2017 Annual Outcomes Report

Rowan College at Gloucester County

Institutional Effectiveness Committee	July 1, 2018

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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.

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Contributing Committee Members

Randee Davidson   Chair/Recorder

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Nick Burzichelli	Debbie Rabbotino
Stacey Calloway	Meg Resue
Marna Carlton	Terrance Williams
Yvonne Greenbaun	Cody Miller
John Pidgeon	Raymond Wos

II.   Dashboard and Executive Summary

RCGC Core Values/ Key Performance Indicator (KPI)	Measurable Outcomes*	2015 Status	2016 Status	2017 Status
Commitment to Students	1-A Student Success Rates	Red	Red	Red
	1-B Student Retention Rates	Green	Green	Yellow
	1-C Student Engagement Levels	Yellow	Yellow	Purple
Commitment to Excellence in Education	2-A Student Learning Outcomes	Green	Green	Green
	2-B Teaching Effectiveness Levels	Green	Green	Green
	2-C Student Services Engagement	Green	Red	Red
Commitment to Community	3-A High School Capture Rates	Yellow	Red	Purple
	3-B Responsiveness to Community Needs	Yellow	Green	Green
	3-C Degrees, Certificates Conferred	Yellow	Green	Green
Commitment to Access and Diversity	4-A Credit Enrollment Levels	Yellow	Green	Green
	4-B Tuition/Fee Rates	Green	Red	Green
	4-C Campus Diversity Levels	Green	Green	Green
Commitment to Faculty and Staff	5-A Employee Satisfaction Ratings	Yellow	Yellow	Purple
	5-B Employee Retention Rates	Green	Yellow	Yellow
	5-C Expenditure/Revenue Distributions	Green	Green	Green
Quality Campus Environment	6-A Student Satisfaction Ratings	Red	Red	Red
	6-B Campus Quality Levels	Green	Green	Green
	6-C Facility Utilization Levels	Red	Green	Green

Met — Green   Minimally Met — Yellow   Insufficient Data — Light Blue

Met With Recommendations — Red   Not Met — Purple

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

Institutional Effectiveness Committee's Executive Summary

➢ RCGC's fall-to-fall retention rates of 64.4 percent of full-time students and 43.9 percent of part-time students are below (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 2016, 39.7 percent were enrolled in one or more developmental courses. Of the first-time full-time students, 36.4 percent were in a developmental math course, up from last year, and 23.9 percent were in developmental reading, down from last year.

➢ 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 and in customized trainings.

➢ The number of degrees and certificates awarded in 2017 represents a decrease of 13.0 percent since 2016. The 1,004 awards conferred were very close to the target goal of 1,039 awards set by the Presidents' Council Completion Agenda. Note that the final total of awards offered my increase as all processing of records is not complete at the time of the writing of this report.

➢ Enrollment at RCGC has increased 4.3 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 have risen slightly compared to the prior year but are below the New Jersey Community College median.

➢ Facility usage continues to improve.

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. 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 2017 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 has 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 2017 Outcomes Report

The Outcomes 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.

2017 Outcome
Standard Met with Recommendations

IV.   2017 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 2012-2016 with Peer Comparison								
	RCGC					Peer Comparison		
	2009-2012 Cohort	2010-2013 Cohort	2011-2014 Cohort	2012-2015 Cohort	2013-2016 Cohort	2016 NJCC Median Grad Rate	2016 RCGC Rank	2016 NJCC Median Transfer Rate	2016 RCGC Rank
Graduated	25.3%	22.0%	22.0%	22.7%	25.4%	22.5%	9th	16.4%	12th
Transferred Out	18.7%	20.2%	22.0%	18.3%	21.0%				
Still Enrolled	14.4%	15.7%	16.1%	12.0%	14.3%				
Total Success Rate	**58.4%**	**57.9%**	**60.1%**	**53.0%**	**60.7%**				
Not Retained*	41.6%	42.1%	39.9%	47.0%	39.3%				

Table 3: Student Success Rates   Source: IPEDS Data $N = 1,579$ students in 2013 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 ninth among the New Jersey Community College sector. With 14.3 percent of the 2013 (1,579 students) cohort still enrolled after three years, it makes sense to look at some of the other variables affecting student success.

RCGC 2017 Outcomes Report

Reporting Year	Cohort Start Term (Fall)	Cohort (N)	3-Year Outcomes						Combined 3-Yr Success Rate	
			Graduated		Transferred		Still Enrolled			
			n	%	*n*	%	*n*	%	*n*	%
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%
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%	*Not reported*		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	
2016	498	25.5%	213	10.9%	467	23.9%	Not Offered	

Table 5: Remedial Needs of Entering Cohorts   Source: 2012-2017 Institutional Profiles

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. As of the writing of this report, new cutoff scores are being established for implementation of the new Next-Gen Accuplacer®. 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, as shown in Figure 1, below, 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.
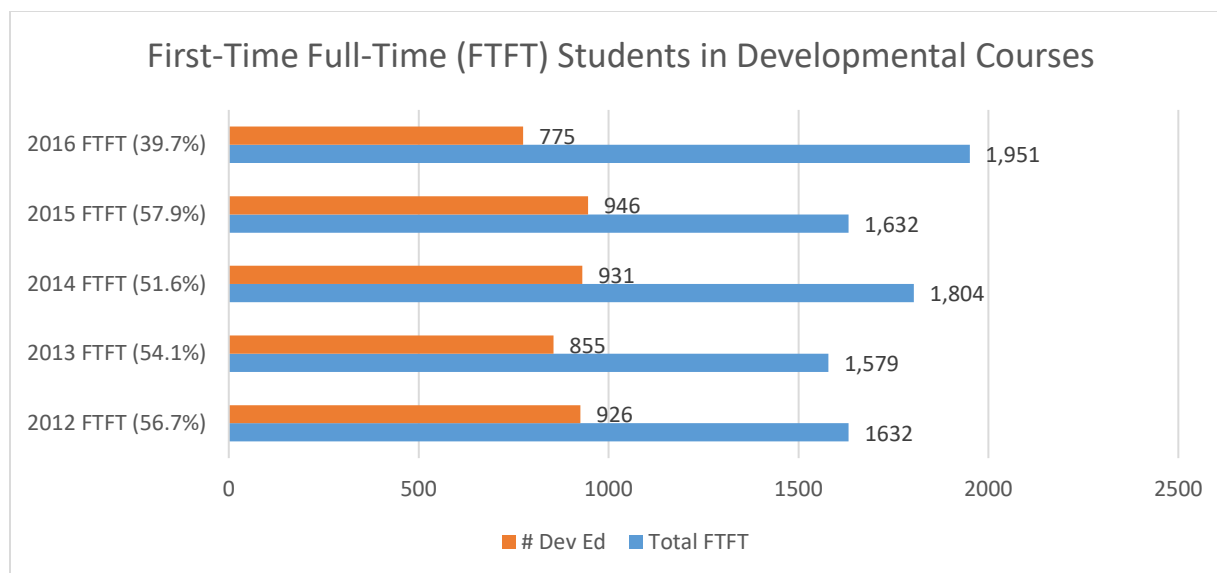
Figure 1: Number and Percent of FTFT Students in Remediation   Source 2013-2017 Institutional Profiles

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.

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

Table 6: 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 examines the progress of students who move from developmental courses to credit-bearing courses. Table 8 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.

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	Success Rate (All Students)
MAT050 Spring 2016 to MAT103 Fall 2016	97.0%
MAT050 Spring 2016 to MAT101 Fall 2016	96.0%
RDG099 Spring 2016 to ENG101E Fall 2016	65.0%
RDG099 Spring 2016 to ENG101 Fall 2016	100.0%
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 Enrolled	Percent Success (grades of A,B,C)
ENG101E Fall 2015	456	74%
ENG102 Spring 2016	310	75%
ENG101 Fall 2015	1360	80%
ENG102 Spring 2016	733	81%
ENG101E Spring 2016	340	60%
ENG102 Fall 2016	155	74%
ENG101 Spring 2016	317	68%
ENG102 Fall 2016	124	81%
ENG101E Fall 2016	681	73%
ENG102 Spring 2017	449	81%
ENG101 Fall 2016	1006	80%
ENG102 Spring 2017	627	81%

Table 8: Comparison of ENG 101 and ENG 101E Students Source: Production Reports

This standard has been met with recommendations.

Recommendations:
The 2016 Outcomes Report recommended 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.

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. The Middle States Evaluation Report recommended that the faculty continue to explore ways to reformat developmental sequences.

