

"We are a dramatically different campus than we were six years ago today. I think we have been successful at moving this University to the next level of excellence. It has been a gradual process . . . but it has happened. What is more remarkable to me is that it has happened during three of the worst budget years in the state's history."

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We are "defining our future, and defining it in such a way as to provide a different vision of what a comprehensive University in this country is all about."

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This is "an enormously exciting time in the history of our campus."

Rowan President Donald Farish

Address to University Assembled
April 26, 2004

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LOCATION OF 1999 TEAM CONCERNS

The following chart provides an overview of issues raised at the conclusion of the 1999 team report (pp.18-19) and where they are addressed in the 2004 periodic review report.

1999 Team Report Concerns	Where Addressed
There is a need to decide on appropriate enrollment targets for the institution and the mix of freshmen/transfer/graduate; in-state vs. out-of-state; full-time/part-time; main campus/Camden campus; residential vs. commuter; academic profiles of freshmen admits. This is especially important given the fact that state funding is not enrollment-driven.	p. 13 Student Admissions and Support Services - Enrollment Management
There is a need to continue planning for the ongoing transformation of the university funded at an appropriate level per student.	p. 68 Five-Year Fiscal Trend Data – Revenue Projections
There is a need to continue to develop interaction between the library and information resources.	p. 21 Educational Programs and Related Activities – Campbell Library
There is a need to continue to define the role of graduate education within the institution (e.g., number of new graduate programs).	p. 19 Educational Programs and Related Activities – The Graduate School
With many new faculty (41% of faculty hired in last five years), the institution needs to be cognizant of the need for orientation and support for new faculty.	p. 27 Faculty – Professional Development
The relatively high fee structure needs to be considered in enrollment planning.	pp. 4-5 Institutional Resources
There is a deferred maintenance issue of which the institution is well aware.	p. 35 Renovations
There is no plan for replacement of computers.	p. 44 Technology – Replacement Cycle Funding Model Initiative
The Student Center and Residence Halls do not seem to be in the planning loop.	pp. 30-31 Reorganization – Student Affairs
There is a need to continue to examine adjunct usage and pay.	p. 27 Faculty Issues
There is a need to improve the effective use of parking space.	p. 35 Renovations

Executive Summary

Rowan University: The Transformation Continues

In the short span of eighty years, Rowan University has evolved from its humble beginning as a normal school to a comprehensive university with a strong regional reputation. At the time of the 1999 on-site visit by the Middle States evaluation team, one of the most notable accomplishments was the 1992 pledge of \$100 million by Henry and Betty Rowan, and the dramatic changes the gift brought about at the University. Since that time, Rowan University has continued to enhance its academic offerings, attract highly qualified and diverse students, faculty, and staff, and advance in regional rankings of institutions in the northeast.

The periodic review self-study process, viewed as part of ongoing institutional assessment, led to renewed emphasis on the assessment of student learning, an in-depth study of information literacy, a review of general education goals, and the revision of the University's mission statement. The development of the report involved broad-based representation from the entire campus community and provided the University the opportunity to document many major accomplishments, as well as chart an impressive and exciting future. The Periodic Review Report is divided into five sections: the executive summary, introduction and overview, significant developments, outcomes assessment, and future challenges.

In Chapter One, the report provides a comprehensive overview of the institution based on the standards in the 2002 edition of *Characteristics of Excellence in Higher Education*. The overview documents changes to the University over the past five years and provides responses to concerns presented in the 1999 team report. It further documents that the health of the institution is good, and the outlook is optimistic.

Chapter Two highlights significant developments at the University over the past five years. They include:

- Administrative reorganization of the divisions within the University to advance the University's strategic plan, including the addition of two new divisions (Student Affairs, Budget and Planning)
- Implementation of an aggressive \$500-million 10-year campus master plan that includes renovation of existing facilities, construction of new facilities, acquisition of land, and participation in the revitalization of the communities in which Rowan is located
- Introduction of an Academic Action Plan resulting in improvements in academic programs and support for faculty and staff
- Successful advancement efforts which have led to the University's exceeding its goal in its first capital campaign, and to a 366% increase in research funding
- Investment of over \$5.45 million in technological needs of the University to improve access, speed, capacity, and technology integration.

Chapter Three provides updated information on outcomes assessment at Rowan University and is divided into two sections. The first section looks specifically at the status of assessment of student learning. While assessment of student learning currently occurs in all programs across the University, the report outlines an assessment plan that would ensure and formalize an ongoing University-wide process, driven at the program level, and would be coordinated with periodic systematic program review. The second section looks at institutional assessment and describes a well-coordinated University process for planning, budget, and assessment that has occurred as a result of the newly instituted collaborative strategic planning process. This process involves an annual cycle of updating goals and objectives, prioritizing budget requests based on strategic goals, and reviewing progress toward meeting those goals. This information is shared with the entire campus community with multiple requests for feedback and input.

The final chapter looks at challenges ahead. Over the next five years, Rowan University will reaffirm its focus on learning and teaching, and the development of students as whole persons while they are engaged in rigorous academic pursuits. One of the challenges faced by the University is the issue of capacity. New Jersey is experiencing significant growth in the number of high school graduates, and demand for seats, especially in southern New Jersey, is on the rise. This is occurring in a period of declining state investment in higher education. Rowan University is poised to increase enrollments should the State provide the necessary funding. Plans are already underway to add academic programs and to expand facilities if the State looks to Rowan to meet part of this demand.

With the expanding expectations and responsibilities of the faculty, Rowan University will be addressing ways in which faculty teaching loads will provide increased opportunities for research, scholarship, creative activity, and community service, especially in collaboration with students. Working collaboratively with faculty, administration, and the bargaining unit, the University hopes to have an approved process for making appropriate adjustments to faculty workload in place for the 2005-2006 academic year.

Rowan University will continue to encourage campus-wide dialogue on collaborative, shared governance processes that are currently being piloted. Based on the success of these endeavors over the past year, the University will seek to institutionalize the most successful processes and procedures.

The University will continue to strengthen its academic offerings and technological capabilities. Implementing a new general education model, formalizing assessment of student learning and program review, integrating information literacy, implementing a new integrated information system, and continuing to benchmark program quality through accreditation and peer review are challenges facing the academic division. However, plans are well underway to address each of these areas, and in many cases, proposals are already under consideration, and pilot programs are being implemented.

Rowan University, PRR, June 2004

Rowan continues to face the challenge of successfully managing the “**continuing transformation**” of the University. We must continue to support all members of the community as we reach new understandings of the value and necessity of change. We must continue to engage in dialogue at all levels that will lead to a shared vision and commitment to Rowan’s future.

Rowan University is uniquely positioned to become the leading public institution of its kind in the region, one that infuses technology and information literacy throughout a general education core, that offers high-quality academic programs from the bachelor’s through the doctorate, and that encourages original research and creative activities as well as research applied to real-world situations.

Although faced with challenges, Rowan University is armed with commitment and expertise and is poised to sustain the continuing transformation that will strengthen our position as a model learning community and top-ranked regional university.

CHAPTER ONE

INTRODUCTION AND OVERVIEW

INTRODUCTION

Rowan University - The Transformation Continues

In the short span of 80 years, Rowan University has evolved from its humble beginning as a normal school in 1923, with a mission to train teachers for South Jersey classrooms, to a comprehensive university with a strong regional reputation. The University, then called Glassboro State College, received worldwide attention in 1967 when it hosted the historic summit conference in Hollybush Mansion between President Lyndon Johnson and Soviet Premier Aleksei Kosygin.

On July 6, 1992, Henry and Betty Rowan pledged a \$100 million gift to the institution. At the time, it was the largest gift given to a public college or university in the history of American higher education. To honor the Rowans, the school changed its name from Glassboro State College to Rowan College of New Jersey. In 1997, the college received university status and became Rowan University.

Today, Rowan University is divided into a Graduate School and six academic colleges: Business, Communication, Education, Engineering, Fine and Performing Arts, and Liberal Arts and Sciences. Rowan's nearly 10,000 students can select from among 36 programs leading to a bachelor's degree, 26 programs leading to a master's or specialist degree, 31 post-baccalaureate programs leading to certificates or certification, and one doctoral program in educational leadership. Rowan University provides students with a rich intellectual experience that enables them to integrate and apply learning through their work, scholarship, and service. The University also strives to stimulate economic growth in the region through innovative research, applied scholarship, creative activity, and service learning.

Rowan University has embarked upon an aggressive 10-year improvement plan that is aimed at enhancing its national reputation for excellence and innovation and making it the public university of choice in the region. The plan, which was unveiled in October 1999 and began implementation in 2000, calls for the newly completed \$44-million science building, a new home for the College of Education, townhouses for students, new athletic facilities, and the expansion of Rowan's performing arts facilities. The University has also undertaken a \$10-million landscape and campus safety improvement project, begun to eliminate deferred maintenance, and purchased land and properties near the school for expansion.

From the modest normal school founded over eight decades ago, Rowan University has become a comprehensive institution that seeks to improve the quality of life for the citizens of New Jersey and the surrounding states.

The Periodic Review Process

Rowan University's 1994 Periodic Review Report was titled "From Renewal to Transformation." This 2004 accreditation mid-cycle periodic review report provides an in-depth overview of the **continuing transformation** of Rowan University from 1999-2004. It builds upon the many major accomplishments documented in the 1999 self-study and team report and charts an impressive and exciting future. This PRR addresses the institution's response to the issues raised in the 1999 report, describes the impact of many significant developments that have occurred since the last Middle States visit, and provides a prospective look at the next five years. The periodic review self-study process itself was part of the ongoing assessment of institutional effectiveness, and led to the revision of the mission statement, the renewed emphasis on assessment of student learning, and the establishment of campus-wide task forces on general education assessment and information literacy.

Since the 1999 on-site Middle States visit, Rowan University has continued its process of ongoing quality improvement. In fall 2002, the associate provost for academic affairs prepared a progress report to address issues raised in the 1999 report that was shared with members of the cabinet and other key stakeholders. During the last year and a half, the Rowan University community has been actively engaged in preparing for and working on its Middle States PRR report due June 1, 2004. A senior faculty member and an administrator were chosen as co-chairs of the Middle States steering committee. A PRR task force was established with broad-based representation, including administration, faculty, staff, and students. Working groups reviewed Rowan's progress in meeting all 14 of the current Middle States standards. The working group conveners made up the PRR steering committee. There has been extensive involvement of the whole community through a combination of information, training, and feedback sessions. The emphasis has been upon cultivating University ownership of the report, making the PRR a bridge to the full self-study in 2008-2009 and learning as much as possible from the process. The key PRR task force contributors and their positions at the institution, as well as a detailed timeline, can be found in Appendix B.

The report is divided into five sections. The first section is an executive summary. Chapter One provides a general overview of the institution based on the standards in the 2002 edition of *Characteristics of Excellence in Higher Education*. Chapter Two outlines significant developments since 1999. Responses to issues raised in the 1999 team report are found throughout Chapters One and Two and are referenced in the chart provided in the Table of Contents. Updates on the 1999 Selected Topics Self-Study are provided throughout. Chapter Three is dedicated to outcomes assessment, and the final chapter details future challenges. Additional appendices provide copies of relevant documents referenced throughout the periodic report. Supplementary documentation is also available on the University's website at www.rowan.edu.

OVERVIEW

Mission, Goals, and Objectives

1999 – The general atmosphere and spirit of the campus are indicative of a learning environment which has genuine clarity about its mission, seeks to involve its constituencies in appropriate ways as it grows, listens with constructive action to the voices of collaboration, and is attentive to seeking and supplying fundamental resources to enable the continuance and growth of a learning community. The administration, faculty, staff, and student community can view with pride the effects of their effort to embody the Rowan Vision and Mission (MSCHE Team Report, March 1999, p.1).

As part of the continuing review process, Rowan University revisited its 1996 mission statement to clarify and make more explicit the commitment to a learning-centered environment that integrates teaching, research, scholarship, creative activity, and community service and builds on the commitments of the 1996 statement. This revision of the mission statement was developed through a collaborative process that started in the spring of 2003 with a subcommittee of the University's Budget and Planning Committee. An initial draft of a proposed mission statement was developed by the subcommittee, reviewed by the entire Budget and Planning Committee, and e-mailed in late April 2003 to the entire campus. The draft stimulated more than 30 criticisms, reactions, and suggestions for additional revisions. A second draft was then developed and was submitted to the President's Advisory Council, the President's Cabinet, the University Senate, the Student Government Association, and the Academic Affairs Council. Additional suggestions were reviewed by the President's Advisory Council, which made some modifications and promulgated a third draft, which was distributed to the campus community. Rowan University's revised mission statement was approved at the December 2003 meeting of the Board of Trustees and reads as follows:

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

The mission statement provides the basis for *Strategic Objectives for Rowan University, 2003-2008* (http://www.rowan.edu/pdf/2003_2008_plan_draft_05_26_03.pdf), Rowan's strategic planning document. *Strategic Objectives*, in turn, elaborates on the goals and objectives of the University. This document is used to guide budget decision making, program development, facilities development, enrollment management, and other critical elements of the management of the University.

Strategic Objectives for Rowan University, 2003-2008, began with the previous year's five-year plan (2002-2007) as the initial draft. Successive drafts, developed with oversight by the Budget and Planning Committee, were distributed to the entire campus community and to specific constituencies for comment. Comments were reviewed by the Budget and Planning Committee, which adopted some of them as modifications in *Strategic Objectives*. After the review, revision, and request for comment process was repeated twice, a final version of *Strategic Objectives 2003-2008* was adopted and distributed to the campus. The strategic objectives specifically address the following areas: academic programs, Rowan University at Camden, Campbell Library, information resources, enrollment management and student services, faculty and professional staff, support staff, wellness, administrative organization/support/shared governance, facilities, West Campus, community outreach, institutional resources, University advancement, and marketing.

Current Status – Since 1999 Rowan has revised its mission statement to clarify and make more explicit the commitment to a learning-centered environment that integrates teaching, research, scholarship, creative activity, and community service and developed a more collaborative, iterative process for strategic planning, including the review and assessment of goals and objectives.

Institutional Resources

1999 – Rowan University is financially strong and is well managed. Resources are used in a thoughtful planned manner. The style of planning, budgeting and assessment along with strong advancement results should lend to optimism concerning this university's future (MSCHE Team Report, March 1999, p.13).

Many higher education institutions throughout the nation, and specifically in New Jersey, have been faced with reductions in state appropriations over the past two years. Despite this, the University's overall financial condition is good, and the outlook is positive. For FY 04, an operating surplus of more than \$3.3 million is projected for general University accounts; this is largely the result, however, of \$3.1 million in one-time expenditure reductions that were achieved by a University-wide effort to prioritize budget reductions and revenue enhancements. Preliminary indications for the FY05 state appropriation are that there will be increases to state tuition aid grants, at least partial funding of negotiated salary increases, and no further cuts to the higher education budget.

As a result of slow growth in state funding, the University has become more dependent on tuition revenue. In FY 98, tuition represented 28% of the University's total revenues, and state support represented 38.2%. For FY 03, the shares were 34.6% from tuition and 32.4% from the state. The remaining revenue was generated from auxiliaries, grants, contracts, and the Rowan University Foundation. The final budget numbers for FY 04 are not available as this is written; however, it is clear that those trends have continued into this year. While tuitions have necessarily increased rapidly to compensate for reduced state support, coupled with increased costs of operation, anecdotal comments from the students and their families have indicated that they are willing to pay higher tuition and

fees as long as the quality of the University's academic programs, facilities, and services improves. This conclusion is reinforced by the virtual absence of complaints about tuition increases from parents and students. *Nevertheless, tuition and fee structures continue to be an important consideration in enrollment management planning (MSCHE Team Report, March 1999, p.19).*

Revenue from the Rowan University Foundation has been stable over the past five years, at about \$4.5 million per year because fundraising has compensated for the weak performance of the equities markets where most of the Foundation's assets are invested. The Foundation, the chief fundraising arm of the University, is a separate 501(c)(3) organization whose primary purpose is to receive cash, property, and other gifts-in-kind for the benefit of the University. The Foundation is currently conducting a Capital Campaign, which has already exceeded its \$22 million goal. The campaign is slated to end June 30, 2004.

Additionally, in recent years, the University's revenue from non-student-related grants and contracts has increased dramatically, from \$1,939,788 in FY 98, to \$9,044,205 in FY 03, a rise of 366%.

Rowan has increased expenditures in absolute dollars in all categories over the past five years except for public service. The elimination of some public service programs was a conscious attempt to reduce expenditures in light of decreased State appropriations. The proportion of expenditures for instruction has remained stable at 46%-47%, while expenditures for research, going from \$365,034 in FY98 to \$3,392,595 in FY03, has increased from 0.5% of expenditures to about 3%.

The region looks to Rowan University for academic and economic growth and development. The New Jersey Commission on Higher Education asked the University to develop various scenarios that would allow the University to increase capacity over the next several years. In response, Rowan has acquired about 500-600 acres of additional land, has added a new Science Hall (about 149,000 square feet), and has made major renovations to several buildings, including the Student Center and residence halls. While the land is being acquired to accommodate the South Jersey Technology Park, athletic fields and more room for the current enrollment level, the result has been to provide space for significant enrollment increases if the state decides to provide capital and operating funds for the increased capacity.

Current status – Despite cuts in State appropriations, Rowan University's overall financial condition is good, and the outlook is positive. The Rowan University Capital Campaign has raised more than \$24 million dollars to date, and revenue from grants and contracts has increased 366%.

Leadership, Governance, and Administration

1999 – Institutional governance within the university seems to work very well.... The effectiveness of the governance system contributes to the dedication to the university (MSCHE Team Report, March 1999, p.2).

Board of Trustees Pursuant to N.J.S.A. 18A: 64 et. seq., the State of New Jersey recognizes Rowan University's Board of Trustees as the institutional governing body. The board has primary leadership responsibility to set policy and to assist the institution in accomplishing its mission. The standing committees and ad hoc committees have increased in number since the 1999 report. Each committee, in addition to the trustee members, includes faculty and staff participants. The new standing committees are Student Affairs and Facilities, both established in February 2001. New ad hoc committees include Audit (established in December 1999), and Legal (established in February 2003). The increase in committees is in direct response to the continuing transformation and the organizational changes at the University.

Administration The Rowan University administration has undergone significant changes during the past five years to better address the University's strategic objectives. The change process began most significantly in July 1998, with the hiring of Dr. Donald J. Farish as Rowan University's sixth president. President Farish accepted the challenge presented by the University trustees to bring the University to a higher level of excellence, and he has re-tooled his administration to focus on the critical areas that would facilitate this progression. Administrative reorganization is fully discussed under "Significant Developments."

University Senate The Rowan University Senate is a deliberative body designed to promote dialogue among students, faculty and professional staff, and administration. The primary work of the Senate is to propose, modify, and review academic policies and procedures; approve new curricula as well as changes to existing curricula; assist with assessment of learning outcomes; monitor professional ethics of faculty and professional staff; act as a sounding board and provide assistance with various facets of campus life, including budget; and oversee the administration of personnel policies (such as tenure and recontracting, promotion, and funding for sabbatical leave and career development) that are negotiated by the AFT, the bargaining agent for faculty and professional staff at Rowan. The evolution of shared governance has been a major factor in the Senate's undertaking a review and revision of its Constitution during AY 2003-04 (see "Shared Governance"). Whereas the current Senate Constitution clearly delineates the role of faculty, professional staff, and administration, Senate initiatives have brought the University into more cooperative working relationships, blurring these formerly guarded boundaries.

Bargaining Units The University community includes three major bargaining units: the Federation of Rowan College Educators, affiliated with the American Federation of Teachers (AFT) and the AFL/CIO, representing all full- and part-time faculty as well as members of the University's Library and professional staff; the Communication Workers

of America (CWA) AFL/CIO, representing administrative and clerical support staff, professional staff, and primary and higher level supervisors; and the International Federation of Professional and Technical Employees (IFPTE) AFL/CIO, representing the operations, maintenance and services, crafts, inspection and security work forces. Small contingents of University law enforcement employees are also represented by the State Law Enforcement Conference of the New Jersey State Policemen's Benevolent Association and the New Jersey Law Enforcement Supervisors Association.

In addition to fulfilling their important role of representing their members through the established collective bargaining and labor relations' procedures at both the State and local levels, the leadership of the bargaining units is also frequently called upon to provide valuable input and feedback to the Administration on the short- and long-term goals and objectives of the University.

Student Government Association The Student Government Association (SGA) provides oversight and funding allocations from student activity fees for more than 150 student clubs and organizations. In addition, the SGA is a vital element in shared governance on the Rowan campus. Every other year, the SGA reviews and revises its constitution as necessary. This year the SGA plans substantive changes. The revised constitution will be reviewed by selected members of the faculty and professional staff, including the University Senate parliamentarian, before being brought before the entire SGA for a vote of approval.

