



2018 Annual Outcomes Report

Rowan College at Gloucester County

Institutional Effectiveness Committee

July 1, 2019

RCGC 2018 Outcomes Report

Contents

I.	Preface	5
II.	Dashboard and Executive Summary	
	a. Performance Dashboard.....	6
	b. Executive Summary	7
III.	Evaluating Effectiveness	8
IV.	2018 Outcomes Data	
	KPI 1: Commitment to Students	
	1-A Student Success Rates.....	11
	1-B Student Retention Rates.....	15
	1-C Student Engagement Levels.....	17
	KPI 2: Commitment to Excellence in Education	
	2-A Student Learning Outcomes.....	22
	2-B Teaching Effectiveness Levels.....	24
	2-C Student Services Engagement.....	26
	KPI 3: Commitment to Community	
	3-A High School Capture Rates.....	32
	3-B Responsiveness to Community Needs.....	34
	3-C Degrees, Certificates Conferred.....	36
	KPI 4: Commitment to Access and Diversity	
	4-A Credit Enrollment Levels.....	38
	4-B Tuition/Fee Rates.....	42
	4-C Campus Diversity Levels	44
	KPI 5: Commitment to Faculty and Staff	
	5-A Employee Satisfaction Ratings.....	46
	5-B Employee Retention Rates.....	47
	5-C Expenditure/Revenue Distributions.....	49
	KPI 6: Quality Campus Environment	
	6-A Student Satisfaction Ratings.....	53
	6-B Campus Quality Levels	58
	6-C Facility Usage Rates.....	60

RCGC 2018 Outcomes Report

Tables and Figures

Table 1	Alignment with Strategic Plan.....	9
Table 2	Alignment with Middle States Standards	9
Table 3	Student Success Rates.....	11
Table 4	Trends in Success Rates.....	12
Table 5	Remedial Needs of Entering Cohorts.....	12
Table 6	Developmental Education Chart by Year.....	13
Table 7	Success Rates in the First College Course.....	13
Table 8	Students Moving from Developmental Courses.....	14
Table 9	ENG 101/ENG101E Comparison.....	14
Table 10	Fall to Fall Retention Rates PT/FT Degree Seeking	15
Table 11	Retention Rates all Students.....	16
Table 12	CCSSE Scores by Enrollment Status.....	18
Table 13	CCSSE Comparison 2014 to 2017.....	18
Table 14	Career Services Student Satisfaction Survey	19
Table 15	Career Services Student Engagement Survey	20
Table 16	Academic Support Services Student Engagement	20
Table 17	IDEA Survey Results Learning Objectives.....	21
Table 18	IDEA Student Ratings of Instruction.....	23
Table 19	IDEA Student Ratings of Courses	24
Table 20	2012 Student Satisfaction Inventory.....	25
Table 21	2012 SSI Student Centeredness Items.....	26
Table 22	2012 SSI Concern for Individuals Items.....	26
Table 23	Campus Quality Survey Customer Focus.....	27
Table 24	2012 SSI Academic/Advising Items.....	27
Table 25	2017 CCSSE Advising Questions/Registration.....	27
Table 26	2017 CCSSE Advising Questions/Meeting with Advisor.....	28
Table 27	2017 CCSSE Questions/Scheduling with Advisor.....	28
Table 28	2012 SSI Admissions/Financial Aid Items.....	28
Table 29	2012 SSI Registration Effectiveness Items.....	29
Table 30	2012 SSI Campus Support Items.....	30
Table 31	Gloucester County High School Capture Rates.....	31
Table 32	Customized Training Enrollment	33
Table 33	Noncredit Enrollment.....	34
Table 34	Degrees and Certificates Awarded.....	36
Table 35	New Jersey Presidents' Council Completion Agenda.....	36
Table 36	Academic Year Enrollment	38
Table 37	Fall Five-Year Enrollment Trends.....	38
Table 38	Spring Five-Year Enrollment Trends.....	39
Table 39	RCGC Online Credit Enrollment.....	39
Table 40	Comparison of RCGC Online Enrollment to NJCC.....	40
Table 41	Tuition and Fees.....	42
Table 42	RCGC Distribution of Students and Staff by Race/Ethnicity.....	44
Table 43	RCGC Employee Satisfaction Ratings.....	46
Table 44	RCGC Employee Retention Rates Compared to National Median.....	47
Table 45	RCGC Financial Measures per FTE Student.....	49

RCGC 2018 Outcomes Report

Table 46	RCGC Core Expenses.....	50
Table 47	RCGC Core Revenues.....	50
Table 48	Expenditures per FTE Employee.....	51
Table 49	Student Satisfaction Academic Services.....	54
Table 50	Student Satisfaction Service Excellence.....	54
Table 51	Student Satisfaction Campus Climate.....	55
Table 52	Student Satisfaction Instructional Effectiveness.....	56
Table 53	Student Satisfaction Comparison with NCCBP.....	57
Table 54	Facility Usage Overall.....	60
Table 55	Facility Usage Fall 2017 by Time and Day.....	60
Table 56	Facility Usage Fall 2018 by Time and Day.....	61
Table 57	Facility Usage Spring 2017 by Time and Day.....	61
Table 58	Facility Usage Spring 2017 by Percentage of Seats Offered.....	62
Table 59	Facility Usage Spring 2017 by Building	63
Figure 1	2017 CCSSE Student Engagement Levels.....	18
Figure 2	RCGC Student Satisfaction Scores Compared to NCCBP.....	26
Figure 3	2017 CCSSE Support for Learners.....	29
Figure 4	Spring Classes by Method of Instruction.....	38
Figure 5	Comparison of Tuition and Fees at NJCC.....	40
Figure 6	RCGC Enrollment Compared to NJCC Median.....	43
Figure 7	Strategic Plan Expenses by Activity Code.....	51
Figure 8	2017 CCSSE Instructional Effectiveness.....	55
Figure 9	RCGC Campus Quality Ratings Compared to National Norms.....	57
Figure 10	RCGC Campus Quality Ratings Compared to Two-Year Institutions.....	58

RCGC 2018 Outcomes Report

I. Preface

Institutional Effectiveness Committee Charge

The Institutional Effectiveness (IE) Committee at Rowan College serves to provide guidance for the overall direction and support of the College's Institutional Effectiveness program.

Committee Objectives:

- Determines Key Performance Indicators that align with the College's core values;
- Develops the Institutional Effectiveness Plan outlining the method (data and standard) by which to measure effectiveness in each of the Key Performance Indicators;
- Evaluates outcomes on an annual basis by analyzing and interpreting the most current available data; and
- Communicates results in the Annual Outcomes Report.

The committee engages in a review of ongoing and systematic processes and practices that include planning, the evaluation of services, and the use of data and assessment results to inform decision-making. These activities serve the purpose of improving programs and services and increasing student success and institutional quality.

The Annual Outcomes Report reflects performance measures and standards as defined in the Institutional Effectiveness Plan. Most standards are based on comparisons to national and/or state norms for community colleges where available. For indicators where peer benchmark data are not available, performance standards reflect specific goals and objectives of the College's current strategic plan.

Contributing Committee Members

Randee Davidson Chair/Recorder

Nick Burzichelli
Brook Hoffman
Paul Roach
LaVonne Couch
John Pidgeon
Mike Lemond

Danielle Zimecki-Fennimore
Meg Resue
Alycia Robertson
Cody Miller
Raymond Wos

RCGC 2018 Outcomes Report

II. Dashboard and Executive Summary

RCGC Core Values/ Key Performance Indicator (KPI)	Measurable Outcomes*	2015 Status	2016 Status	2017 Status	2018 Status
Commitment to Students	1-A Student Success Rates	Met with Recommendations	Met with Recommendations	Met with Recommendations	Met with Recommendations
	1-B Student Retention Rates	Met	Met	Minimally Met	Minimally Met
	1-C Student Engagement Levels	Minimally Met	Minimally Met	Not Met	Insufficient Data
Commitment to Excellence in Education	2-A Student Learning Outcomes	Met	Met	Met	Met
	2-B Teaching Effectiveness Levels	Met	Met	Met	Met
	2-C Student Services Engagement	Met	Met with Recommendations	Met with Recommendations	Insufficient Data
Commitment to Community	3-A High School Capture Rates	Minimally Met	Met with Recommendations	Not Met	Minimally Met
	3-B Responsiveness to Community Needs	Minimally Met	Met	Met	Met
	3-C Degrees, Certificates Conferred	Minimally Met	Met	Met	Met
Commitment to Access and Diversity	4-A Credit Enrollment Levels	Minimally Met	Met	Met	Minimally Met
	4-B Tuition/Fee Rates	Met	Met with Recommendations	Met	Met
	4-C Campus Diversity Levels	Met	Met	Met	Met
Commitment to Faculty and Staff	5-A Employee Satisfaction Ratings	Minimally Met	Minimally Met	Not Met	Not Met
	5-B Employee Retention Rates	Met	Minimally Met	Minimally Met	Minimally Met
	5-C Expenditure/Revenue Distributions	Met	Met	Met	Met with Recommendations
Quality Campus Environment	6-A Student Satisfaction Ratings	Met with Recommendations	Met with Recommendations	Met with Recommendations	Insufficient Data
	6-B Campus Quality Levels	Met	Met	Met	Insufficient Data
	6-C Facility Utilization Levels	Met with Recommendations	Met	Met	Met



*Data are compared to previous values in the Annual Outcomes Report.

RCGC 2018 Outcomes Report

Institutional Effectiveness Committee's Executive Summary

- RCGC's fall-to-fall retention rates of degree seeking first time full-time (FTFT) students fell below the New Jersey Community College (NJCC) median retention rates but above the national median retention rates for community colleges. Part-time student retention is above the NJCC median retention rates and above the national retention rates. The newly developed Department of Retention is committed to improve retention through innovative programs and policies.
- Results of the IDEA survey regarding ratings of progress on learning outcomes have been consistent over the last few years and above the IDEA database (baseline) values.
- Students have consistently rated teaching effectiveness above the IDEA baseline values.
- Of incoming freshman in fall 2017, 36.5 percent were enrolled in one or more developmental courses. Of the first-time full-time students, 25.0 percent were in a developmental math course, down from last year, and 10.9 percent were in developmental reading, also down from last year.
- Customized training registrations (noncredit) are second highest among NJCC peers and surpass the NJCC average.
- RCGC ranks fourth among New Jersey community colleges in non-credit enrollments.
- The number of degrees and certificates awarded in 2018 represents an increase since 2017. The 1,118 awards conferred exceeded the target goal of 1,091 awards set by the Presidents' Council Completion Agenda. Note that the final total of awards offered may increase as all processing of records is not complete at the time of the writing of this report.
- Enrollment at RCGC has increased 5.6 percent over the last five years.
- Tuition and fee rates are below the New Jersey Community College median and more than competitive with Rowan University.
- Online enrollments rates have increased steadily. Comparison to the NJCC sector places RCGC in seventh place among the New Jersey community colleges.
- The RCGC student population may be less diverse than the NJCC student population in general, but there is parity between the student/employee demographic profile and Gloucester County's demographics.
- Development/Training Expenditures per FTE employee were above national community college peers.
- Core revenues and expenditures decreased from 2016 in 2017.
- Facility usage continues to improve.

RCGC 2018 Outcomes Report

III. Evaluating Effectiveness

The Annual Outcomes Report reflects performance outcomes as defined in the *Institutional Effectiveness Plan 2015-2020*. Most outcomes are based upon peer benchmarks - how RCGC compares to national, regional and/or state norms for community college peers. For indicators where peer benchmark data are not available, performance outcomes are based upon internal benchmarks related to goals and objectives of the college's current Strategic Plan.

Information for the measures within each Key Performance Indicator (KPI) includes:

- Assessment Method: Restatement of standard as defined in the Institutional Effectiveness Plan;
- Results, Analysis, and Interpretation: Narrative interpretation of performance data and result; and
- Recommendations.

Each performance outcome is defined and assessed on an individual basis. As such there is no universal standard for determining the outcome for each KPI. However, each measure is evaluated uniformly as to whether the benchmark was or was not met using previous trend data and the following rubric:



Green up arrow indicates the standard was met



Red up arrow indicates that the standard was met, but with recommendations



Yellow side arrow indicates the standard was minimally met



Purple down arrow indicates the standard was not met



Blue side arrow indicates no current data for review and evaluation

In an effort to maintain simplicity and utility of the Annual Outcomes Report, the Institutional Effectiveness Committee opted to use primarily data that were available for the current reporting year. Recognizing that additional supporting data would be useful, the committee recommended including trends for analysis purposes and other data points useful for analysis and recommendations. Previously included as a separate Performance Data Report, these additional data items are now included as part of the Annual Outcomes Report.

Alignment with the Strategic Plan

The Institutional Effectiveness Plan includes a commitment to assessment and alignment to the Strategic Plan. Embedded in the Institutional Effectiveness Plan is a timeline of assessment activities and links to the core College's core values, key performance indicators (KPIs), Strategic Plan and institutional assessments. The table below links the KPIs to the 2014-2019 Strategic Plan priorities. As the Strategic Plan is developed for its next cycle, the Institutional Effectiveness Committee will review and revise the KPIs, if necessary, to reflect the goals and objectives of the new plan.

RCGC 2018 Outcomes Report

Core Values →	Commitment to Students	Excellence in Education	Commitment to Community	Commitment to Access & Diversity	Commitment to Faculty & Staff	Quality Campus Environment
Strategic Plan ↓ 2014-2019	KPI 1 Commitment to Students	KPI 2 Excellence in Education	KPI 3 Commitment to Community	KPI 4 Commitment to Access & Diversity	KPI 5 Commitment to Faculty & Staff	KPI 6 Quality Campus Environment
1. Institutional Stewardship	1.1 1.2		1.1 1.2	1.1	1.1	1.1 1.2
2. Academics/ Assessment & Benchmarks	2.1	2.1 2.2	2.1 2.2 2.3	2.2 2.3	2.1 2.2	2.1
3. Student Services /Partnerships	3.1 3.3		3.1 3.3	3.1 3.2 3.3	3.3	3.1 3.3
4. Operations/ Infrastructure & Physical Plant	4.1 4.2 4.3		4.2 4.3	4.2		4.1 4.2 4.3

Table 1: Alignment of KPIs with RCGC's 2014-2019 Strategic Plan

Alignment with Middle States Standards

As of the completion of the 2017 Outcomes Report, Rowan College at Gloucester County had reached the end of its three-year preparation for the Middle States Self-Study. The Team Visit was recently completed, and the College has received the final report and Middle States recommendations and suggestions that will inform the next Strategic Plan and future Outcome Reports. The comprehensive model chosen for the Self-Study allowed the College to assess its effectiveness in relation to the seven standards for accreditation through an analytical, evidence-based report. The report identified those areas in which innovation and excellence are flourishing, as well as areas which may require improvement, and provided recommendations in those areas. The following table shows the alignment of the institutional KPIs with the seven Middle States standards addressed in the Self-Study.

Core Values →	Commitment to Students	Excellence in Education	Commitment to Community	Commitment to Access & Diversity	Commitment to Faculty & Staff	Quality Campus Environment
Middle States Standard ↓	KPI 1 Commitment to Students	KPI 2 Excellence in Education	KPI 3 Commitment to Community	KPI 4 Commitment to Access & Diversity	KPI 5 Commitment to Faculty & Staff	KPI 6 Quality Campus Environment
I. Mission and Goals	X	X	X	X	X	X
II Ethics & Integrity	X	X	X	X	X	X
III Design & Delivery of the Student Experience	X	X				X
IV Support of the Student Experience	X	X			X	X
V Educational Effectiveness Assessment	X	X				X
VI Planning, Resources & Institutional Improvement	X	X	X	X	X	X
VII Governance, Leadership, & Administration		X		X	X	X

Table 2: Alignment of RCGC's KPIs with the Middle States Standards

RCGC 2018 Outcomes Report

The Middle States Evaluation Report included the following statement:

The College uses Key Performance Indicators (KPI) as a tool. They evaluate programs using metrics to assess identified KPIs linked to both Strategic Plan Goals and their mission. The IEP includes the annual Outcomes Report that shows analysis of the data and gauges progress towards fulfilling these goals.

