



Annual Institutional Profile Report

Fall 2015



Rowan University

In accordance with the 1994 Higher Education Restructuring Act to “prepare and make available to the public an annual report on the conditions of the institution,” Rowan University has prepared the Rowan University Institutional Profile Report for the Fiscal Year 2015.

The form and content of this report is established by the Office of the Secretary of Higher Education. It includes.

- A. Accreditation status
- B. Number of students served
- C. Characteristics of undergraduate students
- D. Student outcomes
- E. Faculty characteristics
- F. Profile of the institution
- G. Major research and public services activities
- H. Major capital projects underway in Fiscal Year 2015

We hope this report will prove useful to the Office of the Secretary of Higher Education and to the public.

On behalf of Rowan University,

A handwritten signature in black ink, appearing to read "Ali A. Houshmand".

Dr. Ali A. Houshmand
President
Rowan University

Annual Institutional Profile of Rowan University, 2015

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A. Statement of Accreditation Status

ROWAN UNIVERSITY
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Phone: (856) 256-4000; Fax: (856) 256-4929
www.rowan.edu

Chief Executive Officer: Ali A. Houshmand, President

Institutional Information

Fall Enrollment (Headcount): 12,022 Undergraduate; 2,756 Graduate

Control: Public

Affiliation: Government-State- none

Carnegie Classification: Master's - Larger Programs

Approved Degree Levels: Bachelor's, Post baccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Professional Practice, Doctor's - Research/Scholarship

Distance Education Programs: Fully Approved

Accreditors Recognized by U.S. Secretary of Education: Commission on Collegiate Nursing Education; National Association of Schools of Art and Design, Commission on Accreditation; National Association of Schools of Music, Commission on Accreditation; National Association of Schools of Theatre, Commission on Accreditation; National Council for Accreditation of Teacher Education

Other Accreditors: AACSB - The Association to Advance Collegiate Schools of Business, ABET - Accreditation Board for Engineering and Technology, CEPR- Certification in Education for Public Relations, ACEI - Association for Childhood Education International, ACTFL- American Council on the Teaching of Foreign Languages, CEC- Council for Exceptional Children ELCC- Educational Leadership Constituent Council, IRA- International Reading Association, NAEYC- National Association for the Education of Young Children, NCSS- National Council for the Social Studies, NCTE- National Council for Teachers of English,

NCTM - National Council for Teachers of Mathematics, NSTA - National Science Teachers Association, TESOL - Teachers of English to Speakers of Other Languages, CACREP - Council for Accreditation Commission, ACS - American Chemical Society, NASP - National Association of School of Psychologists, NASPE- National Association for Sport and Physical Education, NWI - National Wellness Institute, CAATE- Commission on Accreditation of Athletic Training Education, LCME- Liaison Committee on Medical Education USDA - For the Vivarium #22 R 0151 COCA- American Osteopathic Association - Commission on Osteopathic College Accreditation, COPTI-American Osteopathic Association - Council on Osteopathic Postdoctoral Training Institutions, AAALAC- Association for Assessment and Accreditation of Laboratory Animal Care, CLIA - Clinical Laboratory Improvement Act NJ Department of Environmental Protection Limited Scope Radioactive Materials Licenses, ECAC- Eastern College Athletic Conference, NJAC- New Jersey Athletic Conference, NCAA- National Collegial Athletics Association Division III, CALEA- Commission on Accreditation of Law Enforcement Agencies

Instructional Locations

Branch Campuses: Rowan University at Camden, Camden NJ

Additional Locations: Camden County College, Blackwood NJ; Cooper Medical School of Rowan University, Camden NJ; Cumberland County College, Vineland NJ; Medical Diagnostic Laboratories, LLC; and Humigen, LLC; The Institute for Genetic Immunology, Hamilton NJ (ANYA); Rowan College at Burlington County, Mount Laurel Campus, Mount Laurel NJ (ANYA); Rowan College at Gloucester County, Sewell, NJ; Rowan University at Stratford NJ