Rowan's SGA continues its normal pattern of operation as the officially recognized student governance body, especially in terms of holding class officer elections, sponsoring and overseeing major activities of each class, and providing funding and oversight of all chartered clubs on campus. The SGA also participates in the larger governance of the University through designating students to serve on University Senate committees and through electing two student representatives to the Board of Trustees. Within the past three years, however, the SGA has become integrally involved in new governance initiatives.

- The SGA President is a valuable member of the President's Advisory Council, bringing the student perspective to this body.
- The SGA President and another SGA officer serve on the Campus Master Plan Committee, with the SGA President serving as a member of the Campus Master Plan Steering Committee as well.
- The SGA President and other officers have participated this year in the special working sessions of the University Senate.

The success of these initiatives, part of an ongoing evolution of shared governance at Rowan University, relies to a great extent on the active participation of the SGA.

Shared Governance Under President Farish's administration, the University has made measurable progress in realizing shared governance. The president has made it a practice to address the Senate during the open period of each monthly meeting as often as his

schedule permits. President Farish also took time during his first year on campus to organize small breakfast groups, which allowed him to speak directly with the individuals who make up Rowan's faculty and staff and hear their comments and concerns.

The Senate and administration have initiated several efforts within the past few years to ensure that groups affected by administrative decisions are consulted and that there are channels through which concerns can surface before those decisions are made. In AY 2003-04, with the pace of change continuing to accelerate on campus, it became clear that the existing model developed as a result of the shared governance conversations might not be sufficient. During fall 2003, the Senate piloted two "special working sessions" to include all 64 members of the Senate, the president and his cabinet, the deans, various key administrators, and SGA officers. Although this strategy is still in its pilot phase, feedback at this point has been very positive. For spring 2004, two additional meetings were scheduled, the first a smaller meeting of the Senate Executive Committee, SGA president, University president, and cabinet members; the second a meeting of the larger group that met during the fall. As it has evolved on the Rowan campus, the consensus model of shared governance is characterized by good-faith consultation with affected constituencies to inform administrative decisions.

Thus, shared governance at Rowan University has experienced a dynamic evolution within the past several years. Having gone through a transition from Glassboro State College to Rowan College of New Jersey to Rowan University, the University has recently also undergone a transition of leading administrators, with President Farish assuming office in 1998 and assembling a team of cabinet members to reflect a new organizational structure. With only two cabinet members having more than seven years of experience at Rowan, and with the same being true for all but one of the deans, the leadership has experimented with new governance structures and taken risks in making collaborative decisions. Although not all of these experiments have succeeded, campus leaders at all levels continue to make sincere efforts to improve communication and consultation and desire to create new avenues of shared governance.

Current status – With the support and oversight of the Board of Trustees, Rowan University administration has undergone significant changes over the past six years in order to better address the strategic objectives of the University. Additionally, the University Senate, Student Government Association, and bargaining units have assumed more collaborative roles in the shared governance process. Campus climate is generally upbeat and optimistic.

Student Admissions and Support Services

1999-The organization of the traditional student affairs and services areas at Rowan University is dispersed throughout the major divisions of the college....Though it appears that all of... the areas are functioning well, there are those who believe that a more cohesive student affairs perspective could be helpful (MSCHE Team Report, March 1999, pp. 16, 17).

The Division of Student Affairs, established in July 2000, directly supports the recruitment, retention, graduation, and satisfaction of Rowan University students by providing comprehensive and integrated student services programs for all students.

The goal of the Division of Student Affairs is to provide comprehensive academic and student support programs and services, creating the environment for students to clarify their educational, career, and life goals and to develop educational plans that will assist them in attaining academic success. The programs and services of the Division of Student Affairs assist students with their transitions into, through, and out of Rowan University. *The establishment of this division clearly addresses a concern regarding 'a need for a more cohesive student affairs perspective' expressed in the 1999 team report.* Further, the student support services were all relocated to the newly renovated Savitz Building in fall 1999, giving students the advantage of having a "one-stop" student services facility.

Student Affairs staff members collaborate with instructional faculty in meaningful ways that result in students overcoming specific educational, financial, personal, or cultural barriers as they transition into Rowan University and as they navigate the curriculum during their time here. The programs in the Division of Student Affairs are organized to create an environment where community is important and student success is achieved, beginning with students' admission to Rowan University through to graduation and status as alumni. For assessment, the Division of Student Affairs relies upon data generated by the *Student Satisfaction Inventory*, as well as local assessments. The Division plans to more fully utilize the Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment process to develop benchmarks and goals.

Student Support Services

Registration Rowan's registration functions continue to support the University's mission and goals. Registration practices specifically address areas relating to student programmatic initiatives; improved articulation with community colleges and student transfer data processes; enrollment; and use of technological advancements. Web for Students (initiated in 2000) and Web for Faculty (currently being piloted) deliver web-based registration, advising, and degree audit services. Similarly, active participation in the statewide NJ Transfer Initiative allows electronic distribution of course-by-course credential evaluations and equivalencies. Also, membership in the National Student Clearinghouse allows electronic authentication and access to eligible entities seeking to obtain enrollment and degree verification.

Housing The University is committed to providing housing to all students who wish to live on campus; however, demand continues to exceed supply. Over time, the University's objective is to provide sufficient beds to accommodate approximately one half of the full-time undergraduate students in on-campus housing. Based on current enrollment of about 6500 full-time undergraduate students, some 920 additional beds are needed. To respond to the increased demand for on-campus housing, the University has taken a three-pronged approach:

1. For the short-term, marketing current rooms as triples and relaxing the requirement that all first- and second-year students live on campus;
2. By fall 2004, remodeling the first floor of the Triad apartments to create more apartments (96 beds); and
3. Also by fall 2004, constructing new student townhouses (464 beds).

Financial Aid A major goal of the Financial Aid Office has been to streamline its many processes by coordinating them within a single computerized system. This has largely been accomplished. As of FY03, all financial aid processing is done on SIS+. At the same time, the processing of institutional scholarships has been incorporated into a seamless process that does not rely on interoffice communication/interaction. Currently, 64% of all students (undergraduate/graduate) receive some form of financial aid, and over 72% of undergraduates receive some form of aid. Over \$57 million in financial aid, including loans, grants and scholarships, is awarded annually to students.

Dean of Students During summer 2003, the Office of the Dean of Students was reorganized and combined with the Associate Vice President for Residential Life and Student Programs. The Dean of Students' Office develops, coordinates, and implements the leadership opportunities provided by the Division of Student Affairs, is responsible for all student discipline, and coordinates and supervises all Greek Letter organizations. The office is the conduit for all student concerns and assists students in navigating their paths through the University. *This reorganization addresses the 1999 site report concern that the office was understaffed and did not have a clearly defined role* (MSCHE Team Report, March 1999, p. 17).

EOF/MAP Students in EOF/MAP are provided with academic, financial, personal, and career counseling and are encouraged to participate in leadership and service learning activities throughout the University and the community. As a result of a programmatic emphasis on leadership, EOF/MAP students are increasingly participating in leadership activities and serving on executive boards and committees throughout the campus. Enrollments have increased by 18.4% from 125 in fall 1999 to 148 in fall 2003. Based on the fall 2002 freshman cohort, the return rate after the freshman year is 85.9%. Six-year graduation rates have also improved significantly from 32.2% for the 1993 cohort to 42.7% for the 1997 cohort.

Career and Academic Planning (CAP) Center The CAP Center continues to expand the ways that academic advising and career decision-making activities can be more fully integrated into a student's college experience. The staff in the Center collaborates with faculty in all the colleges to include discipline-specific information into a number of classes. The Center also serves as a model for other institutions that are considering a "one-stop" approach to serving undeclared and change-of-major students.

Between 1999-2004, there has been a 56% increase in the number of students seeking academic advising and career and job search counseling. The number of students served through presentations to classes and clubs has remained constant during this period. Recruitment activities seem to reflect the rise and fall of the economy, although the

number of students who have submitted resumes for critique has doubled between 1999 and 2003. In 2003, 1515 students submitted their resumes to the CAP Center.

Since 1999, the CAP Center has created several new initiatives that are expected to have a more significant long-term impact on students. In fall 2002, the first Visions of the Future Learning Community for undeclared students was established. This activity is just completing its second full cycle, and the 20 students who participate in this structured activity each year have reported that they have found the experience very beneficial. The first cohort of fall 2002 had a 95% first-to-second-year retention rate.

Recruitment activities have been reshaped and reorganized, resulting in an increase in the number of students who participate. Special career events that involve departments from multiple colleges continue to strengthen the cooperation and collaboration between student affairs and academic affairs.

Office of International Student Services In recognition of the critical role of international education, the Office of International Student Services was created in 2001 to provide academic, immigration, and programmatic support for international students and other foreign-born members of the Rowan community. Since its implementation, the office has served 190 matriculated and exchange students from more than 30 countries. In addition to overseeing the admission and support of the international student population, the office sponsors programming for international students to more fully participate in University life and to increase interactions with native students and also serves as a resource to all foreign-born members of the Rowan community. Additionally, the office facilitates the development of student and faculty exchange programs with overseas universities.

Counseling and Psychological Services Counseling and Psychological Services promotes the psychological well-being and personal growth of a diverse student body by providing quality individual, group, and crisis counseling for personal, psychological, and social concerns. As a result of the September 11, 2001 terrorist attack, the University has mobilized the Critical Incident Response Team (CIRT) focusing on crisis intervention and stress/trauma recognition. Over 250 students, faculty and staff have received service since the inception of CIRT. The Substance Sensitivity and Awareness Program (SSAP) was also developed to provide a more comprehensive, intensive intervention system for students with problematic substance use and/or abuse. In addition, the Counseling Center hired a part-time, board certified psychiatrist.

Current status – A new Division of Student Affairs was established in 2000 to provide a comprehensive and integrated student services program. The Office of the Dean of Students has been reorganized and an Office of International Student Services implemented. The University is currently experiencing an increased demand for on-campus housing that is being met through renovated and newly constructed student residences.

Admissions and Enrollment Management

1999- The team noted the importance for the institution of planned growth in the student body. A recently formed enrollment management committee will need to be constantly aware of the implication of growth on funding. It is unclear how to plan precisely for growth in majors at the point of new student enrollment. Many students enter Rowan as undecided or change majors several times (MSCHE Team Report, March 1999, p. 14).

Undergraduate Admissions The Office of Admissions (formerly housed in University Advancement) has made significant strides in the use of technology over the course of the past five years. The most important advancement has been in the availability of online applications. Since fall 1999, Rowan has contracted with Embark.com to provide an online application option. The use of this means of applying has increased rapidly since its inception, from 578 applications during the first year to 1733 (22% of all freshman and transfer applications) for fall 2003.

Rowan's transfer admissions process has also been technologically enhanced by our participation in the New Jersey Statewide Transfer Initiative, an organization that coordinates with two- and four-year institutions to promote a seamless transition for junior college students moving to the four-year institution. Potential transfer students obtain information on transferable courses and programs from all state community colleges. Rowan was the first four-year institution to have all transfer requirements for every state community college fully located on NJTransfer.org.

The Admissions Office has developed an attractive and informative web page, which highlights admission processes and procedures; details the study options and extracurricular programming available; and provides links to academic departments, financial aid, and other University web pages. University admission procedures are clearly spelled out in the View Book, Financial Aid and Scholarship brochure, Transfer brochure, and EOF brochure, among others.

Each fall the Admissions Office advances the objectives of the five-year plan by continuing to improve the qualifications (academic indices) of the freshman applicant pool, freshman accepted student group, and enrolled freshman group. Additionally, the enrolled freshman group continues to be a diverse group with approximately 19-20% of each class over the past several years comprised of students of color.

Graduate Admissions Graduate admissions, which are processed by the Graduate School, began to accept online applications in spring 2000. They, too, have seen a substantial growth in interest in this option, processing 25-40 electronic applications per month. From the fall semesters 1986 to 1993, part-time headcount enrollments of graduate students increased from 1138 to 1312. Full-time enrollments increased from 5 to 123 in the same time period, showing a growing interest among graduating undergraduate students to continue their education upon receipt of the undergraduate degree. That trend has continued until fall 2003 when there were 216 full-time graduate students on campus

and 1130 part-time students. While total headcounts have remained somewhat stable, there has been a noticeable increase in full-time students. Monthly requests for applications average from 400 to 600.

Enrollment Management The Enrollment Management Committee was formed to develop and implement dynamic plans for enrollment management. The committee is identifying steps to be taken to facilitate successful completion of degrees by internal and external transfer students and to establish appropriate capacities for individual sections, for majors and programs, and for the entire University. *Further, this committee has addressed the concerns of the 1999 evaluation team report concerning appropriate enrollment targets and “mix” (freshmen/transfer/graduate; in-state vs. out-of-state; full-time/part-time; main vs. Camden campus; residential vs. commuter, etc.) of students (MSCHE Team Report, March 1999, pp.18-19).*

The principal population of students will remain residents of New Jersey, with greater outreach to students in contiguous states for engineering, the sciences, and some lower demand areas of study in order to enrich the recruitment pool. Because Rowan is committed to the residential experience, the goal of reaching 50% residential capacity has been established. Efforts are also being made to increase the number of matriculated and exchange international students.

The student population, with an enhanced academic profile due to the increased competition for seats, will be comprised of a greater number of full-time students, both undergraduate and graduate, in order to create the necessary critical mass to realize the residential campus community and its attendant benefits.

The predominant number of students will continue to be affiliated with the main campus, with some students traveling to the Camden campus for courses. The Camden campus will remain at the current size of approximately 500 students. Plans for a new building in Camden will enable Rowan to increase enrollment when the budget appropriation necessary for this increase is funded by the state. The University also has the potential for increased capacity on the West Campus should the State provide the necessary funding.

Although freshman applications have increased (from 5311 in fall 1999 to 6200 in fall 2003), headcount has remained stable at approximately 9600. This is consistent with the University’s strategic objective to maintain enrollment at the current level while preparing for potential enrollment increases if the State provides additional resources. Although headcount has remained stable, the University has experienced an increase in full-time students. The percent of undergraduate matriculated students who are minorities rose from 17.78% in fall 1999 to 18.89% in fall 2003. Comparison data regarding enrollment, retention, and graduation appear below. Trend data appear in Chapter Three.

Table 1. First-time Freshmen

	Fall 1999	Fall 2003
Freshman Applications	5311	6200
Freshman Offers	2851	3208
Freshmen Enrolled	1129	1246
Average SAT	1084	1100

Table 2. Enrollment (part-time vs. full-time)

	Fall 1999		Fall 2003	
	Undergrad	Graduate	Undergrad	Graduate
Part-time Headcount	1601	1106	1348	1130
Fulltime Headcount	6550	137	6782	216
Total*	8151	1243	8130	1346

*Does not include students in post-baccalaureate certificate or certification programs.

Table 3. Retention and Graduation

	Fall 1999	Fall 2003
1 st -2 nd yr. Retention	83.5%	85.4%
6-yr. Graduation Rate	53.9%	59.5%

The University’s admissions and enrollment picture appears to be extremely positive for the future. The Admissions Office and Student Affairs Division have contracted with Hobson’s Enrollment Management Technology (EMT) to enhance its communication with prospective students. EMT will allow more timely and focused follow-up with prospects primarily through the use of electronic mail. Prospects will be able to view a personalized web page focused on their individual academic, extracurricular, and co-curricular interests.

A variety of strategies will be pursued in order to achieve significant improvements in the first- to second-year retention rate and in the six-year graduation rate. The Enrollment Management Committee recommended incorporating more major/career decision-making activities into Rowan’s first-year experience, the Rowan Seminar (described below), and giving undeclared students priority registration into Rowan Seminars and introductory courses to major programs. The Career and Academic Planning (CAP) Center has contributed to this effort by creating “Visions of the Future: Setting Your Career Plan in Motion,” a two-semester learning community for undeclared students and has integrated academic and career decision-making activities into selected sections of College Composition I and II. The CAP Center has also implemented a comprehensive career development plan with the College of Business by which academic and career decision-making activities are incorporated into the curriculum of three required business courses.

Current status – The admissions and enrollment picture is extremely positive for the future. The Enrollment Management Committee has determined the appropriate “mix” of

Rowan students and is developing strategies to increase retention and graduation rates. The University will maintain current enrollment levels while planning for increased capacity should State funding become available.

Educational Programs and Related Activities

1999 - Some of the topics referred to by the 1999 Team included: the inception of the doctorate in Education and the M.A. in Writing, and the innovative programs in engineering; the establishment of the Faculty Center for Excellence in Teaching and Learning; institutional support for program accreditations; the need for increased support for the Camden Campus; the role and impact of expanding graduate education; the impetus for more research and scholarship; and the needs of the library.

Rowan University's educational offerings and related activities are characterized by ongoing enhancement of our programs through program/curriculum updates and revisions, especially those that respond to local needs and demographics. The University strives for continuous improvement through collaborative efforts to maintain and seek new accreditations; through collaborative pedagogy, particularly in areas of diversity, internships, and the Honors Program; and through examination and improvement of core areas, such as information literacy, that underpin all curricular areas.

General Education

The current general education model is the same model that was in place in 1999. B.A. students are required to enroll in a total of 60 semester hours of general education courses (including 14 hours of electives). B.S. students are required to enroll in a total of 48 semester hours of general education courses (including 8 elective hours). Additionally, all students must take one course in these areas: multicultural/global studies, laboratory science, writing intensive, literature, and mathematics. Students must demonstrate computer competency or take a computer competency course. These various requirements encourage students to experience a variety of disciplines and perspectives, thereby leading to the liberal education fundamental to the University mission.

This year the General Education Task Force developed a pilot to assess the General Education Communication Bank (College Composition I and II and Public Speaking) based upon the portfolio assessment model in CCI. The assessment process that has been designed for the Communication Bank will be used as a model for a comprehensive assessment process for the entire general education curriculum. A second General Education Task Force, with a charge to increase flexibility and determine the feasibility of a substantial reduction from 60 semester hours for the general education model, has been formed to conduct a full review of general education.

Selected Program Highlights in the Six Colleges

In November 2002, the **College of Business** achieved accreditation by the Association to Advance Collegiate Schools of Business (AACSB International), the premier accrediting body for business programs throughout the world. To achieve AACSB International

accreditation, business programs must satisfy a wide range of quality standards relating to curriculum, faculty resources, admissions, facilities, financial resources, interactions of faculty and students in the educational process, achievement of learning goals in degree programs, and intellectual contributions. Since 1999, the College of Business has introduced two new specializations, Human Resources Management and Entrepreneurship, and an international M.B.A. in Athens, Greece, was approved by the Board of Trustees in April 2004.

In 1999, the College of Business received a \$1-million gift from the Rohrer Charitable Foundation, Inc., to provide scholarships for business students. In 2001, the college began to utilize a \$1.5-million Rohrer gift to establish the Rohrer Endowed Chair in Entrepreneurial Studies. Also in 2001, the college received a \$1-million gift from Ann Campbell to establish the John Campbell Endowed Chair in Business.

College of Communication Since 1999, the College of Communication has undergone significant curriculum changes. At the undergraduate level, one new major/coordinate major was established in Writing Arts; three new academic tracks were created, Rhetoric/Cultural Criticism, Interpersonal/Organizational Communication, and Critical Studies in Radio, Television, and Film. In 1999, the college introduced a journalism minor, and in 2000, an undergraduate broadcast sequence. The separation of the Advertising and Public Relations specializations has enabled the advertising program to grow exponentially.

At the graduate level, since 1999, the jointly sponsored M.A. in Writing has graduated 55 students, and 50 are currently enrolled in the program. The M.A. in Writing achieved its five-year enrollment goal in its third year. The Public Relations/Advertising Department revised its graduate curriculum to include a research course and an online communication course and added an emphasis on international public relations. This year, the college is planning an M.F.A. in Film and Video Production and conducting a feasibility study for a doctorate in Writing.

Other distinctions in the College of Communication include Talking Pictures, a series of lectures by television and film professionals, which continues to bring internationally known filmmakers, including Ken Burns, to campus. In 2002, through the Department of Composition and Rhetoric, Rowan University became a National Writing Project site, a center with many educational purposes, including providing writing seminars and conferences for K-16 teachers.

In spring 2004, the Composition and Rhetoric Department underwent a Writing Program Administrator's evaluation visit. The Journalism Department is currently in the self-study phase for accreditation from the Association for Education in Journalism and Mass Communication (AEJMC). Also, this year, the Public Relations and Advertising Department is moving through a certification review by the Public Relations Society of America.

The college received a \$1-million gift from the King Family Foundation, enabling the Radio/Television/Film Department to create an endowed chair. A final distinction in the College of Communication is the numerous awards won by its student organizations. For instance, since 1993, WGLS-FM (the University radio station) has won 72 awards, and PRSSA has been named Outstanding National Chapter (out of 275 colleges) five times.

