



**Strategic Enrollment Management Task Force
Academic Year 2008-2009**

Final Report

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Enrollment Management Task Force

Executive Summary

The Enrollment Management Task has closely examined the current model of enrollment management at Rowan University and researched potential models for implementation. The Task Force believes that for this institution to gain a greater control over enrollment management and to make enrollment management strategic, consistent, ongoing and effective, there needs to be a migration from an enrollment management model to a strategic enrollment management (SEM) model. To do so, the Task Force proposes that the university consider either an enrollment management matrix with a coordinator in the leadership role or an enrollment management division with interested parties either within this division or having strong affiliation with it.

Specific recommendations from the Enrollment Management Task Force include:

- Create a Strategic Enrollment Management unit empowered with the resources and authority to implement best practices in the area. While potential models include either an enrollment management matrix with a coordinator role or an enrollment management division with its own leader, the Task Force feels the division is the model most likely to successfully implement change in this area . This is consistent with the recommendation provided by the Middle States review team this past year.
- Begin to identify desired outcomes in strategic enrollment management (e.g., improvement of student retention, effective recruiting, etc.). The implementation may be best delayed until a Strategic Enrollment Management unit is created, but the issue may be discussed by the appropriate University entities in advance.
- Systematically collect and refine datasets for future re-allocation of resources. Analyze data and determine other parameters of interest that will aid assessment of programs of study at Rowan University.
- Re-examine the mission statement for each College, ensuring that these are up-to-date and consistent with institutional goals as related to strategic enrollment management. A compilation of currently available mission statements is provided in Appendix A. Furthermore, it is recommended that these statements be publicly available on the College website and kept current.

1. Charge

- Draw upon the University mission statement and associated documents (Middle States self-study, Strategic Plan, Academic Master Plan, etc.) to establish strategic enrollment management objectives.
- Identify and incorporate best practices from other institutions.
- Examine enrollment trends with the goal of identifying baseline capacities in academic programs, taking into account areas of potential growth, new majors/minors, interdisciplinary opportunities, and undersubscribed areas.
- Develop an enrollment management process that will include critical University stakeholders and formulate a review process that promotes continuous improvement. Members comprised of the Colleges, the Admissions Office, the Registrar's Office, and Institutional Research and Planning will play a key and synergistic role in its development and implementation.
- Provide specific recommendations to the Provost.

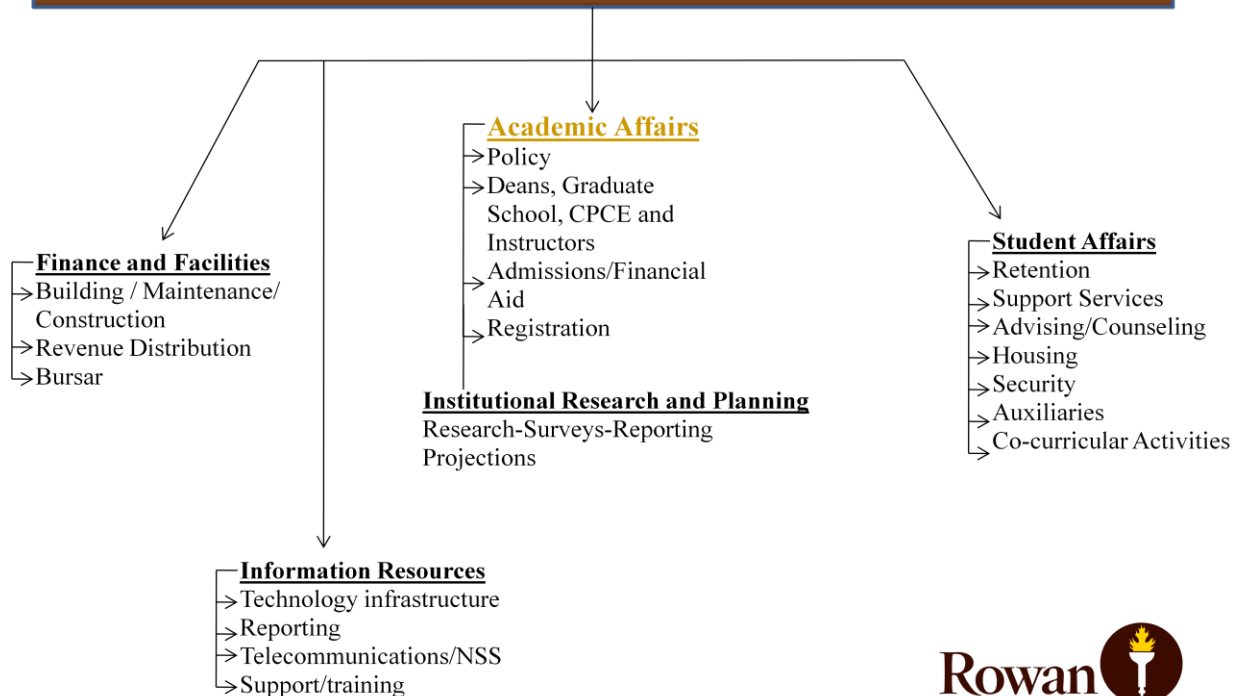
The committee has focused its efforts on Strategic Enrollment Management as it relates to the Academic Affairs Division. Issues of retention and advancement as they concern programs (the third bullet), while presented as important parts of enrollment management in the literature and studied by this committee, should be addressed as part of follow-up efforts. Indeed, one of the concerns addressed below concerning Enrollment Management Committees—that of having the “least institutional support or commitment” and thus being “least likely to succeed”—has manifested itself here.

