



Adult Student Market Analysis

Rowan University

June 28, 2006

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Conducted for:

Rowan University

Conducted by:

**The Aslanian Group
New York, NY**

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Introduction

Rowan University officials commissioned the Aslanian Group to undertake a series of studies of market supply and demand in the first half of 2006. A special set of studies was planned for the College of Engineering, though a number of changes were made in those studies as the work proceeded. These are the studies that have been completed and that are reported here:

The Demand for Graduate Education Among Individual Students in Two New Jersey Regions—A study of the past practices and future preferences of current and recent graduate students residing in selected census tracts in Burlington, Camden, and Gloucester counties and, separately, in Atlantic and Cape May counties (see Map A and Map B on the next pages, followed by a 10-county overall map of the larger region served by Rowan University)

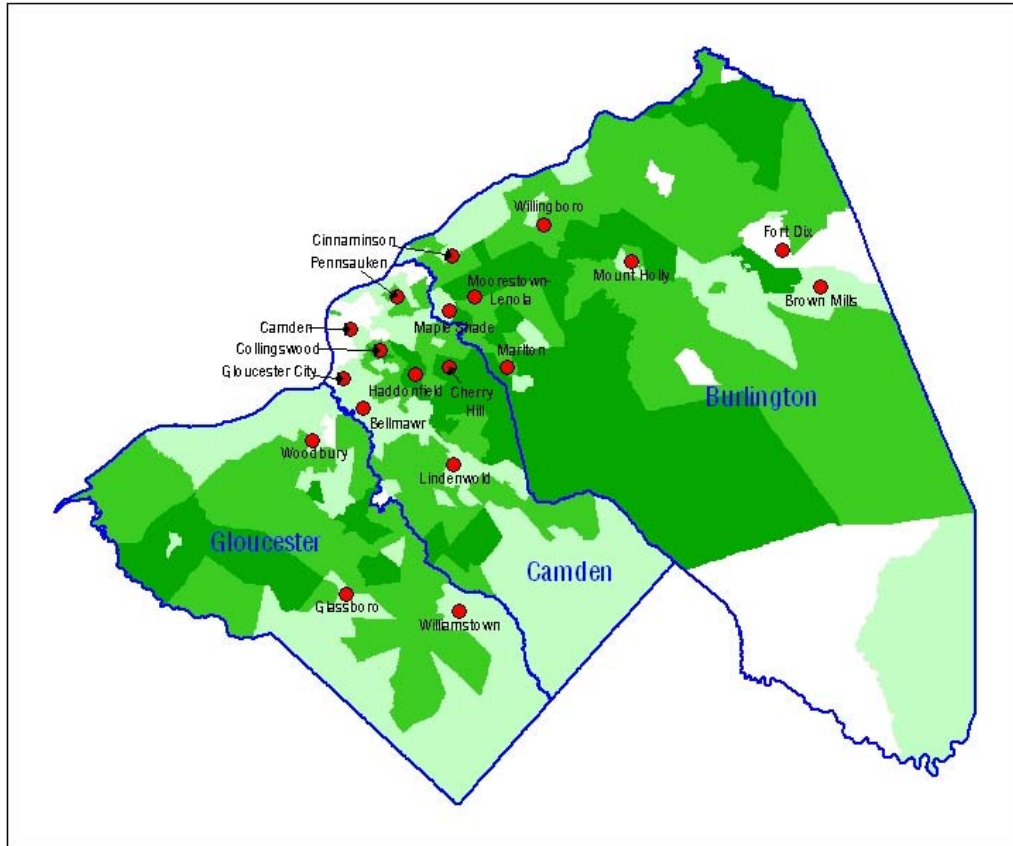
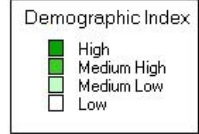
The Opinions of Businesses and Government Agencies—A study of the opinions of representatives of 20 businesses and five government agencies about future possible collaborative arrangements with Rowan

The Opinions of School Districts—A study of the opinions of representatives of 16 school districts about future possible collaborative arrangements with Rowan

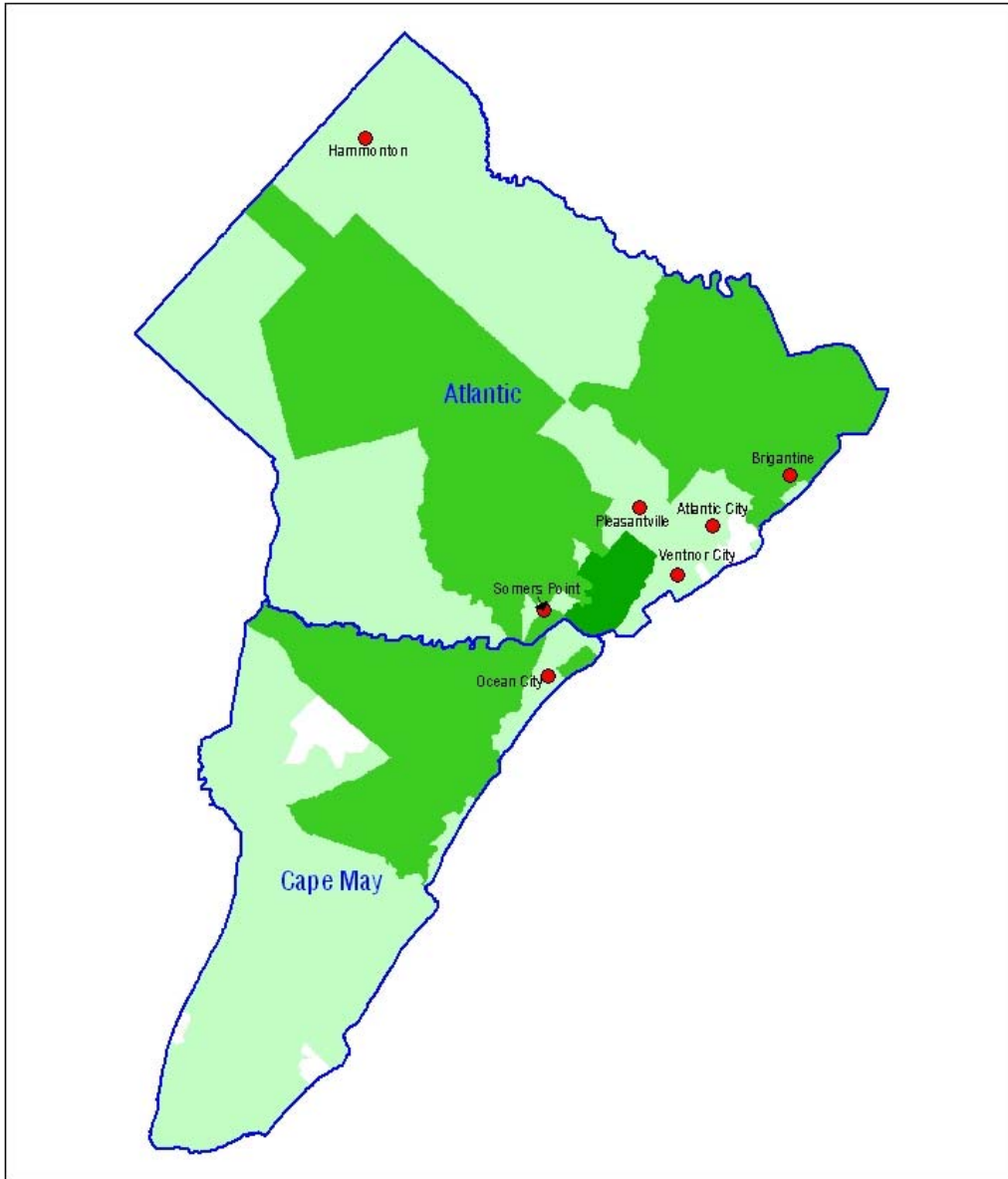
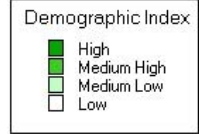
Competitor Institutions in Graduate Programs—An analysis of graduate offerings at four institutions attracting the largest number of graduate students from the five New Jersey counties surveyed

The report of each study describes the methods used as well as the findings and any conclusions or recommendations.

AREA A - BURLINGTON, CAMDEN, AND GLOUCESTER COUNTIES, NJ

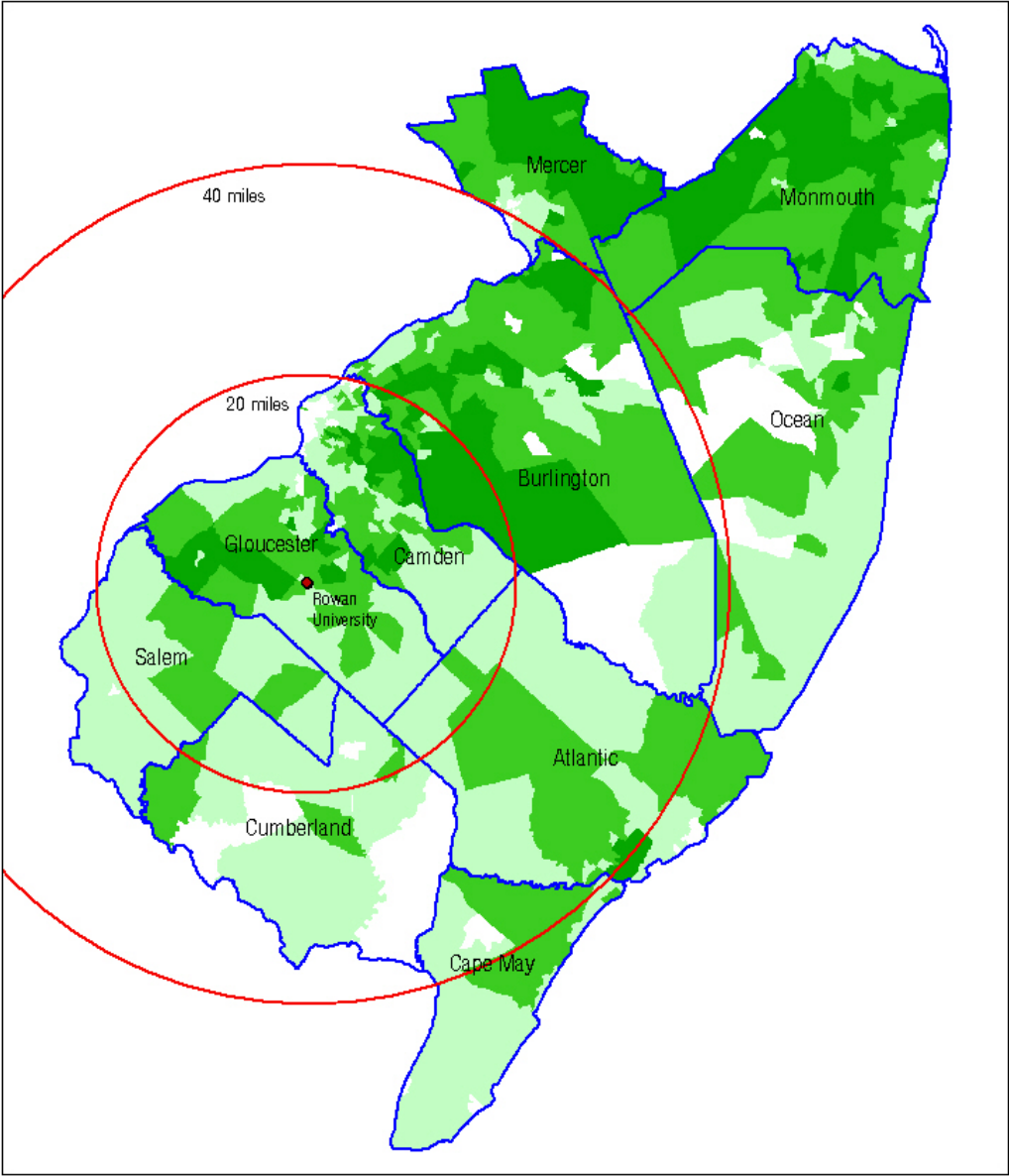
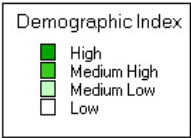


AREA B - ATLANTIC AND CAPE MAY COUNTIES, NJ



ROWAN UNIVERSITY

TEN-COUNTY AREA



The Demand for Graduate Education Among Individual Students in Two New Jersey Regions

This is the report of the study of individual students in the graduate market in two New Jersey regions: Burlington–Camden–Gloucester counties and Atlantic–Cape May counties. The study was conducted from April through June, 2006.

