



2016 Annual Outcomes Report

Rowan College at Gloucester County

Institutional Effectiveness Committee

July 1, 2017

RCGC 2016 Outcomes Report

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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
Stacey Calloway
Marna Carlton
Yvonne Greenbaun
John Pidgeon

Debbie Rabbotino
Meg Resue
Terrance Williams
Cody Williams
Raymond Woos

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II. Dashboard and Executive Summary

RCGC Core Values/ Key Performance Indicator (KPI)	Measurable Outcomes*	2015 Status	2016 Status
	1-A Student Success Rates	Met With Recommendations	Met With Recommendations
	1-B Student Retention Rates	Met	Met
	1-C Student Engagement Levels	Minimally Met	Minimally Met
	2-A Student Learning Outcomes	Met	Met
	2-B Teaching Effectiveness Levels	Met	Met
	2-C Student Services Engagement	Met	Met With Recommendations
	3-A High School Capture Rates	Minimally Met	Met With Recommendations
	3-B Responsiveness to Community Needs	Minimally Met	Met
	3-C Degrees, Certificates Conferred	Minimally Met	Met
	4-A Credit Enrollment Levels	Minimally Met	Met
	4-B Tuition/Fee Rates	Met	Met With Recommendations
	4-C Campus Diversity Levels	Met	Met
	5-A Employee Satisfaction Ratings	Minimally Met	Minimally Met
	5-B Employee Retention Rates	Met	Minimally Met
	5-C Expenditure/Revenue Distributions	Met	Met
	6-A Student Satisfaction Ratings	Met With Recommendations	Met With Recommendations
	6-B Campus Quality Levels	Met	Met
	6-C Facility Utilization Levels	Met With Recommendations	Met

Met  Minimally Met  Insufficient Data 
 Met With Recommendations  Not Met 

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

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Institutional Effectiveness Committee's Executive Summary

- RCGC's fall-to-fall retention rates of 63.0 percent of full-time students and 47.0 percent of part-time students are above (full-time) or at (part-time) the New Jersey Community College (NJCC) median retention rates and above the national retention rates.
- 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 2015, 57.9 percent were enrolled in one or more developmental courses. Of the first-time full-time students, 27.0 percent were in a developmental math course and 26.4 percent were in developmental reading.
- Customized training registrations are the highest among NJCC peers and surpass the NJCC average.
- RCGC ranks first among New Jersey community colleges in non-credit enrollments.
- The number of degrees and certificates awarded in 2016 represents an increase of 24.0% percent since 2015. The 1,159 awards conferred meet the target goal set by the Presidents' Council Completion Agenda.
- Enrollment at RCGC has increased 6.9 percent over the five years examined in this report.
- 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 ninth 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 are consistent with the prior year and with the New Jersey Community College median.

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

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.

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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

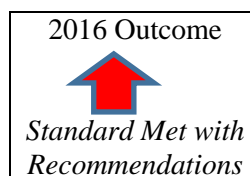
Alignment with Middle States Standards

In the Spring of 2015 RCGC began its work toward the 2017 Middle States Self-Study. The Steering Committee, composed of faculty, staff, and administrators, including the chairs of the Working Groups, unanimously adopted a comprehensive Self-Study model. This model allows the College to assess its effectiveness in relation to the seven standards for accreditation through an analytical, evidence-based report. It will also help to determine the extent to which the College is fulfilling the needs of its community in the present as well as setting expectations for the future. The comprehensive Self-Study model will enable the College to identify those areas in which innovation and excellence are flourishing, as well as areas which may require improvement. Working Groups will review and analyze institutional documents, including the College's operational plans, past accreditation reports, Institutional Research reports, surveys, Institutional Effectiveness Outcomes Reports, and learning outcomes assessments. 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

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IV. 2016 Outcomes Data

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. National Community College Benchmarking Project (developmental success rates in the first college-level course)

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 2011-2015 with Peer Comparison							
	RCGC						
	2008-2011 Cohort	2009-2012 Cohort	2010-2013 Cohort	2011-2014 Cohort	2012-2015 Cohort		
Graduated	28.1%	25.3%	22.0%	22.0%	22.7%	19.0%	5th
Transferred Out	19.8%	18.7%	20.2%	22.0%	18.3%	18.0%	12 th
Still Enrolled	16.0%	14.4%	15.7%	16.1%	12.0%		
Total Success Rate	63.9%	58.4%	57.9%	60.1%	53.0%		
Not Retained*	36.1%	41.6%	42.1%	39.9%	47.0%		

Table 3: Student Success Rates Source: IPEDS Data *N* = 1,632 students in 2012 cohort

*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.

Student success rates place RCGC fifth among the New Jersey Community College sector. With 12.0 percent of the 2012 (1,632 students) cohort still enrolled after three years, it makes sense to look at some of the other variables affecting student success.

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Reporting Year	Cohort Start Term (Fall)	Cohort (N)	3-Year Outcomes						Combined 3-Yr Success Rate	
			Graduated		Transferred		Still Enrolled		n	%
			n	%	n	%	n	%		
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%
2010-11	2008	1,553	431	27.8%	303	19.5%	245	15.8%	979	63.0%
2009-10	2007	1,561	350	22.4%	351	22.5%			701	44.9%
2008-09	2006	1,305	260	19.9%	302	23.1%			562	43.1%
2007-08	2005	1,299	216	16.6%	321	24.7%			537	41.3%
2006-07	2004	1,299	197	15.2%	329	25.3%			526	40.5%

Table 4: Trends in Success Rates Source: IPEDS Data

Many RCGC students start in developmental classes:

Fall First-Time Full-Time (FTFT) Students Enrolled in Remedial Courses by Subject								
	Computation		Algebra		Reading		Writing	
2011	370	22.4%	300	18.1%	480	29.0%	662	40.0%
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	

Table 5: Remedial Needs of Entering Cohorts Source: 2012-2016 Institutional Profiles

Reviewing the developmental placements for each academic year shows a recent increase in the percentage of incoming freshman who test into developmental courses, as shown in Figure 1, below. With changes in the SAT and Accuplacer® cutoff scores, and students' misunderstandings of what the placement cutoff scores mean to them, it is no wonder that there is an increase in developmental placements. As of the writing of this report, new cutoff scores are once again under discussion and, once decided upon, will have to be communicated to area high schools. With changes to high school graduation requirements in New Jersey, RCGC also needs to work with area high schools on better curricular alignment and preparation of high school students.

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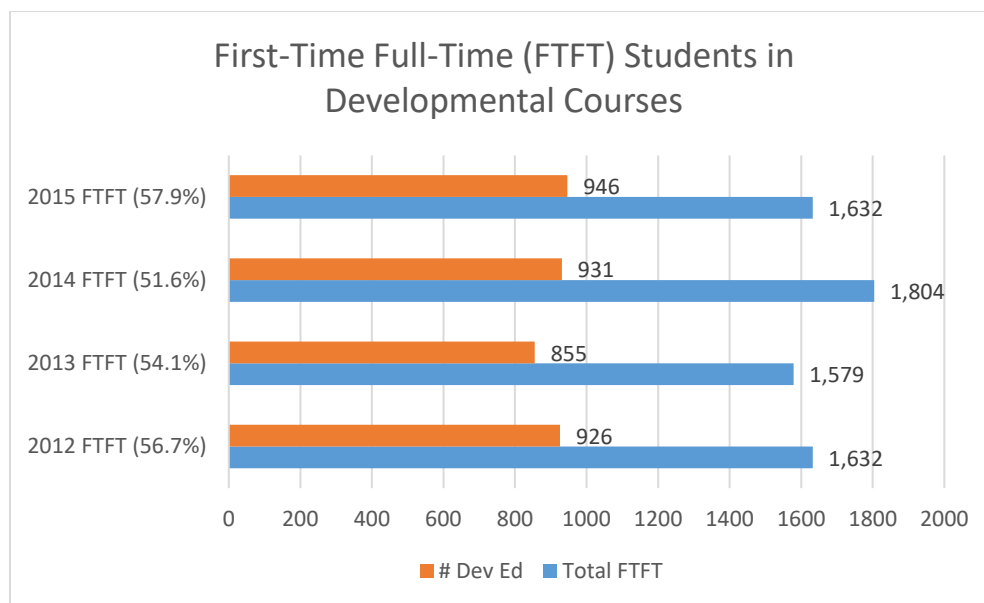


Figure 1: Number and Percent of FTFT Students in Remediation Source 2013-2016 Institutional Profiles

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, in collaboration with Gloucester County high schools, provides students with an opportunity to develop their skills and acquire the knowledge necessary to succeed in college prior to high school graduation. 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>

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.

	2015 RCGC	2015 NCCBP Median
Writing Enrollee Success Rate	79.6%	66.7%
Math Enrollee Success Rate	67.8%	58.6%

Table 6: Success Rates in First College Level Course Source: 2015 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 and 8 show that RCGC does well in preparing students for ENG101, but that students coming out of developmental math courses struggle. The recent changes to the developmental sequence in English, and the changes in reading prerequisites for some courses may affect future data.

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	Success Rate
MAT050 Fall 2015 to MAT101 Spring 2016	60.0%
MAT050 Fall 2015 to MAT103 Spring 2016	52.7%
RDG099 Fall 2015 to ENG101 Spring 2016	56.5%
MAT050 Spring 2014 to MAT101 Fall 2015	69.3%
MAT050 Fall 2014 to MAT103 Spring 2015	70.8%
RDG099 Spring 2014 to ENG101 Fall 2015	74.6%
RDG099 Fall 2014 to ENG101 Spring 2015	74.0%

Table 7: Students Moving from Developmental to Credit Courses

Source: Production Reports

	Number of Students	Success (A,B,C grade) Rate
ENG101 Fall 2015	1360	
ENG102 Spring 2016	733	
ENG101E Fall 2015	456	
ENG102 Spring 2016	310	

Table 8: Comparison of ENG 101 and ENG 101E Students Source: ENG101E Report, Gomes

This standard has been met with recommendations.

Recommendations:

Since 44.3 percent of RCGC students were part-time (fall 2015 enrollment), extending outreach to this group of students is important. Examining the results of the last Community College Survey of Student Engagement (CCSSE) for effective educational practices showed that full-time students feel more connected to the college. This survey was administered again in Spring 2017 and current results will be available for comparison in the 2017 Outcomes Report.

The elimination of the writing developmental courses has only been in effect a short time. Students are placed according to Accuplacer® score into one of several courses, with those in a higher range taking ENG101E. This course is the standard ENG101 course with one hour of supplemental support added. Data shown above, in Table 8, indicate that the course is serving those students well as the success rate in the subsequent course, ENG102, is very high. This course will be followed.

RCGC has initiated a stacked credentials initiative in several areas with Rowan University and within the Business Division by creating industry-valued credentials. These options will provide students with another path to success and completion, even if the student has to stop-out for a while.