2. Current Situation

Effective Fall 2006, the Division of Academic Affairs adjusted its enrollment management methodology, infrastructure, reports, fiscal management initiatives, and partnerships with University divisions. The Admissions Office, Office of Financial Aid, and Registrar's Office became units within Academic Affairs. This setup employs a coordinating matrix to offer services that affect students and increases quality of products and services to educate the whole student.

The enrollment management collaborative matrix is depicted below:

Rowan University SEM Collaborative Matrix



The total institutional enrollment goals for new freshman and transfers are based on capacity and budgetary considerations. The targets for individual majors are determined in conjunction with the deans, and the ability to meet these targets is dependent on sufficient qualified applicants.

3. Quantitative Data

Data has been collected by the Dean's Council during Spring Semester 2009, in coordination with various offices in the University. The spreadsheet, facultytenuredata0409.xls, provides critical data such that enrollment trends may be analyzed, and used to equitably allocate resources. The parameters that have been identified in this effort for the respective College/Departments are:

1. #TT Lines – Number of Tenure Track Lines
2. #TT Faculty – Number of Tenure Track Faculty
3. % of TT Filled – Percentage of Tenure Track
4. Total Teaching FTE – Total Teaching Full-Time Equivalents

5. Teaching FTE TT Faculty – Teaching Full-Time Equivalents, Tenure Track Faculty
6. FTE Adjuncts – Full-Time Equivalent Adjuncts
7. FTE 3/4 Time – Full-Time Equivalent – 3/4 Time Faculty
8. FTE FTT
9. Prog1 Majors – Number of students ...
10. Total Majors – Total number of students in major
11. SCH TT Faculty – Student Credit Hours – Tenure Track Faculty
12. SCH Adjunct – Student Credit Hours – Adjunct Faculty
13. SHC 3/4 Faculty – Student Credit Hours – 3/4 Time Faculty
14. SCH FTT
15. Student SCH Student – Student Credits Hours
16. # Sections Taught
17. # Section Taught by Others,
18. % of Sections Taught by TT
19. % of Sections Taught by TT Vs. Others
20. Enrollment
21. Enrollment Trend
22. Ratio Data

Six years worth of data are provided, from FY04 through FY09, in an accompanying CD disk.