Procedures and Background Findings

We made thousands of telephone calls to households in the two New Jersey regions in order to find eligible graduate students to interview—125 in Burlington–Camden–Gloucester counties and 75 in Atlantic–Cape May counties. For ease in discussing these two regions in this report, we will designate Burlington–Camden–Gloucester counties as the “Central Region” and Atlantic–Cape May counties as the “Southern Region.”

Telephone calls were made to households only in census tracts identified as most likely to produce adult learners (as shown in dark green or medium green on maps provided to Rowan officials earlier in this study). Eligible study participants were those graduate students who had taken a graduate course during the past five years.

Demographic Characteristics. As the following tables show, we spoke with quite a variety of graduate students in these two New Jersey regions. Here are the descriptive group statistics for all of the graduate students we interviewed:

County of Residence	Percent of Central Region Graduate Students	Percent of Southern Region Graduate Students
Burlington	51%	—
Camden	31	—
Gloucester	18	—
Atlantic	—	72%
Cape May	—	28

Gender	Percent of Central Region Graduate Students	Percent of Southern Region Graduate Students
Female	64%	72%
Male	36	28

Age	Percent of Central Region Graduate Students	Percent of Southern Region Graduate Students
29 or younger	39%	25%
30 to 34	9	9
35 to 39	13	25
40 to 44	16	9
45 to 49	19	16
50 to 54	1	13
55 or older	0	3

Racial/Ethnic Background	Percent of Central Region Graduate Students	Percent of Southern Region Graduate Students
White	82%	88%
African American	4	3
Hispanic	4	3
Asian or Pacific Islander	0	3
Native American	1	0
Other	7	3

Employment Status	Percent of Central Region Graduate Students	Percent of Southern Region Graduate Students
Employed full time	60%	69%
Employed part time	24	22
Not employed	16	9

Family Income	Percent of Central Region Graduate Students	Percent of Southern Region Graduate Students
Under \$20,000	4%	3%
\$20,000 to \$40,000	9	16
\$40,000 to \$60,000	19	19
\$60,000 to \$80,000	16	16
\$80,000 to \$100,000	12	31
Over \$100,000	27	16
Do not know/refused	12	0

Most of the graduate students we interviewed were women, most were under 40, and most were white. Most of them were employed full time and had family incomes over \$60,000 a year. This is fairly typical of similar studies we have done, though the

incomes are a bit higher—not surprising inasmuch as this is a relatively wealthy part of the country.

We were able to find graduate students more easily in the Central Region than in the Southern Region, which should not be surprising either. While there is still a market in the Southern Region, Rowan will probably have an easier time recruiting in the Central Region, especially in Burlington County.

A Note About Analyzing and Interpreting the Data in This Report. Our approach in analyzing and interpreting the data presented in this report is to look for the main chance for Rowan—that is, to determine the most popular study preferences of graduate students so that Rowan can attract such students in the future. Of course, it is always Rowan’s prerogative to consider the preferences of any smaller segments of students as niche markets that it might want to serve. Indeed, Rowan could choose to go after such niche markets as energetically as we suggest that it go after the main segment of the market. We present the actual survey data in numerous tables in this report so that Rowan can make exactly those kinds of decisions.

The data for the two New Jersey regions are presented in separate columns in each table. The narrative, which generally follows the tables, notes any substantial differences.

Two Technical Notes. All percents in this report have been rounded; therefore, the total percent figure in a table may not add up to exactly 100. Further, if the total percent figure is substantially more than 100, it is because some questions allowed the respondents to choose more than one option.

The Graduate Marketplace

The Current Market. In order to understand the current position of Rowan in the graduate market in the two New Jersey regions, we asked the graduate students we interviewed where they were currently/recently studying. This is what they told us:

Central Region	Percent of Southern Region Graduate Students	Percent of Graduate Students
College Attended		
Rowan University	17%	6%
Richard Stockton College of NJ	0	22
Drexel University	9	3
Rutgers University—Camden	5	6
Rutgers University—New Brunswick	3	6
La Salle University	3	6
University of Phoenix	5	3
Fairleigh Dickinson University	3	3
Temple University	5	0
St. Joseph’s University	5	0

Marygrove College	2	3
West Chester University	2	3
University of Pennsylvania	3	0
Rider University	0	3
Villanova University	0	3
Drew University	2	0
New Jersey Institute of Technology	2	0
Stevens Institute of Technology	2	0
The College of New Jersey	2	0
Thomas Jefferson University	2	0
Other college in New Jersey	8	12
Other college in Pennsylvania	3	3
Other college in New York	2	3
Other college in another state	23	9

No single college in either region has a very large share of the market. The biggest players are Rowan itself in the Central Region and Stockton in the Southern Region.

Interestingly, Rowan does as well as any other college, after Stockton, in the Southern Region—keeping company with the two Rutgers campuses and La Salle, all with market shares about one-third of Stockton’s. In the Central Region, Drexel does relatively well, with a market share about half of Rowan’s, followed by Rutgers in Camden, Temple, St. Joe’s, and the University of Phoenix, with market shares about one-third of Rowan’s.

To sum it up, Rowan is in as favorable a position as any college in either region, except for Stockton in the south. If Rowan wants to do more in the Southern Region, it will need to take on Stockton and show its superiority to prospective students.

A Closer Look at Rowan. We asked those students who did *not* attend Rowan (about 85 percent of our respondents in the Central Region and about 95 percent of them in the Southern Region) whether they had even *considered* Rowan when they were choosing a college for graduate work. About 30 percent of them in the Central Region and about 40 percent of them in the Southern Region said that they had. Here are the reasons they gave for not choosing Rowan after considering it and the reasons that the remaining respondents gave for not considering Rowan in the first place:

- **Reasons for Not Choosing Rowan.** The two most popular reasons given by prospective graduate students in both regions for considering Rowan, but not choosing it, were these: its location (being too far away) and the fact that it did not offer the graduate program they were interested in.
- **Reasons for Not Considering Rowan.** The two most popular reasons given by prospective graduate students in both regions for not considering Rowan in the first place were the same: its location (being too far away) and the fact that it did not offer the graduate program they were interested in. Additionally, a handful of respon-

dents said that they were looking for online programs rather than classroom-based programs.

The Perceived Quality of the Competitors

We asked the graduate students to tell us how appealing each of a list of local colleges would be or would have been to them as a place for doing graduate work. The list, which varied somewhat between the two regions, was chosen by Rowan officials. We asked them not to rate any college they felt they did not know well enough. Using a 5-point scale, with 1 being *not at all attractive* and 5 being *extremely attractive*—their ratings resulted in these averages (means):

Central Region	Average Rating by Southern Region	Average Rating by
College	Graduate Students	Graduate Students
Richard Stockton College of NJ	—	4.1
Villanova University	3.8	—
Drexel University	3.7	—
Rutgers University	—	3.7
Rowan University	3.4	3.3
Rutgers University—Camden	3.4	—
Stevens Institute of Technology	—	3.3
Fairleigh Dickinson University	3.1	—
NJ Institute of Technology	2.9	—
Georgian Court University	—	2.7
Wilmington College	1.8	—

Rowan finds itself about in the middle of the pack in both regions. Its ratings are satisfactory, though not admirable.

In the Central Region, Rowan, Rutgers in Camden, Drexel, and Villanova were each rated by about 85 percent of the respondents, meaning that they are very well known institutions. Fairleigh Dickinson and NJIT were each rated by about 60 percent of the respondents, and Wilmington was rated by only about 35 percent. Rowan is at the top in both visibility and perceived quality among New Jersey institutions, tied with Rutgers in Camden. But neither of them can match Villanova or Drexel on perceived quality. Wilmington's perceived quality rating of 1.8 is unusually low in our experience. Coupled with its lack of visibility (only about 35 percent), Wilmington should not be a strong competitor for Rowan.

In the Southern Region, Stockton was, amazingly enough, rated by everyone. Rowan and Rutgers were each rated by about 85 percent of the respondents—still a very good showing. Stevens and Georgian Court were rated by closer to 40 percent of the respondents. The fact that Stockton could get an average perceived quality rating as high as 4.1 when everyone rated it is indeed impressive. That fact suggests that Stockton is

going to be formidable competition for Rowan in trying to increase its presence in the Southern Region.

Demand for Graduate Degrees

Degree vs. Nondegree Study. First, we asked the graduate students we interviewed if they were studying for a degree or for a certificate or license when they were last enrolled or if they were just taking individual courses that were not part of a degree program. The results were quite clear: About 80 to 85 percent of our respondents across the two regions were studying for a degree. Not surprisingly, about 90 percent of those degrees were master’s degrees.

Part-Time vs. Full-Time Study. Understanding that the graduate market in the two regions is a degree market, we asked whether the respondents were studying full time or part time. We found that about 65 to 70 percent of respondents across the two regions were studying just part time. This should not be surprising, given that the majority of them were employed full time and that most of the rest were employed part time.

Rowan should understand that this graduate market is a serious degree-seeking market, but one in which most students will attend part time until they finally accomplish their goal of earning a graduate degree.

Demand for Graduate Degrees in Particular Fields of Study

In our CAP studies, we subscribe to a theory of what we call “demand analysis.” Our research has shown over many years that examining actual demand in the market is more reliable than examining prospective interest.. Therefore, for example, we examine the degrees currently or recently taken by graduate students because our research has shown that the degrees that students have actually worked toward in the past are a better predictor of what students will study in the future than what students simply say they will study in the future.