Other Instructional Sites: Inspira Medical Center, Woodbury NJ; Medical Diagnostic Laboratories, LLC and Humigen, LLC; The Institute for Genetic Immunology, Hamilton NJ; Mercer County College, West Windsor Township NJ; Middlesex County College, Edison NJ; New Jersey Principals and Supervisors Association (NJPSA), Jamesburg NJ; Shore Medical Center, Somers Point NJ; Stanford Hospital, Stanford CA

Accreditation Information

Status: Member since 1958

Last Reaffirmed: November 20, 2014

Most Recent Commission Action:

August 31, 2015: To acknowledge receipt of the substantive change request. To include the additional location at Rowan College at Burlington County, Mount Laurel Campus, 500 College Circle, Mount Laurel, New Jersey 08054 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution of the request for a progress report, due April 1, 2016, documenting (1) implementation of a documented assessment process for general education; (2) steps taken to ensure that all activities and offerings at branch campuses and additional locations meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings (Standard 13); and (3) steps taken to improve enrollment and retention at branch campuses and additional locations (Standard 13). The next evaluation visit is scheduled for 2018-2019.

Brief History Since Last Comprehensive Evaluation:

November 20, 2014: To accept the Periodic Review Report and reaffirm accreditation. To request a progress report, due April 1, 2016, documenting (1) implementation of a documented assessment process for general education; (2) steps taken to ensure that all activities and offerings at branch campuses and additional locations meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings (Standard 13); and (3) steps taken to improve enrollment and retention at branch campuses and additional locations (Standard 13). The next evaluation visit is scheduled for 2018-2019.

January 5, 2015: To acknowledge receipt of the substantive change request. To approve the reclassification of the instructional site at Rowan College at Gloucester County, 1400 Tanyard Road, Sewell, NJ 08080 as an additional location and to include the location within the scope of the institution's accreditation. To remind the institution of the request for a progress report, due April 1, 2016, documenting (1) implementation of a documented assessment process for general education; (2) steps taken to ensure that all activities and offerings at branch campuses and additional locations meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings (Standard 13); and (3) steps taken to improve enrollment and retention at branch campuses and additional locations (Standard 13). The next evaluation visit is scheduled for 2018-2019.

April 27, 2015: To acknowledge receipt of the substantive change request. To include the additional location at the Medical Diagnostic Laboratories, LLC; and Humigen, LLC; The Institute for Genetic Immunology, 2439 Kuser Road, Hamilton NJ 08690 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action,

approval will lapse. To remind the institution of the request for a progress report, due April 1, 2016, documenting (1) implementation of a documented assessment process for general education; (2) steps taken to ensure that all activities and offerings at branch campuses and additional locations meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings (Standard 13); and (3) steps taken to improve enrollment and retention at branch campuses and additional locations (Standard 13). The next evaluation visit is scheduled for 2018-2019.

Next Self-Study Evaluation: 2018 - 2019

Next Periodic Review Report: 2024

Date Printed: September 8, 2015

Definitions

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Explanation of Commission's Actions

An institution's accreditation continues unless it is explicitly withdrawn or the institution voluntarily allows its accreditation to lapse. In addition to reviewing the institution's accreditation status at least every 5 years, the Commission takes actions to approve substantive changes (such as a new degree or certificate level, opening or closing of a geographical site, or a change of ownership) or when other events occur that require review for continued compliance.

Any type of report or visit required by the Commission is reviewed and voted on by the Commission. Reports submitted for candidacy, self-study evaluation, periodic review or follow-up may be accepted, acknowledged, or rejected.

The Commission "Accepts" a report when its quality, thoroughness, and clarity are sufficient to respond to all of the Commission's concerns, without requiring additional information in order to assess the institution's status.

The Commission "Documents receipt of" a letter or report when it addresses the Commission's concerns only partially because the letter or report had limited institutional responses to requested information, did not present evidence and analysis conducive to Commission review, were of insufficient quality, or necessitated extraordinary effort by the Commission's representatives and staff performing the review. Relevant reasons for not accepting the letter or report are noted in the action. The Commission may or may not require additional information in order to assess the institution's status.