Addressing improvements in student success rates helps support the Strategic Plan objective of assisting all students in developing a guide for their college experience and career plan. These efforts also help to develop models that will promote success, support the mission statement's access and affordability statements, and are an integral part of the criteria of all Middle States standards.

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1-B Student Retention Rates

Measure: Retention rates are defined as third semester retention rates (fall-to-fall) of first-time (new), students.



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, 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.

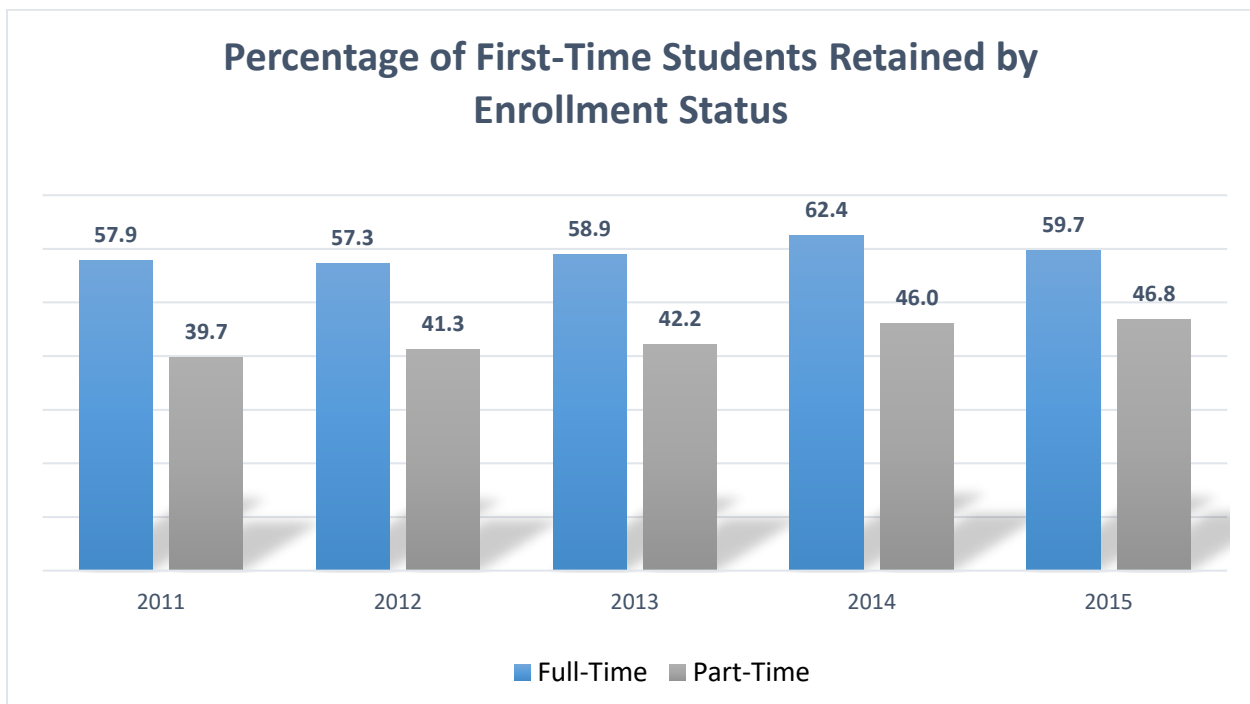


Figure 2: Retention Rates 2011-2015 Source: IPEDS Enrollment Survey and 2016 Institutional Profile

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The FTFT (first-time full-time) fall-to-fall retention rates were compared to the national retention rate and to the NCCBP rates:

FTFT Fall-to-Fall Retention Rates			
	2013	2014	2015
RCGC	58.9%	62.4%	59.7%
National Retention Rate ¹	54.9%	54.7%	61.0%
NCCBP Rate	54.3%	53.4%	48.8%

Table 9: Fall-to-Fall Retention Rate Comparison 2013-2015

Sources: 2015 Institutional Profile, NCCBP 2015 Report, and ACT Retention Report, *The Condition of Education*¹

RCGC has consistently been above the NCCBP rate and, until this year, above the national retention rate. The FTFT retention rate for RCGC has dropped this year, as it has for the cohort of community colleges that participate in the NCCBP (National Community College Benchmark Project) survey. Figure 3, on page 14, indicates that the retention of first-time part-time students has increased at RCGC. Improving retention of part-time students was a recommendation in last year's Outcomes Report. Analysis of student support efforts will help to determine what changes were made that helped the increase in retention.

Many colleges and universities nationwide have been working on the Pathways initiative and have implemented supports that may have had an effect on student retention. RCGC is part of the group of New Jersey community colleges collaborating on strategies for this initiative.

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

Retention Rates All Students				
	2012	2013	2014	2015
Full-Time	62%	64%	65%	63%
NJCC Median (Full-Time)	63%	63%	61%	63%
NJCC Ranking (Full-Time)	12th	8th	Tied for 8 th	12th
Part-Time	41%	42%	46%	47%
NJCC Median (Part-Time)	44%	42%	46%	45%
NJCC Ranking (Part-Time)	11th	Tied for 10 th	7 th	7 th

Table 10: Retention Rates All Students Source: 2015 Institutional Profile and NJCCC Fact Book.

RCGC's rates are above (part-time) or at (full-time) the NJCC median.

This standard has been met.

Recommendations:

Overall, RCGC seems to be improving its efforts towards student retention. This finding goes along with the recommendation in KPI 1-A to extend outreach to this group of students. The percentage of part-time students over the last five years has risen from 39.6 percent of total enrollment to 43.8 percent of total enrollment. An analysis of these students by age and demographic might indicate what types of supports would help this group. The Pathways Committee has been discussing strategies to improve retention for all students in support of the Strategic Plan. The Institutional Effectiveness Committee will continue to communicate with this group over the next academic year.

¹ National Retention Rates obtained from the 2015 ACT Retention Report and *The Condition of Education*, 2015.

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2016 Outcome



Standard
Minimally Met

1-C Student Engagement Levels

Measure: Self-reported involvement in effective educational practices

Assessment Tools:

1. Community College Survey of Student Engagement (CCSSE)
2. Community College Survey of Faculty Engagement (CCSFE)
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:

	RCGC Scores			Peer Comparison Data					
				New Jersey (NJ)		Medium Colleges (MC)		CCSSE Cohort (CC)	
	2011 Score	2014 Score	Difference (2011-2014)	2014 Score	Difference (RCGC-NJ)	2014 Score	Difference (RCGC-MC)	2014 Score	Difference (RCGC-CC)
Active and Collaborative Learning	49.9	48.8	-1.1	48.9	-0.1	49.9	-1.1	50.0	-1.2
- Full-Time Students	55.4	51.1	-4.3	52.3	-1.2	55.4	-4.3	55.6	-4.5
- Part-Time Students	45.9	45.5	-0.4	45.2	0.3	45.9	-0.4	46.4	-0.9
Student Effort	45.3	47.9	2.6	50.4	-2.5	50.3	-2.4	50.0	-2.1
- Full-Time Students	54.7	51.3	-3.4	51.3	0	54.7	-3.4	54.5	-3.2
- Part-Time Students	47.2	43.2	-4.0	46.9	-3.7	47.2	-4.0	47.2	-4.0
Academic Challenge	50.0	51.1	1.1	51.0	0.1	49.9	1.2	50.0	1.1
- Full-Time Students	55	54.1	-0.9	53.9	0.2	55.0	-0.9	55.0	-0.9
- Part-Time Students	46.3	46.9	0.6	47.8	-0.9	46.3	0.6	46.4	0.5
Student-Faculty Interaction	50.4	49.7	-0.7	50.2	-0.5	50.3	-0.6	50.0	-0.3
- Full-Time Students	55.2	50.8	-4.4	53.1	-2.3	55.2	-4.4	55.2	-4.4
- Part-Time Students	46.8	48.3	1.5	47.0	1.3	46.8	1.5	47.3	1.0
Support to Learners	44.9	46.2	1.3	47.5	-1.3	50.1	-3.9	50.0	-3.8
- Full-Time Students	52.7	48.5	-4.2	49.4	-0.9	52.7	-4.2	53.0	-4.5
- Part-Time Students	48.2	43.0	-5.2	45.3	-2.3	48.2	-5.2	48.7	-5.7

Table 11: CCSSE Student Engagement Levels NJCC 2014 Cohort includes Bergen, Essex, Mercer, Middlesex, Ocean, Raritan Valley, Salem, Union, and Warren

The 2014 CCSSE Cohort represented over 438,000 community college students from 684 community and technical colleges in 48 states and the District of Columbia, three Canadian provinces, plus Bermuda, Micronesia, and the Marshall Islands. One hundred sixty-eight colleges were classified as medium-sized (4,500-7,999) colleges. CCSSE has grouped their key indicators of student engagement by five areas for benchmarking in conjunction with other institution performance. Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents. Each survey uses a 3-year cohort of participating colleges in all core analyses of regional and national data.

RCGC ranked below the three peer comparison groups in Student Effort, Student-Faculty Interaction, and Support to Learners. The SENSE (Survey of Entering Student Engagement) results for the 2013 cohort administration show RCGC below peer groups in Early Connections and in Having a Clear Academic Plan and Pathway, echoing some of the CCSSE results.

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This standard has been minimally met.

Recommendations:

The 2014 CCSSE survey recommended some promising practices for student success. These included:

- Completing registration before the first class session;
- Requiring a college orientation/freshman seminar; and
- Offering a student success course or extended orientation.

The CCSSE survey was administered again in Spring 2017. The recommendations made in the 2014 survey have been discussed in the statewide Pathways initiative. RCGC has a Pathways Committee that has met to discuss the following items that are part of the Pathways Strategic plan:

- Develop program maps;
- Revisit the student success course; and
- Consider mandatory advising and/or orientation.

The Institutional Effectiveness committee will contact the appropriate campus groups, including the Pathways Committee, to obtain information on initiatives relating to student learning and persistence in support of the RCGC Strategic Plan objectives on student attainment of their educational goals. Data from the 2017 administration of CCSSE will be available for the next Outcomes Report.

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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:

IDEA Likert Scale 1-5, with 5 being the highest rating.

Student Self-Reported Progress on Relevant Course Learning Objectives (Raw Average)				
	RCGC			
	Fall 2015	Spring 2016		
Gaining factual knowledge (terminology, classifications, methods, trends)	4.3	4.5	4.4	4.0
Learning fundamental principles, generalizations, or theories	4.3	4.4	4.3	3.9
Learning to apply course material (to improve thinking, problem solving, and decisions)	4.3	4.4	4.3	4.0
Developing specific skills, competencies and points of view	4.2	3.9	4.4	4.0
Acquiring skills in working with others as a member of the team	4.1	4.2	4.2	3.9
Develop creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	4.1	4.1	4.2	3.9
Gaining a broader understanding and appreciation of intellectual/cultural activity	4.1	4.2	4.2	3.7
Developing skill in oral and written communication	4.1	4.1	4.1	3.8
Learning how to find and use resources for answering questions or solving problems	4.2	4.3	4.2	3.7
Developing a clear understanding of, and commitment to, personal values	4.2	4.2	4.2	3.8
Learning to analyze and critically evaluate ideas, arguments and points of view	4.2	4.3	4.3	3.8
Acquiring an interest in learning more by asking my own questions and seeking answers	4.2	4.2	4.2	3.8

Table 12: IDEA Survey Results on Learning Objectives

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

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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. IDEA baseline values are based on courses rated for the entire cohort in the 1998–1999, 1999–2000, 2000–2001 academic years. 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 and assessment programs, 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.