College of Education Rowan University's teacher education program, one of the largest and most comprehensive in New Jersey and in the nation, meets the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1956. Also, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits the college's athletic training specialization. The College of Education continues to enjoy a reputation for academic excellence. A new program, Co-Teach, implemented in fall 1999, is a collaborative five-year program that combines undergraduate preparation in education and liberal arts with graduate study and leads to certification in elementary education and special education in addition to a master's degree. The first cohort of students will graduate with a Master of Science in Teaching in summer 2004. The College of Education is partnered with several professional development schools (PDSs) in southern New Jersey, growing from one school in 1999 to 12 schools in 2003. The PDS mission is to improve teacher education and participate in the continuing development of teaching professionals, with the ultimate goal of improving student outcomes.

The College also offers the Doctor of Education in Educational Leadership, which was highlighted as one of the "selected topics" in the 1999 self-study. Approved by the New Jersey Commission on Higher Education in January 1997, the program is geared towards producing educational leaders for the region, state, and nation. The Ed.D in educational leadership produced its first graduates in 2001. The six-year-old Ed.D. program has graduated 28 students and currently has an enrollment of 50. In response to outside evaluators, past and present students, and program faculty, the Ed.D. submitted major program revisions in spring 2003. The changes included revised mission and goal statements, addition of new courses, further delineation of learning outcomes, and a revised grading system. The program changes went into effect spring 2004.

College of Engineering Established with a \$100-million Henry Rowan gift, the College of Engineering has responded to the challenge to develop a most forward-looking, innovative program. Reflecting its interdisciplinary philosophy, the College of Engineering is not organized by departments; rather it is organized as a series of programs: civil engineering, chemical engineering, electrical and computer engineering, and mechanical engineering. The College offers both the B.S. and the M.S. in engineering.

The inaugural class of over 100 students began studies in fall 1996. As a result of the success of the PRIDE 2000 campaign, all of these students were awarded full, four-year tuition scholarships, and 84 students graduated in 2000. In the ensuing years, freshman

admission has averaged 104 students with 75-85 graduates per year. Over 95% of Rowan Engineering graduates are currently employed or in post-graduate education.

The multidisciplinary approach of the engineering program is most evident in the clinic sequence, in which students come together as teams from across the engineering disciplines and foster improved interpersonal communication skills that will serve them later in their professional careers. Students are graded on their ability to propose, write, present, and defend their projects as well as on the technical content. Teamwork is one of the important hallmarks of the program. Entrepreneurial skills also are emphasized in the engineering program as students work directly with industry and hi-tech firms or with faculty on start-up projects using venture capital funds.

The ABET accreditation review team's visit to the College of Engineering occurred in fall 2000. The team verified the information in the institution's self-study, reviewed course materials and student work, and interviewed students, faculty, and administrators. All Rowan engineering programs, chemical, civil, electrical/computer, and mechanical, were found to meet the quality standards, and are retroactively accredited to October 1, 1999. The next accreditation visit will occur in fall 2006.

College of Fine and Performing Arts Programs in the College of Fine and Performing Arts are accredited by the National Association of Schools of Music (NASM) and the National Association of Schools of Art and Design (NASAD). The National Association of Schools of Theatre (NAST) has granted the Theatre Department associate member status, with final approval expected following an on-site review in AY04-05.

The College offers rigorous degree programs designed to develop technical and creative abilities to the highest level, as well as provide a comprehensive socio-historical awareness for the arts practitioner (B.F.A. and B.M. degrees) or arts educator (B.A.). In the liberal arts area, arts curricula are offered that provide extensive study of the fine and performing arts. In these B.A. programs, a focus on one particular segment of the arts allows students to share the diversity of our cultural base and to gain the perspective, if not the expertise, of the professional artist.

College of Liberal Arts and Sciences The programs in the College of Liberal Arts and Sciences lead to the B.S. or B.A. in sixteen different majors. The programs in chemistry and computer science are accredited by the American Chemical Society (ACS) and the Accreditation Board of Engineering and Technology (ABET), respectively. The College also provides minors, discipline-based and interdisciplinary concentrations, specializations, and coordinate majors in a variety of academic areas. The interdisciplinary concentrations are African American Studies, Asian Studies, International Studies, and Women's Studies, as well as two interdisciplinary liberal studies majors in Mathematics/Science and American Studies. In addition, the College sponsors the Semester Abroad Program. Pre-professional programs are offered in law, medicine, and allied health fields.

Since 1999, these new programs have been created: B.S. in biochemistry, M.A. in criminal justice, R.N. to B.S.N. program with The University of Medicine and Dentistry of New Jersey, and a minor in astronomy. The college has signed an articulation agreement with a local high school guaranteeing Rowan admission if students meet the criteria, and the college has developed agreements to assure students smooth entry into various regional professional schools in the fields of dentistry, medicine, medical technology, optometry, and podiatric medicine. In addition to undergraduate offerings, the College of Liberal Arts and Sciences offers graduate programs leading to the M.A. degrees in mathematics, and mental health counseling and applied psychology. The Psychology Department also co-sponsors the master's level school psychologist certification program with the College of Education.

The college is enjoying a new state-of-the-art science building, has received over \$7 million in external funding since 1999, and has, in the last five years, hired forty new faculty, a quarter of the college's total tenure-track faculty.

The Graduate School

1999 - The previous Middle States report suggested there was a "need to define the role of graduate education within the institution" (MSCHE Team Report, March 1999, p. 19).

While discussion about the role and extent of graduate programs at Rowan University is ongoing, recent reviews undertaken by the Graduate Council and discussions among the president, provost, and graduate dean indicate there is a strong commitment to graduate education and a recognition that excellence in graduate education can be achieved at the same time that the University is seeking to enhance undergraduate programs.

In recognition of the need to provide leadership in the administrative functions attendant to graduate education, the University established an Office of Graduate Studies. In 1995, the first permanent full-time dean was appointed. Subsequent to the designation of Rowan College as Rowan University in 1997, the Office of Graduate Studies was renamed the Graduate School.

Graduate program growth has been a hallmark of the 1990s. During this time, many programs have been added, including a doctoral program in educational leadership, master's degree programs in mental health counseling, music, writing (one of only fifteen in the country), law/justice, educational technology, and theatre, and the master's degree program in higher education has undergone major revisions. There have also been extensive revisions to the library science degree program and the student personnel services program, an Ed.S. degree in school psychology, and four new certificate of graduate study (COGS) programs: ESL, early childhood, writing, and theatre practice. These programs have been developed and offered to update existing programs and, in some cases, to move into new content areas. An M.A. in standard-based practice is being proposed in the College of Education, and a doctoral program in writing is being discussed in the College of Communication.

Rowan University at Camden

1999 - Five years ago, the visiting team raised issues about Rowan University's long-term commitment to the Camden Campus (MSCHE Team Report, March 1999, p. 6).

The new name—Rowan University at Camden—indicates the campus's increased level of stability and senior administration's renewed support for and commitment to the branch. Consistent with Rowan University's mission, Rowan at Camden enriches the lives of those in the community and surrounding region through its intellectual, social, and cultural contributions.

Since 1992, the campus has shared a facility with Camden County College. Rowan University at Camden offers general education courses as well as full degree programs in three majors: sociology, elementary education, and law and justice studies. Day and evening classes are available for a diverse student body, with flexible course scheduling designed for working students. Over the past five years, the Camden Campus has continued to strengthen programs by providing an urban focus for teaching, research, and service programs, as specified by Rowan's *Strategic Objectives*.

Rowan University at Camden continues to expand collaborations with the other two city institutions, Rutgers-Camden and Camden County College-Camden. Over the past year, collaborative efforts have led to the creation of the University District of Camden, which reflects the presence of Rowan University along with the other two institutions. Of note is the cross-registration program that permits Rowan students to enroll in a maximum of six credits at Rutgers or Camden County College. Rowan University at Camden students also have access to full library services through the Rutgers Camden library. Further expansion of services at Camden is discussed in "Significant Developments."

Campbell Library Campbell Library supports all academic programs with its collections of 370,000 books and audio-visual items, 1800 print periodical subscriptions, substantial microform backfiles, 103 databases, and access to approximately 3500 electronic journal titles. Interlibrary loan, document delivery, and reciprocal borrowing through consortia provide additional resources for students and faculty. The 117,000 square foot building provides ample stacks, a computer laboratory, meeting spaces and classrooms, seminar rooms, and individual and group study spaces. The Music Library in Wilson Hall also serves students' needs for scores, recordings, and reference materials.

The library's base budget increased approximately 24% over the last five years, ameliorating the inflationary impact of journal prices. *This was a concern voiced by the visiting team five years ago (MSCHE Team Report, March 1999, p. 13)*, and it is being addressed. Technology fees have partially funded new databases as needed, and purchasing databases through a state consortium reduces costs. Despite these measures, the need to add to the collections continues, especially in the sciences, communication, and law/justice.

The visiting team also noted that the library should be an integral part of planning for new academic programs (MSCHE Team Report, March 1999, p. 12). Since then, a form addressing library resources has become a part of the curriculum course proposal process for new courses and programs. Librarians work with the faculty proposing the course/program, facilitating planning for any needed library resources.

A final concern raised by the visiting team in 1999 related to the interaction between the library and information resources (MSCHE Team Report, March 1999, p. 19). This situation has markedly improved since an administrative restructuring has the library reporting directly to the provost rather than to Information Resources. A new associate provost for information resources was hired shortly after the team visit, and his professional experience has also improved the situation.

Related Educational Activities

In addition to having a wide variety of courses of study from which to choose, Rowan University students benefit enormously from special programs and initiatives that support students' academic development. These initiatives include **Rowan Seminar, Honors Studies, Study Abroad**, and the programs provided by the **Center for Service Learning and Volunteerism** and the **Center for Academic Success**.

Rowan Seminar (RS) is the academic component of the Rowan University First-Year Experience. RS courses are special sections of general education and introductory major courses taught by experienced instructors dedicated to helping first-year students make a smooth transition to university life. The enrollment for the courses is limited to twenty freshmen per class. The goals of the Rowan Seminar are to (1) strengthen writing and critical thinking skills through application to specific course content; (2) nurture library research skills within a course context; (3) reinforce the value of cooperative learning, and (4) strengthen classroom skills. The Rowan University New Jersey Campus Diversity Initiative, funded by the Bildner Foundation, supports Rowan Seminar interdisciplinary courses that focus on diversity and democracy. Eleven new courses are currently in the curriculum review process. The foundation award is **\$195,830** over three years.

The Honors Studies Program, open to first-year and matriculated students across the University, emphasizes interdisciplinary study and active learning. During the last three years, the program has significantly increased its enrollment as well as its course offerings. During the past three semesters, approximately 170 students were enrolled in 14 courses. A record number of 55 first-year students enrolled in fall 2002, up from an average of 30 for the last several entering classes. Data suggest that this increase is the result of entering students who are better prepared academically than in the past. Future recommendations for the program include an Honors general education core, more interdisciplinary courses, and an Honors College.

Study Abroad Program Rowan University's Study Abroad Program began in 1967. The last five years brought growth, change, and significant development. Student enrollment has been as high as 51 in 2002-2003 and is currently 38. In the past five years, over 180 students have participated in the program. Students from all colleges and a wide range of

departments participated in programs in Asia, Australia, Europe, and Latin America. The number of overseas placement venues has increased. As part of the University's five-year strategic plan, there is a goal to increase opportunities for study abroad and coordinate all aspects of International Education in a single office.

Center for Service Learning and Volunteerism Service to the community is an integral part of the mission statement of Rowan University, and the Center for Service Learning and Volunteerism has, for the past five years, facilitated opportunities for Rowan students, faculty, staff, alumni, and their families to grow professionally and personally. Service learning is an instructional strategy that promotes learning and development in an academic, credit-bearing experience by extending education beyond the boundaries of the classroom and into the community. The Center coordinates large and small projects that improve and enrich the community. Each year the Center, through its volunteers, provides well over 7500 hours of service to the community. Projects have included: Make a Difference Day; Big Brothers/Big Sisters; Big Event; March of Dimes Walk America; Day of Caring; K-12 Mentoring and Tutoring; and American Red Cross Blood Drives.

The Center for Academic Success provides many comprehensive programs and services that assist students in enhancing and maximizing their academic potential from orientation to graduation. The Center houses Testing, Basic Skills, Tutoring, Disability Resources, and Veterans Programs. The Center administers basic skills testing for all incoming freshmen and competency tests such as CLEP. It also tests students needing accommodations due to a documented disability. There has been a 60% increase over the past few years in testing for special needs students.

The Center handles placement in reading, writing, and mathematics and provides numerous services to students with documented disabilities, including general academic advisement, counseling, referrals for specific needs, and arrangements for course accommodations. Center workshops include study skills, time management, managing stress and anxiety, and math anxiety.

The Center also provides tutoring. Approximately 370 tutoring requests are received each semester. Of these requests, 62% are made by freshmen and sophomores and 38% by upperclassmen. Less than 1% of graduate students apply for tutoring.

Future plans include expanded testing and tutoring services and more services for students with disabilities, in anticipation of an increase in their numbers. In recent years, the number of students with disabilities attending Rowan University has increased 137%, from 148 students in 2000 to 256 students in 2003. A new mentoring program for disabled students began in fall 2003.

Current Status: In educational areas, during the last five years, the University has initiated a comprehensive review of general education; added a significant number of new courses, programs, and degrees; increased the number of nationally accredited programs from four to nine; reorganized and reinvigorated the Graduate School; dramatically increased support for Rowan University at Camden; significantly expanded

the Library's budget; and re-envisioned and strengthened key student support services through Rowan Seminar, the Honors Studies Program, and the Centers for Service Learning and Academic Success.

Student/Faculty Research Collaborations and Integrative Learning The provost's vision for campus-wide integrative learning is to "enhance students' abilities to interrelate their learnings with applications to real world situations." Focusing on the University as a learning community, the provost seeks "increased interaction between faculty and students, as well as the removal of artificial walls that traditionally stand between what students learn in and out of class." Some of the characteristics of this integrative learning are interdisciplinarity; living/learning programming; and integrated learning experiences with business, industry, government, and community groups.

Some actions the University has taken to facilitate integrative learning include creating joint faculty appointments, providing flexibility in the scheduling of classes, introducing a first-year student mentoring program, establishing Rowan Seminar, focusing on service learning and community-based projects, and enhancing multicultural understanding through courses funded by the Bildner grant.

Integrative academic offerings include two liberal studies majors, the co-teach program, and interdisciplinary concentrations in African American Studies, Asian Studies, Honors Studies, International Studies, Women's Studies, and Leadership Studies.

In the College of Engineering, the clinic model promotes project-based work with business, industry, government, and the community. Engineering students also work with students from other colleges, and their work has resulted in patent applications, grants, industrial contracts, and publications. In 2002-2003, engineering faculty worked with 212 undergraduate students on research projects and co-authored a journal article or book chapter with 39 students. They co-presented with 76 graduate or undergraduate students at professional meetings. The Business College's entrepreneurial specialization, to be implemented fall 2004, will also provide opportunities for integrative learning.

In spring 2004, Rowan hosted the seventh annual Science, Technology, Engineering, and Mathematics Student Research Symposium (STEM), which is sponsored by the Department of Biological Sciences, The Biology Club, and the College of Liberal Arts and Sciences. Rowan faculty may be listed as authors, but undergraduate students create and deliver the poster sessions. Faculty also may sponsor a student's research. Through the proposals and presentations, students learn how to communicate their work to others, both inside and outside their field; underclassmen learn about the areas of research open to them; and faculty from different departments communicate about related research areas.

In the College of Liberal Arts and Sciences, all new hires in sciences and social sciences are encouraged to pursue lines of research that allow working with students. Many students make presentations at national and international meetings, and much of this work results in co-authorship in peer-reviewed publications.

As described by the provost, the University expects the expansion of integrative learning “to develop better citizens, improve society through the work of the University community and foster life long learning with associated critical and analytical skills that provide students with the flexibility to adapt to new situations.”

Faculty and Professional Staff

1999 - The team commented that Rowan has “an excellent and dedicated faculty,” and “an experienced and dedicated administration and staff.” They also noted that the faculty and administration exhibited creativity and innovation in programming (MSCHE Team Report, March 1999, pp. 18-19). Rowan faculty and staff have built upon this strong foundation in the last five years and have also addressed the team’s recommendation to “continue to examine adjunct usage and pay” (19).

Rowan University remains committed to providing high quality instructional, research, and service programs that are devised, developed, monitored, and supported by qualified professionals. Many of the University’s most significant and ambitious strategic objectives involve considerable time and effort to support faculty members and their development, to enhance teaching and research, and to create a learning community in which faculty, staff, and students thrive.

A broad view of the faculty at Rowan University over the last five years reveals several notable changes: (1) the number of full-time faculty increased, (2) the number of faculty holding appropriate terminal degrees has risen, (3) the faculty is more diverse, and (4) the pool of applicants for full-time faculty positions has been widened and enriched.

In 1999, Rowan had 338 full-time tenure and tenure-track faculty positions. In FY04 the number increased to 364. The total lines (excluding overload) in 1999 numbered 481; in FY04, there are 537, or a gain of 56. In terms of doctorates—without counting other appropriate terminal degrees—in 1999, faculty with a Ph.D., Ed.D., or other doctorate represented 81% of full-time faculty; by FY04, the percentage has risen to 88%.

In 1999, 22.4% of the faculty were minorities. In 2003, 24.8% were minorities. While in the last five years, 27 minorities have left Rowan’s faculty because of retirements, transfers, and for other reasons, since 1999, a total of 44 new minorities out of 149 total new staff have joined the faculty of Rowan University.

Nearly 75% of the tenure-track faculty hired at the University since 1999 received their terminal degrees from institutions outside New Jersey, Pennsylvania and Delaware, exemplifying a more educationally and regionally diverse faculty. This is largely due to utilizing a more targeted approach in reaching out to prospective faculty and providing increased enhancements for new faculty, such as mortgage incentives and travel reimbursements.

Another significant development has been in the area of “articulated and equitable procedures and criteria for periodic evaluation of all faculty that contributes significantly

to sustaining an appropriate level of growth and excellence” (*Characteristics of Excellence in Higher Education*, p. 29). Utilizing the governance structures of the University Senate, AFT, and the academic departments, the Rowan faculty and administration have engaged in a comprehensive review of the policies and procedures pertaining to reappointment, tenure, and promotion. These efforts resulted in significant changes in the evaluation process for faculty reappointment as well as **a completely revised promotion process**, with each academic department developing its own standards and criteria for promotion that are discipline-based and more reflective of their specific areas of expertise. These new and revised procedures are a result of the University’s continuing efforts to establish effective means to evaluate and support faculty, addressing the requirement that the evaluation of faculty contribute to their sustaining an appropriate level of growth and excellence in the areas of teaching, scholarship and creative activity, and service. The University has also recognized and rewarded the meritorious performance of senior faculty through a merit-based range adjustment program for faculty.

To provide faculty time to pursue scholarship, creative activity, and service, the University is developing a plan to allow readjusted teaching loads (3-3) for faculty actively involved in the areas identified above. Additionally, new hires will receive 3 s.h. reassigned time each semester for their first two years of employment, retroactive to 2003, to assist them in adjusting to the University, allowing them to focus on teaching, and providing them an opportunity to establish their research agendas.

In another effort to support faculty research and development, the University has increased the funding for Separately Budgeted Research grants by over \$100,000, from \$155,000 dollars in FY01 to **\$265,000 dollars in FY04**. This resulted in an increase in the support of faculty research and in providing greater opportunities for faculty to devote more of their workload to this area. **Separately Budgeted Research will increase to \$490,000 for FY05**, which represents a 48% increase over the past four years. This program is slated to be replaced by the readjusted teaching load in fall 2005, given sufficient funding.

Representative Rowan Faculty Productivity (2002-2003)

Since the University’s current process of record keeping of academic productivity was not in place in 1999, it is not possible to do a cross-comparison between faculty accomplishments in 1999 and 2003. What can be provided is a summary of the exceptional level of academic contributions by faculty across the University with AY02-03 as an index of recent faculty achievement. One of the most notable achievements of faculty productivity is the increase in the number of faculty grant proposals and awards. From July 2002 through June 2003, the Grants Office processed 108 proposals, requesting \$20,005,195 in funding. Forty-three grants were awarded, totaling \$7,570,585.

Business faculty authored or co-authored 45 refereed journal articles and delivered 16 papers at national/international conferences. Faculty delivered 49 formal presentations at national/international conferences and published 4 pedagogical works. They were elected or appointed to 46 leadership positions in academic/professional organizations.

College of Communication faculty published 5 books and 25 journal articles, book chapters, or creative works. They reviewed 16 works and made 35 conference presentations. They held 9 editorial positions and 13 leadership positions in professional organizations; served on 49 master's/dissertation committees; and filled 149 service slots on University committees.