To that end, we asked those graduate students currently or recently in the degree market in the two New Jersey regions to name the subject field in which they were majoring. These are their answers:

Subject Field of Degree Study	Percent of Central Region Graduate Students’ Degrees	Percent of Southern Region Graduate Students’ Degrees
Social sciences and history	2%	4%
Liberal arts	0	4
Physical sciences	4	0
Biological sciences	2	0

English language and literature	2	0
Total of Liberal Arts Fields	10%	8%
Education	28%	50%
Health professions	17	19
Business	17	15
Computers	6	4
Public affairs	4	4
Religion	8	0
Engineering	4	0
Communications	2	0
Counseling	2	0
Law	2	0
Library science	2	0
Total of Career Fields	92%	92%

The Dominance of Career Fields. Graduate study in these two regions in New Jersey is overwhelmingly the study of careers—preparation for and advancement in professional careers. While the vast majority of that study was for a degree, it is worthwhile to note that all of the nondegree study (both for a certificate or license and in individual courses) was in career fields as well. While almost all of our graduate studies produce a profile that is heavily career-related degree study, this profile for the two New Jersey regions is as weighted toward careers as any we have seen.

A Closer Look at Education. Looking into the field of education—the top vote-getter among all of the liberal arts and career fields—the respondents’ verbatims tell us that elementary and secondary curriculum and instruction are the main attractions. Nothing else comes close, although educational administration and special education each got a few mentions. Rowan already offers all of these graduate programs to prospective students.

A Closer Look at the Health Professions. Within health care, the respondents’ verbatims tell us that nursing is the primary draw by far. Health care administration picks up a few votes. Unfortunately, Rowan does not offer graduate programs in these fields.

A Closer Look at Business. Finally, in business, the respondents’ verbatims tell us that business administration is the runaway winner, with a stray vote or so going to accounting and finance. Rowan already offers an M.B.A. program, with specializations in each of these other fields, to prospective students.

Preferred Graduate Course Schedule

Experience with and Interest in Online Learning. Before trying to discern an ideal schedule that would attract the largest share of graduate students to Rowan, we questioned the respondents about their experience with online courses. We found that about 40 percent of Central Region respondents and about 50 percent of Southern Region

respondents said that they had taken a course entirely or partly online in the past five years. Courses offered entirely online were more popular among Central Region respondents than among Southern Region respondents, while courses offered partly online and partly in a classroom were more popular among Southern Region respondents. Incidentally, about 85 percent of all the respondents had taken a course in a classroom in the past five years; thus, only about 15 percent had taken courses only online.

When we next asked all of the graduate students (not just those with previous online experience) how they would prefer to take a future course, they gave these answers:

Preference for a Future Course	Percent of Central Region Graduate Students	Percent of Southern Region Graduate Students
In a classroom with a professor	39%	41%
Partly in a classroom/partly online	34	41
Entirely online	27	19

This is as promising a picture for online courses and particularly for hybrid courses (partly online/partly in a classroom) as we have seen. Usually, a much larger segment of the market prefers traditional courses in a classroom with a professor.

Preferred Months for Studying. We asked all graduate students to imagine that they were going to take another course in a classroom. During what months would they prefer to take classes? Here are their answers:

Preferred Month	Percent of Central Region Graduate Students	Percent of Southern Region Graduate Students
January	43%	41%
February	43	38
March	40	34
April	33	22
May	30	19
June	27	25
July	28	28
August	27	22
September	40	41
October	34	38
November	42	34
December	39	22

The fall and winter months are the optimum months for attracting graduate students to classes on a campus. Classes get a lot of competition from outside activities in the warmer months—especially, understandably, in Atlantic and Cape May counties.

Those Who Prefer To Study in the Summer. We looked at those respondents who said they preferred summer study in June, July, and/or August to see whether they were probably school employees with a large portion of the summer off. Indeed, in the Central Region, about half of those who preferred summer study were in the field of education, while even more—about two-thirds of them—in the Southern Region were in education.

Those respondents studying in the field of education (and likely employed in the field of education) expressed a preference for a summer term of 5 or 6 weeks meeting several hours a day several days a week rather than an intensive 2- or 3-week term with longer sessions meeting more frequently. They also expressed a strong preference for evening study. (The slight majority of all graduate students—about 55 percent—are actually taking or have taken their courses in the evening.)

Those respondents *not* studying in the field of education also expressed a preference for the longer, less intensive summer term, but with a slight preference for evening study.

Those Who Prefer To Study During the School Year. We asked these students who did not choose summer study to tell us the time of day they preferred to study. Here are their results:

Preferred Time of Day/Week	Percent of Central Region Graduate Students	Percent of Southern Region Graduate Students
Weekday evenings (6 p.m. or later)	61%	68%
Weekday mornings	18	16
Weekday afternoons	16	12
Weekends	5	4

Evening study is the most popular time for graduate students who prefer to study during the school year—as it was for graduate students who prefer to study in the summer.

Weekends are not a popular alternative. In fact, when all of the respondents were asked to rate their interest (on a 5-point scale, with 5 being *extremely interested*) in a “degree-granting weekend college where they could earn a graduate degree by attending classes ONLY on weekends,” their average (mean) rating was just a 2.8. While about 35 percent of them gave a high 4 or 5 rating, that is not a sufficient level of interest, in our opinion, to design and launch a degree-granting weekend college—an expensive endeavor.

We then asked those who preferred to study during the traditional school year to tell us how long they preferred the term to last. Here are their answers:

Preferred Length of the Course	Percent of Central Region Graduate Students	Percent of Southern Region Graduate Students
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3 weeks or fewer	4%	12%
4 weeks	5	0
5 weeks	2	4
6 weeks	7	16
7 weeks	4	4
8 weeks	9	12
9 weeks	9	0
10 weeks	7	8
11 weeks	13	12
12 weeks	13	8
13 weeks	5	4
14 weeks	2	4
15 weeks	5	8
16 weeks or more	16	8

While about 15 to 20 percent of graduate students in these two regions still prefer a term to last a traditional 15 or 16 weeks, most prefer something shorter. About 60 percent of the respondents from each region prefer courses in the 6- to 12-week range, with the median of their responses being about 10 or 11 weeks. Rowan's quarters should be attractive in this market and should be a selling point for prospective students.

When asked about the frequency and length of class sessions, we found that a majority of about 60 percent of Central Region respondents and about 70 percent of Southern Region respondents preferred to come to class once a week for a long class session of perhaps four hours rather than twice a week with shorter class sessions of perhaps two hours.

Finally, we asked those who prefer to study during the school year how interested (on the 5-point scale) they would be in compressed courses, lasting just one month between regular sessions, with classes lasting longer or meeting more often than during the regular session. About 30 percent of Central Region respondents and about 45 percent of Southern Region respondents gave a high rating of 4 or 5. When those giving the high ratings were asked whether they would be interested in a compressed course in January, May, or both, we learned that January was more popular than May, but that almost half of the respondents said "both."

Preferred Graduate Course Location

Closer to Home or Closer to Work? Looking next at the preferred locations for classroom courses, we asked the graduate students whether they preferred to study closer to home or closer to work. About 75 percent of respondents in both regions chose "closer to home." Another approximately 10 percent expressed no preference, leaving just about 15 percent who preferred to study closer to work. These findings are typical of other studies we have done. Though many college officials believe that working students want to study near their places of employment, it has never turned out to be the case.

Possible Locations. Turning to possible locations, Rowan officials chose a handful to be investigated in each region. We asked each of the graduate students two questions: (1) whether they would be *willing* to take courses in each location; and (2) which location would be their *first choice* for taking courses. Here are the answers to our questions, reported by region inasmuch as the locations differed:

Central Region Respondents

Location	<i>Percent of Graduate Students</i>	
	Willing To Study There	1st Choice Location
Mt. Laurel	66%	33%
Cherry Hill	66	30
Mt. Holly	40	10
Glassboro	33	13
Logan Township	9	4
None of these	9	9

Rowan’s Glassboro campus is not very well positioned for graduate students residing in Burlington, Camden, and Gloucester counties. A site in either Mt. Laurel or Cherry Hill would make good sense for a college that is trying to attract these students. Of course, Rowan’s Camden site should have made more sense for this Central Region and perhaps should have been on the list of possibilities so we could have judged it relative to these others.

Southern Region Respondents

Location	<i>Percent of Graduate Students</i>	
	Willing To Study There	1st Choice Location
Egg Harbor Township	75%	34%
Galloway Township	75	19
Atlantic City area	59	16
Cape May Courthouse	41	22
Hammonton	34	0
None of these	9	9

An expansion of Rowan’s Atlantic City site would not be ideal if the goal is to attract graduate students from Atlantic and Cape May counties. A site in Egg Harbor Township is clearly the best choice of the ones offered. Even Galloway Township is somewhat better than the Atlantic City area.

Influential College Characteristics. While we are discussing the logistical aspects of graduate study—that is, the schedule and the location—let us present the results of another question that perhaps sums up these respondents’ attitudes. We asked, “How influential were the following characteristics in your choice of a graduate school to

attend? Please rate each of these on a scale from 1, *not at all influential*, to 5, *extremely influential*.” Here are the respondents’ average (mean) ratings:

College Characteristic	Average Rating by	Average Rating by
	Central Region	Southern Region
	Graduate Students	Graduate Students
Quality of programs	4.6	4.5
Quality of faculty	4.4	4.1
Schedule	4.3	4.6
Location	4.2	4.5
General reputation	4.2	3.9
Price	3.7	3.4
Quality of the campus	3.1	3.1

Clearly, these averages show that schedule and location are critically important to graduate students as they make their college-going decisions. In the case of the Southern Region respondents especially, schedule and location are as important as the quality of the programs and more important than the quality of the faculty. In both regions, schedule and location are as important as or more important than the general reputation of the college. Rowan officials must deal with making the logistics of study as attractive as possible in order to win graduate students who care this much about it.

Oddly enough, price does not seem to be a major concern here. Perhaps that is because many students do not even consider colleges they know they cannot afford and, therefore, price is not so influential in choosing the college they will actually attend among the ones they did realistically consider. Perhaps that is because many students are attending public institutions and assume that is the best price they can get. Or perhaps it is because they are not paying the full price themselves (for example, about 55 percent of the employed Central Region respondents and about 70 percent of the employed Southern Region respondents work for an employer with a tuition reimbursement program). For a clearer view of these respondents’ attitudes toward price, let us look now at their reactions to some actual course prices.

Graduate Course Pricing

Prices To Charge. What prices could actually be charged for graduate courses in this market? Graduate students were asked whether they would pay various prices (chosen by Rowan officials) for a graduate course at a local college. We did not name the college. We started with the lowest price and asked the prices one by one going up the scale until the respondents said that they would not pay that for a course. Respondents did not know what the scale was or what price would be asked next.

The following tables show the percent of graduate students willing to pay each price and, then, the relative total revenue Rowan would collect at each price. Assuming a market of

100 graduate students, an index of total revenue can be determined at each price by multiplying that price by the number of people out of 100 who would be willing to pay it. To illustrate, 22 percent of the graduate students in the Central Region said they would be willing to pay \$2,000 for a course—which is Rowan’s approximate actual course price. Multiplying the price of \$2,000 by 22 (22 percent of a 100-person market) creates an index of total revenue of \$44,000.