The Outcome Reports were used extensively by the Middle States Evaluation Team to assess institutional effectiveness and also to support findings of the various Middle States subcommittees. The following presents samples of the accreditation uses of these reports:

The Institutional Effectiveness Plan was referenced at least nine times in the Middle States Self-Study;

The Outcome Reports were referenced at least twenty times in the Self-Study;

The Non-Academic Program Reviews were referenced at least fourteen times throughout the Self-Study;

Surveys and Other instruments used by the Institutional Effectiveness Committee were referenced at least fifty-seven times throughout the Self Study;

- From the Team Evaluation Report, page 6: "...includes outcomes as well as key performance indicators that help shape ongoing evaluation practices.";
- From the Team Evaluation Report, page 10: "The College uses Key Performance Indicators (KPI) as a tool...The IEP includes the annual Outcomes report that shows analysis of the data and gauges progress towards fulfilling these goals.";
- From the Team Evaluation Report, page 14: "There is evidence that the results of annual assessments and surveys are used to inform improvements.";
- From the Team Evaluation Report, page 19: "...In addition, the College has a robust system of assessment which is documented in the Institutional Effectiveness Outcomes Report.; and
- From the Team Evaluation Report, page 22: "...The Institutional Effectiveness Plan provides a college-wide roadmap of assessment processes and activities. The plan includes an established calendar that links assessment activities to key performance indicators (KPIs) at the institutional, program, and course level supporting the strategic plan and budget code, as necessary. Annually, the Institutional Effectiveness Committee produces an Outcomes Report that "summarizes the College's KPIs, gives the assessments used, analyzes findings for the purpose of improvement, and makes recommendations on services, processes, or resource allocations." "

The Institutional Effectiveness Committee will continue to work on improvements to the Outcomes Report.

RCGC 2018 Outcomes Report



1-A Student Success Rates

Measures:

1. Student success rates are defined as combined graduation, transfer-out or persistence outcome within three years of enrollment.
2. Students who begin their college careers in developmental courses are monitored for persistence. Developmental success rates are defined as the rate at which first-time (new), full-time students successfully complete foundation requirements.

Assessment Tool(s):

1. IPEDS Graduation Rate Survey (federal model)
2. RCGC Production Reports
3. RCGC Institutional Profile

Criteria for success:

1. Success rates will be at or above historical levels and consistent with New Jersey Community College peer median.
2. Developmental success rates will be at or above historical levels and consistent with median for community college peers across all subject areas.

Analysis and Interpretation:

3-Year Success Rates: First-Time, Full-Time Students Fall Cohorts 2014-2018 with Peer Comparison									
	RCGC					Peer Comparison			
	2011-2014 Cohort	2012-2015 Cohort	2013-2016 Cohort	2014-2017 Cohort	2015-2018 Cohort	2016 NJCC Median Grad Rate**	2016 RCGC Rank**	2016 NJCC Median Transfer Rate**	2016 RCGC Rank**
Graduated	22.0%	22.7%	15.4%	25.4%	28.8%	22.5%	9th	16.4%	12th
Transferred Out	20.2%	18.3%	21.0%	21.6%	22.5%				
Still Enrolled	16.1%	12.0%	14.3%	13.3%	11.5%				
Total Success Rate	60.1%	53.0%	60.7%	60.3%	62.8%				
Not Retained*	39.9%	47.0%	39.3%	39.7%	37.2%				

Table 3: Student Success Rates

Fast Facts: <https://www.resj.edu/IR-site/Gloucester-site/Pages/Facts-Figures.aspx>

*Not retained represents students who have some credits but may have had to stop out of RCGC for various reasons, as well as those who may have transferred out.

** Peer comparisons were not available for 2017

RCGC 2018 Outcomes Report

Student success rates increased with the 2015-18 cohort (1,770 students) with 62.8% either graduating/transferring or still enrolled. It makes sense to look at some of the other variables affecting student success.

Reporting Year	Cohort Start Term (Fall)	Cohort (N)	3-Year Outcomes						Combined 3-Yr Success Rate	
			Graduated		Transferred		Still Enrolled		n	%
			n	%	n	%	n	%		
2017-18	2015	1,770	510	28.8%	398	22.5%	204	11.5%	1112	62.8%
2016-17	2014	1,804	458	25.4%	389	21.6%	240	13.3%	1087	60.3%
2015-16	2013	1,579	401	25.4%	332	21.0%	226	14.3%	959	60.7%
2014-15	2012	1,632	370	22.7%	299	18.3%	196	12.0%	865	53.0%
2013-14	2011	1,654	359	21.7%	369	22.3%	266	16.1%	994	60.1%
2012-13	2010	1,557	342	22.0%	315	20.2%	244	15.7%	901	57.9%
2011-12	2009	1,694	427	25.2%	316	18.7%	244	14.4%	987	58.3%

Table 4: Trends in Success Rates Source: IPEDS Data

Many RCGC students start in developmental classes. Developmental students are defined as those who enroll in a developmental course their first fall semester attending RCGC. This designation does not account for students who are placed in developmental courses but elect to defer enrolling in the required course(s). Success Rates in First College Level Course are those reported to the National Community College Benchmarking Project.

Developmental courses update: With the redesign of the Writing developmental courses to an accelerated learning program, students have new pathways to credit-bearing courses depending on placement scores. They may either remediate at no cost through a free non-credit offering or take a credit-bearing course with supplemental instruction.

The current developmental education reading course was redesigned to an accelerated learning program, offering students the ability to transfer the course, as it also qualifies as a general education course. The reading course, REA 099, will become inactive starting in fall 2019.

Fall First-Time Full-Time (FTFT) Students Enrolled in Remedial Courses by Subject								
	Computation		Algebra		Reading		Writing	
2012	337	20.6%	202	12.4%	509	31.2%	582	35.7%
2013	308	19.5%	125	7.9%	520	32.9%	614	38.9%
2014	303	16.8%	155	8.6%	570	31.6%	630	34.9%
2015	296	16.7%	183	10.3%	467	26.4%	Not Offered	
2016	498	25.5%	213	10.9%	467	23.9%	Not Offered	
2017	440	25.0%	216	12.3%	192	10.9%	Not Offered moved to ENG 101	

Table 5: Remedial Needs of Entering Cohorts

Source: 2012-2017 Institutional Profiles

Of the 1,757 new, first-time full-time students, 36.5 percent enrolled at least one remediation course in their first semester. The highest remediation enrollment area among first-year students was Computation (25.0 percent), followed by Algebra (12.3 percent) and Reading (10.9 percent) Table 5 above.

RCGC 2018 Outcomes Report

Reviewing the developmental placements for each academic year shows a recent increase in the percentage of incoming freshman who test into the mathematics developmental courses. Students' misunderstandings of what the placement cutoff scores mean to them may account for some of this increase. With changes to high school graduation requirements in New Jersey, RCGC needs to work with area high schools on better curricular alignment and preparation of high school students. The overall decrease in the percentage of first-time full-time who place into developmental courses is most likely due to the redesign of the writing developmental courses. Students have pathways to credit-bearing courses depending on placement scores. They may either remediate at no cost through a free non-credit offering or take a credit-bearing course with supplemental instruction.

Developmental Education Chart by Year			
YEAR	Total FTFT Students	# of Students in Dev Ed	FTFT% in Dev Ed
2017	1757	642	36.5%
2016	1951	775	39.7%
2015	1632	946	57.9%
2014	1804	931	51.6%
2013	1579	855	54.1%

Table 6: Developmental Education Chart by Year Source: RCGC Profile

The need for developmental coursework delays entry into credit-bearing courses and lengthens the time to graduation. To help address better preparation for college, RCGC's Center for College and Career Readiness, in collaboration with Gloucester County high schools and the New Jersey Council of Community Colleges, provides students with an opportunity to develop their skills and acquire the knowledge necessary to succeed in college prior to high school graduation through the College Readiness Now grant. With limited seating, this program is free of charge for students who are selected on a first-come, first-serve basis. The courses run during June and July. For information on the Summer Bridge program, see: <https://www.rcgc.edu/DesignYourFuture/Pages/Summer-Bridge-Program-FB.aspx>

	2017 RCGC	2017 NCCBP Median
Reading Enrollee Success Rate (%)	81.41	70.70
Math Enrollee Success Rate (%)	72.70	60.67

Table 7: Success Rates in First College Level Course Source: 2017 NCCBP

The first college-level course in writing is defined as ENG-101. The first college-level math course is defined as either MAT-105, MAT-103 or MAT-101. Tables 7 above, examines success rates in first college level course. Table 8 below examines the progress of students who move from developmental courses to credit-bearing courses. Table 9 below compares data for students who took ENG 102 after taking either ENG 101 or ENG 101E. From the results, students taking ENG 101E, designed for students who may otherwise take a developmental class, do well in ENG 102.

MATH	Success Rate (All Students)
MAT050 Spring 2017 to MAT103 Fall 2017	80.3%
MAT050 Spring 2017 to MAT101 Fall 2017	60.0%
MAT050 Spring 2016 to MAT103 Fall 2016	97.0%
MAT050 Spring 2016 to MAT101 Fall 2016	96.0%

RCGC 2018 Outcomes Report

MAT050 Fall 2015 to MAT101 Spring 2016	60.0%
MAT050 Fall 2015 to MAT103 Spring 2016	52.7%
READING	
RDG099 Fall 2015 to ENG101 Spring 2016	56.5%
RDG099 Spring 2014 to ENG101 Fall 2015	74.6%
RDG099 Fall 2014 to ENG101 Spring 2015	74.0%

Table 8: Students Moving from Developmental to Credit Courses

Source: Production Reports

	Number Enrolled	Percent Success (grades of A,B,C)
ENG101E Fall 2017	1066	79.0%
ENG102 Spring 2018	686	84.7%
ENG101 Fall 2016	1006	80%
ENG102 Spring 2017	627	81%
ENG101E Fall 2016	681	73%
ENG102 Spring 2017	449	81%
ENG101 Spring 2016	317	68%
ENG102 Fall 2016	124	81%
ENG101E Spring 2016	340	60%
ENG102 Fall 2016	155	74%
ENG101E Fall 2015	1360	80%
ENG102 Spring 2016	733	81%
ENG 101E Fall 2015	456	74%
ENG102 Spring 2016	310	75%

Table 9: Comparison of ENG 101 and ENG 101E Students

Source: Production Reports

This standard has been met with recommendations.

Recommendations:

Data shown above, in Table 9, indicate that the course is serving those students well as the success rate in the subsequent course, ENG102, is very high. The Middle States Evaluation Report recommended that the faculty continue to explore ways to reformat developmental sequences.

Improvements in student success rates support the Strategic Plan objective of assisting all students in developing a guide for their college experience and career plan and are an integral part of the criteria of all Middle States standards.

RCGC 2018 Outcomes Report

1-B Student Retention Rates



Measure: Retention rates are defined as third semester retention rates (fall-to-fall) of first-time (new), students. Retention rates measure the percentage of students who return to the college to continue their studies the following fall

Assessment Tool: IPEDS Fall enrollment survey

Criterion for Success: Retention rates will be at or above historical levels and the median for New Jersey Community College peers and national rate for two-year public colleges.

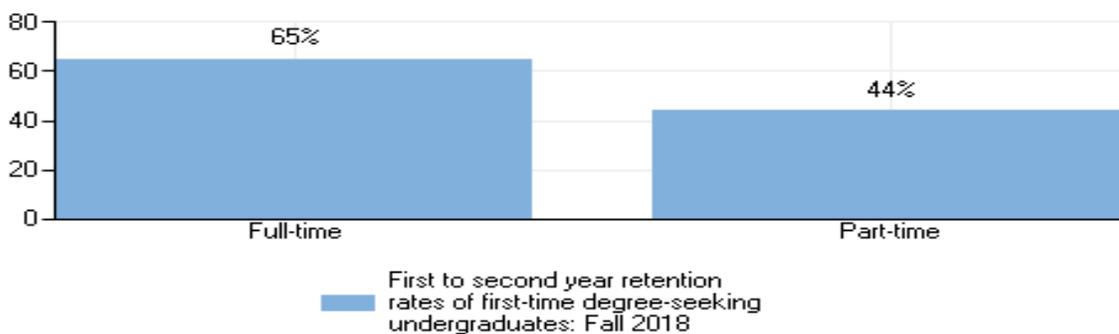
Analysis and Interpretation:

Institutional retention numbers provide one general barometer by which measurements of student success can take place. The reasons for student departure are often complicated, and are a result of multiple factors. Common factors include academic difficulty or under-preparedness, lack of career goals and planning, financial concerns, and family reasons. Some students who leave RCGC may do so with the hope or intention of returning at some point in their future. Because each student may have different challenges to their success, it is important to recognize that student retention efforts encompass a wide range of approaches and resources.

FALL-TO-FALL RETENTION RATES

First-Time (New), Degree-Seeking Students	Fall Start Term/Year				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	4-Year Average
Full-Time Students	64.4%	61.6%	65.1%	61.1%	63.4%
Part-Time Students	43.9%	47.0%	44.1%	47.0%	45.4%

Table 10: Retention Rates Fall 2015 to Fall 2018 Source: IPEDS Enrollment Survey and 2017 Institutional Profile



RCGC 2018 Outcomes Report

Fall-to-Fall Retention Rates

First-Time (New), Degree-Seeking Students	Fall Start Term/Year				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	4-Year Average
Gloucester					
Full-Time Students	64.4%	61.6%	65.1%	62.6%	63.4%
Part-Time Students	43.9%	47.0%	44.1%	46.7%	45.4%
Cumberland					
Full-Time Students	63.4%	69.6%	62.1%	65.4%	65.1%
Part-Time Students	51.0%	53.8%	45.6%	42.1%	48.1%

Rowan College at Gloucester County (RCGC) has consistently been above the [National Community College Benchmarking Project \(NCCBP\)](#) rate as well as above the national retention rate (57.4%) as found in the 2018 ACT Retention Report, *The Condition of Education 201*. At 2-year institutions, the overall retention rate for first-time, full-time students was 62 percent. The retention rates for private nonprofit and private for-profit 2-year institutions (67 and 66 percent, respectively) were higher than the rate for public institutions (62 percent).

The retention of RCGC first-time part-time students over the last four years has risen from 43.9 percent to 47.0 percent. Improving retention of part-time students was a recommendation in FY17 Outcomes Report. Retention of first-time full-time students has decreased from 64.4 percent to 61.1 percent. To address this shift, a new department, Career and Retention Services, has been initiated.

In addition to examining the retention rate for first-time full-time students, data for retention by enrollment status of all first-time students were examined and compared to the New Jersey community college cohort:

RETENTION RATES ALL STUDENTS						
	2012	2013	2014	2015	2016	2017
First-Time Full-Time	62%	64%	66%	63%	64%	62%
NJCC Median (Full-Time)	63%	63%	61%	63%	66%	66%
NJCC Ranking (Full-Time)	12th	8th	Tied for 8 th	12th	10th	unavailable
First-Time Part-Time	41%	42%	46%	47%	44%	47%
NJCC Median (Part-Time)	44%	42%	46%	45%	44%	46%
NJCC Ranking (Part-Time)	11th	10 th (tied with 2 others)	7 th	7 th	9 th	unavailable

Table 11: Retention Rates All Students (percentages rounded up) Source: 2018 Institutional Profile and NJCCC Fact Book.

RCGC's rates are fall below for full-time the NJCC median and above for part-time.

RCGC 2018 Outcomes Report

This standard has been minimally met.

Recommendations:

RCGC is making changes to improve student retention. The percentage of part-time students over the last five years has risen from 39.6 percent of total enrollment to 47 percent of total enrollment. Outreach to this group has been mentioned as one focus of retention efforts in support of the Strategic Plan.

The Middle States Evaluation Team has suggested that the College create a comparative assessment of student engagement and completion rates based on guided pathways interventions. The Institutional Effectiveness Committee will communicate with the Pathways Committee over the next academic year to discuss retention initiatives and available data.

The newly-created Career and Retention Services department – established July 1, 2018 - will provide a report for strategies and policies regarding retention initiatives.