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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 2015-16					
	Summer 2015	Fall 2015	Winter 2016	Spring 2016		
Progress on Relevant Objectives ²	4.3	4.2	4.4	4.4	4.3	3.8
Excellence of Teacher ³	4.5	4.4	4.5	4.6	4.4	4.2
Excellence of Course	4.3	4.3	4.4	4.4	4.3	3.9
Summative (Composite) Score	4.4	4.3	4.5	4.4	4.4	3.9
# Eligible Sections	106	493	20	456		
# Sections Surveyed	105	480	20	447		
Average Response Rate	41.0%	40.0%	48.0%	47.0%		

Table 13: IDEA Student Ratings of Instruction

Source: IDEA Reports

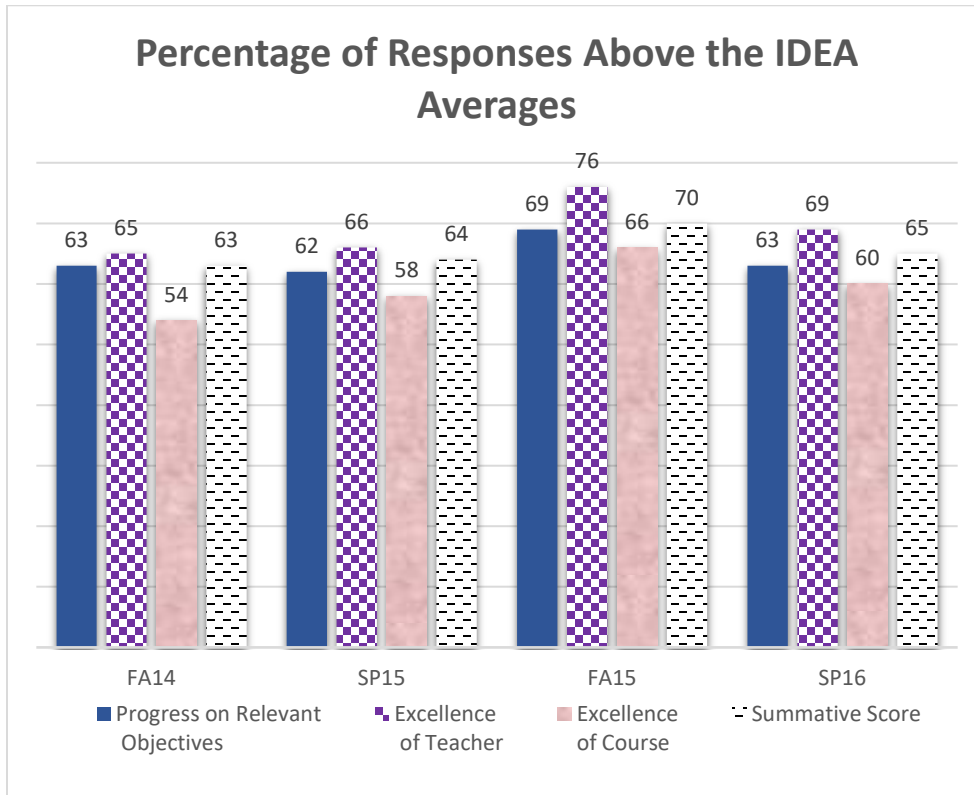
² Progress on Relevant Objectives is based upon a 5-point Likert scale rating progress on relevant course objectives between 'No apparent progress' (1) to 'Exceptional Progress' (5).

³ 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" - Definitely False (1) to Definitely True (5).

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The RCGC averages in Table 13 refer to the institution’s IDEA raw average results over the previous five years. IDEA baseline values are calculated from courses rated in the 1998–1999, 1999–2000, 2000–2001 academic years. 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).

For 2015-2016, the 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.



The percentage of RCGC classes above the IDEA baseline in each category is given in Figure 3. When this percentage exceeds 60 percent, the inference is that the overall instructional effectiveness in that area is good.

Figure 3: IDEA Class Ratings by Category Source: IDEA Reports 2014-2016

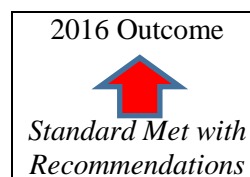
This standard has been met.

Recommendations:

The IDEA survey will continue to be monitored. Indicators from other surveys will be reviewed to determine if there is any area of improvement needed.

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2-C Student Services Engagement



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

Assessment Tool: Student Satisfaction Inventory

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

Analysis and Interpretation:

The Student Satisfaction Survey is next scheduled for 2018. There are twelve thematic areas measured in the Student Satisfaction Inventory, half of which were chosen for this year's Outcomes Report. Since there are no new survey data to compare, a look at community colleges nationally (NCCBP data) gives an indication of how satisfied students nationally are with the areas examined above. Figure 4, below, shows that in 2012 RCGC scores were ahead of where those community colleges participating in the National Community College Benchmark Project are today.

Service Excellence:

This thematic area assesses the perceived attitude of the staff, especially front-line staff, towards students. This scale pinpoints the areas of our campus where quality service and personal concern for students are rated most and least favorably.

Within this area the largest performance gap and the lowest satisfaction score was for the item related to channels for expressing student complaints. The second lowest satisfaction score and the second highest performance gap was for, "I seldom get the 'run-around' . . ." indicating that better communication can reduce the performance gap for this scale.

Safety and Security:

This thematic area assesses the college's responsiveness to students' personal safety and security on campus and the effectiveness of both security personnel and campus facilities.

This area was ranked ninth in the 2006 SSI and sixth in 2012, indicating that this is a more serious concern for today's students than it was in the past. All of the individual items in this area had significantly higher satisfaction scores (.001 level) at RCGC than at regional or national community colleges. When examining the individual items, the students are most dissatisfied with the campus parking situation, which is typically a point of student discontent. Safety and Security Reports for RCGC may be found at <https://www.rcgc.edu/Security/Pages/Clery.aspx>.

Responsiveness to Diverse Populations:

This thematic area assesses RCGC's commitment to specific groups of students enrolled at our institution, specifically under-represented populations, students with disabilities, commuters, part-time students, and older learners.

The highest ranking item was commitment to students with disabilities. This item was not the highest rated item at other regional and national community colleges. It appears that this is an area where the

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students and employees alike feel RCGC is doing a good job. RCGC's commitment to evening students scored the lowest satisfaction score.

Instructional Effectiveness:

This scale assesses the students' academic experience, the curriculum, and the campus's commitment to academic excellence.

This might be an area of focus for improvement. This study points to some things faculty members can do to improve student satisfaction. The students indicate that they would like more timely feedback and they would like to know sooner if they are doing poorly in a course. They would also like faculty to understand their unique life circumstances and to take into consideration student differences while teaching a course. There are also indications that faculty might need to take more interest in a student's academic problems and work to improve the quality of instruction. These data should be reviewed with the IDEA and CCSSE survey data.

Campus Climate:

Campus Climate assesses the extent to which RCGC provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of our channels of communication for students.

The biggest performance gaps in this scale indicate that students felt they are sometimes given the "run-around," they do not have an effective means of voicing complaints and they are not being acknowledged as individuals. The smallest performance gaps acknowledge RCGC's good reputation within the community and the students' sense of belonging here. Additionally, while the students believe a safe and secure campus is extremely important, this item received the second highest satisfaction score out of all of the items on the survey (only a well-maintained campus received a higher satisfaction score.)

Academic Services:

This thematic area assesses services students utilize to achieve their academic goals. These services include the library, computer labs, and tutoring services.

Students appear very satisfied with every individual item within the scale. The satisfaction scores are significantly higher than satisfaction scores at community colleges regionally and nationally.

The Student Satisfaction Survey is next scheduled for 2018. There are twelve thematic areas measured in the Student Satisfaction Inventory, half of which were chosen for this year's Outcomes Report. Since there are no new survey data to compare, a look at community colleges nationally (NCCBP data) gives an indication of how satisfied students nationally are with the areas examined above. Those data might be compared with the 2012 survey results but no real conclusions may be drawn. Either collecting more timely data through regularly scheduled administration of the Student Satisfaction Survey or establishing some survey data collection method for the years the survey is not administered is recommended.

Non-Academic Program-Reviews in the areas of EOF, Counseling and Wellness, Advising, and Student Life are due by June 30, 2017. These reviews will help to update some of the areas from the Student Satisfaction Survey until the next administration of the survey.

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Additional data are needed to assess RCGC's present position in these areas, but the trend indicates that the College has come a long way between administrations of the survey and, with observable efforts towards addressing concerns from the 2012 survey, it can be expected that improvements will be noted.

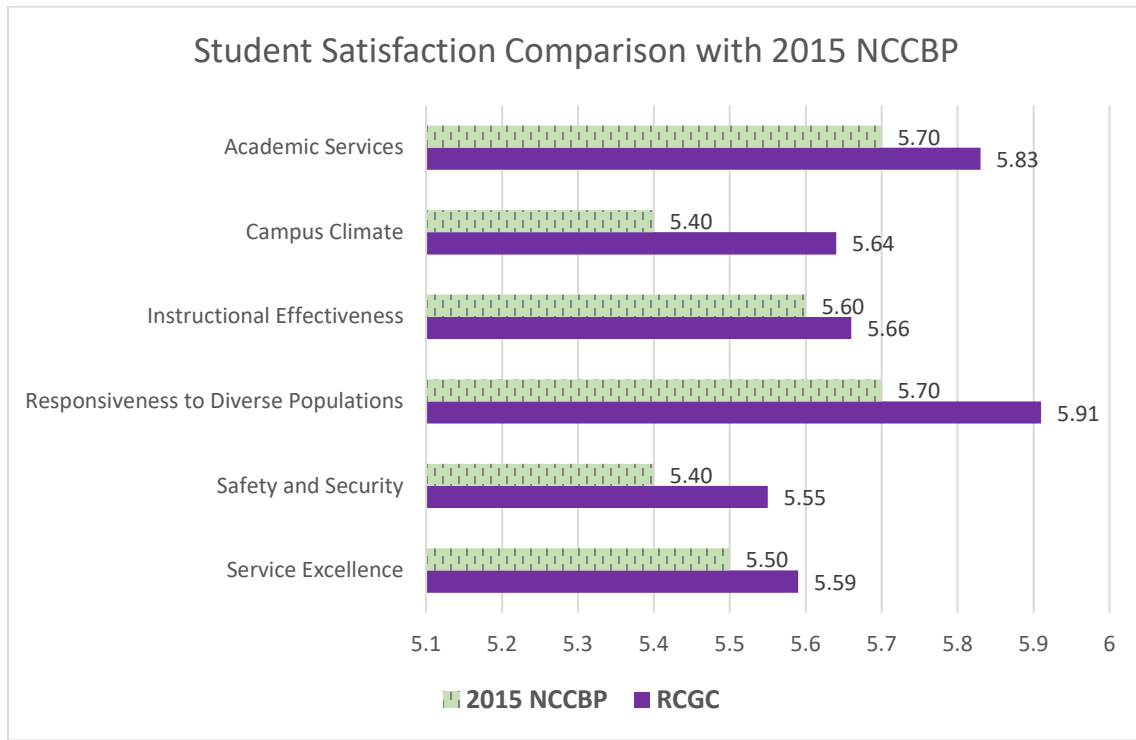


Figure 4: RCGC scores compared to NCCBP median scores
Sources: Student Satisfaction Survey and 2015 NCCBP Report

This standard has been met with recommendations.

