciences	30,000	1
Simulation Educator and Technologist	28,000	1
Animal Caretaker	42,000	1
Total	\$133,743	5

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<b>RowanSOM Consolidated Budget Analysis</b>				
<b>Projected Budget FY 2019</b>				
	<b>Academic</b>	<b>Faculty Practice</b>	<b>Special Programs</b>	<b>Total</b>
<b>Revenues</b>				
General State Appropriations	\$29,323,000	\$0	\$0	\$29,323,000
State Paid Fringe Benefits	23,272,035	0	0	23,272,035
Tuition	34,568,758	0	0	34,568,758
Student Fees	1,689,220	0	78,225	1,767,445
Rental Income	60,000	0	0	60,000
Other Revenue	408,225	0	1,575,000	1,983,225
Waivers / Scholarships	(813,903)	0	0	(813,903)
Commissions	0	0	0	0
Revenue Centers Distributions	0	0	0	0
Revenue Distribution - Auxiliary	0	0	0	0
Foundation	0	0	450,000	450,000
Interest Earnings - Unrestricted	0	0		0
Affiliate Revenue	2,609,000	0	500,000	3,109,000
Faculty Practice Plan Revenue	0	27,644,001		27,644,001
Housestaff Billings	20,849,661	0	602,000	21,451,661
<b>Total</b>	<b>\$111,965,996</b>	<b>\$27,644,001</b>	<b>\$3,205,225</b>	<b>\$142,815,222</b>
<b>Expenditures</b>				
Salary	\$53,856,464	\$16,299,340	\$926,300	\$71,082,104
Fringe Benefits	28,487,347	4,348,474	234,000	33,069,821
Non-salary - Operating	13,729,515	3,720,763	2,357,791	19,808,069
Utilities	1,705,300	476,000	0	2,181,300
Malpractice	2,453,000	797,000	0	3,250,000
Rental Expense - Rowan Boulevard	0	0	0	0
College of Health Sciences Support	0	0	0	0
Cooper Hospital Support	0	0	0	0
Revenue Distributions to Reg Univ.	3,294,000	906,000	0	4,200,000
Interfund Expense Support	0	616,389	(616,389)	0
Debt Service	3,911,081	1,037,778	0	4,948,859
Capital Projects	3,150,000	0	0	3,150,000
<b>Total</b>	<b>\$110,586,707</b>	<b>\$28,201,744</b>	<b>\$2,901,702</b>	<b>\$141,690,153</b>
<b>Net</b>	<b>\$1,379,289</b>	<b>(\$557,743)</b>	<b>\$303,523</b>	<b>\$1,125,069</b>

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## CONSOLIDATED OPERATING BUDGET

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Expense Analysis by Department - RowanSOM Projected Budget FY 2019						
<u>Division - Academic</u>	FY 2018 Base Budget		New Salary	Non-Salary	FY 2019 Request	
	Salary	Non-Salary	Requests	Adjustments	Salary (Note 1)	Non-Salary
Clinical	\$10,791,870	\$468,013	\$ 30,525	\$207,358	\$12,070,516	\$675,371
Research	5,717,776	781,746	65,000	(74,572)	6,260,819	707,174
GSBS	1,399,281	762,184	0	(260,691)	1,758,181	501,493
Office of the Dean	1,700,589	268,600	0	(38,430)	1,673,695	230,170
Finance	416,812	21,500	0	(5,750)	412,887	15,750
Finance Decision Support	185,147	10,000	0	(5,843)	175,332	4,157
FPP Administration	95,034	0	0	0	0	0
Academic Affairs	4,964,378	2,020,292	112,000	(111,448)	5,925,582	1,908,844
GME	370,404	86,920	0	(800)	429,431	86,120
End User Support and ASET	1,623,013	254,861	0	(15,127)	1,578,237	239,734
Marketing	336,143	250,089	0	(19,714)	422,066	230,375
Institutional Support	2,923,904	3,985,551	187,500	(372,430)	2,595,217	3,613,121
Housestaff Salaries	13,607,682	0	30,000	0	12,984,349	0
Central Support	8,083,366	5,859,135	0	(341,930)	7,570,151	5,517,205
Sub-Total Operating	\$52,215,399	\$14,768,891	\$425,025	(\$1,039,376)	\$53,856,464	\$13,729,515
Fringe Benefits	23,903,643	0		0	23,622,035	0
Fringe Benefits - Housestaff Billings	5,151,191	0	0		4,865,312	0
Sub-Total Fringe Benefits	29,054,834	0	0	0	28,487,347	0
Utilities	0	2,000,000	0	(294,700)	0	1,705,300
Malpractice	0	2,269,000	0	184,000	0	2,453,000
Distribution to University	0	4,200,000	0	(906,000)	0	3,294,000
Debt Service	0	3,913,630	0	(2,549)	0	3,911,081
Capital Projects	0	3,300,000	0	(150,000)	0	3,150,000
Total Salary/Non-Salary	\$81,270,233	\$30,451,521	\$425,025	(\$2,208,625)	\$82,343,811	\$28,242,896
<b>Total RowanSOM Academic Expenditures</b>		<b>\$111,721,754</b>				<b>\$110,586,707</b>