College of Education faculty authored 21 refereed articles, 28 non-refereed articles, and 2 books. They edited 2 books and wrote 20 book and article reviews. They held 7 editorial positions, 21 leadership positions in professional organizations, and 26 service positions on regional and national committees. They delivered 102 presentations before state, national, and international groups. In addition, Education faculty mentored numerous M.A. theses and doctoral dissertations.

College of Engineering faculty published 172 refereed journal articles, book chapters, and other works; 58 non-refereed works; 4 books, collections, or monographs; completed 63 reviews; and held 8 editorial positions. They made 172 presentations; held 34 positions in professional organizations; served as first reader or chair on 21 dissertation committees; and engaged in 114 institution-related service activities.

College of Fine and Performing Arts faculty published 20 refereed and non-refereed articles, book chapters, or creative works. They participated in more than 40 juried shows, commissioned performances, or creative readings, and made formal presentations at 16 professional meetings. They held 9 positions in professional associations and engaged in 56 related professional activities. They performed 30 institutional service activities. In addition, the college sponsored three major musical events: a 3-day, on-campus conference offering 75 trumpet players' master classes and clinics; the Rowan University Wind Ensemble's second Side by Side concert, which invited over 100 high school musical students for a performance under a guest conductor; and the 31st annual Jazz Festival in which over 30 high school jazz ensembles came to campus for the 3-day festival.

College of Liberal Arts and Sciences faculty published 153 journal articles or book chapters; singly or jointly authored 15 books or monographs; edited 5 books, collections, or monographs; held 15 editorial positions; and made 181 presentations at state, regional, national, and international professional meetings. They held 39 leadership positions, conducted 130 outreach activities, and performed 356 activities related to institutional service.

Faculty Issues

The University continues its work to achieve a student/faculty ratio of 12 to 1 and to increase the proportion of University sections taught by full-time and three-quarter-time faculty to 85%. In light of these goals and the goal to readjust teaching loads, deans and departments have been asked to develop 10-year staffing plans that address increased faculty needs. Additional new tenure-track faculty lines will be required to assist in reaching these goals. As a result of budget cuts, the timeline for achieving these goals has

been extended. However, despite the hardships arising from the budget cuts, the University has been able to reduce the student/faculty ratio from 15.05 in FY96 to 13.97 in FY03. There has been less success at reducing sections taught by adjuncts to 15% due to deferral of positions brought on by the cut in state appropriations and by increases in SBR reassigned time. The percentage of classes taught by adjuncts rose from 24.7% in 1999 to our current high of 28.1% in 2003.

The 1999 team noted the need to “*continue to examine adjunct usage and pay*” (MSCHE Team Report, March 1999, p. 19). Support for adjuncts is an ongoing concern. In July 1999, adjunct faculty became a part of the bargaining unit. Pay rates for adjuncts have increased from \$575 per credit hour in 1999 to \$750 in 2004. The pay rate is slated to continue to increase incrementally to \$975 per credit hour by 2007. Recognizing that adjunct faculty perform a valuable role in the delivery of the instruction at Rowan University, conversations between the bargaining unit and the administration are currently underway to enhance the support, orientation, and evaluation of adjunct faculty. These discussions will continue through summer 2004 (*MSCHE Team Report, March 1999, p.19*).

Professional Development

Founded in 1996, The Faculty Center for Excellence in Teaching and Learning provides faculty with the necessary support and encouragement to engage in self-directed collegial inquiry and experimentation, strengthening and enhancing teaching and learning at Rowan University. It is a faculty-owned resource that offers professional development opportunities focused on student-centeredness and research-based, pedagogical practices. The Faculty Center's range of services is designed for the induction of new faculty and for the ongoing professional development of mid-career and senior faculty. In recent years, the Center has expanded the number and kinds of programs it offers the campus community. At the time of the last Middle States visit, 41% of the current Rowan faculty had been hired in the last five years. *Currently, approximately 35% of the faculty are probationary.* Rowan recognizes the need for strong programs to orient and support faculty. In addition to the readjusted teaching load, the Faculty Center supports ongoing professional development. (*MSCHE Team Report, March 1999, pp.18-19*).

The Faculty Center reaches its goals through a variety of programs and activities, including a three-day New Faculty Orientation and an interdisciplinary mentoring program. The Center sponsors almost 20 workshops each semester, reaching some 235 faculty. Topics include getting published, navigating the tenure and recontracting process, writing across the campus, and issues of diversity.

Professional Staff

Rowan University also employs a high quality professional staff. From 1999 to 2004, the number of professional staff in the AFT bargaining unit has remained constant at approximately 120. The professional staff's responsibilities are primarily working with faculty and students in support of the academic goals and overall mission of the University.

Professional staff in varying career positions are increasingly found in either the actual academic departments, such as Art, Music, Computer Science, Elementary Education, Special Education, Health and Exercise Science, Secondary Education/Foundations, Biology, Chemistry, Physics, and Engineering, or consolidated into their own unit within a college such as in Communication. The positions they hold vary from the traditional academic advisor and career counselor to courseware development specialists and lab equipment specialists. Academically qualified professional staff also teach overload courses in most departments on campus.

There is a strong drive for continuing professional development activities and a sharp rise in the number of professional staff seeking a doctorate degree. Prior to 1999, there was one professional staff member with a terminal degree. Today, there are three more professional staff with terminal degrees and four professional staff in graduate programs leading to a doctorate. The majority of the remaining professional staff possess the master's degree. Those who do not are strongly encouraged and provided funding to seek the master's.

Other professional development activities include active participation in professional associations and attendance at related conferences. Specialized training programs are also attended by professional staff. Examples of these include "Electronics for Chemistry and Physical Measurements: Making the Right Connections," and "Criminal Records in the Hiring Process."

An increase in publishing, projects, and research has occurred over the past five years. Professional staff have engaged in their own project and research activities and have collaborated with faculty, administrators, and students. Some of these activities include implementing a pilot program for the NJ State Department of Education for specialized training for first-year teachers to meet the needs of non-English speaking children in the classroom, which has led to a federal grant proposal; the "Just in Time" Macintosh Training and Support Project; an article in *Upscale Magazine*, "Blueprint for Success: A Career Development Guide for the Black Student"; an article in *Equal Opportunities Magazine*, "Blueprint for Success: Professionalism in the Workplace"; a children's book on cultural diversity, *Lakota*; a book entitled *The Career Development Guide for Afro-American Students*; a doctoral study on learning communities; and an educational newsletter sent to every principal and superintendent in southern New Jersey.

Conference presentations have increased, including those at the national and regional levels, in a variety of disciplines and settings. Presentations have been made at the National AFT Issues in Higher Education Conference and the National Association for Equal Opportunity In Higher Education.

Professional staff are very involved in the larger community outside Rowan University in service activities. Some that directly relate to the mission of Rowan University include specialized training courses and grant writing assistance. Similar to the Separately Budgeted Research program for faculty, in FY00, \$15,000 was made available in grants

to support the professional development of professional staff. In both FY04 and FY05, \$20,000 is dedicated to staff grants, an increase of 25%

Current Status: Since 1999, Rowan University has continued its pattern of hiring a diverse faculty and staff of the highest caliber. Rowan has completely revised the faculty promotion process and made considerable movement toward a 3/3 teaching load, allowing more time for research and scholarship. Additional support for faculty and staff has been demonstrated by increased pay for adjunct professors (up \$525 per three-credit course over the last five years) and substantial investments in professional development programs.

CHAPTER TWO

SIGNIFICANT DEVELOPMENTS

Reorganization of the University

Significant Development – Rowan University has undergone significant divisional reorganization in order to advance its ambitious strategic plan.

To lead Rowan University into the 21st century, the Board of Trustees named Dr. Donald J. Farish as the sixth president in July 1998. Early in his presidency, Dr. Farish convened the Knight Collaborative Roundtable, facilitated by an organization from the University of Pennsylvania, to discuss defining and attaining the “next level” at Rowan University. The group of thirty was made up of Rowan faculty, administrators, staff, students, and community members.

Out of these discussions, four major issues/needs were identified:

- Improved support and development for faculty and staff
- New and improved academic and student programs
- Improvement in the physical plant
- Need for a marketing plan

The president and his administrative staff set about reorganizing the University to effectively respond to making Rowan University a model learning community and top-ranked regional institution. A summary of the changes is outlined below. Organizational charts depicting administrative divisions in 1999 and 2004 are provided in Appendix F.

Division of Student Affairs

In July 2000, the Division of Academic and Student Affairs was divided into two separate divisions. The newly formed Division of Student Affairs is led by a vice president hired in July 2000. The vice president is assisted by an associate vice president/dean of students, assistant vice president for student life, and an assistant vice president for student development. The departments within the Division of Student Affairs include Admissions (formerly housed in University Advancement), Athletics, Academic Success Center (basic skills/tutoring), Career and Academic Planning (CAP) Center, Dean of Students, Disability Resources, EOF/MAP, Financial Aid, Greek Life, Health Center, International Student Services, Intramural Programs, Judicial Affairs, Mentoring Programs, Multicultural Affairs, Orientation, Psychological and Counseling Services, Registrar, Service Learning and Volunteerism, Scholarships, Student Government Association, Student Information Services, Student Leadership (all formerly housed in Academic Affairs), and Housing, Recreation Center, Residence Life, and Student Center (all formerly housed in Administration & Finance). *The new structure provides a cohesive student affairs perspective and incorporates student support, student programming, and student governance under one umbrella, thereby addressing concerns raised during the last onsite visit (MSCHE Team Report, March 1999, p.17).* With the

addition of new resources and a common philosophy that is student-driven, the University's student services have been greatly enhanced.

Division of Budget and Planning

Also during summer 2000, the Division of Budget and Planning was established, and an executive director was hired in August 2000. The executive director of budget and planning is a member of the president's cabinet and represents the University on the Board of Trustees Budget and Finance Committee. The director co-chairs the University's budget and planning committee, which most recently was instrumental in the revision of the mission statement and in setting budget priorities in these times of fiscal constraint. Consistent with the existing University practice of linking the budget and planning processes, this new division provides administrative oversight and monitoring. The departments within the division include Institutional Research and Planning (formerly housed in Academic Affairs), Budget (formerly housed in Administration & Finance), and University Marketing (formerly housed in University Advancement). Within the shared governance model, this division provides leadership for the development of the budget and the development of the strategic objectives and annual review of the University's progress toward those objectives. The Office of Institutional Research and Planning plays an essential role in the assessment of institutional effectiveness and in providing data for the assessment of student learning. The Office of University Marketing implemented a "micromarketing" project designed to increase both the number and quality of admitted undergraduate students in selected majors with high growth potential. The Office of University Marketing also created a name-recognition advertising campaign targeted to opinion leaders in north and central New Jersey. Since the campaign began, the ratio of students from north and central New Jersey increased from 32% to 44%. Also, academic quality has replaced cost as the number one reason students chose Rowan.

Division of Academic Affairs

With the separation of student affairs, the Division of Academic Affairs was re-tooled, beginning with the 2000-2001 academic year. A new provost was hired in July 2001, and with streamlined direct reports, was able to focus on maintaining and enhancing the academic excellence of the University and establishing an academic action plan. The position of associate provost for academic administration was restructured to associate provost for academic affairs with responsibilities for curriculum, academic policy review, and accreditation. New positions were established, including an associate provost for faculty affairs (2000), a grant writer (2003), and an associate provost for research/dean of the graduate school (2003). Also during 1999-2003, five new deans were hired to provide leadership for the colleges of Business, Communication, Education, Engineering, and Liberal Arts & Sciences; and new hires occurred for associate provost for information resources, director of government grants and sponsored projects, and director of The Faculty Center for Excellence in Teaching and Learning. Additionally, the provost established the Deans' Council, Academic Affairs Council, and Provost's Cabinet and relocated the Grants Office to the associate provost for research/dean of the graduate school. The Division of Academic Affairs has sharpened its focus on enhancing the

quality of faculty and academic programs. New academic initiatives instituted during this time period will be discussed later in this report.

Division of Administration and Finance

With the establishment of a Division of Budget and Planning, the Division of Administration and Finance now has greater focus on capital projects and construction and maintenance of the physical plant. A new vice president was hired in 2001. Other new hires include controller (2000), director of public safety (2002), director of facilities planning (2003), and director of grounds (2004). In addition, the EEO/affirmative action officer was relocated from the Office of the President to the Division of Administration and Finance. Current departments in this division include facilities operations, facilities planning, human resources, controller, public safety, bookstore, mail room, dining services, and parent co-op.

Upon the arrival of Vice President Finan, an outside consultant was hired to assess the effectiveness of this division, and several initiatives were put into place, including a flattening of the organizational structure and the establishment of a customer service feedback system. The mission of the newly reorganized Division of Administration and Finance is to provide effective administrative and financial services for efficient University operations and to provide support services for the proper utilization of resources to ensure the campus environment is one that is conducive to learning. The division manages the planning, programming, design, and implementation of new construction and renovation projects in support of the campus master plan; administers proper operational services for a well-maintained physical plant; and provides for a safe and secure campus for the University community.

Division of University Advancement

Many of the departments originally located under University Advancement now report to other divisions within the University. The Office of Admissions was relocated to Student Affairs, the Office of Marketing to Budget and Planning, and Government and Civic Relations and University Relations to the Office of the President. The remaining offices include Advancement Publications, Alumni Relations, Development, Development Information Systems, and Major Gifts and Planned Giving. The reorganization of this unit has refocused energy from admissions, marketing, and government relations to ensuring viable alumni, fundraising and publications programs, and mounting the University's first capital campaign.

As the University's chief fundraiser, the executive vice president for University Advancement also serves as the executive director of the Rowan University Foundation. The Foundation Office processes and acknowledges all donations received by the University and ensures that all donations are used in accordance with the donor's wishes. The Office also oversees the investment program for all funds within the Foundation.

In addition, the executive vice president for University Advancement is chair of the Board of Directors for the planned South Jersey Technology Park at Rowan University (SJTP). More information about SJTP is provided in the "Campus Expansion/

Renovation” section following. Because of the reorganization of this division, the University was able to exceed its capital campaign target, increase alumni and employee donations, and secure funding for the South Jersey Technology Park, among many other accomplishments.

Office of the President

University Relations and Civic and Government Relations were relocated to the Office of the President to increase the president’s ability to interact with external constituents. This reorganization allows efficient interaction between key on-campus and off-campus groups and facilitates the initiation and implementation of several key University projects.

Board of Trustees

The Board of Trustees has reorganized its standing committee structure in response to the University’s reorganization. The Academic and Student Affairs Committee was divided into two separate committees to align with the University structure, and because of the increase in construction and renovation, a Facilities Committee was established in 2001. The board also established audit and legal ad hoc committees in 1999 and 2003.

Impact of the Reorganization

Reorganization of the administrative units has allowed Rowan University to be better able to function in the 21st century and better able to respond to change and continuing transformation. Divisions are now more clearly focused on improving academic and student support programs, increasing support to faculty and staff, enhancing the physical plant, and increasing external funding and visibility. Rowan is now in a better position to respond to regional needs and to become an economic engine for the region. The University is better able to serve the increasingly well-prepared students choosing to attend Rowan. Consequently, our reputation has also been enhanced in the state, region, and nation. One such indicator is our move from the second-tier 53rd place ranking in the 1999 U.S. News and World Report Guide to America’s Best Colleges, to the first-tier 33rd place ranking in 2004. Additionally, since 2002, Rowan has been recognized by other national organizations that evaluate colleges and included in Newsweek/Kaplan’s How to Get into College Guide as a “hidden treasure”; in Kaplan’s Guide to the 320 Most Interesting Colleges; in Kiplinger’s 100 Best Buys in Public Colleges and Universities; and in the Princeton Review’s Best Northeastern Colleges. Rowan University is well on its way to becoming a model learning community and top-ranked regional university.

Campus Expansion/Renovation

Significant Development – *Rowan is in the midst of an aggressive 10-year campus master plan that will give the University a national reputation for excellence and innovation and will make it the public university of choice in the region.*

The Campus Master Plan calls for the construction of new academic buildings and residence halls, renovation of most of the existing facilities, implementation of a

landscape and campus safety improvement plan, elimination of deferred maintenance, and purchase of 500-600 acres in nearby Harrison and Mantua townships for the University's third campus. The anchor of the new campus, located two miles west of Glassboro, will be the South Jersey Technology Park at Rowan University—a project expected to play a significant role in the economic development of the region. This aggressive campus beautification and expansion plan began in fall 2000 and will continue through 2010 and beyond. The spring 2001 issue of the alumni magazine described the changes as “exciting, inspiring, exhilarating, and perhaps revolutionary” (*Rowan Magazine*, p. 1).

Campus Master Plan

A draft campus master plan, a document to guide the planning and development of the campus physical environment, was developed by H2L2 Architects/Planners of Philadelphia and presented to the campus community in fall 2000. A University-wide Campus Master Plan Committee representing faculty, staff, students, and administrators is guiding development of the campus master plan by identifying major planning issues and developing strategies that address the needs of the University. The committee is divided into six subcommittees:

- Academics and Facilities Integration
- Building Design Standards and Expectations
- Land Use, Building Siting, and Environment
- Landscape and Campus Image
- Student and Athletic Facilities
- Pedestrian Safety, Transportation, and Parking

The group began its work by developing a set of guiding principles that clearly articulate the values and needs of the campus community with respect to campus planning. It is now beginning the task of reviewing the draft master plan in light of these principles and establishing sequencing priorities for the next ten years. A copy of the draft campus master plan is provided in Appendix G.

New Construction and Landscaping

In spring 2000, the campus undertook a landscaping and campus safety improvement project led by plans developed by Van Yahres Associates, Landscape Architects and Campus Planners. The improvements included installing sprinklers and sod, removing concrete walkways and replacing with brick pavers, upgrading and standardizing lighting fixtures, adding attractive benches, providing strategically placed emergency phones, and planting trees. Additionally, the campus has hired a professional groundskeeper with a background in landscape architecture to provide continued maintenance and development of the physical environment. While there has been a significant improvement in the physical appearance of the University, additional issues revolve around (1) addressing Rt. 322—a major vehicular corridor that runs through the University, (2) improving pedestrian movement throughout campus, (3) addressing parking needs, (4) establishing visual boundaries and a campus entrance, and (5) improving campus signage. The campus landscaping and beautification project is ongoing.

In fall 2003, Rowan University opened the \$44-million, 149,000 square foot Science Hall, home to the departments of Biological Sciences, Chemistry and Biochemistry, and Physics and Astronomy. The new science building features 47 teaching and research laboratories, four general-purpose classrooms, two large seminar rooms, an observatory, a rooftop greenhouse, and the 102-seat Edelman planetarium. This is now the campus' largest building for classroom activity.

In December 2003, Rowan broke ground for a 113-unit student townhouse complex along Rt. 322. The complex will accommodate 464 students and include a community center and a three-story parking garage with 572 spaces. The town house project is expected to be completed in fall 2004.

In February 2004, the University broke ground for the new College of Education building on the north side of campus. The new building will feature an early childhood development center, technology-enhanced classrooms, distance learning facilities, a Center for Professional Development, a reading clinic, and a special education assessment center. The building is scheduled to open in fall 2005.

Additionally, architects have presented conceptual designs for a new performing arts center to house music, theatre, and dance. There have also been discussions of a fine arts building. These plans are now under consideration by the administration, faculty, and staff in the College of Fine and Performing Arts, and the campus master plan committee.

Renovations

There is a deferred maintenance issue of which the institution is well aware.

There is a need to improve the effective use of parking space (MSCHE Team Report, March 1999, p. 19).

Renovations have included \$24 million dedicated to deferred maintenance, updating of the campus infrastructure, and renovations to several academic, administrative, residential, and student services buildings. In response to concerns cited in the 1999 Middle States team report, the University has added approximately 300 new commuter spaces, and temporary parking lots have been made available to accommodate lost parking due to construction. The academic schedule was revised to eliminate the overlap of ending class times for daytime classes and the start of evening classes. Additionally, a new parking garage, which will accommodate 572 cars, is under construction. Although some additional parking has been added to the campus since 1999, availability of parking continues to be an ongoing problem—most acutely for commuting students. The campus master plan committee will undertake the issue of parking, specifically garages vs. surface parking during the upcoming academic year. Specific details on campus renovations can be found in Appendix H.

Campus Expansion

Glassboro Redevelopment In 2001, Borough of Glassboro officials announced a plan for the revitalization of downtown Glassboro. Rowan University became an integral part of the revitalization plan that calls for more community businesses, activities, recreational facilities, housing, restaurants, and even a hotel that will provide a “college town” atmosphere. A proposed “Rowan Boulevard” will provide a direct connection between the University campus and the downtown area. Dr. Donald Farish, University president, serves as a member of the Glassboro steering committee and has been instrumental in developing positive town/gown relationships. As a result, Rowan has purchased real estate in Glassboro and has implemented a tax-incentive plan for all Rowan employees who relocate to Glassboro.