RCGC 2018 Outcomes Report



1-C Student Engagement Levels

Measure: Self-reported involvement in effective educational practices

The College elected not to conduct surveys in 2018 due to the pending merger with Cumberland County College and the need to revisit indicators for 2019. *

Assessment Tools:

1. Community College Survey of Student Engagement (CCSSE) – done 2017 scheduled for 2020
2. Community College Survey of Faculty Engagement (CCSFE) – Scheduled for 2018*
3. Survey of Entering Student Engagement (SENSE)*

Criterion for Success:

Student engagement levels will improve from historical levels and be at or above the regional New Jersey Community College peers.

Analysis and Interpretation:

Benchmark results from the RCGC 2017 CCSSE report (all students) were compared to the 2017 CCSSE cohort (297 colleges from 40 states) and the 2017 CCSSE top performing colleges (colleges scoring in the top 10% in this survey). Items in this survey address:

- The frequency with which students use the academic and student support services provided by the college
- The importance of services and student satisfaction with services received
- The level of academic challenge students experience at college—for example, the amount of reading and writing they have done during the current school year, the difficulty of their examinations, and the kinds of mental activities (e.g., memorizing facts vs. analysis or application) that their coursework requires
- Students’ perceptions regarding the quality of relationships on campus and the extent to which they receive needed support from the college
- Overall satisfaction with their educational experience at the college

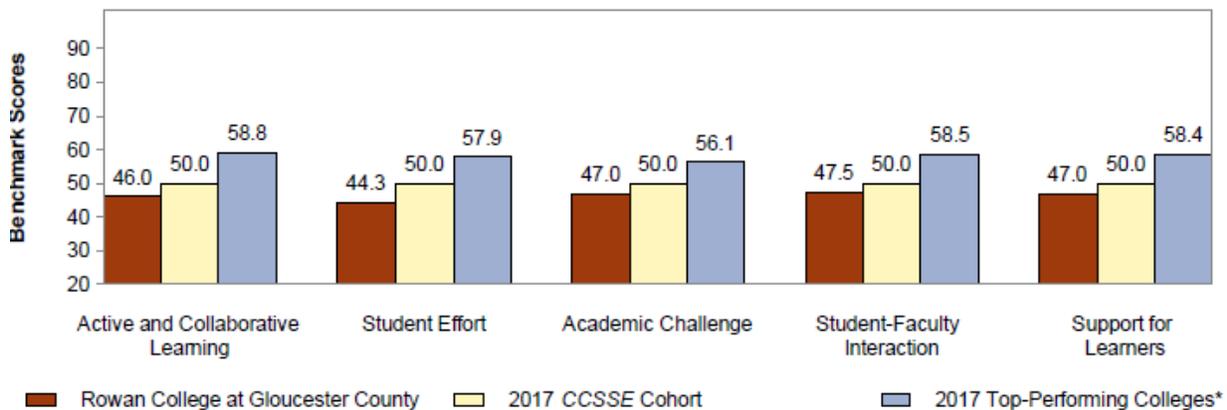


Figure 1: CACSSE Student Engagement Levels NJCC 2017 Cohort includes Bergen, Essex, Mercer, Middlesex, Ocean, Raritan Valley, Salem, Union, and Warren)

RCGC 2018 Outcomes Report

These benchmarks were broken down by student enrollment status:

	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support to Learners
RCGC Full-Time Students	47.9	46.8	49.6	50.0	49.4
2017 CCSSE Cohort FT	55.8	55.1	54.9	55.6	53.5
RCGC Part-Time Students	43.6	41.2	43.9	44.4	44.0
2017 CCSSE Cohort PT	46.5	46.6	46.6	47.4	48.3

Table 12: 2017 CCSSE Scores by Enrollment Status

Benchmark scores were compared with the 2014 administration of the survey:

	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support to Learners
2017 RCGC Full-Time Students	47.9	46.8	49.6	50.0	49.4
2014 RCGC Full-Time Students	51.1	51.3	54.1	50.8	48.5
2017 RCGC Part-Time Students	43.6	41.2	43.9	44.4	44.0
2014 RCGC Part-Time Students	45.5	43.2	46.9	48.3	43.0

Table 13: Comparison of 2014 CCSSE Scores with 2017 CCSSE Scores

Table 13 shows that the 2017 scores in all areas of engagement have dropped, except for Support to Learners. This finding echoes the Middle States Evaluation Team's commendation on the significant work RCGC has done to provide academic services. The SENSE (Survey of Entering Student Engagement) results for the 2013 cohort administration show RCGC below peer groups in Early Connections, something the Middle States Evaluation Team has addressed in a suggestion that RCGC consider a truly mandatory student orientation or First Year Experience program. These suggestions were also found in the 2014 CCSSE report recommendations for student success, and in the Pathways Strategic Plan.

Annual self-survey data for career and academic success services is included for FY18 Outcomes Report

Current survey data was provided by the following departments:

CAREER SERVICES 2017-2018 Exit Survey Data

N = 370 (started online surveying January 2018)

What topics did you discuss with your Career Advisor?	
Major Exploration/Career Advising	84%
Job Searching	15%
Interview Skills	4%
Resume/Cover Letter	30%
Other (typically appointments that require referrals to other departments)	7%

I have a better idea of my career goals after meeting with career advisor	
Strongly Agree or Agree	87%
Neutral/Not Sure	11%

RCGC 2018 Outcomes Report

Disagree	1%
Not Listed/Didn't Answer	1%

I feel more confident about how to pursue my major/job search	
Strongly Agree or Agree	93%
Neutral/Not Sure	5%
Disagree	1%
Not Listed/Didn't Answer	1%

Learned at least 1 new skill/piece of info	
Strongly Agree or Agree	94%
Neutral/Not Sure	6%

I plan to create a follow-up appointment	
Strongly Agree or Agree	77%
Neutral/Not Sure	20%
Strongly Disagree or Disagree	2%
Not Listed/Didn't Answer	1%

My advisor listened to my concerns	
Strongly Agree or Agree	99%
Neutral/Not Sure	1%

Advisor seemed interested in my well-being	
Strongly Agree or Agree	100%

Advisor provided me with accurate info	
Strongly Agree or Agree	99%
Not Listed/Didn't Answer	1%

Advisor clearly communicated information in a way that i could understand	
Strongly Agree or Agree	100%

If my advisor didn't know how to answer a question, they worked to seek it out	
Strongly Agree or Agree	93%
Neutral/Not Sure	5%
Strongly Disagree or Disagree*	1%
Not Listed/Didn't Answer	1%

**Both strongly disagree responses came with comments saying "because I didn't have questions"*

My advisor was encouraging and had a positive attitude	
Strongly Agree or Agree	100%

I feel confident that my advisor will follow-up on any unresolved issues	
Strongly Agree or Agree	97%
Neutral/Not Sure	3%

Table 14 – Career Services Student Satisfaction Survey Source: Anonymous Wufoo form completed post-appointment, students score on a Likert scale of 1-5 stars (1=strongly disagree, 5=strongly agree)

RCGC 2018 Outcomes Report

Measure	FY17	FY18	% Change
*Total Scheduled Appointments	428	705	+ 64.7%
*Career Presentations #Classroom ## Career Presentations	121#	133##	+9.9%
*Resume/Cover letter/Job Search	159	358	+ 125.16%
*Major/Career Planning Sessions	232	347	+ 49.6%
Number of newly enrolled Focus2 users	135	175	+ 29.63
Focus2 career self-assessments completed by students	668	834	+ 24.85%
Walk-In	37	60	+ 62.2%

Table 15: Career Services Student Engagement chart. Source: *Setmore software program: Focus2 – Focus2 program data base

Classroom presentation exclusively

Include partnership grant with Gloucester County Library for delivery of career workshops; Job Fair workshops and participation, Rowan Choice orientation, RCGC orientations, RCGC open houses and campus tour presentations, ISP workshops.

Academic Support Services reported student engagement as follows:

Chart 2: Student Contacts/Visits from all services

Student Visits	SUMMER	FALL	WINTER	SPRING	TOTAL
2017-2018	843	7200	11#	4930	12,984##
2016-2017	463	4385	1#	3572	8421
2015-2016	709	3414	12#	3009	7144
2014-2015	883	4507	2	3039**	8431
2013-2014	609*	3954	46	3614	8223

Table 16: Academic Support Services Student Engagement Report. *Change in reporting parameters 2013-2014 **Change in hours 2014-2015 # Center was not open during Winter Semester ##Drop in Tutoring Model

Academic Support Services change in policies has made the center more available to students to include on-line services and additional workshops, as well as the development of the Academic Recovery Plan for students on probation. As a result, the number of students using the tutoring center has risen each year. Considering the period from 2014 – 2019, the number of students has risen from 8,223 to 12,984, an increase of 75.2%.

This standard had insufficient data to evaluate.

Recommendations:

The 2018 Outcomes Report recommends examining results of the Spring 2017 CCSE. For part-time and full-time students, scores on Student-Faculty Interaction and Support for Learners were below the scores for the cohort group for that survey, and both have dropped since the last CCSSE survey. An examination of the scores by question may provide insight for areas of improvement.

RCGC 2018 Outcomes Report

Student learning, persistence, and attainment are strongly associated with student engagement. The more actively engaged students are with college faculty, staff, other students, and the subject matter they are studying the more likely they are to persist in college studies and achieve. Recommendations:

- Host more events, especially community events, on campus
- Collaborate with Rowan University to participate in more RCGC campus events and vice-versa
- Investigate ways to encourage more faculty involvement in student life
- Review survey items in each of the CCSSE benchmark categories to see if any patterns emerge

RCGC 2018 Outcomes Report



2-A Student Learning Outcomes

Measure: Student learning outcomes will be examined using direct and indirect measures: (a) faculty assessment data (direct measure) and (b) student self-reported progress on relevant course objectives (indirect measure).

Assessment Tool(s): As determined by the faculty, IDEA Student Rating of Instruction

Criterion for Success: Students learning outcomes at the course, program and core competency levels will meet or exceed established benchmarks.

Analysis and Interpretation:

	RCGC				
	Fall 2017	Spring 2018	Fall 2018	Average (last 5 years)	IDEA Baseline
Gaining factual knowledge (terminology, classifications, methods, trends)	4.4	4.4	4.4	4.4	4.0
Learning fundamental principles, generalizations, or theories	4.3	4.3	4.3	4.3	3.9
Learning to apply course material (to improve thinking, problem solving, and decisions)	4.3	4.3	4.3	4.3	4.0
Developing specific skills, competencies and points of view	4.3	4.3	4.3	4.3	4.0
Acquiring skills in working with others as a member of the team	4.2	4.2	4.1	4.2	3.9
Develop creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	4.1	4.1	4.1	4.1	3.9
Gaining a broader understanding and appreciation of intellectual/cultural activity	4.2	4.2	4.2	4.2	3.7
Developing skill in oral and written communication	4.1	4.1	4.1	4.1	3.8
Learning how to find and use resources for answering questions or solving problems	4.2	4.2	4.2	4.2	3.7
Developing a clear understanding of, and commitment to, personal values	4.2	4.2	4.2	4.2	3.8
Learning to analyze and critically evaluate ideas, arguments and points of view	4.2	4.2	4.2	4.3	3.8
Acquiring an interest in learning more by asking my own questions and seeking answers	4.2	4.2	4.2	4.2	3.8

Table 17: IDEA Survey Results on Learning Objectives

IDEA Likert scale 1-5, with 5 being the highest.

RCGC 2018 Outcomes Report

Progress on Relevant Course Learning Objectives is based upon a 5-point Likert scale rating progress on relevant course objectives between 'No Apparent Progress' (1) to 'Exceptional Progress' (5). Faculty receive feedback on how students rate their progress on relevant learning outcomes and on criteria related to teaching and learning improvement. The IDEA Student Rating of Instruction (SRI) provides a guide for interpreting reports to faculty.

The RCGC Averages in the table refers to the institution's raw average results from the IDEA surveys based on the previous five years' results. Overall, RCGC scored higher than the IDEA baseline values in all objectives. When compared with the last five years of RCGC results, the results are almost unchanged.

This standard has been met.

Recommendations:

Results in this section should help determine if special attention should be given to improving learning on one or more objective(s). The results can be of special value to accrediting agencies, as noted in the recent Middle States Self-Study and in comments from the Evaluation Team citing the use of the IDEA survey, and in support of all objectives of the Strategic Plan. By comparing the current results with those for the IDEA and RCGC average values, inferences about the rigor of the standards that have been established may be made and changes discussed with the appropriate groups. The reports also provide information designed to support faculty development through student feedback on learning objectives and teaching methods. The survey results will continue to be monitored.

RCGC 2018 Outcomes Report

2-B Teaching Effectiveness Rating



Measure: Student evaluations on three measures of teaching effectiveness, overall excellence of teacher, overall excellence of course, and progress on relevant learning objectives

Assessment Tool: IDEA Student Ratings of Instruction

Criterion for Success: Student ratings of teaching effectiveness will meet or exceed historical levels and the IDEA system national baseline.

Analysis and Interpretation:

IDEA Likert scale 1-5, with 5 being the highest.

Student Self-Reported Progress on Relevant Course Learning Objectives (Raw Average)*										
	Academic Year 2016-17				Academic Year 2017-18				RCGC Avg.	IDEA BASE LINE
	Summer 2016	Fall 2016	Winter 2017	Spring 2017	Fall 2017	Winter 2018	Spring 2018	Fall 2018	Last 5 yrs.	
Progress on Relevant Objectives	4.4	4.2	4.3	4.3	4.3	4.3	4.3	4.3	4.3	3.8
Excellence of Teacher	4.6	4.5	4.4	4.5	4.5	4.5	4.5	4.5	4.4	4.2
Excellence of Course	4.4	4.3	4.4	4.4	4.4	4.4	4.3	4.3	4.3	3.9
Summative (Composite) Score	4.4	4.3	4.5	4.4	4.4	4.4	4.4	4.4	4.4	3.9

Table 18: IDEA Student Ratings of Instruction

Source: IDEA Reports

The RCGC averages in Table 18 refer to the institution’s IDEA raw average results over the previous five years. IDEA baseline values are calculated from courses rated. Progress on Relevant Objectives is based upon a 5-point Likert scale that rates progress on relevant course objectives between ‘No Apparent Progress’ (1) to ‘Exceptional Progress’ (5). Excellence of Teacher and Excellence of Course are based upon a 5-point Likert scale of agreement on the questions “Overall I rate this course as excellent” and “Overall I rate this instructor as excellent” from Definitely False (1) to Definitely True (5).

RCGC scores were above the IDEA baseline and consistent with scoring over the last five years. Students have consistently rated teaching effectiveness above the IDEA baseline scores.

*Raw Average: answers accreditation/assessment questions related to how well each objective was achieved: these are indicators of self- assessed learning

**Adjusted Average: Useful primarily in comparing instructors or classes: they “level the playing field” by taking into account factors that affect learning other than instructional quality.

RCGC 2018 Outcomes Report

PERCENTAGE OF STUDENTS SLECTING OBJECTIVE AS IMPORTANT OR ESSENTIAL			
Objective	This Group n=374	Institution n=5,639	IDEA System n=44,455
1. Gaining factual knowledge (terminology classifications methods trends)	87%	75%	78%
2. Learning fundamental principles, generalizations or theories	82%	77%	75%
3. Learning to apply course material)to improve thinking, problem solving and decisions)	90%	78%	75%
4. Developing specific skills competencies and points of view needed by professionals in the field most closely related to this course	68%	46%	55%
5. Acquiring skills in working with others as a member of a team	49%	35%	32%
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc)	31%	23%	25%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature etc)	36%	30%	27%
8. Developing skill in expressing myself orally or in writing	54%	47%	47%
9. Learning how to find and use resources for answering questions or solving problems	66%	49%	41%
10. Developing a clearer understanding of , and commitment to personal values	37%	27%	23%
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	60%	51%	49%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	59%	45%	41%
AVERAGE NUMBER OF OBJECTIVE SELECTED AS IMPORTANT OR ESSENTIAL	7.2	5.8	5.7

Table 19: IDEA Student Ratings of Objectives

Source: IDEA Reports

This standard has been met.

Recommendations:

The IDEA survey will continue to be monitored. Strategies on the number of students rating the objectives should be examined.

RCGC 2018 Outcomes Report

2-C Student Services Engagement

The College elected not to conduct surveys in 2018 due to the pending merger with Cumberland County College and the need to revisit indicators for 2019.