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.
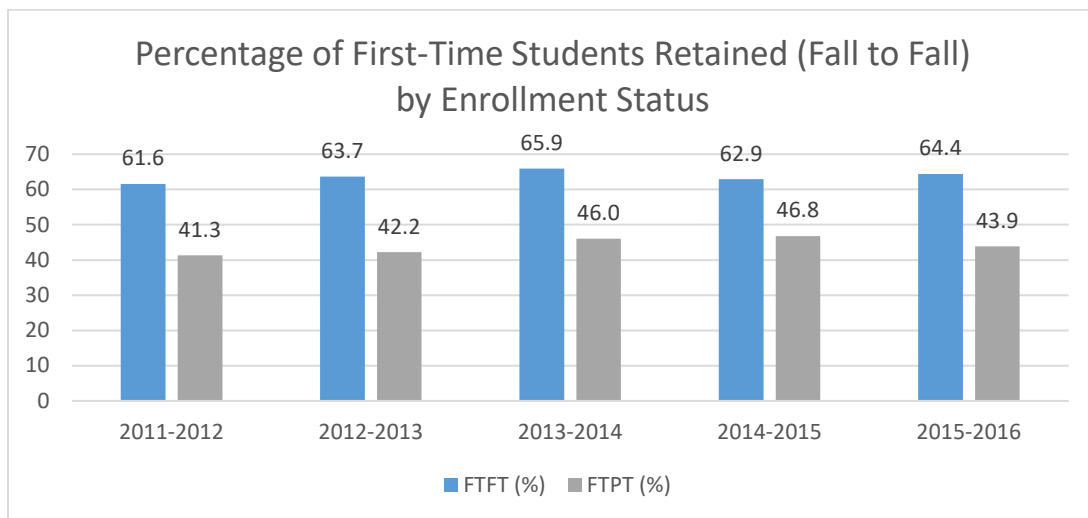
Figure 2: Retention Rates 2011-2016   Source: IPEDS Enrollment Survey and 2017 Institutional Profile

Rowan College at Gloucester County (RCGC) has consistently been above the National Community College Benchmarking Project (NCCBP) rate and, until 2016, above the national retention rate (57.4%) as found in the ACT Retention Report, *The Condition of Education*

The retention of first-time part-time students over the last five years has risen from 41.3 percent to 43.9 percent. Improving retention of part-time students was a recommendation in last year's Outcomes Report. Retention of first-time full-time students has risen from 61.6 percent to 64.4 percent. An analysis of these students by age and demographics might indicate what additional types of supports could be beneficial.

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

Retention Rates All Students					
	2012	2013	2014	2015	2016
First-Time Full-Time	**62%**	**64%**	**66%**	**63%**	**64%**
NJCC Median (Full-Time)	63%	63%	61%	63%	66%
NJCC Ranking (Full-Time)	12th	8th	Tied for 8th	12th	10th
First-Time Part-Time	**41%**	**42%**	**46%**	**47%**	**44%**
NJCC Median (Part-Time)	44%	42%	46%	45%	44%
NJCC Ranking (Part-Time)	11th	10th (tied with 2 others)	7th	7th	9th

Table 9: Retention Rates All Students (percentages rounded up)   Source: 2017 Institutional Profile and NJCCC Fact Book.

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

This standard has been minimally met.

Recommendations:

Overall, RCGC seems to be improving its efforts towards student retention. 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. 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 Division of Retention will also be interviewed next year to discuss retention efforts and data.

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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:

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
- ratings of the importance of such services and their satisfaction with services received.
- the level of academic challenge students experience at their 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.
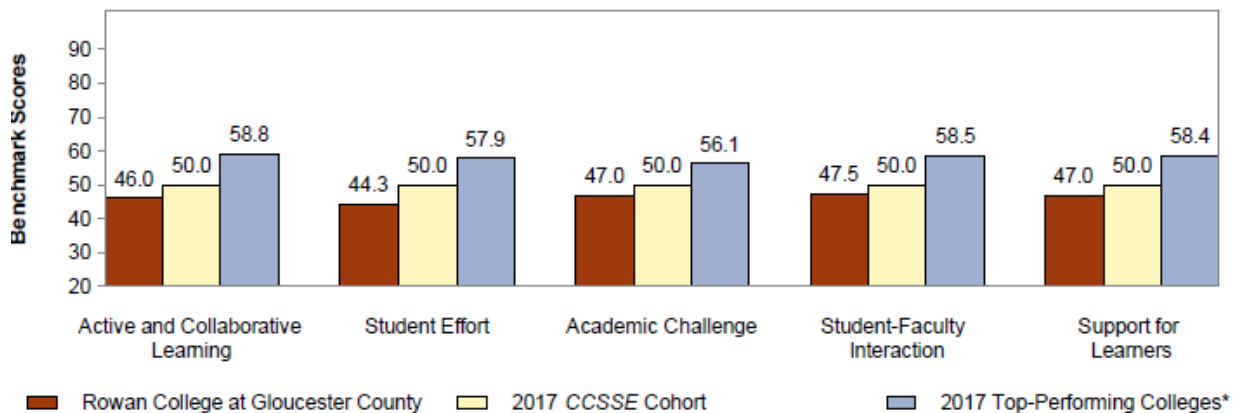
Figure 3: CSCSSE Student Engagement Levels   NJCC 2017 Cohort includes Bergen, Essex, Mercer, Middlesex, Ocean, Raritan Valley, Salem, Union, and Warren)

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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 10: 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 11: Comparison of 2014 CCSSE Scores with 2017 CCSSE Scores

Table 11 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.

This standard has not been met.

Recommendations:

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. Other recommendations based on the CCSSE findings include:
- 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; and
- review survey items in each of the CCSSE benchmark categories to see if any patterns emerge.

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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:

	RCGC			
	Fall 2016	Spring 2017	Average (last 5 years)	IDEA Baseline
Gaining factual knowledge (terminology, classifications, methods, trends)	4.3	4.4	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)	4.2	4.4	4.3	4.0
Developing specific skills, competencies and points of view	4.2	4.3	4.3	4.0
Acquiring skills in working with others as a member of the team	4.0	4.1	4.2	3.9
Develop creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	4.0	4.1	4.1	3.9
Gaining a broader understanding and appreciation of intellectual/cultural activity	4.1	4.1	4.2	3.7
Developing skill in oral and written communication	4.0	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	3.8
Developing a clear understanding of, and commitment to, personal values	4.0	4.1	4.2	3.8
Learning to analyze and critically evaluate ideas, arguments and points of view	4.2	4.2	4.3	3.8
Acquiring an interest in learning more by asking my own questions and seeking answers	4.1	4.2	4.2	3.8

Table 12: IDEA Survey Results on Learning Objectives   IDEA Likert scale 1-5, with 5 being the highest.

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, 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 2017 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)								RCGC Avg.	IDEA BASE LINE
	Academic Year 2015-16				Academic Year 2016-17				
	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017	Last 5 yrs.	
Progress on Relevant Objectives	4.3	4.2	4.4	4.4	4.2	4.3	4.3	4.3	3.8
Excellence of Teacher	4.5	4.4	4.5	4.6	4.5	4.4	4.5	4.4	4.2
Excellence of Course	4.3	4.3	4.4	4.4	4.3	4.4	4.4	4.3	3.9
Summative (Composite) Score	4.4	4.3	4.5	4.4	4.3	4.4	4.4	4.4	3.9

Table 13: IDEA Student Ratings of Instruction   Source: IDEA Reports

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.

This standard has been met.

Recommendations:
The IDEA survey will continue to be monitored. Indicators from other informal short surveys will be reviewed to take the pulse of the campus and determine areas of improvement that might be needed.

RCGC 2017 Outcomes Report

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, data from other sources are being used at this time to determine if progress has been made in these areas.

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 14: 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.

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 15:   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 16: 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:
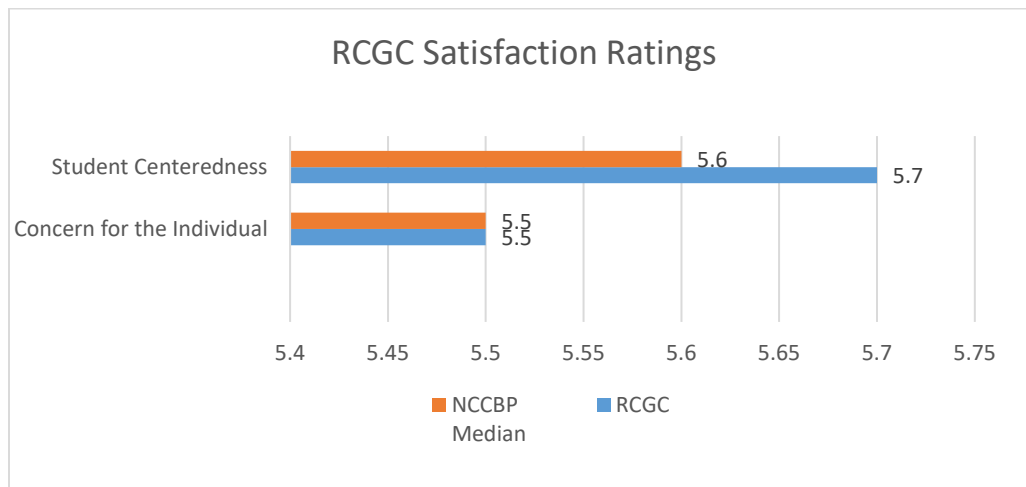
Figure 4: Student Satisfaction Scores Compared to NCCBP

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 17: 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 18: 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%

Table19: 2017 CCSSE Questions on Registration

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 20: 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 advisinfg 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 21: 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 22: 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.