<u>New Salary Request</u>		<u>Dollars</u>	<u>Head Count</u>
Cell Bio - Asst Prof in 70044	F	\$ 93,750	1
Cell Bio - Asst Prof in 70044	F	93,750	1
NMI - Instructor (OMM Fellow) in 70046/70020	F	60,525	0
Junior Grant Writer	S	65,000	1
AA - Instructor	PT-F	25,000	0
AA - Staff Asst (Alumni & Student Affairs)	PT-S	16,500	0
AA - Staff Assistant (PBL)	PT-S	16,500	0
AA - Staff Assistant (CEAC)	PT-S	16,500	0
AA - Assoc. Prof (PBL)	PT-F	37,500	0
Total		\$425,025	3

(Note 1)

FY 18 salaries reflect projected salary increases, employee turnover and reductions for unfunded positions



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## Expense Analysis by Department - RowanSOM Projected Budget FY 2019

<u>Division - Faculty Practice Plan</u>	<u>FY 2018 Base Budget</u>		<u>New Salary</u>		<u>FY 2019 Request</u>	
	<u>Salary</u>	<u>Non-Salary</u>	<u>Requests</u>	<u>Adjustments</u>	<u>Salary</u>	<u>Non-Salary</u>
					<u>(Note 1)</u>	
<b>Clinical:</b>						
Family Medicine	\$4,190,497	\$1,495,518	\$0	(\$76,423)	\$3,447,336	\$1,419,095
NJISA	3,239,385	768,508	0	(174,839)	3,360,474	593,669
Internal Medicine	2,700,270	914,833	0	(25,207)	1,902,331	889,626
Neuromuscular Institute	989,871	526,683	30,525	312,245	1,072,062	838,927
OB/GYN	2,571,132	588,391	0	(178,170)	1,725,759	410,221
Pathology	1,432,102	218,943	0	(218,943)	0	0
Pediatrics	1,013,881	656,705	0	(42,046)	932,329	614,659
Psychiatry	5,383,239	670,709	0	(21,167)	3,922,606	649,542
House Calls	332,977	81,067	0	(4,359)	356,070	76,708
Surgery	0	0	0	0	0	0
Sub-Total FPP Clinical Operating	\$21,853,353	\$5,921,357	\$30,525	(\$428,910)	\$16,718,968	\$5,492,447
<b>Non Clinical:</b>						
FPP Administration	\$729,053	\$286,950	\$0	(\$216,650)	\$728,613	\$70,300
Revenue Cycle	1,357,987	1,369,833	0	925,985	1,301,600	2,295,818
Institutional General	(1,068,489)	(1,951,228)	0	1,062,166	(1,252,592)	(889,062)
Debt Service		1,037,778	0	0		1,037,778
Managed Care	693,934	39,600	0	22,395	618,905	61,995
Patient Accounting	2,638,834	(562,065)	0	46,720	2,532,321	(515,345)
Sub-Total Non Clinical Operating	\$4,351,319	\$220,868	\$0	\$1,840,616	\$3,928,846	\$2,061,484
Sub-Total Operating	\$26,204,673	\$6,142,224	\$30,525	\$1,411,706	\$20,647,814	\$7,553,930
Distribution from Academic Support	0	0		0	0	0
Total Salary/Non-Salary	\$26,204,673	\$6,142,224	\$30,525	\$1,411,706	\$20,647,814	\$7,553,930
<b>Total Faculty Practice Plan</b>		<b><u>\$ 32,346,897</u></b>				<b><u>\$ 28,201,745</u></b>

<u>New Salary Request</u>		<u>Dollars</u>	<u>Academic Component</u>	<u>Head Count</u>
NMI/OMM Fellow (Instructor)	F	\$ 30,525	\$ 60,525	1
Total		\$ 30,525	\$ 60,525	1

**(Note 1)**

FY 19 salaries reflect projected salary increases, employee turnover and reductions for unfunded positions  
Fringe Benefits are reflected directly in the departments for the purposes of profit/(loss) determination

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Special Programs Summary Schedule - Glassboro Campus		
Projected Budget FY 2019		
	Base Budget 2018	Request 2019
<b><u>Revenues</u></b>		
Other Revenue		
Workshop Fees	\$500,000	\$550,000
Other Student Fees	3,000,000	3,000,000
Rowan Foundation	1,200,000	1,500,000
Other	900,000	900,000
Total Other Revenue	\$5,600,000	\$5,950,000
Revenue Center Distributions	3,914,000	5,202,500
<b>Total Revenues</b>	<b>\$9,514,000</b>	<b>\$11,152,500</b>
<b><u>Expenditures</u></b>		
Non-Salary Operating	\$5,500,000	\$5,900,000
Non-Salary/Academic Affairs Distributions	3,650,000	4,900,000
<b>Total Expenditures</b>	<b>\$9,150,000</b>	<b>\$10,800,000</b>
<b>Net Operating</b>	<b>\$364,000</b>	<b>\$352,500</b>