The Commission "Rejects" a letter or report when its quality or substance are insufficient to respond appropriately to the Commission's concerns. The Commission requires the institution to resubmit the report and may request a visit at its discretion. These terms may be used for any action (reaffirm, postpone, warn, etc.).

Types of Follow-Up Reports

Accreditation Readiness Report (ARR): The institution prepares an initial Accreditation Readiness Report during the application phase and continually updates it throughout the candidacy process. It is for use both by the institution and the Commission to present and summarize documented evidence and analysis of the institution's current or potential compliance with the Commission's accreditation standards.

Progress Report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring Report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required. Monitoring reports are required for non-compliance actions.

Supplemental Information Report: This report is intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action. This report is required when a decision is postponed. The Commission may request a supplemental information report at any time during the accreditation cycle.

Commendations: Periodically, the Commission may include commendations to the institution within the action language. There are three commendations. More than one commendation may be given at the same time:

To commend the institution for the quality of the [Self-Study or PRR] report. The document itself was notably well-written, honest, insightful, and/or useful.

To commend the institution for the quality of its [Self-Study or PRR] process. The Self-Study process was notably inclusive.

To recognize the institution's progress to date. This is recognition for institutions that had serious challenges or problems but have made significant progress.

Affirming Actions

Grant Candidate for Accreditation Status: This is a pre-accreditation status following a specified process for application and institutional self-study. For details about the application process, see the MSCHE publication, *Becoming Accredited*. The U.S. Department of Education labels Candidacy as “Pre-accreditation” and defines it as the status of public recognition that an accrediting agency grants to an institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing toward accreditation but is not assured of accreditation) before the expiration of that limited period of time. Upon a grant of candidate for accreditation status, the institution may be asked to submit additional Accreditation Readiness Reports until it is ready to initiate self-study.

Grant Accreditation: The Commission has acted to grant accreditation to a Candidate institution and does not require the submission of a written report prior to the next scheduled accreditation review in five years.

Grant Accreditation and request a Progress Report or Monitoring Report: The Commission has acted to grant accreditation to a Candidate institution but requires the submission of a written

report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Reaffirm Accreditation via Self Study or Periodic Review Report: The Commission has acted to reaffirm accreditation and does not require the submission of a written report prior to the next scheduled accreditation review in five years. The action language may include recommendations to be addressed in the next Periodic Review Report or Self Study. Suggestions for improvement are given, but no written follow-up reporting is needed for compliance.

Reaffirm Accreditation via Self Study or Periodic Review Report and request a Progress Report or Monitoring Report: The Commission has acted to reaffirm accreditation but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Administrative Actions

Continue Accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.). The institution maintains its status with the Commission during this period.

Procedural Actions

Defer a decision on initial accreditation: The Candidate institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns. Institutions may not stay in candidacy more than 5 years.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards. The Commission requests a supplemental information report.

Voluntary Lapse of Accreditation: The institution has allowed its accreditation to lapse by not completing required obligations. The institution is no longer a member of the Commission upon the determined date that accreditation will cease.

Non-Compliance Actions

Warning: A Warning indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation. A follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance.

Probation: Probation indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation and is an indication of a serious concern on the part of the Commission regarding the level and/or scope of non-compliance issues related to the standards. The Commission will place an institution on Probation if the Commission is concerned about one or more of the following:

- the adequacy of the education provided by the institution;
- the institution's capacity to make appropriate improvements in a timely fashion; or
- the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

By federal regulation, the Commission must take immediate action to withdraw accreditation if an institution is out of compliance with accreditation standards for two years, unless the time is extended for good cause.

Show Cause: An institution is asked to demonstrate why its accreditation should not be withdrawn. A written report from the institution (including a teach out plan) and a follow-up team visit are required. The institution has the opportunity to appear before the Commission when the Commission meets to consider the institution's Show Cause status. Show Cause may occur during or at the end of the two-year Probation period, or at any time the Commission determines that an institution must demonstrate why its accreditation should not be withdrawn (i.e. Probation is not a necessary precursor to Show Cause).