With the Middle States visits and the merger of RCGC with Cumberland County College, the college elected to delay the student satisfaction survey scheduled for 2018. It will be necessary to meet with Cumberland County College representatives to establish guidelines for future Outcome Reports. Additional input on indicators and instruments will be necessary for the FY19 Outcome Report.

Measure: Students' priorities and satisfaction levels with student services will be examined.

Assessment Tool: Student Satisfaction Inventory (SSI)

Criterion for Success: Ratings will meet or exceed historical levels and will meet or exceed established benchmarks.

Analysis and Interpretation:

There were twelve (12) thematic areas measured in the Student Satisfaction Inventory. For the FY17 Outcomes Report the Campus Quality Survey results were infused where applicable. The results from 2012 SSI and 2017 Campus Quality Survey are utilized in this report.

The Student Satisfaction Survey uses a Likert scale ranging from 1-7, with 7 being the highest. In the item analyses, a performance gap greater than 1.00 is an area of concern.

	2012 RCGC Satisfaction Score	Regional Community Colleges	National Community Colleges	RCGC 2006
Student Centeredness	5.67	5.21	5.41	5.14
Academic Advising/Counseling	5.55	4.96	5.23	4.84
Admissions/Financial Aid	5.57	5.00	5.19	4.90
Registration Effectiveness	5.76	5.32	5.46	5.27
Concern for the Individual	5.52	5.04	5.25	4.94
Campus Support and Services	5.53	4.87	5.00	4.81

Table 20: 2012 Student Satisfaction Inventory

Student Centeredness: This area assesses the College's efforts to convey to students that they are important to the College. It measures the extent to which students feel welcome and valued.

RCGC 2018 Outcomes Report

2012 Ranking	Questions (Items)	Importance	Satisfaction	Performance Gap
	STUDENT CENTEREDNESS	6.31	5.67	0.64
1	Students are made to feel welcome on this campus.	6.49	5.96	0.53
2	It is an enjoyable experience to be a student on this campus.	6.44	5.79	0.65
3	Administrators are approachable to students.	6.41	5.66	0.75
4	The campus staff are caring and helpful.	6.38	5.75	0.63

Table 21: Student Centeredness Items

Concern for the Individual: This assesses the College’s commitment to treating each student as an individual.

2012 Ranking	Questions (Items)	Importance	Satisfaction	Performance Gap
	CONCERN FOR THE INDIVIDUAL	6.42	5.52	0.90
1	Faculty are fair and unbiased in their treatment of individual students.	6.50	5.77	0.73
2	Counseling staff care about students as individuals.	6.48	5.68	0.80
3	My academic advisor is concerned about my success as an individual.	6.37	5.39	0.98
3	The college shows concern for students as individuals.	6.37	5.39	0.98
5	Faculty care about me as an individual.	6.31	5.44	0.87

Table 22: Concern for the Individual Items

These data in the areas of Concern for the Individual and Student Centeredness are examined in comparison to the community colleges represented in the current NCCBP results:

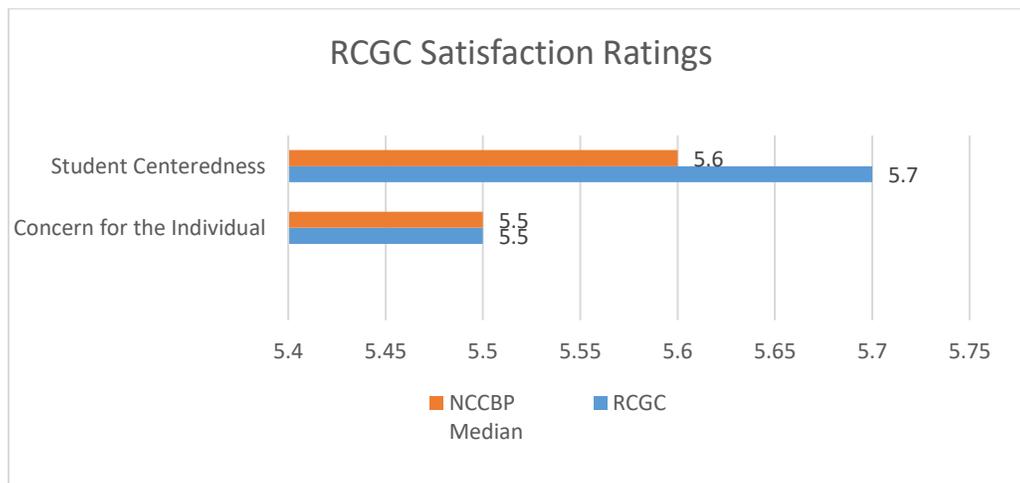


Figure 2: Student Satisfaction Scores Compared to NCCBP

RCGC 2018 Outcomes Report

Customer Focus is measured in the Campus Quality Survey (CQS). The 2017 results are summarized below:

CUSTOMER FOCUS			
	How It Should Be	How It Is Now	Performance Gap
RCGC	4.50	3.60	0.90
All Responding Colleges	4.41	3.50	0.91
Two-Year Colleges	4.39	3.41	0.98

Table 23: RCGC 2017 Campus Quality Survey: Customer Focus

A performance gap close to one or greater than one is something to be monitored. These results are from campus employees and show that while the expectations are high (4.50 on a Likert score of 1-5), the feeling is that there is room for improvement. Customer Focus had a performance gap of 1.368 in 2003, so there has been improvement over the years. A complete description of questions included in the CQS is available in the [survey results document](#) on the Middle States SharePoint site.

Academic Advising/Counseling: This scale assesses the academic advising program and evaluates advisors and counselors on their knowledge, competence, and personal concern for students.

2012 Ranking	Questions (Items)	Importance	Satisfaction	Performance Gap
	ACADEMIC ADVISING/COUNSELING	6.51	5.55	0.96
1	My academic advisor is knowledgeable about my program requirements.	6.63	5.74	0.89
2	My academic advisor is knowledgeable about the transfer requirements of other schools.	6.57	5.59	0.98
3	My academic advisor is approachable.	6.54	5.67	0.87
4	This school does whatever it can to help me reach my educational goals.	6.52	5.52	1.00
5	Counseling staff care about students as individuals.	6.48	5.68	0.80
6	My academic advisor is concerned about my success as an individual.	6.46	5.34	1.12
7	My academic advisor helps me set goals to work toward.	6.38	5.32	1.06

Table 24: Academic/Advising items

The CCSSE survey was administered in 2017. The special focus questions asked about advising:

1. Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?

	Yes, before every term	Yes, sometimes	No
RCGC	61.5%	26.3%	12.2%
CCSSE Cohort	50.1%	28.6%	21.3%

Table 25: 2017 CCSSE Questions on Registration

RCGC 2018 Outcomes Report

2. Prior to registering for classes before this academic term, were you required to meet (in person or online) with an academic advisor?

	Yes	No
RCGC	62.2%	37.8%
CCSSE Cohort	49.7%	50.3%

Table 26: 2017 CCSSE Questions on Meeting with an Advisor

3. During the recent meeting with an academic advisor, did he or she discuss when your next advising session should be?

	Yes	No	Have not met with advisor
RCGC	32.2%	54.4%	13.4%
CCSSE Cohort	26.7%	52.9%	20.4%

Table 27: 2017 CCSSE Questions on Scheduling Advising Sessions

Admissions and Financial Aid: This scale assesses the College's ability to enroll students in an effective manner and the effectiveness of financial aid programs.

2012 Ranking	Questions (Items)	Importance	Satisfaction	Performance Gap
	ADMISSIONS AND FINANCIAL AID	6.44	5.57	0.87
1	Admissions staff are knowledgeable.	6.51	5.80	0.71
2	Financial aid awards are announced to students in time to be helpful in college planning.	6.48	5.47	1.01
3	Financial aid counselors are helpful.	6.46	5.41	1.05
4	Adequate financial aid is available for most students.	6.44	5.37	1.07
5	Admissions counselors respond to prospective students' unique needs and requests.	6.40	5.66	0.74
6	Admissions counselors accurately portray the campus in their recruiting practices.	6.31	5.72	0.59

Table 28: Admissions and Financial Aid Items

The Middle States Evaluation Report noted that the efforts of the Financial Aid Office, including its open houses, college fairs, and outreach efforts through email, social media, and the RCGC portal, are proving to be successful. It also noted that the College's admission and enrollment system is supportive of the institution's mission and vision, with clear information regarding admission procedures available to students.

Registration Effectiveness: This scale assesses issues associated with registration and billing and measures the College's commitment to making the process as smooth and effective as possible.

RCGC 2018 Outcomes Report

2012 Ranking	Questions (Items)	Importance	Satisfaction	Performance Gap
	REGISTRATION EFFECTIVENESS	6.49	5.76	0.73
1	I am able to register for classes I need with few conflicts.	6.63	5.70	0.93
2	Classes are scheduled at times that are convenient for me.	6.62	5.60	1.02
3	Policies and procedures regarding registration and course selection are clear and well-publicized.	6.53	5.75	0.78
4	There are convenient ways of paying my school bill.	6.49	6.00	0.49
4	The personnel involved in registration are helpful.	6.49	5.66	0.83
6	Billing policies are reasonable.	6.48	5.77	0.71

Table 29: Registration Effectiveness Items

RCGC's satisfaction rating of 5.76 (Likert scale of 1-7) puts the College slightly above the current NCCBP median of 5.7.

Campus Support Services: This scale assesses the quality of the College's support programs and services.

2012 Ranking	Questions (Items)	Importance	Satisfaction	Performance Gap
	CAMPUS SUPPORT SERVICES	5.88	5.53	0.35
1	There are adequate services to help me decide upon a career.	6.41	5.48	0.93
2	The career services office provides students with the help they need to get a job.	6.28	5.40	0.88
3	New student orientation services help students adjust to college.	6.22	5.76	0.46
4	The student center is a comfortable place for students to spend their leisure time.	6.00	5.67	0.33

Table 30: Campus Support Services Items

In regard to questions 1 & 2: Since the last administration of the Student Satisfaction Inventory, the CAP Center has reorganized, with focus on career services. In the 2012 survey, career services experienced a performance gap of 0.93. To remedy this gap, career services has been active in outreach through faculty partnerships and classroom presentations, as well as innovative marketing strategies. As a result, career services have experienced a significant increase in student satisfaction with survey results available for review in KPI 1-C Student Engagement. Transfer services has been relocated from the CAP Center to Student Services building.

In regard to question 4: The College Center has engaged in additional offices and a student lounge for student activities.

RCGC 2018 Outcomes Report

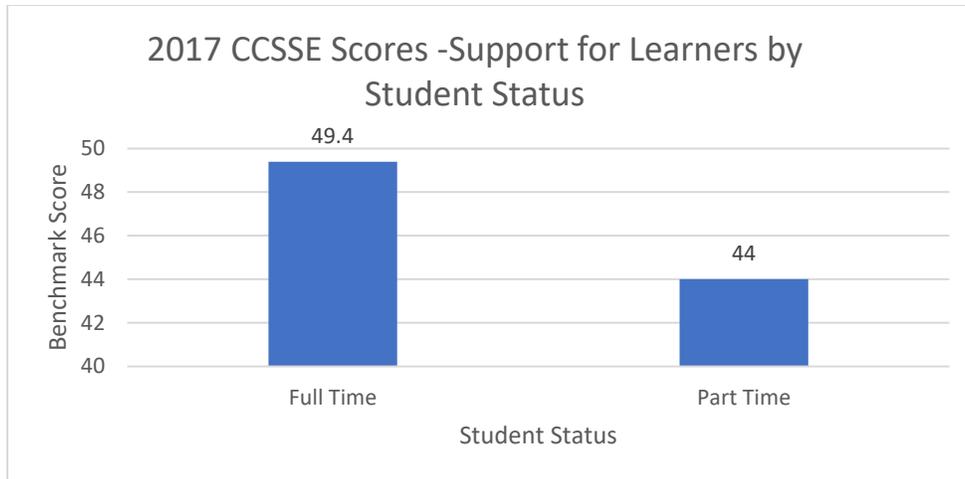


Figure 3: 2017 CCSSE Support for Learners by Student Status

The 2017 CCSSE Survey questioned Support for Learners received a score of 47.0 overall. The score is broken down by student enrollment status above.

This standard had insufficient data to evaluate.

Recommendations:

The Committee reiterates its past recommendation to implement unit/office surveys to collect data in the years that the SSI is not given. These interim data will help determine if the Strategic Plan objectives related to the goals of academics, assessment, and student services are being met. A review of the recommendations and suggestions regarding this KPI is found in the Middle States Team Evaluation Report. The Committee recommends the college work to implement their recommendations and suggestions in the areas represented by the SSI.

RCGC 2018 Outcomes Report



3-A High School Capture Rates: Gloucester County

Measure: Capture rates and numbers of students specifically from Gloucester County area high schools

Note: The College outreach to students is beyond Gloucester County – maintaining county data is important but does not give a full picture of recruitment activities.

Assessment Tool: Data from Institutional Research

Criterion for Success: Gloucester County high school capture rates will be at or above historical levels and above or consistent with the National Community College Benchmarking Project (NCCBP) peer high school capture rates.

Analysis and Interpretation:

High School Capture Rates	2014 (%)	2015 (%)	2016 (%)	2017 (%)	2018 (%)	One-Year Change (%)
Clayton	40.3	18.4	33.7	25.9	24.8	- 4.2
Clearview Regional	28.7	30.1	24.8	21.9	18.4	-16.0
Delsea Regional	30.6	30.9	30.7	33.5	33.2	- .89
Deptford Township	33.1	35.3	28.4	21.4	23.8	+11.2
Gateway Regional	31.7	29.1	31.4	28.7	29.2	+ 1.7
Glassboro	32.5	28.6	28.0	25.5	25.5	--
GCIT Performing Arts Academy	28.3	22.3	27.9	20.8	24.4	+17.3
Kingsway Regional	31.5	23.9	30.5	24.3	24.1	-.82
Paulsboro	26.4	20.2	30.8	25.0	29.1	+16.4
Pitman	44.9	27.8	35.5	39.8	32.1	-19.2
Washington Township	29.3	26.6	32.3	28.3	24.3	-10.1
West Deptford	28.6	32.4	33.0	31.4	24.0	-23.57
Williamstown	26.2	32.3	29.6	29.8	31.2	+4.7
Woodbury	28.6	32.1	39.8	23.2	30.0	+29.3
Total Gloucester County Public Schools Capture Rate	30.2%	28.3%	30.3%	26.5%	25.9%	-2.3
Total Population	3,421	3,504	3,555	3,613	3,565	
Captured	1,033	992	1,076	959	924	
Not Captured	2,388	2,512	2,479	2,654	2,641	
Median NCCBP Capture Rates	30.3%	31.1%	21.9%	21.7%		

Table 31: Gloucester County High School Capture Rates Source: Institutional Research Office

RCGC exceeds the high school capture rates for those community colleges participating in the NCCBP in 2017. Any decreases may be attributable, in part, to better financial packages being offered to incoming students from the regional four-year institutions and the decrease in the high-school graduation population.

RCGC 2018 Outcomes Report

This standard has been met with recommendations.

Recommendations:

Recruitment has expanded outside of Gloucester County. Maintaining data for in-county high school recruitment is essential to report, however, further data to include the additional recruitment efforts outside Gloucester County will be reviewed for the FY19 Outcome Report.

Advertise student life events and promote Rowan University partnership.

Outreach to alumni can increased with efforts to engage them with prospective students.

These efforts will support the Strategic Plan objective of recruiting students from the College and Career Readiness programs, support the College's mission of excellence in education as well as enhancing the community's quality of life, and is relevant to various criteria throughout the Middle States standards.

Note: GCIT and HSOP students are not factored into the capture rates until they graduate from high school.

RCGC 2018 Outcomes Report



3-B Responsiveness to Community Needs

Measures:

1. Customized training enrollments to measure workforce development levels
2. Enrollment in Non-credit Catalog offerings to measure noncredit participation rates

Assessment Tools:

1. Customized Training Enrollment Report
2. Non-credit Enrollment Report
3. NJCCC Fact Book

Criteria for Success:

1. Enrollment levels will be at or above prior year levels and the New Jersey Community College peer average.
2. Participation levels in non-credit (catalog) programs will be consistent with or higher than prior year levels and the New Jersey Community College peer average.