Recommendations:

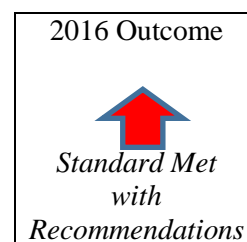
One recommendation is that the survey might be administered more often. Offices across the College will be contacted throughout the next academic year to ask for data in these areas and in the other survey areas to be addressed in the 2017 Outcomes Report. A system of collecting data to support surveys that are not administered every year should be discussed and, where possible, implemented. These data will also help determine if the Strategic Plan objectives related to the goals of academics, assessment, and student services are being met.

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3-A High School Capture Rates

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

Assessment Tool: Data from Institutional Research



Criterion for Success: 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:

Gloucester County High School	Fall 2014 Capture Rate (%)	Fall 2015 Capture Rate (%)	Fall 2016 Capture Rate (%)	One-year Percent Change (%)
Clayton	40.3	18.4	33.7	83.2
Clearview Regional	28.7	30.1	24.8	-17.6
Delsea Regional	30.6	30.9	30.7	-0.6
Deptford Township	33.1	35.3	28.4	-19.5
Gateway Regional	31.7	29.1	31.4	7.9
Glassboro	32.5	28.6	28.0	-2.1
GCIT	28.3	22.3	27.9	25.1
Kingsway Regional	31.5	23.9	30.5	27.6
Paulsboro	26.4	20.2	30.8	52.5
Pitman	44.9	27.8	35.5	27.7
Washington Township	29.3	26.6	32.3	21.4
West Deptford	28.6	32.4	33.0	1.9
Williamstown	26.2	32.3	29.6	-8.4
Woodbury	28.6	32.1	39.8	24.0
Total Gloucester County Public Schools	30.2	28.3	30.3	
NCCBP	30.3	31.1	21.9	

Table 14: Gloucester County High School Capture Rates Source: Institutional Research Office

RCGC was at the 86th percentile in high school capture rates for those community colleges participating in the NCCBP in 2016. The 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. The difference in the 2015 reported value versus the NCCBP value may be due to the time at which the figures were reported. More students may have accepted admission by the time the NCCBP data were submitted. RCGC is above that average and above the NCCBP median. This standard has been met with recommendations.

Recommendations

RCGC should advertise student life more, especially those events that students may take advantage of because of our partnership with Rowan University. The Student Government Association is willing to help with these efforts in showing potential students that student life at the College has changed. This effort will support the Strategic Plan objective of recruiting students from the College and Career

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Readiness programs, supports 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.

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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

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:

Non-credit Enrollment FY11-FY15 with Comparisons to New Jersey Community College FY15 Average						
	RCGC					
	FY11	FY12	FY13	FY14	FY15	
Total Registrations	9,646	7,511	7,400	8,211	7,984	7,626
% Sector Share	6.1%	4.7%	4.7%	5.7%	6.6%	--
Unduplicated Headcount	7,403	3,813	6,570	6,029	5,528	3,714
Total Clock Hours	560,781	240,793	225,811	352,217	273,415	212,147
Total FTE	1,246	535	502	783	608	471

Table 15: 2016 Institutional Profile, page 5; SURE Non-Credit Open Enrollment File, Table II-B.3; 2016 NJCCC Fact Book

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Customized Training Enrollment FY11-FY14 with Comparisons to NJ Community College FY15 Average						
	RCGC					
	FY11	FY12	FY13	FY14	FY15	
Registrations	13,285	8,419	10,049	7,104	11,872	2,130
% Sector Share	26.5%	16.3%	18.5%	14.3%	31.8%	--
Clock Hours	43,535	25,887	36,731	35,961	51,859	19,380
FTEs	97	58	82	80	115	43
# Course Sections Delivered	730	593	768	434	981	167
Registrations per Course Section	18	14	13	16	12	0.7
Business Clients Served	27	14	13	17	24	71
FTEs per Client	4	4	6	5	5	0

Table 16: Customized Training Enrollment 2016 Institutional Profile, page 6; NJ IPEDS Form #31, Customized Training

YEAR	RCGC RANK
2010	8
2011	2
2012	7
2013	9
2014	6
2015	1

RCGC's rank for the number of non-credit clock hours among the New Jersey Community College (NJCC) sector is shown to the left.

RCGC is NUMBER 1 for 2015.

Table 17: RCGC Rankings for Non-Credit Clock Hours 2010-2015

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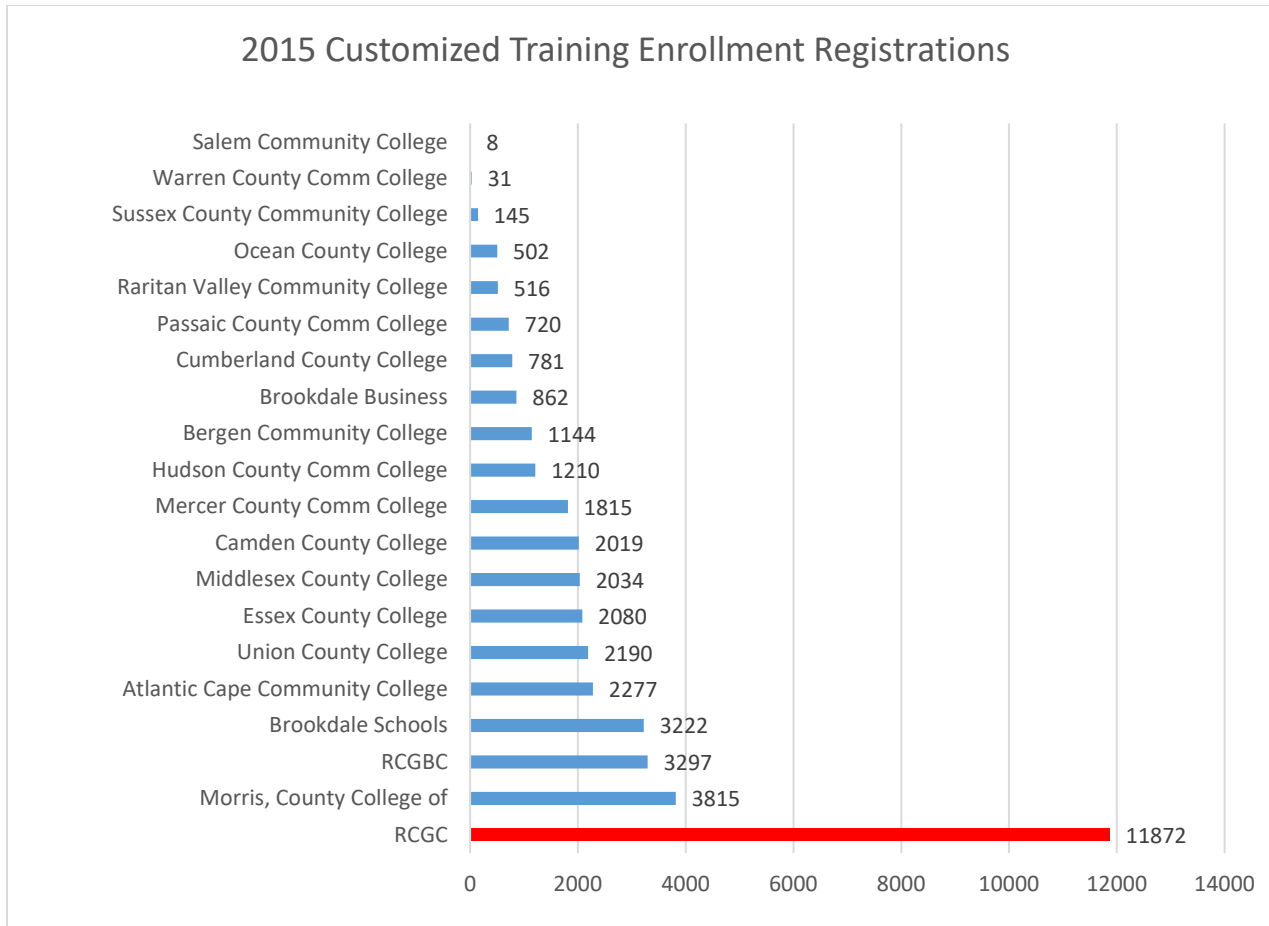


Figure 5: NJCC Customized Training Enrollment 2015 Source: NJ IPEDS Form #31; 2016 NJCCC Fact Book

RCGC ranks first in non-credit enrollment hours among the New Jersey Community College (NJCC) sector. It is also first among the New Jersey Community Colleges in customized training enrollments. The trend in declining enrollments for non-credit courses has been reversed and the standard for this measure has been met. Even though RCGC ranks first 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, 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.

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3-C Degrees and Certificates Awarded



Measure: Number of degrees and certificates conferred per year.

Assessment Tools: IPEDS Completions Survey / NJ SURE Completions File

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	
2016	1,073	27	59	1,159
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 18: Degrees and Certificates Awarded Source: 2016 Institutional Profile, pages 24-25

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					7,103
Prof. Dev. Certificates	0	0	0	3	9	6	49	59					126
Certificates	16	14	15	18	12	9	10	27					121
Associate Degrees	730	715	819	863	843	942	871	1,073					6,856
Difference(Actual-Target)	39	-13	55	67	7	42	-14	168					-4109
% Above/Below Goal	5.50%	-1.80%	7.10%	8.20%	0.80%	4.70%	-1.50%	17.0%					-36.6%
% Total Goal Met	6.70%	13.20%	20.60%	28.50%	36.20%	44.70%	53.01%	64.5%					63.4%

Table 19: New Jersey Presidents' Council 2020 Completion Agenda.

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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. The 1,159 awards conferred in 2016 represent an approximately 16 percent increase from the target goal. There is also an almost 25 percent increase in the number of awards from 2015. RCGC is almost equal to the 2016 New Jersey Community College median.