Adverse Actions

Withdrawal of Accreditation: An institution's candidate or accredited status is withdrawn and with it, membership in the association. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Denial of Accreditation: An institution is denied initial accreditation because it does not meet the Commission's requirements of affiliation or accreditation standards during the period allowed for candidacy. If the institution appeals this action, its candidacy remains in effect until the appeal is completed.

Appeal: The withdrawal or denial of candidacy or accreditation may be appealed. Institutions remain accredited (or candidates for accreditation) during the period of the appeal.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

B. Number of Students Served

Fall 2014 Undergraduate Students

In the Fall of 2014, 12,022 undergraduate students enrolled at Rowan University (Table II.B1)

Table II.B1 Undergraduate Enrollment by Attendance Status, Fall 2014

	Number of Enrolled	Percent
Full-Time	10,499	87.3%
Part-Time	1,523	12.7%
Total	12,022	100%

Fall 2014 Graduate Students

Rowan University enrolled 2,756 students in our graduate programs in Fall 2014. Fall 2014 graduate enrollment was also inclusive of professional students from the Cooper Medical School of Rowan University and School of Osteopathic Medicine (SOM) which contributed 839 students. The traditional graduate enrollment of Rowan University totaled 1,927 students.

Table II.B2 Graduate Enrollment by Attendance Status, Fall 2014

	Number of Enrolled	Percent
Full-Time	1,254	45.5%
Part-Time	1,502	54.5%
Total	2,756	100%

***12 Month Unduplicated Enrollment, FY 2014**

Traditionally, most students at Rowan University enroll during the fall semester of the academic year; enrollment is also open to students during the spring session.

Table II.B4 Graduate Enrollment by Attendance Status, Fall 2014

	Headcount	Credit Hours	FTE
Undergraduate	12,356	302,844	10,095
Graduate	3,038	25,984	1,083
Doctor-Professional Practice			114
Total	15,394	328,828	11,292

C. Characteristics of Undergraduate Students

Fall 2014 Freshman

Table II.C.1 Mean Math, Reading and Writing SAT Scores for First-Time Freshman, by Admit Status and Overall, Fall 2014

Type	Full-Time Students						Part-Time Students					
	Math	Count	Reading	Count	Writing	Count	Math	Count	Reading	Count	Writing	Count
Regular Admits	614.3	1,079	575.2	1,079	559.6	1,079	530.0	1	620.0	1	540.0	1
EOF Admits	450.5	133	430.5	133	433.9	133	0.0	0	0.0	0	0.0	0
Special Admits	508.4	616	487.6	616	490.9	615	516.7	3	510.0	3	500.0	3
All Admits	566.7	1,828	535.1	1,828	527.1	1,827	520.0	4	537.5	4	510.0	4
Missing Scores		91		91		92		0		0		0

Table IIC.2 Enrollment in Remediation Courses

Total Number of Undergraduate Students Enrolled in Fall 2014

Total Fall 2014 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
12,022	900	7.5%

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2014

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Course
1,966	405	20.6%

First-time, Full-time students (FTFT) enrolled in remediation in Fall 2014 by subject area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	0	0.0%
Algebra	291	14.8%
Reading	71	3.6%
Writing	149	7.6%
English	6	0.3%

Fall 2014 Undergraduates

In Fall 2014, a total of 12,022 students attended Rowan University, of this total 87% were registered as full-time students. (See Table II.C.3.a)

Table II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2014

	White		Black		Hispanic		Asian		American Ind.		Non-Res		Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	7,467	71.12%	939	8.94%	1,012	9.64%	426	4.06%	20	0.19%	81	0.77%	554	5.28%	10,499	100.00%
Part-time	1,039	68.22%	146	9.59%	107	7.03%	46	3.02%	7	0.46%	12	0.79%	166	10.90%	1,523	100.00%
Total	8,506	70.75%	1,085	9.03%	1,119	9.31%	472	3.93%	27	0.22%	93	0.77%	720	5.99%	12,022	100.00%

When compared to Fall 2013 the population of male and female undergraduates is slightly less even. The Fall 2013 reported 49.5% females compared to 47.5% in the Fall 2014 (See Table II.C.3.b)