Camden Revitalization In 2002, the State of New Jersey announced the \$175 million Camden Recovery Act, which included \$5 million for Rowan University to expand its Camden campus, in hopes of developing a university district in the City of Camden. Rowan would be required to provide a \$5-million match. The plan calls for a new 50,000-square-foot building to be constructed in downtown Camden. This will enable the campus to accommodate about 1000 students, offer new programs—such as Geographic Information Systems, Urban Studies, and additional educational degrees—and expand its community outreach. The campus can continue to broaden its programs to meet the ever-changing needs of the region, as future funding permits.

West Campus Rowan University has purchased, or has options to purchase, an additional 500-600 acres of land at the intersection of Routes 322 and 55, two miles west of the Glassboro campus. The land is being acquired to relocate the athletic facilities from the main campus, thereby freeing up space for more academic buildings. The West Campus may also be used for expansion of academic facilities, as well as residential facilities, should the State provide funding to expand capacity. The West Campus will also be home to the South Jersey Technology Park at Rowan University.

South Jersey Technology Park at Rowan University In 2001, Rowan University was awarded a \$5.8 million grant from the New Jersey Economic Development Authority to establish the South Jersey Technology Park (SJTP) at Rowan University to lead economic revitalization in southern New Jersey. The Rowan Foundation added an additional \$1 million to the project. SJTP was incorporated in 2002 as a non-profit corporation with an elected board of directors. University City Science Center of Philadelphia was brought in as an outside consultant to develop a strategic plan, and the architectural firm of Wallace, Roberts, & Todd developed a preliminary conceptual site plan. The Park is to be located on approximately 188 acres of land at the intersection of Routes 322 and 55, part of the University’s proposed West Campus. In January 2004, an agreement was signed with Lincoln Property Company to develop the first phase of the project—The Innovation Center. SJTP is targeting high-tech start-up companies as the initial tenants, with plans to also provide space for academic R&D programs. In March 2004, Rowan was awarded \$5 million by the Delaware River and Bay Authority, bringing the total of secured funds to \$12 million. The first building on the site is expected to open by August 2005.

Impact of Campus Renovation/Expansion

Early in his presidency, Dr. Farish commented, “Although academic programs going on inside of our buildings were superior to those at many colleges and universities, the campus, buildings, and facilities did not match the quality of the education inside.” (Rowan Magazine, v6, n2, p2, Spring 2001). Since 1998, the University has invested more than \$200 million in renovations and new buildings completed or under construction and has endeavored to create a learning environment in which Rowan students can thrive. The president noted that the renewal and revitalization of Rowan’s physical plant is well underway and is beginning to more appropriately reflect the quality of education offered at the institution (Address to University Assembled, October 2003). Rowan University’s priorities can be refocused to addressing challenges ahead, which are delineated in the final chapter of this document.

Academic Action Plan (New Academic Programs/Initiatives)

Significant Development - *In 2001, under the direction of the provost, the University implemented an Academic Action Plan, keyed directly into the University’s Strategic Objectives, which has resulted in significant progress in enhancement of academic programs and support for faculty and staff.*

The provost’s most recent report (spring 2004) to the University community highlighted the integration of the University’s Strategic Objectives, Academic Affairs’ goals, and resulting outcomes. The following table highlights academic activities that have engaged the campus community, enhanced program quality, and improved communication and group input into decision-making or shared governance. The task forces assigned to each of these areas have provided the leadership to continue along the path of academic excellence. The recommendations made by these task forces have resulted in improved efficiency, new and reallocated revenues, and cost containment.

Table 4. Academic Action Plan

Strategic Objective	Goal	Results (2002-03)
To use the unique position of Rowan University to make it the leading public institution of its kind	To articulate Rowan's academic vision	<ul style="list-style-type: none"> • Revision of the University mission statement
To strengthen existing programs and add new academic programs to meet regional needs	To introduce new courses and revise existing programs	<ul style="list-style-type: none"> • 100 minor changes to existing courses • 66 new courses • 1 major program revision: Civil and Environmental Engineering • 10 new specializations • Astronomy minor • Certificate of Graduate Study in foreign languages education • B.A., Environmental Studies • M.A., Criminal Justice • M.A., Educational Technology • Provost initiated open forums to discuss possible offerings at Rowan's three campuses
To increase funding for faculty and staff professional development	To provide professional development opportunities for faculty and staff	<ul style="list-style-type: none"> • President increased funds for adjusted time for new faculty (\$300,000) • SBRs (\$245,000) in AY 2004-05 • Provided \$40,000 in career development funds • Instituted regular workshops and training for administrative assistants and secretaries • Increased professional development for IT staff and librarians • College of Business piloted Web for Faculty • Provided continued support for Faculty Center
	To provide opportunities for chairperson's professional development	<ul style="list-style-type: none"> • Established annual workshops for chairs, chairs handbook, and Chairs Council
To review the general education component in light of the new Middle States standards and to ensure that objectives are measurable and attainable for all students	To evaluate the effectiveness of the current general education program	<ul style="list-style-type: none"> • Conducted general education task force review 2002-03 • Developed an assessment model for College Composition I, II, and Public Speaking • Recommended appointment of general education director
	To improve efficiency and flexibility of general education, and to eliminate barriers to students' academic progress	<ul style="list-style-type: none"> • Established new general education task force, spring 2004

<p>To examine the issue of information literacy (IL)</p>	<p>To assure that information literacy is integrated throughout the curriculum</p>	<ul style="list-style-type: none"> • Task Force identified standards for information literacy • Reviewed IL practices at peer institutions • Surveyed Rowan faculty to determine status of IL • Developed strategy for collaboration with county colleges • Developed a pilot to integrate competencies into CC II • Disseminated recommendations
<p>To expand the Honors Program</p>	<p>To enhance and expand the Honors Program and attract excellent students</p>	<ul style="list-style-type: none"> • Developed an Honors Council • Presented a plan to Academic Affairs and the Board of Trustees • Increased the number of honor students from 30 to 55 • Established an Honors Residence • Designated Honors courses in four colleges • Preserved interdisciplinary core • Envisioned an Honors College • Charged the Council to elaborate the strategic plan for the Honors Program
<p>To enhance the Campbell Library's holdings and technological infrastructure and its ability to serve the community</p>	<p>To develop Library collections that support and enhance the curricula and Information Literacy</p>	<ul style="list-style-type: none"> • Reviewed databases; canceled 12 and added 3 • Catalogued 7,838 new items • Allocated \$958,000 for books, A/V, databases, print, microform journals • Allocated \$320,000 for the Endeavor integrated system • Implemented training
<p>To plan and budget for technology needs to allow the University to replace and enhance technology</p>	<p>To assess current and future information technology requirements across the campus</p>	<ul style="list-style-type: none"> • Upgraded Core Network (\$592,065) • Hired 4 more IR staff • University-wide Technology Task Force developed a strategic plan to address campus needs • Implemented replacement cycles for faculty, staff, lab, and classroom technology • Established 10-year budget plan for technology; Year One request of \$3,722,438 • Updated or replaced 75 student workstations and 27 monitors (\$110,981) • Invested \$120,000 in faculty computers • Implemented Internet II • Began implementation of University-wide support system

To implement a comprehensive and effective enrollment management plan	To accurately forecast enrollment by program over three years	<ul style="list-style-type: none"> • Appointed task force • Eliminated pre-major category • Recommended Rowan Seminar for all first-year, first-time students • Determined methodologies for enrollment capacities • Identified capacities in Departments and Colleges
To assess programs for student learning outcomes	To review the quality of academic programs	<ul style="list-style-type: none"> • Appointed faculty to collaborate with Learning Outcomes Assessment Committee • Developed recommendations • Developed status report on outcomes assessment for the Middle States PRR
To enhance quality of graduate programs through systematic review	To review graduate programs	<ul style="list-style-type: none"> • Charged Graduate Council, May 2003, to develop criteria for program review • Graduate Council provided review recommendations, 2004
To enhance quality of undergraduate programs through accrediting reviews or other evaluations	To review undergraduate programs	<ul style="list-style-type: none"> • Reviews conducted by NCATE, ABET, AACSB International, NAST, NASAD, ACS, CSAB, WPA, PRSA
To achieve student/faculty ratio of 12/1; to increase the proportion of full-time and 3/4-time faculty to 85%; and to adjust faculty workload	To develop a faculty staffing plan	<ul style="list-style-type: none"> • Developed 5-year staffing plan, 2002 • Determined criteria for hiring priority, funding for positions, and additional funding needs • Began 10-year staffing plan, 2003 • Determined number of FT faculty needed to meet the objective and identified new positions to enhance programs or to adjust faculty workloads
To develop and maintain an effective technology infrastructure and support staff	To develop an administrative staffing plan	<ul style="list-style-type: none"> • Developed 5-year administrative staffing plan • Hired planetarium director, additional departmental secretary support and IR professionals, and a computer science UNIX professional
To develop replacement cycle funding for state-of-the-practice technology applications	To develop an equipment plan	<ul style="list-style-type: none"> • Developed a multi-year priority order equipment plan (incorporates possible ELF funds) • ELF funded \$3.2M in 2003-05 • Developed plans for stable, routine funding
To realize a 50% increase in funded research by 2007	To increase funded research	<ul style="list-style-type: none"> • Hired grant writer, using indirect funds • Funded more than 40 SBR proposals, 2003

<p>To review the current structure of the institutes</p>	<p>To clarify the roles, development, and effectiveness of centers and institutes</p>	<ul style="list-style-type: none"> • Developed guidelines for approved centers and institutes • Saved \$475,697 by closing or reducing operations of 4 centers • Realized \$46,532 in indirect contributions by centers and Institutes • Established new memoranda of understanding • Reviewed financial practices
<p>To provide expanded academic offerings to the Camden community</p>	<p>To develop a plan to enhance Rowan University at Camden</p>	<ul style="list-style-type: none"> • Reviewed status of current programs and developed plan to enhance them • Secured funding for new building • Identified building site, March 2004 • Enhanced liaisons with K–12, higher education, and healthcare partners
<p>To examine the role of interdisciplinary team-taught courses</p>	<p>To develop a philosophy and mechanism for offering interdisciplinary courses consistent with University mission and values</p>	<ul style="list-style-type: none"> • Identified 14 barriers to effective interdisciplinary administration • Identified strategies to address barriers • Implemented a number of strategies
<p>To increase focus on multicultural/global issues</p>	<p>To develop focused, well-articulated, coordinated international offerings</p>	<ul style="list-style-type: none"> • Identified new organizational structure • Recommended position of coordinator of international activities • Established search for interim director
<p>To reorganize summer school to meet student needs and provide greater revenue</p>	<p>To review the summer school program</p>	<ul style="list-style-type: none"> • Reviewed summer school • Identified problems that impacted enrollment • Developed departmental incentives • Increased student credit-hour enrollment • Provided \$44,000 to participating departments, 2003 • Identified courses taken by students at other colleges • Extended registration • Developed media strategy and web site

Impact of the Academic Action Plan: *The Provost’s Action Plan, as it has unfolded, has energized the campus and provided a holistic blueprint by which to assess and address academic program needs. Neither limited nor merely theoretical, the Action Plan has resulted in concrete, measurable results, including a revised University mission*

statement; an expanded Honors Program and new curricular offerings; technology enhancement and faculty research opportunities; new assessment plans for general education and other programs; fruitful reviews and recommendations concerning information literacy, the centers and institutes, and the graduate program; and substantial increases in funding to support the holdings and technology in Campbell Library. Additionally, the Action Plan calls for an informed forecast of future faculty and administrative positions, as well as equipment needs, for the next ten years.

University Advancement/Funding

Significant Development – *The University continues to be successful in securing external funds, as indicated by the successful capital campaign that exceeded its projected goal.*

During the 1999 on-site visit by the evaluation team, one of the most notable accomplishments was the 1992 \$100-million pledge to the institution by Henry and Betty Rowan, and the dramatic changes the gift brought about. Since that time, Rowan University, led by the Division of University Advancement, has continued to be successful in its advancement efforts.

Henry Rowan completed his \$100-million pledge in 2003. The University's endowment now stands at \$125 million (as of June 30, 2003). The University also received its first million-dollar gift from an alumnus, funding which was used for the planetarium now housed in the new Science Hall.

The first capital campaign undertaken by this institution, *Building Bridges to Opportunity: The Campaign for Rowan University*, was announced in fall 2002 with a goal of \$22 million. The campaign met that goal one year ahead of schedule, and to date the campaign has raised over \$24 million. In addition to the \$1-million gift from alumni Ric and Jean Edelman, other significant donations have included a \$1-million pledge from the King Foundation to endow a professorial chair in the College of Communication; a \$1-million pledge from Ann Campbell to establish a professorial chair in the College of Business; and a \$1.5-million pledge from Keith and Shirley Campbell for the University library. Another factor that contributed to the success of the campaign was the contributions of over 8000 alumni and 500 employees. The campaign will continue through the end of FY04.

From FY99 through FY03, the Rowan University Foundation received 28 commitments of \$100,000 or more. Corporate and Foundation support has been used to fund student support and scholarships, lecture series, Rowan Seminar, Engineering clinics, projects with the City of Camden, the Center for Entrepreneurship and Innovation, athletic teams, Center for the Arts, the M.B.A. program, Lindback Distinguished Teaching Award, and Campbell Library.

The Office of Government Grants and Sponsored Projects (housed in the Division of Academic Affairs) has also seen a notable increase in grant-funded research. Revenue

from grants and contracts has increased dramatically from \$1,939,788 in FY98 to \$9,044,205 in FY03, a rise of 366%.

Although Rowan University has had cuts to its State appropriation in the past two years, the University has been successful at securing funds through other State initiatives. One such resource is the Higher Education Incentive Funding Act, which provides State matching funds for new endowment gifts of \$1 million or more secured by the State's institutions of higher education. Since 1999, Rowan has received \$3.3 million as a result of this legislation. The Equipment Leasing Fund (ELF), a grant program administered through the New Jersey Commission on Higher Education, provides funding for educational equipment. Since 1999, Rowan has received \$3.2 million in ELF money. Additionally, the State provided \$8.5 million in 2000 and \$15.3 million in 2002 to assist the University with deferred maintenance. In 2001, Rowan University was awarded a \$5.8-million grant from the New Jersey Economic Development Authority to establish the South Jersey Technology Park (SJTP) at Rowan University. SJTP is expected to lead economic revitalization in southern New Jersey. Additionally, Rowan secured a \$1.9-million grant from NASA in 2002 to purchase state-of-the-art scientific instrumentation for the new science building.

***Impact of Enhanced Revenues** – Through private support and State and federal initiatives, Rowan University is reaching levels of achievement that directly benefit our students, communities, and regions. The capital campaign and other fundraising initiatives provide resources for student programs and support, academic development, facilities improvement, and community outreach. Incoming students are better prepared, retention and graduation rates are improving, faculty have distinguished themselves nationally, and the campus is becoming more aesthetically pleasing. For Rowan University, the transformation continues.*

Technology/Information Resources

***Significant Development** – Rowan University has made enormous strides in supporting the technological needs of the University, investing over \$5.45 million in technology in the last four years.*

“Life in a Technological Society” was one of the selected topics in the 1999 self-study. In the last few years, despite difficult economic times, the University has continued to make enormous strides in supporting the technological needs of the Rowan community. Improved access, speed, capacity, hardware, and efficiency are ongoing demands. The campus has responded to the challenges presented in 1999 for new and better equipment and support and is poised to continue to be responsive to the technological needs of the University community.

In FY03, Rowan University invested over \$1.26 million in all areas of technology. The University spent approximately \$150,000 on upgrading student labs and purchasing computers for new faculty. Improvements to the core network totaled almost \$600,000, and the NJEdge Internet connection cost \$32,000. New and upgraded servers for the

University community cost \$81,000 and a new tape backup system \$47,000. A NASA grant provided \$248,000 for the technology in Rowan's new Science Hall: network equipment, a wireless site survey, and telephone and computer installation. In the past four years, the University has invested \$5.45 million for networking, computer labs, technology-enhanced classrooms, faculty workstations, campus-wide servers, and technology for the new science building.

Technological Progress in 2002-2003

Given the lack of capital funding for major technology initiatives—except for the upgrade of the campus core network—FY02 can best be characterized as a year of maximizing limited resources while responding to campus needs and planning for technology initiatives required to move the campus forward. Significant time and effort were spent working with the campus-wide technology task force, assessing the existing technology infrastructure and systems, and reviewing staff competencies via skills assessment matrices. These initiatives were undertaken to improve the informational technology environment of the campus.

In FY03, a redesigned campus core network was implemented. All of the residence halls were converted to the new network so students could begin the school year using the new equipment. By the end of fall semester, the Network and Systems Group (NSS) began moving the academic and administrative buildings over to the new network. This process continued throughout spring semester, with a minimum of interruption to the campus community.

Technology Subcommittees Significant work was accomplished by each of eight technology subcommittees established to develop recommendations for specific technology areas over the course of the past year. More than 50 faculty, staff, administrators, and students represented the campus community on these subcommittees.

The technology subcommittees considered networking/infrastructure; applications of technology; standards, policies, and guidelines; technical support; professional development and training; multiple uses of technology (technology integration); information technology management across academic and administrative departments; and curriculum.

Replacement Cycle Funding Model Initiative Information Resources has continued the development, refinement, and implementation of a comprehensive replacement cycle funding model for the University's existing and evolving information technology infrastructure. *The model categorizes and assesses all information technology and establishes a baseline replacement cycle cost for all information technology based upon industry acceptable standards* (MSCHE Team Report, March 1999, p. 19).

Rowan University Web Site Redesign In January 2003, the Office of the Web Coordinator unveiled the newly redesigned Rowan University Homepage, accompanied by more than seventy top-level sub-pages. This marked the kickoff for the Rowan University web site redesign initiative, a two-phase, roughly four-year process.

Phase II began with the redesign of the first of six University divisions, Student Affairs. Fourteen new web sites were redesigned for the Division of Student Affairs, totaling approximately 2400 files. The redesign of web sites for the Office of the President and the Division of Administration and Finance followed. Another significant milestone for the Office of the Web Coordinator is the implementation of a dynamically driven online course catalog system. The final significant element of Phase II is the redesign of all College web sites. The College of Engineering's web site serves as a benchmark for the University.

WebCT Automation The automation of loading student information into WebCT and the synchronization of WebCT with the authentication LDAP (Lightweight Directory Access Protocol) server provided both students and faculty with improved usability with less complexity. Full integration of WebCT into the Student Campus Portal is anticipated for FY04.

Redesigned Service Delivery Model for College of Engineering This initiative, begun late in 2003, is one of IR's largest projects of the year. A thorough review was initiated to examine the computing needs of the College of Engineering and to determine how best to maximize the resources available to meet the college's extensive support needs.

Conversion to Banner In FY03, the University acquired the Banner suite of applications for Higher Education to enhance services provided to students, faculty, staff, and alumni and to provide data necessary to better manage University functions. The University began implementation of the Finance Module in January 2004, with a tentative go-live date of July 2004. Other go-live dates are Human Resources in January 2005 and Student Services in July 2006, with various functions implemented earlier, including Recruitment (fall 2005), and Financial Aid and Registration (spring 2006).

Impact of Technological Advances – *Through the leadership of Information Resources, Rowan University is enjoying improved access, speed, capacity, hardware, and efficiency. Replacement cycles for administrative and academic computing have been developed, and the University-wide technology task force is addressing technological needs from multiple perspectives. The campus has responded to the challenges presented in 1999 for new and better equipment and support, and is poised to continue to play a significant role in assisting students, faculty, and staff in mastering rapidly developing technological resources.*

CHAPTER THREE

OUTCOMES ASSESSMENT

Assessment of Student Learning

As reported in the 1999 self-study document, between 1994 and 1999, the former executive vice president/provost worked with the Campus Planning Committee to develop an institutional assessment plan that responded to the University's newly developed mission and vision statements. In addition, in 1998, the University Senate Learning Outcomes Assessment Committee (LOAC) was given a pivotal role in outcomes assessment. With the advent of a new president (1998) and provost (2001), the University reviewed and updated its strategic objectives, again making outcomes assessment a priority. However, the former Campus Planning Committee ceased to function. Instead, the University spent time to reconnect administrative offices, hire new administrators, and address the assessment of areas under the new reporting structure. During this time of change, University-wide planning continued, as did reviews for accreditation purposes, while annual program reviews were put on hold.