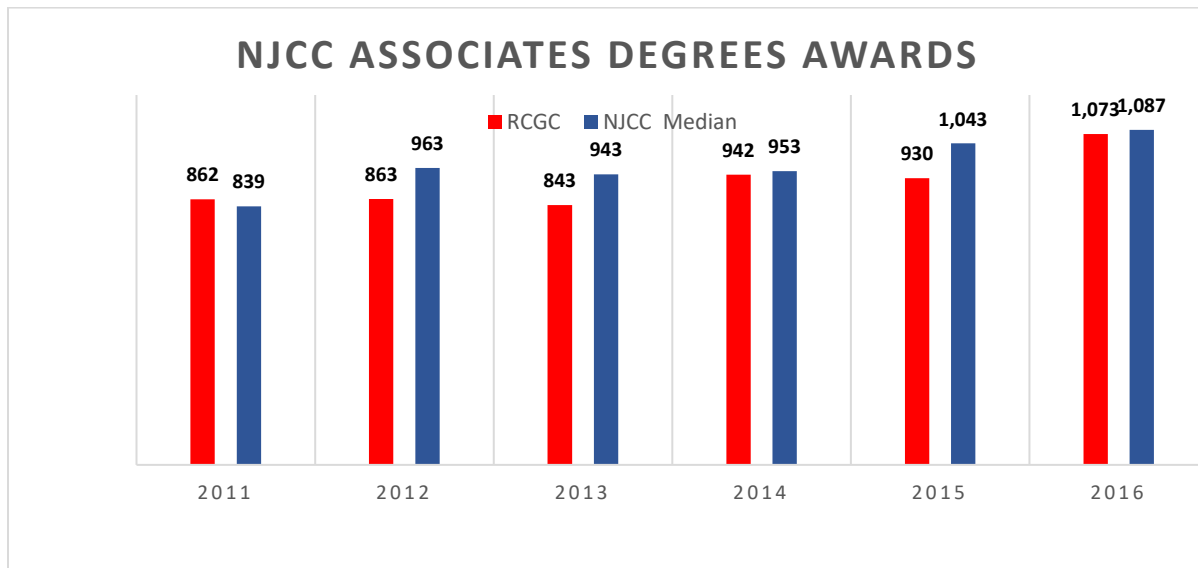


Figure 6: RCGC and NJCC Median Associate Degrees Awarded Source: FY16 IPEDS Completions Survey; Secretary of Higher Education Statistical Tables

This standard has been met.

Recommendations:

The College has just established a reverse transfer policy that may help the number of degrees awarded. Several new programs, including Process Technology, have a business partnership associated with them and may increase completion rates. 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.

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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 Online Enrollment 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:

Fall Term: Five-Year Enrollment Trends						
	Headcount			Credit Hours		
	Full-time	Part-time	Total	Full-time	Part-time	Total
2010	3,990	2,619	6,609	54,018	16,056	70,074
2011	3,995	2,834	6,829	53,741	17,432	71,173
2012	3,943	2,819	6,762	53,182	18,231	71,413
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
One-Year % Change	-5.0%	-2.9%	-4.1%	-3.8%	-0.7%	-2.9%
5 YR % Change	-4.7%	6.9%	0.1%	-3.2%	14.5%	1.2%

Table 20: Five-year Enrollment Trends-Fall Source: 2016 Institutional Profile and Pyramid Analytics

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Spring Term: Five-Year Enrollment Trends						
	Headcount			Credit Hours		
	Full-time	Part-time	Total	Full-time	Part-time	Total
2011	3,455	2,710	6,165	47,025	16,923	63,948
2012	3,397	2,754	6,151	46,176	17,289	63,465
2013	3,340	2,859	6,199	45,530	18,657	64,187
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
One-Year % Change	-0.6%	-8.0%	-4.2%	0.3%	-8.3%	-2.4%
5 YR % Change	-3.0%	4.3%	0.3%	-1.9%	9.6%	1.2%

Table 21: Five-Year Enrollment Trends- Spring Source: Pyramid Analytics

Both fall and spring enrollment figures show a slight decrease in full-time enrollment over one year and an increase in part-time enrollment over one year. The one-year change shows an increase in total enrollment for both fall and spring. The number of credit hours generated has grown overall. The IPEDS 12-month enrollment report gives the following comparison to our peer institutions showing that RCGC is above the state median in full-time enrollment, but below the state median in part-time enrollment, even with the increase in the number of part-time students:

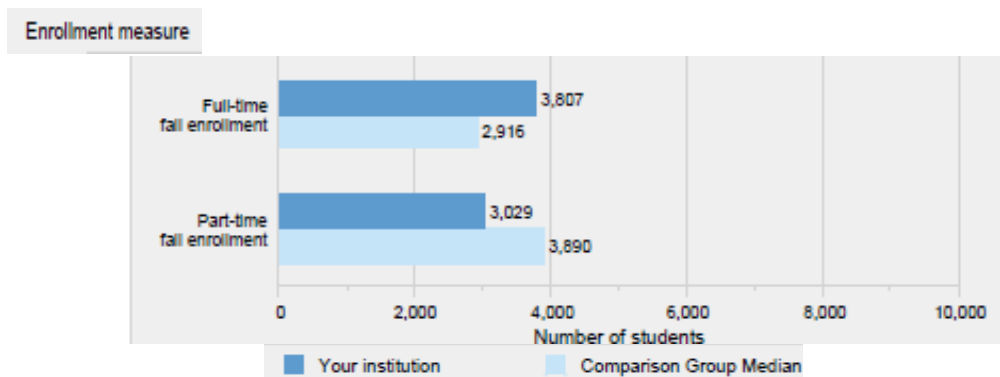


Figure 7: RCGC Enrollment Compared to NJCC Median Enrollment Source: IPEDS 2016 Feedback Data Report, page 3

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Online enrollment has grown over the last five years:

Online Credit Enrollment 2010-2015			
	Unduplicated Headcount	Total Credits	% of Total*
2010	1,025	4,286	6.10%
2011	1,193	5,559	7.80%
2012	1,353	6,043	8.50%
2013	1,406	6,507	9.00%
2014	1,522	6,989	9.40%
2015	1,685	7,947	11.0%
One-Year % Change	10.7%	13.7%	
5 YR % Change	41.2%	43.0%	
NJCC 5-YR % Change	10.5%	12.1%	

Table 22: Online Credit Enrollment

Source: 2016 NJCCC Fact Book

*Online credits as a percent of credits generated.

In comparison to online credit enrollment at New Jersey Community Colleges, RCGC is at 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	7,377
RCGC 2014 online credits	7,947
Average number of NJCC online credits per student	4.7
RCGC average number of online credits per student	4.7
NJCC average of NJCC online credits as a percent of total credits generated	8.6%
RCGC average of online credits as a percent of total credits generated	11.0%

Table 23: Comparison of 2014 RCGC Online Credits to 2014 NJCC Source: NJCCC Fact Book 2016

The method of instruction in course offerings has changed over the last three years, with online courses making up approximately 12.0 percent of the classes offered:

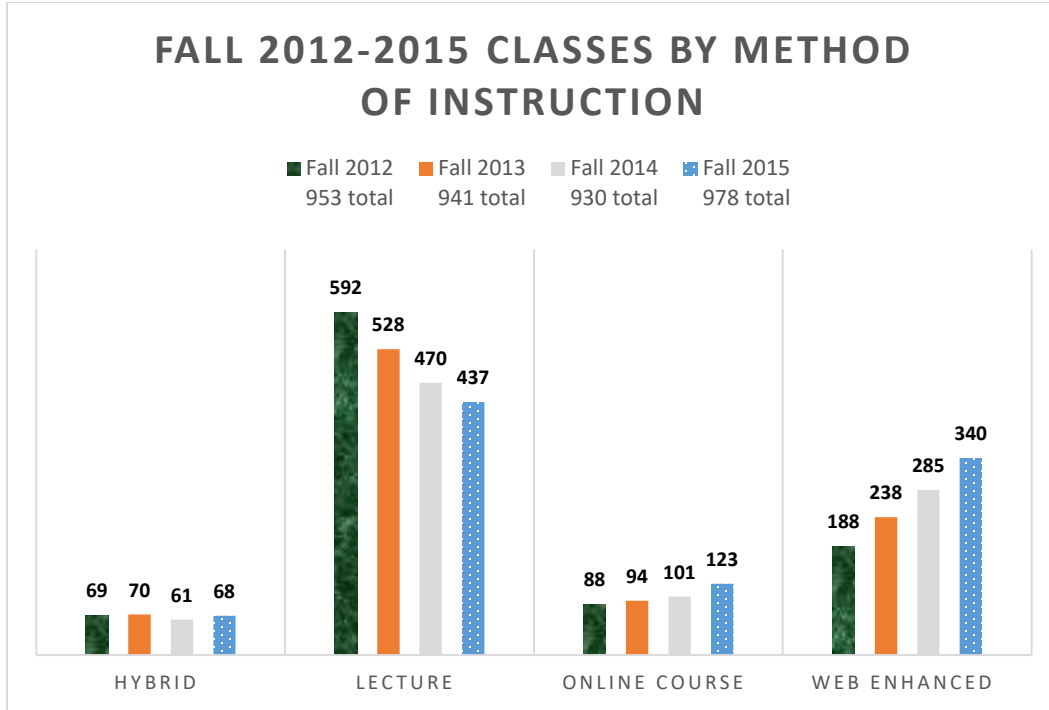


Figure 8: Fall Classes by Method of Instruction Source: Pyramid Analytics

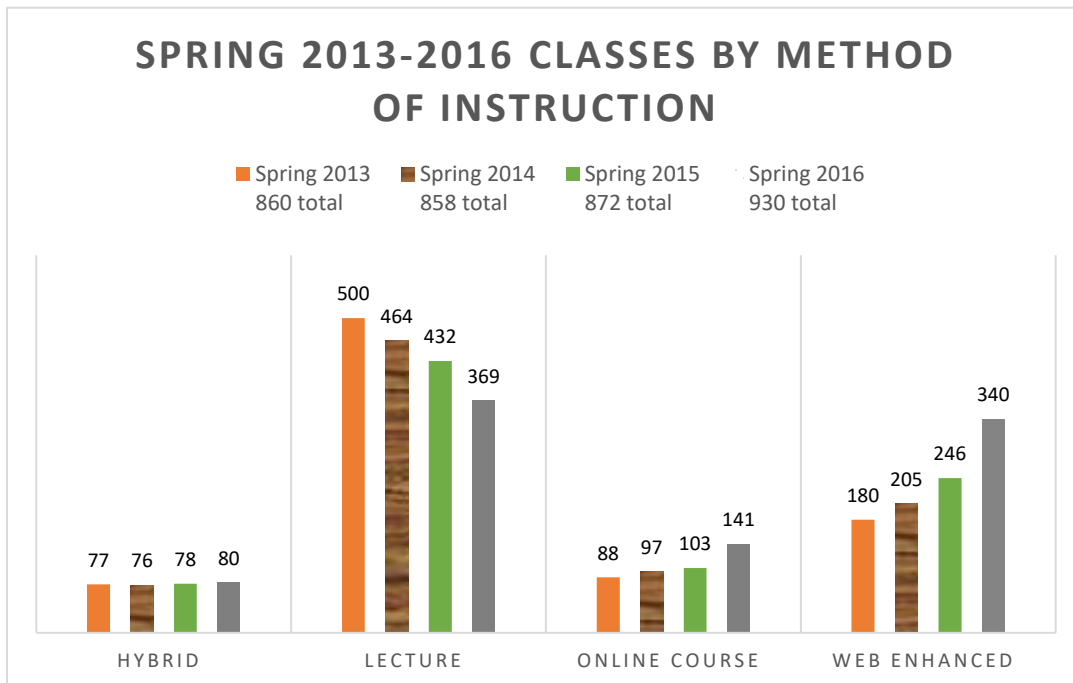


Figure 9: Spring Classes by Method of Instruction Source: Pyramid Analytics

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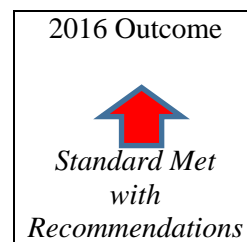
Compared to other New Jersey community colleges, RCGC is growing and ranks ninth in the state in online enrollment.