Here are the tables of the respondents’ views:

Proposed Price for a Graduate Course	Percent of Central Region Graduate Students Willing To Pay	Percent of Southern Region Graduate Students Willing To Pay
\$1,000	72%	91%
1,200	58	81
1,400	43	53
1,600	37	31
1,800	27	25
2,000	22	13
2,200	18	6

Proposed Price for a Graduate Course	Central Region Index of Total Revenue	Southern Region Index of Total Revenue
\$1,000	\$72,000	\$91,000
1,200	69,600	97,200
1,400	60,200	74,200
1,600	59,200	49,600
1,800	48,600	45,000
2,000	44,000	26,000
2,200	39,600	13,200

These tables make two obvious points:

- Every price increase reduces enrollment in each region—sometimes dramatically.
- Every price increase also reduces revenue (except for the move from \$1,000 to \$1,200 in the Southern Region).

To Cut Or Not To Cut Rowan’s Prices? It appears that Rowan could increase its enrollment and earn more revenue by cutting its prices. Of course, Rowan would have to be sure that it could serve the additional graduate students (with enough classrooms, support services, administrative services, etc.) without using up all of its increased revenue. But would Rowan ever entertain that idea?

One way to look at it is to discuss the percentage of the graduate market in these five counties that will pay Rowan’s current prices. Charging approximately \$2,000 per

graduate course puts Rowan out of the reach of about 80 to 85 percent of the market. That seems odd—if not unreasonable—for a public institution. Perhaps too many students like these do not even consider Rowan, given the prices it charges.

It is a difficult situation because it appears that Rowan cannot put itself within reach of a majority of this market until it gets its course price down to about \$1,300 or \$1,400. What compromise might Rowan make?

Ways To Advertise and Get Information to Graduate Students

Advertising Methods To Use. We asked the graduate students we interviewed to rate a variety of ways that a college could reach them through advertising—again, on a 5-point scale. Here are their average (mean) ratings for those advertising methods:

Central Region	Average Rating by Southern Region Graduate Students	Average Rating by Graduate Students
Advertising Method		
Mail to you at home	3.4	4.1
Television	3.0	3.1
Radio	3.0	3.0
Newspapers	2.9	3.1
Billboards	2.6	2.6
Online ads	2.6	2.5
Ads on public buses	1.6	1.5
Ads on commuter trains	1.5	1.3

Mail to prospective students at home is the best method for colleges to use to advertise, according to these graduate students. Of the methods offered, it is the only one that can provide students with enough information for them to make a decision. That may be a powerful reason to use it.

The three mass media methods come next on the list in a virtual tie, but none is very popular. If Rowan were interested in improving its visibility in this market, it should choose the least expensive of these three methods. However, as noted earlier, Rowan was able to be rated by about 85 percent of the graduate students in each region, so visibility does not seem to be a problem.

If Rowan chooses to advertise in newspapers, many of our Central Region respondents said that they regularly read *The Philadelphia Inquirer* or, in second place, *The Courier Post*. In the Southern Region, the clear winner is *The Atlantic City Press*.

Turning to television networks, no network pulls much of a market share other than the three major networks and Fox. Finally, looking at radio, the most popular types of stations to advertise on would be rock/hard rock, NPR, easy listening, and top 40.

Best Months To Advertise. According to these graduate students, August is the best single month to advertise. Even older students seem to associate August with getting ready to go back to school. Other reasonably attractive months are April, May, and June—probably for those students in education-related fields, who are anticipating summer coursework.

Use of the College’s Web Site. When asked whether they would go to a college’s web site to get information, a resounding approximately 90 percent of respondents from both regions said “definitely yes.” With another approximately 10 percent saying “probably yes,” only a handful of respondents were left saying that they would not. Obviously, Rowan’s web site needs to be as attractive and easy to use as possible so that prospective graduate students can find what they need quickly and accurately.

Asked what search engine they would use to find a college that might be appropriate for them, about 85 percent of Central Region respondents and about 75 percent of Southern Region respondents named Google. Second place in both regions went to Yahoo.

Recommendations About Attracting Individuals into Graduate Study

Given what the Central Region and Southern Region respondents told us about their past graduate study and future preferences for graduate study, we offer Rowan these recommendations to consider:

- Recruit master’s degree students most aggressively inasmuch as the degree market is far larger than the individual course market and than the license and certificate markets.
- Remember that the part-time market is much larger than the full-time market. Consider innovative ways to keep the part-timers coming until they can finish their degrees.
- Promote most aggressively education master’s degrees (especially in elementary and secondary curriculum and instruction) and the M.B.A. program.
- Move into more online coursework by developing and promoting hybrid courses (partly online and partly in a classroom) inasmuch as they are just about as popular as traditional classroom courses (of which Rowan offers plenty).
- Offer a summer term of 5 or 6 weeks meeting several hours an evening for several evenings a week. Keep in mind that this would probably be a niche market made up of a majority of education majors (though not only education majors).
- Promote most aggressively the fact that Rowan’s graduate courses are offered in an attractively short quarter system. Make sure that there

are enough evening courses to meet the demand for evening study. Offer classes once a week, with relatively long class sessions.

- Do not launch a degree-granting weekend college at this time.
- Offer some compressed courses in January. If they are successful enough, try adding some in May.
- Consider whether a site in Mt. Laurel or Cherry Hill makes any practical sense for Rowan. Consider whether a site in Egg Harbor Township makes better sense than an expansion of the Atlantic City site.
- Lower graduate course prices to the degree that Rowan officials can accept in order to increase both revenue and enrollment.
- Use direct mail to the homes of prospective graduate students as the primary way of reaching out to them. Mail in August for all courses and perhaps in April, May, or June for education courses. Make sure that Rowan's web site is user-friendly for graduate students.

The Opinions of Businesses and Government Agencies

Representatives from 20 businesses (including health care organizations) and five government agencies were surveyed by telephone, as agreed. The 25 organizations were drawn from lists supplied by Rowan officials. Almost all of the representatives we interviewed held positions in human resources departments—some specifically with training responsibilities. The interviews were designed to investigate their interest in future cooperative arrangements between their organizations and Rowan. The results of the interviews with these 25 organizations are reported here (the results from the interviews with the five government agencies are not reported separately throughout inasmuch as that is too small a sample from which to generalize about all government agencies).

Past Cooperative Arrangements with Colleges

All but three of the 25 organizations we interviewed said that they had had some sort of previous cooperative arrangement with a college. Those arrangements included internships for students, recruiting at the college, writing joint grants, offering undergraduate degree programs, and providing training on a wide range of topics, such as computers, management, customer service, leadership, and human resources. The colleges they named included Drexel University (named three times); Rutgers University (named two times); Villanova University (named two times); Gloucester, Camden, Mercer, Burlington and Cumberland county community colleges (named one or two times each); a variety of public and private colleges in and out of state (named one time each); and Rowan itself (named six times).

Clearly, organizations are working with colleges, local and otherwise. Furthermore, Rowan seems to have made a mark for itself in the market inasmuch as it was mentioned by more organizations than any other college.

Availability of Tuition Reimbursement Programs

Eighteen of the 25 organizations we interviewed said that they offer tuition reimbursement for their employees. When asked whether they could estimate the percent of employees who received any reimbursement in a typical year, five of the 18 said that they could not. The remaining 13 gave these answers:

Percent of Employees Receiving Reimbursement in a Year	Number of Organizations
Less than 5%	8
About 5 to 10%	2
About 10 to 20%	2
More than 20%	1

Without a doubt, tuition reimbursement is an underutilized fringe benefit in these organizations. In our experience with similar studies, we have found similar results.

We have also found, as we did here, that some employers prefer to deal with public institutions when it comes to reimbursing their employees. They feel, for example, that they are getting more for their money or that they can spread their money more easily over more employees. Clearly, some of Rowan's competition is from private institutions—both in state and out of state (interestingly, some of the out-of-state coursework was supplied online). Rowan might want to work harder to distinguish itself as a New Jersey public institution of choice among organizations with tuition reimbursement programs.

Familiarity with Rowan

We asked the organization representatives, first, how familiar they were with Rowan as an undergraduate school for traditional college students right out of high school—on a 6-point scale, with 0 being *not at all familiar* to 5 being *extremely familiar*. The average (mean) rating was a 2.8, with respondents spread out all across the scale. Twelve of the 25 did give a 4 or 5 on the scale, indicating that Rowan was relatively well known by about half of these respondents in this regard.

We then asked how familiar they were with Rowan as an undergraduate school for working adult students, say 25 years of age and older. This time, the average (mean) rating dropped to a 2.0, with only seven giving a high rating of 4 or 5. Rowan is definitely better known among these representatives as a college for traditional-aged students than as a college for adults.

Finally, we asked how familiar they were with Rowan as a graduate school. This time, the average (mean) rating was a 1.9, with only five giving a high rating of 4 or 5. Among these organization representatives, then, Rowan's greatest visibility is as an undergraduate institution for traditional students.

When asked how they got their impressions about Rowan, the most popular ways were from friends, from employees and colleagues at work, and from the media. Several organization representatives simply said that they had grown up in the area, several had worked with Rowan on some project in the past, and several knew Rowan graduates. A couple of them had recruited at Rowan.

Fourteen of the 25 organization representatives we interviewed said that they had been on the campus in Glassboro. When asked the purpose of their visit to the campus, their answers were quite varied. Several had visited friends on campus, several had attended a career fair, and several had attended a sports event. A couple of them had a child attending, a couple had attended a meeting there, and a couple had actually worked at Rowan. Overall, about half of them seem to have visited the campus for a business-related reason.

Next, we asked whether these respondents knew that Rowan offered courses at a site in Camden. Only six of the 25 did. Rowan does not seem to have publicized the Camden

site very well—at least to these corporate entities—which is particularly unfortunate for any organizations or their employees who might be relatively close to Camden.

Interest in an Undergraduate Degree Program

In order to investigate what kinds of programs Rowan might provide for these organizations, we first asked whether the organization had employees without a bachelor's degree who could benefit the organization by getting one. An impressive 22 of the 25 representatives said that they had such employees. Here are the numbers of employees that they said could benefit from bachelor's degree work (one respondent was not sure):

Number of Employees Without a Bachelor's Degree	Number of Organizations
Fewer than 10	5
About 10 to 30	5
About 30 to 50	1
More than 50	10

When respondents were asked to name the bachelor's degree majors that would attract such employees and also benefit their organization, 14 of the 22 named business—with business management being the most popular specialty, followed by finance and then accounting and human resources. Engineering earned three mentions, while computers, criminal justice, and education each got a couple of nods. Other choices earned one vote each, including hotel-restaurant management, psychology, sociology, fire science, EMS training, and biology.

When it came to rating their interest in an undergraduate degree program sponsored by Rowan that could be designed for those employees (on a 6-point scale, with 0 being *not at all interested* and 5 being *extremely interested*), the average (mean) rating given was just a 1.7. Seven gave a rating of 0, and only three gave a high rating of 4 or 5. It looks as if Rowan would have a difficult time making many sales of this kind. Of course, Rowan might not need many such sales (the best leads we could gather from our interviews have already been supplied to Rowan officials for follow-up).