Table II. C3.b: Undergraduate Enrollment by Gender, Fall 2014

	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	4,822	45.9	888	58.3	5,710	47.5
Male	5,677	54.1	635	41.7	6,312	52.5
Total	10,499	100.00%	1,523	100%	12,022	100%

37% of Rowan’s Full-Time Undergraduate population was between the ages 20-21. This was the largest portion of the university’s demographic make-up totaling 3,884 students. (See Table II.C.3.c)

Table II. C3.c Undergraduate Enrollment by Age, Fall 2014

		< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	Num	9	3,543	3,884	2,399	419	124	47	51	22	1	0	10,499
	Pct	0.09%	33.75%	36.99%	22.85%	3.99%	1.18%	0.45%	0.49%	0.21%	0.01%	0.00%	100.00%
Part-time	Num	24	41	134	499	333	117	98	161	103	13	0	1,523
	Pct	1.58%	2.69%	8.80%	32.76%	21.86%	7.68%	6.43%	10.57%	6.76%	0.85%	0.00%	100.00%
Total	Num	33	3,584	4,018	2,898	752	241	145	212	125	14	0	12,022
	Pct	0.27%	29.81%	33.42%	24.11%	6.26%	2.00%	1.21%	1.76%	1.04%	0.12%	0.00%	100.00%

In AY 2013-14, Rowan University awarded \$15.1 million dollars in institutional grants and scholarships

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY 13-14

	<u>Recipients</u>	<u>Dollars(\$)</u>	<u>\$/Recipient</u>
<u>FEDERAL PROGRAMS</u>			
Pell Grants	3,507	13,878,561	3,957.39
College Work Study	453	710,891	1,569.30
Perkins Loans	0	0	--
SEOG	998	329,747	330.41
PLUS Loans	1,444	19,453,309	13,471.82
Stafford Loans (Subsidized)	4,857	20,979,801	4,319.50
Stafford Loans (Unsubsidized)	5,268	21,104,504	4,006.17
SMART & ACG or other	37	153,014	4,135.50
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	2,616	12,922,278	4,939.71
Educational Opportunity Fund (EOF)	581	686,881	1,182.24
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	0	0	
Urban Scholars	3	1,860	620.00
NJ STARS	157	337,188	2,147.69
NJCLASS Loans	424	5,248,826	12,379.31
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	2,547	15,168,016	5,955.25
Loans	0	0	--

Of Rowan's 1,972 full-time, first-time undergraduate students who began their college careers in the fall of 2014 nearly 96% were from New Jersey (see Table II.C.5)

Table II.C.5 Fall 2014 First-Time Undergraduate Enrollment by State Residence

State Residents	Non-State Residents	Total Students	% State Residents
1,894	78	1,972	96.00%

Table II.C.5 Fall 2014 Undergraduate Enrollment by State Residence

State Residents	Non-State Residents	Total Students	% State Residents
11,717	305	12,022	97.50%

D. Student Outcomes

Nearly 67% of Rowan’s full-time, first-time freshman that began their college careers in the fall of 2008 earned a degree within six years. (Table II.D.1.a)

Table II.D1.a Four-, Five- and Six-Year Graduation Rates of Fall 2008 Full-time First-time Degree-Seeking Undergraduates by Race

	White		Black		Hispanic		Asian		Non-Res		Other *		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2008 Cohort	965		52		57		52		26		22		1,174	
Graduates after 4 yrs	445	46.11%	10	19.23%	15	26.32%	15	28.85%	6	23.08%	11	50.00%	502	42.76%
Graduates after 5 yrs	650	67.36%	25	48.08%	30	52.63%	27	51.92%	6	23.08%	14	63.64%	752	64.05%
Graduates after 6 yrs	675	69.95%	26	50.00%	32	56.14%	29	55.77%	6	23.08%	15	68.18%	783	66.70%

*Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown

Table II.D.2 Third Semester Retention of First-Time Undergraduates Fall 2013 to Fall 2014

	Fall 2013 Cohort	Retained in Fall 2014	Retention Rate
Full-Time	1,382	1,161	84.00%
Part-Time	123	91	74.00%