4. Supporting Documents and Research

a) The move towards establishing an Office of Enrollment management has been posited in several documents. The Middle States Self-Study section on Enrollment Management Planning states:

Formal enrollment planning and enrollment policies have received significant attention recently. Enrollment had been static, ebbing and flowing gradually, reflecting student interests and goals. Enrollment goals were set in the past, but clear methods for achieving these goals were not regularly articulated. As the campus positions itself for the anticipated changes in student and institutional profile, the need for a more cohesive and coordinated enrollment management plan has emerged. As was referred to earlier in this Self-Study, the funding formula for Rowan University is changing. Instead of relying on the State to provide the largest proportion of non-tuition revenues, changing state funding practices are leading to Rowan's depending more on alternative revenue streams. Among these are tuition and revenues from more efficient uses of capital resources. Recently the Provost has established a Task Force for Enrollment Management to examine this critical issue. This group is charged with examining enrollment patterns at Rowan University, determining the appropriate fit between those patterns and enrollment management and resource allocation practices, and recommending changes that will better shape enrollment at the University (www.rowan.edu/provost/taskforce/documents/EnrollmentManagementCharge.pdf). Also the Provost is looking into establishing an office of Enrollment Management.

In addition, in the recommendations section, the Self-Study states:

We recommend that Rowan implement a modern and dynamic Office of Enrollment Management to continually re-evaluate a comprehensive enrollment management strategy that is consistent with University goals, mission, and resources. This recommendation has already been proposed by the Provost.

In its verbal report to the Rowan community, the Middle States Visiting evaluators pointed out the need for such an Office and, by including it in its recommendations, formally adopted this position:

The self-study process has led to a shared campus understanding about the need for a fulsome enrollment management plan. The visiting team echoes this conclusion, and endorses the Provost's plan to establish an Office of Enrollment Management.

This is reiterated elsewhere, when the team states:

The University should accelerate the development of a sophisticated enrollment management unit. As stated in Characteristics of Excellence, "An enrollment management plan for recruitment, retention, marketing and advertising may assist institutions in ensuring congruence among its efforts."

b) Further Research

Outside research further supports the move towards an Office of Enrollment Management. Enrollment management models can be described in four different models, as discussed in the work of Bob Bontrager. Each is discussed below, with summary statements of the advantages and disadvantages.

Enrollment Management Committee

Advantages: Rapid and relatively easy implementation

Disadvantages: Least institutional support or commitment, least likely to succeed.

Enrollment Management Coordinator

Advantages: Individual responsible for coordinating EM departments and activities.

Disadvantages: Requires minimal institutional commitment and coordinator has little formal authority.

Enrollment Management Matrix

Advantages: Person in the coordinating role is a top-level administrator, thus potential for greater institutional support.

Disadvantages: Issues related to internal restructuring and cost.

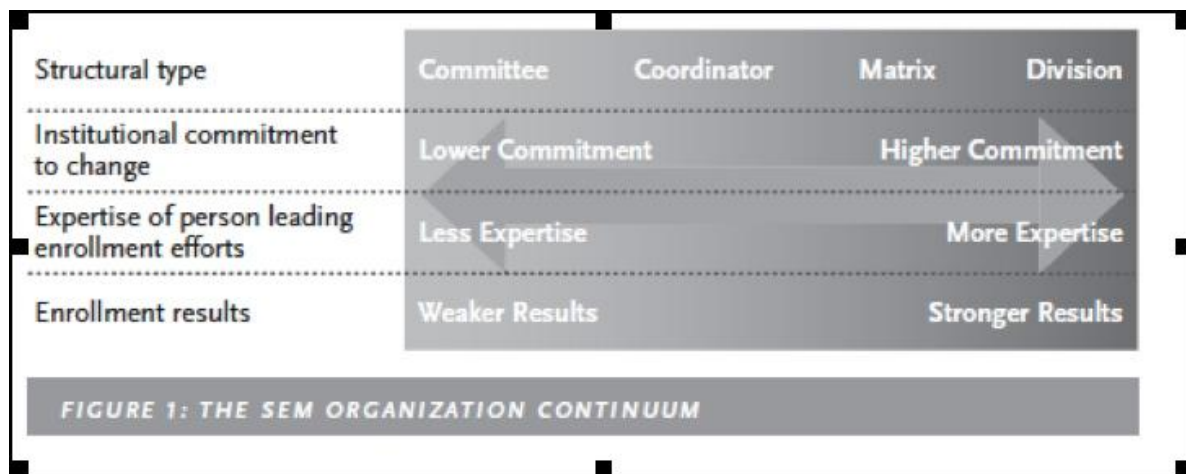
Enrollment Management Division

Advantages: Under the leadership of a senior-level administrator; reflects the highest degree of institutional commitment to influencing enrollments.