Interest in a Graduate Degree Program

Following the same line of inquiry, we asked the organization representatives whether they had employees without a graduate degree who could benefit their organization by getting one. This time, only 13 of the 25 representatives we interviewed said that they had such employees. Here are the numbers of employees that they said could benefit from graduate degree work (two respondents were not sure):

Number of Employees Without a Graduate Degree	Number of Organizations
Fewer than 10	3
About 10 to 30	0
About 30 to 50	3
More than 50	6

When respondents were asked to name the graduate degree majors that would attract such employees and also benefit their organization, seven of the 13 named business—with business management and finance being the most popular specialties, followed by accounting and organizational development. Engineering and criminal justice each earned two mentions. Other choices earned one vote each, including hotel-restaurant management, social work, nursing, health care, education, and computers.

Similarly, when it came to rating their interest in a graduate degree program sponsored by Rowan that could be designed for those employees (on the 6-point scale), the average (mean) rating given was a 1.9. Five gave a rating of 0, and only three gave a high rating of 4 or 5. These ratings do not hold much promise for Rowan (again, we have already provided Rowan officials with the best leads for follow-up).

Interest in Corporate Training

Turning away from degree work, we asked the organization representatives whether they knew that Rowan provided customized corporate training programs for organizations, ranging from short professional seminars to full courses, either for credit or not for credit, either on campus or at the workplace. Ten of the 25 representatives (including only one from the five government agencies) knew it.

When all 25 representatives were asked to name training topics that would benefit their organization, quite a variety were named, with management and leadership being by far the most popular. Computers, supervisory skills, communications, time management, and customer service also got multiple mentions. Many topics received only one nod, such as stress management, diversity training, conflict resolution, team skills, warehouse safety, sales training, marketing, and EMS training.

Asked to rate their interest in a customized training program designed by Rowan for their employees (on the 6-point scale), the average (mean) rating was again a 1.9. Eight gave a rating of 0, and only four gave a high rating of 4 or 5. These responses do not show a high degree of interest in a Rowan-provided customized training program (again, we have already provided Rowan officials with the best leads for follow-up).

Interest in Other Arrangements with Rowan

Finally, we asked the 25 organization representatives whether there were “any other kinds of arrangements between Rowan and their organization that might be of interest to them, such as research partnerships or internships for Rowan students at their organization.” Fourteen of the 25 named internships, and no one named any other kind of collaborative arrangement. It is possible that the respondents were led somewhat by the suggestion of internships in the question itself; on the other hand, no one was led into choosing research partnerships.

Further Contact from Rowan

When asked whether they would be interested in having an exploratory conversation with someone from Rowan about how Rowan might work with their organization, 13 of the 25 organizations (10 businesses and three government agencies) said that they would be interested. As mentioned earlier, we have already supplied Rowan with the names, addresses, telephone numbers, and e-mail addresses of these representatives (all preferred to be contacted by e-mail)—as well as additional information that we thought might prove helpful—so that immediate follow-up could be done.

Conclusion About Relationships Between Rowan and Businesses or Government Agencies

The businesses and government agencies we interviewed work with colleges in one way or another: 22 of the 25 have had some organized relationship with an institution of higher education in the past. Indeed, six of the 22 identified Rowan as the service provider. Beyond that, 18 of the 25 offer tuition reimbursement (although fewer than 5 percent of employees typically use it). Moreover, a number of those we interviewed have hosted college students as interns—an activity Rowan should sponsor and encourage.

However, the organization representatives are not very familiar with Rowan, either at the undergraduate or graduate level, either in Glassboro or in Camden. Only half have ever been on campus, and only half of those for a business-related reason. Even though almost all of them have employees who could benefit from a bachelor’s degree (10 of them have more than 50 such employees), only three expressed a strong interest in having Rowan provide a bachelor’s degree program for them. Fewer representatives work for organizations needing employees to earn graduate degrees (although six of them do have more than 50 such employees). But again, only three are strongly interested in Rowan’s providing graduate degrees for them. The picture is similar for customized corporate training: Few representatives are eager to have Rowan provide it.

On balance, designing degree or nondegree programs for businesses or government agencies does not seem to be a promising route for Rowan to take. Now, that generalization, like almost all generalizations about organizations, may have little value. A more useful statement may be that organizations must be dealt with one at a time. One good contract with one large enough organization for one graduate degree program may

be enough reward for Rowan's effort to win the contract—even including the effort needed to identify and weed out numerous unpromising prospects along the way.

The Opinions of School Districts

Representatives from 16 school districts were surveyed by telephone (one over the agreed-to quota of 15). The 16 school districts were drawn from a list supplied by Rowan officials. The school district representatives we interviewed held a variety of positions, including principal, curriculum supervisor/director, human resources director, assistant superintendent, and superintendent. The interviews were designed primarily to investigate their interest in future cooperative arrangements between their school districts and Rowan.

Past Cooperative Arrangements with Colleges

Eleven of the school districts we interviewed said that they had had some sort of previous cooperative arrangement with a college. Those arrangements included graduate course offerings, joint grant writing, and numerous inservice workshops on a wide variety of topics, such as gifted and talented students, students with limited English proficiency, character education, reading, math, and literacy. The colleges they named included Rutgers University and The Richard Stockton College of New Jersey (named three times each); The College of New Jersey (named two times); the University of Pennsylvania and Salem Community College (named one time each); and Rowan itself (named seven times).

Although Rowan is not quite “the only game in town,” as one respondent commented, it is clearly doing quite well in carving out a major place for itself in serving school districts. No other college in the local area surveyed has been nearly so successful.

Familiarity with Rowan

We asked the school district representatives, first, how familiar they were with Rowan as an undergraduate school for traditional college students right out of high school—on a 6-point scale, with 0 being *not at all familiar* to 5 being *extremely familiar*. The average (mean) rating was an astounding 4.6, with 15 of 16 respondents giving a high 4 or 5 rating. These unusually high ratings can be explained in large part by the fact that 11 of the 16 respondents had taken at least one course at Rowan, while five had earned undergraduate degrees there. If there were ever an opportunity for a college to market to its alumni, this would be it.

We then asked how familiar the school district representatives were with Rowan as an undergraduate school for working adult students, say 25 years of age and older. This time, the average (mean) rating dropped to a 3.1, with only six giving a high rating of 4 or 5. Not surprisingly, most of these alumni probably attended Rowan as traditional-aged students and are, therefore, more familiar with its undergraduate programs from that perspective.

Finally, we asked how familiar they were with Rowan as a graduate school. This time, the average (mean) rating was again an unusually high 4.3, with 13 of the 16 respondents giving a high rating of 4 or 5. To repeat, these ratings can be explained in large part by the fact that 11 of the 16 respondents had taken at least one course at Rowan; but, further, seven of the respondents had earned their graduate degree there. Rowan appears to be supplying a significant number of school administrators (especially central office administrators) to these school districts.

Other than their own firsthand impressions of Rowan, it turns out that these respondents get feedback and impressions about Rowan from many of the teachers and other administrators in their school districts who also attended Rowan. And finally, almost all of these school districts accept student teachers and/or interns from Rowan and, thus, keep their impressions current from that source.

Not surprisingly, all of the school district representatives we interviewed said that they had been on the campus in Glassboro. Many attend professional meetings there now, and some serve on advisory boards and committees. Eleven of the 16 knew that Rowan also offered courses at a site in Camden.

Of all the employer representatives we interviewed for this study for Rowan, these school district representatives are certainly the most attuned to Rowan and what it has to offer.

Interest in an Undergraduate Degree Program

To help Rowan determine what might be most salable to school districts, we first asked whether they had employees without a bachelor’s degree—such as instructional aides—who could benefit the district by getting a degree. Thirteen of the 16 representatives said that they did. Here are the numbers of employees that they said could benefit from bachelor’s degree work:

Number of Employees Without a Bachelor’s Degree	Number of School Districts
Fewer than 10	5
About 10 to 30	6
About 30 to 50	0
More than 50	2

When asked to name the bachelor’s degree majors that would attract such employees and also benefit the school district, they split between general undergraduate degrees and education majors, especially special education.

Looking at their interest in an undergraduate degree program sponsored by Rowan that could be designed for those employees (on a 6-point scale, with 0 being *not at all interested* and 5 being *extremely interested*), the average (mean) rating given was a middling 3.1, with five giving a high rating of 4 or 5. This may not be Rowan’s best opportunity in the school district market.

Interest in a Graduate Degree Program

Moving on to graduate degrees, we asked the school district representatives whether they had employees without a graduate degree who could benefit the district by getting one. Fourteen of the 16 representatives said that they did. Here are the numbers of employees that they said could benefit from graduate degree work:

Number of Employees Without a Graduate Degree	Number of School Districts
Fewer than 10	0
About 10 to 30	4
About 30 to 50	5
More than 50	5

When asked to name the graduate degree majors that would attract such employees and also benefit the school district, the most popular choices were a master's in teaching, counseling, special education, educational administration, and a specialization in reading.

When it came to rating their interest (on the 6-point scale) in a graduate degree program sponsored by Rowan that could be designed for those employees, the average (mean) rating given was a 3.4, with five respondents giving the highest rating of 5. These ratings are just a bit better than the ratings for undergraduate programs, but graduate programs in education would probably be of more interest to Rowan itself.

Interest in Customized Training

We also asked school district representatives whether they knew that Rowan provided customized staff development programs for school districts, ranging from short seminars to full courses, either for credit or not for credit, either on Rowan's campus or in district facilities. An impressive 14 of the 16 representatives knew it.

When all 16 representatives were asked to name staff development topics that would benefit their district, these were mentioned most often: differentiated instruction, working with special needs students, technology, and strategies in math and literacy. Other topics received a mention or two, such as classroom management, assessment, and diversity.

Asked to rate their interest (on the 6-point scale) in a customized staff development program designed by Rowan for their district, the average (mean) rating was a noteworthy 3.9, with nine giving a high rating of 4 or 5. These responses show a high degree of interest in Rowan-provided staff development programs to meet the individual needs of a district (we have already provided Rowan officials with the best leads for follow-up).

Interest in Other Arrangements with Rowan

As mentioned earlier, almost all of these school districts already take student teachers and/or interns from Rowan. No respondent offered any other kind of collaboration as a possibility.

A Comparative Look at Rowan

Rowan officials asked that the school district representatives be given a chance to compare Rowan to other colleges offering undergraduate and graduate education programs. The results were relatively favorable for Rowan.

Looking at Rowan's undergraduate programs in education, 12 of the 16 representatives responded with good things to say about Rowan, with five specifically calling its programs "above average." Two said that Rowan had improved. Two called its programs better than Stockton's; two called its programs weaker than the University of Delaware's and The College of New Jersey's.

Looking at Rowan's graduate programs in education, 10 of the 16 representatives responded with good things to say about Rowan, with four specifically calling its programs "above average." One called its programs better than the College of Wilmington's, but another suggested that a quicker and cheaper program like Wilmington's would be attractive. Two suggested that online courses would be attractive, and two suggested that including more practical applications in Rowan's courses would be beneficial.