E. Faculty Characteristics

In Fall 2014, there were 564 full-time faculty members employed at Rowan University (see Table II.E.1)

Table II.E.1: Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2014

	White		Black		Hispanic		Asian*		American Ind		Non-Res		Race Unknown*		Total	
	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom
Tenured																
Professors	53	37	5	0	3	3	16	9	0	0	0	0	1	2	78	51
Associate Prof.	51	37	6	4	3	2	6	0	1	0	2	3	1	2	70	48
Assistant Prof.	3	9	3	0	0	0	0	1	0	0	0	1	0	0	6	11
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	107	83	14	4	6	5	22	10	1	0	2	4	2	4	154	110
Without Tenure																
Professors	15	5	1	0	0	0	2	0	0	0	0	0	0	0	18	5
Associate Prof.	15	14	1	1	3	1	1	1	0	1	2	3	1	0	23	21
Assistant Prof.	52	55	0	9	1	5	9	14	0	0	10	14	0	2	72	99
All Others	15	31	0	1	0	1	2	2	0	0	1	0	2	0	20	35
TOTAL	99	108	4	11	4	7	14	17	0	1	13	17	3	2	137	163
Total																
Professors	68	42	6	0	3	3	18	9	0	0	0	0	1	2	96	56
Associate Prof.	66	51	7	5	6	3	7	1	1	1	4	6	2	2	93	69
Assistant Prof.	55	64	3	9	1	5	9	15	0	0	10	15	0	2	78	110
All Others	15	31	0	1	0	1	2	2	0	0	1	0	2	0	20	35
TOTAL	206	191	18	15	10	12	36	27	1	1	15	21	5	6	291	273

II.E.2 Percentage of Course Sections Taught by Full-time Faculty

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
2930	1,351	46.0%	1,581	54%	2	0.10%

Note: Others includes Full-time Administrators and Teaching Assistants

Table II.E.3 Ratio of Full to Part-time Faculty, Fall 2014

Full-time	Part-time		Total
Num	Pct	Num	Pct
564	37.2%	954	62.8%
		1,518	100.0%

F. Characteristics of the Trustees

1. Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res	Unknown	Total
Male	9			1				10
Female	5	1		1				7
Total	14	1		2				17

2. Members of the Board of Governors and/or Trustees

Name	Title	Affiliation
Isabelita Abele	CEO	US Lumber Inc
Brenda Bacon	CEO	Brandywine Senior Living
Chad Bruner	County Administrator	Gloucester County
Keith Campbell	Chairman	Mannington Mills, Inc.
Dr. Barbara Chamberlain	Retired	
Jean Edelman	Co-Founder	Edelman Financial Services
Dr. Thomas Gallia	Retired	
Frank Giordano	President	Atlantic Trailer Leasing
Fred Graziano	Executive Vice President	TD Bank Financial Group
George Loesch	Marketing and Business Development	Connor Strong & Buckelew Companies
Martin Mckernan Jr	Senior Partner	McKernan & Godino
Robert Poznek	Chief Financial Officer	NEST
Linda Rohrer	President	Rohrer and Sayers Real Estate
Larry Salva	Chief Accounting Officer and Controller	Comcast
Virginia Rowan Smith	Chair/Vice President	Inductotherm Corporation and Inductotherm Group
Kunal Patel	Student Trustee	Rowan University
Melissa Shore	Alternate Student Trustee	Rowan University

3. URL: <http://www.rowan.edu/president/board/members/>

G. Profile of the Institution

Undergraduate Degree Programs

College of Business

- BS, Accounting
- BS, Business Administration (Supply Chain and Logistical Systems)
- BS, Entrepreneurship
- BS, Finance
- BS, Human Resource Management
- BS, Management
- BS, Marketing
- BS, MIS

College of Communications & Creative Arts

- BA, Advertising,
- BA, Art
- BA, Art/BA, Education (K-12)
- BA, Communication Studies
- BA, Journalism
- BA, Public Relations
- BA, Radio, TV, Film
- BFA, Studio Art: Graphic Design
- BA, Writing Arts