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 23 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 27: Campus Support Services Items

Since the last administration of the Student Satisfaction Inventory, the CAP Center has reorganized, with foci on career and transfer more specialized. That was the one item with a performance gap close to 1.00, and will be examined after the next administration of the survey. The student center contains more offices for student activities, and now has a recently opened student lounge. The 2017 CCSSE Survey questioned support for learners, which received a score of 47.0 overall. The score is broken down by student enrollment status, below:
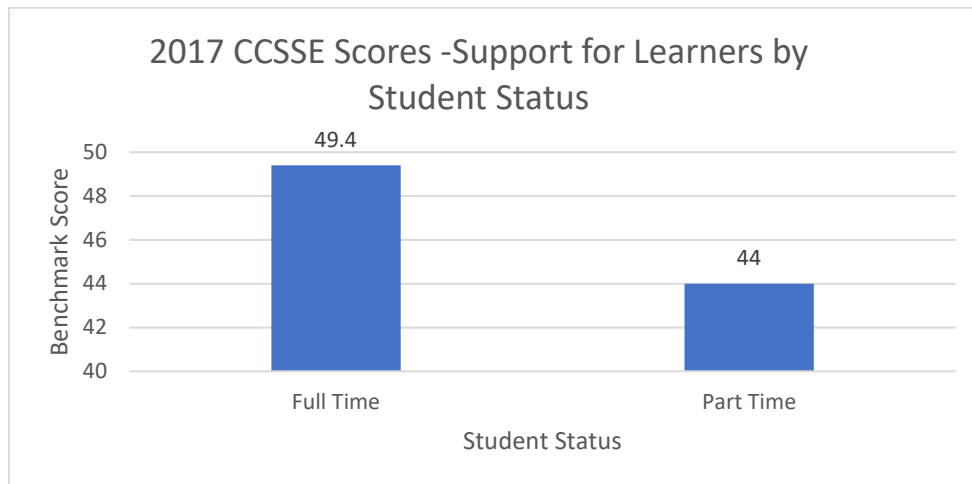
Figure 5: 2017 CCSSE Support for Learners by Student Status

This standard has been met with recommendations.

Recommendations:

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

RCGC 2017 Outcomes Report

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:

High School Capture Rates	2014 (%)	2015 (%)	2016 (%)	2017 (%)	One-Year Change (%)
Clayton	40.3	18.4	33.7	25.9	-23.1
Clearview Regional	28.7	30.1	24.8	21.9	-11.7
Delsea Regional	30.6	30.9	30.7	33.5	9.1
Deptford Township	33.1	35.3	28.4	21.4	-24.6
Gateway Regional	31.7	29.1	31.4	28.7	-8.6
Glassboro	32.5	28.6	28.0	25.5	-8.9
GCIT Performing Arts Academy	28.3	22.3	27.9	20.8	-25.4
Kingsway Regional	31.5	23.9	30.5	24.3	-20.3
Paulsboro	26.4	20.2	30.8	25.0	-18.8
Pitman	44.9	27.8	35.5	39.8	12.1
Washington Township	29.3	26.6	32.3	28.3	-12.1
West Deptford	28.6	32.4	33.0	31.4	-4.8
Williamstown	26.2	32.3	29.6	29.8	0.67
Woodbury	28.6	32.1	39.8	23.2	-41.7
Total Gloucester County Public Schools Capture Rate	30.2%	28.3%	30.3%	26.5%	-12.5%
Total Population	3,421	3,504	3,555	3,613	58
Captured	1,033	992	1,076	959	-117
Not Captured	2,388	2,512	2,479	2,654	175
Median NCCBP Capture Rates	**30.3%**	**31.1%**	**21.9%**	**21.7%**	

Table 25: 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.

This standard has not been met.

Recommendations:
- RCGC should advertise student life more, especially those events that promote our partnership with Rowan University;
- Outreach to alumni should be increased, with efforts to engage them with prospective students;

- GCIT and HSOP enrollment numbers should be examined so students are enrolled as RCGC students;
- Recruitment has expanded outside of Gloucester County. Include those high schools outside the county in the capture rate; and
- Send these data to RCGC's recruitment personnel so they are aware of the College's standings.

These efforts will support the Strategic Plan objective of recruiting students from the College and Career 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.

RCGC 2017 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

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-FY16 with Comparisons to NJ Community College FY16 Average						
	RCGC					**NJCC**
	FY12	**FY13**	**FY14**	**FY15**	**FY16**	**Average FY16**
Registrations	8,419	10,049	7,104	11,872	12,638	2,230
% Sector Share	16.3%	18.5%	14.3%	31.8%	29.8%	--
Clock Hours	25,887	36,731	35,961	51,859	49,621	15,795
FTEs	58	82	80	115	110	43
# Course Sections Delivered	593	768	434	981	867	NA*
Registrations per Course Section	14	13	16	12	15	NA*
Business Clients Served	14	13	17	24	44	NA*
FTEs per Client	4	6	5	5	2.5	NA*

Table 26: Customized Training Enrollment   Source: 2017 Institutional Profiles

*Not all colleges reported data in these categories, so no valid calculation could be performed.
RCGC ranks 1st in customized training registrations and 7th in continuing education registrations.

RCGC 2017 Outcomes Report

Noncredit Enrollment FY12-FY16 with Comparisons to New Jersey Community College FY16 Average						
	RCGC					**NJCC FY16 Average**
	FY12	**FY13**	**FY14**	**FY15**	**FY16**	
Total Registrations	7,511	7,400	8,211	7,984	9,564	6,185
% Sector Share	4.7%	4.7%	5.7%	6.6%	8.0%	--
Unduplicated Headcount	3,813	6,570	6,029	5,528	6,426	2,942
Total Clock Hours	240,793	225,811	352,217	273,415	315,675	215,371
Total FTE	535	502	783	608	702	445

Table 27 :   Noncredit Enrollment   Source: 2017 Institutional Profile

Figure 6: NJCC Customized Training Enrollment 2016   Source: NJ IPEDS Form #31; 2016 NJCCC Fact Book

RCGC 2017 Outcomes Report

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.   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.

3-C   Degrees and Certificates Awarded

Measure: Number of degrees and certificates conferred per year.

┌─────────────────┐
│ 2017 Outcome   │
│   │
│ *Standard Met* │
└─────────────────┘

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	
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 28: 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 707	2010 742	2011 779	2012 817	2013 857	2014 900	2015 944	2016 991	2017 1,039	2018 1,091	2019 1,144	2020 1,201	Target Goal 11,212
Total Awards	**746**	**729**	**834**	**884**	**864**	**957**	**930**	**1,159**	**1,004**				**8,107**
Certificates of Achievement*	0	0	0	3	9	6	49	59	35				161
Certificates	16	14	15	18	12	9	10	27	6				127
Associate Degrees	730	715	819	863	843	942	871	1,073	963				7,819
Difference(Actual-Target)	39	-13	55	67	7	42	-14	168	-35				-3,105
% Above/Below Goal	5.50%	-1.80%	7.10%	8.20%	0.80%	4.70%	-1.50%	17.0%	-3.4%				-27.7%
% Total Goal Met	6.70%	13.20%	20.60%	28.50%	36.20%	44.70%	53.01%	64.5%	72.3%				72.3%

Table 29: New Jersey Presidents' Council 2020 Completion Agenda.
*formerly Professional Development Certificates

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. RCGC is below the state median in associate degree awards but the enrollment at New Jersey community colleges ranges from 993-14,519 students, with the median enrollment at 8,226. RCGC's enrollment for this year is below the median. The chart below is for informational purposes only.