Development of Academic Outcomes Assessment Plan

In fall 2002, the University began preparation for the current periodic review report. A team of three members of the LOAC attended an Assessment Institute sponsored by the National Center for Teaching, Learning, and Assessment and the Penn State Center for the Study of Higher Education. This team was charged with (a) learning about the new objectives of the Middle States accreditation process, (b) enhancing general knowledge about outcomes assessment, and (c) leading the LOAC in the development of appropriate assessment principles and practices. Over a period of several months, the LOAC developed its recommendations as well as a process by which these recommendations would be communicated to and eventually implemented by the University community. This process culminated in a goals and recommendations document, which, as of May 2004, has been reviewed and approved by the University Senate and provost.

The goals and recommendations document is intended to delineate a more holistic assessment process and to promote four key objectives:

- Assessment should be an established, continuous, and embedded part of the academic process at Rowan.
- Assessment should contribute directly to student learning.
- Campus-wide outcomes assessment should take full advantage of existing processes and offices.
- Assessment should be driven at the programmatic level by the individuals working directly with students.

With these objectives, the document departs from previous assessment efforts at Rowan, driven by external reporting cycles, in favor of a process that, in the wording of the document, "originates with and is implemented by faculty and is responsive to programmatic, disciplinary, institutional, and external definitions of excellence." That is,

the envisioned process will provide information and data for use in systematic program reviews, yet these will not comprise the sole motivation and purpose. Rather, an intrinsic commitment to innovation, reflection, and improvement as central to teaching and learning will be cultivated. Assessment will be an **ongoing** process of gathering, analyzing, and implementing information about student learning; systematic program review will be a **periodic** process of documenting assessment processes and results for administration and for external agencies.

During AY 2004-05, the goals and recommendations document is expected to be formalized by the Academic Policies and Procedures Committee and to become the official guiding document for University-wide assessment. The immediate goals that will be pursued once the assessment principles and practices are approved include: motivating and involving faculty, programs/departments, and colleges; educating the campus community about assessment, including its relationship to student learning, systematic program reviews and accreditation; and making resources and support for assessment available.

Goals for the next Middle States review cycle include building an embedded process that includes all stages and components of effective assessment and gathering data to document processes and results.

The provost and the Senate have begun work on the development of a systematic program review structure and time cycle so that outcomes assessment remains a priority within the University's strategic objectives. This system is expected to be operational by 2006-07.

Organizational Structure and Responsibilities

A network of entities will implement the core assessment principles and coordinate assessment with systematic program review. The organizational structure includes:

- **Provost/Academic Affairs:** approves and oversees budgets; coordinates academic program reviews; approves and oversees curriculum
- **Coordinator of Assessment:** acts as liaison among all other entities in order to promote alignment of learning outcomes assessment with University mission, program/department goals, academic program reviews, and discipline-specific standards; provides expertise through workshops and consulting
- **Learning Outcomes Assessment Committee:** establishes and interprets assessment principles and practices for the University community; coordinates education and outreach through the Coordinator, Faculty Core Group, and Faculty Center; coordinates assessment by assisting with planning and helping to manage the collection of data
- **Faculty Core Group:** builds faculty involvement and trust; provides cross-disciplinary expertise and outreach through workshops and consulting
- **Faculty Center for Excellence in Teaching and Learning:** organizes workshops and other professional development activities; leads Scholarship of Teaching and Learning initiatives

- **Institutional Research and Planning:** gathers, processes, and disseminates data
- **Curriculum Committee:** approves academic program changes and additions
- **Budget and Planning Committee:** recommends budget priorities in accordance with strategic planning objectives

Implementation Strategy

Over the next five years, the LOAC, in cooperation with other assessment entities, will work with the colleges to relate their particular assessment needs and practices to the institutional assessment mission, lending greater coherence to the periodic external reviews of the institution as a whole while still allowing programs and departments to maintain autonomy. Programs/departments will also be encouraged to use a wide variety of indicators.

Programs/departments will be asked to create internal reporting cycles to ensure regular reviews of assessment findings and to meet necessary deadlines for systematic program reviews. Evaluation of learning outcomes results will be the responsibility of programs/departments, with assistance from deans. Reports to administration will explain how quality benchmarks are established, how learning outcomes are described and/or measured to assess achievement of benchmarks, and how assessment information is disseminated and used for improvement of curriculum and teaching practices.

Programs/departments that currently undergo, or plan to undergo, formal accreditation will be asked to document the ways in which their assessment practices address programmatic and institutional goals as well as external standards. Programs/departments without formal accreditation will be encouraged to undertake appropriate self-studies and program evaluations.

Several specific funded initiatives will be undertaken to raise both the level and visibility of assessment activity. In addition to increased resources that will be made available as needed to the various entities making up the organizational structure, support for professional development will be provided through college and department budgets, the Faculty Center for Excellence in Teaching and Learning, and an already existing Program Improvement fund administered by the provost. With this funding, spaces, venues and/or occasions, such as mini-conferences, will be provided for the sharing of ideas, results, and reports. Programs or departments will be able to pursue training, resources, and/or consulting expertise to enhance their assessment methods.

Status Report

Rowan University used the development of the PRR as an opportunity to evaluate its current student learning outcomes assessment processes. In spring 2003, the provost appointed a faculty member to be coordinator of assessment and assist the LOAC with the gathering of information for this report. The LOAC and coordinator of assessment prepared guidelines and asked each academic program to provide a status report of its assessment activities. Each program submitted these status reports both to the LOAC and to the dean of the college through the chair. The dean developed a summary of programmatic student learning outcomes assessments based on his or her review. The

provost developed a report based on her review of the deans' reports, requests for additional data, and discussions with the LOAC and Institutional Research.

The following provides both a summary and review by college of the effectiveness of student learning outcomes assessment. General education, the Rowan Seminar first-year experience course, and the Graduate School are also addressed. This status report documents that student learning assessment activities occur in all programs, but that assessment activities vary in the extent to which data are collected and used to document student learning and/or to improve student-learning opportunities. An explicit and coherent process for articulating learning objectives, identifying appropriate learning experiences, specifying valid standards and benchmarks, and relating findings to areas for improvement is needed in some areas.

Most importantly, this report reflects **current** understandings of the purpose and conduct of assessment. It will serve as both a basis for building an embedded assessment process and a reference point for evaluating progress toward assessment goals.

The College of Business The College of Business (COB), accredited by the Association to Advance Collegiate Schools of Business (AACSB International), employs comprehensive assessment processes that document academic program effectiveness, facilitate continuous improvement, and gauge specific learning outcomes. This effort incorporates diverse outcomes measures and assembles the results in useful academic program reviews on an annual basis. The College of Business includes the following common elements in its annual program review documents:

- Program mission statement;
- Program goals and objectives;
- Assessment data: institutional research student satisfaction surveys, AACSB/Educational Benchmarking, Inc. (EBI) Undergraduate Student Satisfaction Studies, Educational Testing Service (ETS) Major Field Test in Business results, specialization examination results, and graduates' employment data;
- Faculty research in area of instructional development, curricular development, and assessment;
- COB Advisory Board feedback;
- Employer feedback from supervised internships; and
- Previous year's annual academic program review action plan.

As a result of assessment processes, the College of Business has successfully implemented changes to its academic programs, including the following:

- Continual and substantial improvement of student scores on ETS Major Field Test in Business (from slightly below mean in 1999 to 91st percentile in 2002 and 87th percentile in 2003);
- Development and implementation of multiple curriculum proposals;

- Faculty recruitment and selection based on identified academic program needs evidenced by assessment data; and
- Reexamination of prerequisites for business core courses.

The College of Business assessment processes have been developed by its faculty to provide evidence that it is successfully accomplishing its academic program mission, engaging in continuous improvement processes, and achieving designated student learning goals. Notably, this effort relies principally on existing and diverse outcomes measures and focuses on how those measures can be assembled into a useful assessment process that can be applied across academic disciplines.

The College of Communication All departments within the College of Communication (COC) currently gather and analyze data with respect to student learning in their specializations from a variety of sources. Through a project-based learning emphasis that extends from the classroom to real-world settings both on-campus and off-campus, the departments of Radio/Television/Film, Public Relations and Advertising, and Journalism closely observe industry and disciplinary standards and provide multiple forms of evidence of student achievement that meet those standards. The departments of Communication Studies and Composition and Rhetoric have newer degree programs and are in the process of seeking alumni feedback to initiate reviews of the effectiveness of student learning experiences. Both of these departments have established methods of assessing and refining the general education courses they offer (discussed in the “General Education” portion of this report). Public Relations and Advertising, Journalism, and Composition and Rhetoric have identified external evaluation entities (Public Relations Society of America, Association for Education in Journalism and Mass Communication, and Writing Program Administrators) and seek formal and comprehensive program reviews. Composition and Rhetoric has completed its self-study and had its on-site visit in April 2004. Public Relations and Advertising has undergone a certification review, and Journalism is in the self-study phase of accreditation.

Direct and indirect measures of student learning outcomes are employed by each program within the College of Communication. Examples include:

Direct

- Project-based learning
- Exams, written projects
- Internships
- Capstone courses
- Portfolios

Indirect

- Evaluation of internships by off-campus supervisors
- National competitions

- Feedback from publications
- External evaluators

The results of the LOAC survey of assessment measures used in the COC indicate that an explicit and coherent process for articulating learning objectives, identifying appropriate learning experiences, specifying valid standards and benchmarks, and relating findings to areas for improvement is needed in all departments. These activities, while currently present, are carried out implicitly, informally, and/or unevenly. Protocols for documentation of the process and results within each department are also needed to provide relevant information for institutional programmatic review and for institutional accreditation.

The College of Education The National Council for Accreditation of Teacher Education (NCATE) accredits the College of Education. A major component of the accreditation process for the College of Education is to ensure that candidate performance standards are developed which focus on learning outcomes. All of the college's undergraduate programs and graduate programs leading to initial teacher certification focus on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the professional standards for teachers promulgated by the New Jersey Department of Education, and the standards of the appropriate specialized professional associations. Graduate programs address goals developed by the college for advanced programs, along with the standards of the appropriate specialized professional association. Every program responsible for preparing teachers and other school personnel submits program reviews to its specialized professional association. The reviews must provide information related to student performance in connection to the standards set forth by the association for the particular licensing area.

Multiple assessments made at admission into programs, at appropriate transition points during the program, at program completion, and after graduation provide information about student learning. Using multiple assessments from internal and external sources, the college is in the process of collecting data from applicants, students, recent graduates, faculty and other members of the professional community. Students in each of the teacher certification programs are assessed at a series of benchmark-driven checkpoints, which are clearly documented in the catalog. The checkpoints include (a) admission to the University, (b) admission to the teacher certification program, (c) admission to student teaching, (d) program exit, and (e) post-graduation. Assessment measures include GPA, interviews, Praxis scores, portfolios, faculty recommendations, student teaching evaluations, and cooperating teacher recommendations. Examples appear below.

Examples of Outcomes Assessment Data collected to date include the following:

Table 5. Praxis Results in the College of Education

Praxis II Results:	
2000-2001	2001-2002
Overall 363/382 = Passing rate of 95%	Overall 358/362 = Passing rate of 99%
Elementary Education -- 99%	Elementary Education -- 100%
English – 100%	English – 100%
Math – 92%	Math –N/A
Social Studies – 100%	Social Studies - 97%
Physical Education – 100%	Physical Education – 100%
Music – 100%	Music – 100%
General Knowledge – 87%	General Knowledge – 100%
Reading – 100%	Reading – 100%

Table 6. Education Students’ Employment Data Based on Exit and Alumni Surveys

2001 Graduates	2002 Graduates
85% employed after 1 year	87% employed after 1 year
5% attending graduate school	3% attending graduate school
10% not working in education	10% not working in education

During AY04-05, the college will be helping students to create portfolios and is developing appropriate means for assessing them. In essence, the results of assessment will serve as a source of evidence for continuous program improvement. The college expects portfolio assessment to become a major tool in its authentic assessment system process. Faculty in each program will assess student learning and use the outcomes to evaluate and enhance programs. In addition, a program revision process is currently underway to align program requirements with No Child Left Behind (NCLB) legislation and New Jersey State Licensing Code. The revised curriculum is slated to be implemented in fall 2005.

The College of Engineering The Accreditation Board for Engineering and Technology (ABET) accredits the programs in the College of Engineering. Outcomes assessment of student learning is fully specified within the ABET documentation, an ongoing process that undergoes external review on a six-year cycle.

The college tracks the success of students in terms of retention and graduation through the Office of Institutional Research and Planning. Data for other outcomes assessment come from external sources such as alumni (e.g., salary/placement surveys, satisfaction surveys, focus groups, etc.) or employers of student interns and graduates (e.g., surveys, advisory boards). The college uses a variety of assessment methods, including peer assessment, portfolios, course evaluations, nationally normed exams, surveys, exit interviews, and focus groups. Each student’s advisor also monitors progress toward a

degree. An outreach director also assists students in the search for internships, jobs, or graduate schools.

The engineering curricula embody the goals of the college and the University as well as ABET. Each program specifies requirements corresponding to a discipline and is guided by the appropriate professional society: American Institute of Chemical Engineers (AIChE), American Society of Civil Engineers (ASCE), Institute of Electrical and Electronics Engineer (IEEE), and American Society of Mechanical Engineers (ASME). In addition, the Accreditation Board for Engineering and Technology specifies a number of objectives for graduates, including technical knowledge, problem-solving ability, team and communication skills, and understanding of social issues. The College of Engineering has also articulated its own specific versions of this set of technical, multidisciplinary, and lifelong-learning objectives.

Selected student outcomes data include a four-year graduation rate for the Class of 2003 at 60%. Graduation placement, measured six months after graduation, was 98% for the class of 2002. Placement for the past two years approaches 100%. The College of Engineering ranks 27th in *US News & World Report's* list of best undergraduate engineering programs accredited by ABET. The Chemical Engineering program ranks 5th in the nation in this same periodical.

Each department assesses its program outcomes annually, which leads to course modifications, curriculum changes, and program adjustments. For example, during AY02-03, faculty redesigned the pedagogy or curriculum for 34 courses after appropriate curricular review to assure currency in the discipline, enhanced safety aspects, and greater interdisciplinary work. The programs in the College of Engineering will document the results of this learning outcomes assessment process for ABET in 2005-2006, apply for renewal of accreditation in June 2006, and host an ABET site visit in fall 2006. The accreditation action will be finalized in summer 2007.

The College of Fine and Performing Arts Selected programs within the departments of the College of Fine and Performing Arts are accredited by external bodies. The National Association of Schools of Art and Design (NASAD) accredits the B.A. and B.F.A. in Studio Art degrees within the Department of Art. The National Association of Schools of Theatre (NAST) awarded the Department of Theatre associate membership status in 1999. Final approval for the accreditation of the B.A. and M.A. degree programs and full membership in NAST are expected to be awarded following a review by NAST in AY 2004-05. The National Association of Schools of Music (NASM) accredits the B.A., B.M., M.A., and M.M. degrees within the Department of Music.

The College of Fine and Performing Arts has established several assessment review periods, most notably occurring at admission to the University, at the end of the sophomore year for candidacy to the major, and during a senior capstone review. The primary outcome of these assessments has been an increase in the quality of students' performances. Historically, the arts have led the way in creating several assessment techniques, notably with portfolio reviews and juried examinations, two assessment

procedures that now have been adopted successfully by many other disciplines. The college views assessment as a positive force in the improvement of fine and performing art education. Following are departmental assessments that evaluate student proficiency and uses of outcomes data.

Art The Department of Art uses portfolio review throughout a student's program combined with a senior thesis exhibit or a senior research project. Students are given feedback that may include:

- | | |
|--------------|---|
| Pass | – making satisfactory progress |
| Reapply | – work submitted does not yet meet standards, additional assistance is needed |
| Not accepted | – submitted work does not meet departmental standards |

The Art Department continually reviews its curriculum and assessment strategies based on evaluations of outcomes of student learning assessments. For example, the department made changes in the core foundations program and core portfolio review as a result of an overview of students' work. In 2001, the department realized that the reviews depicted a limited presentation of work that dealt with the "figure" and color theory. The department determined these subjects were not given enough time in the curriculum. The requirements for the core foundation were changed, and separate classes in figure drawing and color theory are now standard elements in the program and integral parts of the core portfolio review.

Music seeks to develop a level of musical competence in students that will enable them to function as effective teachers and performers of music. The department employs several methods of assessing achievement as students develop the knowledge and skills necessary to assure competency in their craft. The focus of this education occurs in separate four-semester course sequences in aural and written thesis, required of all B.M. majors.

All music majors are expected to learn to perform at an advanced level on their instruments. To evaluate students' proficiency, the following assessment strategies are required of all music majors:

- Performance before multiple faculty members of a particular division (vocal, brass, etc.) at the end of each semester;
- Performance on a sophomore proficiency examination before representatives of the entire music faculty at the end of the fourth semester of study;
- Ongoing and regular performance in music department ensembles, and
- Performance of a senior recital open to the public, following successful completion of a recital jury before members of the division; criteria have been established to assure consistency across the jury regarding assessments of student proficiency.

Students in both the instrumental and vocal tracks of music education receive classroom instruction in their fields in preparation for student teaching. The culmination of the music education program is the student teaching field experience, which is a semester-long endeavor at both the elementary and the middle/high school level. Students are assessed on teaching preparation and presentation by both supervising building teacher and University supervisor. Rigorous standards are applied.

Music courses undergo periodic modification and change as a result of the information gained from learning outcomes assessments. Music theory faculty meet regularly following midterm and final examinations to discuss the results and effectiveness of the curriculum and pedagogy. For instance, after an evaluation of data, faculty decided to place a greater emphasis on sight-singing drills in the lower levels of music theory. Following the last sophomore proficiency exam in May 2003, faculty determined that some of the string students were not scoring well enough on the literature assessment to demonstrate an advanced level of knowledge appropriate for this stage in the program. As a result, studio faculty agreed to include within their classes sufficient literature requirements to support the development of the advanced level expected of second-year college music majors.

Theatre and Dance The Department of Theatre and Dance has developed goals for its programs associated with its mission in personal and intellectual growth, creativity, collaboration, performance, community, and preparation. All student applicants must complete an interview, portfolio review, or audition to complete their application to the University and department. The interview examines students' commitment to the discipline and its rigors as well as their level of talent to assure that their goals and abilities are consistent with those of the department and college.

Students in the program are assessed throughout their years of study. Assessment occurs in the classroom and through their participation in production activities. At three times during students' progress towards the degree, the faculty evaluates Theatre/Dance students' academic progress. Faculty interview students at the end of their freshman year. Comments are made on their applications to the major regarding their progress. At the beginning of the junior year, students again meet with the faculty to have their progress assessed, and recommendations are made to them regarding their proficiency in the major and the suitability of their career choice. Finally, all students are required to complete a senior project. This project must show an integration of knowledge attained throughout their undergraduate career. Acceptable projects have included the direction of a play, the creation and performance of a solo theatre piece, the writing of a script, or the designing of a main-stage production.

The Department of Theatre and Dance has conducted substantial and continuous review of its assessment processes over the past five years. The department piloted the first rounds of reviews of its freshman and junior assessments. As a result, the department has changed the form of questions asked of students and is now focusing on issues related to students' pursuit of theatre and dance careers and giving them advice on how to reach their goals. The department is currently considering making the senior project a juried

activity resting on the opinion of a board rather than an individual faculty member, to enhance the reliability of judgments.

College of Liberal Arts and Sciences The College of Liberal Arts and Sciences (CLAS) includes fifteen departments with twenty undergraduate degree programs. As a result of the variety of majors, some of which are interdisciplinary, assessment practices vary. Some departments have prescriptive assessment practices determined by accrediting agencies. Some use major field tests that are available commercially and have the benefit of national normative indices. Others employ portfolio reviews or homegrown instruments. Two departments, Computer Science and Chemistry/Biochemistry, have external accreditation reviews.

Chemistry/Biochemistry Every five years, the Committee on Professional Training (CPT) of the American Chemical Society reviews the total educational experience and reports any deficiencies it feels are important. The Chemistry/Biochemistry Department addresses the CPT guidelines whenever they are changed. The most recent curricular change guided by this analysis has resulted in the rearrangement of biochemistry experiences offered to its students. The CPT published new guidelines that required all approved programs improve the biochemistry content of the regular chemistry degree. After much discussion, the department altered its basic requirements to require a course in biochemistry in the core.

Computer Science The Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) accredits the computer science program, which has a well-planned curriculum with student learning outcomes assessment procedures in place. Changes to the program have been made based on the feedback from the assessment activities. For example, in response to assessment data, the department modified its introductory course sequence for majors to provide a better-structured introduction to the computer science field and changed the language used in the sequence to Java, which is now more widely used and is the more appropriate language for beginning programmers. The Computer Science Department is considering the formation of an industry advisory board to provide additional input on professional standards and performance of alumni as supported by the accreditation review team report. Many computer science programs use industry advisory boards as part of their assessment strategy.