This standard has been 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 College is working on advertising the 3+1 initiative with Rowan University which should increase enrollments. The Dual Credit agreements with area high schools will also support enrollment efforts. These efforts 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 certainly support the mission to provide affordable and accessible programs.

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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.

Tuition and Fee Rates Academic Years 2012-13 to 2015-2016 with Comparisons to 2015-16 NJ Community College Peers and Rowan University						
	RCGC					
	AY 12-13	AY 13-14	AY 14-15	AY 15-16		
In-District per Credit Hour Rate	\$90.00	\$93.00	\$95.00	\$97.00	\$119.38	\$661.00
Fee per Credit Hour	\$29.00	\$33.50	\$36.50	\$38.50	\$84.16	\$147.91
Annual Tuition and Fees for Full-Time Student	\$3,570.00	\$3,795.00	\$3,945.00	\$4,125.00	\$4,565.00	\$15,864.00

Table 24: Tuition and Fees Source: IPEDS Form #14 (Tuition and Required Fees) and NJ Secretary of Higher Education Statistical tables

Analysis and Interpretation:

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 (\$4,565) and the median cost (\$4,560), it remains the third lowest in the state in comparison with other New Jersey community colleges, as seen in figure 19, 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.

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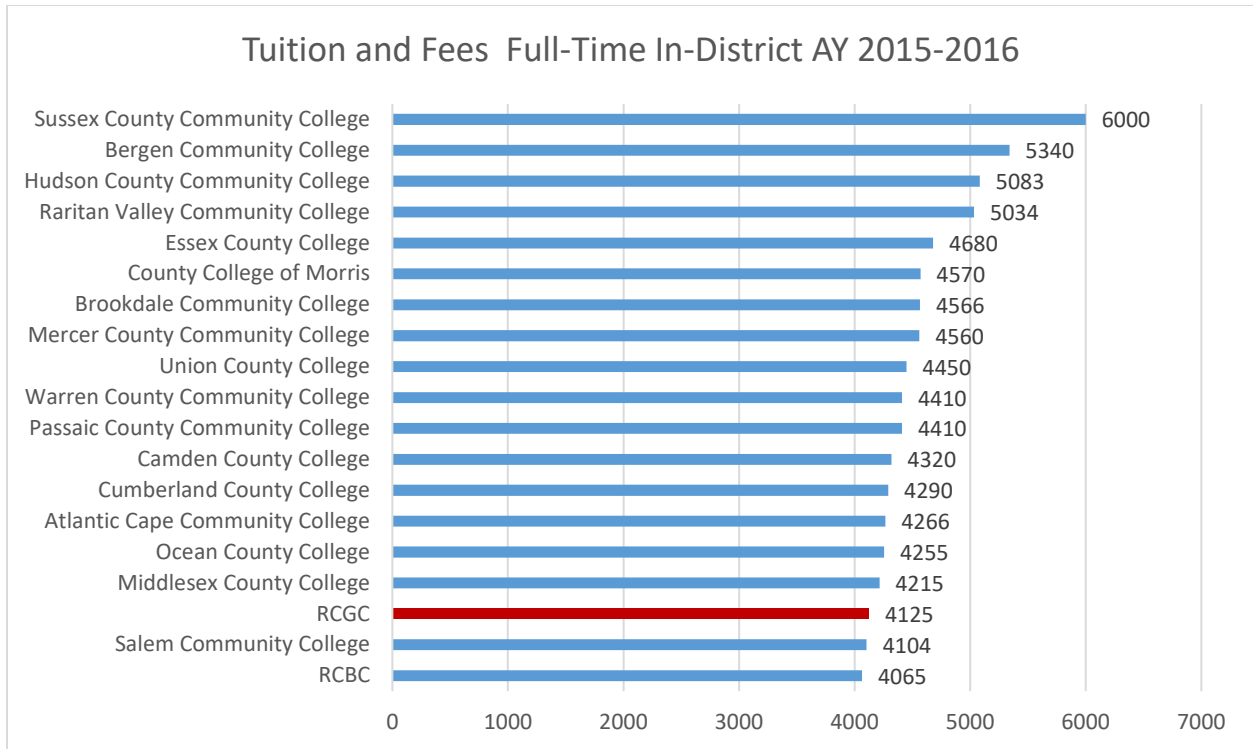


Figure 10: Comparison of Tuition and Fees at New Jersey Community Colleges, 2015-2016
 Source: New Jersey Secretary of Higher Education website

This standard has been met with recommendations.

Recommendations:

The comparison between RCGC’s cost and Rowan University’s cost has been used in marketing over the last year in support of the Strategic Plan’s objective of enhancing the branding and recruitment strategies of the College. With the expected initiation of a 3+1 initiative to increase affordability of the baccalaureate degree for students, marketing of the cost difference should continue. A recommendation to review the structure of student fees and compare those to the New Jersey community college sector and to look for “hidden fees” that may exist in other areas of the College will be considered. The additional cost of summer and winter classes should be weighed in terms of the students’ accelerated time to completion.

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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: 2011-2015 with Comparisons to 2012 Gloucester County Population							
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Gloucester County 2015	
Total Minority	22.4%	24.0%	26.3%	30.7%	26.1%	16.4%	
- White	77.6%	76.0%	73.7%	69.3%	73.9%	83.6%	
- African American	12.6%	13.3%	14.4%	12.7%	12.2%	11.0%	
- American Indian	0.2%	0.2%	0.4%	0.4%	0.4%	0.2%	
- Asian	2.1%	2.2%	2.4%	2.3%	2.5%	3.0%	
- Native Hawaiian	0.2%	0.2%	0.2%	0.3%	0.2%	0.1%	
- Hispanic/Latino	5.4%	3.1%	6.2%	6.4%	7.2%	5.9%	
- Two or More Races	2.0%	4.9%	2.7%	3.1%	3.5%	2.1%	
-Other/Unknown	-	-	-	5.4%	6.2%	--	
Total Minority	15.7%	17.7%	17.0%	20.1%	17.2%	16.4%	
- White	84.3%	82.3%	83.0%	79.9%	82.8%	83.6%	
- African American	10.4%	10.7%	11.8%	13.8%	10.7%	11.0%	
- American Indian	0.4%	1.3%	0.7%	1.4%	0.7%	0.2%	
- Asian	2.0%	1.8%	1.9%	1.4%	1.9%	3.0%	
- Native Hawaiian	1.6%	1.7%	1.7%	0.4%	0.2%	0.1%	
- Hispanic/Latino	3.6%	2.1%	0.9%	1.8%	1.3%	5.9%	
- Two or More Races	-	-	-	0.4%	-	2.1%	
-Other/Unknown	-	-	-	1.1%	0.9%	-	

Table 25: 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 as IPEDS limits reporting to students with US Citizenship (i.e. resident and non-resident alien are excluded). The distributions in Table 22 represent all students. Data sources include the IPEDS Fall Enrollment Survey (students), NJCCC Fact Book, IPEDS HR Federal, and the government census website. There is parity between the student/employee demographic and Gloucester County’s demographics.

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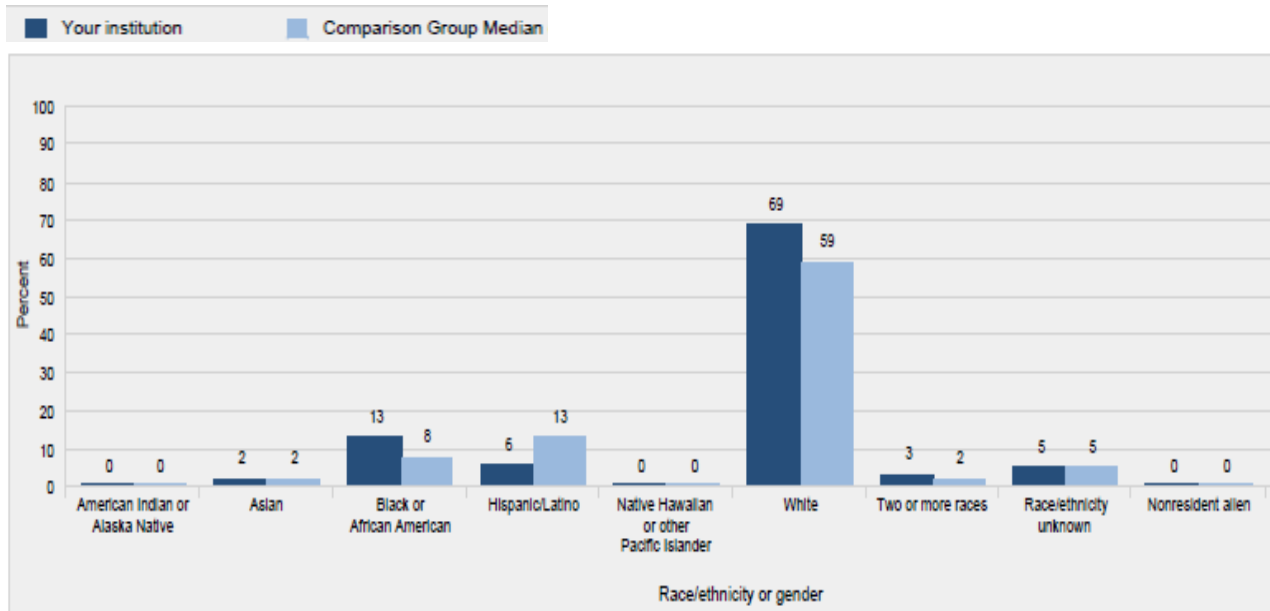


Figure 11: RCGC Enrollment by Race/Ethnicity Compared with New Jersey Community Colleges.
Source: IPEDS Feedback Report

IPEDS data show that 69 percent of RCGC’s students identify themselves as “white” compared to 59 percent of the NJCC sector student population. Additionally, the 2014 National Community College Benchmarking Project (NCCBP) puts RCGC’s responsiveness to diverse populations at the 87th percentile compared to the institutions in the cohort used for comparison.