Analysis and Interpretation:

Customized Training Enrollment FY12-FY17 with Comparisons to NJ Community College FY17 Average							
	RCGC						NJCC Average FY17
	FY12	FY13	FY14	FY15	FY16	FY17	
Registrations	8,419	10,049	7,104	11,872	12,638	4,639	2,158
% Sector Share	16.3%	18.5%	14.3%	31.8%	29.8%	11.3%	n/a
Clock Hours	25,887	36,731	35,961	51,859	49,621	30,280	n/a
FTEs	58	82	80	115	110	67	n/a
# Course Sections Delivered	593	768	434	981	867	451	n/a
Registrations per Course Section	14	13	16	12	15	10	n/a
Business Clients Served	14	13	17	24	44	28	n/a
FTEs per Client	4	6	5	5	2.5	2.4	n/a

Table 32: Customized Training Enrollment

Source: 2017 Institutional Profiles

RCGC 2018 Outcomes Report

Noncredit Enrollment FY12-FY17 with Comparisons to New Jersey Community College FY17 Average							
	RCGC						NJCC FY17 Average
	FY12	FY13	FY14	FY15	FY16	FY17	
Total Registrations	7,511	7,400	8,211	7,984	9,564	8,177	n/a
% Sector Share	4.7%	4.7%	5.7%	6.6%	8.0%	6.1%	n/a
Unduplicated Headcount	3,813	6,570	6,029	5,528	6,426	5,655	3,324
Total Clock Hours	240,793	225,811	352,217	273,415	315,675	260,005	n/a
Total FTE	535	502	783	608	702	578	n/a

Table 33: Noncredit Enrollment

Source: 2018 Institutional Profile

RCGC ranks second in non-credit enrollment hours among the New Jersey Community College (NJCC) sector. It is fourth among the New Jersey Community Colleges in customized training enrollments. Even though RCGC ranks high in the state in training enrollments, a cut in grants and decline in referrals for workforce training bears watching.

This standard has been met.

Recommendations:

To support the Strategic Plan objectives for the goal of student services and partnerships, the Workforce and Professional Development Institute should discuss strategies that would connect students to workforce opportunities. RCGC has a number of new initiatives, including the Gloucester County Internship Scholarship Program, the development of stackable credentials, Career and Retention Services, and additional opportunities for student workers. These efforts support the College's mission to support the economic development of the community as well as to enhance the community's quality of life through its program offerings.

RCGC 2018 Outcomes Report



3-C Degrees and Certificates Awarded

Measure: Number of degrees and certificates conferred per year.

Assessment Tools: IPEDS Completions Survey / NJ SURE Completions File
RCGC Fast Facts AY18

Criteria for Success:

1. The total number of degrees and certificates awarded will be higher than prior year levels.
2. The total number of degrees and certificates awarded will meet the annual goal established by the New Jersey Presidents' Council 2020 Completion Agenda.

Analysis and Interpretation:

Fiscal Year	Level of Award			Total Awards (All Levels)*
	Associate Degree	Certificate	Professional Development Certificate	
2018	1066	41	11	1118
2017	963	35	6	1004
2016	1073	27	59	1159
2015	871	10	49	930
2014	942	9	6	957
2013	843	12	9	864
2012	863	18	3	884
2011	862	13	0	875

Table 34: Degrees and Certificates Awarded Source: 2017 Institutional Profile
*final total of awards may vary as processing is not complete at the time of the writing of this report

Target	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Target Goal
	707	742	779	817	857	900	944	991	1,039	1,091	1,144	1,201	11,212
Total Awards	746	729	834	884	864	957	930	1,159	1,004	1,118			9,225
Certificates of Achievement*	0	0	0	3	9	6	49	59	35	41			202
Certificates	16	14	15	18	12	9	10	27	6	11			138
Associate Degrees	730	715	819	863	843	942	871	1,073	963	1066			8,885
Difference(Actual-Target)	39	-13	55	67	7	42	-14	168	-35	27			-1,987
% Above/Below Goal	5.50%	-1.80%	7.10%	8.20%	0.80%	4.70%	-1.50%	17.0%	-3.4%	2.6%			-17.7%
% Total Goal Met	6.70%	13.20%	20.60%	28.50%	36.20%	44.70%	53.01%	64.5%	72.3%	82.2%			82.2%

Table 35: New Jersey Presidents' Council 2020 Completion Agenda.
*formerly Professional Development Certificates

RCGC 2018 Outcomes Report

The goal of the Completion Agenda is to increase the proportion of students 25- to 34-years old who hold an associate degree or higher to 55 percent by the year 2025

(<http://media.collegeboard.com/digitalServices/pdf/advocacy/policycenter/college-completion-agenda-2012-progress-report.pdf>). The goal established by the New Jersey Presidents' Council is an approximately 5 percent per year increase in the number of degrees and certificates awarded. This has been questioned by the committee members as a possibly unrealistic expectation at this time given the changes in demographics that have occurred since the Completion Agenda was first set.

Enrollment at New Jersey community colleges ranges from 916 (Salem) -14,062 (Bergen) students, with the median enrollment at 7,730.

RCGC's enrollment for this year is below the median at 7,158.

This standard has been met.

Recommendations:

The recommendations from 2017 were reaffirmed:

- Examine the reverse transfer policy for the number of degrees awarded.
- The implementation of some of the Pathways Committee recommendations and the stackable credentials initiative may also help retention and completion.

These initiatives support all of the RCGC Strategic Plan's Goals.

RCGC 2018 Outcomes Report

4-A Credit Enrollment Levels

Measures:

1. Credit enrollment data
2. Number of credit hours generated through online instruction



Assessment Tools:

1. Census Day Enrollment Reports with peer benchmarking data provided through IPEDS
2. NJCC Report

Criteria for Success:

1. Enrollment will be consistent with or higher than prior year enrollments.
2. The percent change will be consistent with or higher than New Jersey Community College median percent change.

Analysis and Interpretation:

Fiscal Year	Total Enrollment	Credit Hours	Full-Time Equivalent
FY17	10,150	164,681	5,489
FY16	9,611	156,876	5,229
FY15	9,830	159,582	5,319
FY14	9,914	159,246	5,308
FY13	10,953	164,699	5,490

Table 36: Academic Year Enrollment Source: 2018 Annual Institutional Profile

Five-year enrollment trends:

Fall Term: Five-Year Enrollment Trends						
Fall Term	Headcount			Credit Hours		
	Full-time	Part-time	Total	Full-time	Part-time	Total
2013	4,030	2,690	6,720	54,571	17,612	72,183
2014	4,009	3,121	7,130	54,073	20,108	74,181
2015	3,807	3,029	6,836	52,040	19,962	72,002
2016	3,995	3,123	7,118	54,891	20,166	75,057
2017	3,946	3,212	7,158	53,559	20,995	74,554
One-Year % Change	-1.2%	+2.8%	0.6%	-2.4%	+4.0%	-.67%
5 YR % Change	0.1%	+13.9%	5.9%	-.38%	+3.9%	+.66%

Table 37: Five-year Enrollment Trends-Fall Source: 2017 Institutional Profile and Pyramid Analytics

Spring Term: Five-Year Enrollment Trends						
Spring Term	Headcount			Credit Hours		
	Full-time	Part-time	Total	Full-time	Part-time	Total
2013	3,340	2,859	6,199	45,530	18,657	64,187

RCGC 2018 Outcomes Report

2014	3,376	2,604	5,980	45,788	17,657	62,980
2015	3,316	3,123	6,439	45,150	20,667	65,817
2016	3,296	2,873	6,169	45,281	18,950	64,231
2017	3,429	3,129	6,558	54,704	20,680	75,384
One-Year % Change	4.0%	8.9%	6.3%	20.8%	9.2%	17.4%
5 YR % Change	-0.9%	13.6%	6.6%	18.5%	19.6%	18.8%

Table 38: Five-Year Enrollment Trends- Spring Source: Pyramid Analytics

Fall 5-year enrollment trends reflect an increase in both full time and part time enrollment as displayed in Table 38 above. Spring 5-year enrollment trend also reflects an increase in both full time and part time enrollment as displayed in Table 38 above.

IPEDS full-time enrollment by degree/certificate-seeking status for Fall 2017 gives the comparison to our peer institutions and shows that RCGC is above the median in full-time enrollment (IPEDS Report page 3 figure 3). IPEDS part time enrollment, by degree/certificate-seeking status: Fall 2017 shows RCGC above the median - (IPEDS Report page 4 figure 4)

Credit Hours:

The number of *fundable* student credit hours generated has grown overall (NJCC Fact Book):

- Percent change in 1 year +4.06%
- Percent change for a 5 Year +8.68%

Online credit enrollment has grown over the last five years:

Online Credit Enrollment 2013-2017			
	Unduplicated Headcount	Total Credits	% of Total*
2013	1,406	6,507	9.00%
2014	1,522	6,989	9.40%
2015	1,685	7,947	11.0%
2016	1,932	9,220	12.3%
2017	2,065	10,100	13.4%
One-Year % Change	6.9%	9.5%	
5 YR % Change	52.6%	67.1%	
NJCC 5-YR % Change	10.3%	15.9%	

Table 39: Online Credit Enrollment Source: 2018 NJCCC Fact Book

*Online credits as a percent of credits generated.

RCGC 2018 Outcomes Report

In comparison to online credit enrollment at New Jersey Community Colleges, RCGC is slightly above the state average in the number of credits taken by online students, and above the percentage of online credits in relation to total credits generated:

Average number of online credits in NJCC	8,167
RCGC 2017 online credits	10,100
Average number of NJCC online credits per student	4.9
RCGC average number of online credits per student	4.8
NJCC average of NJCC online credits as a percent of total credits generated	9.5%
RCGC average of online credits as a percent of total credits generated	13.4%

Table 40: Comparison of 2017 RCGC Online Credits to 2017 NJCC Source: NJCCC Fact Book 2018

The method of instruction in course offerings has changed over the last three years, with strictly online courses making up approximately 15.0 percent of the classes offered in Fall 2017 and approximately 16.0 percent of Spring offerings:

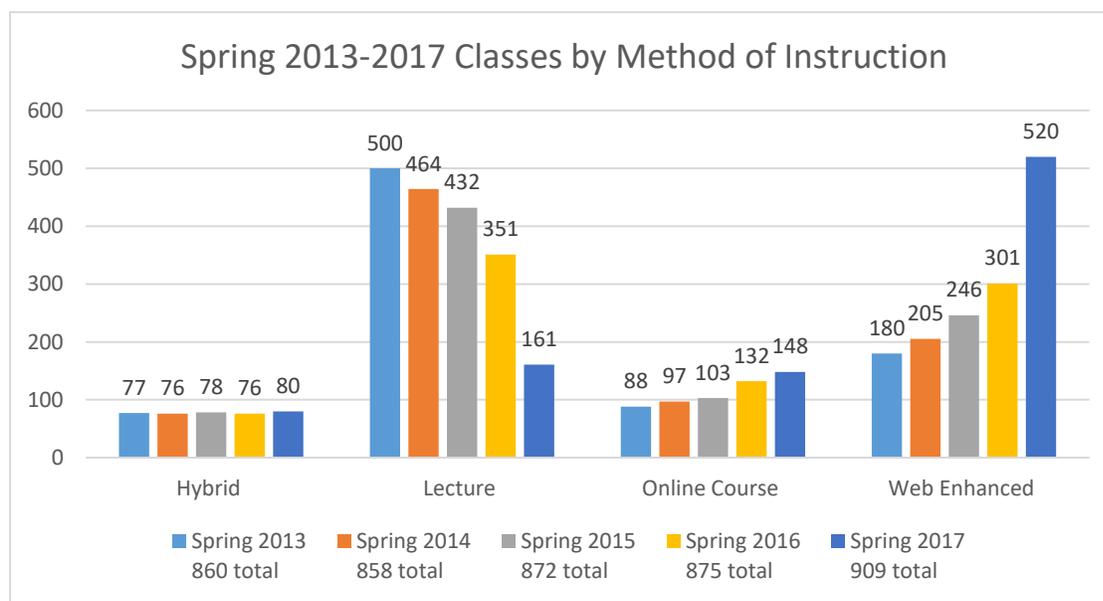


Figure 4: Spring Classes by Method of Instruction

Source: Pyramid Analytics

Compared to other New Jersey community colleges, RCGC is growing and ranks fifth in the state in online enrollment. The number of RCGC students enrolled in online classes for Fall 2017 increased 6.9% from last year to an enrollment of 2,065. This number exceeds the New Jersey community college average of 1,682 students).

This standard has been minimally met.

Recommendations:

RCGC should continue outreach efforts with the Center for College and Career Readiness and with the Rowan Choice initiative to recruit students. The Dual Credit agreements with area high schools will

RCGC 2018 Outcomes Report

support enrollment efforts. These efforts with area high schools support the Strategic Plan objective to enroll 20 percent of the students participating in these programs. The College now has several fully online programs and will monitor progress in completion of these programs. The online offerings support the mission to provide affordable and accessible programs. With the College's participation in the State Authorization Reciprocity Agreement (SARA) consortium, RCGC should make an effort to meet its requirements as well as follow through with the Middle States recommendations for online courses to continue growth in online offerings.

RCGC 2018 Outcomes Report



4-B Tuition and Fee Rates

Measure: Student tuition and fees per credit hour (excludes special fees applied to selective admission programs and/or course fees)

Assessment Tool: NJIPEDS Tuition and Fees Report

Criteria for Success:

1. In-district tuition and required fee rates will be consistent with New Jersey Community Colleges.
2. The tuition/fee rate for a full-time undergraduate student will remain competitive to the annual tuition and fee rate of Rowan University.

Analysis and Interpretation:

Tuition and Fee Rates Academic Years 2013-14 to 2016-2017 with Comparisons to 2016-17 NJ Community College Peers and Rowan University							
	RCGC					NJCC Average AY17-18	Rowan University AY17-18
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18		
In District per Credit Hour Rate	\$93.00	\$95.00	\$97.00	\$99.00	\$102.00	\$131.00	\$386.85
Fee per Credit Hour	\$33.50	\$36.50	\$38.50	\$40.50	\$44.00	n/a	\$167.65
Annual Tuition and Fees for Full-Time Student	\$3,795.00	\$3,945.00	\$4,125	\$4,245	\$4,380	\$4,896	\$13,697.00

Table 41: Tuition and Fees Source: IPEDS Form #14 (Tuition and Required Fees) and NJ Secretary of Higher Education Statistical Tables)

Rowan University website/tuition and fees

For purposes of interpretation, annual full-time is defined as thirty credit hours. The costs shown are reflective of the average New Jersey community college figures. The median value of tuition and fees was also calculated for comparison purposes. Rowan University students are considered full-time at twelve credits and pay a flat rate for any credit hour amount between 12-17 credits.

RCGC's tuition and fees increased over the last year, yet in comparison to both the NJCC average tuition and fee cost (\$4,896) and the median cost (\$4,590), it remains one of the lowest in the state in comparison with other New Jersey community colleges, as seen in Figure 5, below. RCGC's premier partnership with Rowan University will enable students to complete a four-year degree with several cost-saving options, so that the tuition/fee cost for an undergraduate degree will be a selling point for the College.

RCGC 2018 Outcomes Report

NJ Community College	Total AY	In District Tuition Per Credit	In District FT Annual Fees
Burlington College	\$4,065	\$100.00	\$1,065
Camden County College	\$4,320	\$107.00	\$1,110
Middlesex County College	\$4,335	\$110.00	\$1,035
Rowan College Gloucester	\$4,380	\$102.00**	\$1,320
Cumberland	\$4,440	\$118.00	\$ 900
Ocean	\$4,465	\$116.00	\$ 985
Atlantic	\$4,551	\$124.00	\$ 831
Warren	\$4,740	\$140.00	\$ 540
Union	\$4,804	\$191.00	\$ 0
Morris	\$4,830	\$125.00	\$1,080
Mercer	\$4,875	\$124.50	\$1,140
Passaic	\$4,920	\$123.00	\$1,230
Salem	\$4,950	\$165.00	\$ 0
Essex	\$4,995	\$126.50	\$1,200
Brookdale	\$5,063	\$135.00	\$1,013
Raritan Valley	\$5,454	\$147.00	\$1,044
Hudson	\$5,533	\$135.00	\$1,483
Bergen	\$5,550	\$142.00	\$1,290
Sussex	\$6,750	\$140.00	\$2,550
Community College Average	\$4,896	\$130.06	\$1,043

Figure 5: Comparison of Tuition and Fees at New Jersey Community Colleges, 2017-18

Source: New Jersey Secretary of Higher Education website

Source: IPEDS Form #14 (Tuition and Required Fees).