Further Contact from Rowan

When asked whether they would be interested in having an exploratory conversation with someone from Rowan about how Rowan might work with their school district, 13 of the 16 representatives said that they would be interested. As mentioned earlier, we have already supplied Rowan with the names, addresses, telephone numbers, and e-mail addresses of these representatives—as well as additional information that we thought might prove helpful—so that immediate follow-up could be done.

Conclusion About Relationships Between Rowan and School Districts

Rowan's relationships with the school districts we surveyed are entirely different from its relationships with the businesses and government agencies we surveyed. One of the reasons is geographical. All of the school districts are located in nearby central and southern New Jersey, while the businesses and government agencies are more widely scattered, including some located in the Philadelphia area and in Trenton. For that reason alone, Rowan is more prominent to the school districts than other colleges are, while the businesses and government agencies see Rowan in the context of a broader array of institutions of higher education.

A much more important reason, if we may overstate the case somewhat, is that Rowan has created a very high proportion of the school teachers and school administrators in this part of New Jersey. Moreover, in one way or another—holding memberships on Rowan committees and advisory boards, attending events at Rowan, accepting student teachers and interns from Rowan—they keep in contact with Rowan. All of that has several results influencing the prospect of future relationships between Rowan and these school districts. One is that school personnel know Rowan far better than business and government officials know it. They know its strengths. They know its weaknesses. Another is that their feelings about it are generally positive, as is true for almost any set of alumni about their alma maters. Both their knowledge and their attitudes position Rowan favorably for future relationships. All of this taken together makes school districts the most promising type of institution for Rowan's work with corporate entities.

Rowan should, of course, continue to place student teachers and interns in school districts. That is good for the school districts, good for Rowan's students, and good for Rowan itself. The same applies to placing beginning teachers and administrators in school district positions.

We believe that the most promising possibility for working with school districts is for Rowan to provide customized staff development for school personnel in individual districts. This possibility is already known to officials in almost all school districts, thus reducing the need for advertising. It can yield the largest number of people for classes. It can be narrowly tailored to current topics of greatest interest. It can be provided promptly. Its price can be kept low. It avoids obligating Rowan to continue a degree program for a possibly diminishing cohort of students.

A somewhat less promising possibility is graduate programs designed by Rowan to fit individual school districts. Such an enterprise could draw on the large pool of teachers with bachelor's degrees, but it could be difficult to negotiate through the university, be financially expensive to mount, and not yield a stable cohort of students who would complete the program.

An even less promising possibility is undergraduate programs designed by Rowan for individual school districts. That effort would require Rowan to choose among many possible degree majors, could only attract the limited number of district employees without bachelor's degrees, and might have to enroll marginal students.

Competitor Institutions in Graduate Programs

Rowan University officials commissioned Aslanian Group to conduct a competitor analysis among other postsecondary institutions for graduate degree and certificate programs in the surrounding areas. This is a report of that study, conducted in May and June 2006.

Competitor Institution Analysis Procedures

Aslanian Group, in collaboration with Rowan University officials, studied the graduate degree and certificate programs across five individual institutions. As a result, graduate degree and certificate analysis was conducted for the following institutions:

- Drexel University
- The Richard Stockton College of New Jersey
- Rutgers University-Camden
- Rutgers University-New Brunswick
- Rowan University

In conducting the analysis, degree and certificate offerings for spring 2006 were reviewed. For each institution in the study, we gathered information about what, where, and how graduate degrees and certificates were offered. The data sources included the institution's Web site and telephone contact or email correspondence when necessary.

Given that Rowan University offers graduate degrees and certificates in the late afternoons and evenings aimed at adult students, we used as far as possible, this definition for the programs analyzed across the five individual institutions.

Specifically we emphasized in the review the following features for each institution offering graduate degree and certificate programs:

- Courses offered in the evenings (after 5 p.m.)
- Courses offered on weekends
- Courses accelerated in format
- Course fees
- Course schedules
- Course locations
- Courses offered online and/or hybrid
- Maximum number of transfer credits accepted
- Required entrance testing
- Web site analysis (an analysis of Web site look, usability, and promotion)

Major Patterns

Degree and Certificate Offerings

Drexel University and Rutgers University-New Brunswick offer the largest array of graduate degrees and/or credit-bearing certificates, although we were not able to confirm that all degrees and certificates offered at Rutgers University-New Brunswick were available part-time during evenings, weekends, and/or online. The Richard Stockton College of New Jersey offers the fewest.

Enrollment

Rutgers University-New Brunswick has both the highest part-time and full-time enrollment of graduate adult students, with 3,559 part-time students and 2,572 full-time students 25 years of age or older studying in the 2004 fall semester. The Richard Stockton College of New Jersey has the lowest part-time and full-time enrollment of adult students, with 280 part-time students and 39 full-time students 25 years of age or older studying in the 2004 fall semester.

Costs

Costs vary quite drastically from \$236.50 per semester credit for some programs at Rutgers University-Camden to \$800 per quarter credit (equivalent to \$1,200 per semester credit) at Drexel University.

Schedules

Except for Drexel University, all of the institutions offer study using a traditional semester format—approximately 15 weeks in fall and spring—and an accelerated format during summer sessions. Both Rutgers University campuses also offer a very condensed, two-week winter session. All of the institutions offer courses during evenings but Drexel University and The Richard Stockton College of New Jersey also offer courses on weekends.

Online Study

All institutions except Rowan University offer online study. Of the institutions that offer online study, all but The Richard Stockton College of New Jersey allow students to earn degrees solely through online coursework. As far as pricing goes, The Richard Stockton College of New Jersey charges students \$60 more per course for online study; Drexel University's online courses cost between \$461 and \$915 per quarter credit (equivalent to \$692 and \$1,373 per semester credit). Both of the Rutgers University campuses charge students the same for online study as they do for classroom-based study.

Credit Transfer Policy

While both Rowan University and The Richard Stockton College of New Jersey have transfer credit policies that limit the number of transfer credits to nine, Rutgers University-Camden and -New Brunswick accept a maximum of one-third of the credits required for the degree. Drexel University generally does not accept any transfer credits at the graduate level.

Standardized Test Requirements

All of the institutions analyzed require standardized testing of at least some students.

Web Site Analysis

We found that most graduate institutions' Web sites operated well, were intuitive to use, and contained most of the information adult students would need. Web sites that tend to be most resourceful for users are those that have drop-down menus or details in pop-up format. These features allow for more precise and expedient research results because they allow users to survey the Web site without actually having to click through its many pages. In addition, institutions that state outright the availability of part-time graduate study during evenings, weekends, or online and feature it prominently on the Web site are much more likely to attract adult students. It's possible that older students may not be as technologically advanced as traditional-aged students and therefore may not have the will to persist on a Web site that is confusing or advanced in any way. Problems we encountered were overlapping text, extant on both Drexel University's and The Richard Stockton College of New Jersey's Web sites.

How Rowan University Compares

At \$549 per semester credit and \$608 per semester credit for doctoral-level courses, Rowan course costs present a high-to-middle ground for adult graduate students among the competitor institutions, given that Rutgers University-Camden charges students \$236.50 per semester credit for some programs and Drexel University charges students \$800 per quarter credit (equivalent to \$1,200 per semester credit). Although Rowan offers courses in a traditional 15-week semester format like its competitors, it does not offer a condensed winter session as the Rutgers campuses do, which are typically favored by adult students. Also regarding scheduling, Rowan does not offer weekend courses as, again, the Rutgers campuses do. Rowan's offerings are substantial—especially in comparison to The Richard Stockton College of New Jersey—although they are at least one-third the size of those offered at Rutgers-New Brunswick (albeit not all of their programs were verifiably available through part-time study evenings, weekends, and/or online). As far as online study goes, all of Rowan's competitors offer some kind of distance learning program, but Rowan itself does not—another feature that a portion of adult students tend to favor. In so far as enrollment figures go, Rowan University has the third highest enrollment of part-time graduate adult students (first is Rutgers-New Brunswick and second is Drexel University) with 983 enrolled in the fall 2004 semester.

Last, we found Rowan's Web site to be functional, informative, and easy to navigate. In clear view on one of its graduate school Web pages is the ability to obtain a degree through part-time study during late afternoons and evenings—likely one of the first concerns of returning students who are looking to keep their full-time position.

What Follows

In the following section, we begin with a summary profile for the five individual institutions that highlights key characteristics.

Following the summary profiles, each institution is profiled separately for graduate degree and/or certificate programs. In these individual profiles, a description of what, where, when, and how graduate degrees and certificate programs targeted to adults is presented.

In conducting this portion of the study, however, we want to point out the difficulty we encountered in acquiring comprehensive, thorough, and clear information from each institution. Information gathered online or via telephone were sometimes contradictory. Most institutions prefer to direct you to their Web sites rather than converse.

GRADUATE Summary Profile

All programs and course offerings appear in the individual college and university profiles

* Fall Semester 2004 Part-time/Full-time Enrollment Headcount of Graduate Adult Students Over 25 Years of Age

College/University	No. of Students Enrolled	Scheduling	Cost	Online Programs	Credit Transfer Policy	Entrance Testing Required
Drexel University http://www.drexel.edu/ Campus: Philadelphia, PA	2,529 part-time 1,063 full-time	<ul style="list-style-type: none"> • Evenings and weekends • 10-week quarter terms year round (for most programs) 	\$800 per quarter credit (\$1,200 per semester credit) for most programs \$461-\$915 per quarter credit (\$692-\$1,373 per semester credit) for online study	Yes	Most programs do not accept transfer credits	Various tests for certain programs
The Richard Stockton College of New Jersey http://www2.stockton.edu/ Campus: Pomona, NJ	280 part-time 39 full-time	<ul style="list-style-type: none"> • Evenings and weekends • 15-week fall and spring semesters, three four-week, two six-week, and three eight-week summer sessions 	\$376 per semester credit Online study is \$60 extra per course	Yes	A maximum of nine credits may be transferred	Various tests for certain programs

GRADUATE Summary Profile

All programs and course offerings appear in the individual college and university profiles

* Fall Semester 2004 Part-time/Full-time Enrollment Headcount of Graduate Adult Students Over 25 Years of Age

College/University	No. of Students Enrolled	Scheduling	Cost	Online Programs	Credit Transfer Policy	Entrance Testing Required
Rutgers University-Camden http://www.camden.rutgers.edu/ Campus: Camden, NJ	490 part-time 114 full-time	<ul style="list-style-type: none"> • Evenings • 15-week fall and spring semesters, one two-week winter session, and three five-week summer sessions 	\$236.50-\$671 per semester credit, depending on the program	Yes	A maximum of one-third of the credits required for the degree may be transferred	Various tests for certain programs
Rutgers University-New Brunswick http://nbp.rutgers.edu/ Campus: New Brunswick, NJ	3,559 part-time 2,572 full-time	<ul style="list-style-type: none"> • Evenings • 15-week fall and spring semesters, one two-week winter session, and three five-week summer sessions 	\$435-\$517 per semester credit, depending on the program	Yes	A maximum of one-third of the credits required for the degree may be transferred	Various tests for certain programs