This standard has been met.

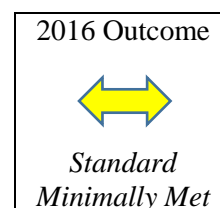
Recommendations:

Discuss recruitment strategies to enhance diversity with the College and Career Readiness Office. This will help support the Strategic Plan objective of enrolling 20 percent of students enrolled in College and Career Readiness programs into the College. The Office of Human Resources now uses NEOGOV as a tool toward better and more diverse hiring practices. Recruitment practices should be developed to assist in supporting the mission statement of access and affordability. Improved practices should result in the demographics of employees becoming more reflective of the community. This is discussed in KPI 5-B.

RCGC 2016 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

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 and 2013			
	2003	2009	2013
Campus (All staff)	62.0%	80.0%	86.0%
- Support Staff	69.6%	74.6%	85.7%
- Faculty/Instructors	53.2%	86.7%	83.3%
- Administrative	64.4%	81.3%	88.2%

Table 26: Employee Satisfaction Ratings Source: Campus Quality Survey 2013

Results from the recently administered (2017) Campus Quality Survey will be available for the next Outcomes Report. The survey results from 2013 indicated the highest satisfaction percentage in the last three survey administrations. The combined percentages of “somewhat dissatisfied” and “not satisfied at all” decreased from 10 percent to 4 percent representing the lowest combined percentage in the last three surveys. The recommendation in the 2015 Outcomes Report was to continue to review the comments and suggestions from the 2013 survey report to see if any changes were made as a result of input from the college community, and to try to establish short surveys to be used in between administration of the survey to gauge employee satisfaction.

There has been an improvement in communication efforts around campus, but more work is needed. The communications and discussions regarding the Rowan University partnership will be an ongoing process as new initiatives are introduced. The Academic Updates newsletter is issued monthly to all personnel and includes information on happenings in the academic area.

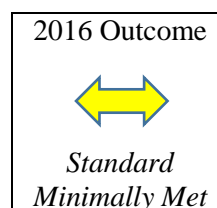
This standard has been minimally met.

Recommendations:

Continue with the review of comments from the 2013 Campus Quality Survey. Contact units across campus regarding short surveys that may be given between administrations of the Campus Quality Survey to monitor progress on areas in need of improvement based on the survey results.

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5-B Employee Retention Ratings



Measure: Percent of employees retained each year

Assessment Tools:

1. National Community College Benchmarking Project (NCCBP)
2. 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:

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

Table 27: RCGC Retention Rates Compared to National Median Sources: NCCBP, HR Office

Historically, RCGC employee retention rates have been slightly above the peer median values reported on the NCCBP survey. Employee retention rates for RCGC were not reported in the 2015 NCCBP survey, but were provided by the Office of Human Resources. The Office of Human Resources serves 295 full-time employees and 376 part-time employees, 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>

Recommendations from the 2015 Outcomes Report included:

- The revamped onboarding process and inclusion of an orientation for part-time staff should be continued.
- The Employee of the Month program to be reintroduced.

Recommendation:

The revamped onboarding process and inclusion of an orientation for part-time staff should be continued. 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. The focus on good recruitment will lead to increased employee retention. Using publications or Internet services that tie in to the need for demographic parity will help recruitment and diversity 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.

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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. National Community College Benchmarking Project, Form 20B
2. IPEDS Finance Survey
3. NJCCC Fact Book

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:

Development/Training Expenditures per FTE Employee with Comparisons to National Community College Peer Median					
RCGC Fiscal Year	FY13	FY14	FY15	FY16	NCCBP Peer Median FY16
Total Expenditures	\$281,858.86	\$237,518.95	\$225,676.59	\$207,249.37	
<i>Travel</i>	\$171,195.21	\$128,039.86	\$69,672.71	\$80,392.35	
<i>Dues & Memberships</i>	\$58,229.73	\$63,701.99	\$102,300.51	\$73,362.94	
<i>Conference & Seminar Registrations</i>	\$52,433.92	\$45,777.10	\$44,677.19	\$53,494.08	
FTE Staff	417	426	426	420	
Expenditures per FTE Staff	\$676.00	\$557.56	\$529.76	\$493.45	\$367.00

Table 28: Expenditures per FTE Employee Sources: NCCBP, IPEDS, NJCCC Fact Book

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

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institution-level dues/membership fees. FTE Employee is defined as reported in the IPEDS Human Resources Survey completed by RCGC Office of Human Resources.

Since 2013, there has been a 26.5 percent decrease in the development/training expenditures. This may be reflective of the budget situations in New Jersey. The corresponding decrease in expenditures per FTE staff still 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. The increase in the number of staff and decrease in expenditures over the last four years is an indication that we are better stewards of the funds we do use.

Core Expenses		RCGC				FY15 IPEDS	NJCC Median FY15
		FY12	FY13	FY14	FY15		
	Instruction	50%	48%	48%	48%	\$23,288,592	42%
	Research	0%	0%	0%	0%	0	0%
	Public Service	2%	2%	2%	1%	\$485,179	2%
	Academic Support	8%	8%	8%	8%	\$3,881,432	8%
	Institutional Support	12%	14%	14%	15%	\$7,277,685	12%
	Student Services	16%	17%	17%	18%	\$8,733,223	9%
	Other	12%	11%	11%	10%	\$4,851,790	11%
	Total Core Expenses	100%	100%	100%	100%	\$48,517,901	\$50,696,000

Table 29: RCGC Core Expenses Source: IPEDS Finance Survey

Core Revenues		RCGC				FY15 IPEDS	NJCC Median FY15
		FY12	FY13	FY14	FY15		
	Tuition and Fees	38%	36%	36%	29%	\$19,080,359	22%
	Government Appropriations	27%	25%	26%	20%	\$13,158,869	28%
	(State)	(11%)	--	(11%)	(8%)	\$5,263,548	--
	(Local)	(16%)	--	(16%)	(12%)	\$7,895,321	--
	Govt. Grants and Contracts	25%	26%	28%	21%	\$13,816,812	31%
	Private Gifts, Grants, Contracts	0%	0%	0%	0%	0	1%
	Investment Income	0%	0%	0%	0%	0	0%
	Other Core Revenues	10%	13%	10%	30%	\$19,738,304	6%
	Total Core Revenues	100%	100%	100%	100%	\$65,794,344	\$52,069,000

Table 30: RCGC Core Revenues Source: IPEDS Finance Survey

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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.

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

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.

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
	Core Revenues	\$9,056		Core Revenues	\$9,517
	Core Expenses	\$8,503		Core Expenses	\$9,048
	Core Revenues	\$9,296		Core Revenues	\$12,370
	Core Expenses	\$8,476		Core Expenses	\$9,122

Table 31: RCGC Financial Measures per FTE Student Source: IPEDS Finance Survey

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). Tables 30 and 31, above, show that 29.0 percent of RCGC's revenues come from tuition and fees, but a large portion (instruction, student support, and student services) is spent on the students. The Core Revenues in Table 32 for FY15 are higher because of Title XII funds.

This standard has been met.

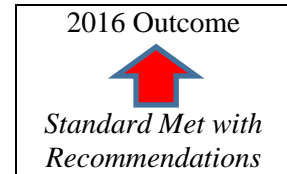
Recommendations:

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. For the last fiscal year, all budget items have been tied to Strategic Plan objectives. A report detailing how funds were allocated and spent will be requested and reviewed for next year's Outcomes Report and will help to determine trends in budget and planning.

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6-A Student Satisfaction Ratings

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:

The Noel-Levitz Student Satisfaction Inventory is scheduled to be given in 2018. Using a Likert scale ranging from 1-7, with 7 being the highest, students rated over 70 items on importance and satisfaction on the survey given in 2012.

The 2015 Outcomes Report recommended examining the thematic areas to identify items in need of improvement. There are twelve thematic areas in the SSI. This year's report will focus on four areas. The tables below list the results of the survey items in each area. The ratings show how important students feel that they item is and give the actual satisfaction rating. A performance gap close to 1.00 is an item worth examining.

Academic Advising/Counseling

This scale assesses the academic advising program and evaluates advisors and counselors on their knowledge, competence, approachability, and personal concern for students.

While RCGC students are more satisfied with academic advising and counseling than students at other community colleges, the performance gaps show that we are still not meeting our students' very high expectations. This scale, while rated the most important, also contained the largest performance gap, indicating that this is an area that should be focused on for improvement. The biggest performance gaps are among the lower importance items in the scale and indicate that the student does not always feel like the advisors and more generally, the school, are concerned about their individual success. The students also feel that their advisors should be more knowledgeable about program requirements and transfer requirements.

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

Table 32: 2012 Student Satisfaction Survey Results on Academic Advising/Counseling

Registration Effectiveness

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

The biggest performance gap and the area where the most meaningful improvements can take place is scheduling classes that are convenient and reducing conflicts for the registering students. Registering for classes with few conflicts seems to be an ongoing problem for RCGC, it was the top challenge identified by the 2006 SSI and the number two challenge on the 2012 SSI.

Questions (Items)	Importance	Satisfaction	Performance Gap
REGISTRATION EFFECTIVENESS	6.49	5.76	0.73
I am able to register for classes I need with few conflicts.	6.63	5.70	0.93
Classes are scheduled at times that are convenient for me.	6.62	5.60	1.02
Policies and procedures regarding registration and course selection are clear and well-publicized.	6.53	5.75	0.78
There are convenient ways of paying my school bill.	6.49	6.00	0.49
The personnel involved in registration are helpful.	6.49	5.66	0.83
Billing policies are reasonable.	6.48	5.77	0.71
The business office is open during hours which are convenient for most students.	6.38	5.74	0.64
Class change (drop/add) policies are reasonable.	6.37	5.79	0.58
Bookstore staff are helpful.	6.37	5.90	0.47

Table 33: 2012 Student Satisfaction Survey Results on Registration Effectiveness

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Admissions/Financial Aid

This scale assesses the College's ability to enroll students in an effective manner. This thematic area covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs. Those items concerning admissions have much higher satisfaction ratings and smaller performance gaps than those items dealing with financial aid.

The biggest room for improvement would be providing the students with adequate financial aid, communicating it to them in a timely manner and improving helpfulness of financial aid counselors

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

Table 34: 2012 Student Satisfaction Survey Results on Admissions/Financial Aid

Campus Support Services

This thematic scale assesses the quality of RCGC's support programs and services which students utilize to make their educational experiences more meaningful and productive.