College of Education

- BA, Education

College of Engineering

- BS, Chemical Engineering
- BS, Civil and Environmental Engineering
- BS, Electrical and Computer Engineering
- BS, Mechanical Engineering
- BS, Biomedical Engineering

College of Humanities and Social Sciences

- BA, Africana Studies
- BA, American Studies
- BA, Economics
- BA, English
- BA, Environmental Studies
- BGS, General Studies

- BS, Geographical Information Science
- BA, Geography
- BA, History
- BA, International Studies
- BA, Law and Justice
- BA, Liberal Studies: Humanities and Social Studies
- BA, Modern Language and Linguistics
- BA, Philosophy and Religion
- BS, Planning
- BA, Political Science
- BA, Sociology
- BA, Spanish

College of Performing Arts

- BA, Dance
- BA, Music
- BM, Music
- BM, Music Education
- BA, Theatre
- BS, Music Industry

College of Science and Mathematics

- BS, Biochemistry
- BS, Bioinformatics
- BS, Biological Science
- BS, Biophysics
- BS, Chemistry
- BA, Chemistry
- BS, Computer Science
- BA, Mathematics
- BS, Mathematics
- RN to BSN, Nursing
- BA, Physics
- BS, Physics
- BA, Psychology
- BS, Psychological Science

School of Biomedical Science and Health Professions

- BS, Athletic Training
- BA, Health and Exercise Science
- BS, Translational Biomedical Sciences
- BS, Nutrition

Graduate and Professional Degree Programs

College of Business

- Master of Business Administration

College of Communication and Creative Arts

- MA, Public Relations
- MA, Writing

College of Education

- ED.S, School Psychology
- MA, School of Psychology
- MA, Counseling in Education Settings
- MA, Higher Education: (Academic Advising Track)
- MA, Higher Ed (Administration)
- MA, Higher Education: (Instructional Track)
- MA, Learning Disabilities
- MA, Reading Education,
- MA, School Administration
- MA, School Psychology
- MA, Special Education
- MA, Wellness and Lifestyle Management
- MA, Special Education
- MST, Elementary Education
- MST, Subject Matter Education
- MST, Theatre Education
- M. ED. Teacher Leadership
- Ed.D., Educational Leadership

College of Engineering

- MS, Chemical Engineering
- MS, Civil & Environmental Engineering
- MS, Electrical and Computer Engineering
- MS, Engineering Management
- MS, Mechanical Engineering

College of Humanities and Social Sciences

- MA, Criminal Justice
- MA, History

College of Performing Arts

- MA, Music
- MA, Music: Composition
- MA, Music: Conducting
- MA, Music: Jazz Studies
- MA, Theatre Arts Administration

School of Biomedical Sciences

- Ph.D, Cell and Molecular Biology
- MS, Cell and Molecular Biology
- MS, Biomedical Sciences
- MS, Molecular Pathology and Immunology

Professional Degree Programs

Cooper Medical School of Rowan University

- MD, Doctor of Medicine

Rowan School of Osteopathic Medicine

- DO, Osteopathic Medicine

Certificate Programs

- Applied Behavioral Analysis
- Autism Spectrum Disorders
- Biomedical Sciences
- Business
- Construction Management
- Creative Writing
- Editing and Publishing for Writers
- English as a Second Language
- History
- Integrated Marketing Communication
- Integrated Marketing Communication and New Media

- Management Information Systems
- Mental Health Counseling
- Middle Grades Science Education
- Networks
- Project Management
- Radio/Television and Film
- Reading
- Reading/Writing Literacy
- School of Public Relations
- Secondary Mathematics Education
- Software Engineering
- Special Education
- Sustainable Engineering
- Teaching and Learning
- Technical and Professional Writing
- Web Development
- World History
- Writing and New Media

H. Major Research and Public Service Activities

II.H MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

R&D EXPENDITURES : YEAR 2014

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$4,591,000
Institutionally Financed Academic R&D Expenditures	\$1,823,000
Total Academic R&D Expenditures	\$8,202,000

Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (*Survey of Research and Development Expenditures at Colleges and Universities*).