NJCC Associates Degrees Awarded
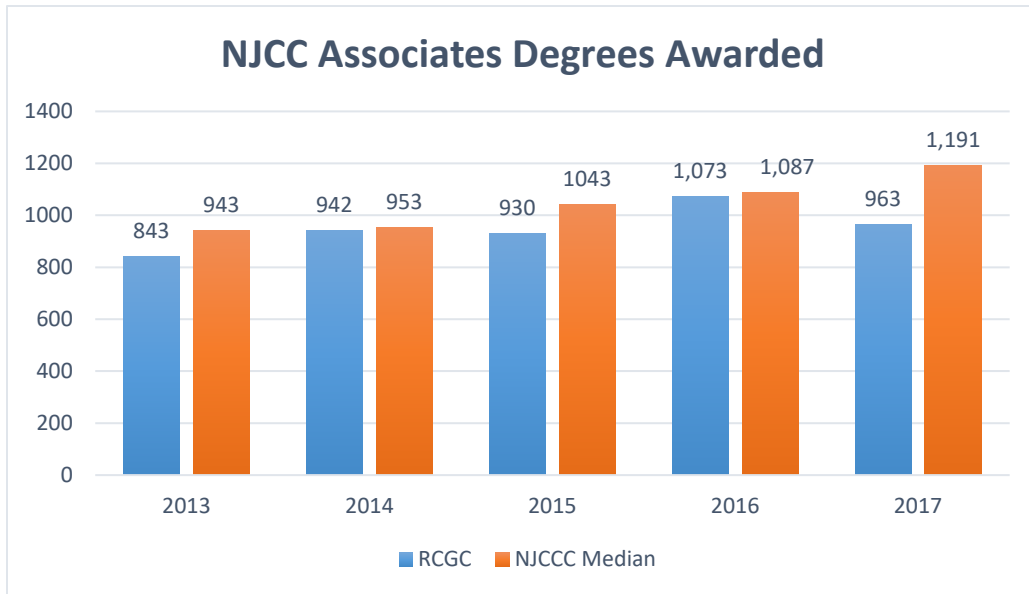
Figure 7: RCGC and NJCC Median Associate Degrees Awarded   Source: NCES College Navigator

This standard has been met.

Recommendations:

The recommendations from 2016 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 2017 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 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						
Fall Term	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
2016	3,995	3,123	7,118	54,891	20,166	75,057
One-Year % Change	1.3%	10.8%	4.1%	5.5%	1.0%	4.2%
5 YR % Change	0	10.1%	4.3%	1.6%	15.7%	5.5%

Table 30: Five-year Enrollment Trends-Fall   Source: 2017 Institutional Profile and Pyramid Analytics

IPEDS Feedback Report Fall Enrollment Measure:
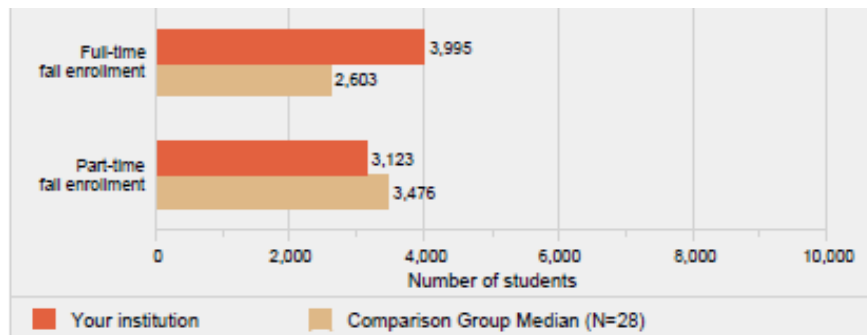
Figure 8: Comparison of RCGC Fall Enrollment to IPEDS Comparison Group by Enrollment Status

Spring Term: Five-Year Enrollment Trends						
Spring Term	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
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 31: Five-Year Enrollment Trends- Spring   Source: Pyramid Analytics

Both fall and spring enrollment figures show a slight increase in both full-time enrollment and part-time enrollment over one year. The number of credit hours generated has grown overall. The IPEDS 12-month enrollment report in Figure 8 on page 35 gives the comparison to our peer institutions showing that RCGC is above the median in full-time enrollment, but below the median in part-time enrollment, even with the increase in the number of RCGC part-time students.

Online enrollment has grown over the last five years:

Online Credit Enrollment 2010-2016			
	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%
2016	1,932	9,220	12.35
One-Year % Change	13.9%	16.0%	
5 YR % Change	61.9%	65.9%	
NJCC 5-YR % Change	12.6%	9.3%	

Table 32: Online Credit Enrollment   Source: 2018 NJCCC Fact Book
*Online credits as a percent of credits generated.

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	6,565
RCGC 2016 online credits	9,220
Average number of NJCC online credits per student	4.6
RCGC average number of online credits per student	4.8
NJCC average of NJCC online credits as a percent of total credits generated	8.3%
RCGC average of online credits as a percent of total credits generated	12,3%

Table 33: Comparison of 2016 RCGC Online Credits to 2016 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 2016 and approximately 16.0 percent of Spring offerings:
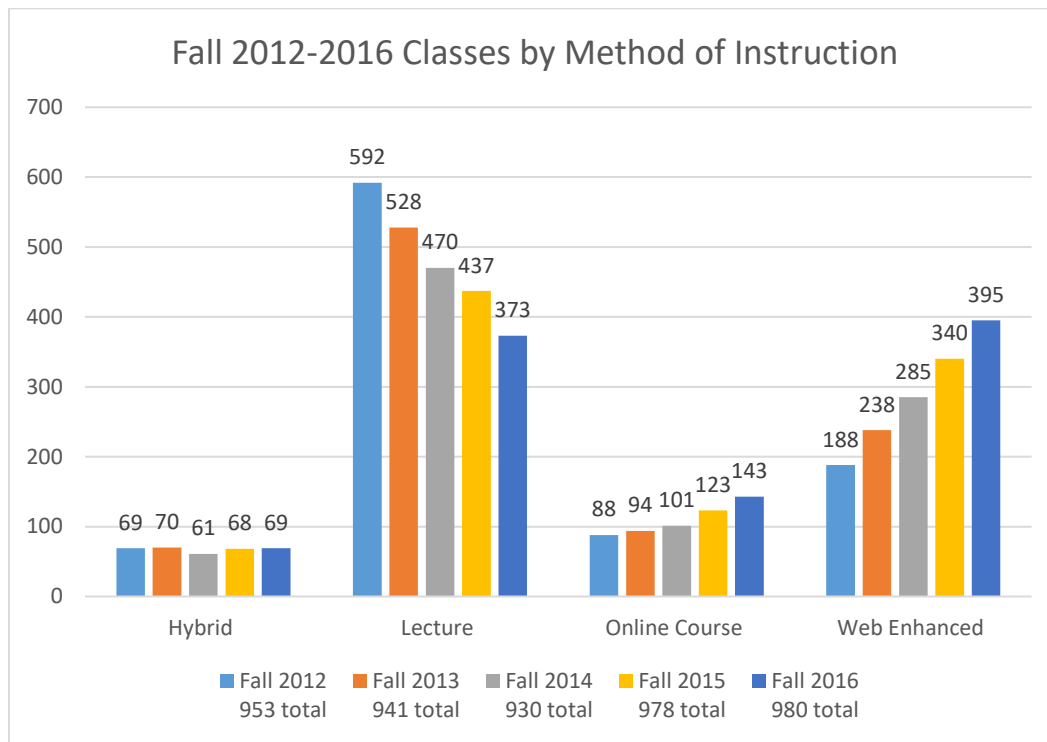
Figure 9: Fall Classes by Method of Instruction   Source: Pyramid Analytics
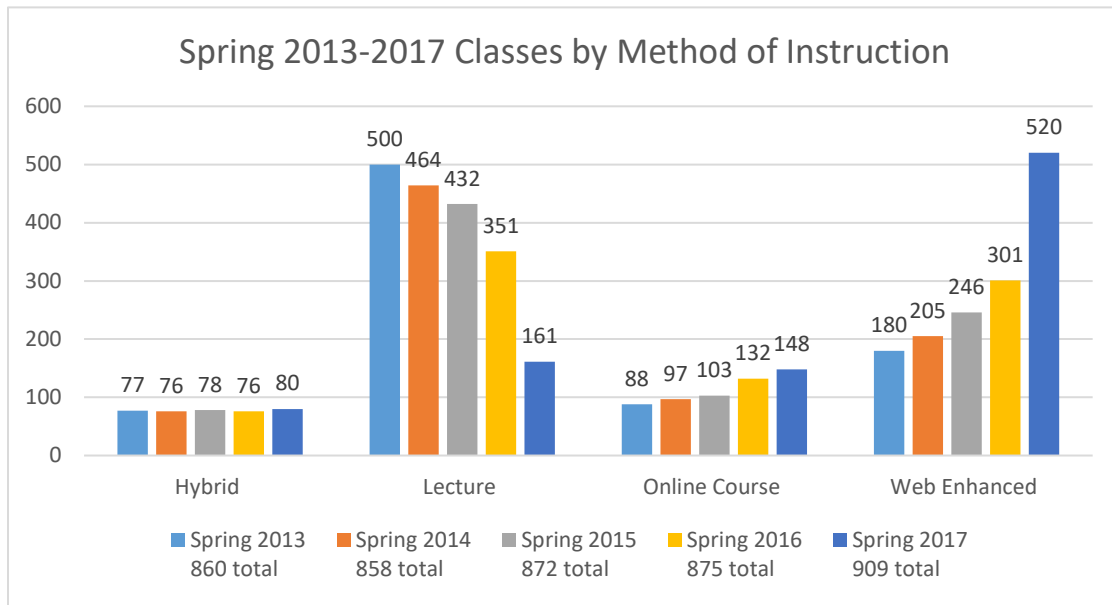
Figure 10: Spring Classes by Method of Instruction   Source: Pyramid Analytics