While overall this scale ranked low in importance, the two most important items also had the largest performance gaps. This indicates that students would like to see some improvements in career services, especially help in deciding on a career path.

Questions (Items)	Importance	Satisfaction	Performance Gap
CAMPUS SUPPORT SERVICES	5.88	5.53	0.35
There are adequate services to help me decide upon a career.	6.41	5.48	0.93
The career services office provides students with the help they need to get a job.	6.28	5.40	0.88
New student orientation services help students adjust to college.	6.22	5.76	0.46
The student center is a comfortable place for students to spend their leisure time.	6.00	5.67	0.33
This campus provides effective support services for displaced homemakers.	5.57	5.37	0.20
Personnel in the Veterans' Services program are helpful.	5.34	5.21	0.13
Child care facilities are available on campus.	4.69	5.46	-0.77

Table 35: 2012 Student Satisfaction Survey Results on Campus Support Services

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The 2015 NCCBP median satisfaction values are available for these items and represent the median scores for the community colleges that participate in the NCCBP nationwide:

	Academic Advising/Counseling	Registration Effectiveness	Admissions and Financial Aid	Campus Support Services
RCGC 2012	5.55	5.76	5.57	5.53
NCCBP 2015	5.40	5.60	5.40	5.40

Table 36: RCGC 2012 Results Compared to 2015 NCCBP Median Scores
Sources: 2012 Student Satisfaction Survey and 2015 NCCBP Report

Recommendations:

Until the survey is administered again, continue to examine the remaining thematic areas of the survey. Contact units across campus regarding short surveys that may be given throughout next year to determine current levels of student satisfaction. The main recommendation is to consider administering the survey more often for the information it may yield. The resulting data and analyses may help to support the Strategic Plan objectives related to the goals of academics, assessment, and student services.

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6-B Campus Quality Levels

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, each of the areas in Figure 13, below, in terms of 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 ratings increased from the scores in 2003 and 2009. The largest gap was in the area of employee training, although this gap has decreased in each of the survey administrations. Results for peer colleges in 2015 do not vary significantly from 2013 results. In 2013, the RCGC climate survey results were better than those of national peer colleges.

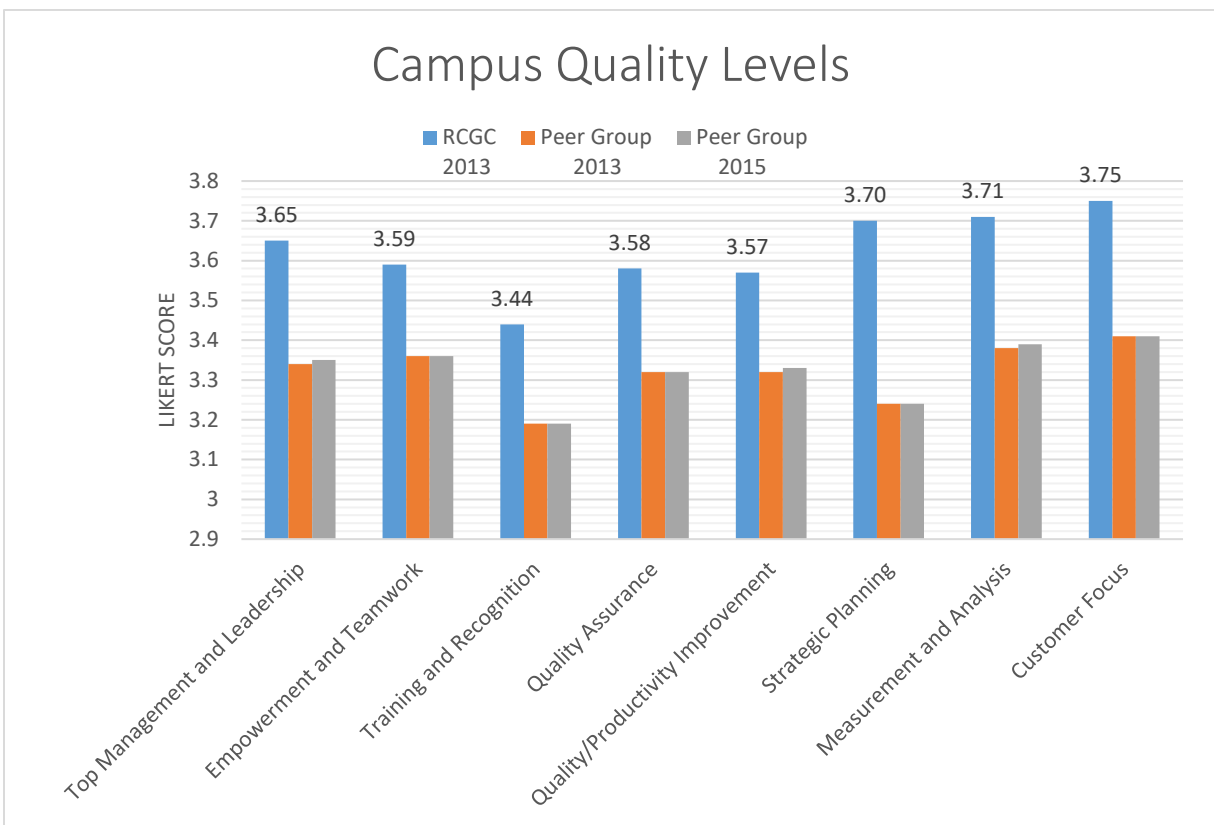


Figure 12: RCGC Results of 2013 Campus Quality Survey

The 2015 Outcomes Report reviewed some of the measures taken to improve areas of communication and employee satisfaction. The results of the most recent administration of the Campus Quality Survey will be available for the next Outcomes Report.

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This standard has been met.

Recommendations:

Contact units across campus regarding short surveys that may be given throughout next year to determine current levels of satisfaction within the areas of the Campus Quality Survey. Review results of the current data for the next Outcomes Report.

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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%

Table 37: 8RCGC Facility Usage Overall 2013-2016 Source: Production Reports

Table 39 gives a breakdown of seats occupied by day and time of day in Fall 2015 and Table 40 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.

RCGC 2016 Outcomes Report

FALL 2015

Unduplicated Headcount by Time of Day and Day of the Week Seats Occupied in Credit Courses, RCGC Main Campus, Fall 2015								
	Morning (before 12 pm)		Afternoon (12pm-4:59 pm)		Evening (5pm or later)		Totals	
	#	%	#	%	#	%	#	%
Monday	4,205	22.9	2,852	25.9	2,376	37.8	9,433	26.4
Tuesday	4,686	25.5	2,603	23.7	900	14.3	8,189	23.0
Wednesday	4,127	22.4	2,937	26.8	2,229	35.4	9,293	26.1
Thursday	4,284	23.3	2,428	22.1	785	12.5	7,497	21.0
Friday	976	5.3	164	1.5	0.0	0.0	1,140	3.2
Saturday	116	0.6	0.0	0.0	0.0	0.0	116	0.3
Totals	18,394	100.0	10,984	100.0	6,290	100.0	35,668	100.0

Table 38: RCGC Facility Usage Fall 2015

Source: Production Reports

Fall 2015								
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
	Seats Offered	4,606	5,163	4,532	4,713	1,151	179	20,344
	Seats Occupied	4,205	4,686	4,127	4,284	976	116	1,894
	Occupancy Rate (%)	91.3	90.8	91.0	90.9	84.8	64.8	90.4
	Seats Offered	3,298	3,064	3,376	2,854	215	--	12,807
	Seats Occupied	2,852	2,603	2,937	2,428	164	--	10,984
	Occupancy Rate (%)	86.5	84.9	86.9	85.1	76.3	--	85.8
	Seats Offered	2,871	1,210	2,730	1,021	--	--	7,832
	Seats Occupied	2,376	900	2,229	785	--	--	6,290
	Occupancy Rate (%)	82.8	74.4	81.6	76.9	--	--	80.3
	Seats Offered	10,775	9,437	10,638	8,588	1,366	179	41,208
	Seats Occupied	9,433	8,189	9,293	7,497	1,140	116	35,668
	Occupancy Rate (%)	87.5	86.8	87.4	87.3	83.5	64.8	87.0

Table 39: RCGC Facility Usage Fall 2015

Source: Production Reports

RCGC 2016 Outcomes Report

An analysis was done for spring 2016, with similar results:

SPRING 2016

Unduplicated Headcount by Time of Day and Day of the Week Seats Occupied in Credit Courses, RCGC Main Campus, Spring 2016								
	Morning (before 12 pm)		Afternoon (12pm-4:59 pm)		Evening (5pm or later)		Totals	
	#	%	#	%	#	%	#	%
Monday	3,622	24.2	2,103	24.1	1,090	27.6	6,815	24.7
Tuesday	3,618	24.2	2,195	25.2	1,006	25.5	6,819	24.7
Wednesday	3,650	24.4	2,196	25.2	979	24.8	6,825	24.7
Thursday	3,274	21.9	1,983	22.7	871	22.1	6,128	22.2
Friday	675	4.5	243	2.8	0	0.0	918	3.3
Saturday	110	0.8	0.0	0.0	0	0.0	110	0.4
Totals	14,949	100.0	8,720	100.0	3,946	100.0	27,615	100.0

Table 40: RCGC Facility Usage Spring 2016

Source: Production Reports

SPRING 2016								
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
	Seats Offered	4,035	4,208	4,031	3,751	788	174	16,987
	Seats Occupied	3,622	3,618	3,650	3,274	675	110	14,949
	Occupancy Rate (%)	89.7	86.0	90.5	87.3	85.6	63.2	88.0
	Seats Offered	2,380	2,547	2,528	2,293	284	--	10,032
	Seats Occupied	2,103	2,195	2,196	1,983	243	--	8,720
	Occupancy Rate (%)	88.4	86.2	86.8	86.5	85.6	--	86.9
	Seats Offered	1,436	1,259	1,306	1,049	--	--	5,050
	Seats Occupied	1,090	1,006	979	871	--	--	3,946
	Occupancy Rate (%)	75.9	79.9	74.9	83.0	--	--	78.1
	Seats Offered	7,851	8,014	7,865	7,093	1,072	174	32,069
	Seats Occupied	6,815	6,819	6,825	6,128	918	110	27,615
	Occupancy Rate (%)	86.8	85.1	86.8	86.4	85.6	63.2	86.1

Table 41: RCGC Facility Usage Spring 2016

Source: Production Reports

RCGC 2016 Outcomes Report

RCGC'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:

All activities should be included in the next evaluation of facility usage and included in the Outcomes Report, as should usage by building. This recommendation was made in the 2015 Outcomes Report and will be added to the list of items to review for next year. Friday usage needs to be discussed. The increase in requests for use of RCGC classrooms by four-year institutions in support of partnerships and articulation agreements may lead to a higher occupancy rate and better facility usage. The additional data for the next report will address the Strategic Plan objective to improve planning and resource allocation.