Disadvantages: Issues related to internal restructuring, cost and potential reconceptualization of complete EM strategies.

Rowan’s current enrollment management practices do not seem to fit neatly into any of these four models. The current situation at Rowan shows that there is coordination among divisions as per the SEM Collaborative Matrix discussed in Section 2, but no one person is ultimately responsible for coordinating strategic enrollment management efforts.

Bontrager believes that “enrollment results will generally depend on the structure adopted and institutions should adjust their expectations accordingly. A desire for greater influence over enrollment results requires implementation of more significant structural changes.” In speaking of the matrix and division, Bontrager argues, “Institutional commitment to the concept of enrollment management is far greater with these models.” (See chart below.)



If Rowan wishes to gain a greater control over enrollment management and wants to make enrollment management strategic, consistent, ongoing and effective, the Strategic Enrollment Management Task Force proposes that the university consider either the enrollment management matrix with a coordinator role or an enrollment management division.

According to two experts in Enrollment Management—Robert Massa, Vice-President for Enrollment Management and Enrollment & College Relations at Dickinson College and Don Hossler, Executive Associate Dean & Professor of Educational Leadership and Policy Studies at Indiana University—no data or empirical studies exist to show whether one model is more effective than the other. Hossler finds that “the factors that influence the success of enrollment management structures are idiosyncratic to individual institutions, the needs of the campus, the governance traditions, etc. With all of that said, I have increasingly come to believe that it takes more time, consultation, and energy to make a more decentralized model work over extended

periods of time.” Massa adds, “[M]y bias is that a division helps because there is accountability that a matrix just can’t provide.” However, he goes on to say that “it is more important that you get the right people to lead the effort than it is to have a division or a matrix.”

From the Task Force’s perspective, considering the effectiveness of previous models and Rowan’s current academic structure and size, it appears the enrollment management division would best serve institutional needs. This would put one person in charge of coordinating the efforts of constituents involved in EM and help to move it towards SEM. This does not necessarily require a new hire but could possibly be done through reorganization of current roles and reporting lines.

5. Composition of SEM Model

Whatever the organizational model adopted, the enrollment management process requires involvement from several areas integral to the enterprise. Those at Rowan already involved in enrollment management include Admissions, the Registrar’s Office, Financial Aid, and Institutional Research and Planning in a supporting role.

The Task Force also feels that deans play a crucial role in representing their colleges and provide an important understanding of how changes in enrollment will affect and are affected by the number of faculty available, what current curricular and programmatic initiatives are being undertaken, how facilities affect and are affected by enrollment, etc., and so we believe they need to play an active and central role in the division.

Another interest group that might be included in the division model would be made up of those concerned with retention. Whether this will involve the Senate committee on Recruitment, Admissions and Retention or some other entity or entities needs to be determined.

In addition, enrollment management requires understanding more than just enrolled students and the classes they are taking. Other areas have a significant interest in enrollment management and should be considered important if not integral players. These include orientation, pre-college programs such as EOF/MAP; the CAP center; the International Center; and those associated with advising, marketing, institutional advancement, community relations and alumni relations.

With the input and coordinated efforts of all these interest groups, enrollment management will become proactive and strategic. In other words, Enrollment Management becomes Strategic Enrollment Management.

6. Next Steps

Bontrager states, “A successful effort requires a clear articulation of enrollment management concepts, structures, core strategies and best practices which can be applied and adapted within each institution.” The core concepts include:

- Establishing clear goals for the number and types of students needed to fulfill the institutional mission.
- Promoting academic success by improving student access, transition, persistence, and graduation.
- Determining, achieving, and maintaining optimum enrollment.
- Enabling the delivery of effective academic programs.
- Generating added net revenue for the institution.
- Enabling effective financial planning.
- Increasing process and organizational efficiency.
- Improving service levels to all stakeholders (e.g., prospective and current student, other institutional departments, other institutions, coordinating agencies).
- Creating a data-rich environment to inform decisions and evaluate strategies.
- Creating and continuously strengthening linkages with functions and activities across campus.