IN-DISTRICT refers to the service area of the college. For most community colleges that is their home county; Atlantic Cape includes Atlantic and Cape May, Brookdale serves Monmouth, and Raritan Valley serves Hunterdon and Somerset counties.

ANNUAL for full-time is defined here as 30 credit hours, for part-time it is 12 credits. Some institutions report annual figures but for those that do not per-credit tuition and fees are multiplied by 30 or 12 to derive the annual figure.

Averages are simple divisions of the amount by the number of institutions reporting, colleges that did not report a figure are not included in the average.

This standard has been met.

Recommendations:

Continue to market the difference between RCGC's cost and Rowan University's cost. This supports the Strategic Plan's objective of enhancing the branding and recruitment strategies of the College. With the first group of 3+1 students expected in Fall 2018, marketing the cost difference as a way to increase affordability of the baccalaureate degree will maintain the integrity of the College's mission statement on affordability and accessibility. Review the structure of student fees, look for "hidden fees" that may exist in other areas of the College, and compare findings to the New Jersey community college sector. The additional cost of summer and winter classes should be weighed in terms of the students' accelerated time to completion. Note: For FY18 Union County College and Salem County College have eliminated required fees reducing their fee per credit hour.

RCGC 2018 Outcomes Report



4-C Campus Diversity Levels

Measure: The distribution of campus population (students/employees separately) by self-reported race/ethnicity as compared to the population distribution of RCGC’s primary service area --Gloucester County-- by race/ethnicity

Assessment Tools:

1. IPEDS Fall Enrollment
2. IPEDS HR Federal
3. NJCCC Fact Book
4. Gloucester County Data

Criterion for Success: Campus diversity will be in parity with the county demographic profile.

Analysis and Interpretation:

Distribution of Student and Employee Population by Race/Ethnicity Fall Semester: 2011-2016 with Comparisons to 2015 Gloucester County Population								
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2016	Fall 2017	Gloucester County 2015
Students	Total Minority	24.0%	26.3%	30.7%	26.1%	27.5%	27.7%	16.4%
	- White	76.0%	73.7%	69.3%	73.9%	72.5%	72.3%	83.6%
	- African American	13.3%	14.4%	12.7%	12.2%	12.8%	12.5%	11.0%
	- American Indian	0.2%	0.4%	0.4%	0.4%	0.3%	0.3%	0.2%
	- Asian	2.2%	2.4%	2.3%	2.5%	2.5%	3.0%	3.0%
	- Native Hawaiian	0.2%	0.2%	0.3%	0.2%	0.2%	0.2%	0.1%
	- Hispanic/Latino	3.1%	6.2%	6.4%	7.2%	7.7%	7.9%	5.9%
	- Two or More Races	4.9%	2.7%	3.1%	3.5%	3.9%	3.8%	2.1%
-Other/Unknown			5.4%	6.2%			--	
Employees	Total Minority	17.7%	17.0%	20.1%	17.2%	17.9%	19.3%	16.4%
	- White	82.3%	83.0%	79.9%	82.8%	82.1%	80.7%	83.6%
	- African American	10.7%	11.8%	13.8%	10.7%	11.5%	10.98%	11.0%
	- American Indian	1.3%	0.7%	1.4%	0.7%	0.9%	1.13%	0.2%
	- Asian	1.8%	1.9%	1.4%	1.9%	1.8%	2.14%	3.0%
	- Native Hawaiian	1.7%	1.7%	0.4%	0.2%	0.2%	.13%	0.1%
	- Hispanic/Latino	2.1%	0.9%	1.8%	1.3%	1.3%	1.26%	5.9%
	- Two or More Races	-	-	0.4%	--	--	3.66%	2.1%
-Other/Unknown	-	-	1.1%	0.9%	2.2%		--	

Table 42: Distribution of Student and Employee Population by Race/Ethnicity with Comparison to Gloucester County
Sources: IPEDS Fall Enrollment Survey, NJCCC Fact Book, Gloucester County Data from www.census.gov/quickfacts/table/PST045215/34015

Student ethnicity data differ from Federal IPEDS ethnicity because IPEDS limits reporting to students with US Citizenship (i.e. resident and non-resident alien are excluded). The distributions in Table 42, above, represent all students. Data sources include the IPEDS Fall Enrollment Survey (students), NJCCC Fact

RCGC 2018 Outcomes Report

Book, IPEDS HR Federal, and the government census website. There is parity between the student/employee demographic and Gloucester County’s demographics.

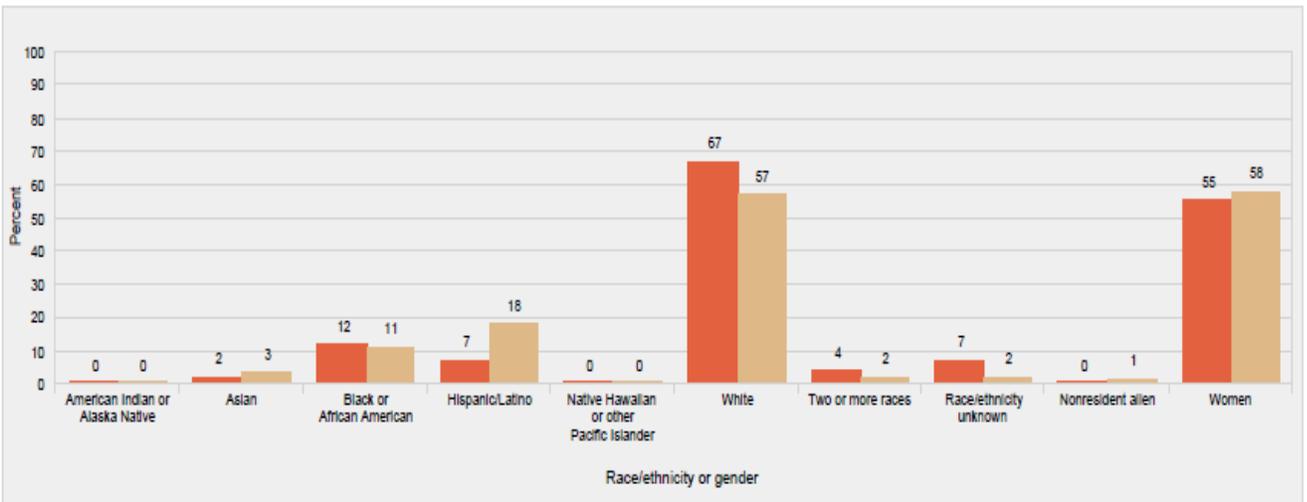


Figure 6: RCGC Enrollment by Race/Ethnicity Compared with IPEDS Comparison Groups. Percent of enrollment who are women also noted. Source: 2017 IPEDS Customized Feedback Report

IPEDS data from 2017, figure 6 above, show that 67 percent of RCGC’s students identify themselves as “white” compared to 57 percent of the NJCC sector student population.

This standard has been met.

Recommendations:

Continue to examine recruitment strategies for the Department of College and Career Readiness. Recruitment practices should be developed to assist in supporting the mission statement of access and affordability, as well as the Strategic Plan recruitment goals established.

The Office of Human Resources now uses NEOGOV as a tool toward better and more diverse employee hiring practices. Improved practices should result in the demographics of employees becoming more reflective of the community.

RCGC 2018 Outcomes Report



5-A Employee Satisfaction Ratings

Measure: Combined percentage of employees rating satisfaction with employment as ‘very satisfied’ to ‘satisfied’

Assessment Tool: Campus Quality Survey 2017 *Next survey 2020 Institutional Effectiveness recommendation of additional annual survey to gauge changes in employee satisfaction.

Criterion for Success: Employee satisfaction ratings will improve each assessment year with a goal reaching a 90% satisfaction level.

Analysis and Interpretation:

Employee Satisfaction Ratings Very Satisfied to Satisfied Campus Quality Survey Results: 2003, 2009, 2013 and 2017				
	2003	2009	2013	2017
Campus (All staff)	62.0%	80.0%	86.0%	80.0%
- Support Staff	69.6%	74.6%	85.7%	65.5%
- Faculty/Instructors	53.2%	86.7%	83.3%	88.4%
- Administrative	64.4%	81.3%	88.2%	80.0%

Table 43: Employee Satisfaction Ratings Source: Campus Quality Survey 2017 *next survey 2020

Results from the (2017) Campus Quality Survey, table 43 above, on questions that indicate respondents’ level of satisfaction with employment at RCGC indicate that the combined percentages of “satisfied” and “very satisfied” responses decreased since 2013. “Somewhat dissatisfied” and “not satisfied at all” responses increased from 4 percent to 8 percent since the last administration of the survey in 2013. The number of respondents to the 2017 survey also decreased. A previous recommendation in the Outcomes Report was to try to establish surveys to be used in between administration of the Campus Quality Survey completed every 3 years in order to gauge changes in employee satisfaction.

This standard has not been met.

Recommendations:

Find the percentage of employees that responded and how was the survey administered to employees. Contact units across campus regarding surveys that may be given between administrations of the Campus Quality Survey. This survey should be designed to monitor progress on areas in need of improvement. Improvement can be made based on the survey results. Exit interviews should be conducted with both full-time and part-time employees. Currently exit interviews are conducted in HR for full time employees leaving the college. The interviews focus on benefit information for the exiting employee. No pointed questions on the employees’ experience at RCGC are currently are in the exit interview. This practice should be reviewed and updated.

RCGC 2018 Outcomes Report

5-B Employee Retention Ratings



Measure: Percent of employees retained each year

Assessment Tools:

1. RCGC retention value from Office of Human Resources

Criterion for Success: Employee retention rates will be at or above historical levels and those of national community college peers.

Analysis and Interpretation:

of Full time employees 366

of Part time employees 653

FY18 #FT/PT employees = 1,019 with a FT/PT Turnover of 114

Breakdown of Full-Time:

Full- Time Turnover Information FY -18	
Term Reason	Number
Retirement	11
Resignation	14
Termination	2
Total	27

	AY 14-15	AY 15-16	AY 16-17	AY 17-18
RCGC Total Employees Retention Rate	95.0%	91.0%	91.0%	90.0%
NCCBP Peer Median	91.2%	93.7%	93.2%	93.0%

Table 44: RCGC Retention Rates Compared to National Median Sources: NCCBP, HR Office

Employee retention rates for RCGC were provided by the Office of Human Resources. Office of Human Resources reports 366-full time employees and 653-part time employees for FY18. The Office of Human Resources as per the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS): <https://nces.ed.gov/ipeds/datacenter/institutionprofile.aspx?unitId=acb3afb2b4ac>

RCGC 2018 Outcomes Report

Recommendations:

- The revamped onboarding process and inclusion of an orientation for part-time staff should be continued.
- Career paths for certain positions within the College should be discussed with new employees.
- Exit survey should include distinguishing questions on experience at the college.

This standard has been minimally met.

Recommendation:

Continue the onboarding process is reaffirmed. The Employee of the Month program should be reintroduced. There should be a concern about employees moving among posted positions strictly because of better pay. These internal transfers may be counterproductive in the long term. The Office of Human Resources may consider laying out a career path for new employees so that they may see where growth is possible. This would help succession planning in the units. Using publications or Internet services that tie in to the need for demographic parity will help recruitment and diversity efforts. Interviewing employees who have longevity as to why they have stayed may help guide recruitment and retention efforts. Employee retention data help to support the Strategic Plan objectives of long-term planning and budget development and of improving processes that include measurable performance goals.

RCGC 2018 Outcomes Report



5-C Expenditure/Revenue Distributions

Measures:

1. Development/Training Expenditures per FTE employee
2. Percent distribution of core expenses and core revenues, and core expenses and core revenues per FTE student

Assessment Tool(s):

1. IPEDS Finance Survey
2. NJCCC Fact Book
3. Office of Finance

Criteria for Success:

1. Expenditures per FTE employee will meet or exceed historical levels and those of national community college peers.
2. Expense and revenue distributions will be consistent (+/- 2 percentage points) with prior year distributions and with the New Jersey Community College (NJCC) median. Core revenues and expenditures per FTE student will be consistent with prior year and with the New Jersey Community College median.

Analysis and Interpretation:

RCGC is in line with the New Jersey Community Colleges in both revenues and expenses.

Financial Measures Per FTE Student		RCGC	Financial Measures Per FTE Student		RCGC
FY14	Core Revenues	\$9,517	FY16	Core Revenues	\$10,191
	Core Expenses	\$9,048		Core Expenses	\$9,873
FY15	Core Revenues	\$12,370	FY17	Core Revenues	\$9,515
	Core Expenses	\$9,122		Core Expenses	\$9,824

Table 45: RCGC Financial Measures per FTE Student

Source: IPEDS Finance Survey/2018 Institutional Profile

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships expenses, other expenses, and non-operating expenses.

Core revenues include tuition and fees, government appropriations (federal, state, and local), government grants and contracts, private gifts, grants, and contract, investment income, other operating and non-operating sources and other revenues and additions. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

The full-time equivalent (FTE) enrollment as calculated from or reported on the IPEDS 12-month Enrollment component. FTE is estimated using 12-month instructional activity (credit and/or contact hours).

RCGC 2018 Outcomes Report

Student Services expense category includes athletics; this classification is consistent across NJCC peers.

Core Expenses		RCGC				FY17	RCGC Expense per FTE enrollment	IPEDS Expense per FTE enrollment
		FY14	FY15	FY16	FY17			
Distributions by Function	Instruction	48%	48%	49%	47%	\$25,343,037	\$4,584	\$4,650
	Research	0%	0%	0%	0%	0	0	0
	Public Service	1%	2%	1%	1%	\$539,213	\$ 113	\$ 207
	Academic Support	8%	8%	8%	8%	\$4,313,709	\$ 783	\$1,052
	Institutional Support	14%	14%	16%	16%	\$8,627,416	\$1,532	\$2,381
	Student Services	18%	17%	18%	20%	\$10,784,271	\$1,981	\$1,236
	Other	10%	11%	8%	8%	\$4,313,709	\$ 773	\$1,808
	Total Core Expenses	47.8M	48.5M	51.6M	53.8M	\$53,921,354		
Core Expenses per FTE enrollment	\$9,010	\$9,122	\$9,873	\$9,824				

Table 46: RCGC Core Expenses Source: IPEDS Finance Survey

Table 46, above specifies that 75% (instruction 47%, academic support 8%, and student services 20%) is spent on students. Table 47, below, specifies that 41.0 % of RCGC's revenues come from tuition and fees. The Annual Financial Report details how funds are allocated and spent to determine trends in budget and planning. It also summarizes how spending is tied to the Strategic Plan objectives.