Compared to other New Jersey community colleges, RCGC is growing and ranks seventh in the state in online enrollment, up from ninth last year. The number of RCGC students enrolled in online classes (1,932) exceeds the New Jersey community College median (1,497 students) and the New Jersey community college average (1,596 students).

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 Dual Credit agreements with area high schools will 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.

2017 Outcome

Standard Met

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 AY16-17	Rowan University AY16-17
	AY 13-14	AY 14-15	AY 15-16	AY 16-17		
In District per Credit Hour Rate	$93.00	$95.00	$97.00	$99.00	$123.32	$371.00
Fee per Credit Hour	$33.50	$36.50	$38.50	$40.50	$35.66	$161.00
Annual Tuition and Fees for Full-Time Student	$3,795.00	$3,945.00	$4,125	$4,245	$4,743	$13,422.00

Table 34: Tuition and Fees   Source: IPEDS Form #14 (Tuition and Required Fees) and NJ Secretary of Higher Education Statistical Tables

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 ($4,723) and the median cost ($4,590), it remains the third lowest in the state in comparison with other New Jersey community colleges, as seen in Figure 11, 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.

Tuition and Fees Full-Time AY 2016-2017

College	Value
RCBC	4065
Salem Community College	4104
RCGC	4245
Middlesex County College	4275
Camden County College	4320
Ocean County College	4345
Atlantic Cape Community College	4407
Cumberland County College	4440
Passaic County Community College	4553
Warren County Community College	4590
Union County College	4620
County College of Morris	4690
Mercer County Community College	4710
Essex County College	4785
Brookdale Community College	4827
Raritan Valley Community College	5214
Hudson County Community College	5353
Bergen Community College	5445
Sussex County Community College	6750

Figure 11: Comparison of Tuition and Fees at New Jersey Community Colleges, 2016-2017
Source: New Jersey Secretary of Higher Education website

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 should continue in support of the College's mission statements on affordability and accessibility. 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. Union County College and Salem County College have eliminated required fees, bringing down the fee per credit hour for New Jersey community colleges. The additional cost of summer and winter classes should be weighed in terms of the students' accelerated time to completion.

2017 Outcome

Standard Met

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	Gloucester County 2015
Students	**Total Minority**	**24.0%**	**26.3%**	**30.7%**	**26.1%**	**27.5%**	**16.4%**
	- White	76.0%	73.7%	69.3%	73.9%	72.5%	83.6%
	- African American	13.3%	14.4%	12.7%	12.2%	12.8%	11.0%
	- American Indian	0.2%	0.4%	0.4%	0.4%	0.3%	0.2%
	- Asian	2.2%	2.4%	2.3%	2.5%	2.5%	3.0%
	- Native Hawaiian	0.2%	0.2%	0.3%	0.2%	0.2%	0.1%
	- Hispanic/Latino	3.1%	6.2%	6.4%	7.2%	7.7%	5.9%
	- Two or More Races	4.9%	2.7%	3.1%	3.5%	3.9%	2.1%
	-Other/Unknown			5.4%	6.2%		--
Employees	**Total Minority**	**17.7%**	**17.0%**	**20.1%**	**17.2%**	**17.9%**	**16.4%**
	- White	82.3%	83.0%	79.9%	82.8%	82.1%	83.6%
	- African American	10.7%	11.8%	13.8%	10.7%	11.5%	11.0%
	- American Indian	1.3%	0.7%	1.4%	0.7%	0.9%	0.2%
	- Asian	1.8%	1.9%	1.4%	1.9%	1.8%	3.0%
	- Native Hawaiian	1.7%	1.7%	0.4%	0.2%	0.2%	0.1%
	- Hispanic/Latino	2.1%	0.9%	1.8%	1.3%	1.3%	5.9%
	- Two or More Races	-	-	0.4%	--	--	2.1%
	-Other/Unknown	-	-	1.1%	0.9%	2.2%	--

Table 35: 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 38, above, 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.
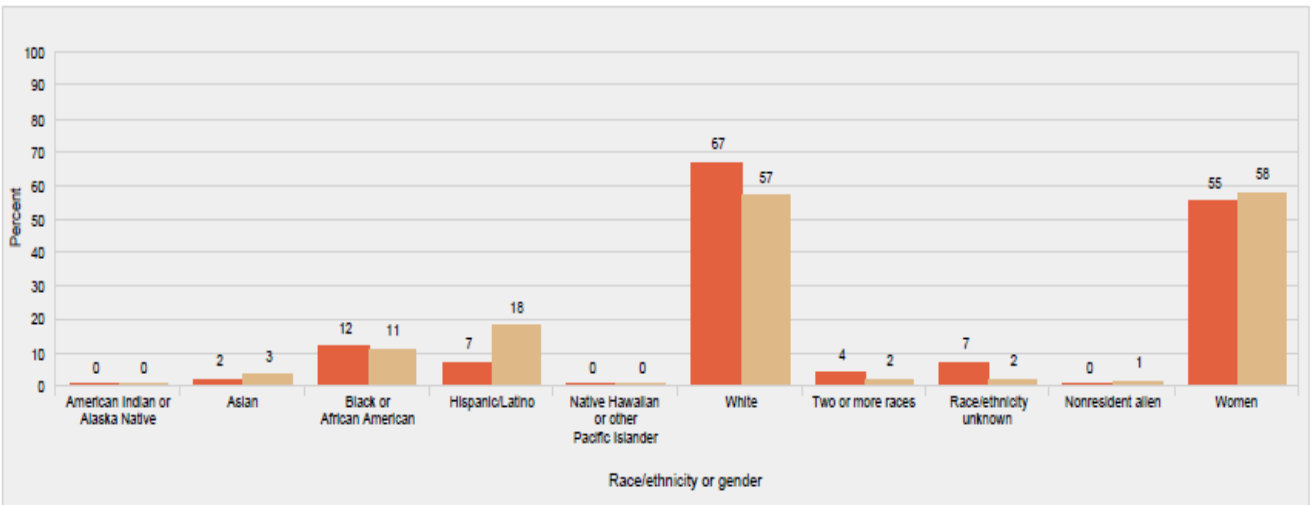
Figure 12: RCGC Enrollment by Race/Ethnicity Compared with IPEDS Comparison Groups. Percent of enrollment who are women also noted. Source: 2017 IPEDS Customized Feedback Report

IPEDS data 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 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.

RCGC 2017 Outcomes Report

5-A   Employee Satisfaction Ratings

2017 Outcome
Standard Not Met

Measure: Combined percentage of employees rating satisfaction
with employment as 'very satisfied' to 'satisfied'
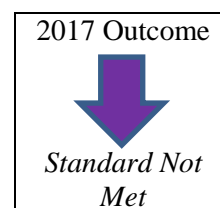
Assessment Tool: Campus Quality Survey

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, 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 36: Employee Satisfaction Ratings   Source: Campus Quality Survey 2017

Results from the recently administered (2017) Campus Quality Survey 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 short surveys to be used in between administration of the survey to gauge changes in employee satisfaction.

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. This revealed improvement in their communication efforts, but also indicated more work was needed in this area.

This standard has not been met.

Recommendations:

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. Exit interviews should be conducted with both full-time and part-time employees.

RCGC 2017 Outcomes Report

5-B   Employee Retention Ratings
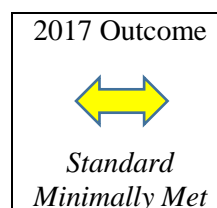
Measure: Percent of employees retained each year

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

Table 37: 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 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 2016 Outcomes Report included:

- 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.