As Bontrager points out, “In considering SEM strategies, there is a strong temptation to go directly to tactics. A more useful approach is to identify desired outcomes.” The Enrollment Management Task Force recommends that these outcomes—some of which have already been established by the Strategic Planning document and others of which are being worked on through various initiatives and strategies—be used to help a new division of Strategic Enrollment Management define its first moves.

Appendix A

Mission Statements

Rowan University Mission

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.

College of Business

The Rohrer College of Business of Rowan University empowers its students to compete and succeed responsibly in their careers.

- The Rohrer College of Business Faculty makes effective teaching that engages students in the learning process its highest priority supported by relevant scholarship and appropriate levels of service.
- Rowan University's undergraduate business programs are grounded in liberal arts, focus on excellent business practices, and offer students opportunities for experienced-based learning.
- Rowan University's graduate business programs provide contemporary graduate business education to professionals of diverse fields and academic backgrounds, and accentuate knowledge and skills required for career advancement.
- In partnership with the Center for Innovation and Entrepreneurship, the Rohrer College of Business promotes entrepreneurship throughout the University and in the regional community.
- The Rohrer College of Business will be responsive to emerging developments in industry and business education.

(Approved by COB Faculty on December 12, 2008)

College of Communications

By integrating current communication theory and the practical application of research, the College of Communication prepares students to develop and ethically deploy the critical and technical skills essential to effective communication in a wide array of human interactions. Established July 1996, the College is made up of five departments, each with its own specialization within the Bachelor of Arts in Communication degree: Communication Studies, Journalism, Public Relations/Advertising, Radio/TV/Film, and Writing Arts. The College also offers Masters of Arts degrees in Public Relations and Writing. In addition, the Department of Writing Arts administers the first-year writing program for the University.

(Approved – Date Unknown; modified based on departments existing in 2009)

College of Education

The College of Education's primary mission is to ensure that faculty and undergraduate and graduate candidates develop the knowledge, skills, and dispositions needed to foster academic achievement, social responsibility, personal responsibility and social justice in themselves so that they can, in turn, facilitate high achievement in P-16 learners. Our programs provide an intellectually rigorous and challenging environment for all candidates. Built upon a liberal education, the College's programs combine the study of research, theory, and wisdom of practice in diverse settings with a variety of opportunities to apply knowledge, skills and dispositions to practice.

(Approved prior to Fall 2006)

College of Engineering

The mission of the College of Engineering is to provide programs that are effectively responsive to regional aspirations and that address the needs and the changing characteristics of the leading-edge engineers of the future. The College aims to educate students prepared to apply technology for the betterment of society and to serve as **global** change agents for the future. Rowan University also recognizes that the College of Engineering will aid in the economic and cultural development of southern New Jersey, while generating opportunities for its diverse graduates in local, national **and international** industries.

(Revised and approved February 12, 2007)

College of Fine & Performing Arts

The College of Fine and Performing Arts fosters a dynamic intellectual and creative environment that produces transcendent experiences of discovery and expression. The College nurtures authentic arts learning communities through rigorous degree programs that educate artists and arts educators for the future, while providing classroom and applied arts experiences for non-majors and enriching events for the public.

(Unknown)

College of Liberal Arts & Sciences

The College of Liberal Arts and Sciences celebrates and affirms the humanities, natural sciences, and social sciences as the core of liberal education and the basis for professional preparation. Our coursework promotes rigorous inquiry, analytical and integrative reasoning, and decision-making. Internships, field experiences, special programs of the College's Institute, and technological advances extend the liberal arts and sciences beyond the limits of the classroom and of the campus. In all of its offerings, the College plays an essential role in Rowan's mission to help students become life-long learners and responsible citizens.

(Approved circa 1998)

Appendix B
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General

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