Core Revenues		RCGC				FY17	IPEDS Median FY17
		FY14	FY15	FY16	FY17		
Distributions by Source	Tuition and Fees	29%	36%	38%	41%	\$21,413,868	30%
	Government Appropriations	20%	26%	26%	28%	\$14,624,105	27%
	(State)	(8%)	(11%)	(11%)	(13%)	\$6,789,763	10%
	(Local)	(12%)	(16%)	(15%)	(15%)	\$7,834,342	17%
	Govt. Grants and Contracts	28%	28%	22%	24%	\$12,534,947	25%
	Private Gifts, Contracts, Grants	0%	0%	0%	0%	0	0%
	Investment Income	0%	0%	0%	0%	0	0%
	Other Core Revenues	30%	10%	14%	7%	\$3,656,026	17%
	Total Core Revenues	100%	100%	100%	100%	\$52,228,947	100%

Table 47: RCGC Core Revenues Source: IPEDS Finance Survey

RCGC 2018 Outcomes Report

Development/Training Expenditures per FTE Staff with Comparisons to National Community College Peer Median					
RCGC Fiscal Year	FY15	FY16	FY17	FY18	NCCBP Peer Median FY17
Total Expenditures	\$225,676.59	\$207,249.37	\$297,422.09	\$342,633.23	
<i>Travel</i>	\$69,672.71	\$80,392.35	\$82,603.21	\$105,376.59	
<i>Dues & Memberships</i>	\$102,300.51	\$73,362.94	\$157,459.49	\$177,638.29	
<i>Conference & Seminar Registrations</i>	\$44,677.19	\$53,494.08	\$57,379.39	\$59,618.35	
FTE Staff	426	420	398	584	
Expenditures per FTE Staff	\$529.76	\$493.45	\$747.34	\$586.70	\$364.00

Table 48: Expenditures per FTE Employee Sources: Office of Finance
 # of Full time employees: 366 # of Part time employees: 653

The expenditures per FTE staff puts RCGC well above the NCCBP peer median. It is important to note that peer colleges may classify and calculate professional development expenditures differently, so comparisons should be interpreted with caution. RCGC calculates FTE Staff number in accordance with the formula found in the IPEDS Data Feedback Report.

The increase in dues and membership was questioned and additional information is being requested.

Development/Training Expenditures are provided by Office of Financial Services and include expenditures charged to Professional Development Program (Organization Code 61030) and expenditures across institutional organization codes charged to account codes related to travel, dues and memberships, conference/seminar registration fees. This excludes athletic and student club related expenses as well as institution-level dues/membership fees.

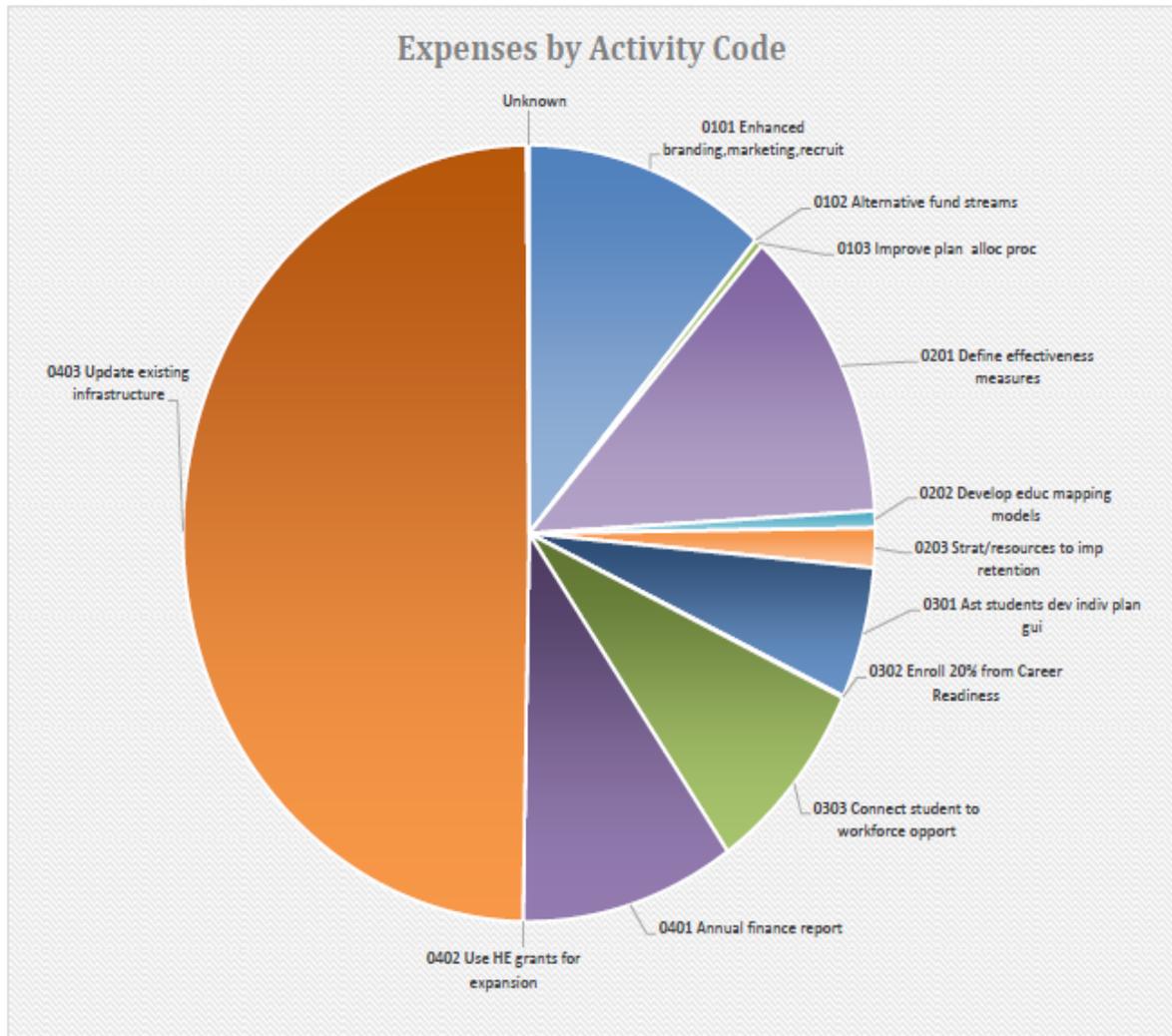


Figure 7: Strategic Plan Expenses by Activity Codes

This standard has been met with recommendations.

Recommendations:

Encouraging faculty and staff to review grant opportunities will contribute to the Strategic Plan objective to pursue alternative funding streams, and will help to balance static government funding. The allocation report will be reviewed as part of this KPI analysis next year.

RCGC 2018 Outcomes Report

6-A Student Satisfaction Ratings

The College elected not to conduct surveys in 2018 due to the pending merger with Cumberland County College and the need to revisit indicators for 2019.



Measure: Satisfaction of ratings of college experience and overall satisfaction (enrolled students as well as exiting graduates)

Assessment Tool: Noel-Levitz Student Satisfaction Inventory (SSI)

Criterion for Success: Ratings will meet or exceed historical trends and national norms for regional two-year college peer groups (enrolled students).

Analysis and Interpretation:

This survey uses a Likert scale ranging from 1-7, with 7 being the highest. In the last survey of 2012, students rated over 70 items on importance and satisfaction. There are twelve (12) thematic areas in the SSI. The tables below list the results of the survey items in each area. The ratings show how important students feel that the item is and give the actual satisfaction rating.

The 2016 and 2017 Outcomes Reports each performed a further review of four of the twelve thematic areas for performance analysis. FY16 Report reviewed the following: Academic Advisement; Registration Effectiveness, Financial Aid and Campus Support Services. Outcome Report FY17 reviewed: Service Excellence (2012) and Campus Climate (2012) along with more recent data from Tutoring (2016), and Library Focus Groups (2014). FY17 also utilized data from the 2017 Campus Quality Survey. No updated data is available for Outcome Report FY18.

The tables below list the results of the survey items in each area from the 2012 survey. The ratings show how important students feel that the item is and give the actual satisfaction rating. A performance gap close to 1.00 is an item requiring further study.

Academic Services

This area assesses services students use to achieve their academic goals, including the library, computer labs, and tutoring services. Tutoring services has the smallest performance gap, an item verified by the non-academic program review report received from the Academic Support Center, and supported by internal surveys and data.

2012 Ranking	Questions (Items)	Importance	Satisfaction	Performance Gap
	ACADEMIC SERVICES	6.36	5.83	0.53
1	The equipment in the lab facilities is kept up to date.	6.44	5.86	0.58
2	Academic support services adequately meet the needs of students.	6.42	5.73	0.69
3	Computer labs are adequate and accessible.	6.41	5.76	0.65
3	Library resources and services are adequate.	6.41	5.95	0.46
5	Tutoring services are readily available.	6.34	6.00	0.34
6	Library staff are helpful and approachable.	6.29	5.70	0.59
7	There are a sufficient number of study areas on campus.	6.24	5.83	0.41

Table 49: 2012 Student Satisfaction Survey Results on Academic Services

RCGC 2018 Outcomes Report

Service Excellence

This thematic area assesses the perceived attitude of the staff, especially front-line staff, towards students. This scale helps to pinpoint areas of RCGC where quality service and personal concern for students are rated least and most favorable.

2012 Ranking	Questions (Items)	Importance	Satisfaction	Performance Gap
	SERVICE EXCELLENCE	6.30	5.59	0.71
1	The personnel involved in registration are helpful.	6.49	5.66	0.83
2	Administrators are approachable to students.	6.41	5.66	0.75
3	The campus staff are caring and helpful.	6.38	5.75	0.63
4	Bookstore staff are helpful.	6.37	5.90	0.47
5	I seldom get the "run-around" when seeking information on this campus.	6.35	5.42	0.93
6	Channels for expressing student complaints are readily available.	6.30	5.10	1.20
7	Library staff are helpful and approachable.	6.29	5.70	0.59
8	People on this campus respect and are supportive of each other.	6.25	5.58	0.67
9	I generally know what's happening on campus.	5.88	5.46	0.42

Table 50: 2012 Student Satisfaction Survey Results on Service Excellence

Campus Climate

This area assesses the extent to which the College provides experiences that promote a sense of campus pride and feelings of belonging. It also assesses the effectiveness of our channels of communication for students. The biggest performance gaps at the time of administration of this survey indicate that students felt that they are sometimes given the “run-around” and do not have an effective means of voicing their complaints and are not acknowledged as individuals. Students also wanted a safe and secure campus.

RCGC 2018 Outcomes Report

2012 Ranking	Questions (Items)	Importance	Satisfaction	Performance Gap
	CAMPUS CLIMATE	6.31	5.64	0.67
1	The campus is safe and secure for all students.	6.66	6.16	0.50
2	This school does whatever it can to help me reach my educational goals.	6.52	5.52	1.00
3	Students are made to feel welcome on this campus.	6.49	5.96	0.53
4	It is an enjoyable experience to be a student on this campus.	6.44	5.79	0.65
5	Administrators are approachable to students.	6.41	5.66	0.75
6	The campus staff are caring and helpful.	6.38	5.75	0.63
7	The college shows concern for students as individuals.	6.37	5.39	0.98
8	I seldom get the "run -around" when seeking information on this campus.	6.35	5.42	0.93
9	This institution has a good reputation within the community.	6.34	6.00	0.34
10	Faculty care about me as an individual.	6.31	5.44	0.87
11	Channels for expressing student complaints are readily available.	6.30	5.10	1.20
12	People on this campus respect and are supportive of each other.	6.25	5.58	0.67
13	New student orientation services help students adjust to college.	6.22	5.76	0.46
14	Generally know what's happening on campus.	5.88	5.46	0.42
15	Most students feel a sense of belonging here.	5.80	5.44	0.36

Table 51: 2012 Student Satisfaction Survey Results on Campus Climate

Instructional Effectiveness

This scale assesses the students' academic experiences, the curriculum and the campus's commitment to academic excellence. At the time of administration of the survey, the study pointed out some things that faculty members can do to improve student satisfaction: more timely feedback, notification of lack of progress in a course, understanding of a student's life experiences, more interest in a student's academic problems, better quality of instruction.

RCGC 2018 Outcomes Report

2012 Ranking	Questions (Items)	Importance	Satisfaction	Performance Gap
	INSTRUCTIONAL EFFECTIVENESS	6.49	5.66	0.83
1	The quality of instruction I receive in most of my classes is excellent.	6.67	5.68	0.99
2	Nearly all of the faculty are knowledgeable in their fields.	6.64	6.00	0.64
2	I am able to experience intellectual growth here.	6.64	6.12	0.52
4	Program requirements are clear and reasonable.	6.59	5.85	0.74
5	There is a good variety of courses provided on this campus.	6.58	6.02	0.56
6	Faculty are usually available after class and during office hours.	6.50	5.82	0.68
6	Faculty are fair and unbiased in their treatment of individual students.	6.50	5.77	0.73
8	Faculty provide timely feedback about student progress in a course.	6.49	5.44	1.05
9	Students are notified early in the term if they are doing poorly in a class.	6.47	5.28	1.19
9	Faculty are understanding of students' unique life circumstances.	6.47	5.42	1.05
11	Faculty take into consideration student differences as they teach a course.	6.38	5.38	1.00
12	Faculty are interested in my academic problems.	6.35	5.42	0.93
13	Nearly all classes deal with practical experiences and applications.	6.33	5.54	0.79
14	Faculty care about me as an individual.	6.31	5.44	0.87

Table 52: 2012 Student Satisfaction Survey Results on Instructional Effectiveness

There is data from the 2017 CCSSE survey that provide current students' opinions on some of the items above. Figure 8 below outlines the 2017 CCSSE data:

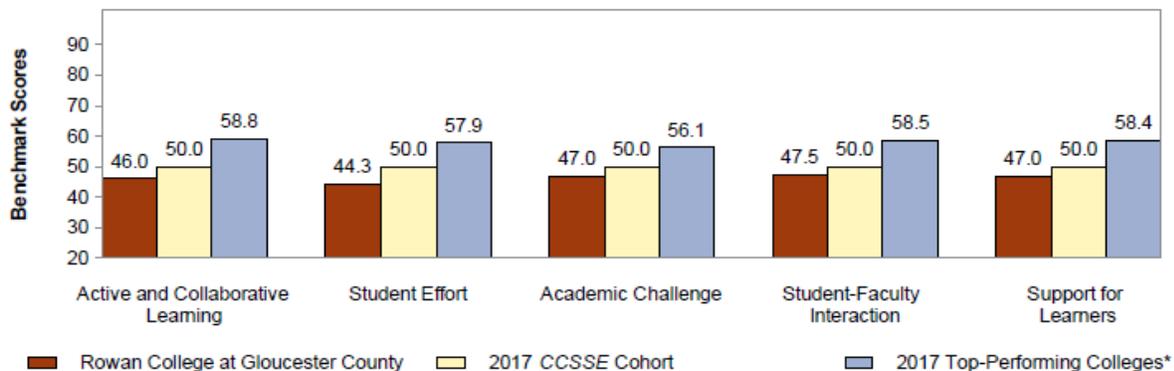


Figure 8: 2017 CCSSE Data Instructional Effectiveness.

RCGC 2018 Outcomes Report

Absent current data, the overall results for these areas were examined in comparison with the median for today's community college survey results:

	Academic Services	Campus Climate	Service Excellence	Instructional Effectiveness
2012 SSI	5.8	5.6	5.6	5.7
2017 NCCBP	5.8	5.6	5.5	5.7

Table 53: Comparison with 2017 NCCBP Data

This standard had insufficient data to fully evaluate.

Recommendations:

Prompt feedback would be helpful in analysis and interpretation, as well as help to support the Strategic Plan objectives related to the goals of academics, assessment, and student services. The main recommendation is to consider administering some type of quality assessment yearly for the valuable information it does yield. Second to that, short, targeted surveys to determine current levels of student satisfaction would be valuable to determine what changes need to be made in this fast paced, ever changing environment. Addressing the 2012 gaps at, over or close to 1.00 should be closely monitor.

RCGC 2018 Outcomes Report

6-B Campus Quality Levels

The College elected not to conduct surveys in 2018 due to the pending merger with Cumberland County College and the need to revisit indicators for 2019.



Measure: Faculty staff impressions of campus management systems

Assessment Tool: Campus Quality Survey

Criterion for Success: Campus Quality Levels will meet or exceed historical levels and those of national peers.

Analysis and Interpretation

Faculty and staff were asked to rate, on a Likert scale of 1-5 performance. They were also asked to rate each area in terms of how it should be performing. The difference between these two scores is termed a performance gap. In all cases, the performance gaps increased from the scores in 2009 and 2013, with the largest gaps in the areas of employee training and recognition and quality/productivity improvement results. Results for peer colleges in 2017 do not vary significantly from 2013 results. In 2013 and in 2017, the RCGC climate survey results were better than those of national peer colleges, as well as other two year institutions participating in NCCBP.