Recommendation:

The recommendation to 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 2017 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. 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	**FY14**	**FY15**	**FY16**	**FY17**	**NCCBP Peer Median FY17**
Total Expenditures	$237,518.95	$225,676.59	$207,249.37	$297,422.09	
Travel	$128,039.86	$69,672.71	$80,392.35	$82,603.21	
Dues & Memberships	$63,701.99	$102,300.51	$73,362.94	$157,459.49	
Conference & Seminar Registrations	$45,777.10	$44,677.19	$53,494.08	$57,379.39	
FTE Staff	426	426	420	398	
Expenditures per FTE Staff	$557.56	$529.76	$493.45	$747.34	$364.00

Table 38: Expenditures per FTE Employee   Sources: NCCBP, IPEDS, NJCCC Fact Book

RCGC 2017 Outcomes Report

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. FTE Employee is defined as reported in the IPEDS Human Resources Survey completed by RCGC Office of Human Resources.

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

Core Expenses		RCGC				FY16 IPEDS	NJCC Median FY16
		FY13	FY14	FY15	FY16		
Distributions by Function	Instruction	48%	48%	48%	49%	$25,296,035	40%
	Research	0%	0%	0%	0%	0	0%
	Public Service	2%	1%	2%	1%	$516,245	2%
	Academic Support	8%	8%	8%	8%	$4,129,965	7%
	Institutional Support	14%	15%	14%	16%	$8,259,930	17%
	Student Services	17%	18%	17%	18%	$9,292,421	10%
	Other	11%	10%	11%	8%	$4,129,965	8%
	Total Core Expenses	**100%**	**100%**	**100%**	**100%**	**$51,624,561**	**$56,016,153**

Table 39: RCGC Core Expenses   Source: IPEDS Finance Survey

Core Revenues		RCGC				FY16 IPEDS	NJCC Median FY16
		FY13	FY14	FY15	FY16		
Distributions by Source	Tuition and Fees	36%	29%	36%	38%	$20,249,124	38%
	Government Appropriations	26%	20%	26%	26%	$13,854,663	34%
	(State)	(11%)	(8%)	(11%)	(11%)	$1,524,013	--
	(Local)	(16%)	(12%)	(16%)	(15%)	$12,330,650	--
	Govt. Grants and Contracts	28%	21%	28%	22%	$11,723,177	4%
	Private Gifts, Contracts, Grants	0%	0%	0%	0%	0	0%
	Investment Income	0%	0%	0%	0%	0	0%
	Other Core Revenues	10%	30%	10%	14%	$7,460,204	12%
	Total Core Revenues	**100%**	**100%**	**100%**	**100%**	**$53,287,168**	**$54,722,826**

Table 40: RCGC Core Revenues   Source: IPEDS Finance Survey

RCGC 2017 Outcomes Report

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
FY13	Core Revenues	$9,296		FY15	Core Revenues	$12,370
	Core Expenses	$8,476			Core Expenses	$9,122
FY14	Core Revenues	$9,517		FY16	Core Revenues	$10,191
	Core Expenses	$9,048			Core Expenses	$9,873

Table 41: 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 42 and 43 on page 46 show that 38.0 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. A report from the 2016 Annual Financial Report detailing how funds were allocated and spent is included below and is used to determine trends in budget and planning. It summarizes how spending is tied to the Strategic Plan objectives below:

Institutional/Stewardship Goal: Sustain and enhance Rowan College at Gloucester County as a premier educational option for each individual seeking entrance to higher education.	
0101	Objective 1: Enhance the branding, marketing and recruitment strategies of the College.
0102	Objective 2: Research and pursue alternative funding streams.
0103	Objective 3: Improve planning and resource allocation processes to include measurable performance goals.
Academics/Assessment & Benchmarks Goal: Create an educational environment that promotes and fosters student success from initial contact to achievement of desired educational goals.	
0201	Objective 1: Define effectiveness measures that ensure quality programming and services that promote attainment of students' educational goals.
0202	Objective 2: Develop educational mapping models to promote student success.
0203	Objective 3: Coordinate strategies and resources to improve retention rates.
Student Services/Partnerships Goal: Create an enrollment management model to guide students to enter, complete and achieve their education and career goals.	
0301	Objective 1: Assist all students in the development of an individualized guide for their college experience and career plan.
0302	Objective 2: Enroll 20% of students participating in the Center for College and Career Readiness programming as matriculated Rowan College at Gloucester County (RCGC) students upon high school graduation.
0303	Objective 3: Connect student to workforce opportunities through educational and career pathways and internship experiences.
Operations/Infrastructure & Physical Plant Goal: Provide a safe and secure, environmentally-friendly atmosphere to support student success designed with a sustainability model.	
0401	Objective 1: Develop an annual finance report to support long-term planning and budget development.
0402	Objective 2: Utilize higher education grants for expansion of environmentally-friendly educational facilities.
0403	Objective 3: Update existing infrastructure to comply with current standards.

Table 42: 2014-2019 Strategic Plan Goals and Objectives
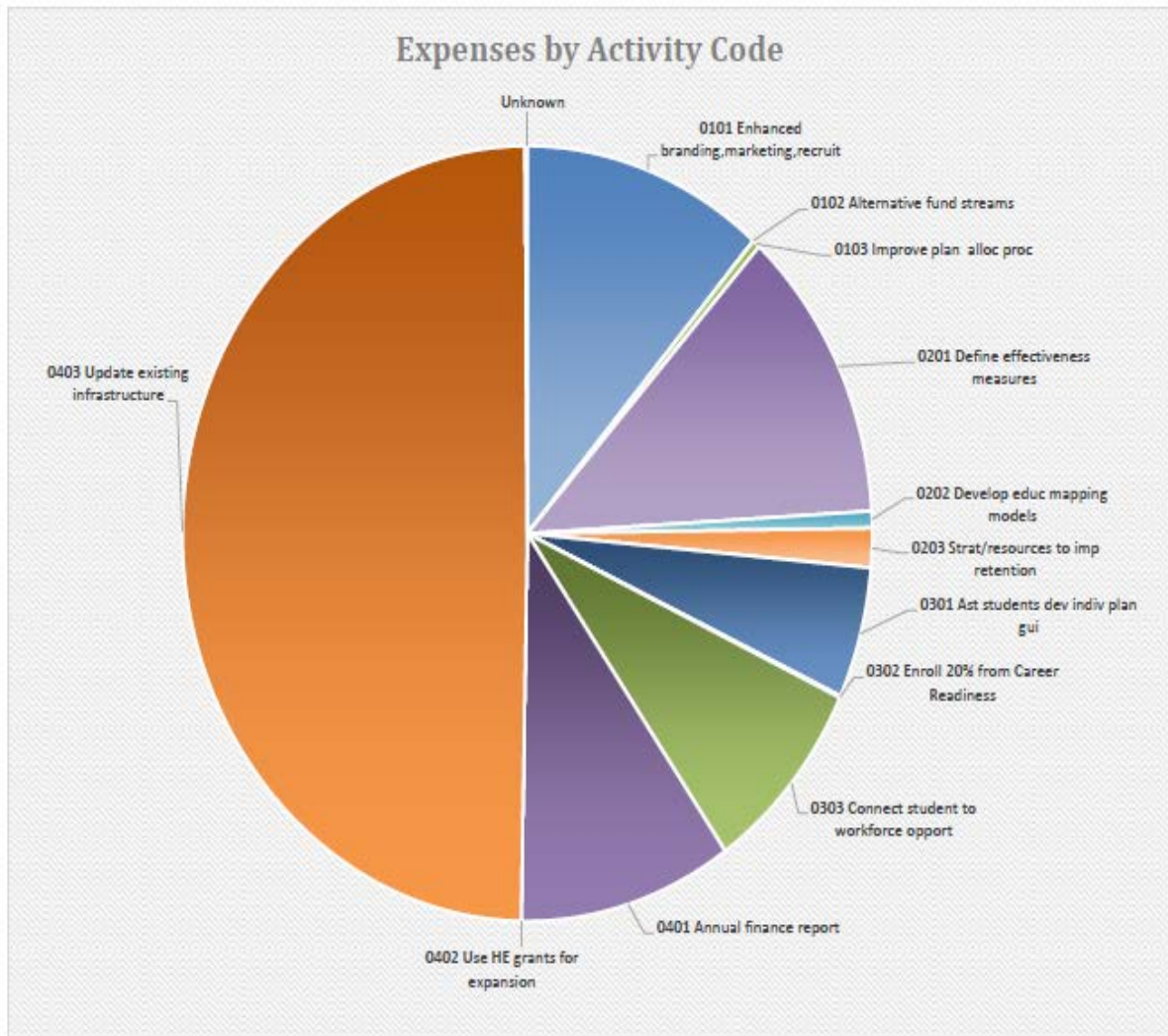
Figure 13: Strategic Plan Expenses by Activity Codes

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. The allocation report will be reviewed as part of this KPI analysis next year.

