The Changing Landscape of Rowan University

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Provost
Rowan University
From the adoption of the GI Bill until the 1990s

- The state paid about half of the cost of education
- Tuition increased more or less at the rate of inflation
- Most students majored in liberal arts
Liberal Arts Career Path

- Top students pursued Graduate Education (law school, Ph.D. program, etc.)
- Most graduates took entry level positions in large companies with advancement potential
- Little student load debt
Role of Community Colleges

• Defined by the Truman Commission in 1947 as designed to “serve the needs of the local community”
• Most focused on adult or continuing education and are publicly funded
National Network Explodes in the 1960s

• 457 Community (Junior) Colleges in the U. S.

• By the 1970s, many participated with high schools on vocational education

• Transfers to 4-year schools represented a small minority
The 1990s Change the Rules

Inflation of Tuition and Fees (Private 4-Year Colleges), Medical Costs, and Cost of Living, 1978 - 2008

- **Inflation Factor (1978 = 1)**
- **Year**
  - 1978
  - 1983
  - 1988
  - 1993
  - 1998
  - 2003
  - 2008

- **Cost of Living**
- **Medical Costs**
- **College Tuition/Fees**
What Happened?

- States stopped covering their historic share of educational costs (salary costs, direct allocations, etc.)
- Academic infrastructure that had been funded by state governments aged and were not funded
- Technology costs
How did higher education respond?

- Did not replace retiring tenure track faculty
- Raised Tuition
How did students respond?

• More and more students chose to start their higher education at community colleges then transfer
• Students began to borrow more money
How did Community Colleges Respond?

• Most became larger and more focused on transfer education
• Articulation agreements with 4-year colleges were developed to ease transfer
• By 2000, 40% of all undergraduate students attended community colleges
And then the cuts came...

Between 2005-06 and 2007-08, New Jersey appropriation for higher education decreased by 0.3 percent as compared to a national average increase of 16.2 percent. This decline places New Jersey last among the 50 states in changes to higher education appropriations over the two-year period and makes the state the only one in the nation to see an actual reduction in monies allocated to colleges and universities.
And kept coming... (2011)
And not just in New Jersey...
So Higher Ed Raised Tuition...
And the students...

- Took on crippling debt
- Became far more mercenary in their expectations of colleges and universities
And then the economy collapsed...

• Crash of 2008 changed everything
• Liberal arts students struggled to get first job
• Graduates moved back with their parents
Enrollments shifted

• Many students who would have pursued private education chose publics instead
• Many students chose community colleges for financial reasons
• More students were shut out completely
And legislators...

- Had state budgets that would not let funding improve
- Responded by capping tuition increases
- Looked to increase capacity via community colleges (STARS, Lampitt Law)
Impact on students (July 2011 Chronicle of Higher Education)

- 62 Percent said the economy impacted their college choice
- Students in that 62% were equally likely to be accepted into their first choice college, but significantly less likely to enroll there
- Unemployment rate for fathers reached an all-time high (8.6%)
- Who they were and what they wanted to do changed.
Demographic Changes

- College freshmen became increasingly white
- College freshmen were less likely to be first-generation college students
- What happened to everyone else?
Choice of Major Changed

- Students selected business or STEM careers in record numbers because of perceived likelihood of employment
- Liberal and fine art enrollments are in decline

<table>
<thead>
<tr>
<th>Probable field of study/major</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>13.7%</td>
</tr>
<tr>
<td>Health professional</td>
<td>13.0%</td>
</tr>
<tr>
<td>Biological science</td>
<td>10.8%</td>
</tr>
<tr>
<td>Engineering</td>
<td>10.3%</td>
</tr>
<tr>
<td>Social science</td>
<td>8.9%</td>
</tr>
<tr>
<td>Other nontechnical</td>
<td>8.1%</td>
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<tr>
<td>Education</td>
<td>7.2%</td>
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<tr>
<td>Undecided</td>
<td>6.8%</td>
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<tr>
<td>History or political science</td>
<td>4.6%</td>
</tr>
<tr>
<td>Fine arts</td>
<td>4.3%</td>
</tr>
<tr>
<td>Humanities</td>
<td>3.3%</td>
</tr>
<tr>
<td>Physical science</td>
<td>2.7%</td>
</tr>
<tr>
<td>Other technical</td>
<td>2.7%</td>
</tr>
<tr>
<td>English</td>
<td>1.9%</td>
</tr>
<tr>
<td>Mathematics or statistics</td>
<td>0.9%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>0.7%</td>
</tr>
</tbody>
</table>
The Challenges

• How do we increase access when the state cannot provide the needed funding or facilities?
• How do we grow in STEM and Business to support both student and industrial demand when these are the most expensive majors to operate?
• How do we raise graduation rates so that students do not leave without a degree and in debt?
• How do we make college more affordable to reduce student debt and to include qualified students of limited economic means?
• How do we do all of the above while preserving the quality of the education that we provide so that our students are prepared when they enter the business world?
The Challenges (cont.)

• How can the universities serve as an economic engine for the region, drawing companies to the region that provide jobs for graduates and improve the overall economy?