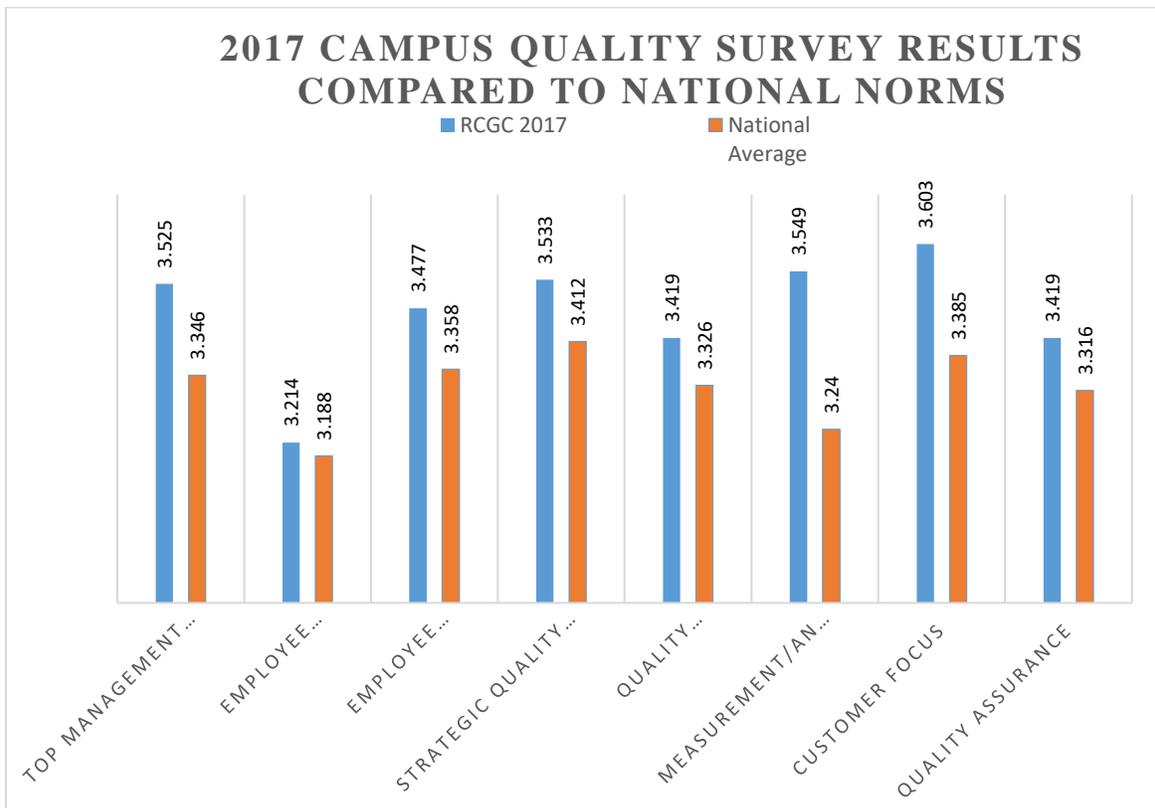


Figure 9: RCGC Results of 2017 Campus Quality Survey

RCGC 2018 Outcomes Report

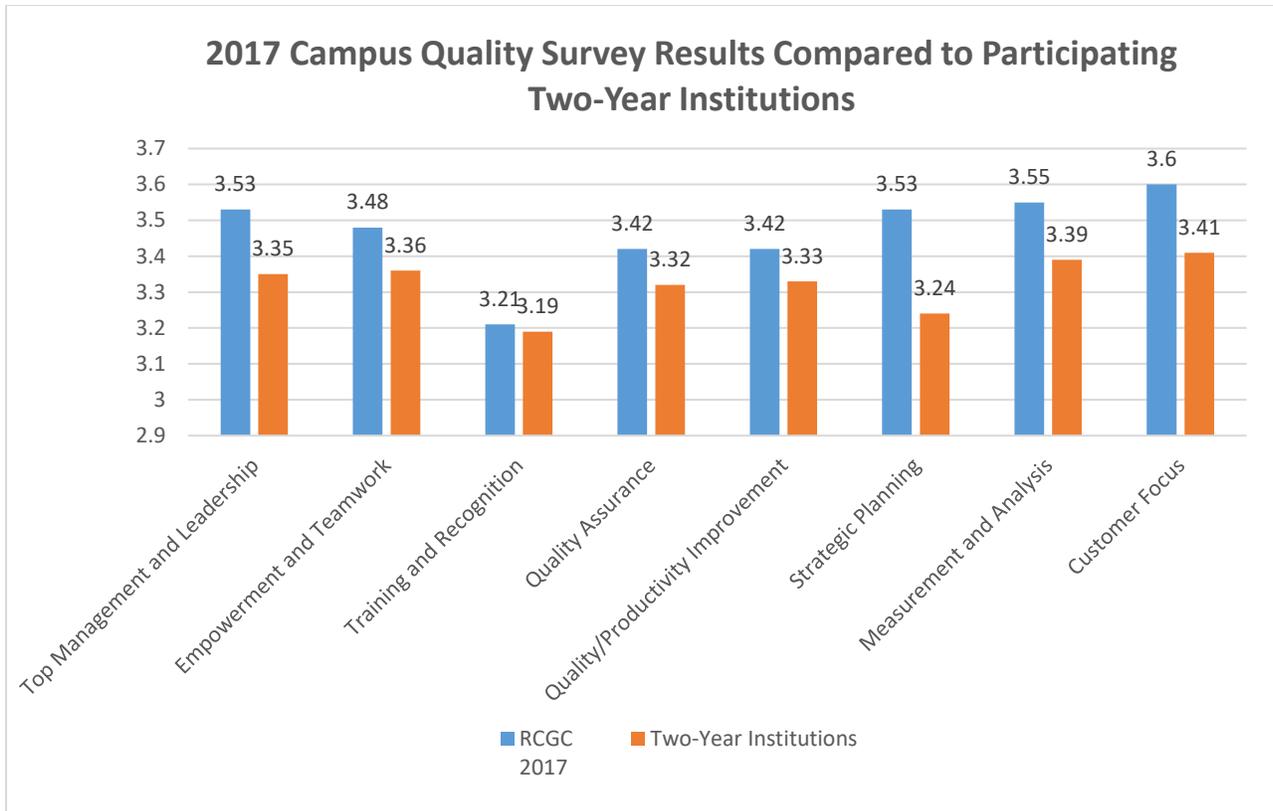


Figure 10: RCGC in Comparison with Two-Year Institutions Participating in NCCBP

This standard had insufficient data to fully evaluate.

Recommendations:

Some type of quality assessment that may be given yearly to determine current levels of satisfaction within the areas of the Campus Quality Survey; or administer the Campus Quality Survey every two years to make adjustments needed in a timely fashion.

RCGC 2018 Outcomes Report



6-C Facility Usage Rates

Measure: Unduplicated headcount of credit students by time and day of week

Assessment Tools:

Production Reports: Traffic Report, Course Scheduled Report, Course Canceled Report

Criterion for Success: Facility usage of instructional classrooms as measured by the unduplicated headcount of credit students by time and day of week will improve each year.

Analysis and Interpretation:

	Seats Offered	Seats Occupied	Occupancy Rate
Fall 2013	37,528	26,140	69.7%
Spring 2014	33,483	23,516	70.2%
Fall 2014	45,924	33,686	73.3%
Spring 2015	38,961	28,975	74.3%
Fall 2015	40,983	35,668	87.0%
Spring 2016	32,069	27,615	86.1%
Fall 2016	36,070	32,942	91.3%
Spring 2017	33,021	29,132	88.2%

Table 54: RCGC Facility Usage Overall 2013-2017 Source: Production Reports

Table 54 gives overall usage of seats offered versus seats occupied and the occupancy rate per semester.

FALL 2017

Unduplicated Headcount by Time of Day and Day of the Week Seats Occupied in Credit Courses, RCGC Main Campus, Fall 2017									
	Morning (before 12 pm)		Afternoon (12pm-4:59)		Evening (5pm or later)		Totals		Unduplicated Headcount
	#	%	#	%	#	%	#	%	
Monday	4360	23.6	3129	27.3	904	29.9	8393	25.4	4737
Tuesday	4436	24.0	2531	22.1	822	27.2	7789	23.6	4477
Wednesday	4404	23.9	3177	27.8	761	25.1	8342	25.2	4667
Thursday	4177	22.6	2396	21.0	540	17.8	7113	21.5	4296
Friday	1072	5.8	202	1.8	0.0	0.0	1274	3.9	1143
Saturday	131	.10	0.0	0.0	0.0	0.0	131	.40	131
Totals	18,460	100.0	11,435	100.0	3,027	100.0	33,042	100.0	

Table 55: Fall 2017 Unduplicated Headcount by Time of Day and Day of the Week. RCGC Production Reports Traffic

RCGC 2018 Outcomes Report

FALL 2018

Unduplicated Headcount by Time of Day and Day of the Week Seats Occupied in Credit Courses, RCGC Main Campus, Fall 2018											
2018									2017	2018	
	Morning (before 12 pm)		Afternoon (12pm-4:59)		Evening (5pm or		Totals 2018		% 2017	Unduplicated Headcount	
	#	%	#	%	#	%	#	%	%		
Monday	4398	23.9	2887	25.9	782	28.2	8058	24.9	25.4	4692	
Tuesday	4617	25.0	2605	23.4	722	26.0	7944	24.5	23.6	4537	
Wednesday	4327	23.4	2983	26.8	791	28.5	8101	25.0	25.2	4730	
Thursday	4163	22.5	2443	21.9	479	17.3	7085	21.9	21.5	4187	
Friday	833	4.5	229	2.0	0.0	0.0	1062	3.3	3.9	1010	
Saturday	129	.70	0.0	0.0	0.0	0.0	129	.4	.40	129	
Totals											
	18,467	100.0	11,147	100.0	2,774	100.0	32,379	100.0			

Table 56: Fall 2018 Unduplicated Headcount by Time of Day and Day of the Week. RCGC Production Reports Traffic

A breakdown of seats occupied by day and time of day in Fall 2017 compare to Fall 2018 and Table 55 and Table 56 respectively, further breaks down facility usage by examining the number of seats offered and number and percent occupied in each time period. Difference in the number of seats offered during a particular scheduling period (Monday/Wednesday, for example) is due to hybrid classes that are only offered on one of those days. Afternoon usage is the lowest, based on the offerings and occupancy, and the Tuesday/Thursday schedules have the fewest number of occupied seats, despite the percentages.

An analysis was done for spring 2017, with similar results:

SPRING 2017

Unduplicated Headcount by Time of Day and Day of the Week Seats Occupied in Credit Courses, RCGC Main Campus, Spring 2017									
	Morning (before 12 pm)		Afternoon (12pm-4:59 pm)		Evening (5pm or later)		Totals		
	#	%	#	%	#	%	#	%	
Monday	3725	23.4	2323	23.0	825	26.4	6873	23.5	
Tuesday	4001	25.1	2321	23.0	889	28.5	7211	24.8	
Wednesday	3788	23.8	2479	24.6	769	24.6	7036	24.2	
Thursday	3448	21.6	2695	26.8	638	20.5	6781	23.3	
Friday	843	5.3	264	2.6	0.0	0.0	1107	3.8	
Saturday	124	0.8	0.0	0.0	0.0	0.0	124	0.4	
Totals									
	15929	100.0	10082	100.0	3121	100.0	29132	100.0	

Table 57: RCGC Facility Usage by Seats Occupied Spring 2017

Source: Production Reports

RCGC 2018 Outcomes Report

SPRING 2017								
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Morning (Before 12 pm)	Seats Offered	4115	4522	4203	3938	965	129	17872
	Seats Occupied	3725	4001	3788	3448	843	124	15929
	Occupancy Rate (%)	90.5	88.4	90.1	87.6	87.3	96.1	89.1
Afternoon (12pm- 4:59pm)	Seats Offered	2643	2639	2813	3101	273	--	11469
	Seats Occupied	2323	2321	2479	2695	264	--	10082
	Occupancy Rate (%)	87.9	87.9	88.1	86.9	95.7	--	87.9
Evening (5pm and later)	Seats Offered	936	1045	951	748	--	--	3680
	Seats Occupied	825	889	769	638	--	--	3121
	Occupancy Rate (%)	88.1	85.1	80.1	85.3	--	--	84.8
Total	Seats Offered	7694	8206	7967	7787	1238	129	33021
	Seats Occupied	6873	7211	7036	6781	1107	124	29132
	Occupancy Rate (%)	89.3	87.8	88.3	87.1	89.4	96.1	88.2

Table 58: RCGC Facility Usage by Occupancy Rate Spring 2017 by

Source: Production Reports

There was a recommendation in the 2017 Outcomes Report that facility usage be reported by building. As a first step to additional analysis of facility usage, overall class usage by building was calculated by examining how many seats were offered and how many were occupied.

- NAH Large Lecture Hall holds 197. Some specialized classroom space in this building.
- BAC lecture hall holds 197
- Large Gym holds 2500
- College Center Classrooms now offices
- MEC-Math and Engineering Center (new for this year)
- Scott Hall expanded (new for this year)
- PAC-to become Performing Arts Center PACTR (change)
- PAC (Police Academy) to become LJC (change)

BUILDING FACILITY USAGE Spring 2017						
	M	T	W	R	F	S
NAH (Nursing and Allied Health) Capacity 553*						
Occupied/Scheduled	224/233	298/327	212/229	151/174	54/63	--
Rate (%)	96.1	91.1	92.6	86.8	85.7	0.0

RCGC 2018 Outcomes Report

SCOTT (Scott Hall) Capacity 422						
Occupied/Scheduled	1949/2184	1822/2011	1985/2229	1563/1738	459/490	124/129
Rate (%)	89.2	90.6	89.1	89.9	93.7	96.1
UC (University Center) Capacity 532						
Occupied/Scheduled	1159/1280	1179/1342	1062/1185	884/1014	117/128	--
Rate (%)	90.5	87.9	89.6	87.2	91.4	0.0
IC (Instructional Center) Capacity 910						
Occupied/Scheduled	2232/2419	2714/3047	2425/2681	2266/2498	280/342	--
Rate (%)	92.3	89.1	90.5	90.7	81.9	0.0
BAC (Business and Corporate Center) Capacity 272**						
Occupied/Scheduled	264/350	325/408	224/283	269/338	25/35	--
Rate (%)	75.4	79.7	79.2	79.6	71.4	0.0
PAC (Law and Justice Education Center, Police Academy) Capacity 308						
Occupied/Scheduled	288/433	279/317	262/443	281/341	--	--
Rate (%)	66.5	88.0	59.1	82.4	0.0	0.0
CC (College Center) Capacity****						
Occupied/Scheduled	243/249	197/205	263/281	313/333	58/57	--
Rate (%)	97.6	96.1	93.6	94.0	101.0	0.0
PEC (Physical Education Center) Capacity 155***						
Occupied/Scheduled	132/135	146/180	221/225	176/210	--	----
Rate (%)	97.8	81.1	98.2	83.8	0.0	0.0
FAC (Fine Arts Center) Capacity						
Occupied/Scheduled	--	20/100	--	20/100	--	--
Rate (%)	0.0	20.0	0.0	20.0	0.0	0.0
SS (Student Services) Capacity 120						
Occupied/Scheduled	272/296	138/142	276/296	138/142	276/296	--
Rate (%)	91.9	97.2	93.2	97.2	93.2	0.0

Table 59: Facility Usage Rate by Building Spring 2017

For those classes scheduled, the usage rates are high in the buildings. The question is one of how the classes are scheduled throughout the day. BAC has many outside activities in the building, so a listing of all activities scheduled on campus is needed. The next step in this analysis is to examine those data to get a better idea of building usage.

RCSJ-Gloucester Campus's goal of a facility usage rate of at least 85 percent was achieved through a concerted effort of the scheduler to stack classes and make more efficient use of the available classroom space. The class offerings schedule was revisited and tightened up so that students are better able to schedule classes without running into timing conflicts. The increase in facility usage for scheduled classes is an indicator of better resource allocation.

This standard has been met.

Recommendations:

The recommendation from last year's Outcomes Report to include all activities in the evaluation of facility usage is reaffirmed. Usage by building can be refined. Friday usage needs to be discussed. The additional data for the next report will address the new Strategic Plan objectives. The committee does recommend to improve planning and resource allocation.