Biology The Department of Biology has developed departmental goals related to the University mission. Most assessment activities have been limited to faculty initiatives within select disciplinary areas of biology. The department has identified the need to coordinate department-wide assessment of learning outcomes and to make necessary adjustments in curriculum and/or pedagogy when appropriate. The department is evaluating the utilization of major field tests and portfolio reviews as the major assessment tools.

Mathematics The Mathematics Department, as a direct result of its assessment activities with seniors in the capstone course, now offers an annual new student

colloquium, which gives incoming students an opportunity to meet the faculty while encouraging them to interact more with faculty. The department also uses this occasion to explain course sequences and expected learning outcomes. Learning outcomes assessment of students' performance in problem solving in the senior seminar class ultimately led the department to call for all mathematics majors to have a TI-89 or equivalent calculator. Faculty also identified a better way to test students so as to lead to more conceptual learning. The department also reviewed results from standardized tests and recognized that while students did well on tests of routine material, they did not do as well with non-routine questions. The department identified students' need to learn how to synthesize what they had learned and is considering adding more subject matter breadth to its comprehensive final exams.

Other CLAS departments have employed results of assessment activities to change their approaches to student learning. For example, the Department of Geography and Anthropology uses three assessment measures: an entrance examination, senior seminar, and alumni surveys. The department has made adjustments to major curricular requirements based in part upon assessment data that indicated a need to increase the emphasis on computer cartography and geographic information systems (GIS) applications in its courses.

General Education

In 2001, a task force was charged to (a) determine the expectations, competencies, and outcomes of the general education program provided to students; (b) determine if the current general education model fits these objectives; and (c) identify one area of general education to be assessed and explore ways to assess student-learning outcomes. After a review of past reports on general education and to meet the first charge, the task force decided to revise the goals of the existing general education banks into goals that are operationally assessable.

The task force developed an assessment model for the Communication Bank that is aligned with the three learning outcomes of the Departments of Composition and Rhetoric and Communication Studies: (a) Students will develop an understanding of spoken and written communication as complex, multi-step processes that require rhetorical choices, including purpose, message, and audience; (b) Students will demonstrate the ability to write and speak effectively in a variety of discursive and persuasive genres; and (c) Students will demonstrate the ability to research, evaluate, and incorporate source material into written and spoken communication. The task force presented a plan to assess each of the three courses biennially and to assure use of the data gathered to inform curricular and assessment improvements. In addition, the task force recommended that the University establish a new position—a director of general education—to provide oversight of the general education program. Recommendations have been reviewed by the provost, deans, and associate provosts, and are currently being addressed. Simultaneously, the provost is discussing with the Senate president and select Senate committees another review of the general education program to improve transferability and use of credits, integration of knowledge, and consistency in learning gains. A new task force was named in spring 2004.

Rowan Seminar

Since 1996, the Office of Institutional Research and Planning has tracked graduation and retention rates of students who do and do not take Rowan Seminar. The following charts indicate that students who participate in Rowan Seminar are more likely to be retained (first to second year) and to graduate. Although Rowan Seminar is a requirement, to date the University has been unable to staff sufficient sections to accommodate all students. The Enrollment Management Committee has developed a proposal that ensures all incoming freshmen will be provided with Rowan Seminar beginning with the fall 2005 cohort.

Table 7. Rowan Seminar Retention Rates

YEAR	TOTAL COHORT		ROWAN SEMINAR		NON-ROWAN SEMINAR	
	N	% retention	N	% retention	N	% retention
1996	1151	84%	438	89.7%	699	80.1%
1997	1039	80.9%	442	85.1%	597	77.9%
1998	1114	84.3%	505	87.5%	609	81.6%
1999	1121	83.5%	572	87.4%	549	79.4%
2000	1049	87.2%	434	90.3%	615	85%
2001	1277	83.4%	448	88.4%	829	80.7%
2002	1257	85.4%	312	87.2%	945	84.9%

Table 8. Rowan Seminar Graduation Rates

1996	N	<u>w/i 4 yrs</u>		<u>w/i 5 yrs</u>		<u>w/i 6 yrs</u>		<u>w/i 7 yrs</u>	
Rowan Seminar	436	210	48.2%	299	68.6%	314	72.0%	321	73.6%
No Seminar	699	210	30.0%	369	52.8%	403	57.7%	420	60.1%
Total Cohort	1135	420	37.0%	668	58.9%	717	63.2%	741	65.3%
<u>1997</u>									
Rowan Seminar	442	162	36.7%	263	59.5%	294	66.5%		
No Seminar	597	157	26.3%	291	48.7%	324	54.3%		
Total Cohort	1039	319	30.7%	554	53.3%	618	59.5%		
<u>1998</u>									
Rowan Seminar	505	208	41.2%	335	66.3%				
No Seminar	609	201	33.0%	319	52.4%				
Total Cohort	1114	409	36.7%	654	58.7%				
<u>1999</u>									
Rowan Seminar	572	251	43.9%						
No Seminar	549	178	32.4%						
Total Cohort	1121	429	38.3%						

Graduate School

In spring 2003, the provost charged the Graduate Council to develop a process for graduate program review. In her charge, the provost suggested that the review should consider the academic integrity, student learning outcomes, and fiscal viability of each program. In response to this charge, the Graduate Program Review Task Force was

established. Chaired by the dean of the Graduate School, the task force included representatives from the Graduate Council, Senate Learning Outcomes Assessment Committee, a college dean, and the director of the Office of Institutional Research and Planning. The first set of recommendations is due to the provost in spring 2004, with an expectation of implementation and full process development by 2005-2006. Examples of assessment of graduate programs are as follows.

College of Business The M.B.A. program utilizes two principal outcomes assessment tools: EBI Graduate Student Satisfaction Surveys and the M.B.A. Program Exit Survey.

EBI Graduate Student Satisfaction Surveys The EBI Graduate Student Satisfaction Survey provides comparative benchmarking data from other institutions on factors such as faculty responsiveness in grading, program office services, breadth of curriculum, student advising and administration, facilities and computing resources, quality of skills training, overall satisfaction with program, and faculty instruction. The EBI graduate student satisfaction scores given to Rowan University's M.B.A. program exceeded those of most of the other participating post-secondary institutions on most factors and provided the College of Business with an index for continuous improvement.

M.B.A. Program Exit Survey Along with twelve other M.B.A. programs, the Rowan University M.B.A. program participates in the M.B.A. Exit Survey, which provides comparative data about skills, such as how to develop a business plan, employ creative decision-making techniques, appreciate international management issues, and use ethics to determine business decisions. The data in this survey are self-reported by M.B.A. program graduates. In addition, the M.B.A. Exit Survey results provide graduates' evaluation as to whether the M.B.A. program improved their advancement opportunities; salary potential; responsibilities on the job; self-worth; job security; understanding and application of statistical concepts, economic concepts, and financial management principles; effective oral and written communications; managerial skills; and use of information systems.

College of Communication The M.A. in Writing program currently requires of all students an 80-100-page thesis. Also, at a May symposium, all students must make a 20-minute oral presentation, which is open to the University community and friends. Graduate faculty are currently considering implementing a 15-hour examination, based upon a faculty-approved reading list, before graduates begin thesis work. If approved, the examination will go into effect in fall 2004.

Data on student graduation success in the M.A. in Writing:

2002—13 students or 100% graduated by May

2003—15 students or 98% graduated by May; 1 student or 1% graduated by August;
1 student or 1% still to graduate

2004—21 students or 99% graduated by May; 1 student or 1% anticipates August graduation

The M.A. in Public Relations program uses three means of assessing outcomes: (a) completion of thesis; (b) successful completion of the comprehensive exam; and (c) a checklist of skills administered as a pre-test and post-test.

Pre- and post-test skills evaluation has been used to remediate student concerns about lack of international focus; the need for online communication; the desire for more training in statistical packages; and the desire for additional media relations training. In summer 2004 an international module, an SPSS (Statistical Package for the Social Sciences) module, and a PowerPoint module will be offered. In fall, a new course in online communication, focusing on public relations and media relations, will be offered.

College of Education The graduate programs in the College of Education follow the guidelines of the Graduate School in assessing student achievement of program goals and objectives. Students' readiness for graduate school is assessed by multiple measures, including undergraduate GPA, Graduate Record Examination (GRE) scores and percentiles, recommendations, and essays. Some certification programs do not require GREs. Students are allowed to take 6-9 credits of graduate courses before matriculating, providing another means of determining readiness for graduate school.

Each program has a capstone experience, as recommended by the Graduate School. In programs leading towards certification, the experience involves a combination of field-based work and a written research project or thesis. Written research projects or theses must meet standards for professional writing. Projects are assessed by assigned thesis supervisors. Field performances are assessed by means of summative instruments completed by college faculty and on-site supervisors. Additionally, some of the master's degree programs also require a written comprehensive examination.

College of Engineering Graduate program assessment in the College of Engineering is managed at the program level, focuses on short-term faculty loads, and currently addresses limited areas of research. A major objective is to identify and develop criteria to track and implement assessment parameters to improve the graduate program. Data will validate current delivery and be used in strategic planning for graduate education development synchronized with University growth.

Graduate School The Graduate School conducts surveys of current students and program alumni. The most recent survey of graduate students, conducted in spring 2002, found that students are generally satisfied with their educational experience. Students reported high levels of satisfaction with instruction and believe that courses are appropriately rigorous. Three areas identified as needing improvement were parking, the number of graduate assistantships, and the availability of graduate courses in the summer. The Graduate School plans to conduct a survey of program alumni in summer 2004.

Current Status of Student Learning Outcomes Assessment

Student learning assessment occurs in all programs. The assessment activities vary in the extent to which data are collected and used to document student learning and/or to improve student learning opportunities. The majority of academic programs at Rowan are

accredited by bodies requiring student learning outcomes assessment. For these programs, student learning outcomes have been demonstrated and have been used to make changes to improve learning. The University recognizes the need to assure that all academic programs assess the degree to which programs meet objectives and goals that fulfill the mission of the University and the standards of external accrediting bodies. For this reason, the University seeks to reinforce a systematic review of all programs, including general education and graduate programs. Since the last self-study, the first step towards this goal was the incorporation of outcomes assessment within the University's strategic objectives. Additionally, the provost, deans, University Senate president and select committees of the University Senate, namely the LOAC, the Curriculum Committee, and members of the Institutional Research Office, have engaged in discussions over the past two years on steps to assure that specific elements of systematic outcomes assessment are occurring within each program as well as to strengthen connections to planning and budgeting. This systematic approach is outlined in the goals and recommendations document discussed earlier. In summary, the University is well on its way to implementing a self-perpetuating assessment system that supports students' attaining learning goals at high levels.

Institutional Planning and Assessment

Rowan University has an annual, systematic process for assessing the institution's effectiveness in achieving its goals and objectives. Further, this process involves broad-based input from the entire campus community and includes direct and indirect measures. The *Strategic Objectives* document (University's Five Year Plan) drives planning, budgeting, and assessment activities and is a dynamic document that is continually and systematically reviewed and updated by the campus community.

Each fall semester, the University Budget and Planning Committee prioritizes budget requests from each of the University's divisions based on the goals and objectives outlined in the University's *Strategic Objectives*. This information is shared with the University community early in the spring semester, with opportunity for feedback. Each spring, the division heads submit annual reports of progress from the units within their divisions. Vice presidents report this progress to the President's cabinet and the Board of Trustees. This information, along with data gathered by the Office of Institutional Research, is used by the Division of Budget and Planning to submit a report of progress on meeting goals and objectives to the University community. This document is distributed each fall (see Appendix D.) The assessment of this progress toward meeting objectives is then used to modify the current *Strategic Objectives* document and to extend its coverage for an additional year. This process has been used for the 2002-2007, 2003-2008, and 2004-2009 documents.

Continuous Institutional Self-Study and Planning: The Nature and Scope of Institutional Research

The Office of Institutional Research and Planning (IRP) at Rowan University provides information in support of planning, policy formation, and decision making at the

institutional and unit levels. This office strives to arm the University administration and the campus community with information useful in assessing the present and planning for the future.

The Office of Institutional Research

- participates in national studies and completes surveys and reports for external agencies and publications (state and federal mandated reporting, common data set, AAUP, *US News*, and more);
- prepares semester and annual statistical reports on selected topics, such as faculty terminal degrees, enrollment by program, etc.;
- manages and maintains several special University databases (e.g., cohort retention/graduation files);
- conducts research and prepares customized reports for colleges and academic departments/programs;
- administers and analyzes surveys annually (e.g., the freshman survey, graduating senior survey in conjunction with the CAP Center, alumni surveys) and at other times the Student Satisfaction Inventory, National Survey of Student Engagement, Your First College Year, Higher Education Research Institute Faculty Survey; and
- supports planning, assessment, and program review at the program, department, and college levels through peer institution comparisons, enrollment projections, and faculty activity summaries.

IRP maintains a web site from which the University community can retrieve documents containing useful facts about the institution. Such documents include current and past *Fact Books*, *Resource Books*, *Facts and Figures*, and *Research Briefs*. The IRP posts .pdf versions of survey instruments and frequency reports from the survey analysis on <http://www.rowan.edu/open/irp/>.

Measures of Institutional Effectiveness

The following presents a sampling of information collected to document the University's effectiveness in meeting students' expectations regarding student services and retention and graduation rates.

Student Satisfaction

The Noel-Levitz Student Satisfaction Inventory (SSI) was administered to Rowan students in 1993, 1998, and 2003. The results of the 2003 administration show that Rowan students' expectations of their college experience are similar to those of students at other four-year public institutions in the eastern United States. Those areas rated as highest in importance included safety and security, academic advising, and instructional effectiveness. However, Rowan students are more satisfied with their Rowan experience than other students in the national sample (n=12,413) on ten of eleven scales. The top three areas of satisfaction are instructional effectiveness, campus support services, and academic advising. The only scale on which Rowan students reported less satisfaction

than their peers in the national sample was the scale labeled “safety and security” (driven by the scale item related to parking).

Institutional challenges are determined by those areas where the performance gap score is 1.5 or greater. A large performance gap score indicates that Rowan is not meeting students’ expectations. Each time the SSI has been administered, the number of challenges students perceive has decreased, from 43 in 1993, to 25 in 1998, to 11 in the 2003 administration. The top three items identified as institutional challenges were parking, registration effectiveness, and living conditions in residence halls. All of these issues have been addressed in the strategic planning document. The University has moved from in-person registration to phone and web-based registration and additional parking and residential facilities are planned. For more detailed analysis of the SSI, please refer to Appendix I.

Retention and Graduation Trend Data

Other measures of institutional effectiveness are retention and graduation rates. Rowan University has identified an objective of 90% retention for first-year students, and a 75% six-year graduation rate by 2006-2007. First- to second-year retention has increased to 85.4 % for all first-time full-time freshmen. Six-year graduation rates have increased from 53.4 % for the incoming freshman class in 1992 to 59.5 % for the 1997 freshman class.

Table 9: First- to Second-Year Retention and Six-Year Graduation Rates

Fall Cohort	Total Cohort	2nd year retention	6-year graduation rates
1992	774	82.4%	53.4%
1993	687	82.5%	53.9%
1994	728	82.7%	58.5%
1995	926	82.6%	54.3%
1996	1,135	84.0%	63.2%
1997	1,039	80.9%	59.5%
1998	1,114	84.3%	
1999	1,121	83.5%	
2000	1,049	87.3%	
2001	1,277	83.7%	
2002	1,257	85.4%	

These retention and graduation numbers compare favorably to those of comparable institutions participating in the Consortium for Student Retention Data Exchange (CSRDE). Rowan’s average SAT for the 1996 cohort was 1088. (A “selective institution” is one for which the average SAT score for entering full-time freshmen is between 1045 and 1100. Rowan University qualifies as a “selective institution.”) Similarly, Rowan’s six-year graduation rate compares favorably with that of CSRDE institutions.

Table 10: Comparison of Retention Rates: Rowan and CSRDE Participants

Fall Cohort	Rowan Cohort Retention	CSRDE selective inst retention
1992	82.4%	78.6%
1993	82.5%	77.4%
1994	82.7%	77.5%
1995	82.6%	76.1%
1996	84.0%	77.8%
1997	80.9%	79.5%
1998	84.3%	79.2%
1999	83.5%	79.5%
2000	87.3%	78.5%
2001	83.7%	79.7%

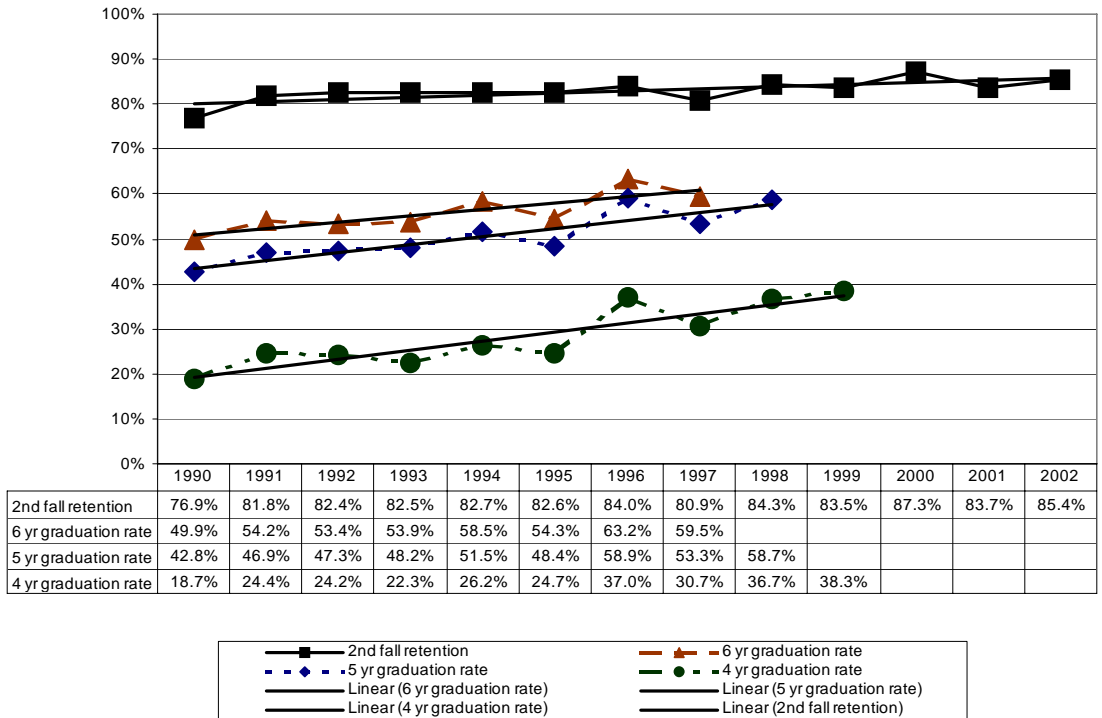
Table 11: Comparison of Graduation Rates: Rowan and CSRDE Participants

Fall Cohort	Rowan Cohort grad rate	CSRDE selective inst grad rate
1992	53.4%	53.6%
1993	53.9%	53.7%
1994	58.5%	54.6%
1995	54.3%	55.3%
1996	63.2%	55.6%

A more detailed analysis of Rowan retention and graduation rates indicates that the general trend is upward for second-year retention and for four-year, five-year, and six-year graduation rates. While the overall trend for retention is only slightly positive, the graduation rate trend lines are more strongly positive. (See Fig. 1: Retention and Graduation Rates by Fall Cohort.)

Much of the improvement in graduation rates probably has resulted from academic policy changes, delivery of the Rowan Seminar (see page 21), improvements in the quality of the entering freshman classes, and renewed emphasis on retention and graduation rates as strategic objectives. The University expects four-year, five-year, and six-year graduate rates to improve in the next three years, based on the quality of the entering classes, especially in the fall 2000, fall 2002, and fall 2003 classes, in which the academic profiles are better than for those of all previous classes. [The entering class of fall 2001 showed an average entering SAT score of 1081, a decline attributed to a much larger entering class of 1277, compared to the entering class size of 1049 in fall 2000.]