• How do we deal with a generation of students who arrive at our doorsteps with higher rates of mental illness, drug and alcohol dependency, and learning disabilities than ever before?

• How do we educate students who were “taught to the test” in high schools that no longer focus on critical thinking, logic, and communication skills not measured on the NJ ASK test?

• How do we evolve into the Research University we are expected to become while preserving the best things of what we already are?
Specific Goals for Rowan 2024

• 25,000 total students (graduate, undergraduate, online, medical schools, etc.) – up from 13,500 today.
• $100M annual sponsored programs (up from $23M today)
• $500M endowment (up from ~$160M today)
• $1B annual operating budget (up from ~$400M today)

• These goals stem from the four pillars of the university
  • Access
  • Affordability
  • Quality
  • Economic Engine
Robert will talk to you about Strategic Planning later

- Contextualizes planning
- Defines a “responsible and responsive” institution
- Promotes alignment and flexibility
- Sets targets
- Outlines a complete cycle of planning, implementation, and assessment
- Formalizes a communication process and structure
- Assigns roles and accountability
- Reflects nature of planning process at this historical moment
Access

• Make use of public-private partnerships to build without adding debt

• Utilize alternate delivery mechanisms (online, MOOCs, off-site, community college partnerships)
A tentative step to online

- I share concerns about the limitations of all online undergraduate education, but...
  - Most students have some online experience in high school
  - Many students take online classes elsewhere and transfer them in. We have no control of content or quality
  - Most students will do continuing education online
  - Any student we do not handle online, we will need to deal with in our existing facilities

- I am asking each program to offer **one** course in the major online by Fall 2014.
- We will assess impact and work from there.
Select Start

• Students who would otherwise be rejected are invited to take 3 courses at half price
• If they get a B- or better average, they are fully admitted. If not, they are rejected
• Courses taught in Rowan Boulevard facilities- 119 students enrolled
Expand Partnerships with County Colleges

• Expand degree offerings at GCC (and other) community colleges – business, liberal studies, education, law and justice studies

• Provide space for GCC@Rowan

• The $10,000 Degree initiative
Access - Diversity

Percent of U.S. 25 or More Year-olds with 4 or More Years of College

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Access - Diversity

• We have added Spanish speaking admissions officers and now print our literature in Spanish as well as English
• Record numbers of both international students and students of color
• We have established mentoring and transition programs for at-risk students
  • Harley Flack Mentoring Program
  • EOF Program
Growth in Engineering and Business

• We have received funding for a new engineering building and new business building through the Building Our Future bond act

• Looking to double student numbers in each
# Graduation Rates

## Graduation Rates at New Jersey Colleges

The federal Department of Education requires colleges and universities to submit data on how many of their freshmen graduate in either four or six years. The numbers include only full-time students who had never previously been to college. A Star-Ledger analysis of the numbers shows the chances of graduating in four years are slim at many of the state's public and private schools. The colleges say the numbers are low for several reasons, including students dropping out, transferring to other colleges, switching majors or working and delaying their graduation.

### Percentage of freshmen who graduate within four or six years

<table>
<thead>
<tr>
<th>Institution</th>
<th>2004 Within Four Years</th>
<th>2004 Within Six Years</th>
<th>2008 Within Four Years</th>
<th>2008 Within Six Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Princeton University</td>
<td>88</td>
<td>73</td>
<td>90</td>
<td>77</td>
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<tr>
<td>Drew University</td>
<td>67</td>
<td>62</td>
<td>71</td>
<td>69</td>
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<tr>
<td>The College of New Jersey</td>
<td>63</td>
<td>81</td>
<td>68</td>
<td>85</td>
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<tr>
<td>Ramapo College</td>
<td>36</td>
<td>29</td>
<td>53</td>
<td>70</td>
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<tr>
<td>Rutgers University-New Brunswick</td>
<td>46</td>
<td>71</td>
<td>49</td>
<td>75</td>
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<tr>
<td>College of Saint Elizabeth</td>
<td>53</td>
<td>61</td>
<td>48</td>
<td>59</td>
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<tr>
<td>Rider University</td>
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<td>61</td>
<td>46</td>
<td>58</td>
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<td>Georgian Court University</td>
<td>33</td>
<td>63</td>
<td>46</td>
<td>64</td>
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<tr>
<td>Seton Hall University</td>
<td>40</td>
<td>57</td>
<td>45</td>
<td>61</td>
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<tr>
<td>Stevens Institute of Technology</td>
<td>30</td>
<td>75</td>
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<td>79</td>
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<td>Centenary College</td>
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<td>32</td>
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<td>Rowan University</td>
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<td>63</td>
<td>43</td>
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<tr>
<td>Richard Stockton College of New Jersey</td>
<td>43</td>
<td>64</td>
<td>43</td>
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<tr>
<td>Fairleigh Dickinson U-Florham Campus</td>
<td>32</td>
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<tr>
<td>Monmouth University</td>
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<td>Caldwell College</td>
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<tr>
<td>Saint Peter's College</td>
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<td>Rutgers University-Camden</td>
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<td>Montclair State University</td>
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<td>Rutgers University-Newark</td>
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<td>Felician College</td>
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<td>Fairleigh Dickinson U-Metro Campus</td>
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<td>Bloomfield College</td>
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<td>New Jersey Institute of Technology</td>
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<td>Kean University</td>
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<tr>
<td>William Paterson University</td>
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<td>48</td>
<td>16</td>
<td>45</td>
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<tr>
<td>New Jersey City University</td>
<td>7</td>
<td>37</td>
<td>6</td>
<td>34</td>
</tr>
</tbody>
</table>