Brief Summary of Highlighted Research Projects at Rowan 2015

Dr. Yusuf Mehta, Civil & Environmental Engineering, and his team investigates the environmental ramifications of using old asphalt in a variety of novel applications, including walls, guardrails and highway shoulders. Many states prevent contractors from adding more than 15 percent of old asphalt to new pavement because of durability issues. Under State funding, Dr. Mehta recently proved the mix could go as high as 35 percent with a simple adjustment. The team determined that not all of the binder in old asphalt remains viable, as previously believed. A test developed in his asphalt lab determines how much of the old binder remains useful, allowing asphalt companies to adjust the mix to create pavement strong enough to withstand years of abuse.

Dr. Rachel Pruchno, director of New Jersey Institute for Successful Aging, spearheads a disaster research panel known as ORANJ BOWL (Ongoing Research on Aging in New Jersey: Bettering Opportunities for Wellness in Life). Her team is recontacting ORANJ BOWL panelists to learn how their health has been affected in the wake of Hurricane Sandy. Pruchno hopes findings from the study, funded by the National Institute on Aging, will help officials as they prepare for future disasters.

Dr. Xinhua Chen and Dr. Theresa School, Obstetrics and Gynecology, are performing first-of-its-kind research to investigate why incidence of preterm birth is 60 percent higher among African Americans and 40 percent higher among Hispanics. They will study biomarkers, including fatty acids, obtained from blood samples gathered from healthy pregnant women in Camden—previous studies by Drs Chen and Scholl have linked fatty acids to premature births. Supported by a grant from the National Institute on Minority Health and Health Disparities, the team will measure the markers and then divide the data by normal deliveries and preterm deliveries to determine any correlation.

Dr. Mary Louise Kerwin, Psychology, is supported by State funding to evaluate traditional autism treatment---verbal behavior approach in a home setting---to the same treatment also involving parental involvement. Hers is the first to examine the new approach independently and the first to compare the two treatments. Dr. Kerwin also will compare results from the two groups with results from children not involved in the program but receiving state services.

I. Capital Improvements Underway in FY2015

College of Engineering Addition/Building



Rowan College of Engineering
Eye-Level View of West Wing along North Campus Drive



This Project consists of the construction of a new building across from the Rowan Hall Engineering building. It will be an approximately 88,000 square feet and will include wet and dry laboratory spaces, meeting rooms, conference rooms, classrooms, faculty and staff offices, research lab spaces, dining facility, and spaces specially geared towards supporting STEM related academic programs. This expansion project will represent the development of a new Engineering campus within our main campus. The project will also include new landscaping, roadway and traffic signal from Bowe Boulevard.

College of Business Building



This project consists of constructing a new four-story, 98,290 square foot academic building to support the growth of the Rohrer College of Business. The new building will be located on Route 322 next to Westby Hall. The new facilities will enable the college of business to expand its enrollment to approximately 2000 students and will include a trading room, business center, entrepreneurship hatchery, seminar/meeting rooms, classrooms, computer labs, faculty and administrative spaces, and collaboration (breakout) rooms. The new facility will represent the gateway of development within the Glassboro campus.

Nearly \$46 million dollars of the project is funded through the Building Our Future Bond Act passed by voters in 2012. The referendum was the first bond act to support construction at New Jersey higher education institutions.

Target completion: Spring 2017

301 West High Street College of Fine and Performing Arts



301 West High Street consists of adaptive reuse/renovations of an existing 3 story building frame of approximately 23,000 square feet. The project will create an art gallery, art studies and administration offices. The renovations are to accommodate use by the Visual Arts Program within the College of Fine and Performing Arts.

Completed: Fall 2015

West Campus Practice Fields



Rowan University will install a new practice soccer field and a new multipurpose field for both team practices and intramurals. Along with the two new fields, Rowan will install Collegiate level track and field event areas to support Hammer/Discus, Javelin, Shot-put, Long Jump and Pole Vaulting venues. The fields will have a designated parking lot, lighting and a pavilion, and be secured by a perimeter fence.

Completed: Summer 2015