Fig. 1. Retention and Graduation Rates by Fall Cohort with Trend Lines

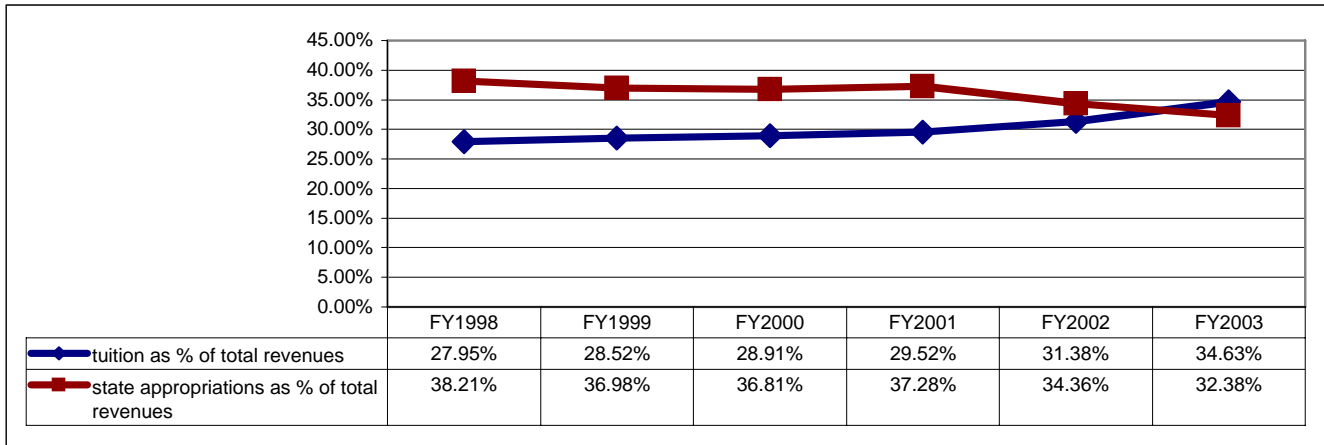


Five-Year Fiscal Trend Data (Revenues and Expenditures)

As a public institution, the University regularly tracks state appropriations and tuition and fees related to the total revenue available for any given year. These relationships provide an indication of trends in State support overtime and assist with the development of strategies to maintain a steady revenue stream to support institutional requirements and initiatives.

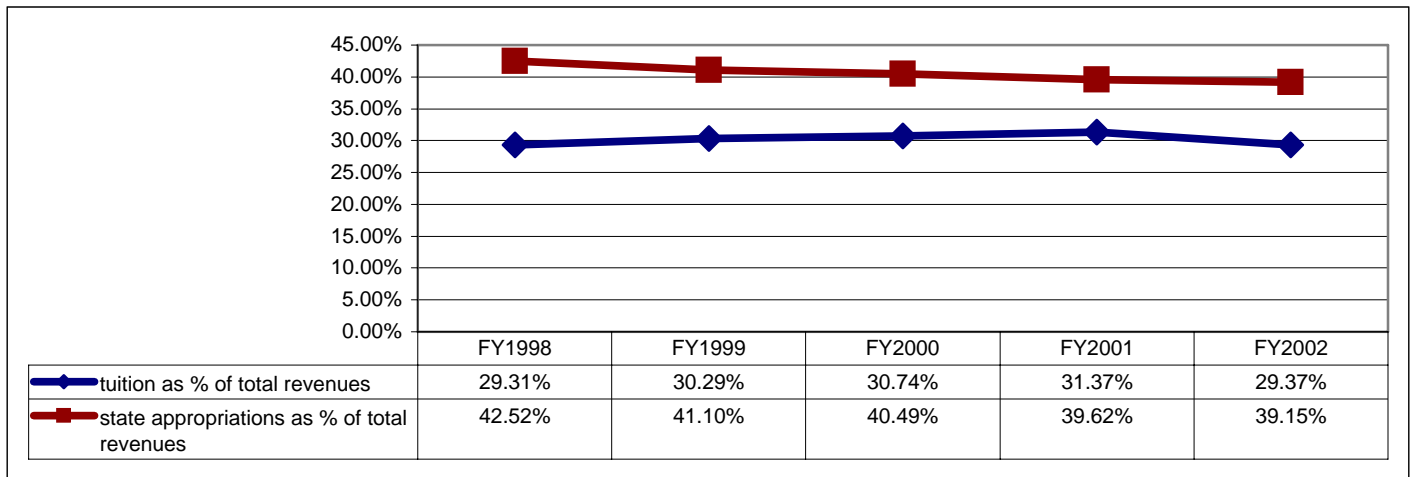
From FY98 to FY02, tuition and fees represented less than 30% of total revenues. State budgets decreased by 25% in 2001 resulting in decreased appropriations to the University; from 38% to 32% of total revenues. Starting with FY02, tuition and fees, as a percent of total revenues, were about equal to State appropriations. Beginning FY03, tuition and fees as a percent of revenue, exceeded State appropriations (see Fig 2).

Fig. 2. Tuition and State Appropriations as Percent of Total Revenues, Rowan University, FY98 to FY03



The University has chosen to increase tuition and fees to offset the decreased state appropriations while holding enrollment steady. This strategy assures that instructional cost per student is maintained, while providing funds to invest in institutional strategic objectives such as technology enhancement.

Fig. 3. Tuition and State Appropriations as a Percent of Total Revenues, NJ 4-year Public Sector



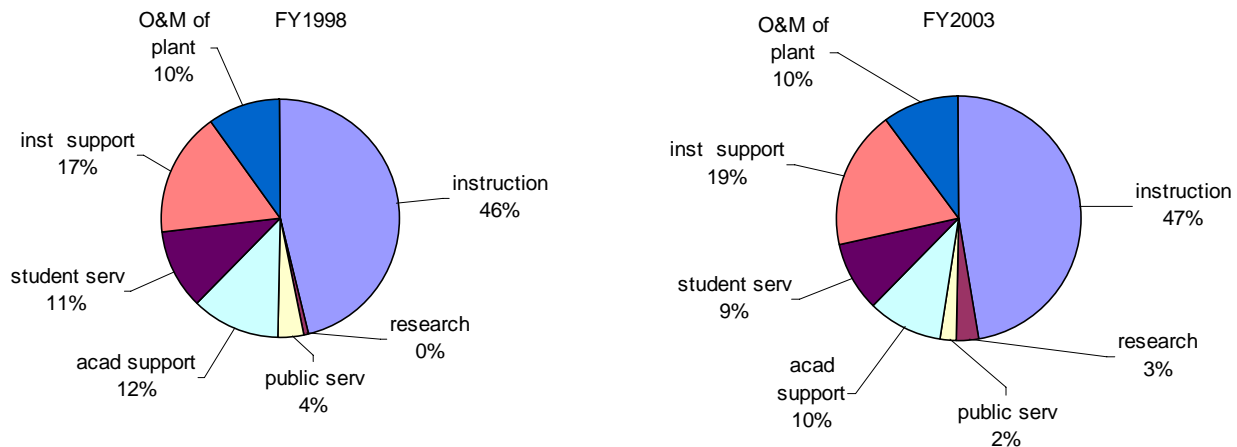
Expenditures: During a time of state budget cuts, the University adopted a principle to continue to support the academic programs as a priority. As a result, from FY98 to FY03, Rowan has maintained the proportion of expenditures for instruction at about 46-47%. While Rowan has increased expenditures in absolute dollars in all categories, except for

public service, the proportion of expenditures for instruction has remained stable, indicating Rowan’s commitment to the quality of the academic experience for its students. This is most dramatically seen in the increase in expenditures for research, going from \$365,034 in FY98 to \$3,392,595 in FY03, an increase of over 800 %.

Rowan has increased its expenditures in instruction almost 43%, as compared to 30% by its sister institutions in New Jersey. Also demonstrating the need for “catch up” in physical facilities maintenance and the appearance of the campus, Rowan has increased expenditures in the operation and maintenance of its physical plant (O&M) by 42%, as compared to under 9% increase in expenditures by its sister institutions during the same period.

Dollars allocated to public service decreased from 2001 to the present time. As a result of a financial review of the University’s centers and institutes, four were closed. The fiscal impact was a reduction of significant expenditures. The Center for the Arts had provided substantial outreach to the community with an annual subsidy of \$347,878 and with recurring deficits of \$85,966. With no assurance of continued grant support, and with decreased State appropriations, the University decided to close the Center and develop a plan for outreach that better incorporates the academic programs within the College of Fine and Performing Arts. This plan is underdevelopment by the Dean of the College of Fine and Performing Arts.

Fig. 4. Percent Change in Expenditures by Category, FY98 and FY03

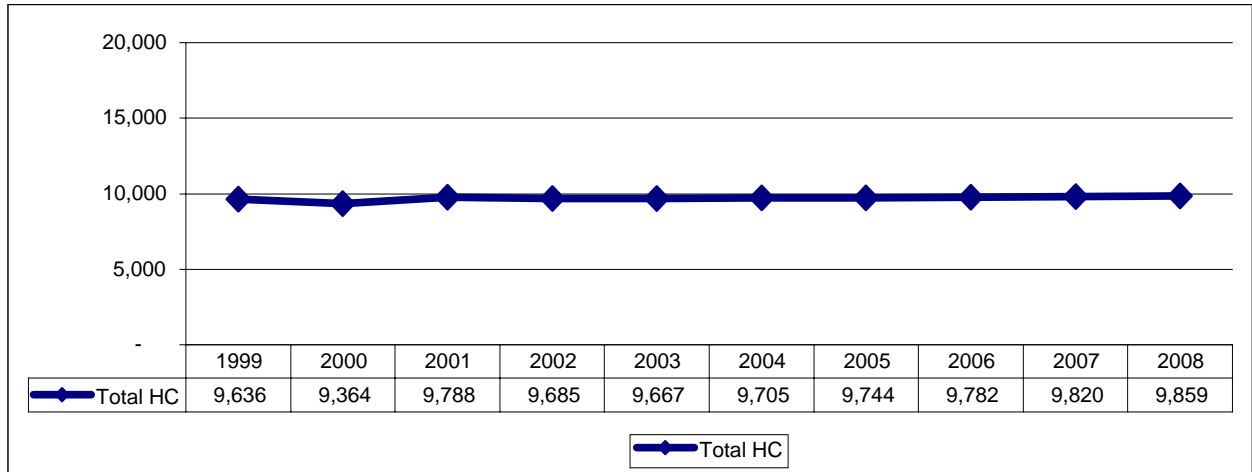


Enrollment Projections

Rowan University reviews past enrollment patterns and projects enrollment over five-year periods. Figure 5 displays actual total headcount enrollment for five fall terms, 1999 through 2003, and projected fall headcount for 2004 through 2008. This least-squares methodology assumes stable funding from State appropriations. Rowan aims to hold

enrollment stable to assume the maximum per capita expenditure on instruction as long as State appropriations maintain current levels.

Fig. 5. Total Headcount History, Fall 1999 to Fall 2003, Projection to Fall 2008 (assuming current state funding)



In AY03-04, Rowan accepted only 43% of student applicants for admission. Current New Jersey planning data project many more high school graduates in the future available for enrollment at NJ colleges and universities. If State funding were to increase appropriately, Rowan could increase its total headcount enrollment to approximately 15,000 by fall 2008; with undergraduate enrollment increasing by 72 %, and graduate enrollment increasing by 25%.

Rowan is strategically positioned to meet the challenges of helping the State address an increased number of college-bound high school graduates. In the past few years, Rowan has acquired additional land to provide more space for its current enrollment and the building of a technology park. However, the acquisitions also provide space for significant enrollment increases if the State decides to provide capital and operating funds for that purpose.

Revenue Projections

Based on historical trends in State appropriations (see table 12) and discussions with legislators, Rowan has maintained an assumption that State support will remain stable, with some support for negotiated salary increases in FY05 and in subsequent years. At the time of this writing, the University anticipates receipt of \$1.5 million in funding for salary increases in FY05. Future increases in this area are estimated to be about \$900,000 per year for the succeeding four years.

To address mandated increases in expenditures, the University projects a need to increase tuition and fees by 9% each year for full-time students. Rowan also plans to consider increasing revenues by approximately \$400,000 per year over a three-year period, beginning in FY04, by changing the tuition and fee formula for part-time students.

Table 12. Revenue Projections

Revenues	FY03 actual	FY04 budget	projected FY05	projected FY06	projected FY07	projected FY08	projected FY09
State	51,317,354	51,634,000	53,134,000	54,034,000	54,934,000	55,834,000	56,734,000
Tuition/fees	54,707,992	59,247,812	64,580,115	70,392,325	76,727,635	83,633,122	91,160,103
Other *	51,946,541	54,718,221	57,454,132	60,326,838	63,343,180	66,510,339	69,835,856
Total	157,971,887	165,600,033	175,168,247	184,753,164	195,004,815	205,977,461	217,729,959

* Other includes, but is not limited to, foundation and auxiliary services revenues.

Expenditures Projections

Expenditures by category were projected to reflect, to the greatest extent possible, the institutional mission of providing excellence in education and in the sites of its delivery to Rowan students. Thus the largest increases in expenditures through fiscal year 2009 are in research, scholarships and fellowships, and instruction, in addition to maintenance of the physical plant (see Table 13).

Table 13. University Expenditures FY03-09

Expenditures	actual FY03	estimated FY04	projected FY05	projected FY06	projected FY07	projected FY08	projected FY09
Instruction	50,359,045	52,876,997	55,520,847	58,296,889	61,211,734	64,272,321	67,485,937
Research	3,392,595	4,240,744	5,300,930	6,626,162	8,282,703	10,353,378	12,941,723
Public Service	1,955,608	1,980,053	2,004,804	2,029,864	2,055,237	2,080,928	2,106,939
Academic Support	10,834,080	11,321,614	11,831,086	12,363,485	12,919,842	13,501,235	14,108,790
Institutional Support	19,882,308	20,677,600	21,504,704	22,364,893	23,259,488	24,189,868	25,157,462
Student Services	9,548,804	10,026,244	10,527,556	11,053,934	11,606,631	12,186,962	12,796,311
Physical Plant	10,747,626	11,553,698	12,420,225	13,351,742	14,353,123	15,429,607	16,586,828
Scholarships/Fellowships	16,461,952	18,108,147	19,918,962	21,910,858	24,101,944	26,512,138	29,163,352
Other expenses*	29,877,922	30,774,260	31,697,487	32,648,412	33,627,864	34,636,700	35,675,801
Total	153,059,940	161,559,357	170,726,601	180,646,239	191,418,566	203,163,137	216,023,143

* including but not limited to auxiliary enterprises, and transfers

Relationship Between Budget and Planning

The integration of planning and budgeting is accomplished with unusual effectiveness at Rowan University. Both an administrative structure (the Division of Budget and Planning) and a governance structure (the University Budget and Planning Committee) have been established to provide guidance to the budget and planning processes and to assure that the two processes are integrated.

The strategic objectives developed for the University's five-year plan provide the rationale and basis for budget requests that are submitted during the next budget cycle. To reinforce the importance of the plan in formulating budget requests, President Farish charged the Budget and Planning Committee with the responsibility of prioritizing budget requests submitted by the heads of the University's five divisions. During this past year's cycle, budget requests submitted in fall 2003 for the FY05 budget were reviewed and

prioritized by the Budget and Planning Committee over the course of multiple meetings between January and April 2004. A priority-order list was transmitted to the president as the recommendations of the committee and was also posted on the web for the information of the entire campus.

For the FY04 budget, when the University was faced with the need to make budget cuts, the Budget and Planning Committee was asked to prioritize and make recommendations about proposals both to cut the budget and to enhance revenues. Ideas were solicited from the entire campus in January and February 2003. The Committee met throughout March 2003 and developed recommendations that were posted on the web and transmitted to the president for consideration. Most of the top recommendations of the committee were implemented within the University's budget for FY05.

In summary, Rowan University gathers and uses data to assess its effectiveness toward meeting the strategic objectives within its five-year plan. Continuous monitoring of these assessments provides the impetus to change a course of action or to document success towards meeting the strategic objectives. Rowan also gathers financial trend data to assure that instruction remains a high priority among all budget expenditures and that the overall pricing of tuition and fees remains competitive with those at other New Jersey public four-year colleges and universities.

CHAPTER FOUR

FUTURE CHALLENGES

As stated in the draft of the latest iteration of our strategic planning document, *Strategic Objectives 2004-2009*, over the next five years, Rowan University will reaffirm its focus on learning and teaching, combining liberal education with professional preparation. At Rowan, the continued pursuit of excellence is grounded in a philosophy that the ideal educational experience focuses on the development of students as whole persons while they are engaged in rigorous academic pursuits. However, this pursuit of excellence does not come without challenges and opportunities.

Capacity v. Growing Demand

The New Jersey Association of State Colleges and Universities has documented the huge growth in the number of high school graduates in New Jersey this decade, and the “under-capacity” of the State system to accommodate this demand. In light of this growth, NJASCU has recommended that enrollments at four-year public institutions be increased by 15,000 students statewide, and that facilities and technology capacity also be increased. Further, they have recommended that institutions broaden their array of available academic programs to accommodate regional needs. (NJASCU, 2004)

Rowan University has positioned itself to increase capacity, should State funding become available. The University has purchased, or has options to purchase, additional land at nearby West Campus. The Academic Affairs Division has discussed new program options that meet regional needs, as well as predicted staffing needs for the next ten years, should Rowan’s enrollment grow to 16,000. Rowan University has been considered an important resource to local and regional communities, and we acknowledge our responsibility to contribute, in a meaningful way, to addressing the growing demands of the State and region.

Successful Integration of Teaching, Research, Scholarship, Creative Activity, and Community Service

A hallmark at Rowan University is the emphasis on **teaching** while faculty are pursuing research, scholarship, creative activity, and greater community service. However, with the expanding expectations and responsibilities of faculty, there is a need to revisit issues of faculty workload. The administration, faculty, and bargaining unit have been engaged in conversations over the past year about ways to provide faculty the time needed to pursue these important activities. While the University works through the necessary agreements to provide increased time for scholarly activities and service, increased funding has been provided for additional separately budgeted research (SBR) grants to enhance opportunities for next year (04-05). It is hoped that a fully approved process for making necessary adjustments to faculty teaching loads will be in place for the 2005-2006 academic year.

Institutionalizing Shared Governance

At present, collaborative planning and decision-making are working well at Rowan University. All stakeholders in the shared governance process have experimented with new ways to work cooperatively and effectively in the past year. As the University moves forward, it will be important to assess these strategies and to institutionalize the processes and procedures that bring about the most success. The work continues on constructing new roles and sharing multiple responsibilities, hoping to engage the larger community in a deeper commitment to Rowan University's mission and vision.

Improving Institutional Assessment

As noted in the chapter on outcomes assessment, student-learning assessment occurs in all programs across the University. However, the extent to which data are collected, analyzed, and used to document student learning and program improvement varies. The institution is finalizing goals and recommendations that would set forth an organizational structure for a revised University-wide assessment system. The revised process is envisioned to be driven more at the program level and based on a commitment to innovation, reflection, and improvement, as central to teaching and learning. The University will also be examining a university-wide process for the assessment of administrative units.

Enhanced General Education Program

To better serve students, the University is currently revising the existing general education model. The general education task force is charged with developing a model that better allows interdisciplinary and integrative learning and allows the pursuit of minors, concentrations, and in-depth study of areas outside of one's major program. Concurrently, the institution is piloting assessment of the Communication Bank in general education to determine whether or not student learning outcomes are being met. This pilot will provide a model for developing additional assessment strategies for the remaining banks of general education. A pilot integrating information literacy in an expanded version of the Composition II course is also underway, with additional strategies for the integration of information literacy for discipline-specific instruction recommended. In the next five years, Rowan University's general education model will reflect a program where students can pursue interdisciplinary and multidisciplinary interests, where information literacy is fully integrated, and where assessment of general education occurs in an ongoing, University-wide, systematic process.

Improved Technology Infrastructure

Although Rowan University has made exceptional strides in the area of technology enhancement, we are at the very beginning of a 48-month process of converting the campus from its existing integrated information system to an enhanced suite of applications for higher education. This transition period will call for the training of all faculty, staff, and administrators; the need for new hires in the area of information resources; the need to review our current systems of operation across the campus; and a period where we will be running two systems simultaneously. While the University anticipates enhanced services and the ability to better manage University functions, this

period of transition will require increased support and understanding on the part of all members of the campus community.

Transforming Campus Culture

The challenge of successfully managing the “**continuing transformation**” of Rowan University will be ongoing. Our typical population of first-generation college students has evolved into well-prepared, second-generation college students seeking a quality education. Many new faculty, staff, and administrators have been hired in the last five years, bringing multiple perspectives and areas of expertise. Our physical campus is growing, changing, and expanding. More and more of our academic programs are achieving rigorous national accreditation, and regional demands and expectations of the University are on the rise. One of the greatest challenges we face is helping all members of our community as we reach new understandings of the value and necessity of change and how it occurs in a productive manner. Continuing to engage in dialogue at all levels will lead to a shared vision of Rowan’s future.

Conclusion

Rowan University is uniquely positioned to become the leading public institution of its kind in the region, one that infuses technology and information literacy throughout a general education core, that offers high-quality academic programs from the bachelor’s through the doctorate, and that encourages original research and creative activities as well as research applied to real-world situations. (*Strategic Objectives, 2003-2008*)

Although faced with challenges, Rowan University is armed with commitment and expertise and is poised to sustain the continuing transformation that will strengthen our position as a model learning community and top-ranked regional university.

Rowan University, PRR, June 2004

Rowan University
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www.rowan.edu/elan/provost/downloads/facstaff04handbook.pdf

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