GRADUATE Summary Profile

All programs and course offerings appear in the individual college and university profiles

* Fall Semester 2004 Part-time/Full-time Enrollment Headcount of Graduate Adult Students Over 25 Years of Age

College/University	No. of Students Enrolled	Scheduling	Cost	Online Programs	Credit Transfer Policy	Entrance Testing Required
Rowan University http://www.rowan.edu/ Campus: Glassboro, NJ	983 part-time 108 full-time	<ul style="list-style-type: none"> • Late afternoons and evenings • 15-week fall and spring semesters and one four-week and one five-week summer sessions 	\$549 per semester credit Doctoral: \$608 per semester credit	No	A maximum of nine credits may be transferred	Various tests for certain programs

GRADUATE

Drexel University

SOURCE OF INFORMATION: Drexel University Web site, telephone contact, and email correspondence

UNITS ADMINISTERING GRADUATE PART-TIME STUDY: Drexel University Graduate Division and the Goodwin College of Professional Studies

OFFERINGS: Drexel University offers the following graduate degrees and certificates:

Doctor of Nursing Practice

Doctor of Philosophy

Biomedical Engineering
Biomedical Science
Bioscience and Biotechnology
Chemical Engineering
Chemistry
Civil Engineering
Computer Engineering
Computer Science
Couple and Family Therapy
Educational Leadership Development
and Learning Technologies
Electrical Engineering
Environmental Engineering
Environmental Science
Information Science and Technology
Materials Engineering
Materials Engineering and Mechanics
Mathematics
Movement Science
Pediatrics
Physics
Orthopedics

Doctor of Physical Therapy

Doctor of Public Health

Master of Arts

Art Therapy
Dance/Movement Therapy
Music Therapy

Master of Business Administration

Business Administration**
Pharmaceutical Management***

Master of Engineering

Manufacturing

Master of Family Therapy

Master of Health Science

Advanced Physician Assistant**
Entry-Level Physician Assistant
Hand/Upper Quarter Rehabilitation

Master of Public Health

Master of Science

Accounting
Arts Administration
Biochemical Engineering
Biomedical Engineering
Biomedical Science
Bioscience and Biotechnology
Chemical Engineering
Chemistry
Civil Engineering
Clinical Research, Organization and
Management***
Communication
Computer Engineering
Computer Science**
Digital Media
Educational Administration***
Electrical Engineering***
Engineering Management***
Environmental Engineering
Environmental Policy

Environmental Science
Finance
Food Science
Global & International Education***
Higher Education***
Human Nutrition
Library and Information Science**
Materials Engineering
Materials Engineering and Mechanics
Mathematics
Nursing
Nursing: Adult Acute Care Nurse
Practitioner**
Nursing: Adult Psychiatric Mental
Health Nurse Practitioner***
Nursing: Clinical Trials Research***
Nursing: Completion Program for Nurse
Practitioners***
Nursing: Contemporary Nursing
Faculty***
Nursing: Education***
Nursing: Innovation and
Intra/Entrepreneurship in Advanced
Nursing Practice***
Nursing: Leadership and Health Systems
Management***
Nursing: RN/MSN Bridge Program***
Nursing: Versatile Individual
Program***
Physics
Publication Management
Science of Instruction**
Science, Technology, and Society
Sport Management*
Television Management

**Master of Science in Electrical
Engineering**

Electrical/Telecommunications
Engineering
Software Engineering in Computer
Science**
Software Engineering in Engineering**
Software Engineering in Information
Science and Technology**

**Master of Science in Information
Science and Technology****

Joint Degrees

MS/MBA Television Management

Certificates

Art Therapy
Clinical Psychology
Couple and Family Therapy
Dance/Movement Therapy
Digital Media
Engineering Management***
Epidemiology and Biostatistics
Hand/Upper Quarter Rehabilitation
Intern Teaching**
Music Therapy
Nursing: Clinical Trials Research***
Nursing: Contemporary Nursing
Faculty***
Nursing: Education***
Nursing: Innovation and
Intra/Entrepreneurship in Advanced
Nursing***
Nursing: Leadership and
Management***
Principal's Certification***
Registered Nurse: First Assistant***
Teaching***
Teaching English as a Second
Language**
Toxicology & Industrial Hygiene***

*Offered through the Goodwin College of Professional Studies

**Offered both entirely online and in the classroom

***Offered entirely online

COST: Drexel University charges students \$800 per quarter credit (equivalent to \$1,200 per semester credit) and students in the Interior Design program \$640 per quarter credit (equivalent to \$960 per semester credit).

SCHEDULING: Courses for most programs at Drexel University are offered evenings and weekends during 10-week quarter terms year round. Courses offered at The College of Nursing & Health Professions are offered evenings and weekend during 15-week fall and spring semesters, as well as during two six-week summer sessions. Courses offered at the School of Public Health are offered evenings and weekends on both aforementioned academic calendars.

LOCATION: Offerings analyzed in this report pertain to Drexel's campus in Philadelphia, Pennsylvania.

ONLINE PROGRAMS: Drexel University offers a substantial number of online degree and certificate programs through Drexel eLearning. Online courses cost between \$461 per quarter credit (equivalent to \$692 per semester credit) to \$915 per quarter credit (equivalent to \$1,373 per semester credit), depending on the program. Online degrees and certificates are offered in:

Master of Business Administration

Business Administration
Pharmaceutical Management

Master of Health Science

Advanced Physician Assistant

Master of Science

Clinical Research, Organization and Management
Computer Science
Educational Administration
Electrical Engineering
Engineering Management
Global & International Education
Higher Education
Library and Information Science
Nursing: Adult Acute Care Nurse Practitioner
Nursing: Adult Psychiatric Mental Health Nurse Practitioner
Nursing: Clinical Trials Research
Nursing: Completion Program for Nurse

Practitioners
Nursing: Contemporary Nursing
Faculty
Nursing: Education
Nursing: Innovation and Intra/Entrepreneurship in Advanced Nursing Practice
Nursing: Leadership and Health Systems Management
Nursing: RN/MSN Bridge Program
Nursing: Versatile Individual Program
Science of Instruction
Sport Management

Master of Science in Electrical Engineering

Software Engineering in Computer Science
Software Engineering in Engineering
Software Engineering in Information Science and Technology

**Master of Science in Information
Science and Technology**

Certificates

Engineering Management
Intern Teaching
Nursing: Clinical Trials Research
Nursing: Contemporary Nursing
Faculty
Nursing: Education
Nursing: Innovation and

Intra/Entrepreneurship in Advanced
Nursing
Nursing: Leadership and
Management
Principal's Certification
Registered Nurse: First Assistant
Teaching
Teaching English as a Second
Language
Toxicology & Industrial Hygiene

TRANSFER CREDITS: Most programs at Drexel University do not accept any transfer credits.

ENTRANCE TESTING REQUIRED: Drexel University requires applicants of certain programs to submit standardized test scores for admission.

WEB SITE ANALYSIS: We began our Web site analysis at Drexel University's homepage (<http://www.drexel.edu/>) and viewed most of the Web pages relevant to adult student study.

Drexel University's Web site functions well. Pages load quickly, and the layout is generally intuitive to use. The look of the homepage is easy to decipher; In other words, although there are several icons, the list of main links, which leads users to the important information more commonly sought after, is easily visible. The pages within the site lead to many different departments, colleges, and divisions, each with their own layout, having in common only the Drexel University icon. Although this is not problematic—users can still find the information they need—it may present to some a disunity; On the other hand, these differently designed Web pages may aid users in deciphering where they are within the greater Drexel University Web site. In addition, on some Web pages, menu text overlaps; while the text is still legible, it looks a little messy or unprofessional.

In researching adult student programs, we found the graduate degree program homepage easily (<http://www.drexel.edu/em/grad/>). Linked on the homepage under "Prospective Students," graduate study has good visibility and promotion on Drexel's Web site.

In order to learn about scheduling matters, users must go into each department's Web pages; With some effort, users can find information about part-time availability. All in all, with minimal effort, users can find the information they are looking for.

GRADUATE

The Richard Stockton College of New Jersey

SOURCE OF INFORMATION: The Richard Stockton College of New Jersey Web site and telephone contact

UNITS ADMINISTERING GRADUATE PART-TIME STUDY: The Richard Stockton College of New Jersey Graduate Division

OFFERINGS: The Richard Stockton College of New Jersey offers the following graduate degrees and certificates:

Master of Arts

Criminal Justice
Education
Holocaust and Genocide Studies
Instructional Technology

Certificates

Post-Baccalaureate Paralegal
New Jersey Standard Supervisor
Endorsement

Master of Science

Nursing
Occupational Therapy

COST: The Richard Stockton College of New Jersey charges students \$376 per semester credit.

SCHEDULING: Courses at The Richard Stockton College of New Jersey are offered evenings and weekends during 15-week fall and spring semesters, as well as three four-week, two six-week, and three eight-week summer sessions.

LOCATION: Offerings analyzed in this report pertain to Stockton's campus in Pomona, New Jersey.

ONLINE PROGRAMS: The Richard Stockton College of New Jersey offers courses through their Distance Learning Division. Courses are taught using telecourses (a combination of video lessons, print materials, and other media), online courses, and hybrid courses. Courses offered through the Distance Learning Division cost \$60 more per course than classroom-based courses.

TRANSFER CREDITS: The Richard Stockton College of New Jersey accepts a maximum of nine credits from an accredited institution.

ENTRANCE TESTING REQUIRED: The Richard Stockton College of New Jersey requires applicants of certain programs to submit standardized test scores for admission.

WEB SITE ANALYSIS: We began our Web site analysis at The Richard Stockton College of New Jersey's homepage (<http://www2.stockton.edu/>) and viewed most of the Web pages relevant to adult student study.

The Richard Stockton College of New Jersey's Web site functions well. Pages load quickly, and the layout is generally intuitive to use. The roll-over drop-down menus are very helpful in expediting use of the site. The look of the homepage is clean and direct.

In researching adult student programs, we found the graduate degree program homepage very quickly (<http://inraweb.stockton.edu/eyos/page.cfm?siteID=73&pageID=1>). Linked on the homepage by rolling over "Academics" and selecting "Graduate Programs," graduate study has excellent visibility and promotion on Stockton Web site. In addition, Stockton helpfully offers a page of their graduate programs at a glance, where all of the important facts of the programs are in one place.

However, like with Drexel University's Web site, some text within the Web pages overlap; Unlike Drexel University's Web site, the text is not always legible and it looks a little messy or unprofessional. Also, the part-time availability of programs is not clear upon visiting the Web site. Users will have to call the institution for that information.