*Source: Data reported by colleges to U.S. Department of Education/Integrated Postsecondary Education Data System (IPEDS)*

THE STAR-LEDGER
Increasing retention

• We have created a centralized advising center to handle undeclared students and those in humanities and sciences. We will be expanding centralized advising.

• We have created a position – Assistant Vice President for Retention (Rory McElwee)

• We have implemented a campus-wide software system to track all advising and other contacts with students

• We have created an early warning system to identify struggling students early enough to intervene
Reducing Costs

• We have committed to not raising tuition beyond the rate of inflation – we will find efficiencies!

• We have added millions of dollars into financial aid
Preserving Quality

• We will never compromise academic standards:

“When you spoon feed a student in the name of student success, all the student really learns is the shape of the spoon”
Quality in Teaching

• We remain committed to small class sizes (nothing over 36)
• We have hired 63 new tenure track faculty this year to reduce our use of adjuncts. We will hire 30 more next year.
• Hiring is based on demand and projections for the future, not historic location of lines.
• We have established a campus-wide learning outcomes assessment process
Quality in Scholarship

- Deans have been given specific external funding targets to achieve by 2024
  - CMSRU - $30M
  - SOM - $30M
  - College of Engineering - $25M
  - College of Science and Mathematics - $15M
  - College of Business - $2.5M
  - College of Education - $2.0M
  - College of Communication and Creative Arts - $1.0M
  - College of Humanities and Social Sciences - $1.0M
  - College of Performing Arts - $0.5M

- This will require planning, including Gap Analysis, from the colleges
Challenge to the Colleges

• How will you achieve these goals (sponsored funding, increased access, maintaining quality)?
• How will you prioritize hiring and resource allocation to get you to your goal. All tenure track hires MUST link to the achievement of these goals as part of a college plan.
• How will departmental criteria for tenure and promotion for new hires change to reflect the scholarly expectations of new faculty. Note – people already here are to be evaluated based on the current expectations – not new ones.
• The linkage works like this
  • We need a new TT faculty member to do X
  • X is written into the job description for the new line
  • X must be part of the scholarly plan from the new candidate.
I am talking about Tactical Planning

- Where do we fit into Rowan 2024?
- How will we keep (make?) our program relevant and responsive?
- How do we fit into the goals of our college?
- What can we do with what we have?
- What do we need to make things better?
- Are we really student-centered or are we faculty-centered and hope that trickles down to good things for the students?
- There will be a whole series of conversations at the department level and college level
- Chart a destiny for the future of your department and college
Becoming an Economic Engine

• New program that leverage STEM and Health Care
  • College of Engineering – Biomedical Engineering
  • College of Communication and Creative Arts – Biomedical Art and Visualization
  • College of Education – Nutrition, Health Promotions*
  • College of Science – M. S. in Pharmaceutical Science, M.S.N. in Nursing
  • School of Osteopathic Medicine – Ph.D. in Cell and Molecular Biology
  • College of Health Sciences – Graduate level programs in health
Student Challenges

- We have built a new student health center with expanded facilities for counseling and psychological services under the same roof.
- We have expanded our numbers of counselors.
- We have worked to de-stigmatize students seeking accommodation for learning disabilities or looking for counseling.
- We created a STEPUP program to help educate students to make better choices regarding alcohol, drugs, and sexual behaviors.
High School Limitations

• We have partnered with the Woodrow Wilson Foundation to enhance the teaching of STEM Educators throughout New Jersey
• We have created a STEM institute to coordinate outreach activities and to pursue opportunities to work with our K-12 Partners
• We mandate that all students take a discipline specific ‘Rowan Seminar” course to adjust to the rigors of college.
Initiatives

• Task Force to look at joint degree programs: 3+ programs that link to med schools or GSBS
• Post-bacs and clusters of courses for non-premed students who might wish to pursue medical school
• Task force led by deans to identify programs whose connection to Rowan 2024 is less clear. Work with those programs to revitalize, remodel, and demonstrate their value remembering resource allocation challenges
• Most of the lifting will be done at the department/college levels
Conclusions

• Public Higher Education is changing everywhere and more at Rowan than at most places
• The states will never again be able to fund higher education at past levels
• Demands and needs of students are changing
• Universities must be more entrepreneurial, more flexible, more responsive, and more willing to partner with industry, county colleges and each other.
• We exist to educate and serve the population of our states – we must never lose sight of that duty
• We have the opportunity to chart our destiny