RCGC 2017 Outcomes Report

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 and 2016 Outcomes Reports each examined four thematic areas of the SSI to identify items in need of improvement by reviewing the 2012 survey results and reviewing more current data from other instruments to gauge the status of each area.   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 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.

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 43: 2012 Student Satisfaction Survey Results on Academic Services

Feedback from Tutoring Program Review (2016):

Gave me examples that I will remember and made sure I understood them.
Gives great examples!

He was very thorough with everything and provided great examples that will stick!
I learned a little extra coming and wish I came more. Helped so much.
Looking to attend a class in the future! Very helpful and informative!
Very good explanation of the questioned asked. Instructor was very easy to work with.
Great instructor (tutor), helped me step-by-step with answering questions.
I would recommend you to tutor anyone who needed help.
The review covered way more info than we covered in my class. In my class we only got through chapter 3.
The review was very good and useful. The person that taught the review made It quite easy to understand and was very helpful and informative.
Now that I have finally been to tutoring, I do not feel ashamed for asking for help.
I left feeling knowledgeable and more confident than before.

Library Focus Groups (2014 Program review)

Four of the students in the two focus groups praised the librarians for offering assistance on research projects. One commented that "Librarians are regularly able to help find books students couldn't find." Another was pleased that the librarians could "get the books that are needed, or find them in other libraries and get them via Interlibrary Loan." The fact that since the renovation, the Library now has more computers and staff was seen as a strength; five students in the second focus group said that the computers were among the most important services offered by the library. Students particularly use the online resources; EBSCO was mentioned by name by four of the participants. Using Microsoft Word, Library Wi-Fi, and printing services were also helpful features.

The study rooms are a strength, especially because of the privacy they offer, but the Library needs more. While students in study rooms were seen as responsive to being asked to be quiet, the noise in the Library was mentioned by several focus group participants. Two found that conversations can be distracting, one mentioned that Friday is a good day to study because it is quieter. Both students and faculty members expressed concern about the lack of soundproof study rooms. A final concern was that there was no fax machine in the Library which students could use, and many need to utilize faxing for student loan papers, etc. Additionally, the role of the Library in providing parking passes and ID cards, which is quite unique, brings in students early to introduce them to the Library, and is a model program which the consultant will suggest to other colleges and universities.

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 44: 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.

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 45: 2012 Student Satisfaction Survey Results on Campus Climate

RCGC 2017 Outcomes Report

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.

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 46: 2012 Student Satisfaction Survey Results on Instructional Effectiveness

There are data from the 2017 CCSSE survey to give current students' opinions on some of the items above:
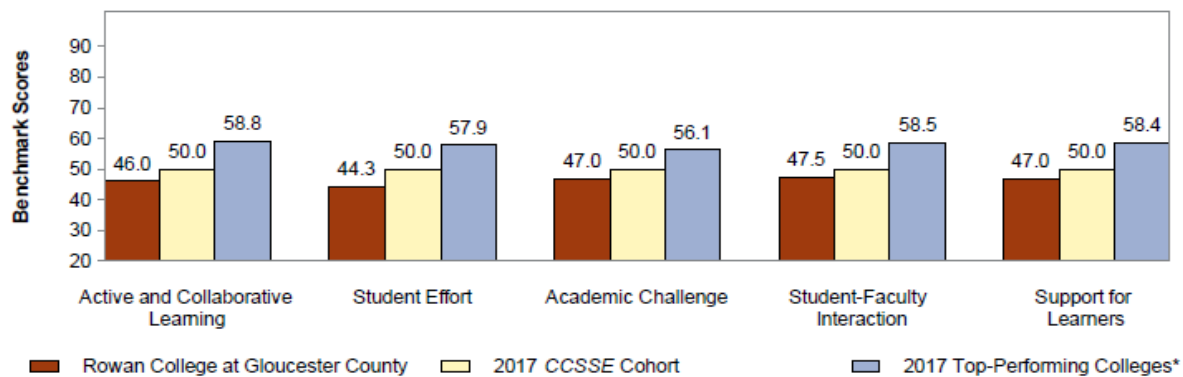
Figure 14: 2017 CCSSE Data Instructional Effectiveness.

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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 47: Comparison with 2017 NCCBP Data

Recommendations:

The recommendation to develop and administer short, targeted surveys to determine current levels of student satisfaction is reaffirmed. 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.

RCGC 2017 Outcomes Report

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 Figures 15 and 16, 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 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.

2017 CAMPUS QUALITY SURVEY RESULTS COMPARED TO NATIONAL NORMS

RCGC 2017   National Average

Category	RCGC 2017	National Average
TOP MANAGEMENT …	3.525	3.346
EMPLOYEE…	3.214	3.188
EMPLOYEE…	3.477	3.358
STRATEGIC QUALITY…	3.533	3.412
QUALITY…	3.419	3.326
MEASUREMENT/AN…	3.549	3.24
CUSTOMER FOCUS	3.603	3.385
QUALITY ASSURANCE	3.419	3.316
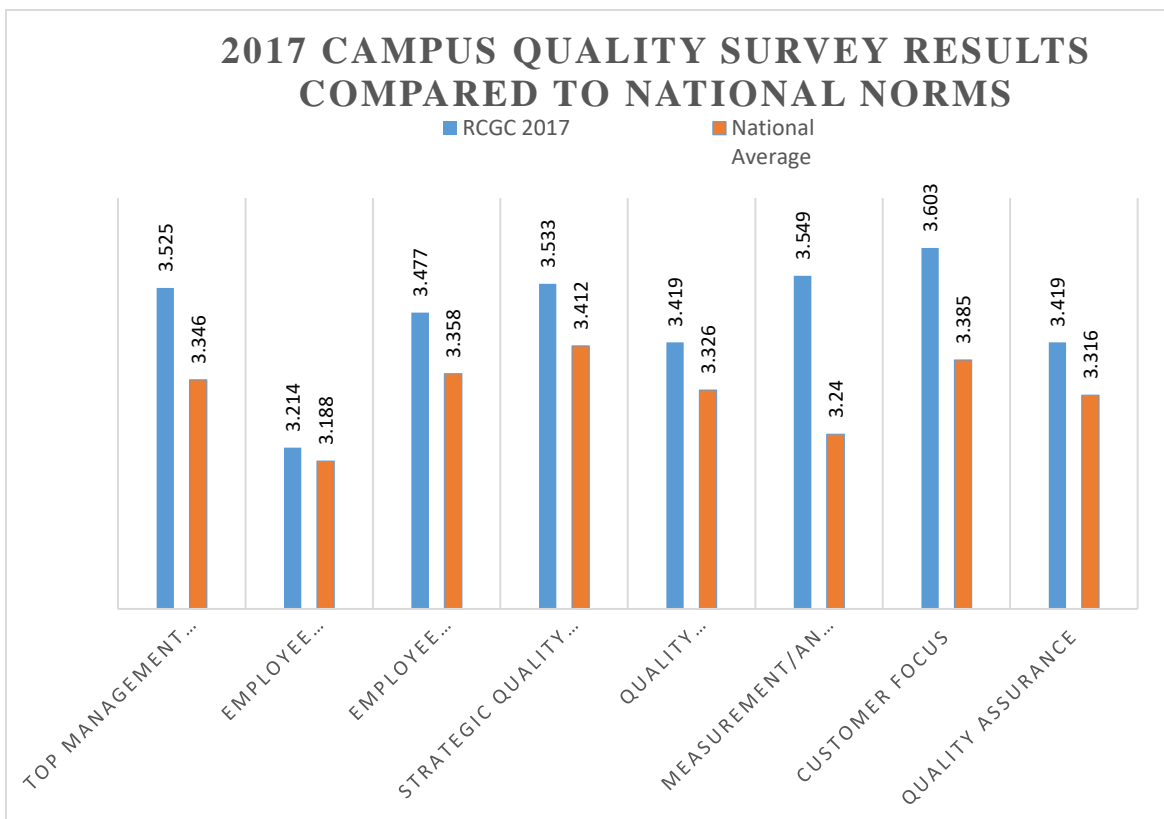
Figure 15: RCGC Results of 2017 Campus Quality Survey