GRADUATE

Rutgers University-Camden

SOURCE OF INFORMATION: Rutgers University-Camden Web site and telephone contact

UNITS ADMINISTERING GRADUATE PART-TIME STUDY: Rutgers University-Camden Graduate School

OFFERINGS: Rutgers University-Camden offers the following graduate degrees and certificate:

Doctor of Philosophy
Nursing*

Juris Doctor

Master of Arts
Criminal Justice
English
History
Liberal Studies
Mathematics

Master of Business Administration

Master of Governmental Accounting*

Master of Library and Information Science*

Master of Physical Therapy

Master of Public Policy and Administration
Educational Policy and Leadership
Healthcare Management
International Public Service and Development
Public Management

Master of Science

Biology
Chemistry
Nursing

Master of Social Work

Certificate

Government Financial Management*

*Offered entirely online

COST: Rutgers University-Camden charges students between \$236.50 per semester credit and \$671 per semester credit, depending on the program.

SCHEDULING: Courses at Rutgers University-Camden are offered evenings during 15-week fall and spring semesters, as well as during one two-week winter session and three five-week summer sessions.

LOCATION: Offerings analyzed in this report pertain to Rutgers University-Camden campus in Camden, New Jersey.

ONLINE PROGRAMS: Rutgers University-Camden offers courses and degree programs through Rutgers Online eCollege, a primarily asynchronous learning experience. Online

courses cost the same as classroom-based courses. Online certificate and degrees are offered in:

Doctor of Philosophy
Nursing

Master of Library and Information
Science

Master of Governmental Accounting

Certificate
Government Financial Management

TRANSFER CREDITS: Rutgers University-Camden accepts a maximum of one-third of the credits required for their degree. The limit is ten credits for 30-credit degree programs and 14 credits for 42-credit programs. Individual programs may impose a lower limit if it is deemed appropriate.

ENTRANCE TESTING REQUIRED: Rutgers University-Camden requires applicants of certain programs to submit standardized test scores for admission.

WEB SITE ANALYSIS: We began our Web site analysis at Rutgers University-Camden's homepage (<http://www.camden.rutgers.edu/>) and viewed most of the Web pages relevant to adult student study.

Rutgers University-Camden's Web site functions well. Pages load quickly and the layout is generally intuitive to use. The roll-over drop-down menus are very helpful in expediting use of the site. The look of the homepage is organized and simple.

In researching adult student programs, we found access to graduate degree programs by selecting "Academic Programs" on the homepage and then choosing "The Graduate School" under "Schools and Colleges" (<http://www.camden.rutgers.edu/RUCAM/graduate.php>). Most information users are looking for can be found by starting at The Graduate School homepage. Tuition prices take some extra digging, unlike scheduling matters which are readily accessible. The Graduate School homepage also has an "Important Information" link which leads users to all if not most of the information users are looking for.

GRADUATE

Rutgers University-New Brunswick

SOURCE OF INFORMATION: Rutgers University-New Brunswick Web site and telephone contact

UNITS ADMINISTERING GRADUATE PART-TIME STUDY: Rutgers University-New Brunswick Graduate School (some degrees may not be available through part-time study in evenings)

OFFERINGS: Rutgers University-New Brunswick offers the following graduate degrees and certificates:

Doctor of Philosophy

Animal Sciences
Anthropology
Art History
Atmospheric Science
Biochemistry
BioMaPS
Biomedical Engineering
Cell and Developmental Biology
Ceramic and Materials Science and Engineering
Chemical and Biochemical Engineering
Chemistry and Chemical Biology
Civil and Environmental Engineering
Classics
Communication, Information and Library Studies
Comparative Literature
Computer Science
Ecology and Evolution
Economics
Education
Electrical and Computer Engineering
English Literature
Entomology
Environmental Sciences
Food Science
French
Geography
Geological Sciences
German
History
Industrial and Systems Engineering
Industrial Relations and Human

Resources
Interdisciplinary Subjects
Italian
Linguistics
Mathematics
Mechanical and Aerospace Engineering
Mechanics
Medicinal Chemistry
Microbiology and Molecular Genetics
Music
Neuroscience
Nursing*
Nutritional Sciences
Oceanography
Operations Research
Pharmaceutical Science
Pharmacology, Cellular and Molecular
Philosophy
Physics and Astronomy
Physiology and Integrative Biology
Planning and Public Policy
Plant Biology
Political Science
Psychology
Public Health
Social Work
Sociology
Spanish
Statistics
Toxicology
Women's and Gender Studies

Master of Arts

Classics

Comparative Literature
Economics
Education
English Literature
French
Geography
German
History
Italian
Linguistics
Music
Philosophy
Political Science
Sociology
Spanish
Women's and Gender Studies

Master of Arts for Teachers

Classics
French
Italian
Spanish

Master of Governmental Accounting*

**Master of Library and Information
Science***

Master of Science

Animal Sciences
Anthropology
Art History
Atmospheric Science
Biochemistry
Biomedical Engineering
Bioresource Engineering
Cell and Developmental Biology
Ceramic and Materials Science and
Engineering
Chemical and Biochemical Engineering
Chemistry and Chemical Biology
Civil and Environmental Engineering
Computer Science
Ecology and Evolution
Electrical and Computer Engineering
Entomology
Environmental Sciences
Food and Business Economics

Food Science
Geography
Geological Sciences
Industrial and Systems Engineering
Mathematics
Mechanical and Aerospace Engineering
Mechanics
Medicinal Chemistry
Microbiology and Molecular Genetics
Neuroscience
Nutritional Sciences
Oceanography
Operations Research
Pharmaceutical Science
Pharmacology, Cellular and Molecular
Physics and Astronomy
Physiology and Integrative Biology
Plant Biology
Psychology
Statistics
Toxicology

Master of Science for Teachers

Chemistry and Chemical Biology
Physics and Astronomy

Joint Degrees

Ph.D./M.S. in any of the following:

Biochemistry
Biomedical Engineering
Cell and Developmental
Biology/Anatomy
Microbiology and Molecular Genetics
Neuroscience
Cellular and Molecular Pharmacology
Physiology and Integrative Biology
Toxicology

Ph.D./M.D. in Medicine and Dentistry

Certificates

African Studies
Alcohol Studies
Asian Studies
Cognitive Science
Curatorial Studies
Engineering Geophysics
Geospatial Information Science
Government Financial Management*

Historic Preservation Human
Dimensions of Environmental Change
Medieval Studies
Quaternary Studies
Russian, Central and East European
Studies
Teaching of Writing
Wireless Communications

*Offered entirely online

COST: Rutgers University-New Brunswick charges students between \$435 per semester credit and \$517 per semester credit, depending on the program.

SCHEDULING: Courses at Rutgers University-New Brunswick are offered evenings during 15-week fall and spring semesters, as well as during one two-week winter session and three five-week summer sessions.

LOCATION: Offerings analyzed in this report pertain to Rutgers University-New Brunswick's campus in New Brunswick, New Jersey.

ONLINE PROGRAMS: Rutgers University-New Brunswick offers courses and degree programs through Rutgers Online eCollege, a primarily asynchronous learning experience. Online courses cost the same as classroom-based courses. Online certificate and degrees are offered in:

Doctor of Philosophy
Nursing

**Master of Library and Information
Science**

Master of Governmental Accounting

Certificate
Government Financial Management

TRANSFER CREDITS: Rutgers University-New Brunswick accepts a maximum of one-third of the credits required for their degree. The limit is ten credits for 30-credit degree programs and 14 credits for 42-credit programs. Individual programs may impose a lower limit if it is deemed appropriate.

ENTRANCE TESTING REQUIRED: Rutgers University-New Brunswick requires applicants of certain programs to submit standardized test scores for admission.

WEB SITE ANALYSIS: We began our Web site analysis at Rutgers University-New Brunswick's homepage (<http://nbp.rutgers.edu/>) and viewed most of the Web pages relevant to adult student study.

Rutgers University-New Brunswick's Web site functions well. Pages load quickly and the layout is generally intuitive to use. The roll-over drop-down menus are very helpful in expediting use of the site. The look of the homepage is organized and simple, despite the copious amounts of information it holds.

In researching adult student programs, we found the graduate degree program homepage very quickly (<http://gradstudy.rutgers.edu/>), under “Admissions” on the homepage. However, the graduate study homepage also includes offerings of other campuses, and clicking on “New Brunswick/Piscataway” only leads users back to the Rutgers University-New Brunswick homepage. Instead, users need to click on “Graduate” under “Colleges & Schools” to get to information about just the New Brunswick offerings. From this page, users can research offerings according to school.

The only problem with the Rutgers Web site is that it is so large. Information about tuition and scheduling can be found a few different ways—some ways are more round about than others. While all if not most of the information prospective students seek is posted somewhere, it may take some users longer than others to access it.

GRADUATE

Rowan University

SOURCE OF INFORMATION: Rowan University Web site and email correspondence

UNITS ADMINISTERING GRADUATE PART-TIME STUDY: Rowan University Graduate School

OFFERINGS: Rowan University offers the following graduate degrees and certificates:

Doctor of Education

Educational Leadership
Educational Services

Master of Arts

Counseling in Educational Settings
Educational Technology
Elementary School Teaching
Environmental Education and
Conservation
Higher Education
Learning Disabilities
Mathematics
Mental Health Counseling and Applied
Psychology
Public Relations
Reading Education
School Administration
School Psychology
School and Public Librarianship
Special Education
Subject Matter Teaching
Supervision and Curriculum
Development
Theatre
Writing

Master of Business Administration

Master of Education

Standards-Based Practice

Master of Music

Master of Science

Accounting
Engineering
Teaching

Certificates

Early Childhood Education
Computers in Education
Elementary School Language Arts
Elementary School Mathematics
Foreign Language Education
Mental Health Counseling
Middle School Mathematics
Principal Preparation
Secondary Mathematics
Teaching and Learning
Theatre Practice
Writing: Composition and Rhetoric

COST: Rowan University charges students \$549 per semester credit and doctoral-level students \$608 per semester credit.

SCHEDULING: Courses at Rowan University are offered late afternoons and evenings during 15-week fall and spring semesters, as well as during one four-week and one five-week summer sessions.

LOCATION: Offerings analyzed in this report pertain to Rowan's campus in Glassboro, New Jersey.

ONLINE PROGRAMS: Rowan University does not offer online study at this time.

TRANSFER CREDITS: Rowan University may accept a maximum of nine credits from an accredited institution.

ENTRANCE TESTING REQUIRED: Rowan University requires applicants of certain programs to submit standardized test scores for admission.

WEB SITE ANALYSIS: We began our Web site analysis at Rowan University's homepage (<http://www.rowan.edu/>) and viewed most of the Web pages within the site that are relevant to adult student study.

Rowan University's Web site functions well, however during the days we analyzed Rowan's Web site, pages load slowly. The layout is generally intuitive to use. The look of the homepage is orderly.

In researching adult student programs, we found the graduate degree program homepage by clicking on "Academic Programs" and then "Graduate Programs" (<http://www.rowan.edu/graduateschool/>). Users can also get to the graduate degree homepage by clicking on "Prospective Students" and then "The Graduate School." Therefore, graduate study has good visibility and promotion on Rowan Web site. In addition, information about flexible schedules for adult student study is one of the highlighted benefits posted within the graduate degree program Web pages. In time, users can find all if not most of the information they seek on Rowan's Web site.