2017 Campus Quality Survey Results Compared to Participating Two-Year Institutions
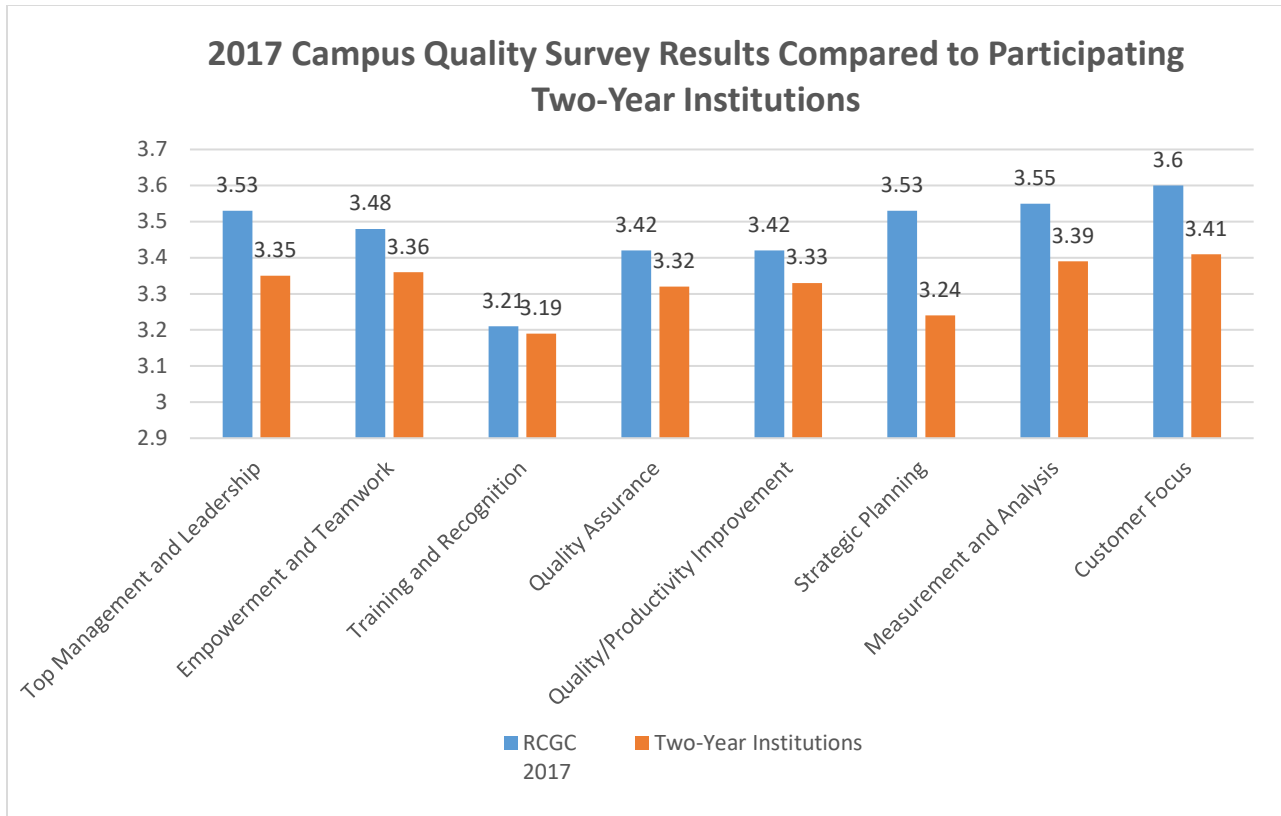
Figure 16:   RCGC in Comparison with Two-Year Institutions Participating in NCCBP

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. Administer the Campus Quality Survey every two years.

RCGC 2016 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 48: RCGC Facility Usage Overall 2013-2017   Source: Production Reports

Table 51 gives a breakdown of seats occupied by day and time of day in Fall 2016 and Table 52 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.

FALL 2016

Unduplicated Headcount by Time of Day and Day of the Week Seats Occupied in Credit Courses, RCGC Main Campus, Fall 2016								
	Morning (before 12 pm)		Afternoon (12pm-4:59 pm)		Evening (5pm or later)		Totals	
	#	%	#	%	#	%	#	%
Monday	4147	22.5	3062	27.3	899	27.2	8108	24.6
Tuesday	4258	23.1	2380	21.2	887	26.8	7525	22.9
Wednesday	4236	23.0	3199	28.6	815	24.7	8250	25.0
Thursday	4071	22.1	2257	20.1	704	21.3	7032	21.4
Friday	1605	8.7	309	2.8	0.0	0.0	1914	5.8
Saturday	113	0.6	0.0	0.0	0.0	0.0	113	0.3
Totals	18430	100.0	11207	100.0	3305	100.0	32942	100.0

Table 49: RCGC Facility Usage Fall 2016   Source: Production Reports

Fall 2016		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Morning (Before 12 pm)	Seats Offered	4335	4749	4462	4316	1904	133	19899
	Seats Occupied	4147	4258	4236	4071	1605	113	18430
	Occupancy Rate (%)	95.7	89.7	94.9	94.3	84.3	84.9	92.6
Afternoon (12pm-4:59pm)	Seats Offered	3319	2646	3455	2530	346	--	12296
	Seats Occupied	3062	2380	3199	2257	309	--	11207
	Occupancy Rate (%)	92.3	89.9	92.6	89.2	89.3	--	91.1
Evening (5pm and later)	Seats Offered	1018	1024	1042	791	--	--	3875
	Seats Occupied	899	887	815	704	--	--	3305
	Occupancy Rate (%)	88.3	86.6	78.2	89.0	--	--	85.3
Total	Seats Offered	8672	8419	8959	7637	2250	133	36070
	Seats Occupied	8108	7525	8250	7032	1914	113	32942
	Occupancy Rate (%)	93.4	89.4	92.1	92.1	85.1	84.9	91.3

Table 50: RCGC Facility Usage Fall 2016   Source: Production Reports

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 51: RCGC Facility Usage by Seats Occupied Spring 2017   Source: Production Reports

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 52: RCGC Facility Usage by Occupancy Rate Spring 2017 by   Source: Production Reports

There was a recommendation in the 2016 Outcomes Report that facility usage by building should be reported. 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

BUILDING FACILITY USAGE Fall 2016						
	M	**T**	**W**	**R**	**F**	**S**
NAH (Nursing and Allied Health)Capacity 553*						
Occupied/Scheduled	117/113	77/77	199/200	92/104	62/70	--
Rate (%)	103.5	100.0	99.5	88.5	88.6	0.0
SCOTT (Scott Hall) Capacity 422						
Occupied/Scheduled	2134/2200	2243/2256	2138/2230	2105/2126	407/443	113/133
Rate (%)	97.0	88.8	98.9	99.0	94.0	84.9
UC (University Center) Capacity 532						
Occupied/Scheduled	1267/1330	1197/1310	1193/1267	930/1042	145/174	--
Rate (%)	95.3	91.4	94.2	89.3	83.3	0.0
IC (Instructional Center) Capacity 910						
Occupied/Scheduled	2733/2954	2486/2764	2788/3113	2172/2438	220/249	--
Rate (%)	92.5	89.9	89.6	89.1	88.4	0.0
BAC (Business and Corporate Center) Capacity 272**						
Occupied/Scheduled	370/447	357/453	351/401	335/413	23/24	--
Rate (%)	82.8	78.8	87.5	85.5	95.8	0.0
PAC (Law and Justice Education Center, Police Academy) Capacity 308						
Occupied/Scheduled	271/339	323/352	321/433	320/352	144/164	--
Rate (%)	79.9	91.8	74.1	90.9	87.8	0.0
CC (College Center) Capacity****						
Occupied/Scheduled	347/350	303/332	381/385	303/329	88/95	--
Rate (%)	99.1	91.3	98.9	92.1	92.6	0.0
PEC (Physical Education Center) Capacity 155***						
Occupied/Scheduled	298/326	196/210	305/334	172/186	32/32	--
Rate (%)	91.4	93.3	91.3	92.5	100.0	0.0
FAC (Fine Arts Center) Capacity						
Occupied/Scheduled	--	33/60	--	33/60	--	--
Rate (%)	0.0	55.0	0.0	55.0	0.0	0.0
SS (Student Services) Capacity 120						
Occupied/Scheduled	536/556	515/538	536/556	533/538	109/120	--
Rate (%)	94.4	95.7	96.4	99.1	90.8	0.0

Table 53: Facility Usage by Building Fall 2016

*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 next year)

Scott Hall expanded (new for next 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
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 54: Facility Usage Rate by Building Spring 2017

*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 next year)
Scott Hall expanded (new for next year)
PAC-to become Performing Arts Center PACTR(change)
PAC (Police Academy) to become LJC (change)

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.

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:

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 Strategic Plan objective to improve planning and resource allocation.